OTTAWA POLICE SERVICE
SERVICE DE POLICE D'OTTAWA

A Trusted Partner in Community Safety
Un partenaire fiable de la sécurité communautaire

OPS Gender Project:
Final Report

NOV. 2, 2017

TABLE OF CONTENTS

> *"I am generally positive about the Gender Project and am aware that obstacles exist that may prevent women from getting onto the job and into the promotion and transfer processes."*
>
> *– OPS Member Focus Group Summary, October 2017*

PURPOSE

On Aug. 16, 2012, a human rights application was filed with the Human Rights Tribunal of Ontario (HRTO) by a female OPS officer against the Ottawa Police Services Board (the "Board") alleging discrimination in employment on the basis of sex and family status. The Ontario Human Rights Commission (the "Commission") intervened as a party under section 37 of the *Human Rights Code*.

As part of the settlement reached through the Commission, the OPS agreed to undertake a series of actions to address problems related to gender within the organization:

> *Phase I*: Analysis of OPS 2012 Workforce Census to determine representation by gender and/or family status.
>
> *Phase II*: Conduct Gender Audit
>
> *Phase III*: Development of new and/or amended policies or procedures that relate to job placement and promotions. Includes draft human rights accommodation policy.
>
> *Phase IV*: Implementation and training related to Phase III results.

The OPS agreed to report the results of the review, at each stage, to the Commission, the complainant and the Ottawa Police Association. In accordance with the Minutes of Settlement, Phases I and II were delivered on Nov. 4, 2016, and Phase III on May 3, 2017. Phase IV was required to be completed by Nov. 4, 2017.

The purpose of this document is to report on Phase IV of the OPS Gender Project and to outline the steps the OPS has taken to conclude its obligations under the Minutes of Settlement as it endeavours to foster and maintain a work environment that actively promotes equity, diversity and inclusion.

APPROACH TO GENDER WORK AT THE OPS

Throughout this Gender Project, the OPS has set out to go above and beyond the requirements of the Minutes of Settlement and take the most innovative and thorough approach it could to this important work. During all four phases of the project, the OPS undertook a number of complementary initiatives to support and enhance its work related to the Minutes of Settlement:

OPS GENDER PROJECT	
Minutes of Settlement deliverables	**Complementary Work**

• Analysis of census
• Gender audit
• Draft policies
• Equality Framework© review
• Finalized policies and procedures
• Training
	• Model
	  -Status of Women Canada
	  -GBA+
	  -Equity, Diversity & Inclusion office
	• Culture
	  -Needs assessment
	  -interviews
	• Other barriers
	  -Consultation
	  -Education & awareness campaign

Phased-In Approach	

All of these initiatives are described in detail in the pages that follow.

BACKGROUND

Following the execution of the Minutes of Settlement, two subject matter experts were identified by the OPS and approved by the Ontario Human Rights Commission to assist in completing Phases I, II and III.

- Dr. Carina Fiedeldey-Van Dijk, president of ePsy Consultancy, a research firm based in the Greater Toronto Area that specializes in the development of psychometric tools; and

- Ruth Montgomery, a policing and criminal justice consultant who authored a study of gender audits in policing organizations for Status of Women Canada in March 2012. A former police superintendent, Montgomery specializes in police reform, organizational development and integrating gender into policy and practice in the security sector.

During Phase III, the OPS also engaged Dr. Linda Duxbury of Carleton University's Sprott School of Business to undertake a study designed to assess whether or not gender and/or family status affects:

- The likelihood an officer will seek a promotion/transfer; and/or
- The likelihood applicants receive a promotion/transfer.

Both Dr. Fiedeldey-Van Dijk and Dr. Duxbury also contributed to Phase IV.

PHASE I SUMMARY

Under the leadership of Dr. Fiedeldey-Van Dijk, the review team analyzed the OPS 2012 Workforce Census to report on gender and related characteristics. This analysis revealed that OPS sworn membership is male dominated, with almost three men (76.6%) for every woman (23.4%) among sworn members. However, these ratios are flipped among the civilian member population, which is 67.7% female and 32.3% male.

Gender Distribution in the Ottawa Police Service
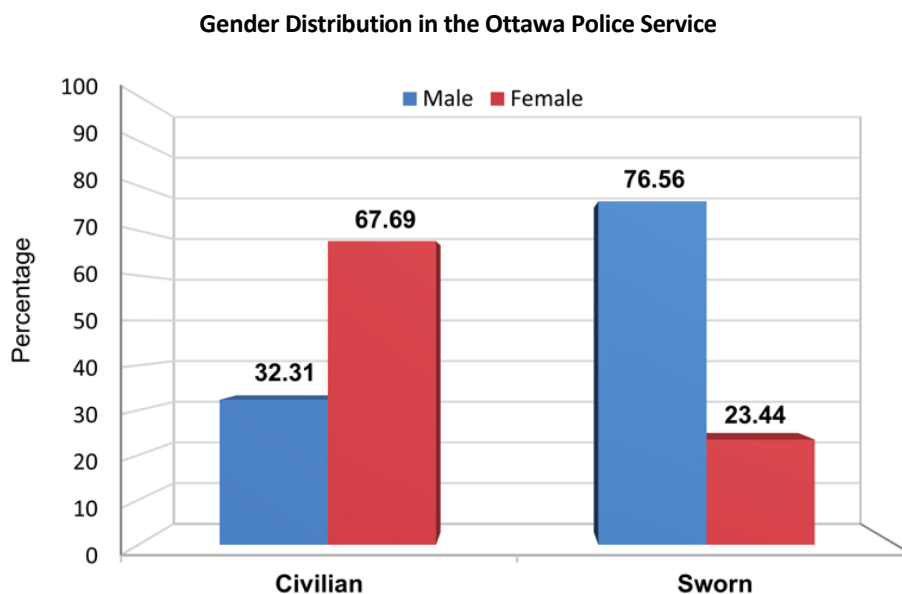
The survey analysis also found that women are underrepresented in some directorates, including Emergency Operations, but tend to be overrepresented in Executive Services, Resourcing and Development, and Patrol Services.

Please refer to the complete Phase I report – *A Gender-Based Lens on OPS Sworn Member Composition* – for detailed Phase I methodology and results.

PHASE II SUMMARY

Dr. Fiedeldey-Van Dijk and her team also executed a gender audit to assess levels of discrimination based on sex and/or family status related to promotions and job placement in order to identify gaps and challenges and point to ways of addressing these issues. This gender audit was conducted using a method developed by ePsy Consultancy called the Equality Framework©, which was also employed during Phase III and Phase IV.

ABOUT THE EQUALITY FRAMEWORK©

The Equality Framework© has four key elements – Strategic Command, Practical Capacity, Liable Compliance, and Work Culture – that are based on a gender mainstreaming approach. (Gender mainstreaming means that gender is considered integral to all decisions and interventions, and thus becomes a shared responsibility among all employees in an organization.) These four elements are distinct, but interrelated, and work together to assess the full scope of gender equality within an organization. The Equality Framework© can be depicted graphically like this:

Strategic Command — Organizational vision and leadership.

Practical Capacity — Procedures for gender integration and operational quality

Liable Compliance — Organizational policies and governance

Work Culture — Norms, beliefs, customs and codes of behaviour
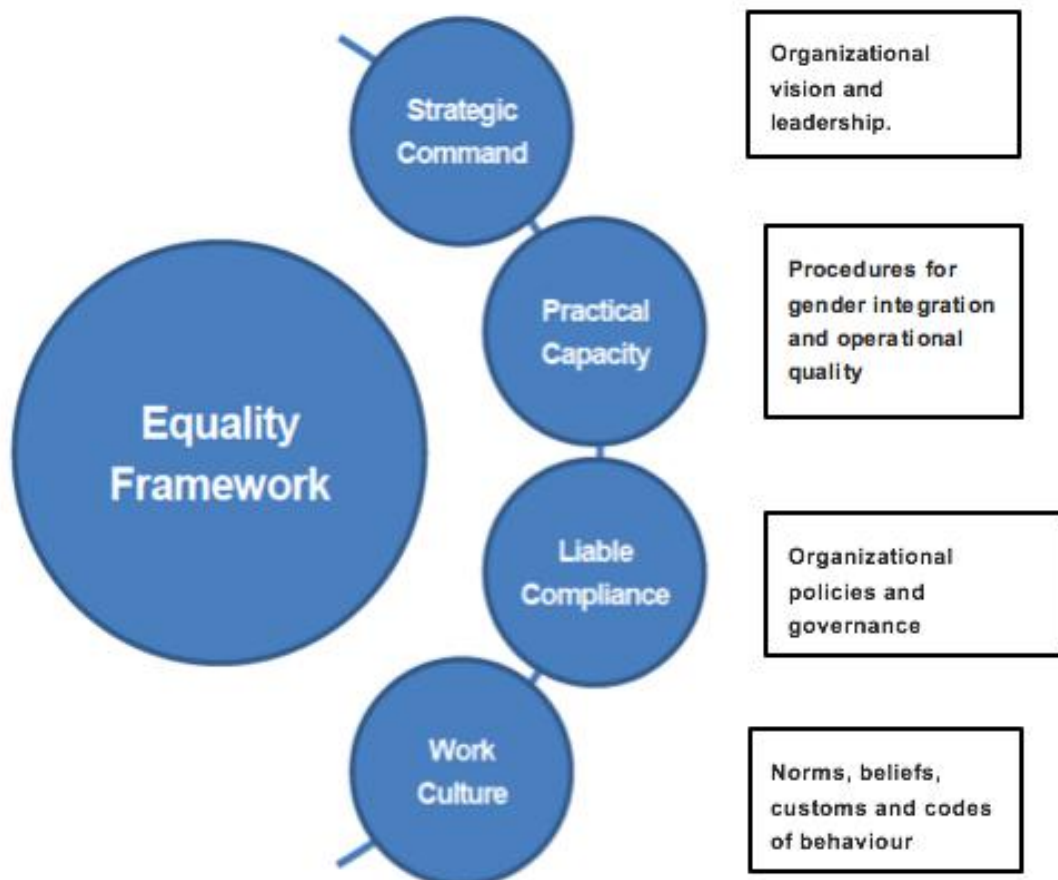
The four elements are equally important, and contain corresponding rating criteria in the form of 20 statements, which can be used when reviewing organizational documents, or when interviewing employees and other stakeholders. In other words, these rating criteria apply to both written and unwritten (i.e., experienced and perceived) factors.

The OPS determined that the Equality Framework© would be an appropriate and effective tool to use in its gender audit because the four elements, as well as the statements that make up the rating criteria, are directly applicable to the organization. The Equality Framework© is also aligned with current literature related to gender audits, including a 2012 report on gender audits in policing organizations authored by Ret. Supt. Ruth Montgomery for Status of Women Canada.

Results Summary

For an organization to be considered compliant with gender equality standards based on the Equality Framework©, it must score 61% or higher on average. The OPS did not meet the minimum standard. The OPS scored as follows:

- Written data sources: 28.15%
- Unwritten data sources: 32.39%

OPS scores for written and unwritten data sources across each of the four elements of the Equality Framework© are shown in the graphic below:
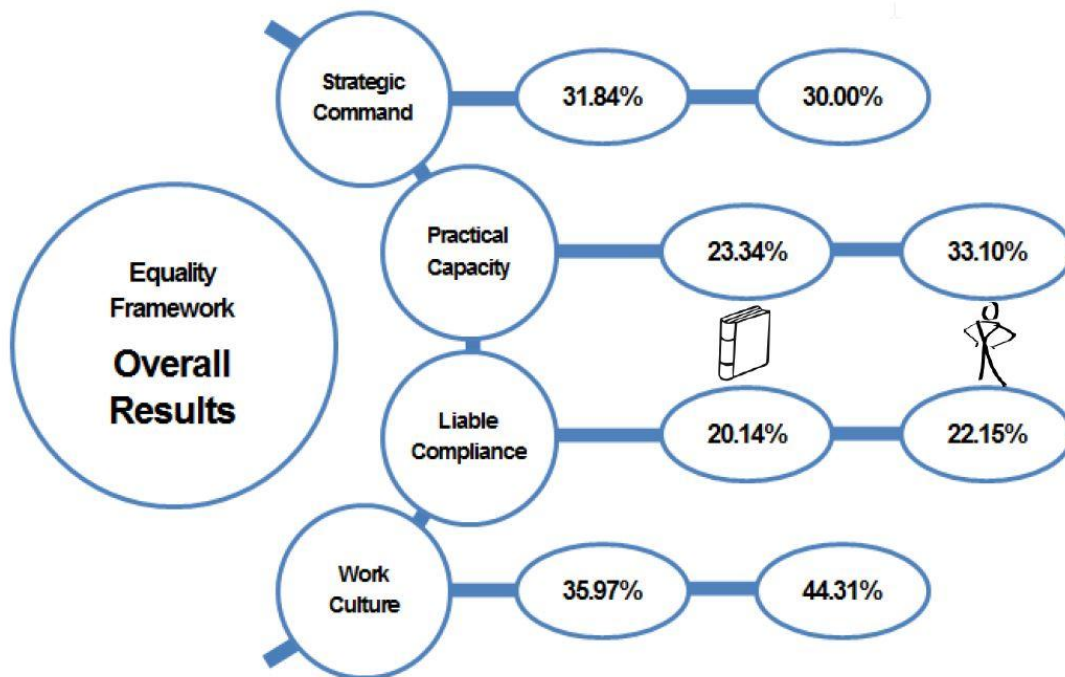
Equality Framework © Copyright 2016, ePsy Consultancy. All rights reserved.

8

Please refer to the complete Phase II Report – *Gender Audit of OPS Written and Unwritten Data Sources* – for detailed Phase II methodology and results

PHASE III SUMMARY

During Phase III, the OPS worked with its senior management group to develop a strong commitment statement to inform the OPS Gender Project going forward. The OPS statement of commitment to an Equitable Work Environment is now part of all policies that were developed or revised under the terms of the Minutes of Settlement:

> *The OPS will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.*

Through the Policy Management Framework, which will re-evaluate all OPS policies, this statement will be added to all policies.

The OPS took a multi-pronged approach to Phase III, which included:

- The adoption of the Gender-based Analysis Plus (GBA+) Framework as a model (described later in this document as part of the Phase IV report);
- A gap analysis of all new and/or amended draft policies and procedures by gender in policing expert, Ret. Supt. Ruth Montgomery;
- An OPS internal review and further revisions to policies and procedures, which resulted in the creation of a new Equitable Work Environment policy;
- A second gender audit by Dr. Carina Fiedeldey-Van Dijk and her team at ePsy Consultancy on the revised policies and procedures, again using the Equality Framework© tool; and
- Original research by Dr. Linda Duxbury of the Sprott School of Business at Carleton University, which allowed the OPS to gain a fulsome understanding of the cultural issues and other barriers our organization faces with regard to gender.

PHASE III EQUALITY FRAMEWORK© TEST

The OPS engaged Dr. Carina Fiedeldey-Van Dijk and her team at ePsy Consultancy to perform another gender audit on the revised documents, again using the Equality Framework© tool.

Results summary

As stated earlier, for an organization to be considered compliant with gender equality standards based on the Equality Framework©, it must score 61% or higher on average. The audit scores for

five of the seven documents submitted during Phase III were found to lie above 60%. However, while the OPS fared better than it did during Phase II, overall scores in Phase III narrowly missed the set point for minimal acceptance.

The overall audited outcome of gender equality for the seven Phase III documents was 56.14%, compared to 36.71% for the seven corresponding Phase II documents.

A comparison of specific Phase II and Phase III gender audit scores across the four key elements that comprise the Equality Framework© is shown in the graphic below:
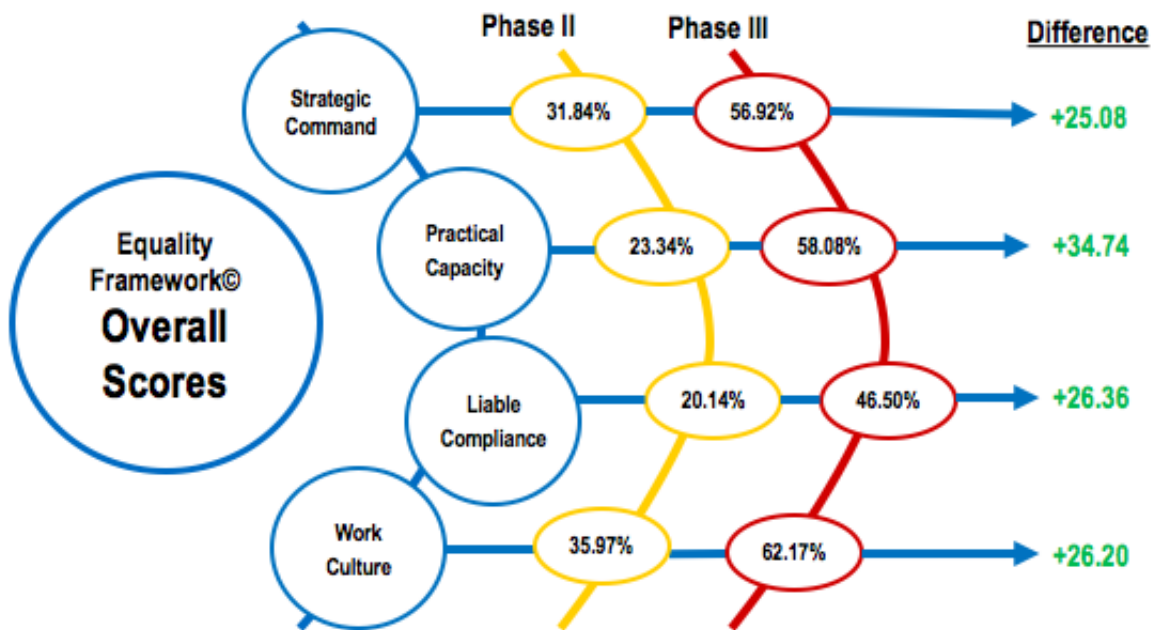
CULTURE AND OTHER BARRIERS

Given the results of Phase I and II, the OPS was concerned that gender and/or family status might negatively impact transfer and promotion processes within the organization, but lacked supporting data. While not mandated by the Minutes of Settlement, the OPS, guided by GBA+ Framework best practices for a needs assessment, set out to better understand this issue through original, evidence-based research, believing that it would not be able to review and revise its policies in a meaningful way without gaining more insight into its own workplace culture.

To this end, the OPS engaged Dr. Linda Duxbury of Carleton University's Sprott School of Business to undertake a study designed to assess whether or not gender and/or family status affects:

- The likelihood an officer will seek a promotion/transfer; and/or
- The likelihood applicants receive a promotion/transfer.

Methodology

Just over half (53%) of the officers who received the survey invitation responded. Thirty-four respondents did not indicate their gender and were removed from the sample. The 654 remaining responses were analyzed.

Results Summary

The data revealed noteworthy gender differences in some areas, including:

- Female sworn officers are more likely than their male counterparts to be single, to have no children, to hold the rank of constable, and to have spent 20 or more years in their current rank.
- Male sworn officers are more likely than their female counterparts to be married or living with a partner, to have children at home, to hold the rank of Sergeant, and to apply for a promotion.

These differences suggest it is more difficult for female officers to combine marriage and parenthood with their duties as a police officer than it is for men, and that these factors are significant in determining career outcomes for women. They also support the idea that gender plays a role in deciding whether or not to apply for a promotion within the OPS.

Please refer to the complete Phase III Report – *OPS Gender Project: Phase III* – for detailed Phase III methodology and results.

OPS GENDER PROJECT: PHASE IV REPORT

INTRODUCTION

In the two years that the OPS has been working on this Gender Project, the discussion around gender issues in Canadian policing has become more relevant than ever.

Even though Gender Equality is a core Canadian value enshrined in our charter of Rights and Freedoms – and despite a growing body of research that demonstrates clear benefits for policing agencies that work to improve gender responsiveness – recent headlines suggest there is still a lot of work to do. In addition to the RCMP's historic apology and offer of $100 million in compensation to its female members and civilian staff for decades of sexual harassment and abuse[1], two female officers have filed a $167-million class-action lawsuit against the Waterloo Regional Police Services Board and Association alleging systemic and institutional gender-based discrimination[2].

As the census analysis undertaken as part of Phase I of the OPS Gender Project revealed, there are still almost three men for every woman among OPS sworn members, and we know that male-dominated organizations are particularly vulnerable to masculine stereotypes that create barriers for women to excel. Thanks to the in-depth research conducted by Dr. Duxbury and her team during both Phase III and Phase IV, we also know that there are significant cultural challenges at play within the OPS that impact gender initiatives specifically and employee engagement in general.

While members of the OPS Gender Project Team were discouraged by some of the findings as this project unfolded, the insights gained have allowed the OPS to revise policies and procedures in ways that are likely to have a real, tangible impact on our organization and its members.

The OPS is thankful for the opportunity presented by this human rights complaint, as it has allowed us to lay a foundation that, in time, will help the organization evolve into one that lives – rather than just talks about – the principles of equity, diversity and inclusion.

PHASE IV APPROACH

As has been our approach throughout this Gender Project, during Phase IV, the OPS again set

---

[1] http://www.cbc.ca/news/politics/rcmp-paulson-compensation-harassment-1.3793785
[2] http://www.cbc.ca/news/canada/kitchener-waterloo/waterloo-regional-police-sexual-assault-harassment-lawsuit-1.4141308

out to go above and beyond the requirements of the Minutes of Settlement and complete its obligations in a manner consistent with current best practices for conducting gender audits in policing organizations and the Status of Women Canada's Gender Based Analysis Plus (GBA+) Framework, guided by our established commitment statement in the Equitable Work Environment policy.

This fourth and final phase of the OPS Gender Project was informed by the findings in Phases I, II, and III. Along with extensive work to revise and finalize the new and/or amended OPS policies and procedures submitted in draft form as part of Phase III, Phase IV included:

1. A gender audit by Dr. Carina Fiedeldey-Van Dijk and her team at ePsy Consultancy on the finalized policies and procedures, again using the Equality Framework© tool;
2. The development of an education and awareness plan – including a training program – to ensure all OPS staff are well informed and educated about the new OPS policies and procedures;
3. Consultations with OPS members to explain the changes to policies and procedures, and to identify specific concerns;
4. The first use of the new approaches to OPS transfer and promotion processes; and
5. Additional research by Dr. Linda Duxbury and her team comprised of in-depth interviews with OPS members to delve further into some of the cultural issues and other barriers identified during their Phase III survey.

MINUTES OF SETTLEMENT OBLIGATIONS

The deliverables to be completed during Phase IV under the Minutes of Settlement were to ensure:

- The finalization of the new and/or amended promotion and job placement policies, and procedural and structural elements to support these policies;
- The provision of training to employees on the new and/or amended promotion and job placement policies; and
- The provision of training to all staff on the new and/or amended human rights accommodation policy*.

Now the Equitable Work Environment policy

PHASE IV COMPLETED DELIVERABLES

In accordance with the Minutes of Settlement described above, the OPS is submitting the following new and/or amended policies to the Ontario Human Rights Commission (as

Appendices A, B, and C, respectively). All received final approval from the OPS Senior Leadership Team on Oct. 23, 2017 and will take effect on November 3, 2017:

- Amended Promotion Policies for sworn members (with associated procedural and structural supports), including:
    - Sergeant Promotional Process
    - Staff Sergeant Promotional Process
    - Inspector Promotional Process
- A new Transfer of Sworn Personnel Policy (with associated procedural and structural supports), including:
    - Fixed-Term and Anchor Position Selection Process
    - Developmental Rotation Position Selection Process
- A new Equitable Work Environment Policy, including:
    - A Process and Procedure for Prevention of Discrimination and Accommodation based on Sex (including pregnancy)
    - A Process and Procedure for Prevention of Discrimination and Accommodation based on Gender, Gender Identity, and Gender Expression
    - A Process and Procedure for Prevention of Discrimination and Accommodation based on Family Status
    - A Process and Procedure for Prevention of Discrimination and Accommodation based on Disability
- The OPS is also submitting some highlights of the training plan to educate OPS staff (modeled on the Bias-Awareness Training plan attached as Appendix D):
    - Module 1 – Understanding bias
    - Module 2 – GBA+
    - Module 3 – New OPS policies & procedures

OPS POLICY CHANGES

The new OPS policies and procedures were developed, revised and finalized based on comprehensive consultations with subject-matter experts Dr. Carina Fiedeldey-Van Dijk and Dr. Linda Duxbury.

The OPS Gender Project Team also held two sessions with the OPS Policy Committee, comprised of Directors and Inspectors, who recommended further amendments. The revised policies and procedures were subjected to another gender audit using the Equality Framework© Tool, and reviewed by OPS Executives prior to receiving final approval from the OPS Senior Leadership Team on Oct. 23, 2017.

Highlights from each of the new policies are included below, along with guiding insights from OPS Members that were gleaned from the extensive research conducted as part of the Gender Project. During the development of the new policies, efforts were made to address specific gaps and barriers that had been identified, and to enhance OPS members' confidence in the processes.

PROMOTION POLICY – HIGHLIGHTS

OPS Member Insight:

"Female sworn officers are more likely than males to be single, to have no children, to hold the rank of Constable, and to have spent 20 or more years in their current rank.

Male sworn officers are more likely to be married or living with a partner, to have children at home, to hold the rank of Sergeant, and to apply for a promotion."

– OPS Gender Survey, April 2017

Addressing gaps:

- Provisions for applying while on leave
- Ethics statements for panel members and process administrators

Addressing barriers:

- Supervisor Confirmation Form
- Expanded experience considerations

Enhancing confidence in the process:

- Independent Facilitator
- Striving for diverse representation on panels
- Bias neutral review of questions and scoring guides
- Education for all involved the process

TRANSFER POLICY – HIGHLIGHTS

OPS Member Insight:

"Family status is significantly associated with the decision to apply for a transfer. When gender and family status are combined, women have stated that they are applying for a transfer to get better shifts, balance home life, and avoid unhealthy work situations."

– OPS Gender Survey, April 2017, and OPS Member interviews, July 2017

Addressing gaps:

- Provisions for applying while on leave
- Accommodation placement process
- Ethics statements for panels and those administering the process

Addressing barriers:

- Supervisor Confirmation Form
- Expanded experience considerations

Enhancing confidence in the process:

- Independent Facilitator
- Diverse representation on panels
- Bias neutral review of questions and scoring guides
- Education for all involved in the process

Implementation of new concepts – Transfer

- Voluntary Self Identification
  - Consideration for placement, not selection
  - For purposes and in a manner consistent with the *Ontario Human Rights Code*
- Gender Demographic Review
  - Consideration for placement, not selection
  - Section 14 "special program": Program designed to help people who have experienced discrimination or disadvantages to achieve equality (includes the collection of demographic data to monitor and evaluate the program)

OPS Member Insight:

"There's a perception that careers may suffer because we're paying for the sins of our fathers."

– OPS Member Focus Group Summary, October 2017

EQUITABLE WORK ENVIRONMENT POLICY – HIGHLIGHTS

OPS Member Insight:

"The goal of 23% representation across the organization is realistic. There must be culture change at OPS and this will not come easily."

– OPS Member Focus Group Summary, October 2017

Gender

- Pronoun of choice
- Protection from gender-based harassment
- Commitment to transitioning employees
- Washroom and change-room facilities of choice
- Gender demographic representation on all decision making bodies

Families

- Realities of contemporary families
- Work environment that supports caregiving responsibilities

Formalized processes:

- Family Status Accommodations
- Formal Medical Accommodations
- Maternity, Parental and Pregnancy-related Accommodations

PHASE IV EQUALITY FRAMEWORK© TEST

METHODOLOGY

Building on the feedback received during the Phase III gender audit, a larger collection of written data sources were revised for the further gender audits in Phase IV (in two separate rounds). In other words, while the written data sources in Phase III were highly targeted, those submitted in Phases II and IV were comprehensive in scope, allowing the OPS to track its progress towards meeting the thresholds of the Equality Framework©.

Round 1

During Phase IV, 59 written data sources (totaling 392 pages) were submitted for the first round of gender auditing. The document content covered the following main topics:

- Transfer – general, developmental rotations, and fixed term and anchor;
- Promotions – process and supporting documents, including ethics, scripts, résumé, interview, scenario, debriefing, reassessment, and training materials; and
- Equitable Work Environment – policy, processes for the prevention of discrimination, accommodations based on gender, family status and sex, and procedures for leave of absence and job sharing.

These were classified according to type in order to glean enhanced insights, and to identify critical documents for further improvement:

- **Type 1: Critical documents** – these comprised content that outlines Equitable Work Environment policies and processes to address the most pressing, short-term issues reflected in the Minutes of Settlement;
- **Type 2: Useful documents** – these were largely process oriented and directly supportive of the enforcement of the Type 1 policies and processes, to help facilitate implementation in the workplace now; and
- **Type 3 – Contextual documents** – these were related to appropriate record keeping – such as templates, guides, score sheets, and forms – tied to operations consequential to gender, such as promotions and transfer.

Round 2

The OPS Gender Project Team requested a second round of gender auditing during Phase IV based on six critical documents (totaling 35 pages) in order to test and demonstrate further improvements.

The two gender audits conducted during Phase IV were performed in a manner consistent with the methodology reported in Phases II and III.

RESULTS

As stated earlier in this report, and organization must score 61%, or higher, on average, in order to be considered compliant with gender equality standards based on the Equality Framework©. The OPS has shown continuous improvement over the course of the three gender audits conducted as part of this Gender Project.

The OPS achieved a passing score of 63.04% on the six Type-1 critical documents resubmitted after further improvements, compared to an overall audited outcome of gender equality for the seven Phase III documents of 56.14%, and just 36.71% for the corresponding Phase II documents.

Note: when reviewing the results, one can look at the results of each phase and deduct whether the data sources are gender equality compliant given the minimum set point of 61%. However, because the purpose, type and content of the documents changed substantially between Phase II and Phase IV, they no longer allow for individual apples-to-apples comparisons. (The scores are based on an aggregate of document ratings.)

A comparison of specific Phase II, Phase III and Phase IV gender audit scores across the four key elements that comprise the Equality Framework© is shown in the graphic below:

Equality Framework © Copyright 2016, ePsy Consultancy. All rights reserved.
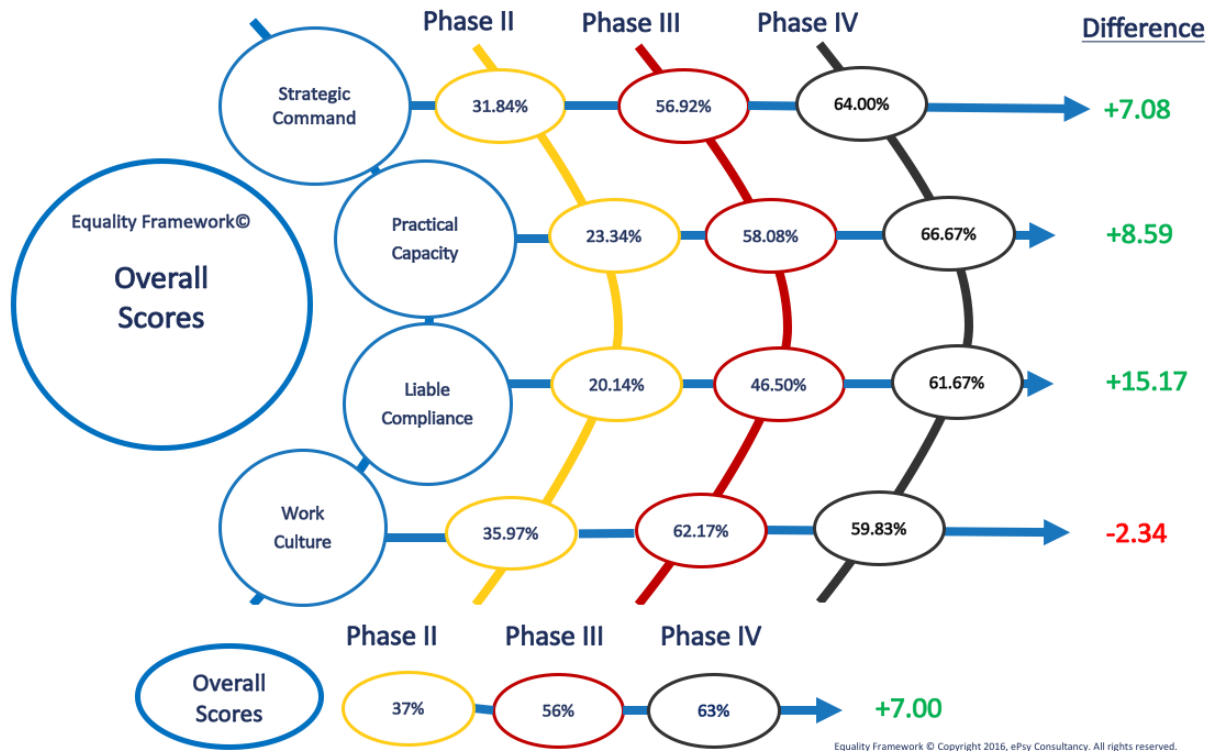
The complete results of the Phase IV Equality Framework© test are attached as Appendix E (a detailed explanation on the comparative numbers is contained therein). The Phase IV documents show a steady and meaningful improvement across the 20 criteria. Continued efforts will be made to target the specific framework criteria.

PHASE IV: COMPLEMENTARY WORK

OPS Member Insight:

"Who will ensure these aren't just words on paper, and that these goals – the 23% target – are actually being met?"

– OPS Member Focus Group Summary, October 2017

THE CULTURE UNDERLYING BARRIERS

The results of the gender audits conducted throughout the OPS Gender Project make clear that one of the most significant challenges facing the organization is our work culture. And it's one that has wide-ranging impacts on everything from attitudes towards the Gender Project to trust in OPS processes and overall employee engagement.

As a follow up to the survey conducted during Phase III, Dr. Linda Duxbury and her research team at Carleton University's Sprott School of Business conducted in-depth interviews with sworn members over the summer of 2017. Their aim was to help the OPS better understand some of the cultural issues it faces, and to seek further information in three key areas:

1. The decision making processes male and female officers with and without children use to make the decision as to whether or not to seek a promotion;
2. The decision making processes male and female officers with and without children use to make the decision as to whether or not to seek a transfer; and
3. How "police couples" within OPS (where both spouses/partners are sworn members) make career decisions within the family.

METHODOLOGY

Interviews were conducted with 127 officers who had volunteered to participate in follow-up interviews at the time of the original survey.

The interview sample contained equal representation of men and women. A strong majority of the interview subjects were married, and half had children under 12 at home. Almost all the officers who participated in the interviews had more than 10 years of experience. Half held the rank of constable, and half the rank of sergeant or above. They most commonly worked in investigative units or patrol.

Female officers in the interview sample were significantly more likely to be constables than male officers, and male officers were substantively more likely to be married than female officers.

RESULTS SUMMARY

The interviews found that OPS employees have mainly altruistic reasons for being a police officer, in that they want to help others, fulfill a childhood dream, to be a leader in the community or give back to the community. They were also attracted by the dynamic and active nature of the job. Very few officers, however, stated they were attracted by the pay and benefits offered by a career in policing.

Making a difference and being satisfied were substantively more important components of career success for female officers, while male officers were more likely to link career success to promotion and advancement.

The interviews also generated insights into how OPS members view the culture of the organization, as well as the transfer and promotion processes.

Word Cloud to describe the Organizational Culture at the OPS.[3]

Some of the key insights gleaned from these interviews are described below:

- 85% describe OPS culture in negative terms
- 86% say the culture has impacted their behaviour at work
- Men rely more on internal networks and relationships for advancement, whereas women are looking for objective, accessible processes
- There are perceptions of bias and preferential treatment in transfer and promotion
- Success in transfer and promotion is seen to be too closely tied to cultivating relationships rather than having the KSAs
- Concerns about staffing and access to opportunities are prevalent

The complete report by Dr. Duxbury and her research team is attached as Appendix F.

---

[3] Styles, Campeau, Duxbury, "Impact of Gender and Family Status on Promotion and Transfer: A Study of the Ottawa Police Service", 2017.

ADOPTION OF THE GBA+ FRAMEWORK

GBA+ is an analytical tool used to assess the potential impacts of policies, programs, services, and other initiatives on diverse groups of women and men, taking into account gender and other identity factors. The "plus" in the name highlights the fact that GBA+ goes beyond gender to include other factors (like age, race, education, culture, and income) that together form a person's identity. In 1995, the federal government committed to using GBA+ as a means to advance gender equality in Canada.

Status of Women Canada GBA+ Framework[4]

An organization adopting the GBA+ Framework would incorporate the following six elements:

1. A **responsibility centre** to oversee the implementation of GBA+ and provide internal advice;
2. An organizational **needs assessment** to determine the capacity and resources that already exist in the organization, and to inform the creation of a work plan;
3. A **policy statement** or **statement of intent** to articulate the commitment to GBA+ and provide a mandate for implementation;
4. GBA+ **training and tools** to facilitate buy-in, build capacity and inform different parts of the organization about GBA+;
5. A GBA+ **pilot project** to provide a concrete example of how the tool can be applied; and

---

[4] http://www.swc-cfc.gc.ca/gba-acs/substainable-perennite-en.html

6. **Ongoing monitoring of progress**, to highlight successes, best practices, and to identify gaps and new priorities.[5]

On April 24, 2017, the OPS Senior Leadership Team approved, in principle, a proposed mandate for Equity, Diversity and Inclusion (EDI) Office within the OPS. This office, which will take a generalized approach to human rights, fulfills the need for a responsibility centre under the GBA+ Framework.

The EDI lens is like a pair of glasses that helps us to see things from differing and new perspectives, provides us clear focus and gives us a more complete view. This lens enables us to incorporate diverse perspectives, which will strengthen the capacity of work teams, create a positive and respectful work environment, build a workforce and service that is reflective of our diverse communities, and help us address the systemic barriers and inequities people face. The principles are:

- *Equitable* – treating everyone fairly by acknowledging their unique situation and addressing systemic barriers; ensuring everyone has access to equal results and benefits;
- *Diverse* – drawing upon a wide range of experiences, perspectives and skills within a person, group or community to make our communities and workplaces richer; and
- *Inclusive* – acknowledging and valuing people's differences so we all have a sense of belonging, acceptance and recognition as valued and contributing members of society.[6]

The EDI office will provide a means to pilot GBA+ within the OPS, provide oversight, direction and promotion of equality across the OPS, as well as monitor progress on an ongoing basis. Staffed by subject matter experts, the EDI office will also help educate employees about the new Equitable Work Environment Policy, advise the OPS Executive, and respond in a timely way to all matters related to human rights, many of which are beyond the scope of the existing programs within the OPS. *The intent is to have the EDI office wear the EDI "glasses."*

Thanks to the Gender Project, the OPS is more aware than ever of the role organizational culture plays in achieving employee engagement. An office such as this will ensure that human rights issues are addressed in a focused and direct way, and will also support other OPS initiatives, including its Multi-Year Action Plan (MYAP) for Bias-Neutral Policing and the Wellness Initiative.

---

[5] http://www.swc-cfc.gc.ca/gba-acs/substainable-perennite-en.html
[6] Ottawa Police Business Plan 2016-2018 at p.14 http://ottviki/download/attachments/19564645/FINAL+OPS_15-364_BusinessPlan_E_acc.indd.pdf
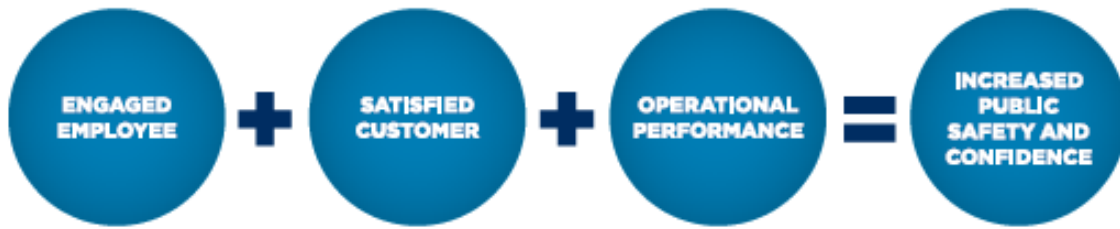
Figure 2.0 OPS Value Chain[7]

Under the new Equitable Work Environment Policy, the EDI Office is also responsible to promote an understanding of the policy through employee empowerment and education and will also report regularly to the Ottawa Police Services Board to provide clear and transparent metrics for the policy.[8]

While the OPS is still determining how it will align its gender-related initiatives with its Multi-Year Action Plan for Bias Neutral Policing under the umbrella of EDI, the organization will provide an update to the Board in the second-quarter of 2018.

---

[7] Ottawa Police Business Plan 2016-2018 at p.12 http://ottviki/download/attachments/19564645/FINAL+OPS_15-364_BusinessPlan_E_acc.indd.pdf
[8] Equitable Work Environment Policy- OPS

THE TRANSITION FROM GENDER "PROJECT" TO "PROGRAM"

Now that the OPS has completed its requirements under the Minutes of Settlement, we are taking steps to ensure that the legacy of the Gender Project will be a fundamental change in the way the organization operates. The first – and arguably the most critical – step will be a comprehensive education and awareness strategy.

EDUCATION AND AWARENESS STRATEGY

The OPS has been working with the Centre for Intercultural Learning at Global Affairs Canada to develop a training program in accordance with Phase IV of the Minutes of Settlement.

The $75,000 program, which will launch in early 2018, is designed to educate all OPS members about human rights, GBA+, bias, and the new OPS policies and procedures. Key OPS staff (30 members in total) will be trained to deliver in-class educational sessions to 400 Senior Officers, Staff Sergeants, Sergeants, Managers, Supervisors and other process administrators to ensure sustainability of the program.

Complementary online training will be delivered to all 2,000 members in three modules:

- **Module 1** will focus on bias, and will help participants understand the difference between biases and stereotypes, identify their own personal biases and develop strategies to overcome workplace issues related to bias.
- **Module 2** will educate participants about the Gender Based Analysis Plus (GBA+) model and help them challenge their assumptions about gender.
- **Module 3** will provide an explanation of the new OPS policies and procedures on Transfer, Promotion and Equitable Work Environment, using scenarios to illustrate when the various anti-discrimination and accommodation procedures and processes would apply.

In addition, specific education programs will be developed for the Resourcing and Development Directorate, the Planning, Performance and Analytics Directorate, and the Professional Development Centre.

Internal Communications Strategy

The OPS held a series of focus groups in October 2017 with a total of 25 sworn members who were identified as leaders at different levels of the organization. The purpose was threefold:

1. To explain the changes to OPS policies and procedures and provide an opportunity for questions;

2. To identify specific concerns and perceptions related to the Gender Project and the related policy changes; and

3. To solicit their ideas about the most effective ways to communicate the changes to the OPS membership as a whole.

Key themes that emerged from these focus groups included:

- Lack of communication from the Gender Project Team about the initiatives
- Incorrect information being communicated by supervisors
- Concerns about qualified candidates being overlooked
- Concerns about lack of opportunity and reverse discrimination
- Concerns about staffing and the ability to meet operational needs
- Skepticism about the sustainability of equity-related changes
- Lack of confidence in the accommodation process and the rigour associated with it

The OPS Focus Group Summary is attached as Appendix G.

Following these consultations, the OPS determined that there is a need for an internal communications strategy to begin to educate OPS members about the policy changes and what they will mean prior to the rollout of the training program in 2018 – and also provide them with an opportunity to express their concerns, ask questions and seek clarification from subject-matter experts.

To this end, the OPS will hold a mandatory in-person briefing for Staff Sergeants and Inspectors to educate them about the policy changes and enable them to answer some of their officers' questions.

This will be followed by a series of open houses during the weeks leading up to the launch of online training, where members will be pulled off duty at designated times in order to learn about the changes. Subject-matter experts from the Gender Project Team and the Ottawa Police Association will attend both the supervisor briefing and the open houses in order to answer members' questions and address specific concerns.

GBA+ PILOT INITIATIVES

OPS Member Insight:

"The fact that the Gender Project is happening addresses those concerns that have already been brought forward. Having a more diverse mix of people has already made a difference on the Staff Sergeant Panel."

– OPS Member Focus Group Summary, October 2017

The first opportunity to use some of the new approaches that have grown out of the OPS Gender Project presented itself during September 2017, with the launch of the Developmental Rotations Program pilot.

The program was implemented in response to demands from sworn members for greater access to developmental opportunities that would give them the experience they need to advance their OPS careers. Developmental Rotations were seen as the "missing link" that would allow front-line officers to prepare to enter the wider promotion and transfer process – and to allow the OPS to continue to build a robust, skilled workforce. There were 20 Developmental Rotation opportunities available in 2017 as part of the pilot.

The 2017 Developmental Rotations Program pilot was built to be as straightforward, fair and transparent as possible. In accordance with the work of the Gender Project, it included:

- A voluntary self-identification form, which was sent to all applicants, allowing them to indicate the gender with which they identify; and
- The presence of an independent facilitator to guide the process and ensure it is free of bias.

Once the 20 qualified candidates were selected for the developmental opportunities, gender was considered in placement if: 1) a candidate had self-identified as female, and 2) there was a gender imbalance in the host unit. (In line with the organization's goal to achieve 23% female representation across the organization, so they mirror the makeup of the OPS sworn membership overall.)

The OPS plans to gather feedback from members about the Developmental Rotations Program pilot, and expand it to 48 positions in 2018.

The new approaches were also implemented as part of the following processes in the past few months:

- Staff Sergeant and Inspector Promotional Processes
  - Diverse selection panels
  - Bias review of interview questions
- Accommodation Placement
  - Priority placement process for medically accommodated officers
- Family Status Accommodation
  - Family status customized plan

Indicators of Change

Addressing gender issues within the OPS is a long-term proposition. The kind of cultural shift required will not happen overnight. We have already experienced some resistance within the OPS as we move forward in applying some of the new approaches developed as a result of this important work. But this pushback is, in and of itself, an important indicator that real change is happening as we move from the project phase towards implementation.

Another sign of change is that more women within the organization are coming forward with grievances related to gender. This is an indication that female OPS members know the organization is taking gender-related issues seriously.

It's early days yet and many OPS employees – men and women alike – remain skeptical, both about whether the new policies will make a difference and, if so, what they will mean for their careers. Many male officers are concerned that their careers will now be stalled as the OPS looks to right the gender balance. Meanwhile, female officers worry that they will be perceived as having been chosen for an opportunity based on their gender, rather than on merit.

As our gender work makes the transition from "project" to "program," our hope is that this will become a restorative process for the organization – one that demonstrates that all OPS members have a voice, and the opportunity to make a valuable contribution.

Anecdotally, there are positive signs that the Gender Project has helped change the conversation around gender within the organization. There is a sense of excitement that the playing field is being levelled, that qualified female candidates now have expanded opportunities to advance within the OPS – and that one day soon there may be a woman in the running to be Chief.

GBA+ Work Plan

Going forward, the OPS will continue to work towards incorporating all six elements of the GBA+ Framework into the organization. This will include:

- The establishment of an EDI Office (*Responsibility Centre*)
  - Participate in national network
- Implementation of the Education and Awareness Strategy (*Training and Tools*)
- Ongoing evaluation of policies and programs (*Monitoring*)
  - Review of other barriers
  - Allocation OPS Training
  - BFOR Review of sworn job descriptions
- 2017 Workplace Census (*Needs Assessment and Monitoring*)

- o   Review and analysis of data
- o   Gender audit using Equality Framework©
- Alignment with other initiatives and sharing of lessons learned (*Statement of Intent*)
  - o   Multi-year Action Plan for Bias-Neutral Policing
  - o   Wellness initiatives

CONCLUSION

Throughout our work on this Gender Project, the OPS has sought to go above and beyond the requirements of the Minutes of Settlement with the aim of creating real, positive change in our organization.

In Phase IV, as in Phase III, the OPS engaged the key stakeholder and other parties to the Minutes of Settlement, and will continue to work with them as we move towards transitioning our gender work from "project" to "program."

With the submission of this report, the OPS has completed all its obligations under the Minutes of Settlement that resulted from the human rights application filed with the Human Rights Tribunal of Ontario by a female OPS officer on Aug. 16, 2012.

The OPS understands that new policies and procedures are only the first step towards creating tangible change as it works towards its equity, diversity and inclusion objectives.

Changing the culture within the OPS is a long-term goal that represents our greatest challenge but also has the potential to make the biggest impact. Our aim is to embed the values of EDI alongside the OPS values of Honour, Courage and Service at every level of our organization. The Gender Project has laid the foundation, but there is still much work to be done.

APPENDICES

APPENDIX A

PROMOTION POLICY

Sworn Promotion Policy

1. Effective date

1.1   This policy takes effect on November 3, 2017

1.2   This Policy replaces the former Promotion Process Sergeant and Staff Sergeant (Policy Number 3.25) and Promotion Process Inspector and Superintendent (Policy Number 3.10) policies.

2. Purpose

2.1   The purpose of the Sworn Promotion Policy is to ensure that the Ottawa Police Service (OPS) has qualified, engaged, high-calibre, and well-trained members at all leadership ranks.

2.2   The aim of the Sworn Promotion Policy is to ensure fair, consistent, accessible, transparent, and non-discriminatory application of the promotion process to all eligible Sworn Members.

2.3   This Policy sets out the framework for the selection of Sworn Members seeking promotion to the ranks of Sergeant, Staff Sergeant, Inspector, and Superintendent.

3. Definitions

3.1   Definitions to be used in the interpretation of this Policy and its associated procedures are contained in the Human Resources (HR) Glossary.

4. Policy Statements

4.1   The OPS will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.

4.2   The OPS recognizes merit and equity as cornerstones of Human Resource management.

4.3   All decision-making bodies related to this Policy shall strive to have gender demographic representation that reflects the most recently-available OPS Employee Census data, to promote and increase diverse voices in decision-making.

4.4   The timelines of the Sworn Promotion Process will be determined by the Deputy Chiefs and the Director General, and announced by General Order.

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.35

4.5 Members are eligible to apply to any process while on any approved maternity, parental, or any other type of approved leave. Members are responsible for their own career management, including monitoring the external OPS website while on maternity, parental, or any other type of approved leave.

4.6 All panel members and Facilitators shall be trained on bias-neutral, Gender Based Analysis Plus (GBA+), human rights education, and any other relevant and related learning. All panel members and Facilitators shall be trained on their expected roles and be provided the necessary documentation to perform their responsibilities.

4.7 Facilitators with knowledge of potential biases in selection and having received the appropriate training shall be appointed to enhance the fairness, reliability, validity, and accuracy of the process.

4.8 Panels will strive to be diverse and reflective of our commitment to Equity, Diversity and Inclusion (EDI).

4.9 At the time the applications are due, the existing Promotion Eligibility List or Pool is closed for promotions, but remains open to appoint acting assignments. No new promotions will be made until a new Promotion Eligibility List or Pool is developed based on the results of the new promotion process.

4.10 The Chief of Police has discretion, under exigent circumstances, to change the Inspector and/or Superintendent Promotion Process eligibility and acting criteria.

Eligibility

4.11 Members should consult the most current procedures for eligibility requirements.

4.12 The Chief of Police has the discretion to:

    a. provide written approval authorizing a suspended or demoted Member to enter a selection process; and

    b. authorize the removal or reinstatement of a Candidate from a selection process, in which case a written explanation will be provided.

Monitoring and reporting requirements

4.13 The Chief Human Resources Officer (CHRO) shall collect and analyze data, including gender, to ensure:

    a. active promotion of Equity, Diversity and Inclusion; and

    b. continuous improvements to the Sworn Promotion process.

5. Consequences

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.35

5.1 The employer reserves the right to take action for non-compliance with this Policy and its procedures.

6. Roles and Responsibilities

6.1 The Chief Human Resources Officer (CHRO) is accountable for the Sworn Promotion Policy and its procedures and operations.

6.2 Talent Development and Performance Management is responsible for administering the Sworn Promotion Process.

6.3 All Members participating in, administrating, or supporting the Sworn Promotion Policy and process shall comply with the duties and functions detailed in the associated procedures.

6.4 All Members shall act fairly, equitably, and reasonably throughout all stages of the Sworn Promotion Process.

7. References

7.1 **Legislation**

- *Human Rights Code*, RSO 1990, c.H.19

- *Police Services Act,* RSO 1990, c.P.15

7.2 **Ottawa Police Service Policies**

- Equitable Work Environment Policy 3.34

- Performance Management Policy 3.19

- Suspensions Policy 3.12

- Accommodations Policy 3.01

- Unsatisfactory Work Performance Policy 3.14

7.3 **OPS Procedures**

- Procedures and related job aids for all Members participating in, administrating, or supporting the Sworn Promotion Policy are available on the RDD Intranet

  o Superintendent Promotion Process

  o Inspector Promotion Process

  o Staff Sergeant Promotion Process

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.35

o Sergeant Promotion Process

7.4 **Other References**

- Ethics Statement

- Promotion Steering Committee Terms of Reference

8. Enquiries

Please direct enquiries about this policy instrument to the relevant promotion process mailbox (Sergeant, Staff Sergeant, Inspector, Superintendent).

Sergeant Promotion Process Procedure

Issued

The Sergeant Promotion Process is issued under the authority of Ottawa Police Service (OPS) Sworn Promotion Policy 3.35.

Rationale

The purpose of the Sworn Promotion Policy is to ensure the Ottawa Police Service (OPS) has qualified, engaged, high-calibre and well-trained members at all leadership ranks. The aim of the Sworn Promotion Policy is to ensure fair, consistent, accessible, transparent and non-discriminatory application of the Promotion Process to all eligible Sworn Members.

The Ottawa Police Service (OPS) is committed to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion (EDI).

Procedure Owner

Chief Human Resources Officer (CHRO), Resourcing & Development Directorate (RDD).

Governing Authorities

Federal	*Criminal Code of Canada,* RSC 1985, c. C-46
Provincial	*Human Rights Code*, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment Policy

1

3.35	Sworn Promotion Policy
3.36	Sworn Transfer Selection Policy 3.13
3.14	[Unsatisfactory Work Performance Policy](#)
3.19	[Performance Management Policy](#)

Procedure

The **Sergeant Promotion Process** has two phases and seven (7) stages:

Phase I: Qualification Process

Stage 1: Prerequisite

Stage 2: Application Process

Stage 3: Job Scenario and Interview

Stage 4: Eligibility for Promotion

Stage 5: Debrief Process

Stage 6: Reassessment Process

Phase II: Selection Process

Stage 7: Selection from the Promotion Eligibility List

PHASE I: QUALIFICATION PROCESS

Screening-Out from the Process

1.   A Candidate will be screened out if:

   a.   they fail to meet the necessary qualifications set out in *Stage 1: Prerequisite* and/or *Stage 2: Application Process*; or

   b.   they are suspended or demoted on the date application packages are due (or during the Promotion Process), and have not received written consent from the Chief of Police to participate in the Promotion Process.

Policy Chapter: Corporate Organization
Procedures: Sergeant Promotion Process

Stage 1: Prerequisite

2.   To be eligible to enter the Sergeant Promotion Process, Candidates must:

   a.   hold a valid Ontario Police College (OPC) Promotion Exam at the rank of
           Sergeant with a minimum score of 70%. The OPC exam mark remains valid for 5
           years expiring at the end of the calendar year;

   b.   be a first class Constable and have completed a minimum of seven (7) years of
           sworn service, as of the date resumes are due:

      i.   **experienced officers** (from within Canada) must complete a minimum of
              two (2) years of sworn service with the Ottawa Police Service as of the
              date resumes are due and possess a total of seven (7) years of sworn police
              experience;

      ii.   **experienced officers** (from outside Canada) must complete a minimum of
              four (4) years of sworn service with the Ottawa Police Service as of the
              date resumes are due and possess a minimum of (7) seven years of sworn
              police experience

   c.   possess a current Performance Review (PR) and a Performance Synopsis (PS)
           reflective of the current year, both with ratings of "fully meets expectations" or
           higher in all categories (i.e. performance expectations, competencies, and overall
           performance); and

   d.   seek written approval to enter the Promotion Process from the Chief of Police if
           they are under suspension or have been demoted.

Ontario Police College Exam (OPC)

3.   Constables must have completed five (5) years of sworn service in order to write the OPC
        exam.

Stage 2: Application Process

4.   The purpose of *Stage 2: Application Process* is for Candidates to demonstrate that they
        possess the requisite experience for the next rank through the following components:

   a.   Breadth and Depth of Supervisory Experience;

   b.   Community Engagement; and

3

      c.   Education

5.   Candidates must submit an application package to RDD by the date and time outlined in the General Order to be accepted into the Promotion Process.

6.   The application package is comprised of:

      a.   A resume;

      b.   A letter of interest;

      c.   A copy of the most recent Performance Review and a Performance Synopsis reflective of the current year;

      d.   A signed and witnessed Candidate Ethics Statement;

      e.   Proof of educational achievement; and

      f.   Completed conflict form.

7.   A Candidate's resume is assessed by a Promotion Panel using a standardized resume scoring guide. A facilitator will be present to ensure fairness and consistency in scoring across panels.

8.   To be eligible to move on to *Stage 3: Job Scenario and Interview*, Candidates must achieve the minimum cut score of 65% on the evaluation of the resume. Those who do not achieve the minimum 65% will be removed from the Promotion Process at this stage.

9.   Candidates are required to advise Health, Safety & Lifestyles (HSL) of any accommodation needs, in advance of *Stage 3: Job Scenario and Interview*.

Stage 3: Job Scenario and Interview

10.   The purpose of *Stage 3: Job Scenario and Interview* is for Candidates to demonstrate the competencies required of the rank of Sergeant.

11.   The interview consists of direct behavioural questions that are the same for all Candidates and which will be given to all Candidates prior to the interview date.

12.   The job scenario consists of a situation(s) given to Candidates on the day of the job scenario presentation date.

13.   The Job Scenario and Interview questions and assessment tools will be reviewed prior to the Promotion Process by subject matter experts, both internal and external, to ensure that they are reasonably aligned with the expectations of the target rank and are bias-neutral.

14.   A Candidate's performance in the job scenario and interview questions is assessed by a Promotion Panel using a standardized scoring guide. A facilitator will be present to ensure fairness and consistency in scoring across panels.

Stage 4: Eligibility for Promotion

15.   Candidates who receive a cumulative score of 65% or greater in *Stage 3: Job Scenario and Interview* are considered qualified in the Promotion Process and are eligible for acting assignments and for promotion.

16.   Qualified Candidates are placed on the Promotion Eligibility List in order of their cumulative score in the Sergeant Promotion Process. Tie scores are ranked together.

17.   Candidates are not guaranteed acting assignments or promotion as a result of being on the Promotion Eligibility List.

Acting Assignments

18.   Only Candidates who are in good standing on the Promotion Eligibility List are permitted to act for any period of time.

19.   Superintendents will appoint Candidates from the Promotion Eligibility List.

20.   **Short Term Acting Assignments** (less than 8 continuous weeks) will be filled first from the Promotion Eligibility List by a Candidate in the Directorate where the vacancy exists where operationally feasible, not necessarily in rank order. Where none of the directorate Candidates on the Promotion Eligibility List have the necessary knowledge, skills and abilities for the particular acting assignment, assignments may be filled by a non-divisional Candidate from the Promotion Eligibility List.

21.   **Long Term Acting Assignments** (assignments of more than 8 continuous weeks and not exceeding 6 months except under special circumstances as determined by the Chief of Police or their designate) will be appointed in rank order from the Promotion Eligibility List unless there are job-specific skills required. Assignments requiring requisite job-specific skills will be filled by the first Candidate on the Promotion Eligibility List who meets the job-skill requirements.

Remaining on the Promotion Eligibility List

22.   Once a Candidate qualifies for the Promotion Eligibility List, they remain on the Eligibility List, provided they:

    a.   maintain clear standing with the Professional Standards Section (PSS);

    b.   holds a valid OPS exam (result of 70% or higher); and

    c.   maintain a current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e performance expectations, competencies and overall performance).

23.   Should a Candidate not maintain the above requirements, the Candidate's name will be temporarily removed from the Promotion Eligibility List for both acting and promotion purposes. A Candidate will be reinstated in the Promotion Eligibility List once the requirements are met.

Standing on Your Promotion Result

24.   Candidates on the existing Promotion Eligibility List may carry their eligibility forward for one (1) promotion cycle without re-qualifying.

25.   Candidates who are eligible to stand on their most recent Promotion Process result and who do not participate in the current Sergeant Promotion Process will be automatically placed on the new Promotion Eligibility List based on their most recent Promotion Process result.

26.   In order to stand on their result, a Candidate must:

    a.   maintain clear standing with PSS;

    b.   hold a valid OPC exam (result of 70% or higher);

    c.   have qualified in the most recent Sergeant Promotion Process; and

    d.   have a current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e performance expectations, competencies and overall performance).

27.   It is the responsibility of the Candidate to keep track of their Promotion Eligibility List and their OPC exam expiry dates.

28. Candidates choosing to stand on their Promotion Process results do not maintain their previous ranking; rather, they are subject to how the new rankings are set based on the results in the new Promotion Process.

29. Should a Candidate choose to re-enter the Promotion Process while their previous Promotion Process result remains valid, and receive a lower result in the new Sergeant Promotion Process, the higher of the two results will be used to place the Candidate in the appropriate promotion groupings.

    a. In this case, the Candidate will be deemed to be standing on their previous Promotion Process result.

    b. This result will expire at the time application packages are due at the commencement of the next Promotion Process cycle.

Marking Scheme for Promotion Process Components

30. The Sergeant Promotion Process has the following three scored components:

    a. Resume

    b. Job Scenario

    c. Interview

31. The resume score is used to screen Candidates. The job scenario and interview are used to make up the overall score.

32. Candidates must meet the minimum cut score of 65% on the resume to move on to S*tage 3: Job Scenario and Interview*. Candidates who receive a cumulative score of 65% or greater in the job scenario and interview are considered qualified in the Promotion Process and are placed on the Promotion Eligibility List.

Stage 5: Debrief Process

33. Candidates participating in the Promotion Process are entitled to a debrief of their results during the time allotted for debriefs. Any exceptions to the timeline require approval from the CHRO.

34. At a minimum, one of the two Promotion Panel members who conducted the job scenario and interview will provide the debrief to the Candidate. The debrief will be witnessed by a facilitator.

35.   Note-taking during the debrief is encouraged. There will be no electronic recordings of the debrief discussions.

Stage 6: Reassessment Process

36.   Reassessment Panels will be assembled when required and will act fairly, equitably, reasonably and in accordance with EDI principles.

37.   Reassessments will be attended by a facilitator.

38.   A Candidate may request a reassessment of the results of the Sergeant Promotion Process after they have undergone *Stage 5: Debrief Process*.

39.   A Candidate may only request a reassessment of their results received in the current Promotion Process.

40.   In order to be heard, a Candidate must submit their request for reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation.

41.   The Reassessment Panel's decision is considered final.

42.   Should a Candidate wish to withdraw their request for reassessment, they must send a letter to the Manager of Talent Development & Performance Management confirming the withdrawal.

PHASE II: SELECTION PROCESS

Stage 7: Selection from the Promotion Eligibility List

43.   Qualified Candidates are given a promotion grouping number for promotion purposes.

44.   All Candidates within the same promotion grouping are promoted at one time.

45.   Promotions will be based on the operational requirements of the OPS and with consideration to the Ottawa Police Services Board Policy dealing with Official Languages (CR#11).

46.   In order for promotion to the next rank to occur, the status of the Candidate will be verified with respect to:

a.   Clear standing with PSS;

b.   Validity of the OPC exam; and

c.   Status of their Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance).

47.   In the case where there are no Candidates within the upcoming promotion group who meet the requisite job-specific skills, the following must take place in the order listed:

a.   RDD must verify whether a suitable Candidate has been identified on the Promotion Eligibility List who may qualify for the position. Should a suitable Candidate exist on the Promotion Eligibility List, this Candidate must be selected to fill the vacancy;

b.   Should there be no qualified officer on the Promotion Eligibility List, a successful Candidate may be promoted from a lower promotion group on the Promotion Eligibility List. Candidates promoted in this way are required to spend a minimum of 24 months in this position, unless promoted; and

c.   Should there be two Candidates in the next promotion group who are qualified, the Candidate with the higher score must be selected. If the scores are equal, then the Candidate with seniority will be selected.

48.   Only the positions of Forensic Identification Officer, Canine Officer and Tactical Officer are considered those that possess requisite job-specific skills.

49.   The Promotion Eligibility List may be closed before all groups have been promoted.

Creating Promotion Groupings

50.   The cut-off between promotion groupings is drawn with the goal of creating similar sized groups.

51.   The number of promotion groupings is based on:

a.   the number of Candidates qualified in the promotion process;

b.   creating similar sized promotion groups with a minimum of 5 qualified Candidates in each group; and

c.   the actual range of Candidate scores and the total number of qualified Candidates.

Ethics

52.   All Candidates entering into the Promotion Process and individuals supporting the Promotion Process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support and facilitators) shall:

   a.   act with the highest level of integrity to uphold the values and ethics espoused by the OPS and shall maintain confidentiality;

   b.   act in accordance with the organization's commitment to bias-free selection, as well as Equity, Diversity and Inclusion (EDI) principles;

   c.   sign the Ethics Statement in the presence of a witness. The witness shall also sign the Ethics Statement; and

   d.   be reviewed for clear standing by PSS prior to their participation. The Chief of Police at their discretion may approve an individual to participate in supporting the Promotion Process.

Roles and Responsibilities

Candidates

53.   Candidates shall:

   a.   be responsible for making themselves aware of the obligations of the Promotion Process, including eligibility requirements and timelines;

   b.   read and follow the candidate instructions for completing the application package;

   c.   provide RDD with the application package outlined in *Stage 2: Application Process* by the dates set out in the General Order;

   d.   provide two internal references on their resume who can accurately report on the Candidate's skills, competencies, and work activities;

   e.   provide the Promotion Panel with the names of individuals who can validate information provided during their interview;

   f.   submit their request for a reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be reviewed;

g.   inform RDD during *Stage 2: Application Process* should they have a conflict with any of the Promotion Panel members; and

h.   sign the Candidate Ethics Statement and ensure the form is witnessed. The Candidate Ethics Statement confirms the Candidate will not:

   i.   share or receive information from other Candidates or other individuals involved in the Promotion Process; and

   ii.   embellish or misrepresent information at any point during the Promotion Process.

Resourcing & Development Directorate (RDD)

54.   RDD shall:

a.   prepare, via a General Order, the timelines for the Promotion Process, giving as much notice as possible;

b.   provide information sessions to prospective Candidates informing them about their obligations in the Promotion Process;

c.   upon receiving Candidate application packages, discuss with PSS the eligibility of Candidates who have any pending or current:

   i.   suspensions;

   ii.   *Criminal Code* charges, investigations, convictions or appeals;

   iii.   *Police Services Act* investigations, convictions, appeals, or demotions; and

   iv.   breaches of an/the Ethics Statement.

d.   upon receiving Candidate application packages, ensure that the screening criteria has been achieved regarding:

Promotion Process	Screening Criteria
Sergeant	i. the validity of the Candidate's OPC exam; ii. completion of a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies,

	and overall performance);
	iii. years of service requirements both at the rank and/or at the OPS; and
	iv. a completed, signed and witnessed Ethics Statement.

e. support and track all aspects of the Promotion Process;

f. facilitate the development of the job scenario (if applicable) and interview questions with corresponding scoring templates to support the Promotion Process with consultation from a minimum of one female subject matter expert and an EDI representative;

g. select Promotion and Reassessment Panel members, ensuring that:

    i. acting Sergeants, acting Staff Sergeants, acting Inspectors and acting Superintendents are not permitted to sit as Promotion Panel members at their acting rank. They are permitted to sit as Promotion Panel members at their substantive rank;

    ii. Promotion Panels are composed of two (2) members, one (1) at the Promotion Process rank, and one (1) at the next rank above;

    iii. Promotion Panels strive to be diverse and reflective of our commitment to EDI and aim to include:

        a. one female; and,

        b. one member from an underrepresented group at the Promotion Process rank or above where possible. Where necessary, external expertise will be engaged in order to meet these requirements.

    iv. Reassessment panels are comprised of two (2) members and:

        a. Must include one Superintendent;

        b. May include 1 Civilian Member at an equivalent rank;

        c. Must include one female; and

        d. Include one Member from an underrepresented group at the Promotion Process rank or above, where possible.

h. provide training to Panel members and facilitators on:

        i.   bias-neutral evaluation;

        ii.   the application of the standardized resume scoring guide;

        iii.   the application of the standardized interview and scenario scoring guide; and

        iv.   the application of the debrief form.

    i.   document results and facilitate an efficient Promotion Process;

    j.   advise Executive Command and the Candidates of the results of the Promotion Process within the timeline as set in the General Order;

    k.   arrange Candidate debrief sessions;

    l.   support and facilitate the reassessment process;

    m.   maintain and track Promotion Eligibility Lists and expiry dates;

    n.   prior to acting assignments or promotions, facilitate the verification of the Candidate's status with respect to:

        i.   validity of the OPC exam;

        ii.   current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

        iii.   whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports, and second level reports if applicable, as per the [Performance Management Policy](#); and

        iv.   clear standing with PSS.

Promotion and Reassessment Panels

55.   Once notified by RDD and/or Chain of Command of their role as a Promotion and Reassessment Panel member, the Panel member must immediately decline providing assistance to prospective Candidates entering into the Promotion Process in order to minimize any conflict of interest or bias in the assessment process.

56.   The Promotion and Reassessment Panels shall:

    a.   attend training in bias-neutral evaluation;

b.   attend training on the application of the standardized resume scoring guide;

c.   attend training on the application of the standardized interview and scenario scoring guide;

d.   attend training in the application of the debrief form;

e.   review and score the resume, scenario and interview in a fair, consistent and bias-neutral manner, in accordance with EDI principles and consistent with the standardized marking guides;

f.   verify information provided by the Candidate in the resume and interview;

g.   identify any conflicts of interest with Candidates prior to the assignment of Candidates to panels;

h.   sign and uphold the Panel member's Ethics Statement; and

i.   provide a debrief of the results of the Promotion Process to RDD.

Facilitators

57.   Facilitators shall be present with the Promotion Panels during each of the following stages of the Promotion Process:

> **Phase I: Qualification Process:**
>
> Stage 2: Application Process
>
> Stage 3: Job Scenario and Interview
>
> Stage 5: Debrief Process
>
> Stage 6: Reassessment Process

58.   Facilitators shall receive the same training as the Promotion Panel members.

59.   Facilitators shall not influence the assessment of the Candidates and are expected to act in a fair, equitable and reasonable manner, and in accordance with EDI principles.

60.   Facilitators shall be chosen internally from the OPS membership.

Chief Human Resources Officer (CHRO)

61.   The CHRO is required to track and identify the number of promotion opportunities each quarter.

62.   The CHRO will review and endorse (if applicable) any changes to the Promotion Processes.

Chief of Police

63.   The Chief of Police shall:

   a.   in conjunction with the Deputy Chiefs and Director General determine and announce timelines of the Promotion Process by General Order;

   b.   receive and adopt the results (Promotion Eligibility List) of the Promotion Process presented by RDD; and

   c.   approve and announce all promotions.

64.   In making decisions at any stage in the Promotion Process, the Chief of Police shall act fairly and reasonably and will:

   a.   exercise their discretion reasonably and in accordance with all applicable policies, *Acts*, Regulations and EDI principles;

   b.   consider the operational needs of the OPS;

   c.   consider the operational needs of the City of Ottawa and its Community; and

   d.   undertake activities necessary to ensure that the OPS's business continuity and succession needs are met.

General Information

65.   Candidates will receive the Interview questions, Interview, scenario time and date, and debrief time and date, via email from RDD, in advance of *Stage 3: Job Scenario and Interview*.

66.   Candidates will receive, via email, their results during *Stage 4: Eligibility for Promotion.*

67.   OPS will maintain the confidentiality of information related to each individual's participation in the Promotion Process.

15

Equity, Diversity, and Inclusion (EDI) Reporting

68.   RDD will collect and analyze data from the following stages and report to the CHRO at the conclusion of each Promotion Process:

        Stage 2: Application Process

        Stage 3: Job Scenario and Interview

        Stage 4: Eligibility for Promotion

        Stage 6: Reassessment Process

        Stage 7: Selection from the Promotion Eligibility List

Staff Sergeant Promotion Process Procedure

Issued

The Staff Sergeant Promotion Process is issued under the authority of Ottawa Police Service (OPS) Sworn Promotion Policy 3.35.

Rationale

The purpose of the Sworn Promotion Policy is to ensure the Ottawa Police Service (OPS) has qualified, engaged, high-calibre and well-trained members at all leadership ranks. The aim of the Sworn Promotion Policy is to ensure fair, consistent, accessible, transparent and non-discriminatory application of the Promotion Process to all eligible Sworn Members.

The Ottawa Police Service (OPS) is committed to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion (EDI).

Procedure Owner

Chief Human Resources Officer (CHRO), Resourcing & Development Directorate (RDD).

Governing Authorities

Federal	*Criminal Code of Canada,* RSC 1985, c. C-46
Provincial	*Human Rights Code*, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment

1

3.35	Sworn Promotion Policy
3.36	Sworn Transfer Selection Policy
3.13	Staffing and Movement of Sworn Members Policy
3.14	Unsatisfactory Work Performance Policy
3.19	Performance Management

Procedure

The **Staff Sergeant Promotion Process** has two phases and seven (7) stages:

>**Phase I: Qualification Process**

>>Stage 1: Prerequisite

>>Stage 2: Application Process

>>Stage 3: Job Scenario and Interview

>>Stage 4: Eligibility for Promotion

>>Stage 5: Debrief Process

>>Stage 6: Reassessment Process

>**Phase II: Selection Process**

>>Stage 7: Selection from the Promotion Eligibility List

PHASE I: QUALIFICATION PROCESS

Screening-Out from the Process

1. A Candidate will be screened out if:

   a. they fail to meet the necessary qualifications set out in *Stage 1: Prerequisite* and/or *Stage 2: Application Process*; or

   b. they are suspended or demoted on the date application packages are due (or during the Promotion Process) and have not received written consent from the Chief of Police to participate in the Promotion Process.

2

Stage 1: Prerequisite

2.   To be eligible to enter the Staff Sergeant Promotion Process, Candidates must:

   a.   hold a valid Ontario Police College (OPC) Promotion Exam at the rank of Staff Sergeant with a minimum score of 70%. The OPC exam mark remains valid for five (5) years, expiring at the end of the calendar year;

   b.   be confirmed at the rank of Sergeant;

   c.   possess a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

   d.   be up-to-date with the performance review process for their direct reports (a Candidate must have completed all intake interviews and performance reviews for their direct reports, and second level reports if applicable, as per the Performance Management Policy); and

   e.   seek written approval to enter the Promotion Process from the Chief of Police if they are under suspension or have been demoted.

Stage 2: Application Process

3.   The purpose of *Stage 2: Application Process* is for Candidates to demonstrate that they possess the requisite experience for the next rank through the following components:

   a.   Breadth and Depth of Supervisory Experience;

   b.   Community Engagement; and

   c.   Education.

4.   Candidates must submit an application package to RDD by the date and time outlined in the General Order to be accepted into the Promotion Process.

5.   The application package is comprised of:

   a.   A resume;

   b.   A letter of interest;

c.   A copy of the most recent Performance Review and a Performance Synopsis reflective of the current year;

d.   A signed and witnessed Candidate Ethics Statement;

e.   Proof of educational achievement; and

f.   Completed conflict form.

6.   A Candidate's resume is assessed by a Promotion Panel using a standardized resume scoring guide. A facilitator will be present to ensure fairness and consistency in scoring across panels.

7.   To be eligible to move on to *Stage 3: Job Scenario and Interview* of the process, Candidates must achieve the minimum cut score of 65% on the evaluation of the resume. Those who do not achieve the minimum 65% will be removed from the Promotion Process at this stage.

8.   Candidates are required to advise Health, Safety & Lifestyles (HSL) of any accommodation needs, in advance of *Stage 3: Job Scenario and Interview*.

Stage 3: Job Scenario and Interview

9.   The purpose of *Stage 3: Job Scenario and Interview* is for Candidates to demonstrate the competencies required of the rank of Staff Sergeant.

10.   The interview consists of direct behavioural questions that are the same for all Candidates and which will be given to all Candidates prior to their scheduled interview date.

11.   The job scenario consists of a situation(s) given to Candidates on the day of the job scenario presentation date.

12.   The Job Scenario and Interview questions and assessment tools will be reviewed prior to the Promotion Process by subject matter experts, both internal and external, to ensure that they are reasonably aligned with the expectations of the target rank and are bias-neutral.

13.   A Candidate's performance in the job scenario and interview questions is assessed by a Promotion Panel using a standardized scoring guide. A facilitator will be present to ensure fairness and consistency in scoring across panels.

Stage 4: Eligibility for Promotion

14.   Candidates who receive a cumulative score of 65% or greater in *Stage 3: Job Scenario and Interview* are considered qualified in the Promotion Process and are eligible for acting assignments and for promotion.

15.   Qualified Candidates are placed on the Promotion Eligibility List in order of their cumulative score in the Staff Sergeant Promotion Process. Tie scores are ranked together.

16.   Candidates are not guaranteed acting assignments or promotion as a result of being on the Promotion Eligibility List.

Acting Assignments

17.   Only Candidates who are in good standing on the Promotion Eligibility List are permitted to act for any period of time.

18.   Superintendents will appoint Candidates from the Promotion Eligibility List.

19.   **Short Term Acting Assignments** (less than 8 continuous weeks) will be filled first from the Promotion Eligibility List by a Candidate in the Directorate where the vacancy exists where operationally feasible, not necessarily in rank order. Where none of the directorate Candidates on the Promotion Eligibility List have the necessary knowledge, skills and abilities for the particular acting assignment, assignments may be filled by a non-divisional Candidate from the Promotion Eligibility List.

20.   **Long Term Acting Assignments** (assignments of more than 8 continuous weeks and not exceeding 6 months except under special circumstances as determined by the Chief of Police or their designate) will be appointed in rank order from the Promotion Eligibility List unless there are job-specific skills required. Assignments requiring requisite job-specific skills will be filled by the first Candidate on the Promotion Eligibility List who meets the job-skill requirements.

Remaining on the Promotion Eligibility List

1.   Once a Candidate qualifies for the Promotion Eligibility List, they remain on the Eligibility List provided they:

        a.   maintain clear standing with the Professional Standards Section;

        b.   hold a valid OPC exam (result of 70% or higher);

    c.   possess a current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance); and

    d.   ensure all intake interviews and performance reviews for their direct reports, and second level reports if applicable, are complete as per the [Performance Management Policy](#).

21.   Should a Candidate not maintain the requirements above, the Candidate's name will be temporarily removed from the Promotion Eligibility List for both acting and promotion purposes. A Candidate will be reinstated on the Promotion Eligibility List once the requirements are met.

Standing on Your Promotion Result

22.   Candidates on the existing Promotion Eligibility List may carry their eligibility forward for (1) one promotion cycle without re-qualifying.

23.   Candidates who are eligible to stand on their most recent Promotion Process result and who do not participate in the current Staff Sergeant Promotion Process will be automatically placed on the new Promotion Eligibility List based on their most recent Promotion Process result.

24.   In order to stand on their result, a Candidate must:

    a.   maintain clear standing with PSS;

    b.   hold a valid OPC exam (result of 70% or higher);

    b.   have qualified in the most recent Staff Sergeant Promotion Process;

    c.   possess a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance); and

    d.   have completed all intake interviews and performance reviews for their direct reports, and second level reports if applicable, as per the [Performance Management Policy](#).

25.   It is the responsibility of the Candidate to keep track of their Promotion Eligibility List and OPC exam expiry dates.

26.   Candidates choosing to stand on their Promotion Process results do not maintain their previous ranking; rather, they are subject to how the new rankings are set based on the results in the new Promotion Process.

27.   Should a Candidate choose to re-enter the Promotion Process while their previous Promotion Process result remains valid, and receives a lower result in the new Staff Sergeant Promotion Process, the higher of the two results will be used to place the Candidate on the Promotion Eligibility List.

     a.   In this case, the Candidate will be deemed to be standing on their previous Promotion Process result.

     c.   This result will expire at the time application packages are due at the commencement of the next Promotion Process cycle.

Marking Scheme for Promotion Process Components

28.   The Staff Sergeant Promotion Process has the following three scored components:

     a. Resume

     b. Job Scenario

     c. Interview

29.   The resume score is used to screen Candidates. The job scenario and interview are used to make up the overall score.

30.   Candidates must meet the minimum score of 65% on the resume to move on to *Stage 3: Job Scenario and Interview*. Candidates who receive a cumulative score of 65% or greater in the job scenario and interview are considered qualified in the Promotion Process and are placed on the Promotion Eligibility List.

Stage 5: Debrief Process

31.   Candidates participating in the Promotion Process are entitled to a debrief of their results during the time allotted for debriefs. Any exceptions to the timeline require consent from the CHRO.

32.   At a minimum, one of the two Promotion Panel members who conducted the job scenario and interview will provide the debrief to the Candidate. The debrief will be witnessed by a facilitator.

33.   Note-taking during the debrief is encouraged. There will be no electronic recordings of the debrief discussions.

Stage 6: Reassessment Process

34.   A Candidate may request a reassessment of the results of the Staff Sergeant Promotion Process after they have undergone *Stage 5: Debrief Process.*

2.   A Candidate may only request a reassessment of their results received in the current Promotion Process.

35.   In order to be heard, a Candidate must submit their request for reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation.

36.   The Reassessment Panel's decision is considered final.

37.   Should a Candidate wish to withdraw their request for reassessment, they must send a letter to the Manager of Talent Development & Performance Management confirming the withdrawal.

PHASE II: SELECTION PROCESS

Stage 7: Selection from the Promotion Eligibility List

38.   Qualified Candidates are given a ranking number for promotion purposes. Candidates receiving the same tie score will be given the same ranking number for promotion purposes.

39.   All Sergeants within the same ranking are promoted at one time.

40.   Promotions will be based on the operational requirements of the OPS and with consideration to the Ottawa Police Services Board Policy dealing with Official Languages (CR#11).

41.   In order for promotion to the Staff Sergeant to occur, the status of the Candidate will be verified with respect to:

    a.   Clear standing with PSS;

    b.   Validity of the OPC exam;

c.   Status of their Performance Review and Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance); and

d.   Status of the performance review process for their direct reports (Candidates must maintain up-to-date intake and performance reviews for all direct reports, and second level reports if applicable, as per the [Performance Management Policy](#)).

42.   In the case where the next Candidate on the Promotion Eligibility List does not possess the requisite job-specific skills, the following must take place in the order listed:

a.   RDD must verify whether a suitable Candidate has been self-identified by Expression of Interest who may qualify for the position. Should a suitable Candidate exist, this Candidate must be selected to fill the vacancy.

b.   Should there be no qualified Candidate on the Expression of Interest list, then RDD must post the position.

c.   At the discretion of the Chief of Police, a confirmed Staff Sergeant with the requisite job-specific skills and qualification may be placed in the position.

d.   In the event the preceding steps have not identified a Member to fill the position, a qualified Candidate may be promoted from a lower ranking position on the Promotion Eligibility List. Candidates promoted in this way are required to spend a minimum of 24 months in this position, unless promoted.

43.   Only the positions of Forensic Identification Staff Sergeant and Tactical Staff Sergeant are considered those that possess requisite job-specific skills. When the next Candidate on the Promotion Eligibility List is not promoted because they do not meet the requisite job-specific skills, the Candidate is guaranteed the next available promotion within the promotion cycle.

44.   The Promotion Eligibility List may be closed before all Candidates have been promoted.

Creating Promotion Groupings

45.   The cut-off between promotion groupings is drawn with the goal of creating similar sized groups.

46.   The number of promotion groupings is based on:

a.   the number of Candidates qualified in the Promotion Process;

9

b.　　creating similar sized promotion groups with a minimum of 5 qualified Candidates in each group; and

c.　　the actual range of Candidate scores and the total number of qualified Candidates.

Ethics

47.　　All Candidates entering into the Promotion Process and individuals supporting the Promotion Process (such as Promotion Steering Committee members, Panel members, reassessment panel members, working group members, administrative support and facilitators) shall:

a.　　act with the highest level of integrity to uphold the values and ethics espoused by the OPS and shall maintain confidentiality;

b.　　act in accordance with the organization's commitment to bias-free selection, as well as Equity, Diversity and Inclusion (EDI) principles;

c.　　sign the Ethics Statement in the presence of a witness. The witness shall also sign the Ethics Statement; and

d.　　be reviewed for clear standing by PSS prior to their participation. The Chief of Police at their discretion may approve an individual to participate in supporting the Promotion Process.

Roles and Responsibilities

Candidates

48.　　Candidates shall:

a.　　be responsible for making themselves aware of the obligations of the Promotion Process, including eligibility requirements and timelines;

b.　　read and follow the candidate instructions for completing the application package;

c.　　provide RDD with the application package outlined in *Stage 2: Application Process* stage by the dates set out in the General Order;

d.　　provide two internal references on their resume who can accurately report on the Candidate's skills, competencies, and work activities;

e.　　provide the Promotion Panel with the names of individuals who can validate information provided during their interview;

f.   submit their request for a reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be reviewed;

g.   inform RDD during the *Stage 2: Application Process* stage should they have a conflict with any of the Promotion Panel members; and

h.   sign the Candidate Ethics Statement and ensure the form is witnessed. The Candidate Ethics Statement confirms the Candidate will not:

   i.   share or receive information from other Candidates or other individuals involved in the Promotion Process; or

   ii.   embellish or misrepresent information at any point during the process.

Resourcing & Development Directorate (RDD)

49.   RDD shall:

a.   prepare, via a General Order, the timelines for the Promotion Process, giving as much notice as possible;

b.   provide information sessions to prospective Candidates, informing them about their obligations in the Promotion Process;

c.   upon receiving Candidate application packages, discuss with PSS the eligibility of Candidates who have any pending or current:

   i.   suspensions;

   ii.   *Criminal Code* charges, investigations, convictions or appeals;

   iii.   *Police Services Act* investigations, convictions, appeals, or demotions; and

   iv.   breaches of an/the Ethics Statement.

d.   upon receiving Candidate application packages, ensure that the screening criteria has been achieved regarding:

Promotion Process	Screening Criteria
Staff Sergeant	i. the validity of the Candidate's OPC exam; ii. completion of a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies,

	and overall performance);
	iii. up-to-date intake interviews and performance reviews for the Candidate's direct reports, and second level reports if applicable, as per the [Performance Management Policy](#);
	iv. confirmed at rank; and
	v. a completed, signed and witnessed Ethics Statement.

e.   support and track all aspects of the Promotion Process;

f.   facilitate the development of the job scenario (if applicable) and interview questions with corresponding scoring templates to support the Promotion Process with consultation from a minimum of one female subject matter expert and an EDI representative;

g.   select Promotion and Reassessment Panel members, ensuring that:

      i.   acting Sergeants, acting Staff Sergeants, acting Inspectors and acting Superintendents are not permitted to sit as Promotion Panel members at their acting rank. They are permitted to sit as Promotion Panel members at their substantive rank.

      ii.   Promotion Panels are composed of two (2) members, one (1) at the Promotion Process rank, and one (1) at the next rank above.

      iii.   Promotion Panels strive to be diverse and reflective of our commitment to EDI and will aim to include:

           a.   one female; and,

           b.   one member from an underrepresented group at the Promotion Process rank or above where possible. Where necessary, external expertise will be engaged in order to meet these requirements.

      iv.   Reassessment panels are comprised of two (2) members and:

           a.   Must include one Superintendent;

           b.   May include 1 Civilian Member at an equivalent rank;

           c.   Must include one female; and

           d.   Include one Member from an underrepresented group at the Promotion Process rank or above, where possible.

h.   provide training to panel members and facilitators on:

      i.   bias-neutral evaluation;

        ii.   the application of the standardized resume scoring guide;

        iii.   the application of the standardized interview and scenario scoring guide;

        iv.   the application of the debrief form.

i.   document results and facilitate an efficient Promotion Process;

j.   advise Executive Command and the Candidates of the results of the Promotion Process within 15 working days of the date the last Candidate was interviewed;

k.   arrange Candidate debrief sessions;

l.   support and facilitate the reassessment process;

m.   maintain and track the Promotion Eligibility Lists and expiry dates for the Staff Sergeant Promotion Process;

n.   prior to acting assignments or promotions, facilitate verifying the Candidate's status with respect to:

        i.   validity of the OPC exam;

        ii.   current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

        iii.   whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports, and second level reports if applicable, as per the Performance Management Policy; and

        iv.   clear standing with PSS.

Promotion and Reassessment Panels

50.   Once notified by RDD and/or Chain of Command of their role as a Promotion and Reassessment Panel member, the Panel member must immediately decline providing assistance to prospective Candidates entering into the Promotion Process in order to minimize any conflict of interest or bias in the assessment process.

51.   The Promotion and Reassessment Panel shall:

a.   attend training in bias-neutral evaluation;

b.   attend training on the application of the standardized resume scoring guide;

c.   attend training on the application of the standardized interview and scenario scoring guide;

d.   attend training in the application of the debrief form;

e.   review and score the resume, scenario and interview in a fair, consistent and bias-neutral manner, in accordance with EDI principles and consistent with the standardized marking guides;

f.   verify information provided by the Candidate in the resume and interview;

g.   identify any conflicts of interest with Candidates prior to the assignment of Candidates to panels;

h.   sign and uphold the Panel member's Ethics Statement; and

i.   provide a debrief of the results of the Promotion Process to RDD.

Facilitators

52.   A facilitator shall be present with the Promotion Panels during each of the following stages of the Promotion Process:

> **Phase I: Qualification Process:**
>
> Stage 2: Application Process
>
> Stage 3: Job Scenario and Interview
>
> Stage 5: Debrief Process
>
> Stage 6: Reassessment Process

53.   Facilitators shall receive the same training as the Promotion Panel members.

54.   Facilitators shall not influence the assessment of the Candidates and are expected to act in a fair, equitable and reasonable manner, and in accordance with EDI principles.

55.   Facilitators shall be chosen internally from the OPS membership.

Chief Human Resources Officer (CHRO)

56.   The CHRO is required to track and identify the number of promotion opportunities each quarter.

57.   The CHRO will review and endorse (if applicable) any changes to the Promotion Process.

Chief of Police

58.   The Chief of Police shall:

      a.   in conjunction with the Deputy Chiefs and Director General determine and announce timelines of the Promotion Process by General Order;

      b.   receive and adopt the results (Promotion Eligibility List) of the Promotion Process presented by RDD; and

      c.   approve and announce all promotions.

59.   In making decisions at any stage in the Promotion Process, the Chief of Police shall act fairly and reasonably and will:

      a.   exercise their discretion reasonably and in accordance with all applicable policies, *Acts*, Regulations and EDI principles;

      b.   consider the operational needs of the OPS;

      c.   consider the operational needs of the City of Ottawa and its Community; and

      d.   undertake activities necessary to ensure that the OPS's business continuity and succession needs are met.

General Information

60.   Candidates will receive the Interview questions, Interview, scenario time and date, and debrief time and date, via email from RDD, in advance of *Stage 3: Job Scenario and Interview*.

61.   Candidates will receive their results, via email, during *Stage 4: Eligibility for Promotion*.

62.   OPS will maintain the confidentiality of information related to each individual's participation in the Promotion Process.

Equity, Diversity, and Inclusion (EDI) Reporting

63.   RDD will collect and analyze data from the following stages and report to the CHRO at the conclusion of each Promotion Process:

      Stage 2: Application Process

      Stage 3: Job Scenario and Interview

15

Stage 4: Eligibility for Promotion

Stage 6: Reassessment Process

Stage 7: Selection from the Promotion Eligibility List

Inspector Promotion Process Procedure

Issued

The Inspector Promotion Process is issued under the authority of Ottawa Police Service (OPS) Sworn Promotion Policy 3.35.

Rationale

The purpose of the Sworn Promotion Policy is to ensure the Ottawa Police Service (OPS) has qualified, engaged, high-calibre and well-trained members at all leadership ranks. The aim of the Sworn Promotion Policy is to ensure fair, consistent, accessible, transparent and non-discriminatory application of the Promotion Process to all eligible Sworn Members.

The Ottawa Police Service (OPS) is committed to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion (EDI).

Procedure Owner

Chief Human Resources Officer (CHRO), Resourcing & Development Directorate (RDD).

Governing Authorities

Federal	*Criminal Code of Canada*, RSC 1985, c. C-46
Provincial	*Human Rights Code*, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Policy Number	Name

1

3.34	Equitable Work Environment Policy
3.35	Sworn Promotion Policy
3.36	Sworn Transfer Selection Policy
3.13	Staffing and Movement of Sworn Members Policy
3.14	Unsatisfactory Work Performance Policy
3.19	Performance Management Policy

Procedure

The **Inspector Promotion Process** has two phases and seven (7) stages:

Phase I: Qualification Process

Stage 1: Prerequisite

Stage 2: Application Process

Stage 3: Job Scenario and Interview

Stage 4: Eligibility for Promotion

Stage 5: Debrief Process

Stage 6: Reassessment Process

Phase II: Selection Process

Stage 7: Selection from the Promotion Eligibility Pool

PHASE I: QUALIFICATION PROCESS

Screening-Out from the Process

1.   A Candidate will be screened out if:

     a.   they fail to meet the necessary qualifications set out in *Stage 1: Prerequisite* and/or *Stage 2: Application Process*; or

2

b. they are suspended or demoted on the date application packages are due (or during the Promotion Process) and have not received written consent from the Chief of Police to participate in the Promotion Process.

Stage 1: Prerequisite

2. To meet the criteria to be screened into *Stage 2: Application Process,* Candidates must:

a. hold a valid Ontario Police College (OPC) Promotion Exam at the rank of Inspector with a minimum score of 70%. The OPC exam mark remains valid for five (5) years, expiring at the end of the calendar year;

b. be confirmed at the rank of Staff Sergeant;

c. possess a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

d. have completed all intake interviews and performance reviews for their direct reports, and second level reports if applicable, as per the Performance Management Policy; and

e. seek written approval to enter the Promotion Process from the Chief of Police if they are under suspension or have been demoted.

Stage 2: Application Process

3. The purpose of *Stage 2: Application Process* is for Candidates to demonstrate that they possess the requisite experience for the next rank through the following components:

a. Breadth and depth of supervisory experience;

b. Community engagement; and

c. Education.

4. Candidates must submit an application package to RDD by the date and time outlined in the General Order to be accepted into the Promotion Process.

5.   The application package is comprised of:

    a.   A resume;

    b.   A letter of interest;

    c.   A copy of the most recent Performance Review and a Performance Synopsis reflective of the current year;

    d.   A signed and witnessed Candidate Ethics Statement;

    e.   Proof of educational achievement; and

    f.   Completed conflict form.

6.   Candidates must submit all of the above documentation in order to be screened into the Promotion Process.

7.   A Candidate's resume is assessed by a Promotion Panel using a standardized resume scoring guide. A facilitator will be present to ensure fairness and consistency in scoring across panels.

8.   To be eligible to move on to *Stage 3: Job Scenario and Interview*, Candidates must achieve the minimum cut score of 65% on the evaluation of the resume. Those who do not achieve the minimum 65% will be removed from the Promotion Process at this stage.

9.   Candidates are required to advise Health, Safety & Lifestyles (HSL) of any accommodation needs in advance of *Stage 3: Job Scenario and Interview*.

Stage 3: Job Scenario and Interview

10.   The purpose of *Stage 3: Job Scenario and Interview* is for Candidates to demonstrate the competencies required for the rank of Inspector.

11.   The interview consists of direct behavioural questions that are the same for all Candidates. The job scenario consists of a situation(s) given to Candidates on the day of the job scenario presentation date.

12.   The Job Scenario and Interview questions and assessment tools will be reviewed prior to the process by subject matter experts, both internal and external, to ensure that they are reasonably aligned with the expectations of the target rank and are bias-neutral.

13. A Candidate's performance in the job scenario and interview questions is assessed by a Promotion Panel using a standardized scoring guide. A facilitator will be present to ensure fairness and consistency in scoring across panels.

Stage 4: Eligibility for Promotion

14. Candidates who receive a cumulative score of 65% or greater in *Stage 3: Job Scenario and Interview* are considered qualified in the Promotion Process and are eligible for acting assignments and for promotion.

15. Qualified Candidates are placed in the Promotion Eligibility Pool.

16. Candidates are not guaranteed acting assignments or promotion as a result of being in the Promotion Eligibility Pool.

Acting Assignments

17. Staff Sergeants from the Inspector Promotion Eligibility Pool may be selected for acting assignments at the rank of Inspector by the Chief of Police.

18. Acting assignments will be filled first from the Promotion Eligibility Pool by a Candidate in the directorate where the vacancy exists, and where operationally feasible.

19. Long term acting assignments will not exceed 6 months except under special circumstances as determined by the Chief of Police or their designate.

20. The Chief of Police has discretion, under exigent circumstances, to change the Inspector Promotion Process eligibility and acting criteria.

Remaining in the Promotion Eligibility Pool

21. Once a Candidate qualifies in the Promotion Eligibility Pool, they will remain on the eligibility list, provided they:

   a. maintain clear standing with the Professional Standards Section (PSS);

5

      b.   possess a current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance)

      c.   ensure all intake interviews and performance reviews for their direct reports, and second level reports if applicable, are complete as per the [Performance Management Policy](); and

      d.   demonstrate progress on their succession development plan.

22.   Should a Candidate not maintain the above requirements, the Candidate's name will be temporarily removed from the Promotion Eligibility Pool for both acting and promotion purposes. A Candidate will be reinstated in the Promotion Eligibility Pool once the requirements are met.

Marking Scheme for Promotion Process Components

23.   The Inspector Promotion Process has the following three scored components:

      a.   Resume;

      b.   Job Scenario; and

      c.   Interview.

24.   The resume score is used to screen Candidates. The job scenario and interview are used to make up the overall score.

25.   Candidates must meet the minimum score of 65% on the resume to move on to *Stage 3: Job Scenario and Interview*. Candidates who receive a cumulative score of 65% or greater in the job scenario and interview are considered qualified in the Promotion Process and are placed in the Promotion Eligibility Pool.

Stage 5: Debrief Process

26.   A Candidate participating in the Promotion Process is entitled to a debrief of their results during the time allotted for debriefs. Any exceptions to the timeline require approval from the CHRO.

27.   At a minimum, one of the two Promotion Panel members who conducted the job scenario and interview will provide the debrief to the Candidate in addition to a facilitator

28.   Note-taking at during debrief is encouraged. There will be no electronic recordings of the debrief discussions.

Stage 6: Reassessment Process

29.   A Candidate may request a reassessment of their results of the Inspector Promotion process only after they have undergone *Stage 5: Debrief Process.*

30.   A Candidate may only request a reassessment of their results received in the current process.

31.   A Candidate must submit their request for reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be heard.

32.   The Reassessment Panel's decision is considered final.

33.   Should a Candidate wish to withdraw their request for reassessment, they must send a letter to the Manager of Talent Development & Performance Management confirming their withdrawal.

PHASE II: SELECTION PROCESS

Stage 7: Selection from the Promotion Eligibility Pool

34.   The Chief of Police, in consultation with the Deputy Chiefs and the Director General, shall identify Candidates from the Inspector Promotion Eligibility Pool for the Dialogue with the Chief of Police.

35.   Promotions will be based on the operational requirements of the Ottawa Police Service and with consideration to the Ottawa Police Services Board Policy dealing with Official Languages (CR#11).

36.   In order for acting assignments or promotion to the rank of Inspector to occur, the status of the Staff Sergeant(s) will be verified with respect to:

a.   Clear standing with PSS;

b.   Status of their current Performance Review with respect to ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

c.   Status of the performance review process for their direct reports (Candidates must maintain up-to-date intake and performance reviews for all direct reports, and second level reports if applicable, as per the [Performance Management Policy](Performance%20Management%20Policy)); and

d.   Progress on their succession development plan.

37.   The Chief of Police, in consultation with the Deputy Chiefs and Director General, shall promote Candidates to the rank of Inspector.

38.   Long term acting assignments will not exceed 6 months except under special circumstances as determined by the Chief of Police or their designate.

39.   For long term acting opportunities or promotions, Candidates will be assessed by the Superintendents on their demonstration of the Inspector competencies, and this information will be considered by the Chief of Police in the selection of the qualified Candidate.

Ethics

40.   All Candidates entering into the promotion process and individuals supporting the Promotion Process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support and facilitators) shall:

a.   act with the highest level of integrity to uphold the values and ethics espoused by the OPS and shall maintain confidentiality;

b.   act in accordance with the organization's commitment to bias-free selection, as well as Equity, Diversity and Inclusion (EDI) principles;

c.   sign the Ethics Statement in the presence of a witness. The witness shall also sign the Ethics Statement; and

d.   be reviewed for clear standing by PSS prior to their participation. The Chief of Police at their discretion may approve an individual to participate in supporting the Promotion Process.

Roles and Responsibilities

Candidates

41.   Candidates shall:

    a.   be responsible for making themselves aware of the obligations of the Promotion Process, including eligibility requirements and timelines;

    b.   read and follow the candidate instructions for completing the application package;

    c.   provide RDD with the application package outlined in *Stage 2: Application Process* by the dates set out in the General Order;

    d.   provide two internal references on their resume who can accurately report on the Candidate's skills, competencies, and work activities;

    e.   provide the Promotion Panel with the names of individuals who can validate information provided during their interview;

    f.   submit their request for a reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be reviewed;

    g.   inform RDD during *Stage 2: Application Process*, should they have a conflict with any of the Promotion Panel members; and

    h.   sign the Candidate Ethics Statement and ensure the form is witnessed. The Candidate Ethics Statement confirms the Candidate will not:

        i.   share or receive information from other Candidates or other individuals involved in the Promotion Process; or

        ii.   embellish or misrepresent information at any point during the Promotion Process.

Resourcing & Development Directorate (RDD)

42.   RDD shall:

    a.   prepare, via a General Order, the timelines for the Promotion Process giving as much notice as possible;

b.   provide information sessions to prospective Candidates informing them about their obligations in the Promotion Process;

c.   upon receiving Candidate application packages, discuss with PSS the eligibility of Candidates who have any pending or current:

        i.   suspensions;

        ii.   *Criminal Code* charges, investigations, convictions or appeals;

        iii.   *Police Services Act* investigations, convictions, appeals, or demotions; and

        iv.   breaches of an/the Ethics Statement.

d.   upon receiving Candidate application packages, ensure that the screening criteria has been achieved regarding:

Promotion Process	Screening Criteria
Inspector	i. the validity of the Candidate's OPC exam; ii. completion of a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance); iii. up-to-date intake interviews and performance reviews for the Candidate's direct reports, and second level reports if applicable, as per the [Performance Management Policy](#); iv. confirmed at rank; and v. a completed, signed and witnessed Ethics Statement.

e.   support and track all aspects of the Promotion Process;

f.   facilitate the development of the job scenario (if applicable) and interview questions with corresponding scoring templates to support the Promotion Process with consultation from a minimum one female subject matter expert and an EDI representative.

g.   select Promotion and Reassessment Panel members, ensuring that:

        i.   acting Sergeants, acting Staff Sergeants, acting Inspectors and acting Superintendents are not permitted to sit as Promotion Panel members at

their acting rank. They are permitted to sit as Promotion Panel members at their substantive rank.

  ii. Promotion Panels are composed of two (2) members, one (1) at the Promotion Process rank, and one (1) at the next rank above.

  iii. Promotion Panels strive to be diverse and reflective of our commitment to EDI and will aim to include:

    a. one female; and

    b. one member from an underrepresented group at the promotion process rank or above where possible. Where necessary, external expertise will be engaged in order to meet these requirements.

    c. may include Civilian Members considered to be at an equivalent rank.

  iv. Reassessment panels are comprised of two (2) members and:

    a. Must include one Superintendent;

    b. May include 1 Civilian Member at an equivalent rank;

    c. Must include one female; and

    d. Include one Member from an underrepresented group at the Promotion Process rank or above, where possible.

 h. provide training to Panel members and facilitators on:

  i. bias-neutral evaluation;

  ii. the application of the standardized resume scoring guide;

  iii. the application of the standardized interview and scenario scoring guide; and

  iv. the application of the debrief form.

 i. document results and facilitate an efficient Promotion Process;

 j. advise Executive Command and the Candidates of the results of the Promotion Process within the timeline as set in the General Order;

 k. arrange Candidate debrief sessions;

 l. support and facilitate the reassessment process;

    m.   maintain and track the Promotion Eligibility Pool;

    n.   prior to acting assignments or promotions, facilitate verifying the Candidate's status with respect to:

          i.   validity of the OPC exam;

          ii.   current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

          iii.   whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports, and second level reports if applicable, as per the [Performance Management Policy]; and

          iv.   clear standing with PSS.

Promotion and Reassessment Panels

43.   Once notified by RDD and/or Chain of Command of their role as a Promotion and Reassessment Panel member, the Panel member must immediately decline providing assistance to prospective Candidates entering into the Promotion Process in order to minimize any conflict of interest or bias in the assessment process.

44.   The Promotion and Reassessment Panels shall:

    a.   attend training in bias-neutral evaluation;

    b.   attend training on the application of the standardized resume scoring guide;

    c.   attend training on the application of the standardized interview and scenario scoring guide;

    d.   attend training in the application of the debrief form;

    e.   review and score the resume, scenario and interview in a fair, consistent and bias neutral manner, in accordance with EDI principles and consistent with the standardized marking guides;

    f.   verify information provided by the Candidate in the resume and interview;

    g.   identify any conflicts of interest with Candidates prior to the assignment of Candidates to panels;

    h.   sign and uphold the Panel member's Ethics Statement; and

       i.   provide a debrief of the results of the Promotion Process to RDD.

Facilitators

45.   A facilitator shall be present with the Promotion Panels during each of the following stages of the process:

           Phase I: Qualification Process

           Stage 2: Application Process

           Stage 3: Job Scenario and Interview

           Stage 5: Debrief Process

           Stage 6: Reassessment Process

46.   Facilitators shall receive the same training as the Promotion Panel members.

47.   Facilitators shall not influence the assessment of the Candidates and are expected to act in a fair, equitable and reasonable manner, and in accordance with EDI principles.

48.   Facilitators shall be chosen internally from the OPS membership.

Chief Human Resources Officer (CHRO)

49.   The CHRO is required to track and identify the number of promotion opportunities each quarter.

50.   The CHRO will review and endorse (if applicable) any changes to the Promotion Processes.

Chief of Police

51.   The Chief of Police shall:

      a.   in conjunction with the Deputy Chiefs and Director General determine and announce timelines of the Promotion Process by General Order;

b.   receive and adopt the results (Promotion Eligibility Pool) of the Promotion Process presented by RDD; and

c.   approve and announce all promotions.

52.   Under exigent circumstances, the Chief of Police will exercise discretion in altering the eligibility criteria Candidates are required to meet in order to be qualified for acting roles.

53.   In making decisions at any stage in the Promotion Process, the Chief of Police shall act fairly and reasonably and will:

a.   exercise their discretion reasonably and in accordance with all applicable policies, *Acts*, Regulations and EDI principles;

b.   consider the operational needs of the OPS;

c.   consider the operational needs of the City of Ottawa and its Community; and

d.   undertake activities necessary to ensure that the OPS's business continuity and succession needs are met.

General Information

54.   Candidates will receive the scenario, interview time and date, and debrief time and date, via email from RDD, in advance of *Stage 3: Job Scenario and Interview*.

55.   Candidates will receive their results, via email, during *Stage 4: Eligibility for Promotion.*

56.   OPS will maintain the confidentiality of information related to each individual's participation in the Promotion Process.

Equity, Diversity, and Inclusion (EDI) Reporting

57.   RDD will collect and analyze data from the following stages and report to the CHRO at the conclusion of each Promotion Process:

Stage 2: Application Process

Stage 3: Job Scenario and Interview

Stage 4: Eligibility for Promotion

Stage 6: Reassessment Process

Stage 7: Selection from the Promotion Eligibility Pool

Superintendent Promotion Process Procedure

Issued

The Superintendent Promotion Process is issued under the authority of Ottawa Police Service (OPS) Sworn Promotion Policy 3.35.

Rationale

The purpose of the Sworn Promotion Policy is to ensure the Ottawa Police Service (OPS) has qualified, engaged, high-calibre and well-trained members at all leadership ranks. The aim of the Sworn Promotion Policy is to ensure fair, consistent, accessible, transparent and non-discriminatory application of the Promotion Process to all eligible Sworn Members.

The Ottawa Police Service (OPS) is committed to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion (EDI).

Procedure Owner

Chief Human Resources Officer (CHRO), Resourcing & Development Directorate (RDD).

Governing Authorities

Federal	*Criminal Code of Canada,* RSC 1985, c. C-46
Provincial	*Human Rights Code*, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment Policy

3.35	Sworn Promotion Policy
3.36	Sworn Transfer Selection Policy
3.13	Staffing and Movement of Sworn Members Policy
3.14	Unsatisfactory Work Performance Policy
3.19	Performance Management Policy

Procedure

The **Superintendent Promotion Process** has two phases and six (6) stages:

> **Phase I: Qualification Process**
>
>> Stage 1: Application Process
>>
>> Stage 2: Interview
>>
>> Stage 3: Eligibility for Promotion
>>
>> Stage 4: Debrief Process
>>
>> Stage 5: Reassessment Process
>
> **Phase II: Selection Process**
>
>> Stage 6: Selection from the Promotion Eligibility Pool

PHASE I: QUALIFICATION PROCESS

Screening-Out from the Process

1. A Candidate will be screened out if:

    a. they fail to meet the necessary qualifications set out in *Stage 1: Application Process*; or

    b. they are suspended or demoted on the date application packages are due (or during the Promotion Process) and have not received written consent from the Chief of Police to participate in the Promotion Process.

Stage 1: Application Process

2. To meet the criteria to be screened in to *Stage 2: Interview*, Candidates must:

    a. be confirmed at the rank of Inspector;

    b. possess a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

    c. have completed all intake interviews and performance reviews for their direct reports, and second level reports if applicable, as per the Performance Management Policy;

    d. submit an application package to RDD by the date and time outlined in the General Order. The package is comprised of:

        i.   A resume;

        ii. A letter of interest;

        iii. A signed and witnessed Candidate Ethics Statement;

        iv. Two (2) letters of reference from external sources; and

        v.   The names of two (2) supervisors at the rank of Superintendent or higher, including the Candidate's current supervisor for the Promotions Assessment.

    e. meet the requirements of the Promotions Assessment conducted by the two (2) supervisors at the rank of Superintendent or higher; and

    f. seek written approval to enter the promotion process from the Chief of Police if they are under suspension or have been demoted.

3. Candidates are required to advise Health, Safety & Lifestyles (HSL) of any accommodation needs in advance of *Stage 2: Interview*.

Stage 2: Interview

4. Candidate performance in the interview is assessed by a Promotion Panel using a validated and standardized scoring guide. A facilitator will be present to ensure fairness and consistency in scoring.

5.   Interview questions will be competency-based and will include behavioural and situational-based questions.

6.   The Job Scenario and Interview questions and assessment tools will be reviewed prior to the process by subject matter experts, both internal and external, to ensure that they are reasonably aligned with the expectations of the target rank and are bias-neutral.

Stage 3: Eligibility for Promotion

7.   Candidates who receive a score of 65% or greater in *Stage 2: Interview* are considered qualified in the Promotion Process and are eligible for acting assignments and for promotion.

8.   Qualified Candidates are placed in the Promotion Eligibility Pool.

9.   Qualified Candidates are not guaranteed acting assignments or promotion as a result of being in the Promotion Eligibility Pool.

Remaining in the Promotion Eligibility Pool

10.   Once a Candidate qualifies in the Promotion Eligibility Pool, they remain in the Promotion Eligibility Pool, provided they:

    a.   maintain clear standing with Professional Standards Section (PSS);

    b.   possess a current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

    c.   ensure that all intake interviews and performance reviews for their direct reports, and second level reports if applicable, are complete as per the [Performance Management Policy](); and

    d.   demonstrate progress on their succession development plan.

Stage 4: Debrief Process

11.   Candidates will receive verbal decision notification.

12. Candidates participating in the Promotion Process are entitled to a debrief of their results during the time allotted for debriefs. Any exceptions to the timeline will require approval from the CHRO.

13. At a minimum, two of the Promotion Panel members who conducted the interview will provide the debrief to the Candidate. The debrief will be witnessed by a Facilitator.

14. Note-taking during the debrief is encouraged. There will be no electronic recordings of the debrief discussion.

Stage 5: Reassessment Process

15. Should a Candidate be informed that they have not met the requirements of the *Supervisor Recommendation for Promotion Assessment* conducted by the supervisors at the rank of Superintendent or higher during *Stage 1: Application Process*, they may request a reassessment of their results of within the time limit set out in the reassessment documentation.

16. A Candidate may request a reassessment of their results upon the completion of the Promotion Process only after they have undergone *Stage 4: Debriefing Process*, following *Stage 2: Interview*, and within the time limit set out in the reassessment documentation.

17. A Candidate may only request a reassessment of their results received in the current Superintendent Promotion Process.

18. A Candidate must submit their request for reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be heard.

19. The Chief of Police, with support from RDD, will review the Candidate's reassessment. The Chief's decision is final.

20. Should a Candidate wish to withdraw their request for reassessment, they must send a letter to the Manager of Talent Development & Performance Management confirming the withdrawal.

PHASE II: SELECTION PROCESS

Stage 6: Selection from the Promotion Eligibility Pool

21.   Promotions will be based on the operational requirements of the OPS and with consideration to the Ottawa Police Services Board Policy dealing with Official Languages (CR#11).

22.   In order for an acting assignment or promotion to the rank of Superintendent to occur, the status of the Candidate will be verified with respect to:

   a.   Clear standing with PSS;

   b.   Status of their current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

   c.   Status of the performance review process for their direct reports (Candidates must maintain up to date intake and performance reviews for all direct reports, and second level reports if applicable, as per the Performance Management Policy); and

   d.   Progress of their succession development plan.

Acting Assignments

23.   The Chief of Police, in consultation with the Deputy Chiefs and Director General, shall select Candidates for acting assignments based on the Candidate's demonstration of the Superintendent competencies.

24.   Long-term acting assignments will not exceed 6 months except under special circumstances, as determined by the Chief of Police or their designate.

25.   For long-term acting opportunities or promotions, qualified Candidates will be assessed by the Superintendents on their demonstration of the Superintendent competencies, and this information will be considered by the Chief of Police in the selection of the qualified Candidate.

26.   The Chief of Police has discretion, under exigent circumstances, to change the Superintendent Promotion Process eligibility and acting criteria.

Ethics

27.   All Candidates entering into the Promotion Process and individuals supporting the Promotion Process (such as Promotion Steering Committee members, panel members, reassessment panel members, working group members, administrative support and facilitators) shall:

    a.   act with the highest level of integrity to uphold the values and ethics espoused by the OPS and shall maintain confidentiality;

    b.   act in accordance with the organization's commitment to bias-free selection, as well as EDI principles;

    c.   sign the Ethics Statement in the presence of a witness (the witness shall also sign the Ethics Statement); and

    d.   be reviewed for clear standing by PSS prior to their participation. The Chief of Police at their discretion may approve an individual to participate in supporting the Promotion Process.

Roles and Responsibilities

Candidates

28.   Candidates shall:

    a.   be responsible for making themselves aware of the obligations of the Promotion Process, including eligibility requirements and timelines;

    b.   read and follow the candidate instructions for completing the application package;

    c.   provide RDD with the application package outlined in *Stage 1: Application Process* by the dates set out in the General Order;

    d.   provide two internal references on their resume who can accurately report on the Candidate's skills, competencies, and work activities;

    e.   provide the Promotion Panel with the names of individuals who can validate information provided during their interview;

    f.   submit their request for a reassessment in writing to the Manager of Talent Development & Performance Management within the timeframe outlined by the reassessment documentation in order to be reviewed;

g.   inform RDD during the *Stage 1: Application Process* should they have a conflict with any of the Promotion Panel members; and

h.   sign the Candidate Ethics Statement and ensure the form is witnessed. The Candidate Ethics Statement confirms the Candidate will not:

   i.   share or receive information from other Candidates or other individuals involved in the promotion process; or

   ii.   embellish or misrepresent information at any point during the process.

Resourcing & Development Directorate (RDD)

29.   RDD shall:

a.   prepare, via a General Order, the timelines for the Promotion Process, giving as much notice as possible;

b.   facilitate information sessions to prospective Candidates, informing them about their obligations in the Promotion Process;

c.   upon receiving Candidate application packages, discuss with PSS the eligibility of Candidates who have any pending or current:

   i.   suspensions;

   ii.   *Criminal Code* charges, investigations, convictions or appeals;

   iii.   *Police Services Act* investigations, convictions, appeals, or demotions; and

   iv.   breaches of an/the Ethics Statement.

d.   upon receiving Candidate application packages, ensure that the screening criteria has been achieved regarding:

Promotion Process	Screening Criteria
Superintendent	i. completion of a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance); ii. up-to-date intake interviews and performance reviews for the Candidate's direct reports, and second level reports if

	applicable, as per the [Performance Management Policy](#);
	iii. confirmed at rank; and
	iv. a completed, signed and witnessed Ethics Statement.

e. support and track all aspects of the Promotion Process;

f. facilitate the development of the job scenario (if applicable) and interview questions with corresponding scoring templates to support the Promotion Process with consultation from a minimum of one male and one female subject matter expert and an EDI representative;

g. select Promotion Panel members, ensuring that:

  i. Panels strive to be diverse and reflective of the OPS commitment to EDI and will aim to:

   a. include at least two members from the Deputy Chief's and Director General;

   b. include one member from an underrepresented group at the promotion process rank or above where possible. Where necessary, external expertise will be engaged in order to meet these requirements; and

   c. may include Civilian Members considered to be at an equivalent rank.

h. provide training to Panel members and facilitators on:

  i. bias-neutral evaluation;

  ii. the application of the standardized interview scoring guide; and

  iii. the application of the debrief form.

i. documenting results and facilitating an efficient Promotion Process;

j. advise Executive Command and the Candidates of the results of the Promotion Process within the timeline as set in the General Order;

k. arrange Candidate debriefing sessions;

l. support and facilitate the reassessment process;

m.   maintain and track the Promotion Eligibility Pool and expiry dates prior to acting assignments or promotions, and facilitate verifying the Candidate's status with respect to:

    i.   current Performance Review with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

    ii.   whether the Candidate has maintained up-to-date intake interviews and performance reviews for direct reports, and second level reports if applicable, as per the [Performance Management Policy](); and

    iii.   clear standing with PSS.

Promotion Panel

30.   Once notified by RDD and/or Chain of Command of their role as a Promotion Panel member, the Panel member must immediately decline providing assistance to prospective Candidates entering into the Promotion Process in order to minimize any conflict of interest or bias in the assessment process.

31.   The Promotion Panel shall:

a.   attend training in bias-neutral evaluation;

b.   attend training on the application of the standardized interview scoring guide;

c.   attend training in the application of the debrief form;

d.   review and score the interview in a fair, consistent and bias neutral manner, in accordance with EDI principles and consistent with the standardized marking guides;

e.   verify information provided by the Candidate in the interview;

f.   identify any conflicts of interest with Candidates prior to the assignment of Candidates to panels;

g.   sign and uphold the Panel member's Ethics Statement; and

h.   provide a debrief of the results of the Promotion Process to RDD.

Facilitators

10

32.　A facilitator shall be present with the Promotion Panels during each of the following stages of the Promotion Process:

> **Phase I: Qualification Process**
>
> Stage 1: Application Process
>
> Stage 2: Interview
>
> Stage 4: Debrief Process
>
> Stage 5: Reassessment Process

33.　Facilitators shall receive the same training as the Promotion Panel members.

34.　Facilitators shall not influence the assessment of the Candidates and are expected to act in a fair, equitable and reasonable manner, and in accordance with EDI principles.

35.　Facilitators shall be chosen internally from the OPS membership.

Chief Human Resources Officer (CHRO)

36.　The CHRO is required to track and identify the number of promotion opportunities each quarter.

37.　The CHRO will review and endorse (if applicable) any changes to the Promotion Process.

Chief of Police

38.　The Chief of Police shall:

　　a.　in conjunction with the Deputy Chiefs and Director General determine and announce timelines of the Promotion Process by General Order;

　　b.　conduct the reassessment process, if required;

　　c.　receive and adopt the results (Promotion Eligibility List) of the Promotion Process presented by RDD; and

　　d.　approve and announce all promotions.

39.　In making decisions at any stage in the promotion process, the Chief of Police shall act fairly and reasonably and will:

a. exercise their discretion reasonably and in accordance with all applicable policies, *Acts*, Regulations and EDI principles;

b. consider the operational needs of the OPS;

c. consider the operational needs of the City of Ottawa and its Community; and

d. undertake activities necessary to ensure that the OPS's business continuity and succession needs are met.

General Information

40. Candidates will receive their respective Interview time and dates and debrief time and date, via email from RDD, in advance of *Stage 2: Interview*.

41. Candidates will receive their results, via email, during *Stage 3: Eligibility for Promotion.*

42. OPS will maintain the confidentiality of information related to each individual's participation in the promotion process.

Equity, Diversity, and Inclusion (EDI) Reporting

43. RDD will collect and analyze data from the following stages and report to the CHRO at the conclusion of each promotion process:

Stage 1: Application Process

Stage 2: Interview

Stage 3: Eligibility for Promotion

Stage 4: Debrief Process

Stage 5: Reassessment Process

APPENDIX B

TRANSFER OF SWORN PERSONNEL POLICY

Sworn Transfer Selection Policy

1.   Effective date

1.1   This policy takes effect on November 3, 2017.

1.2   This policy replaces the Sworn Staffing Tenure (Policy Number 3.20) policy.

2.   Purpose

2.1   This Policy sets out the framework for the selection of Sworn Members seeking transfer to Developmental Rotation, Fixed Term, or Anchor Positions.

2.2   This Policy and related procedures and tools are governed by the following principles:

- ***SIMPLE, CLEAR, AND TRANSPARENT***, to provide an equitable approach to Sworn Member transfers;

- ***EQUITY, DIVERSITY, AND INCLUSION***, which incorporates a diversity of perspectives that strengthens the capacity of work teams, creates a positive and respectful work environment, creates a workforce and service that is reflective of our diverse communities, and helps the OPS to address systemic barriers and inequities that people may face;

- ***CAREER PLANNING FOR MEMBERS***, so that Members can individually plan and develop their careers, and have opportunities to gain experience and greater ability to build stronger skills sets;

- ***KNOWLEDGE, SKILLS MAINTENANCE, AND TRANSFER***, to ensure that Members are building expertise, and have opportunities to transfer to other positions in order to share their developed knowledge and skills;

- ***SUCCESSION PLANNING***, to be able to better deliver policing services by developing a diverse and qualified workforce;

- ***WORKFORCE STABILITY***, by section managers being able to plan for short-term and long-term operational needs;

- ***PERFORMANCE-BASED***, so that transfers are based on Knowledge, Skills and Abilities (KSA), experience, and performance reviews.

3.   Definitions

3.1   Definitions to be used in the interpretation of this Policy and its associated procedures are contained in the Human Resources (HR) Glossary.

4.   Policy Statements

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.36

4.1 The OPS will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.

4.2 The OPS recognizes merit and equity as cornerstones of Human Resource management.

    4.2.1 Selection from Eligibility Pools shall include consideration of organizational needs and the commitment that all OPS sections represent the gender demographic of the most recently-available OPS Employee Census.

4.3 All decision-making bodies related to this Policy shall strive to have gender demographic representation that reflects the most recently-available OPS Employee Census data, to promote and increase diverse voices in decision-making.

4.4 To maximize organizational performance and support Members in their pursuit of career aspirations, Members transferred through the Sworn Transfer Model are transferred into one of three types of positions:

- Developmental Rotation Position

- Fixed Term Position

- Anchor Position

4.5 Members are eligible to apply for any process while on approved maternity, parental, or any other type of approved leave. Members are responsible for their own career management, including researching positions and job descriptions, and monitoring the external OPS website while on maternity, parental, or any other type of approved leave.

4.6 All panel members and facilitators shall be trained on bias-neutral, Gender Based Analysis Plus (GBA+), human rights education, and any other relevant and related learning. All panel members and facilitators shall be trained on their expected roles and be provided the necessary documentation to perform their responsibilities.

4.7 Facilitators with knowledge of potential biases in selection and having received the appropriate training shall be appointed to enhance the fairness, reliability, validity, and accuracy of the process.

4.8 A Selection Pool for Fixed Term Positions will be established and is valid until a new Selection Pool is established.

    4.8.1 The Priority Placement process must be considered prior to posting and filling a Fixed Term and Anchor position

Eligibility

4.9 Members should consult the most current procedures for eligibility requirements.

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.36

4.10   The Chief of Police has the discretion to:

    a.   provide written approval authorizing a suspended or demoted Member to enter a selection process; and

    b.   authorize the removal or reinstatement of a Candidate from a selection process, in which case a written explanation will be provided.

Monitoring and reporting requirements

4.11   The Chief Human Resources Officer (CHRO) shall collect and analyze data, including gender, to ensure:

    a.   active promotion of equity, diversity, and inclusion; and

    b.   continuous improvements to the Sworn Transfer Process.

5.   Consequences

5.1   The employer reserves the right to take action for non-compliance with this Policy and its procedures.

6.   Roles and Responsibilities

6.1   The Chief Human Resources Officer (CHRO) is accountable for the Sworn Transfer Policy and its procedures and operations.

6.2   Sworn Staffing and Career Management is responsible for administering the Sworn Transfer Process.

6.3   All Members participating in, administrating, or supporting the Sworn Transfer Policy and process shall comply with the duties and functions detailed in the associated procedures.

6.4   All Members shall act fairly, equitably, and reasonably throughout all stages of the Sworn Transfer process.

7.   References

7.1   **Legislation**

- *Human Rights Code*, RSO 1990, c.H.19

- *Police Services Act,* RSO 1990, c.P.15

7.2   **Ottawa Police Service Policies**

- Equitable Work Environment Policy 3.34

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.36

- [Performance Management Policy 3.19](#)

- [Suspensions Policy 3.12](#)

- [Accommodations Policy 3.01](#)

- Sworn Promotion Policy

- [Unsatisfactory Work Performance Policy 3.14](#)

7.3 **OPS Procedures**

- Procedures and related job aids for all Members participating in, administrating, or supporting the Sworn Transfer Policy are available on the RDD Intranet

  o Developmental Rotation Program Procedure

  o Fixed Term, and Anchor Program Procedure

7.4 **Other References**

- Ethics Statement

8. Enquiries

Please direct enquiries about this Policy instrument to [Developmental Rotation](#) or [Sworn Staffing](#) mailbox.

Development Rotation Program Procedure

Issued

The Developmental Rotation Program procedure is issued under the authority of OPS Sworn Transfer Selection Policy No. 3.36.

Rationale

The purpose of the Developmental Rotation Program is to give Frontline Directorate Constables who have demonstrated readiness for career progression the opportunity to gain exposure and develop knowledge, skills and abilities in other aspects of policing.

The Ottawa Police Service (OPS) is committed to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.

Procedure Owner

Chief Human Resources Officer (CHRO), Resourcing & Development Directorate (RDD).

Governing Authorities

Provincial	*Human Rights Code*, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment Policy
3.35	Sworn Promotion Policy
3.36	Sworn Transfer Selection Policy
3.13	Staffing and Movement of Sworn Members Policy
3.14	Unsatisfactory Work Performance Policy
3.19	Performance Management Policy

Definitions (see Appendix A)

Forms, Templates and Guides (see list in Appendix B)

Procedure

The Developmental Rotation Program selection process has three (3) phases and ten (10) stages:

Phase I: Selection

- Stage 1: Developmental Rotation Program Posting

- Stage 2: Application Process

- Stage 3: Application Review

- Stage 4: Assessment

- Stage 5: Review & Finalization

Phase II: Placement

- Stage 6: Candidate Placement

Phase III: Communication & Debrief

- Stage 7: Candidate Notification

- Stage 8: Receiving Section Notification

- Stage 9: Debrief Process

- Stage 10: Equity, Diversity and Inclusion (EDI) Reporting

Eligibility Criteria

1. To be eligible for the Developmental Rotation Program, Candidates must meet and maintain the following Eligibility Criteria:

    a. possess a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance);

    b. have attained 1st class Constable status with OPS;

     c.   never:

          i.   held a substantive position outside of Platoon or Fixed-Shift Operations; or

          ii.   completed a term for a NHO position and returned to Platoon; or

          iii.   held a Demo/Beats position and returned to Platoon; or

          iv.   held a substantive position in NHO, Demo/Beats, CPC, or District Traffic which was eliminated on Jan 23, 2017; and

     d.   never held a temporary position outside of Platoon, Fixed-Shift Operations, NHO, or Demo/Beats for nine (9) or more months.

2.   Where, in the Chief's opinion, the Candidate is not suitable for a Developmental Rotation, the Chief of Police at their absolute discretion may remove a Candidate from any stage of the Developmental Rotations Program selection process. For example, after reviewing all of the circumstances the Chief of Police may:

     a.   direct that a Candidate be removed from the Developmental Rotation Program selection process due to:

          i.   an on-going PSS investigation or suspension;

          ii.   being the subject of a *Criminal Code* investigation, charge, conviction and/or appeal; or

          iii.   a conviction that is under appeal at any stage of the Developmental Rotation Program selection process.

     b.   withhold a Candidate's Developmental Rotation if:

          i.   the placement of the Candidate may bring the Ottawa Police Service into disrepute; or

          ii.   the placement of the Candidate or participation of the Candidate in the Developmental Rotation Program selection process may not be in the best interest of the Ottawa Police Service.

     c.   direct that a Candidate be removed from the Developmental Rotation Program selection process or be removed from consideration for a Developmental Rotation should it be revealed that the Candidate has:

          i.   misrepresented information at any point during the Developmental Rotation Program selection process; or

ii. shared information with other Candidates or benefited from receiving information from other Candidates or individuals involved in the Developmental Rotation Program selection process.

3. If the Chief of Police exercises their discretion, the Candidate shall be provided with the reasons.

4. The Chief of Police at their absolute discretion may reinstate the Candidate in the Developmental Rotation Program selection process.

5. Experienced officers who meet the Eligibility Criteria are encouraged to apply. The nature of their previous police experience will be assessed for equivalency against eligibility criteria 1 (c) and (d) noted above by Sworn Staffing and Career Management (SS&CM) and the Candidate's Chain of Command on a case-by-case basis to determine the Candidate's eligibility.

PHASE I: SELECTION

Stage 1: Developmental Rotation Program Posting

6. The purpose of *Stage 1: Developmental Rotation Program Posting* is to notify Candidates of Developmental Rotation placement opportunities and to describe the selection process.

7. SS&CM will draft a General Order announcing the Developmental Rotation Program and identifying the positions available. The General Order will be forwarded to the Chief of Police for review and approval.

8. The Chief of Police will review and approve the General Order. Once approved, the General Order will be issued by the Chief via OPS Master Distribution. The General Order will include the application process, deadlines, the number of available Developmental Rotation placement opportunities, and a link to the Expression of Interest (EOI) database.

9. Concurrent with the General Order being issued, SS&CM will post a notice of the Developmental Rotation placement opportunities on the OPS internet site to enable any Candidates on leave to view the posting. The OPS internet site will include the position titles and a message for interested Candidates to contact their substantive supervisor to obtain the relevant information and forms.

10. Once the General Order has been issued and in advance of the application closing date, SS&CM will conduct information sessions for all interested Candidates.

Stage 2: Application Process

11.   The purpose of *Stage 2: Application Process* is for Candidates to demonstrate that they possess the requisite rank, performance, and experience to be considered for a Developmental Rotation Program position.

12.   Candidates should review the application requirements and, based on personal career interest, determine if they will apply.

      a.   If the Candidate is under suspension, or has been demoted or charged under the *Criminal Code* or the *Police Services Act*, they must seek written approval from the Chief of Police to enter the Developmental Rotation Program (See Step 13).

      b.   Otherwise, the Candidate may proceed to develop their application (See Step 14).

13.   If the Candidate is under suspension, or has been demoted or charged under the *Criminal Code* or the *Police Services Act*, they must request written approval from the Chief of Police to enter the Developmental Rotation Program. The Candidate sends the request for approval via e-mail through their Chain of Command.

      a.   Upon request, the Chief of Police will determine if the Candidate will be approved to enter the Developmental Rotation Program selection process.

      b.   If the Candidate is to be approved, the Chief of Police will provide written approval to the Candidate and to SS&CM.

      c.   If the Chief of Police does not approve the request, written notification will be provided to the Candidate and to SS&CM.

14.   The Candidate will complete the Developmental Rotation application package, which is comprised of:

      a.   Supervisor Checklist;

      b.   Supervisor Confirmation;

      c.   Candidate Assessment Questions and Responses with references;

      d.   Candidate Statement of Ethics;

      e.   Most recent Performance Review, which must be downloaded from the Talent Management System and saved as a PDF;

      f.   A current finalized Performance Synopsis, which addresses the Candidate's performance since the last Performance Review cycle;

      g.   A PDF copy of the candidate's EOI, as updated in the EOI database (the EOI should identify the Candidate's preferred Developmental Rotation Program opportunities in rank order to a maximum of 10 positions); and

      h.   Written approval from the Chief of Police, if applicable (see Step 13).

15.   The Candidate should submit the complete application package to their Staff Sergeant for confirmation by the deadline announced in the General Order.

Stage 3: Application Review

16.   The purpose of *Stage 3: Application Review* is for the Candidate's Chain of Command to ensure that the application is received by the deadline and that all prerequisites have been met.

17.   The Staff Sergeant is accountable for verifying that the Candidate has met the prerequisites as well as ensuring that the application package is complete.

18.   If deficiencies are identified between the application package requirements and the material submitted by the Candidate, the Staff Sergeant is to advise the Candidate verbally and in writing regarding any content requirements which have not yet been satisfied.

19.   It is the Candidate's responsibility to address these deficiencies and to return the revised application package to their Staff Sergeant by the deadline.

20.   Once the application package is complete, the Staff Sergeant will complete the Developmental Rotation Process Application Package checklist and the Supervisor Confirmation. The Staff Sergeant will then submit the complete application package to the Developmentalrotations@ottawapolice.ca mailbox, with a cc to the Candidate, on or before the application deadline.

21.   SS&CM will provide a notification of receipt and a Self-Identification Form to all Candidates whose Staff Sergeant has submitted an application package.

22.   Candidates choosing to complete the Self-Identification Form and add it to their Candidate Application Package shall submit the Form directly to the Developmentalrotations@ottawapolice.ca mailbox.

23.   SS&CM will screen the Candidate's application to ensure that all eligibility criteria have been met.

24.   SS&CM will provide written notification to the Candidate's Staff Sergeant if the Candidate is deemed ineligible for the current Developmental Rotation Program selection process.

25.   The Candidate's current Staff Sergeant will verbally advise the Candidate of the results of this review process and will provide the Candidate with their Letter of Notification via e-mail.

Stage 4: Assessment

26.   The purpose of *Stage 4: Assessment* is to provide Candidates with an opportunity to demonstrate their Constable level competency. SS&CM will develop a set of questions that will form the basis of this assessment stage.

27.   SS&CM and an EDI representative will review the questions through the EDI lens to ensure that the questions are bias-neutral and aligned with the principles of EDI.

28.   SS&CM will provide the Candidates with the questions that will form the basis of this assessment stage in the Developmental Rotation Process application package.

   a.   Candidates will be required to provide a written response to each question, supported by examples of initiatives or actions undertaken by the Candidate. The Candidate must limit their written responses to the space allotted in the Candidate Assessment Question template. The Candidate must provide a reference for each response for the purpose of validation. Candidates must submit their completed responses with references in their application package by the deadline announced in the General Order.

29.   SS&CM will provide each Platoon Staff Sergeant and Platoon Inspector with bias-neutral evaluation training and instruction on the assessment process, requirements, scoring guides, and calibration processes.

30.   Candidates, Platoon Staff Sergeants, Platoon Inspectors, and the Inspector Fixed-Shift Operations and Airport will sign and return the Ethics Statement to SS&CM. The Ethics Statement confirms that:

   a.   the Candidate will not share or receive information from other Candidates or other individuals involved in this process;

   b.   the Candidate will not embellish or misrepresent information at any point during the process; and

   c.   the Platoon Staff Sergeants, Platoon Inspectors, and the Inspector Fixed-ShiftOperations and Airport who participate in this process will conduct their review of the Candidate assessments in a fair and equitable manner.

31.   Each Platoon Inspector and the Inspector Fixed-Shift Operations and Airport will set up a meeting with Platoon Staff Sergeants and a facilitator to review and score the Candidate submissions (Candidate Assessment Panel). Scoring will be based on the Scoring Guide, which will include a valid and reliable rating scale. Additional points will be allotted to all Candidates based on their years of service (i.e. seniority). Adjustments to the scores will be made where necessary.

32.   The Platoon Staff Sergeant and/or the Platoon Inspector will contact at least one of the references per Candidate to verify the Candidate's responses. At their discretion, more

than one reference may be contacted to develop a broader understanding of the Candidate's experience. The Platoon Staff Sergeants and Platoon Inspector will confer on the results of the reference check and update the Developmental Rotation Program Assessment Consensus Score Sheet, as required.

33. The Platoon Staff Sergeants, Platoon Inspector, and the Inspector Fixed-Shift Operations and Airport will each sign the Consensus Score Sheet.

34. The facilitator shall retain possession of all the assessment material (Scoring Guides, notes taken and the Assessment Consensus Score Sheet) and returns them to SS&CM once the Developmental Rotation Program selection process is complete, Candidates have been placed, and the General Order has been issued by the Chief of Police to Candidates via OPS Master Distribution.

35. Upon conclusion of the scoring process, the Candidates within each Platoon/Fixed-Shift Operations side will be ranked based on their achieved score. All ranked Candidates from each Platoon/Fixed-Shift Operations side will be brought forward to *Stage 5: Review & Finalization* for review and finalization.

36. Should there be any equal scores amongst Candidates during this ranking, seniority shall be used as the final criteria. Specifically, the most senior Candidate will be ranked higher in the aforementioned situation

Stage 5: Review and Finalization

37. The purpose of *Stage 5: Review and Finalization* is to review and confirm consistent application of the assessment process and tools (including scoring guides), and to finalize the score and ranking of each Candidate. Upon conclusion of the review and finalization process, the Candidates within each Platoon/Fixed-Shift Operations side will be ranked based on their achieved score, and the top-scoring Candidates from each Platoon/Fixed-Shift Operations side will be brought forward to *Stage 6: Candidate Placement* to be offered Developmental Rotation placements.

38. SS&CM will convene a Candidate Review and Placement Panel to review all Candidates and finalize Candidate selection. The Panel will be comprised of:

    a.   Director, Strategic Staffing & Talent Development (Chair);

    b.   All Platoon Inspectors;

    c.   Inspector Fixed-Shift Operations and Airport;

    d.   Representatives of SS&CM;

    e.   EDI representative(s); and

    f.   Facilitator(s).

39. In establishing Candidate Review and Placement Panel membership, consideration will be given to the Equitable Work Environment Policy representation requirements.

40. The Director, Strategic Staffing & Talent Development will chair the Candidate Review and Placement Panel. The Chair is responsible for distributing Candidate ranking lists at the start of the Panel meeting. During the meeting the Chair is responsible for facilitating discussion that results in fair and equitable Candidate rankings.

41. Candidate Review and Placement Panel members will scrutinize the assessment of the criteria for each Candidate and the Inspectors are charged with justifying their selected Candidates.

42. A Candidate will remain in consideration if they continue to receive a Performance Review that indicates the Candidate achieves "fully meets expectations" in all categories and that they have not accepted another position (i.e. Fixed Term, Anchor, external secondment) within or outside of OPS during the time of this Developmental Rotation Program selection process.

43. The results for each Platoon/Fixed-Shift Operation side will be contrasted to ensure that the process has been applied equitably and fairly to all Candidates. If there are substantial discrepancies in the scoring results between Platoons and/or Fixed-Shift Operation sides involved in this process, these will be reviewed and discussed accordingly, and calibrated as required.

44. These discussions may subsequently result in adjustment or revision of the scoring for one or more Candidates. Neither the individual Candidate scores nor the list of successful Candidates will be finalized until these decisions have been fully reviewed and scrutinized by the Panel, and a resulting consensus has been achieved.

45. Once the results have been reviewed jointly and calibrated to ensure consistency in the review process, a final list of successful Candidates will be generated and approved by members of the final Panel and brought forward for placement in *Stage 6: Candidate Placement*.

PHASE II: PLACEMENT

Stage 6: Candidate Placement

46. The purpose of *Stage 6: Candidate Placement* is to place successful Candidates in available Developmental Rotation Program placement opportunities.

47. During the second half of the Candidate Review and Placement Panel, the membership will expand to include the Inspectors who have offered to host the Candidates in the Developmental Rotation Program placement opportunities.

48. In establishing Candidate Review and Placement Panel membership, consideration will be given to the Equitable Work Environment Policy representation requirements.

49. Together, the expanded Panel will review each Candidate's preferences as indicated in the EOI database and place them accordingly in the available Developmental Rotation Program placement opportunities, being mindful of EDI considerations.

50. All attempts will be made to place all Candidates in their top-ranked EOI preference;

    a. If multiple Candidates have the same EOI preference, a gender demographic review of the host section will be done;

    b. If the section receiving the Developmental Rotation Candidate is not representative of the gender demographic of the OPS, a self-identified Candidate from the underrepresented group will be placed; and

    c. If the section receiving the Developmental Rotation Candidate is representative of the gender demographic, seniority will be used to select the Candidate for the placement.

51. In the case where Candidates cannot be placed based on their EOI selections, the Candidate Review and Placement Panel will provide the opportunity for these Candidates to select from the remaining Developmental Rotations placement opportunities.

52. The self-identified gender characteristics of successful Candidates will be considered when placing qualified Candidates in available positions in order to achieve gender representation among all sections within the organization.

PHASE III: COMMUNICATION & DEBRIEF

Stage 7: Candidate Notification

53. The purpose of *Stage 7: Candidate Notification* is to notify Candidates of the Developmental Rotation Program placement opportunity they will be offered.

54. SS&CM will aggregate the list of Candidate scores and placements.

55. SS&CM will write a Letter of Notification for each successful Candidate to notify them of their placement, noting the job description and responsibilities. SS&CM will also notify the Staff Sergeant within the Candidate's current Chain of Command of the placement, providing the Letter of Notification via e-mail.

56. The Candidate's current Staff Sergeant will verbally advise the Candidate of the results of *Stage 5: Review & Finalization* process and provide the successful Candidate with the Letter of Notification via e-mail.

57. The Candidate will only be able to decline a placement if the position was not on their EOI.

58.   The Candidate has a 24 hour period to decline the offer.

59.   If the Candidate decides to decline the offer, they must notify their Staff Sergeant by returning a copy of the Letter of Notification via e-mail, indicating that they will not accept the placement. The Candidate's Staff Sergeant will forward the e-mail advising SS&CM of the decision.

60.   If the Candidate decides to decline the offer, SS&CM will reconvene the Candidate Review and Placement Panel to identify the next top-ranked Candidate from that Platoon and Division on the remaining list of successful Candidates who were not awarded a Developmental Rotation Program placement opportunity (Step 45).

61.   The next top-ranked Candidate from that Platoon and Division will only be eligible for positions which have not been filled.

62.   The Candidate will acknowledge receiving the Letter of Notification by returning it with their acknowledgment to their Staff Sergeant (via e-mail). In acknowledging the Letter of Notification, the Candidate commits to remaining in the Developmental Rotation position for 12 months, unless they are successful in the Fixed Term or Anchor process. Otherwise, if they choose to leave the Developmental Rotation position, they must return to their substantive position on Platoon or Fixed-Shift Operations.

63.   The Candidate's Staff Sergeant will forward the Candidate's acknowledgement via e-mail to SS&CM.

64.   SS&CM will draft, in consultation with the Sworn Staffing Committee, a General Order announcing the results of the Developmental Rotation Program selection process and will forward it to the Chief of Police for review and approval.

65.   Once approved, the Chief of Police will issue the General Order to Candidates via OPS Master Distribution.

Stage 8: Receiving Section Notification

66.   The purpose of *Stage 8: Receiving Section Notification* is to advise the Receiving Section of the impending Candidate transfer.

67.   SS&CM will notify the Receiving Section Staff Sergeant of the results of the Developmental Rotation Program selection process and the impending transfer of the successful Candidate.

68.   The Receiving Section Staff Sergeant will notify Corporate Services (i.e. Police Facilities, BIS) of the resulting personnel transfer.

Stage 9: Debrief Process

69.   The purpose of *Stage 9: Debrief Process* is to debrief all Candidates of their results in the Developmental Rotation Program selection process, to convey that their efforts with the OPS are appreciated, and to support them in further developing their competencies.

70.   SS&CM will notify all Candidates participating in the Developmental Rotation Program selection process when the process is complete and will offer the opportunity for scheduled debrief sessions.

71.   SS&CM will notify respective Staff Sergeants of requested debrief sessions.

72.   Platoon Staff Sergeants will schedule debrief sessions with all Candidates participating in the Developmental Rotation Program selection process.

73.   All Candidates are entitled to a debrief session of their results with their current Staff Sergeant and Inspector and a facilitator (Debrief Panel) during the time allotted. It is the Candidate's responsibility to decline the debrief session if it is not desired. Where possible, the facilitator will be the same facilitator from the Candidate's Assessment stage.

74.   SS&CM will provide training and instruction to the Candidate's current Staff Sergeant and Inspector, and the facilitator, in advance of the debrief sessions. A separate debrief session will be scheduled for each Candidate. The Candidate will be provided with a copy of their results, which will be discussed. Note-taking at the debrief session is encouraged. There will be no electronic recordings of the debrief session.

75.   The Staff Sergeants and Inspectors will complete the Developmental Rotation Program Debrief Notes form.

76.   At the end of the debrief session, the facilitator will take possession of all debrief materials (other than the Candidate's notes) and deliver them to SS&CM.

77.   At the end of the process, SS&CM will take possession of all scoring and debrief material and retain them in the OPS file system.

Stage 10: Equity, Diversity and Inclusion (EDI) Reporting

78.   The purpose of *Stage 10: Equity, Diversity and Inclusion (EDI) Reporting* is to review the results of gender representation through the EDI lens and to measure the effectiveness of the Developmental Rotation Program selection process. The results will be used to improve future processes.

79.   SS&CM is responsible for collecting statistics on the number of Candidates and placements, and to provide a breakdown of each with respect to self-identified gender.

80.   Where discrepancies are observed between the gender profile of the Candidate pool and that of the Candidates placed in the Developmental Rotation positions, a review will be conducted to determine whether there is any inherent discrimination or bias at any stage in the Development Rotation Program selection process. This feedback will then be used to improve the effectiveness of the Developmental Rotation Program selection process, be it at a specific stage or at multiple stages.

Roles and Responsibilities

Chief of Police

81.   The Chief of Police shall, by General Order, announce timelines of the Developmental Rotation Program selection process.

82.   The Chief of Police shall, by General Order, announce all assignments resulting from the Developmental Rotation Program selection process.

83.   In making decisions at any stage in the Developmental Rotation Program selection process, the Chief of Police shall act fairly, equitably and reasonably and will:

    a.   exercise their discretion in accordance with all applicable policies, *Acts* and Regulations;

    b.   consider the current needs and the best interests of the Ottawa Police Service;

    c.   consider the best interests of the City of Ottawa and its Community; and

    d.   undertake activities necessary to ensure that the Ottawa Police Service's business continuity and succession needs are met.

Director, Strategic Staffing & Talent Development (SS&TD)

84.   The Director, SS&TD shall:

    a.   act fairly, equitable and reasonably throughout all stages of the Developmental Rotation Program selection process;

    b.   oversee and take overall accountability for the Developmental Rotation Program selection process, resolving any issues that may arise and ensuring fairness and equality; and,

    c.   chair the Candidate Review and Placement Panel meeting.

85.   SS&CM shall:

    a.   act fairly, equitably and reasonably throughout all stages of the Developmental Rotation Program selection process;

    b.   administer the Developmental Rotation Program selection process, reporting to the Director, SS&TD;

    c.   ensure that the Developmental Rotation Program selection process is fair and equitable;

    d.   ensure that Members and facilitators involved in the Developmental Rotation Program selection process attend bias-neutral evaluation training and instruction on the assessment process, requirements, scoring guides, calibration processes and debrief process;

    e.   in *Stage 3: Application Review*, write a Letter of Notification for each Candidate who does not meet the eligibility criteria;

    f.   in *Stage 3: Application Review*, notify the Staff Sergeant within the Candidate's current Chain of Command of the Candidate's ineligibility for the Developmental Rotations Program by providing them with a Letter of Notification via e-mail;

    g.   in *Stage 7: Candidate Notification*, write a Letter of Notification for each successful Candidate to notify them of their placement; and

    h.   in *Stage 7: Candidate Notification*, notify the Staff Sergeant within the Candidate's current Chain of Command of the placement by providing them with the Letter of Notification via e-mail.

Facilitator

86.   The facilitator participating in the Developmental Rotation Program selection process shall:

    a.   act fairly, equitably and reasonably throughout all stages of the process;

    b.   attend bias-neutral evaluation training and instruction on the assessment process, requirements, scoring guides, calibration processes and debrief process;

    c.   participate in the Assessment and Scoring, the Candidate Review and Placement Panel, and the Candidate debrief;

    d.   observe and promote a fair, consistent, and bias-neutral manner based on the standardized scoring guides in scoring the Candidate's assessment questions;

    e.   make notes throughout the process to aid their recall if required;

f.   halt the process if any inappropriate behaviour that could impact the validity and/or defensibility of the process is observed;

g.   bring any impropriety to the attention of the Director, SS&TD;

h.   halt the process if there is no consensus on scoring during the Assessment and Scoring and bring any challenges in reaching consensus to the attention of the CHRO for resolution;

i.   sign the Developmental Rotations Process Candidate Consensus Score Sheet;

j.   sign and uphold the Ethics Statement; and

k.   take possession of all scoring and review materials on conclusion of the Developmental Rotation Program selection process and deliver them to SS&CM.

Candidates

87.   Candidates seeking Developmental Rotation Program placement opportunities shall:

a.   make themselves aware of the obligations of the Developmental Rotation Program selection process, including eligibility and application requirements;

b.   take steps to ensure the application package is complete;

c.   sign and uphold the Candidate Statement of Ethics; and

d.   upon receiving a Letter of Notification from the Staff Sergeant, respond within the required timeframe as set out in *Stage 7: Candidate Notification*.

Staff Sergeant (Candidate's Chain of Command)

88.   The Staff Sergeant in the Candidate's Chain of Command shall:

a.   take steps to ensure that the Candidate's application package is complete:

     i.   provide positive assurance to SS&CM that the application package has been reviewed and verified; and

     ii.   if deficiencies are observed, advise Candidates of unfulfilled requirements.

b.   act fairly, equitably and reasonably;

c.   attend bias-neutral evaluation training and instruction on the assessment process, requirements, scoring guides, calibration processes and debrief process;

d.   participate in Assessment and Scoring and the Candidate Debrief for Candidates under their command;

e.   review and score the Candidate's assessment questions in a fair, consistent and bias-neutral manner based on the standardized marking schemes;

f.   verify information provided by the Candidate in their assessment question responses;

g.   sign the Developmental Rotations Process Candidate Consensus Score Sheet;

h.   sign and uphold the Ethics Statement; and

i.   upon notification from SS&CM, advise successfully-placed Candidates of their Developmental Rotation Program assignments.

Inspector (Candidate's Chain of Command)

89.   The Inspector in the Candidate's Chain of Command shall:

a.   act fairly, equitably and reasonably;

b.   attend bias-neutral evaluation training and instruction on the assessment process, requirements, scoring guides, calibration processes and debrief process;

c.   participate in the Assessment and Scoring, the Candidate Review and Placement Panel, and the Candidate Debrief for Candidates under their command;

d.   review and score the Candidate's assessment questions in a fair, consistent and bias-neutral manner based on the standardized marking schemes;

e.   verify information provided by the Candidate in their assessment question responses;

f.   sign the Developmental Rotations Process Candidate Consensus Score Sheet; and

g.   sign and uphold the Ethics Statement.

Candidate Review and Placement Panel

90.   The Candidate Review and Placement Panel shall:

a.   act fairly, equitably and reasonably;

b.   ensure that the assessment criteria are scrutinized and that Inspectors justify their selection of Candidates;

c.   contrast the results for each Platoon or Fixed-Shift Operations side to ensure the process has been applied fairly, equitably and reasonably for all Candidates;

d.   generate and approve a final list of Candidates to be placed;

e.   review Candidate's preferences as indicated in the EOI form included in their application package and contrast against available Developmental Rotation Program placement opportunities;

f.   contrast the self-identified gender characteristics of Candidates against those for the potential hosting section to verify that the sections are balanced and representative;

g.   review Candidate's seniority as required when (e)and (f) above have been considered and Candidates are equally ranked;

h.   place Candidates in Developmental Rotation Program positions following a consensus-based approach that considers the most reasonable, fair and equitable placement for all Candidates; and

i.   provide feedback to facilitate continuous improvement of the process.

Appendix A: Definitions

Candidate – An OPS Sworn Member who applies for a Developmental Rotation Program placement opportunity.

Developmental Rotation Program Consensus Score Sheet – Assessment sheet used to record the results of the Development Rotation Program Candidate Assessment.

Candidate Assessment Panel – A Panel comprised of the Candidate's Staff Sergeant, Inspector, and facilitator responsible for scoring the eligible Candidate's assessment questions and ranking all Candidates under their command.

Candidate Review and Placement Panel – The Panel responsible for final review and approval of selected Candidates and their respective placement in Developmental Rotation Program positions. The Panel is chaired by the Director, Strategic Staffing and Talent Development. The Panel consists of:

- Director, Strategic Staffing & Talent Development (Chair);
- All Platoon Inspectors;
- Inspector Fixed-Shift Operations and Airport;
- Representatives of SS&CM;
- EDI representative(s); and
- Facilitator(s).

The Candidate Review and Placement Panel membership will be established with consideration given to the Equitable Work Environment Policy representation requirements.

Debrief Panel – A Panel of individuals that were part of the Developmental Rotation Program selection process that provide results to Candidates.

Development Rotation Program –Program aimed at developing the knowledge, skills and abilities of 1st class Constables by placing them in areas outside of Platoon or Fixed-Shift Operations.

Developmental Rotation Program Application Review Checklist – A checklist used by a Candidate's Chain of Command to indicate that the prerequisites have been checked and that the Candidate application package is to be submitted to SS&CM for the Developmental Rotation Program selection process.

Equity, Diversity & Inclusion (EDI) - The principles are:

Equitable – treating everyone fairly by acknowledging their unique situation and addressing systemic barriers, ensuring everyone has access to equal results and benefits;

> *Diverse* **–** drawing upon a wide range of experiences, perspectives and skills within a person, group or community to make our communities and workplaces richer; and

> *Inclusive* **–** acknowledging and valuing people's differences so we all have a sense of belonging, acceptance and recognition as valued and contributing members of society.

Expression of Interest (EOI) – A list of Developmental Rotation Program placement opportunities in ranked order of preference completed by each Candidate.

Gender Demographic Review – Evaluation of the gender demographic representation of each OPS section in comparison to the most recently available OPS Employee Census data.

General Order – a formal order given by the Chief of Police.

Facilitator – an OPS member, independent of any OPS particular staffing process, who is appointed to observe the staffing process.

Letter of Notification – A formal communication from SS&CM to a Developmental Rotation Program Candidate notifying them of their results in the various stages of the Developmental Rotation Program selection process.

OPS Master Distribution– An e-mail distribution list used to send e-mails to all active Candidates.

Sworn Staffing and Career Management (SS&CM) – OPS Section whose mandate includes Sworn Staffing.

Appendix B: List of Forms, Templates, and Guides

#	To be completed by	Title	Authorization level
1	SS&CM	General Order Template	
2	SS&CM	Letter of Notification	
3	Candidate	Developmental Rotation Process: Application Package & Guidelines	
4	Candidate	How to PDF your EOI preferences	
5	Candidate	How to PDF your current Performance Review	
6	Candidate	Candidate Assessment Question Responses	
8	Candidate	Candidate Statement of Ethics	
9	Candidate	Statement of Self-Identification	
10	Sergeant	Performance Synopsis Template	
11	Staff Sergeant & Inspector	Supervisor Confirmation	
12	Staff Sergeant & Inspector	Supervisor Statement of Ethics	
13	Staff Sergeant & Inspector	Developmental Rotation Process: Application Document Checklist	
14	Staff Sergeant & Inspector	Assessment Scoring Guide (Individual)	
15	Staff Sergeant & Inspector	Assessment Consensus Scoring Guide	
16	Staff Sergeant & Inspector	Debrief Notes	

Fixed Term and Anchor Position Selection Procedure

Issued

The Fixed Term and Anchor Position Selection Procedure is issued under the authority of OPS Sworn Transfer Selection Policy No. 3.36.

Rationale

The purpose of the Fixed Term and Anchor Position Selection process is to ensure fair, consistent, accessible, transparent and non-discriminatory application of the selection process to all eligible Sworn Members in order to ensure that the OPS has qualified talent at the ranks of Constable and Sergeant.

The Ottawa Police Service (OPS) is committed to creating and maintaining an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.

Procedure Owner

Chief Human Resources Officer (CHRO), Resourcing & Development Directorate (RDD).

Governing Authorities

Provincial	*Human Rights Code*, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment Policy
3.35	Sworn Promotion Policy
3.36	Sworn Transfer Selection Policy
3.13	Staffing and Movement of Sworn Members
3.14	Unsatisfactory Work Performance Policy
3.19	Performance Management Policy

Procedures: Fixed Term and Anchor Position Selection

Definitions (see Appendix A)

Forms, Templates and Guides (see Appendix B)

Procedure

The Fixed Term and Anchor Position Selection process has three (3) phases and eight (8) stages:

Phase I: Priority Placement & Posting

- Stage 1: Priority Placement Consideration
- Stage 2: Job Description Posting

Phase II: Qualification Process

- Stage 3: Application Process
- Stage 4: Application Review
- Stage 5: Resume Review Process

Phase III: Selection Process

- Stage 6: Candidate Review – In-Person Validation
- Stage 7: Selection and Offer
- Stage 8: Debrief Process

Eligibility Criteria

1. To be eligible for the Fixed Term and Anchor Position Selection process, Candidates must meet and maintain the following Eligibility Criteria:

   a. have completed four (4) years of policing experience, one of which must be with OPS;

   b. possess a current Performance Review and a Performance Synopsis reflective of the current year, both with ratings of "fully meets expectations" or higher in all categories (i.e. performance expectations, competencies, and overall performance); and

2

      c.   have spent one (1) year in their current position.

2.   Where, in the Chief's opinion, the Candidate is not suitable for a Fixed Term or Anchor Position, the Chief of Police in their absolute discretion may remove a Candidate from any stage of the Fixed Term and Anchor Position Selection process. For example, after reviewing all of the circumstances the Chief of Police may:

      a.   direct that a Candidate be removed from the Fixed Term and Anchor Position Selection process due to:

            i.   an on-going PSS investigation or suspension;

            ii.   being the subject of a *Criminal Code* investigation, charge, conviction and/or appeal; or

            iii.   a conviction that is under appeal at any stage of the Fixed Term and Anchor Position Selection process.

      b.   direct that a Candidate be removed from the Fixed Term and Anchor Position Selection process if:

            i.   the placement of the Candidate may bring the Ottawa Police Service into disrepute; or

            ii.   the placement of the Candidate or participation in the Fixed Term and Anchor Position Selection process by the Candidate may not be in the best interest of the Ottawa Police Service.

      c.   direct that a Candidate be removed from the Fixed Term and Anchor Position Selection process or be removed from consideration for a Fixed Term or Anchor Position should it be revealed that the Candidate has:

            i.   misrepresented information at any point during the Fixed Term and Anchor Position Selection process, or

            ii.   shared information with other Candidates or benefited from receiving information from other Candidates or individuals involved in the Fixed Term and Anchor Position Selection process.

3.   If the Chief of Police exercises their discretion the Candidate shall be provided with the reasons.

4.   The Chief of Police at their absolute discretion may reinstate the Candidate in the Fixed Term and Anchor Position Selection process.

PHASE I: PRIORITY PLACEMENT & POSTING

Policy Chapter: Corporate Organization

Procedures: Fixed Term and Anchor Position Selection

5.   When a Fixed Term or Anchor Position vacancy is identified, the first phase of the process is to review any existing Health, Safety and Lifestyles (HSL) Priority Placement List to determine if a suitable and qualified Candidate is available to fill the vacancy.

Stage 1: Priority Placement Consideration

6.   The purpose of *Stage 1: Priority Placement Consideration* is to describe how Candidates on the HSL Priority Placement List are first considered for any vacant Fixed Term or Anchor Position before the positions are opened for competition to all Candidates.

7.   On identification of a Fixed Term or Anchor Position vacancy, Sworn Staffing and Career Management (SS&CM) will provide a copy of the associated job description to HSL for their review.

8.   HSL will review the current HSL Priority Placement List in order to identify Candidates who may be suitable for the position based on requirements identified in the job description.

9.   After identifying Candidates from the HSL Priority Placement List, HSL will forward a ranked listing of HSL Priority Placement List Candidates to SS&CM for their review.

10.   Upon receiving the ranked list of Candidates on the HSL Priority Placement List, SS&CM, in conjunction with the Staff Sergeant of the receiving section, will review each Candidate's qualifications and experience against the requirements outlined in the job description.

    a.   Candidates will be reviewed sequentially based on their ranking on the HSL Priority Placement List. The highest-ranked Candidate remaining on the list will be assessed and, if qualified, offered the position without competition. If the highest-ranked Candidate is not qualified, the next highest-ranked Candidate will be subject to the same assessment process.

    b.   With respect to Anchor Positions, if there is no remaining qualified Candidate on the HSL Priority Placement List, SS&CM will open the Fixed Term and Anchor Position Selection process to all Candidates.

    c.   With respect to Fixed Term Positions, if there is no remaining qualified Candidate on the HSL Priority Placement List, SS&CM will first use any existing Fixed Term Pools of qualified Candidates to fill the positions before opening the Fixed Term and Anchor Position Selection process to all Candidates. In this case, the Fixed Term and Anchor Position Selection process moves to *Stage 6: Candidate Review – In-Person Validation*.

11. SS&CM will write a Letter of Offer to the successful Candidate to notify them of their placement, noting the job description and responsibilities. At the same time, SS&CM will notify the Staff Sergeant of the receiving section of the placement.

12. SS&CM will verbally advise the successful Candidate of the offer and provide them with the Letter of Offer.

13. SS&CM will draft a General Order announcing the placement(s) in consultation with the Sworn Staffing Committee (SSC) and forward it to the Chief of Police for review and approval.

14. Once approved, the General Order will be issued by the Chief of Police to Candidates via OPS Master Distribution.

Stage 2: Job Description Posting

15. The purpose of *Stage 2: Job Description Posting* is to describe how Candidates are made aware of Fixed Term and Anchor Position Selection opportunities.

16. Once the HSL Priority Placement List of qualified Candidates or the Fixed Term Selection Pool has been exhausted, the vacant Fixed Term and Anchor Positions will be opened for competition to all Candidates.

17. SS&CM will send an e-mail with the job description posting for each vacant Fixed Term and Anchor Position to OPS Master Distribution. The e-mail will include the job description for the position being posted, related application process, deadlines and the position-specific application forms.

18. Concurrent with the e-mail notice being issued, SS&CM will post a notice of the Fixed Term and Anchor Positions on the OPS internet site to enable any Candidates on leave to view the posting. The OPS internet site will include a message for interested Candidates to contact their substantive supervisor to obtain the relevant information and forms.

PHASE II: QUALIFICATION PROCESS

Stage 3: Application Process

19. The purpose of the *Stage 3: Application Process* is for Candidates to demonstrate that they possess the requisite background and experience for the position for which they have submitted their application.

20. Candidates will review the application requirements and, based on personal career interest, determine if they will apply.

21. If the Candidate is under suspension, or has been demoted or charged under the *Criminal Code* or the *Police Services Act*, they must seek written approval from the Chief of Police

to enter the Fixed Term and Anchor Position Selection process (see Step 22). Otherwise, the Candidate may proceed to develop their application (see Step 23).

22. If the Candidate is under suspension, or has been demoted or charged under the *Criminal Code* or the *Police Services Act*, they must request approval from the Chief of Police to enter the Fixed Term and Anchor Position Selection process. The Candidate will send the request for approval via e-mail through their Chain of Command.

    a. Upon request, the Chief of Police will determine if the Candidate will be approved to enter the Fixed Term and Anchor Position Selection process.

    b. If the Candidate is to be approved, the Chief of Police will provide written approval to the Candidate and to SS&CM.

    c. If the Chief of Police does not approve the request, written notification will be provided to the Candidate, and to SS&CM.

23. The Candidate will complete one (1) application package for up to a maximum of three (3) Fixed Term or Anchor Positions in which they are interested. Each application package is comprised of the Candidate's:

    a. Completed application form, specific to each position;

    b. Most recent Performance Review, which must be downloaded from the Talent Management System and saved as a PDF;

    c. A Performance Synopsis which addresses the Candidate's performance since the last Performance Review;

    d. Statement of Self-Identification to collect gender and/or diversity demographic information;

    e. Ethics Statement, signed by the Candidate; and

    f. Written approval from the Chief of Police, if applicable (see 22).

24. Prior to submitting the application to SS&CM, the Candidate and their current Sergeant and Staff Sergeant should engage in a career planning discussion.

25. The Candidate should submit their complete application package directly to SS&CM with a cc to their current Staff Sergeant for information.

Stage 4: Application Review

26. The purpose of the *Stage 4: Application Review* is for SS&CM to review the application package to ensure that it is complete and that the eligibility criteria are met.

27. SS&CM will screen the Candidate's application to ensure that all prerequisites have been met.

a.   Candidates who meet all prerequisites and submit complete applications prior to the date and time noted in the job posting will be considered for the *Stage 5: Resume Review Process*.

28.   SS&CM will provide written notification to the Candidates if their application package is incomplete or late, and inform them that their application package will not be considered for *Stage 5: Resume Review Process*.

Stage 5: Resume Review Process

29.   The purpose of the *Stage 5: Resume Review Process* is to ensure that Candidates meet the required qualifications and score 70% or higher with respect to the desired qualifications for the Fixed Term and Anchor Positions for which they have applied.

30.   A two (2) person Resume Review Panel is convened to review Candidate resumes. One (1) of the two (2) Panel members must be from the hiring section, the other must be from a different section.

a.   For Fixed Term and Anchor Position postings for Constables, the Resume Review Panel will consist of two (2) Sergeants, one (1) of which is from the hiring section.

b.   For Fixed Term and Anchor Position postings for Sergeants, the Resume Review Panel will consist of two (2) Staff Sergeants, one (1) of which is from the hiring section.

31.   SS&CM will provide each Resume Review Panel member with bias-neutral evaluation training and instruction on the resume review process and requirements. The training will be conducted in advance of the Resume Review Panel meeting.

32.   The Resume Review Panel members will assess the knowledge and experience demonstrated in the Candidate's resume against the position requirements, using the unit-specific Fixed Term and Anchor Position Selection Scoring Guide. They will conduct the review in a fair and equitable manner.

33.   Generally, the facilitator does not participate in the review; they will observe the proceedings, making notes to aid their recall if they are required to participate in a review of the process, including a grievance process.

34.   The Resume Review Panel members will confer and rate the Candidate's resume on the Fixed Term and Anchor Position Selection Consensus Score Sheet, based on their independent evaluations. The Panel members will sign the unit-specific Fixed Term and Anchor Position Selection Consensus Score Sheet.

35. SS&CM will collect the Fixed Term and Anchor Position Selection Consensus Score Sheets and determine which Candidates qualify for *Stage 6: Candidate Review – In-Person Validation*.

36. Upon conclusion of the resume review process, the Candidate will be informed by SS&CM regarding the results of this review process.

37. To be eligible to move on to *Stage 6: Candidate Review – In-Person Validation*, Candidates must:

    a. meet all the required qualifications; and

    b. achieve a cut-off score of 70% or more on the desired qualifications.

PHASE III: SELECTION PROCESS

Stage 6: Candidate Review - In-Person Validation

38. The purpose of *Stage 6: Candidate Review – In-Person Validation* is to provide Candidates an opportunity to demonstrate why they are the ideal Candidate for the Fixed Term or Anchor Position based on their relevant knowledge and experience. It is also an opportunity for the Candidate to demonstrate how they would respond to a specific unit-based scenario.

39. SS&CM will appoint a Candidate Review Panel for each of the vacant Fixed Term and Anchor Positions. Each Candidate Review Panel will consist of:

    a. The hiring Staff Sergeant; and

    b. One additional Staff Sergeant

    c. A facilitator will also be appointed to ensure that the review process is fair and equitable.

40. SS&CM will schedule interviews for eligible Candidates.

41. SS&CM will inform Candidates of the format of the *Candidate Review – In-Person Validation*. All eligible Candidates will receive concurrently and in advance the one (1) interview question that will form the basis of this evaluation stage. The question is:

    Describe what makes you the ideal Candidate for this role based on your job-relevant experience and knowledge.

42. Candidates will be notified that they will be required to respond to a unit-based scenario that will be presented to them during the *Candidate Review – In-Person Validation*.

43. Each Candidate Review Panel member and facilitators will receive bias-neutral evaluation training and instructions on the process and requirements. The training will take place in advance of the scheduled *Candidate Review – In-Person Validation*.

44. Candidate Review Panel members, the facilitator, and the Candidate will arrive at the interview as scheduled. Prior to starting the interview, the Ethics Statement must be signed by each of the Panel members and the facilitator (the Candidate will have signed the Ethics Statement during the application process). The Ethics Statement confirms that:

    a. the Candidate shall act fairly, equitably and reasonably throughout all stages of this process;

    b. the Candidate will not share or receive information from other Candidates or other individuals involved in the Fixed Term and Anchor Position Selection process;

    c. the Candidate will not embellish or misrepresent information at any point during the process;

    d. Panel members will conduct their reviews in a fair and equitable manner; and

    e. the facilitator will not share information from the process, except for purposes of the process itself.

45. The Candidate will respond to the question (as noted in Step 41). They will also be verbally informed of the unit-specific scenario and asked to respond.

46. The Candidate Review Panel will independently evaluate the Candidate's responses based on the Fixed Term and Anchor Position Selection Scoring Guide, which provides descriptions of elements and content which should (or should not) be included in the responses.

47. Generally, the facilitator does not participate in the interview; they will observe the proceedings, making notes to aid their recall if they are required to participate in a review of the interview, including a grievance process. However, should the Independent Observer make note of inappropriate behaviour that could impact the validity and/or defensibility of the interview, they can halt the process and request that the interview be rescheduled. Any impropriety should be brought directly to the attention of the Director, Strategic Staffing and Talent Development, who will consult with the Chief Human Resources Officer on appropriate actions.

48. When the interview reaches the end of its scheduled time or the Candidate is satisfied with their responses to the questions (whichever occurs first), the interview ends and the Candidate will leave the room.

49. The Candidate Review Panel will confer and rate the Candidate's responses on the Fixed Term and Anchor Position Selection Review Consensus Score Sheet, using the standardized scoring criteria provided.

50. Generally, the facilitator does not participate in the deliberations; they will observe the proceedings, making notes to aid their recall if they are required to participate in a review of the *Candidate Review – In-Person Validation*, including a grievance process.

However, should the facilitator make note of inappropriate behavior that could impact the validity and/or defensibility of the deliberations, they can halt the process. Any impropriety should be brought directly to the attention of the Director, Strategic Staffing and Talent Development, who will consult with the Chief Human Resources Officer on appropriate actions.

51.   The Candidate Review Panel members and facilitator will each sign the Fixed Term and Anchor Position Selection Review Consensus Score Sheet.

52.   Candidates who score 65% or higher on the *Candidate Review – In-Person Validation* proceed to the Candidate Selection Pool to fill future vacancies.

53.   The facilitator will take possession of all the interview material (scoring guides, records taken and the Fixed Term and Anchor Position Selection Review Consensus Score Sheet) and return them to SS&CM.

Stage 7: Selection and Offer

54.   The purpose of *Stage 7: Selection and Offer* is to offer Fixed Term and Anchor Positions to the most suitable Candidates, taking into consideration gender and/or diversity representation.

55.   On completion of *Stage 6: Candidate Review – In-Person Validation* process, a Candidate Selection Pool will be provided to SS&CM.

56.   Representatives of SS&CM and Equity, Diversity and Inclusion (EDI) representatives will review the current hiring section complement with respect to gender and/or diversity.

57.   If the hiring section complement is found to be under-represented with respect to gender and diversity, the position will be offered to the most suitable self-identified Candidate of the under-represented demographic group, as determined by the hiring Staff Sergeant and their supervisor.

58.   If the hiring section complement is found to be representative with respect to gender and diversity, the position will be offered to the most suitable ~~self-identified~~ Candidate ~~of the under-represented demographic group,~~ as determined by the hiring Staff Sergeant and their supervisor.

59.   SS&CM will call each successful Candidate and write a Letter of Offer to notify them of their placement, noting the job description and responsibilities. SS&CM will also notify the Staff Sergeant (within the Candidate's current Chain of Command) of the placement by way of cc on the Letter of Offer sent to the Candidate via e-mail.

60.   The Candidate will determine, within 48 hours, if they will accept the offer.

a. If the Candidate decides to not accept the offer, they will notify SS&CM verbally and by returning a copy of the Letter of Offer (via e-mail to the Sworn Staffing mailbox) indicating that they will not accept the position, with a cc their Staff Sergeant.

b. If the Candidate decides to not accept the offer, the hiring Staff Sergeant and their supervisor will then determine the next most suitable Candidate and Steps 57-60 will be repeated.

c. If the Candidate decides to accept the offer, they notify SS&CM verbally and by returning a copy of the Letter of Offer (via e-mail to the Sworn Staffing mailbox) indicating that they will accept the position. In accepting the offer, Candidates commit to remaining in the role for 12 months with an understanding that if they leave the role, they will be returned to a Platoon role.

61. If the Candidate accepts the offer, SS&CM will remove the Candidate's name from any other Fixed Term Pools and from contention for any other Anchor Positions for which they were qualified.

62. SS&CM will draft a General Order announcing the assignment in consultation with the Sworn Staffing Committee and forward it to the Chief of Police for review and approval.

63. The Chief of Police will review and approve the General Order. Once approved, the General Order will be issued by the Chief of Police to Candidates via OPS Master Distribution.

64. SS&CM will notify the receiving section Staff Sergeant of the results of the Fixed Term and Anchor Position Selection process (pertaining to their respective section) and the impending transfer of the successful Candidate.

65. The receiving section Staff Sergeant will notify Corporate Services (i.e. Police Facilities, BIS) of the resulting transfer.

66. The Staff Sergeant of the receiving section will call the successful Candidate prior to their start date to welcome them to the unit.

67. For Anchor Positions, remaining Candidates will be notified that they were not successful in their application. They will be provided an opportunity to attend a scheduled Debrief to review the process and the Candidate's results.

68. For Fixed Term Positions, SS&CM will notify the remaining Candidates of their results and their respective placement in the resulting Fixed Term Position Pool List. They will also be provided an opportunity to attend a scheduled Debrief to review the process and the Candidate's results.

Stage 8: Debrief Process

11

69. The purpose of *Stage 8: Debrief Process* is to debrief all Candidates on their results of the Fixed Term and Anchor Position Selection process, to convey that their efforts with the OPS are appreciated, and to support them in further developing their competencies.

70. SS&CM will schedule Debriefs with all Candidates participating in the Fixed Term and Anchor Position Selection process.

71. All Candidates are entitled to a Debrief of their results with a member of the Resume Review Panel and a member of the Candidate Review Panel during the time allotted. It is the Candidate's responsibility to decline the Debrief if it is not desired.

72. SS&CM will appoint the Debrief Panel which is composed of:

    a. A member of the Resume Review Panel; and

    b. A member of the Candidate Review Panel.

    c. The facilitator from the *Resume Review Process* and/or *Candidate Review – In-Person Validation* stages will also be present, to ensure that the Debrief process is fair and equitable.

73. SS&CM will provide training and instruction to the Debrief Panel members and the facilitators in advance of the Debriefing session.

74. A separate Debrief session will be scheduled for each Candidate. The Candidate's results will be discussed. Note-taking at the Debrief session is encouraged. There will be no electronic recordings of the Debrief session.

75. The Debrief Panel will complete the Fixed Term and Anchor Position Selection Debrief Notes form.

76. Generally, the facilitator does not participate in the Debrief session; they will observe the proceedings, making notes to aid their recall if they are required to participate in a review of the Debrief session, including a grievance process. However, should the facilitator make note of inappropriate behaviour that could impact the validity and/or defensibility of the Debrief session, they can halt the process and request that the Debrief session be rescheduled. Any impropriety should be brought directly to the attention of the Director, Strategic Staffing and Talent Development, who will consult with the Chief Human Resources Officer on appropriate actions.

77. At the end of the Debrief session, all Debriefing materials (other than the Candidate's notes) will be retained by the facilitator and delivered to SS&CM.

78. At the end of the Fixed Term and Anchor Position Selection process, SS&CM will takes possession of all scoring and Debrief materials and retain them in the OPS file system.

Roles and Responsibilities

12

Policy Chapter: Corporate Organization

Procedures: Fixed Term and Anchor Position Selection

Chief of Police

79.   The Chief of Police shall, by General Order, announce timelines of the Fixed Term and Anchor Position Selection process.

80.   The Chief of Police shall, by General Order, announce all transfers resulting from the Fixed Term and Anchor Position Selection process.

81.   In making decisions at any stage in the Fixed Term and Anchor Position Selection process, the Chief of Police shall act fairly, equitably and reasonably and will:

   a.   exercise their discretion reasonably and in accordance with all applicable policies, *Acts* and Regulations;

   b.   consider the current needs and the best interests of the Ottawa Police Service;

   c.   consider the best interests of the City of Ottawa and its Community; and

   d.   undertake activities necessary to ensure that the Ottawa Police Service's business continuity and succession needs are met.

Director, Strategic Staffing and Talent Development (SS&TD)

82.   The Director, SS&TD shall:

   a.   act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Position Selection process; and

   b.   oversee and take overall accountability for the Fixed Term and Anchor Selection process, resolving any issues that may arise and ensuring fairness and equity.

Sworn Staffing and Career Management (SS&CM)

83.   SS&CM shall:

   a.   act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Position Selection process;

   b.   administer the Fixed Term and Anchor Position Selection process, reporting to the Director, SS&TD;

   c.   ensure that the Fixed Term and Anchor Position Selections are fair and equitable;

   d.   ensure that Members and facilitators involved in the Fixed Term and Anchor Position Selection process are properly trained, including with respect to bias-neutrality; and

   e.   notify Candidates of their results and make verbal and written offers to the successful Candidates.

13

Facilitator

84.   The facilitator shall:

    a.   act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Position Selection process;

    b.   attend training in the process, scoring guide, and bias-neutrality and EDI;

    c.   participate in the Resume Review Panel, the Candidate Review Panel, and the Candidate Debrief Panel;

    d.   observe and ensure that the Candidate's resume and Candidate's interview has been scored in a fair, consistent and unbiased manner based on the standardized scoring guides;

    e.   make notes throughout the process to aid their recall if required;

    f.   halt the process if any inappropriate behaviour that could impact the validity and/or defensibility of the process is observed;

    g.   bring any impropriety to the attention of the Director, SS&TD;

    h.   sign the Fixed Term and Anchor Position Selection Candidate Consensus Score Sheet;

    i.   sign and uphold the Ethics Statement; and

    j.   take possession of all Scoring materials on conclusion of the resume review process and deliver to SS&CM.

Candidates

85.   Candidates participating in the Fixed Term and Anchor Position Selection process shall:

    a.   make themselves aware of the obligations of the Fixed Term and Anchor Position Selection process, including eligibility and application requirements;

    b.   take steps to ensure the application package is complete;

    c.   sign and uphold the Ethics Statement; and

    d.   upon notification from the SS&CM, respond within the required timeframe as set out in *Stage 7: Selection and Offer*.

Staff Sergeant (Receiving Section)

86.   For Priority Placements, Staff Sergeant of the receiving section shall:

a. together with the SS&CM, review Candidate qualifications and experience against the job description

b. where no suitable HSL Priority Placement List Candidates are available:

    i. act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Selection process;

    ii. participate on the Resume Review Panel;

    iii. participate on the Candidate Review Panel; and

    iv. participate on the Debriefing Panel.

Resume Review Panel

87.   The Resume Review Panel shall:

a. act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Position process;

b. attend training in the process, scoring guide, and bias-neutrality and EDI;

c. participate on the Resume Review Panel where assigned;

d. review and achieve consensus on scoring for the Candidate's resume in a fair, consistent and unbiased manner based on the standardized marking schemes;

e. sign the Candidate Consensus Score Sheet; and

f. sign and uphold the Ethics Statement.

Candidate Review Panel

88.   The Candidate Review Panel shall:

a. act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Selection process;

b. attend training in the process, scoring guide, and bias-neutrality and EDI;

c. conduct the *Candidate Review – In-Person Validation* process for Candidates;

d. review and achieve consensus on scoring for the Candidate's interview in a fair, consistent and unbiased manner based on the standardized scoring guides;

e. sign the Candidate Consensus Score Sheet;

f. sign and uphold the Ethics Statement; and

g. rank Candidates according to consensus scores.

Debrief Panel

89.   The Debrief Panel shall:

   a.   act fairly, equitably and reasonably throughout all stages of the Fixed Term and Anchor Position Selection process;

   b.   attend training in the Debrief process and requirements;

   c.   participate in the Debrief Panel where assigned; and

   d.   present the results of the Debrief process, responding to Candidate questions as required.

Equity, Diversity and Inclusion (EDI)

90.   EDI representatives shall review, with SS&CM, the hiring section complement with respect to gender and/or diversity targets to identify if the hiring section complement is found to be under-represented.

Appendix A: Definitions

Anchor Position – An OPS position appointed through General Order of the Chief of Police that has an indefinite duration.

Candidate – An OPS Candidate who applies for a Fixed Term or Anchor Position.

Candidate Review Panel – A panel comprised of the hiring S/Sgt and one (1) additional S/Sgt, for each Fixed Term and Anchor Position, with the responsibility to assess eligible Candidates for the positions through in-person validation.

Debrief Panel – A Panel of individuals that were part of the Fixed and Anchor Term Position Selection process that provide results to Candidates.

Equity, diversity & inclusion (EDI) - The principles are:

> *Equitable* – treating everyone fairly by acknowledging their unique situation and addressing systemic barriers, ensuring everyone has access to equal results and benefits;
>
> *Diverse* – drawing upon a wide range of experiences, perspectives and skills within a person, group or community to make our communities and workplaces richer; and
>
> *Inclusive* – acknowledging and valuing people's differences so we all have a sense of belonging, acceptance and recognition as valued and contributing members of society.

Fixed Term and Anchor Selection Consensus Score Sheet – Assessment sheet used to record the results of the Resume Review and the Candidate Review – In-Person Validation.

Fixed Term Pool – A pool of qualified Candidates resulting from a Fixed Term Position Selection Process that can be used to staff similar Fixed Term Positions without additional competition; pools are maintained for a period of one (1) year following the Fixed Term Position Selection process or until each of the Candidates in the pool is placed, whichever comes first.

Fixed Term Position - An OPS position appointed through General Order of the Chief of Police that is of predetermined length, usually 5 or 10 years.

General Order – A formal announcement from the Chief of Police providing orders to active Candidates.

Facilitator – an individual, independent of any OPS particular staffing process, who is appointed to observe the process to ensure fairness.

Letter of Offer – A formal communication from the OPS to a Candidate offering a new position and role.

OPS Master Distribution List – An e-mail distribution list used to send e-mails to all active Members.

Performance Review – An annual evaluation of a Member's performance against performance expectations, competencies, and overall performance.

Resume Review Panel – A two-person panel (one from the hiring section, the other from a different section) that evaluates and scores Candidate resumes for Fixed Term and Anchor Position postings to determine if the Candidate will proceed to *Stage 6: Candidate Review – In Person Validation*. For Constable level positions, the Panel is comprised of two (2) Sergeants; for Staff Sergeant level positions, it is comprised of two (2) Staff Sergeants. An Independent Observer is appointed to observe the Panel's deliberations.

Sworn Staffing and Career Management (SS&CM) – OPS Section whose mandate includes Sworn Staffing.

Appendix B: Forms, Templates and Guides

Number	To be completed by	Name	Authorization Level
	Candidates	Application form	
	Candidates All Panel Candidates Observers	Ethics Statement	
	S/Sgts	Fixed Term and Anchor Position Application Review Checklist	
	Debrief Panel Candidates	Fixed Term and Anchor Position Selection Debrief Notes	
	Review Panel Candidates	Fixed Term and Anchor Position Selection Review Consensus Score Sheet	
	Review Panel Candidates	Fixed Term and Anchor Position Selection In-Person Validation Scoring Guide	
	SS&CM	General Order template	
	Candidates	How to save a copy of your Performance Review	
	SS&CM	Letter of offer template	
	S/Sgts	Performance Synopsis form	
	Candidates	Resume sample	
	Candidates	Statement of Self-Identification	
	SS&CM	Unsuccessful letter template	

APPENDIX C

EQUITABLE WORK ENVIRONMENT POLICY

Equitable Work Environment Policy

1. Effective date

1.1   This Policy takes effect on November 3, 2017.

2. Application

2.1   This Policy and related procedures apply to:

   a. All Ottawa Police Service (OPS) Members, including permanent, full-time, part-time, temporary, casual, contract, and seconded employees;

   b. Auxiliary Members;

   c. Non-OPS Members who work for the OPS to gain experience or for benefits, such as volunteers, students, interns, and apprentices; and

   d. Non-OPS Members who are applying for employment with the OPS.

2.2   This Policy applies at all stages and to all aspects of the employment relationship, including, but not limited to, recruitment, selection, competitions, promotions, and transfers, and to conditions of work such as work location, leave, and special working relationships.

3. Context

3.1   The OPS is committed to providing an environment that is inclusive and that is free of barriers based on age, race, ancestry, place of origin, colour, ethnic origin, citizenship, creed, sex (including pregnancy), gender identity, gender expression, sexual orientation, record of offences, marital status, family status, and disability as stipulated in the Ontario *Human Rights Code* (the "*Code*").

3.2   Additional mandatory requirements, including procedures associated with this Policy, are set out on the HR Section page.

4. Purpose

4.1   The purpose of this Policy is to state the position of the OPS with regards to equality in the workplace.

5. Policy Statements

5.1   The OPS will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is

Policy Category: Corporate Organization
Policy Owner: Chief Human Resources Officer (CHRO)
Policy Number: 3.34

committed to fostering a work culture that actively promotes equity, diversity and inclusion.

5.2   The OPS will remove barriers that cause discrimination in the employment relationship by identifying and eliminating discriminatory policies and practices, remedying the effects of discrimination.

    5.2.1   This includes all stages of the employment relationship, including hiring and recruitment, designing job responsibilities, competitions, promotions, job placements, and training.

    5.2.2   The OPS recognizes merit and equity as cornerstones of Human Resource management.

5.3   All decision-making bodies shall strive to have gender demographic representation, which reflects the most recently-available OPS Employee Census data, to promote and increase diverse voices in decision-making.

5.4   There shall also be ongoing Gender Demographic Review which will evaluate the gender demographic representation of each OPS section in comparison to the most recently-available OPS Employee Census data. This will assist the OPS in achieving gender representation across the organization.

5.5   The OPS commits to provide accommodation for needs related to the *Code* grounds, unless to do so would cause undue hardship as defined by the *Code*.

5.6   The OPS will work cooperatively, and in a spirit of respect, with all partners in the employment relationship. Accommodations and the accommodation process will be provided in accordance with the principles of dignity, individualization, and inclusion.

5.7   The OPS will provide consistent and standardized support to supervisors and managers to facilitate adherence to the *Code* requirements. Failure to adhere to the *Code* requirements is considered discrimination.

5.8   Any requests for accommodation will be treated with confidentiality by all parties/partners.

5.9   The OPS is committed to promoting an understanding of this Policy through employee education and empowerment. The OPS will embed the learning into operational objectives and will have ongoing education that is linked to the greater education and development strategies. This will promote the elimination and prevention of discrimination based on *Code* protected grounds and will foster an inclusive work environment.

5.10   Fostering a workplace that encourages equity, diversity, and inclusion is a shared responsibility, to be practiced by all Members of the OPS. OPS Members are expected to promote inclusion in all interactions with colleagues.

5.11 The Equity, Diversity, and Inclusion (EDI) Lens will allow Members to interweave knowledge and awareness of EDI into the day-to-day activities and planned actions of the organization.

Monitoring and reporting requirements

5.12 The OPS, under direction of the Chief Human Resources Offices (CHRO), will conduct regular audits and reviews to measure the performance of the Equitable Work Environment Policy and to monitor and evaluate progress toward achieving equality goals.

5.13 The Chief shall report to the Ottawa Police Services Board on an annual basis with respect to the aforementioned audits and reviews.

6.   Consequences

6.1 The employer reserves the right to take action for non-compliance with this Policy.

7.   Roles and Responsibilities

7.1 The Chief of Police shall:

7.1.1 Promote equal, diverse, and inclusive decision-making and support diverse voices in senior leadership positions.

7.1.2 Be responsible for determining that an accommodation will create undue hardship.

7.2 The CHRO or Designate shall:

7.2.1 Ensure that education and organizational awareness is provided to all employees regarding this Policy and associated procedures.

7.2.2 Engage external expertise as necessary and endorse attainable equality standards at all levels.

7.2.3 Identify and address barriers to equality in the workplace and promote collegial feedback among directorates on their EDI efforts.

7.2.4 Facilitate the accommodation process.

7.3 Chain Of Command shall:

7.3.1 In consultation with the Resourcing and Development Directorate (RDD), ensure that accommodation is provided to their reports in an equitable and transparent manner, to the point of undue hardship.

7.4 Members shall:

7.4.1 Foster a workplace that encourages equity, diversity, and inclusion.

7.4.2   Attend and participate in bias-neutral, Gender Based Analysis Plus (GBA+), human rights education, and any other relevant and related learning.

7.4.3   Ensure that they have the required Knowledge, Skills, and Abilities (KSAs) to perform their duties and carry out their responsibilities in relation to this Policy.

7.4.4   Advise their supervisor and identify needs when adaptations to the work environment are required.

8.   References

8.1   **Legislation**

- *Human Rights Code*, RSO 1990, c. H. 19

- *Accessibility for Ontarians with Disabilities Act*, 2005, SO 2005, c. 11

- *Police Services Act*, RSO 1990, c. P.15

- *Occupational Health and Safety Act*, RSO 1990, c. O.1

- *Personal Health Information Protection Act, 2004*, SO 2004, c. 3, Sched. A

8.2   **Provincial Adequacy Standards**

- AI-003 Equal Opportunity, Discrimination and Workplace Harassment

8.3   **Ottawa Police Services Board Policies**

- AI-003 Equal Opportunity, Discrimination and Workplace Harassment Prevention

8.4   **Ottawa Police Service Policies**

- Respectful Workplace Policy 3.15

8.5   **Ottawa Police Service Procedures**

- OPS Process and Procedure Maternity, Parental Leave and Prevention of Discrimination and Accommodation based on Sex (including Pregnancy)

- OPS Process and Procedure Prevention of Discrimination and Accommodation based on Gender, Gender Identity and Gender Expression

- OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Family Status

- OPS Process and Procedure for Prevention of Discrimination and Accommodation based on Disability

9. Enquiries

Please direct enquiries about this Policy instrument to: CHRO or Designate.

OPS Procedure and Process for Prevention of Discrimination and Accommodation Based on Gender, Gender Identity and Gender Expression

Issued

The Procedure and Process for Prevention of Discrimination and Accommodation Based on Gender, Gender Identity and Gender Expression (Procedure) is issued under the authority of Ottawa Police Service (OPS) Equitable Work Environment Policy 3.34.

Rationale

The Ottawa Police Service (OPS) will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equality, diversity and inclusion.

Governing Authorities

Provincial	*Human Rights Code,* RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment
3.15	Respectful Workplace Policy
3.24	Violence & Harassment in the Workplace Policy

Policy Chapter: Corporate Organization
Procedures: Prevention of Discrimination and Accommodation Based on Gender, Gender Identity, and Gender Expression

Definitions (see Appendix A)

Forms (see Appendix B)

- Accommodation Request Form

Procedure

General

1. The OPS is committed to gender equity and equality and has therefore committed to:

    a) Applying Gender Based Analysis Plus (GBA+) when initiating, implementing, and evaluating policies, programs, and initiatives in order to optimize their impact and effectiveness;

    b) The ongoing implementation and sustainability of gender mainstreaming as a standard and ongoing function for the OPS.

    c) Promoting employee empowerment and education to support the elimination of gender based discrimination.

2. The OPS will ensure that all policies and procedures do not have unintended consequences for gender non-conforming employees.

3. The OPS will refer to an employee by their preferred gender pronoun.

4. The OPS will maintain an environment free of harassment targeting people because of their gender, gender identity, or gender expression.

5. Sexual and gender-based harassment is a form of harassment that can include:

    a. Gender-related comments about a person's physical characteristics or mannerisms;

    b. Paternalism based on gender which a person feels undermines his or her self-respect or position of responsibility;

    c. Unwelcome physical contact;

      d.   Suggestive or offensive remarks or innuendoes about members of a specific gender;

      e.   Propositions of physical intimacy;

      f.   Gender-related verbal abuse, threats, or taunting;

      g.   Leering or inappropriate staring;

      h.   Bragging about sexual prowess or questions or discussions about sexual activities;

      i.   Offensive jokes or comments of a sexual nature about an employee or client;

      j.   Rough and vulgar humour or language related to gender;

      k.   Display of sexually-offensive pictures, graffiti or other materials, including through electronic means; or

      l.   Demands for dates or sexual favours.

6.   The OPS prohibits sexual solicitations or advances by any person who is in a position to grant or deny a benefit to the recipient of the solicitation or advance. This includes managers and supervisors, as well as co-workers where one person is in a position to grant or deny a benefit to the other. Reprisals for rejecting such advances or solicitations are not permitted.

7.   Accommodation based on Gender, Gender Identity, or Gender Expression:

      a.   All OPS employees and job candidates have a right to be treated with respect and dignity, dress in accordance with and be identified and referred to as their self-identified or expressed gender;

      b.   The OPS will facilitate, within its legal abilities, any requests for name or gender pronoun changes. Legal name and gender title changes (i.e., "Mr." or "Ms.") can take months or years to process depending on the circumstances. During the processing period, every effort will be made to use a new name and gender title for emails, phone directories, corporate identification/access cards, name plates, etc. The only exception is where records must match the person's legal name, such as payroll, insurance records, court documents, etc.;

      c.   The OPS will support transitioning employees during their transition period. An employee who plans on transitioning from one gender to another can notify their Chain of Command before their transition date, identify their intentions, needs, concerns, and any other accommodation clarifications;

d.   Individuals have a right to use a washroom and change facility that corresponds to their expressed gender identity, regardless of their sex assigned at birth. Where possible, the OPS will create and/or offer an accessible gender-neutral change facility. Otherwise, the OPS shall consider each case individually, consult with the requester, and find an appropriate alternative. It is important to note that while other users may have specific privacy expectations that may arise, Trans individuals have legislated protections that the OPS cannot breach. It is also important to consider any personal safety concerns raised by the Trans individual regarding their use of gender specific washrooms, locker rooms and/or change facilities.

Appendix A – Definitions

Birth-assigned sex: Refers to the sex people are assigned at birth and most likely raised as. This term is used instead of "biological sex".

Cisgender: A term used to describe people whose gender identity matches their birth-assigned sex.

Cross-dresser: A person who wears clothing that is traditionally or stereotypically worn by the opposite gender in their culture and may vary in how completely they cross-dress, from one article of clothing to complete cross-dressing.

Drag queen/drag king: A person who assumes the dress and mannerisms of the opposite sex for performance purposes. A drag queen is usually a man performing as a woman; a drag king is usually a woman performing as a man.

FtM: An abbreviation for a female-to-male trans person. A person who was assigned female at birth but has a male gender identity. FtM individuals might identify as a transman or man.

Gender: Refers to the socially constructed roles, behaviours, activities, and attributes that society considers appropriate for men and women.

Gender Expression: Refers to the way an individual communicates or expresses their gender identity; often through behaviour and physical appearance, e.g., in the way they dress, the length and style of their hair, whether they wear make-up, or by emphasizing, de-emphasizing or changing their physical characteristics.

Gender Fluidity: Describes a theory or concept whereby a person can experience their gender not as fixed (as either male or female) but fluctuating on a continuum.

Gender Identity: Is the gender that a person identifies with or how they perceive themselves, which may be different from their birth-assigned sex. Gender identity is linked to a person's sense of self, and the sense of being male, female, both, or neither. Some people's gender identity is neither masculine nor feminine, and for others, their gender is fluid rather than fixed on any point along the gender spectrum. A person's gender identity is separate from their sexual orientation. Common gender identities are: transsexual, transgender, genderqueer, cisgender, two-spirit and intersex persons, cross-dressers, or other people whose gender identity or expression are, or are seen to be, different from their birth-assigned sex. "Trans" is often used as an umbrella term to describe individuals referenced above.

Gender Non-conforming/Variant: Individuals whose expressions of their gender do not conform to the dominant gender norms of masculinity and femininity (e.g. a tomboy).

Gender Questioning: Someone who is not sure about their gender identity and is thinking about exploring various possibilities. People who are questioning their gender identity might be wondering whether they identify as a male, a female or neither. They might also be experimenting with different gender presentations.

Gender Spectrum: Goes beyond an understanding of gender as only two rigidly fixed options of male or female and instead encompasses an understanding that gender occurs across a spectrum of possibilities.

Genderqueer: A term used by some individuals whose gender identity does not conform to a binary understanding of gender limited to the categories of man or woman, male or female.

Intersex: Refers to people whose bodies, reproductive systems, chromosomes and/or hormones are not easily characterized as male or female. This might include a woman with XY chromosomes or a man with ovaries instead of testes. Many intersex people undergo surgery in infancy. Most intersex people identify as either male or female, but not all intersex people identify with the sex they were assigned at birth, and some choose to identify themselves as intersex.

MtF: An abbreviation for a male-to-female trans person. A person who was assigned male at birth but has a female gender identity. MtF individuals might identify as a transwoman or woman.

Sex-reassignment Surgeries: Are surgical procedures that change primary sexual characteristics to match an internal sense of gender identity. Not all trans people want surgery, nor do they all want the same set of surgeries, and some may not be in a position to have them.

Sexual Orientation: Refers to the sex of those to whom one is sexually and romantically attracted. Categories of sexual orientation typically have included attraction to members of one's own sex (gay men or lesbians), attraction to members of the opposite sex (heterosexuals), and attraction to members of both sexes (bisexuals).

Trans: Is an abbreviation that includes but is not limited to transgender, transsexual, gender non-conforming, and gender questioning persons. It is an umbrella term used to describe individuals who, to varying degrees, do not conform to what society usually defines as a man or a woman.

Transgender: Is frequently-used as an umbrella term which includes but is not limited to all people who differ from their birth-assigned gender or the binary gender system, including transsexuals, cross-dressers, genderqueers, two-spirited people, and others. Some transgender people feel they do not exist within one of the two standard gender categories, but rather exist somewhere between, beyond, or outside of those two genders. The term can also be applied to people who live primarily as the gender "opposite" to that which they were assigned at birth.

Transition: Is the process of changing sex, including but not limited to changes in gender expression, name and gender pronoun changes, and various medical treatments or procedures. The transition process is not limited to or conditional on any of the preceding examples. There is no checklist or average time for completion and some people may live their whole lives in a state of transition.

Transphobia: Is the fear and/or hatred of trans people. The term calls attention to the ways that trans people are subjected to prejudice, discrimination, harassment, and violence.

Transsexual: People who were identified at birth as one sex, but who identify themselves differently. They may seek or undergo one or more medical treatments – such as hormone therapy, sex-reassignment surgery or other procedures – to align their bodies with their internally-felt identity.

Two-Spirit: Is an Aboriginal term for gender identities outside of the male-female binary. Two spirited individuals have been revered in many Aboriginal cultures. Today, it is mostly used as a generic term used by some First Nations, Inuit and Métis people to describe, from a cultural perspective, people who are known in non-Aboriginal society as either gay, lesbian, bisexual, intersex or trans.

OPS Process and Procedure for Maternity, Parental Leave and Accommodation Based on Sex (including Pregnancy)

Issued

The Procedure and Process for Maternity, Parental Leave, and Accommodation Based on Sex (including Pregnancy) (Procedure) is issued under the authority of Ottawa Police Service (OPS) Equitable Work Environment Policy 3.34.

Rationale

The OPS will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.

Governing Authorities

Federal	*Employment Insurance Act*, SC 1996, c. 23
Provincial	*Employment Standards Act, 2000,* SO 2000, c.41
	Human Rights Code, RSO 1990, c.H.19
	Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment
3.15	Respectful Workplace Policy
3.24	Violence & Harassment in the Workplace Policy

Definitions (see Appendix A)

Forms (see Appendix B)

- Accommodation Request Form

- Maternity and Parental Leave Form

Procedure

General

1.   The OPS recognizes that child-rearing benefits society as a whole and thus employees should not be disadvantaged because of this decision. Every employee has the right to equitable employment opportunities and to be free from barriers and discrimination on the basis of sex (including pregnancy), maternity, and parental leave.

2.   The OPS will identify and remove barriers that cause discrimination in various aspects of the employment relationship on the *Human Rights Code* (*Code*) ground of sex (including pregnancy). The OPS recognizes that, despite these efforts, individuals may nevertheless continue to require individual accommodations.

3.   The OPS is committed to ensuring that patterns of behaviour, policies, and practices that are part of the social or administration of the organization do not have an exclusionary impact on the basis of sex (including pregnancy).

4.   The OPS is committed to promoting employee empowerment and education to support the elimination of discrimination based on sex (including pregnancy).

5.   All sex (including pregnancy) accommodation requests will be taken seriously and in good faith. No employee will be penalized for making an accommodation request.

6.   Sex (including pregnancy) accommodations will be provided to the point of undue hardship, as defined by the *Code*. A decision about undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

   a.   Only the Chief of Police, or designate, can determine that an accommodation will create undue hardship.

2

7. During an employment interview, it is illegal for an employer to ask if an employee is pregnant, has a family, or plans to have a family. It is also illegal to refuse to hire or select, fire, demote, promote, or lay off an employee because they are, were, or may become pregnant.

8. Employees have an equal right to opportunities and promotions at work while they are pregnant and on maternity/parental leave.

9. Employees have the right to accommodation for pregnancy-related needs. Pregnancy-related needs and circumstances are also included within the definition of pregnancy. Pregnancy-related needs can relate to circumstances arising from:

   a. miscarriage or stillbirth;

   b. abortion;

   c. conditions which result directly or indirectly from an abortion/miscarriage or stillbirth;

   d. fertility treatments/ other interventions to get pregnant;

   e. medical complications resulting from pregnancy;

   f. recovery from childbirth;

   g. breastfeeding.

Accommodation Based on Sex (Including Pregnancy)

Roles and Responsibilities

10. The OPS shall take steps to promote an equitable and adaptive work environment to foster a positive work-life culture. This includes:

    a. Organizational commitment to continuing support for an inclusive, family-friendly workplace; and

    b. Education and training programs for management and staff on the requirements of the *Code* respecting sex (including pregnancy).

11. Accommodation requests with respect to sex (including pregnancy) may arise when personal circumstances and/or workplace rules, changes, or conditions adversely impact employees or job applicants who are pregnant.

12.	Pregnancy-related accommodation requests may arise as a result of the normal and natural physical changes that result from any pregnancy (e.g. a reduction in the ability to stand for lengthy periods), or may be linked to less common circumstances (e.g. medical complications from pregnancy).

13.	OPS employees who have accommodation needs due to the normal and natural physical changes that result from any pregnancy (e.g. the need for more frequent washroom breaks or the need to attend regular medical appointments) should not be required to provide supporting documentation for their accommodation request. Similarly, breastfeeding women should not be required to provide medical documentation to substantiate the need to breastfeed their child.

14.	OPS will make every reasonable effort to avoid assigning pregnant employees to units in which they may be exposed to toxic and/or harmful substances or where there is an increased likelihood of suffering trauma.

Employees

15.	Employees shall:

   a.	whenever possible, make an accommodation request by submitting a completed Accommodation Request Form to their Supervisor. The accommodation request shall indicate:

   i.	The *Code* ground the accommodation is being requested on;

   ii.	The reason accommodation is required, including enough information to confirm the existence of a need for accommodation; and

   iii.	The specific needs related to the *Code* ground that are required to be met by accommodation.

   b.	make requests for accommodation to their Chain of Command;

   c.	make requests for a medical accommodation as a result of pregnancy directly to Health, Safety & Lifestyles (HSL);

   d.	provide the necessary information and work cooperatively throughout the Accommodation process. Personal and confidential information and/or documentation can be forwarded directly to HSL; and

   e.	notify the employer as soon as possible of their pregnancy in order to facilitate workforce planning.

Chain of Command

16.   Supervisors/Managers shall:

    a.   determine, in consultation with their Chain of Command, the feasibility of operationally accommodating within the section. They shall notify HSL of any such accommodations within the section;

        i.   If the requesting employee cannot be operationally accommodated within the section, the request shall be forwarded to HSL.

    b.   deal with pregnancy-related accommodation requests in an expedited manner. Where necessary, interim accommodation will be provided while other solutions are developed; and

    c.   consult with and keep apprised HSL of any accommodations.

CHRO or Designate

17.   The CHRO or Designate shall:

    a.   ensure that HSL reviews all Accommodation Request Forms and supporting documents submitted.

18.   If the duty to accommodate has been established, the CHRO will assess for systemic barriers based on the following criteria:

    a.   The rule, standard, or condition etc. that is discriminatory was adopted for a purpose or goal that is rationally connected to the function being performed;

    b.   The rule, standard, or condition etc. that is discriminatory was adopted in good faith, in the belief that it is necessary for the fulfillment of a purpose or goal; or

    c.   The rule, standard, or condition etc. that is discriminatory is reasonably necessary to accomplish the purpose or goal in the sense that it is impossible to accommodate the claimant without undue hardship.

19.   CHRO or Designate shall:

    a.   maintain, in confidence, all information related to:

        i.   The accommodation request;

        ii.   Any documentation provided by the accommodation-seeker or by experts;

        iii.   Notes from any meetings;

        iv.   Any accommodation alternatives explored; and

        v.   Any accommodations provided.

    b.   maintain all information described in (a) in a secure location, separate from the employee's personnel file;

    c.   share the information described in (a) only with persons who require the information;

5

  d. maintain the confidentiality of information related to a pregnancy-related accommodation request, and only disclose this information with the consent of the employee or applicant.

20. The CHRO shall deal with pregnancy-related accommodation requests in an expedited manner. Where necessary, interim accommodation will be provided while other solutions are developed.

21. The CHRO or Designate, in conjunction with the Chain of Command, the employee and any necessary experts, will work together to develop a temporary accommodation for the employee. This could include, but is not limited to:

  a. shift changes;

  b. flexible hours;

  c. providing private space for breastfeeding;

  d. job-sharing or task-sharing arrangements;

  e. modified job duties (including light duties);

  f. exploring part-time work options;

  g. assignment to an alternate job;

  h. alterations to uniforms;

  i. time off for pregnancy-related medical appointments, including treatment for infertility, consistent with existing leave provisions;

  j. leave or a leave extension consistent with existing leave provisions;

  k. exploring alternate commuting options.

Maternity Leave

22. The OPS recognizes the rights of employees to take maternity leave. The OPS follows the guidelines governed by the *Employment Standards Act*, the *Police Services Act*, and Service Canada. These provisions for maternity leave apply to all female employees of the Ottawa Police Service pursuant to the terms of the applicable Collective Agreement.

Roles and Responsibilities

23. The OPS shall take steps to promote an equitable and adaptive work environment to foster a positive work-life culture. This includes the organizational commitment to continuing support for an inclusive, family-friendly workplace.

Employees

24. Employees shall::

    a. Notify their supervisor of their maternity leave no less than three (3) months prior to the expected date;

    b. Fill out the electronic Maternity and Parental Leave Form located on the intranet under "Forms" and email it to their immediate Supervisor for electronic signature;

    c. Notify HSL with any medical updates;

    d. Notify HSL as well as Financial Operations for attendance if the employee requires early leave due to health reasons;

    e. Create an online account with Service Canada for Employment Insurance purposes to coincide with the electronic submission of the Record of Employment sent by City Payroll;

    f. Notify the City of Ottawa Payroll Analyst once the employee has received their Employment Insurance payment information from their Service Canada online EI Account in order for the "top up payments" to be processed; and

    g. Notify Workforce Management (WFM) and their Supervisor at least one (1) month before their return to work date if they plan to return to work early.

Chain of Command

25. Chain of Command shall:

    a. Sign the electronic Maternity and Parental Leave Form and ensuring they keep a copy for their own records. The original is sent electronically to the Workforce Management email box for processing.

    b. Notify the chain of command, up to the Superintendent or equivalent and the Staffing Officer, if applicable, of any maternity leaves in order to manage staffing levels.

CHRO or Designate

26. The CHRO or Designate shall ensure that:

    a. once Workforce Management receives the submitted Maternity and Parental Leave Form from the Workforce Management email box, a prediction date chart is drafted indicating the dates provided from the form. This prediction chart will be sent to Financial Operations;

    b. Workforce Management sends an email to the employee to include the prediction chart as well as hyperlinks to provide additional information regarding maternity leaves;

   c.   Workforce Management enters the maternity leave action and absence in the HRIS system during the affected pay week; and

   d.   Workforce Management sends the Maternity and Parental Leave Form to City Payroll and OPS Parking.

Financial Operations

27.   Financial Operations shall:

   a.   enter the maternity leave dates requested by the employee into the TAS system, and prorate time banks as required;

   b.   process any approved annual leave time requested prior to or after the maternity leave; and

   c.   process any sick leave time required prior to the maternity leave.

City Of Ottawa Payroll Branch

28.   City of Ottawa Payroll Branch shall:

   a.   Communicate with the employee to provide "Request for Pregnancy/Parental Top-Up" form.

   b.   Provide Record of Employment to Service Canada.

   c.   Process top-up payments to employees.

   d.   Deduct any amounts owing for benefits coverage from the amount of the first top-up.

Parental Leave

29.   The OPS recognizes the rights of employees to take parental leave. The OPS follows the guidelines governed by the *Employment Standards Act*, the *Police Services Act,* and Service Canada. These provisions for parental leave apply to all employees of the Ottawa Police Service pursuant to the terms of the applicable Collective Agreement.

Roles and Responsibilities

30.   The OPS shall take steps to promote an equitable and adaptive work environment to foster a positive work-life culture. This includes the organizational commitment to continuing support for an inclusive, family-friendly workplace.

Employees

31.   Employees shall:

a.   Notify their supervisor of their parental leave no less than three months prior to their leave date.

b.   Fill out the electronic Maternity and Parental Leave Form located on the intranet under "Forms" and email it to their immediate Supervisor for electronic signature.

c.   Provide WFM with proof of birth before the parental leave commences.

d.   Create an online account with Service Canada for Employment Insurance purposes to coincide with the electronic submission of the Record of Employment sent by City Payroll Branch.

e.   Notify the City of Ottawa Payroll Analyst once they have received their Employment Insurance payment information from their Service Canada online EI Account in order for the "top-up payments" to be processed.

f.   Notify WFM and their Supervisor at least one (1) month before their return to work date if they plan to return to work early.

g.   With the exception of annual leave selected in the leave draw, approval of requests for other types of leave to be taken in conjunction with parental leave will be at the discretion of the Chain of Command.

h.   Complete, sign and submit a Maternity and Parental Leave Form to their Chain of Command no less than 3 months prior to the requested start date of the parental leave.

Chain of Command

32.   Chain of Command shall:

a.   review and approve, where applicable, the electronic Maternity and Parental Leave Form and keep a copy for their own records. They are to send the original electronically to the Workforce Management email box for processing.

b.   notify the Chain of Command up to the Superintendent and the Staffing Officer of any parental leaves in order to manage staffing levels.

c.   evaluate the impact to operations if the employee wishes to take parental leave during the summer months, and either approve or request a different time period be used for the parental leave. If approved, an electronic signature is required on the Maternity and Parental Leave Form.

CHRO

33.   The CHRO shall ensure that:

a.   once Workforce Management receives the submitted Maternity and Parental Leave Form from the Workforce Management email box, a prediction date chart is drafted indicating the dates provided from the form. This prediction chart will

        be sent to the Financial Operations for processing in the Time and Attendance System (TAS);

b.   Resourcing & Development Directorate sends an email to the employee to include the prediction chart as well as hyperlinks to provide additional information regarding parental leaves;

c.   Workforce Management enters the parental leave action and absence in the HRIS system during the affected pay week; and

d.   Workforce Management sends the Maternity and Parental Leave Form to City Payroll and OPS Parking.

Financial Operations

34.   Financial Operations will enter the parental leave dates requested by the employee into the TAS system, and prorate time banks as required.

35.   Financial Operations will process any approved annual leave time requested prior to or after the parental leave.

City Of Ottawa Payroll Branch

36.   The City of Ottawa Payroll Branch shall:

a.   Communicate with the employee to provide "Request for Maternity/Parental Top-Up" form.

b.   Provide Record of Employment to Service Canada

c.   Process top-up payments to employees.

d.   Deduct any amounts owing for benefits coverage from the amount of the first top-up.

Appendix A – Definitions

Maternity Leave: Is fifteen weeks (16 weeks when including the one week unpaid waiting period) leave granted to biological expectant mothers surrounding the birth of a child. This leave is in addition to 35 weeks of parental leave which can be shared by both parents or solely by the biological expectant mother.

One Week Unpaid Waiting Period: The one week unpaid waiting period served before receiving Employment Insurance benefits. This waiting period must be served by one of the parents on a new claim.

OPS Employee: This policy and related procedures apply to all OPS employees, including permanent, full-time, part-time, temporary, casual, and contract staff, as well as people who work to gain experience or for benefits, such as volunteers, students, interns, and apprentices. It also applies to people who are applying for employment with the OPS.

Parental Leave: Is up to thirty-five weeks (36 weeks if including the one week unpaid waiting period) of leave that may be taken by an employee surrounding the birth or adoption of a child. This leave can be used by one parent or shared by both parents (i.e. if the mother decides to take 20 weeks of parental leave the father would be entitled to 15 weeks of parental leave, with only 10 of those weeks being topped up by OPS). If both parents are employed by OPS, the other parent is also entitled to 10 weeks of top up within the same the same time frame.

Prediction Chart: Is an Excel spreadsheet drafted from the data taken from the submitted Maternity and Parental Leave Form which includes the start and return date of the maternity/parental leave. It shows the number of weeks the employee will be off as well as whether they have opted for continuation of benefits during their leave. The prediction chart is emailed from Workforce Management to the employee once the Maternity and Parental Leave Form has been completed and sent to Workforce Management.

Pregnancy: Includes the process from conception up to the period following childbirth.

Sex: Refers to the biological, physiological, and anatomical features that people are born with.

Top-up Time: Is a benefit through the Ottawa Police Service that entitles permanent employees who go on maternity/parental leave to be "topped up" on their salary once receiving Employment Insurance benefits. Employment Insurance entitles you to 55% of your salary up to a maximum benefit as defined on the Service Canada website for Employment Insurance Benefits and the OPS tops up an additional 38% so that the EI payment and OPS payment totals 93% of your salary. Employees going on maternity and parental leave combined are entitled to 25 weeks of top up time and employees who go on just parental leave are entitled to 10 weeks of top-up time.

OPS Process and Procedure for Prevention of Discrimination and Accommodation Based on Family Status

Issued

The Procedure and Process for Prevention of Discrimination and Accommodation Based on Family Status (Procedure) is issued under the authority of Ottawa Police Service (OPS) Equitable Work Environment Policy 3.34.

Rationale

The OPS will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.

Governing Authorities

Provincial   *Human Rights Code,* RSO 1990, c.H.19

                        Police Services Act, RSO 1990, c.P.15

Associated Service Governance

Number	Name
3.34	Equitable Work Environment
3.15	Respectful Workplace Policy
3.24	Violence & Harassment in the Workplace Policy

Definitions (see Appendix A)

Forms (see Appendix B)

- Accommodation Request Form

Procedure

General

1. Every employee has the right to equitable employment opportunities and to be free from barriers and discrimination on the basis of Family Status.

2. The OPS will identify and remove barriers that cause discrimination in various aspects of the employment relationship on the Ontario *Human Rights Code* (*Code*) ground of Family Status. The OPS recognizes that, despite these efforts, individuals may nevertheless continue to require individual accommodations.

3. The OPS is committed to ensuring that patterns of behaviour, policies and practices that are part of the social or administration of the organization do not have an exclusionary impact on the basis of Family Status or place care-givers at a disadvantage in accessing employment and advancement.

4. The OPS is committed to promoting employee empowerment and education to support the elimination of family status based discrimination.

5. The OPS will take into account the reality of contemporary family structures when designing policies and programs in order to include employee care-giving responsibilities and to ensure that persons identified by Family Status are not disadvantaged or excluded.

6. All Family Status Accommodation requests will be taken seriously and in good faith. No employee will be penalized for making an accommodation request.

7. Family Status Accommodation will be provided to the point of undue hardship, as defined by the *Code*. A decision on undue hardship will be based on an assessment of costs, outside sources of funding, and health and safety. It will be based on objective evidence.

    a. Only the Chief of Police, or designate, can determine that an accommodation will create undue hardship.

2

Roles and Responsibilities

8. The OPS shall take steps to promote an equitable and adaptable work environment to foster a positive work-life balance. This includes:

    a. Organizational commitment of continuing support for an inclusive, family-friendly workplace; and

    b. Education and training programs for management and staff on the requirements of the *Code* respecting family status.

9. Family status requests may arise when personal circumstances and/or workplace rules, changes, or conditions adversely impact employees or job applicants who have care-giving obligations.

10. The Human Rights Tribunal of Ontario set out the steps for determining whether or not there has been discrimination based on family status in the employment context. In order to demonstrate this type of discrimination, employees must show a negative impact based on a family need that results in a real disadvantage to the family relationship and the responsibilities that flow from that relationship, and/or to the employee's work

11. Once a Family Status Accommodation Plan has been formalized, the Chain of Command, the employee, and Labour and Employee Relations (LR) will monitor the success of the plan and promptly address any necessary change. LR will be kept informed of any ongoing developments.

Employees

12. Employees shall:

    a. whenever possible, request an accommodation by submitting a completed Accommodation Request Form to their Supervisor;

    b. provide the necessary information and work cooperatively throughout the accommodation process. Personal and confidential information and/or documentation can be forwarded directly to the Chief Human Resources Officer (CHRO).

Chain of Command

13. The Supervisor/Manager shall:

    a. determine, in consultation with their Chain of Command, the feasibility of operationally accommodating within the section.
        i.   If the requesting employee cannot be operationally accommodated within the section, the request shall be forwarded to RDD.

3

b.   deal with Family Status accommodation requests in an expedited manner. Where necessary, interim accommodation will be provided while long-term solutions are developed.

Chief Human Resources Officer or Designate

14.   The CHRO shall:

a.   facilitate and monitor the accommodation process;

b.   act fairly, reasonably, and equitably in all stages of the accommodation process; and

c.   review all submitted Accommodation Request Forms and supporting documents.

15.   The CHRO will evaluate the following to determine whether the duty to accommodate for Family Status has arisen:

a.   The nature of the care-giving responsibility, and of the conflict between that responsibility and the organization's rules, requirements, standards, processes, or other factors;

b.   The more substantial the care-giving responsibility (i.e. tending to a medical condition) the more duty there is to accommodate;

c.   The availability and adequacy of social supports for care-giving needs;

d.   Appropriate accommodation.

16.   The CHRO may require more information related to the Family Status accommodation request in the following circumstances:

a.   Where the accommodation request does not clearly indicate a need related to a *Code* ground;

b.   Where more information on the employee's limitations or restrictions is needed to determine an appropriate accommodation; and

c.   Where there is a demonstrable objective reason to question the legitimacy of the person's request for accommodation.

17.   Assessing the alleged impact must be done contextually and may include consideration of other supports available to the applicant.

18.   If the duty to accommodate has been established, the CHRO will assess for systemic barriers based on the following criteria:

a.   The rule, standard, or condition etc. that is discriminatory was adopted for a purpose or goal that is rationally connected to the function being performed;

b.   The rule, standard, or condition etc. that is discriminatory was adopted in good faith, in the belief that it is necessary for the fulfillment of a purpose or goal; and

c.   The rule, standard, or condition etc. that is discriminatory is reasonably necessary to accomplish the purpose or goal in the sense that it is impossible to accommodate the claimant without undue hardship.

19.   The CHRO shall:

a.   maintain, in confidence, all information related to:
   i.   The Family Status accommodation request;
   ii.   Any documentation provided by the accommodation seeker or by experts;
   iii.   Notes from any meetings;
   iv.   Any accommodation alternatives explored; and
   v.   Any accommodations provided.

b.   maintain all information described in (a) in a secure location, separate from the employee's personnel file;

c.   share the information described in (a) only with persons who need the information;

d.   maintain the confidentiality of information related to a Family Status accommodation request, and only disclose this information with the consent of the employee or applicant.

20.   The CHRO shall deal with Family Status accommodation requests in an expedited manner. Where necessary, interim accommodation will be provided while long-term solutions are developed.

21.   The CHRO, in conjunction with the Chain of Command, the employee, and any necessary experts, will work together to develop a Family Status Accommodation Plan for the employee.

22.   As the Chief's Designate, the CHRO, in addition to the employee and the SOA/OPA, shall sign the agreed-upon Family Status Accommodation Plan, in order to ensure accountability. The Family Status Accommodation Plan may include:

a.   A statement of the Family Status accommodation-seeker's relevant limitations and needs, including any needed assessments and information from experts or specialists, bearing in mind the need to maintain the confidentiality of medical reports;

b.   Arrangements for needed assessments by experts or professionals;

c.   Identification of the most appropriate accommodation short of undue hardship;

d.   A statement of annual goals, and specific steps to be taken to meet them;

e.   Clear timelines for providing the accommodation; and

5

f.   Criteria for determining the success of the accommodation plan, together with a process for reviewing and re-assessing the accommodation plan as needed.

23.   The CHRO will develop Family Status Accommodation Plans on an individualized basis. Appropriate Family Status Accommodation options may include, but are not limited to:

a.   Job redesign;

b.   Changes to organizational policies and practices;

c.   In-person support;

d.   Employee and Family Assistance Program;

e.   Temporary or permanent alternative work;

f.   Changes to performance standards;

g.   Leaves of absence;

h.   Job Shares;

i.   Changes to scheduling or hours of work;

j.   Changes to location of work; or

k.   Changes to work uniforms.

24.   The CHRO shall report to the Ottawa Police Services Board on this accommodation process by way of the Equitable Work Environment Board Report.

Chief of Police

25.   The Chief of Police shall:

a.   act fairly, reasonably, and equitably in all stages of the accommodation process; and

b.   be the decision-making authority on whether accommodations have met the point of undue hardship.

     i.   A Family Status accommodation will be provided to the point of undue hardship. If the accommodation is assessed to create undue hardship, the CHRO will inform the employee, in writing, of the reasons for the decision and the objective evidence relied upon. The employee will be informed of their recourse under the Collective Agreement and the *Code*.

     ii.   Where a decision has been made that a Family Status accommodation would cause undue hardship, the CHRO will proceed to implement the next best accommodation short of undue hardship, or will consider phasing in the requested accommodation.

Appendix A – Definitions

Accommodation – Means the adjustment and/or modification of the work environment or the method of doing work, in order to address the individual needs of employees, ensuring that every employee can make a valuable contribution free from barriers and discrimination and throughout their career, and by allowing them to actively participate in the workforce.

Barriers – Barriers include attitudes and designs that prevent people from making a valuable contribution in employment. Individuals and/or groups can experience discrimination as a result of physical, attitudinal or systemic barriers. Systemic barriers are formal or informal policies, practices or rules which, when applied in the same way to everyone, may have the effect of excluding or restricting the participation of some individuals.

Discrimination based on Family Status – Any distinction, exclusion or preference based on family status. The Supreme Court of Canada defines discrimination based on family status as any distinction, conduct or action, whether intentional or not, but based on a person's family status, which has the effect of either imposing burdens on an individual or group that are not imposed on others, or withholding or limiting access to opportunities, benefits and advantages available to other employees. Discrimination can also be negative attitudes, stereotypes and bias. Intent to discriminate is not required for there to be discrimination under the *Ontario Human Rights Code*.

Duty to Accommodate – The obligation for an employer to take measures up to the point of undue hardship to eliminate barriers that could cause disadvantage individuals who are protected under the grounds of the *Ontario Human Rights Code*

Family Status – The *Ontario Human Rights Code* defines Family Status as the status of being in a parent and child relationship. The Ontario Human Rights Commission's broad definition of family to cover the full range of relationships that most families would consider familial including siblings, grandparents, aunts, uncles, nieces, and nephews.

Gender – Refers to the socially constructed roles, behaviours, activities, and attributes that society considers appropriate for men and women.

Undue Hardship – Refers to the extent to which an employer must attempt to accommodate the needs of an employee or job applicant who has demonstrated that accommodation is required on one or more of the grounds protected under the *Code*. The OPS is required to take all reasonable steps to determine if an employee or job applicant can be accommodated. However, if the OPS can show that further efforts to accommodate would create undue hardship, then it will have met its legal obligation under the *Code*.

OPS Process and Procedure for Prevention of Discrimination and Accommodation Based on Disability

Issued

The Procedure and Process for Prevention of Discrimination and Accommodation Based on Disability (Procedure) is issued under the authority of Ottawa Police Service (OPS) Equitable Work Environment Policy 3.34.

Rationale

The OPS will serve the community and create and maintain an equitable and adaptable work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their career. The OPS is committed to fostering a work culture that promotes diversity, equality and inclusion.

Governing Authorities

Provincial   *Human Rights Code,* RSO 1990, c.H.19

Police Services Act, RSO 1990, c.P.15

Occupational Health & Safety Act, RSO 1990, c.O.1

Personal Health Information Protection Act, 2004, SO 2004, c.3, Sched. A

Workplace Safety & Insurance Act, 1997, SO 1997, c.16, Sched. A

Associated Service Governance

Number	Name
3.34	Equitable Work Environment
3.15	Respectful Workplace Policy
3.24	Violence & Harassment in the Workplace Policy

1

Definitions (see Appendix A)

Forms (see Appendix B)

- Accommodation Request Form

- Functional Abilities Form

Procedure

General

1. The OPS is committed to ensuring that behaviour, policies, and practices of the organization do not create systemic barriers on the basis of disability.

2. The OPS is committed to promoting employee empowerment and education to support the elimination of disability-based discrimination.

3. Every person has the right to equitable employment opportunities, and to be free from barriers and discrimination on the basis of disability.

4. All accommodation requests based on disability will be taken seriously and in good faith. No person will be penalized for requesting accommodation measures related to a disability.

5. Disability-related accommodation requests will be dealt with as expeditiously as is reasonably possible.

6. To ensure compliance with the requirements of the Ontario *Human Rights Code*, the OPS will fulfill the duty to accommodate up to the point of undue hardship.

7. All personal health information accessed during the course of managing disability-related accommodation requirements will be handled in accordance with the requirements of the *Personal Health Information Protection Act, 2004*.

Roles and Responsibilities

Chief of Police

8. The Chief of Police shall:

2

    a.   be the decision-making authority on whether accommodations have met the point of undue hardship; and

    b.   act fairly, reasonably, and equitably in all stages of the accommodation process.

Chief Human Resources Officer or Designate

9.   The CHRO or Designate shall:

    a.   facilitate and monitor the accommodation process; and

    b.   act fairly, reasonably, and equitably in all stages of the accommodation process.

Employees

10.   Employees shall:

    a.   make OPS aware of disability-related accommodation needs by either:

        i.   approaching Chain of Command to request an informal accommodation; or

        ii.   submitting an Accommodations Form to the Health, Safety & Lifestyles (HSL) section to request a formal accommodation; and

        iii.   Submitting a Functional Abilities Form to the HSL section as requested.

    b.   work cooperatively with involved parties throughout the accommodation process. This may include:

        i.   answering questions and providing information about relevant restrictions or limitations;

        ii.   providing adequate medical documentation to HSL. This may involve bringing medical documentation from HSL to treating health professionals, and returning requested medical documentation from treating health professionals to HSL;

        iii.   taking part in discussions about possible accommodation solutions;

        iv.   participating in appropriate medical treatment as required by treating health care professionals; and

        v.   communicating with third parties (e.g. Long Term Disability benefit providers and the Workplace Safety and Insurance Board) who may be involved in assessment of accommodation needs.

    c.   make OPS aware of changes to existing disability-related accommodation needs.

Chain of Command

11.   Chain of Command shall:

     a.   consider informal accommodation requests within the context of operational feasibility;

     b.   upon deciding that an informal accommodation request is feasible, implement appropriate measures to meet accommodation-related requirements in consultation with HSL;

     c.   upon deciding that an informal accommodation request cannot feasibly be granted for operational reasons, provide a written justification explaining why the accommodation measures cannot be granted, and advise employees about formal accommodation request options facilitated by HSL;

     d.   upon learning of a formal accommodation request through HSL, work cooperatively with appropriate parties throughout the accommodation process. This may include:

          i.   answering questions about how operational needs are incompatible with requested accommodation measures; and

          ii.   directing employees to provide medical documentation required to facilitate accommodation processes.

     e.   upon transfer of personnel, previous and new Chains of Command will communicate pertinent details about accommodation measures associated with informal and/or formal accommodations.

Health, Safety & Lifestyles (HSL)

12.   HSL shall:

     a.   upon request by Chain of Command, provide advice regarding informal accommodation requests;

     b.   review Functional Abilities Forms related to formal accommodation requests;

     c.   request supplemental medical documentation when required to ensure that adequate medical documentation has been received;

     d.   communicate formal accommodation needs to affected employee's current Chain of Command and Staffing Officer to help to enable Chain of Command attempt to facilitate accommodation the affected employee:

          i.   First, within the employee's substantive position;

        ii.   Second, if accommodation is not feasible within the employee's substantive position, Chain of Command will attempt to accommodate within the employee's substantive section;

        iii.   Third, if accommodation is not feasible within the employee's substantive section, Chain of Command will attempt to accommodate within the employee's substantive directorate; and

        iv.   Fourth, if accommodation is not feasible within the employee's substantive directorate, Staffing Officers will attempt to accommodate in other directorates.

    e.   update Chain of Command and Staffing Officers about changes to known restrictions related to formal accommodations;

    f.   report to the Ontario Police Services Board on the Priority Placement Process by way of the Equitable Work Environment Board Report.

Staffing Officers

13.   Staffing Officers shall, upon learning of formal accommodation requirements, assist Chain of Command with accommodation of affected employee:

    a.   First, within the employee's substantive position;

    b.   Second, if accommodation is not feasible within the employee's substantive position, attempts to accommodate efforts are made within the employee's substantive section;

    c.   Third, if accommodation is not feasible within the employee's substantive section, attempts to accommodate are made within the employee's substantive directorate; and

    d.   Fourth, if accommodation is not feasible within the employee's substantive directorate, Staffing Officers will attempt to accommodate in other directorates.

Priority Placement Process

14.   If a permanent functional ability limitation preventing performance of substantive position duties is identified and the Formal Medical Accommodation process fails to identify suitable duties for the employee, the employee will be placed on the HSL Priority Placement List.

15.   The HSL Priority Placement Process only commences if a permanent functional ability limitation cannot be managed through the Formal Medical Accommodation process.

16.   Once a Civilian permanent position vacancy, or Sworn Fixed Term or Anchor Position vacancy, is identified, the applicable staffing section will initiate a review of the HSL Priority Placement List.

17.   On identification of a vacancy, Employee Services or Sworn Staffing & Career Management (SS&CM) will provide a copy of the associated job description to HSL for their review.

18.   HSL will review the current HSL Priority Placement List in order to identify Candidates who may be suitable for the position based on requirements identified in the job description.

19.   After identifying Candidates from the HSL Priority Placement List, HSL will forward a ranked listing of Candidates, based on length of time on the HSL Priority Placement List, to Employee Services or SS&CM for their review.

20.   Upon receiving the list of Candidates on the HSL Priority Placement List, Employee Services or SS&CM, in conjunction with the Staff Sergeant or Manager of the receiving section, will review each Candidate's qualifications and experience against the requirements outlined in the job description.

21.   Candidates will be reviewed sequentially based on their ranking on the HSL Priority Placement List. The highest-ranked Candidate remaining on the list will be assessed and, if qualified, offered the position without competition. If the highest-ranked Candidate is not qualified, the next highest-ranked Candidate will be subject to the same assessment process.

22.   With respect to Anchor Positions, if there are no remaining qualified Candidates on the HSL Priority Placement List, SS&CM will open the Anchor Position Selection process to all Candidates.

23.   With respect to Fixed Term Positions, if there are no remaining qualified Candidates on the HSL Priority Placement List, SS&CM will first use any existing Fixed Term Pools of qualified Candidates to fill the positions before opening the Fixed Term Position Selection process to all Candidates.

24.   With respect to Civilian permanent position vacancies, if there are no remaining qualified Candidates on the HSL Priority Placement List, Employee Services will first use any existing competition list of qualified Candidates to fill the positions before opening the Civilian Competition process to all Candidates

Appendix A – Definitions

Accommodation – Means the adjustment and/or modification of the work environment or the method of doing work in order to address the individual needs of employees, ensuring that every employee can make a valuable contribution free from barriers and discrimination and throughout their career, and by allowing them to actively participate in the workforce.

Adequate Medical Documentation – Medical documentation that HSL deems has provided a sufficient level of detail to substantiate the legitimacy of a disability-related accommodation request. This may include Functional Abilities Forms, supplemental questionnaires, and other documents.

Barriers – Include factors that prevent people from making valuable contributions in employment. Individuals and/or groups can experience discrimination as a result of physical, attitudinal, or systemic barriers.

Disability – Includes a broad range of conditions, including physical, psychological, and developmental variations. Some disabilities are visible, and some are not. A disability may be present from birth, caused by an accident, or developed over time. A disability may be temporary, sporadic, or permanent.

Duty to Accommodate – The obligation for an employer to take measures up to the point of undue hardship to eliminate barriers that could cause disadvantage to individuals who are protected under the grounds of the Ontario *Human Rights Code*.

Duty to Inquire – Exists when an organization is aware, or reasonably ought to be aware, that there may be a relationship between a disability and someone's job performance, or their abilities to fulfill their duties.

Formal Accommodation – An accommodation measure that is implemented by Chain of Command as a result of intervention by the Health, Safety, & Lifestyles section.

Functional Abilities Form - A form included in OPS' Collective Agreements that is completed by treating health professionals to outline Members' functional restrictions and limitations. This form allows the OPS to find a suitable accommodation for Members.

Health Information Custodian – As described by the *Personal Health Information Protection Act, 2004*, a person with lawful access to personal health information (including medical restrictions) for the purpose of facilitating accommodation measures. Health Information Custodians must handle personal health information in a manner that respects confidentiality.

Informal Accommodation – An accommodation measure that is implemented by Chain of Command without involvement by the Health, Safety & Lifestyles section.

Personal Health Information – Information about medical conditions (including medical restrictions and functional ability limitations) that is used by Health Information Custodians to facilitate accommodation of Members on the grounds of disabilities. This information must be handled in accordance with the requirements of the *Personal Health Information Protection Act, 2004*.

Systemic barriers – Formal or informal policies, practices, or rules that, when applied in the same way to everyone, may have the effect of excluding or restricting the participation of some individuals.

Undue Hardship – The extent to which an employer must attempt to accommodate the needs of an individual who has demonstrated that accommodation is required on one or more of the grounds protected under the Ontario *Human Rights Code*.

APPENDIX D

BIAS-AWARENESS TRAINING AND TRAINING FOR OTTAWA POLICE SERVICE 2017
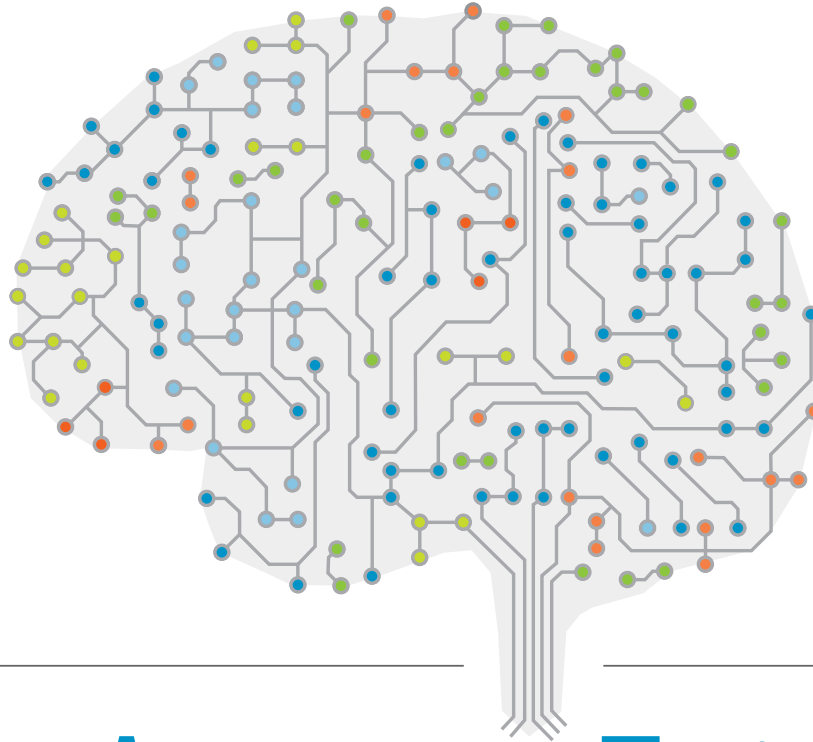
Bias-Awareness Training
for Ottawa Police Services

2017

Permissions

The participant and facilitator materials that follow are for the exclusive use of participants and facilitator(s) of courses offered by the Centre for Intercultural Learning (CIL). Their intent is to support intercultural learning in the classroom and thereafter.

The information contained in this work has been developed, compiled, adapted and built upon from multiple sources. It is not intended to stand alone without proper contextualization and caveats provided during CIL designed courses by CIL approved facilitators.

No part of this manual may be reproduced or distributed without the prior written permission of the Centre for Intercultural Learning.

To request permission, please contact the Centre for Intercultural Learning at: cultures@international.gc.ca

Table of Contents

Centre for Intercultural Learning
Canadian Foreign Service Institute

Centre d'apprentissage interculturel
Institut canadien du service extérieur

www.intercultures.gc.ca
Toll-free (Canada) 1-800-852-9211 ext. 0

Introduction

Introduction

I. Overall Objective of the Training

The overall objective of this session is to provide Police Officers with the skills to identify and understand unconscious bias. This practical program builds awareness on unconscious bias to help improve behaviour towards other staff and people different from and similar to one another in the Police service. By building awareness of one's own biases and systemic barriers that may exist in the organization, participants will become better positioned to identify and mitigate the negative impact of biases in the workplace. Nurturing bias awareness habits sustain a climate of openness to others' views which in turn fosters respect, collaboration and quality decision making in the workplace.

II. Learning Objectives

- Articulate the rationale for valuing diversity.

- Increase awareness of the elements of difference, the concept of bias, and cycle of exclusion.

- Uncover how biases can positively or negatively impact behaviour and decision making on selecting the best candidate.

- Recognize ways to address and prevent micro-inequities and embrace micro-affirmations.

- Identify and avoid common systemic biases.

- Develop strategies and a Personal Action Plan to help minimize the impact of bias in the staffing process.

III. Pre-work

Before attending the session, participants will be requested to:

- Read: "Microbehaviour in Organizations: Sweating the Small Stuff" by Ron Beck, TMG Consulting (http://www.tmgi.net/white_paper/microinequities).

- Watch the TED Talk by Yassmin Abdel-Magied "What does my headscarf mean to you"

    In English: https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you#t-22899

    In French [1]: https://www.ted.com/talks/yassmin_abdel_magied_what_does_my_headscarf_mean_to_you?language=fr

---

1. Please note that the French subtitles for this TED talk might not have all been accurately translated.

3

Centre for Intercultural Learning
Canadian Foreign Service Institute

Centre d'apprentissage interculturel
Institut canadien du service extérieur

www.intercultures.gc.ca
Toll-free (Canada) 1-800-852-9211 ext. 0

Icebreaker Activity

What is your cultural background? Share one stereotype associated with the cultural background.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Learning Objectives

- Increase understanding of the concept of unconscious bias and cycle of exclusion

- Understand and identify personal biases

- Recognize how conscious and unconscious biases impact behaviour and decision in the workplace

- Identify ways to minimize the impact of unconscious bias

- Develop a personal action plan for minimizing the impact of personal biases

To Work Well Today

- Participate

- Ask questions

- Respect the views of others

- Express yourself openly and honestly in discussion

- Allow others to learn from your successes/failures

- Maintain each person's confidentiality

- Focus on what we can influence

- Disconnect electronically—no cells, etc.

- Work hard and have fun!

Agenda

Begin

- Welcome and Introduction

- Understanding Unconscious Bias

- Building My Personal Awareness

- Identifying Common Systemic Biases in Workplace

- Addressing and Reducing Micro-inequities

- Putting it in Practice

End

Module 1

Understanding Unconscious Bias

> *"Everything you want is on the other side of fear."*
>
> - Jack Canfield

Objectives

- Uncover how biases can positively or negatively impact behaviour and decision making with those we interact with at the workplace

- Understand the role of our mind in unconscious bias

_____

_____

_____

_____

_____

_____

_____

_____

_____

What Are Your Bias Risk Factors?

Self-Assessment[2]

1. **What are the qualities I look for in a good police officer? In a good colleague? In a good supervisor? (Based on my priority)**

Qualities of a good…		
Police Officer	Colleague	Supervisor
1.	1.	1.
2.	2.	2.
3.	3.	3.
4.	4.	4.
5.	5.	5.

2. **Now ask yourself...**

If I were to compare my lists to my colleagues', how many of them would have the same qualities in the same order?

2. Adapted from Sondra Thiederman's 2013 article on "What Are Your Risk Factors?" http://thiederman.com/what-are-your-bias-risk-factors/

What might explain the differences we have in our lists?

What has caused the qualities on my list to be important to *me*?

Instructions: Put a check next to statements that apply to you.

Statement	If Yes ✔
1. While growing up, the people who raised me talked a lot about how bad prejudice and bias were, but never in fact socialized much with people different from themselves.	
2. Early in life I had a strong negative experience with a given group, but have rarely interacted with that group since.	
3. As a child, my parents and teachers sent the message that is was disrespectful to point out the ways in which someone else is different.	
4. When I was a child, I remember that when my parents recounted an incident involving people from a different group, they often mentioned the race or ethnicity of the participants even if it had nothing to do with the story.	
5. Early in life I had a strong positive experience with a given group, but have rarely interacted with that group since.	

Unconscious Bias is...

...our tendency to prefer a thing, a person, or point of view of another group quite instinctively at an unconscious level.

Centre for Intercultural Learning
Centre d'apprentissage interculturel

7

Unconscious Bias in Everyone?

Unconscious bias can be linked to an "equal opportunity virus" that everyone possesses, regardless of his/her group membership. Dasgupta, 2013, p. 239

This association, which develops over the course of our lifetime, causes us to have feelings and attitudes about other people based on characteristics such as gender, education, race, ethnicity, age and appearance. Castelli Zogmaister and Tomelleri, 2009

Understanding How Our Mind Works

Perceptions
Interpretations
Preferences
Selective Attention

11 MILLION PIECES OF INFORMATION AT ANY ONE TIME

40-50 PIECES OF INFORMATION GET ABSORBED

Intelligence, judgment, and behavior (frontal lobe)
Memory (temporal lobe)
Language (parietal lobe)

Unconscious Bias workbook, Cook Ross Inc., 2011

Centre for Intercultural Learning
Centre d'apprentissage interculturel

9

Here are some conditions that influence our unconscious decisions:

Confirmation Bias

Our tendency to favour only those perspectives that agree with our existing views or position while dismissing others no matter how valid they are. A study done by Ohio State University showed that people are most likely to seek out information that confirms their political, religious, and social points of view than those that challenge them.[3] This creates a tendency to be put off by individuals, groups, and information that make us feel uncomfortable or insecure about our views.

Affinity Bias

This is our tendency to gravitate towards people who look like us, sound and behave like us, and have something common with us. This is often defined in the context of the hiring process. The challenge with this bias is that we might have difficulty relating to those who are different from us. We more easily ignore mistakes of people with whom we have common bonds. The choices of who we mentor or help move up through the system could sometimes reflect in reproducing ourselves throughout the organization.

Ingroup Bias

Our tendency to go with the view of the group we most identify with. Ingroup bias has been a central aspect of our human behaviour. At its best, it ensures the reservation of positive emotions such as admiration, sympathy, and trust for the ingroup. Sondra Thiederman puts it as healthy and essential to feeling confident and develop a personal self-esteem. However, it can also trigger negative, destructive and hurtful behaviours whereby we give preferential treatment to members of our group. According to George Dvorsky, ingroup bias "causes us to overestimate the abilities and value of our immediate group at the expense of people we don't really know."[4]

First Impressions

Our brain tends to make unconscious judgments based on first impressions. In a fast-paced environment this might seem helpful, however it might lead us to rely on untested messages.

3. http://researchnews.osu.edu/archive/poliview.htm

4. George Dvorsky, "The 12 cognitive biases that prevent you from being rational," January 2013.

Module 2

Building My Awareness

> *"To rid the world of prejudice, we must first become unbiased ourselves."*
>
> - Ajit Gopalakrishan

Objective

- Increase awareness of the elements of difference, the concept of personal bias, and cycle of exclusion.

Differences Between Stereotypes, Prejudice, Bias, and Discrimination

Stereotypes are…

- Ideas or images that people have about particular types of other people which are often not true in real life.
- Generalizations influenced by one's norms, values and experience.
- The failure to recognize and account for differences.
- At the heart of prejudice and block our ability to think about people as individuals.

Prejudice is...

- A negative idea or attitude about a person or group based on stereotypes.
- Bias without fact or reason.
- An implication of inferiority and suspicion.

Biases are...

- Personal and often unreasoned judgments based on prejudice.
- A bias is an inflexible, positive or negative, conscious or unconscious belief about a particular category of people.

Discrimination is…

- An action that has the effect, intentionally or unintentionally, of denying an individual or group treatment or opportunities equal to those accorded to others.

Discrimination is often born out of stereotypes.

_____

_____

_____

_____

_____

_____

Activity
First Thoughts

The Cycle of Exclusion

#1
Stereotype
"They are"

#2
Prejudice
"They can't"

#4
Reaction
"They will"

#3
Discrimination
"We won't"

Centre for Intercultural Learning
Centre d'apprentissage interculturel

15

Differences in the Workplace

Visible

Dress	Accent	Race
Body Language	Greeting Styles	Language
	Visual Features	

Tempo of Work	Social Interaction	Family Relations
Space	Nature of Friendship	Ethics
Leadership	Decision Making	Public Behaviour
Education	Handling Emotions	Problem Solving
Rules of Relationship	Communication Styles	Group vs. Individual
Gender Roles	Ordering of Time	Attitudes to Rules
Money	Style of Learning	
Fairness	Tolerance for Change	

Invisible

Centre for Intercultural Learning
Centre d'apprentissage interculturel

16

19

Centre for Intercultural Learning
Canadian Foreign Service Institute

Centre d'apprentissage interculturel
Institut canadien du service extérieur

www.intercultures.gc.ca
Toll-free (Canada) 1-800-852-9211 ext. 0

"We need to be **more** comfortable with the uncomfortable and **less** comfortable with the too comfortable."

– Author Unknown

Centre for Intercultural Learning
Centre d'apprentissage interculturel

17

Our Biggest Blind Spots

- Not knowing what we don't know.

- Holding on to those views we believe to be true, but aren't any longer.

■ Know ☐ Know Don't Know ■ Don't Know Don't Know

Centre for Intercultural Learning
Centre d'apprentissage interculturel

18

Our Assumptions

Decisions/
Actions

Conclusions

Assumptions

19
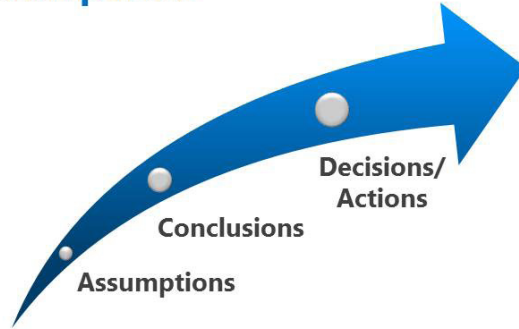
Becoming Bias-Aware

- Identify your biases and assumptions and manage them

- Unlearn the 'isms,' i.e. sexism, racism, heterosexism, and ableism, that lead to discrimination

- Watch for "microinequities"—the subtle putdowns, snubs, dismissive gestures and sarcastic tones that can sap motivation

Adapted from Stephen Young "Microinequities: The Power of Small."

20

What Are Micro-inequities?[4]

They are the "little things" that people say and/or do which can either contribute to an inclusive environment, or create barriers to communication, trust, and respect where one lives, works, or studies.

They are:

- Subtle slights and snubs that devalue an employee
- All of the indirect offences that can demoralize a person

- Instances of minute, subtle interactions which are perceived as imbalances of human actions, communicating who is in the inner circle and who is not
- Verbal or non-verbal

They can be:

- Comments or behaviours which cause people to feel discounted
- Failures of acknowledgement in meetings or social gatherings

- Acts of exclusion that build a wall around differences
- Body language and tones of voice

Examples of Micro-inequities

- Pecking away at your mobile phone/other device while someone is talking to you.
- Different non-verbal behaviours when talking with one person, compared to another.
- Listening with your arms closed across your chest.
- Losing eye contact while someone speaks to you.
- Praising an idea presented by one; ignoring the same idea presented by another.
- Typing away at your keyboard while someone is talking to you.
- Hovering over someone in a controlling or menacing way.
- Replying to someone with sarcasm.
- Being much more attentive to one employee than to another.
- A rolling of the eyes or not paying attention when someone who is considered to be 'different' is speaking or sharing an idea.
- Consistently treating another employee in a slightly condescending manner.
- Walking down the street and not recognizing co-workers who look different.
- A new employee from a different culture sits alone at the cafeteria because no established group has shown any indication of welcoming him or her.
- Easily distracted while one person is speaking than when others speak.
- Some are greeted when they join a group, while others are ignored.

> *Micro-inequities are a subtle form of discrimination that can damage morale and sabotage inclusiveness and diversity.*

4. "Microbehaviour in Organizations: Sweating the Small Stuff" by Ron Beck, TMG Consulting (http://www.tmgi.net/white_paper/microinequities).

Reducing Micro-inequities

- Identify your micro-inequities; bring them to your conscious awareness

- Seek feedback on your own behaviour

- Apply and promote the "platinum rule" – treat others as **they** would want to be treated

- Respect differences and learn about others; encourage others to do the same

- Be clear and respectful in your communication

Adapted from Training Program, Drop by Drop, www.coastal.com

Centre for Intercultural Learning
Centre d'apprentissage interculturel

22

Embracing Micro-affirmations

Tap into the power of micro-affirmations, which are...

✓ Equally small and unconscious acts that occur wherever people wish to help others succeed

✓ Positive micro-messages which build confidence in the recipient; used cumulatively, they can spark creativity, leadership, and exceptional performance

Centre for Intercultural Learning
Centre d'apprentissage interculturel

23

Ways to Uncover and Address Personal Biases[5]

1. **Recognize that you have biases** as everyone has biases! Embrace the fact that it is normal for us as human beings to have unconscious preferences and biases, and that those preferences and biases impact most, if not all of the decisions we make, including those regarding people. When we feel like we have to pretend otherwise, we actually increase the likelihood that our biases will be unconscious. If we recognize and accept our biases, we have a far greater chance of mitigating their impact on our decision making and the way we relate to people.

2. Self-Awareness

   • **Notice your internal thoughts and feelings.** For the most part, as human beings we tend to remain generally unaware of our mind's machinery—unless we are purposefully focusing on it. One important part of this practice is to learn to stop and examine our reactions before acting instinctively.

   • **Understand your own patterns.** Review your decision-making history to see whether there are any patterns that may not have been apparent to you (e.g. similarities in the people you hire or select for stretch assignments, etc.). Patterns don't automatically indicate bias, but if you see a pattern it would be wise to examine it further.

   • **Observe yourself in action: reactions, interpretations and judgments.** Acknowledging that it's an interpretation moves us to a higher level of consciousness.

   • **Don't be afraid to question yourself.** Practise active listening when facing opposition (rather than reacting defensively). It will open doors for honest feedback and help you in uncovering your personal biases.

3. Stretch your comfort zone

   • **Explore awkwardness and discomfort:** When we encounter people or circumstances that feel uncomfortable or awkward, our natural tendency is to withdraw. Since it appears as though our brain's default mechanism is to assume "danger in the stranger," we would be well advised to notice those feelings of fear when they occur. Our discomfort usually has nothing to do with the person or situation that is triggering that response. This can be a great opportunity for seeing some of the ways our brain is wired to interpret the world.

   • **Engage with people you consider "others"** and expose yourself to positive role models in that group. Research shows that one of the ways we begin to soften our unconscious biases is through exposure. Engaging with people in groups that we feel separate from can allow us to begin to develop deeper understanding and mutual empathy.

5. **Source**: Howard Ross.

Understanding Conscious and Unconscious Bias[6]

The Difference Between a Bias and a "First Best Guess"

Our first assumption about what someone is like is probably not a bias if we easily change our mind when we realize we have been mistaken. It is a bias if...

- We feel betrayed and upset when the object of our first assumption turns out not to be as we expected.

- When we learn that our first assumption is wrong, we declare the individual to be an exception to the rule.

Additional Thoughts Related to Bias

- ***All Groups:*** Members of any group can have biases and having a bias does not mean we are bad people.

- ***Inappropriate Behaviours:*** Inappropriate and disrespectful behaviours cannot be allowed in the workplace regardless of the attitude (i.e. presence or absence of bias) behind them.

- ***Jumping to Conclusions:*** We need to be careful not to accuse others of bias prematurely.

- ***Positive and Negative:*** Biases inflexibly apply both positive and negative characteristics to groups of people.

- ***"Some":*** It is not a bias to notice that one person or "some" people happen to conform to the content of a bias or stereotype.

- ***Reasonable Assumption:*** A reasonable assumption about someone that turns out to be wrong is not necessarily a bias. It does point out, however, the importance of respectfully asking questions before jumping to conclusions.

- ***Just Like Me:*** Being drawn to someone from your own group is not unto itself a sign of bias. It is, however, a good idea to reach out and get to know those who are different from you.

- ***Guerilla Bias™:*** Biases can hide behind seemingly kind thoughts and actions that, in fact, reflect a patronizing attitude towards a group.

- ***"Lookism":*** An often-neglected bias in the workplace is that involving inflexible beliefs about dress, height, weight, or other aspects of appearance.

- ***Against Our Own:*** It is possible to have inflexible beliefs about one's own group and those can be as destructive as any other type of bias.

Module 3

Common Systemic Biases in the Workplace

> *"Differences are not intended to separate, to alienate. We are different precisely to realize our need of one another."*
>
> - Desmond Tutu

Objective

• Identify and avoid common systemic biases in the workplace.

_____

_____

_____

_____

_____

_____

_____

_____

_____

Activity
First Impression Bias

Example of Bias

What's in a name? Plenty!

- The same person submitted ten applications, five as "Roger Pritchard" and five as "Rajiv Prasad."

  Mr. Pritchard received three calls, while Mr. Prasad received none.

- In another test, "Heidi McKenzie" had a 23% better chance to be called back than "Samira Al-Amin."

Source: "Didn't get the job? Could it be your name?" The Globe and Mail, Aug. 2, 2006; based on studies conducted in Canada, U.S. and New Zealand.

Centre for Intercultural Learning
Canadian Foreign Service Institute

Centre d'apprentissage interculturel
Institut canadien du service extérieur

www.intercultures.gc.ca
Toll-free (Canada) 1-800-852-9211 ext. 0

Have you ever thought...

"She/he has an accent, and therefore might not be the appropriate fit for..."

Researchers found that a person's name and accent predicted favourable judgments of the person.

– Segrest Purkiss, Perrewe, Gillespie, Mayes, & Ferrris, 2006

33

Have you ever thought...

"Based on appearance, I assume she/he is ..."

We have a tendency to positively discriminate and show preferential treatment to physically attractive people, or more generally to people whose appearance matches cultural preferences.

– Farrell, Warren, 2005

34

Discussion: Identify potential areas where we can find unconscious bias in a law enforcement workplace. How can we mitigate these?

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Common Areas We Can Find Biases within the Police Department

Some examples:

- Recruitment and hiring

- Talent management: promotion and succession planning

- Performance evaluations

- Flexible or alternative scheduling and project assignments, including opportunities to build relationships across the organization and/or with community

- Community service or response to emergencies

- Openness to new sources of ideas and innovative solutions

Centre for Intercultural Learning
Canadian Foreign Service Institute

Centre d'apprentissage interculturel
Institut canadien du service extérieur

www.intercultures.gc.ca
Toll-free (Canada) 1-800-852-9211 ext. 0

Tips for Mitigating Bias in the Workplace[7]

✓ Be aware of personal bias, assumptions and factors that can influence your judgment.

✓ Reframe the conversation to focus on fair treatment, transparency, objectivity and respect, and away from discrimination and "protected classes".

✓ Expose self and team to respectable members of groups for which there is a bias, as it reduces the bias for these groups.

✓ Offer members of your team an anonymous , third-party complaint channel such as an ombudsperson.

✓ Identify, support and collaborate with effective programs that increase diversity in the pipeline.

✓ Support projects that encourage positive images of difference e.g. person of colour, LGBT, persons with disabilities, and women.

✓ Seek to understand what issues of unconscious bias and unfairness that might exist within your team and find ways to mitigate these.

✓ Attend and recommend customized diversity and unconscious bias training.

✓ Adopt bias-awareness practices within your team that minimize exclusion of difference.

✓ Practice using more micro-affirmation in your relationships with colleagues and people.

7. Howard Cook, Every Day Bias: Identifying and Navigating Unconscious Judgements in Our Daily Lives, Rowman & Littlefield, 2014.

Make a Difference as a Leader [8]

Notice Your Reactions

- When am I listening?
- When am I shutting people out?
- Who am I including and excluding?
- Who am I encouraging and praising?
- Whose contributions am I taking for granted?
- Who do I consistently overlook?

Don't:

- Ignore, dismiss, interrupt, or talk over others.
- Critique with non-verbal behaviour, e.g. rolling the eyes, sighing, shaking your head.
- Become defensive when accused of a micro-inequity. Ask questions. Try to look through the eyes of the receiver and ask:
  - What did you observe?
  - Was that the first time you noticed this?
  - How do I act differently towards you?
  - Why haven't you told me about this before?

Avoid:

- Distraction of multi-tasking when interacting with others.

Promote an Inclusive Climate with Micro-Affirmations

- Take time to listen with full attention and respect.
- Seek input from others and acknowledge their contributions.
- Share the floor with inclusive meeting procedures.
- Credit ideas.

Check Your Information Filters

- We tend to see what we believe and expect to see. We unconsciously filter from a set of facts that fit our expectations/beliefs. We see certain elements and let others pass through.
- Check stereotypical assumptions about people who are different.
- Connect on a personal level.

Module 4

Pulling It All Together

> *"Practise isn't the thing you do once you're good. It's the thing you do that makes you good."*
>
> - Malcolm Gladwell

Objective

• Develop strategies and a Personal Action Plan for minimizing the impact of bias in your daily interactions.

_____

_____

_____

_____

_____

_____

_____

_____

Case Studies

Instructions

Read the scenarios in your group and identify:

• the key issue(s) or challenge(s) in these situations;

• what you can do to resolve the challenges in these situations (intervention strategies);

• what strategies you could use to prevent these situations in the future (prevention strategies). Be prepared to present the analysis of your case to the entire group.

Scenario 1

Maria, an accommodated employee is about to leave after her day shift. Her accommodation is due to a persistent back injury resulting from an old sports injury. She is receiving physiotherapy but the pain persists causing her to remain on light duties, working straight days. She sees two of her colleagues coming in for their last of four night shifts when she says to them, "have a good shift", to which one colleague replies, "yeah, easy for the accommodation queen to say". They both shake their head in disgust and walk away. She's taken aback by this and asks them what they mean by that. The other colleague suggests that the talk on squad is that she's faking her injury and that she'd be doing herself a favour by getting back to the "real" work or it'll be a long lonely career.

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

Scenario 2

Oswald is of Asian descent with high functioning Autism. Having worked as a temporary employee for a few months, he recently got a position that has become vacant in the Station. You overhear his partner during the break, making comments that he doesn't like working with Asians or Blacks, especially one that has a disability. He laughs that in the past he has found them not as responsible or reliable as other groups of people. He says he will carefully think about what emergencies he delegates to Oswald.

Scenario 3

Yusar is new to your team. He is a Muslim and prefers to grow his beard to observe Islamic requirement. Yusar withdraws from his workstation several times a day to perform his ritual prayers. Danny, a member of the team, has become irritated ever since the organization acknowledged some employees' need for prayer during the day. He tells the rest of the team that he can't get anything done when officers come and go all the time. "Besides," he says, "Prayers should be done in church."

Scenario 4

One of your squad members, Garth, is a solid performer and well-liked by other officers. However, he rarely participates in or attends social functions the station organizes. While you are out shopping one day, you happen to bump into Garth with his same sex partner. At first Garth is embarrassed, but indicates he is glad you know as he has found it hard to keep his secret. He asks you not to say anything.

Since this meeting, you have become more aware that some of your colleagues tell gay and lesbian jokes at lunchtime. You notice Garth remains quiet and often walks away.

Inclusive Behaviours in Action

Based on your experience and learning in this training:

CONTINUE	Which of your current behaviours are already helping you make better decisions?
STOP	Which of your current behaviours might be "getting in the way"?
START	What NEW behaviours could help you further gain the benefits of better decision making?

_____   _____
Signature   Date

Additional Resources

Forms of Bias

Exclusion and Invisibility

The most fundamental form of bias, this is also the most difficult to detect. It can result in inadvertent, complete or relative exclusion of a particular group or groups. It can also involve excluding specific information about groups and individuals, including their contributions and history. Exclusion and invisibility diminish the value given to particular groups and silences the legitimacy of their voices.

Stereotyping

A bias that portrays members of specific groups as having characteristics in common, negative and positive. Some people perceive that positive stereotypes are acceptable because they value the traits ascribed to the group. But the reality is that negative and positive stereotypes are harmful because they present people as homogeneous just because they share one attribute or role rather than present a wide range of individual roles, beliefs, preferences, and behaviours within the group.

Imbalance and Selectivity

This bias is sometimes apparent in how the news media cover certain events or how corporations make decisions about what faces to include in corporate brochures, training videos, and advertisements. It presents only one interpretation of an issue, a situation, or a group of people, restricting comprehensive knowledge and perpetuating a one-sided, skewed or simplistic view of complex issues, situations, or people.

Unreality

This refers to the tendency, when presenting information, of individuals or groups to ignore particular facts about other groups or individuals because of prevailing beliefs or ideologies. When unreality is present, underlying facts or issues that could clarify attitudes and actions are excluded when discussing racism, sexism, and other biases.

Fragmentation and Isolation

This form of bias refers to the tendency of the media and others to separate or isolate the experiences of minority groups from those of the majority population.

Linguistic Bias

Language is a powerful tool for framing perceptions of people and conveying information, perspectives and attitudes. Ethnic and racial slurs and terms such as 'sexual preference' can categorize people and groups in ways they don't like and aren't accurate, but still reinforce prevailing assumptions.

Cross-Cultural Communication Guidelines

- **Use words familiar to the person.** A listening situation is no time to impress the person with your technical knowledge or command of the English/French language. Use simple words and short sentences when language comprehension is an issue.

- **Be wary of humour that hurts or offends.** You may use humour to loosen or relax tension but what is funny and quite innocent to you may be offensive to another person.

- **Address a person respectfully** with their last name and title if appropriate. When in conversation, use the person's surname and title or first name (depending on the relationship established). Use "you" frequently.

- **Watch your talking speed.** Do not go too fast or too slow. Keep your tone of voice well-modulated. Speak in a low, quiet manner with confidence but not with overbearing authority.

- Whenever possible, **praise rather than threaten** or cajole.

- **Hearing is not listening. Listen respectfully.** Listening is an active process that involves understanding, evaluating, assimilating and empathy.

- **Listen for what is not being said** and for feelings as well as facts.

- **Reconfirm and check for understanding.** The individual you are talking to might be reluctant to tell you that they do not understand.

- **The responsibility for successful communication** lies to a greater extent with the sender than the receiver of the message.

- **Be mindful of body language.** Give approving, encouraging gestures and refrain from "negative" feedback.

- **Control your lips and eyebrows.** Together, these two parts of your face convey the vast majority of non-verbal facial messages. Arching brows, sneering, contemptuous gestures are troublemakers for listeners and speakers alike.

- **Recognize and respect other's communication style** and adapt your own communication style if necessary.

- **Be careful of assumptions and suspend judgment.** A heavy accent does not reveal anything about a person's skills. Avoid making moralizing statements, especially when the topic is only slightly related to the main topic or issue at hand.

- **Use silence effectively** and give the listener time to process what you just said.

- **Follow the Platinum Rule.** Treat people how they want to be treated.

Unconscious Factors That Influence Promotion

The Clone Effect

It is predictable and natural for human beings to value and appreciate those people who are most like them. When promotion time rolls around, appointing a carbon copy might feel like the most natural thing to do if you don't force yourself to think about the pros and cons of appointing your double. When promoting people, be aware of the pitfalls of appointing someone just like you, not only in appearance and background, but values and thinking styles as well. There is strength in differences.

Expectations and Socialization

One of the most harmful saboteurs of equal opportunity promotion has to do with our unconscious expectations and the prejudices we have about other groups of people. The self-fulfilling prophecy, or the "Pygmalion Effect," is the idea that we live up to or down to the expectations others have for us.

Double Standard

Gloria Steinem once said that we'd know women have made progress in our society when they can be as mediocre as men. The idea that women, or other members of the non-dominant culture, have to perform stunningly to pass muster when those in the dominant group can get by doing less has not gone unnoticed. You can look at most organizations today and find an example of a woman or visible minority who has to jump through more hoops, win more battles, and prove themselves in more arenas than those in power, to even be considered for a promotion.

On more occasions than we care to recount, even when the performance is stellar, due to factors like the clone effect and comfort level, diverse employees frequently lose out, or worse still, are simply ignored. Their behaviours and performances are interpreted or defined differently from those of the dominant culture. By becoming increasingly aware of these unconscious factors, and by paying attention to unconscious assumptions that can undermine recruiting efforts, you and your organization really can improve its recruiting efforts, and in the process, attract "the best and the brightest."

Respectful Versus Disrespectful Workplace Behaviour

Respectful Workplace Behaviour

A respectful workplace is one where employees can feel reasonably safe and where they are treated fairly, creating the freedom to focus on getting work done. Examples of respectful workplace behaviour includes, but are not limited to:

- Being polite, courteous and respectful of others.

- Using common greetings, farewells or brief enquiries about others' well-being which are seen as an acknowledgement of others as unique individuals.

- When reviewing others' ideas, suggestions or work, identifying what is positive or good about the proposal as well as where it can be improved.

- Treating others equitably and fairly.

- Listening to what others have to say.

- Being open-minded to others' ideas, comments and suggestions.

- Seeking input and the active involvement of appropriate people in planning, decision making and implementing initiatives.

- Ensuring that decision making takes into account relevant factors, is fair, and is seen to be fair.

- Recognizing and valuing the diversity among workgroup members, customers and citizens.

- Willingly and sincerely apologizing to people when something you said or did may have offended them.

Disrespectful Workplace Behaviour

Disrespectful workplace behaviour is that which is objectionable and/or unwelcome to an individual. Such behaviour serves no valid work-related purpose and can create a poisoned work environment.

Disrespectful workplace behaviour is:

- Vexatious: conduct, comments, actions or gestures which are humiliating, offensive, hurtful or belittling

- Repeated: conduct, comments, actions, or gestures when taken in isolation seem minor but when repeated can lead to a conclusion of harassment, OR

- A single incident of sufficient seriousness to have a significant impact on the recipient or the work environment

- Hostile or unwanted

- Affecting the employee's dignity, well-being, or physical integrity

- Resulting in a harmful or poisoned work environment

Examples of disrespectful workplace behaviour includes, but are not limited to:

• Written or verbal comments, actions, gestures or other behaviours or 'jokes' which are humiliating, offensive, hurtful or belittling

• Bullying or intimidation

• Abusing authority

• Yelling or shouting (except where intended to alert another to danger)

• Deliberately excluding an employee from relevant work activities or decision making

• Decision making which is influenced by factors which have no work-related purpose

• Attempting to discredit an employee by spreading false information about him/her

A Guide for Developing Diversity Competencies

Open Attitudes[9]

- Recognize cultural differences by not assuming that "we are all the same"

- Examine your cultural orientations in an honest and objective fashion and unlearn cultural habits that might be counterproductive

- Be open to receive information about other cultures that may conflict with your existing thoughts and feelings about what is real

- Experience other cultures without rushing into evaluations and becoming trapped in stereotypes

- Empathize and see from different viewpoints while still being secure in yourself

Awareness[10] – of oneself and others

- Accept differences and learn ways to work with differences

- Recognize what is "wrong" and "right" in a given group

- Identify the meaning of body language applicable to the group you work with

- Understand challenges related to cultural, ethnicity, sexual orientation, age and gender differences

- Recognize that your 'common sense' might not be common

- Be aware of your own biases and your reactions to other's values in your organization

- Understand your own culture affects those whose culture is different

- Focus on similarities rather than differences that exist in individual cultures and groups

Knowledge – of all aspects impacting diversity

- Inform yourself about the proper terms used to describe groups

- Learn factual information about other groups with different backgrounds

- Read about cross-gender differences in communication styles

- Listen to employees with regards to how they perceive each other—is there a shared sense of working together?

- Identify what respect to diversity in the workplace actually means in your organization

- Obtain a list of rules on how to conduct yourself or interpret behaviour

9. Adopted from Doing Business Internationally, 1995.

10. Adopted from Gardenswartz, Rowe, Digh, & Bennett's book, Global Diversity Desk Reference: Managing an International Workforce, 2003.

Skills and Competencies – that are required to successfully navigate situations

- Take personal responsibility for the way you respond to difference

- Spend time to get to know individuals and communicate with them

- Make continued and sincere attempts to understand the world from others' points of view

- Develop skills in cross-cultural communication

- Develop problem-solving skills

- Develop skills in conflict management

- Encourage the team to work towards a harmonious and safe workplace

- Look for ways to work effectively with diverse groups of people

- Be open, talk straight and tell the truth

Strategies to Promote Inclusion

Culture

• When communicating, be sure to:

  - Listen actively
  - Ask questions to confirm understanding
  - Ensure everyone has the opportunity to provide input
  - Allow air time for others to formulate and communicate their thoughts

• Make an effort to get to know your colleagues and their cultural customs and values.

• Be conscious of humour that hurts or offends. You may use humour to loosen or relax tension, but what is funny and quite innocent to you may be offensive to another person.

• Take the time to educate yourself about the days of significance of other cultures, and consider these days when planning office meetings or events.

Indigenous Peoples

• Understand the historical background and contribution of Indigenous peoples.

• Acknowledge and learn the relevant Indigenous or corporate cultures and practices in your area; examples may include:

  - Cutting of long hair
  - Hunting seasons, funeral practices, etc.
  - Time management
  - Policy manual/expectations

• Educate yourself about Indigenous values and characteristics:

  - Work towards/for community harmony
  - Avoid confrontation/adverse positions
  - Preservation of relationships
  - Reluctance to show emotions
  - Non-verbal interactions
  - Generosity and sharing
  - Respect for others and non-interference
  - Teach by example—conflict avoidance; respect for life

Disability

- If offering assistance ask, "May I help you?" If the offer is accepted, listen or ask for instructions.

- Speak directly to the person rather than through a companion or sign language interpreter who may be present.

- When meeting a person with a visual disability, identify yourself and others who may be with you. In a meeting or conversation, remember to identify the person to whom you are speaking for the benefit of the person with the visual disability.

- To get the attention of a person with a hearing disability, make eye contact and possibly tap the person on the shoulder, if necessary.

- Be careful not to interfere with assistive devices. If unsure, ask.

- Some disabilities are not visible. Therefore, always treat others with respect and understanding and be alert and sensitive to possible accommodations.

Gender

- Everyone has a contribution to make. Take steps to ensure the comfort of colleagues of all genders to enable them to make their best contribution.

- Educate yourself about how to be inclusive of colleagues who are transgendered or intersexed.

- Rid yourself of assumptions and stereotypes about the capabilities of others based on their gender.

- As was the case in the Culture dimension, be conscious of humour that hurts or offends. You may use humour to loosen or relax tension, but what is funny and quite innocent to you may be offensive to another person.

Be Inspired: Stephen R. Covey's Seven Habits

1. **Be proactive.** We are responsible for our own choices and have the freedom to choose, based on principles and values rather than moods and conditions. Proactive people choose not to be victims or to blame others.

2. **Begin with the end in mind.** Individuals, families and organizations shape their own future by first creating a mental vision for any project, large or small, personal or interpersonal.

3. **Put first things first.** Organize and execute your most important priorities. Whatever the circumstances, live and be driven by the principles you value most, not by the forces around you.

4. **Think win-win.** Think in terms of abundance and opportunity rather than scarcity and adversarial competition. Don't think selfishly (win-lose) or like a martyr (lose-win). Think we, not me.

5. **Seek first to understand, then to be understood.** When we listen with the intent to understand others, rather than the intent to reply, we begin true communication and relationship-building.

6. **Synergize.** Look for the third alternative—not my way, not your way, but a third way that is better than either of us would come up with individually. It's the fruit of respecting and celebrating one another's differences.

7. **Sharpen the saw.** We need to constantly renew ourselves in the four basic areas of life: physical, social/emotional, mental and spiritual.

Self-reflection: Implicit Association Test

Instructions

Complete at least two of the demonstration tests on the Project Implicit website https://implicit.harvard.edu/implicit/. Use the provided reflection questions below to self-reflect on the results.

Test 1

Results: _____

Q1: What was your reaction to the test results? Did you have any resistance to the results? Often our resistance to the test results can occur as defensiveness, invalidating the test methodology, or looking for justification for our results.

_____

_____

Q2: To what extent were you surprised by the results? If so, why?

_____

_____

Q3: What experiences or exposures in your life may have contributed to those results?

_____

_____

Q4: What could the impact of your results be on your work environment? Or your talent management processes?

_____

_____

Q5: What specific steps can you take to support others in enhancing and approving their relationships across differences?

_____

_____

Test 2

Results: _____

Q1: What was your reaction to the test results? Did you have any resistance to the results? Often our resistance to the test results can occur as defensiveness, invalidating the test methodology, or looking for justification for our results.

_____

_____

Q2: To what extent were you surprised by the results? If so, why?

_____

_____

Q3: What experiences or exposures in your life may have contributed to those results?

_____

_____

Q4: What could the impact of your results be on your work environment? Or your talent management processes?

_____

_____

Q5: What specific steps can you take to support others in enhancing and approving their relationships across differences?

_____

_____

Some Common Assessment Biases

- **Name** – assuming that certain last names are associated with specific ethnic backgrounds.

- **Educational background** – valuing Canadian educational history over educational experiences from other countries.

- **Address** – assuming the candidate's socioeconomic status based on their address.

- **Speech patterns** – making assumptions about the candidate's skills and abilities based on their speech pattern.

- **Accommodation requests** – assuming a candidate will be difficult to accommodate on the job due to accommodation requests during the recruitment process.

- **Physical appearance** – making assumptions about the candidate's skills and abilities based on their physical appearance.

- **Ability or disability** – making assumptions about the candidate's skills and abilities based on a visible or invisible disability (real or perceived).

- **Care-giving responsibilities** – assuming the candidate will not be committed to the position because of responsibilities outside of work.

- **Job experience** – viewing Ottawa Police Services experience as having more value than other work experiences.

Do You Want To Dig Deeper?

Read

- *Bias-Awareness and Improved Decision Making: The Elephant and Rider Metaphor* by Prince Ehoro and Merertu Mogga Frissa: http://graybridgemalkam.com/resources/bias-aware-improved-decision-making

- Egan, M. E., Rizy, C. Feil S., Sniderman B. (July 2011). Insights Global Diversity and Inclusion: Fostering Innovation Through a Diverse Workforce. *Forbes Insights*.

- Find more strategies for addressing unconscious bias: http://www.cookross.com/docs/UnconsciousBias.pdf

- Graybridge Malkam's White Paper on Unconscious Bias: http://graybridgemalkam.com/resources/white-paper-unconscious-bias

- Ioana M. Latu, Marianne Schmid Mast, Tracie L. Stewart (2015). *Gender Biases in (Inter) Action: The Role of Interviewers' and Applicants' Implicit and Explicit Stereotypes in Predicting Women's Job Interview Outcomes*. Psychology of Women Quarterly, vol. 39(4), 539-552.

- Managing Unconscious Bias: https://managingbias.fb.com/

- More about using inclusive and sensitive language from The Writing Center, University of North Carolina at Chapel Hill: http://writingcenter.unc.edu/files/2012/09/Gender-Sensitive-Language-The-Writing-Center.pdf

- *Outsmarting our brains: Overcoming hidden biases to harness diversity's true potential*: http://www.ey.com/Publication/vwLUAssets/Outsmarting-our-brains/$FILE/EY-RBC-Overcoming-hidden-biaises-to-harness-diversity.pdf

- Shakil Choudhury's book, *Deep Diversity: Overcoming Us vs. Them*. Between the Lines, 2015.

- Verna A. Myers, *What if I Say the Wrong Thing? 25 Habits for Culturally Effective People*, American Bar Association (April 7, 2014).

- *Your Automatic Conclusions: An Unconscious Bias Review*, Graybridge Malkam, by Prince Ehoro and Merertu Mogga Frissa: http://ddinclusion.com/wp-content/uploads/2015/03/RDRJournal_FINAL.pdf

Watch

- Brene Brown on The Power of Vulnerability:
  https://www.ted.com/talks/brene_brown_on_vulnerability?language=en

- Class Divided video:
  http://www.pbs.org/wgbh/frontline/film/class-divided/

- Vena Myers, TED Talks: https://www.ted.com/talks/verna_myers_how_to_overcome_our_biases_walk_boldly_toward_them#t-562739

- YouTube clip – Worlds Apart: Open Your World:
  https://www.youtube.com/watch?v=8wYXw4K0A3g&oref=https%3A%2F%2Fwww.youtube.com%2Fwatch%3Fv%3D8wYXw4K0A3g&has_verified=1

- YouTube clip - All That We Share:
  https://www.youtube.com/watch?feature=player_embedded&v=jD8tjhVO1Tc

Notes

Notes

Online Resources

The Centre for Intercultural Learning offers world-class online intercultural resources that bring the world to your fingertips. Begin all your international travels with a visit to our website at:

www.intercultures.gc.ca

Country Insights

Are you searching for facts on a specific country? Want to know more about the intercultural dimensions of living and working internationally? **Country Insights** offers all that and much more! Come and discover more than 200 countries of the world at **Country Insights**.

The Library

The library includes articles, reading lists and publications on intercultural topics.

Global Affairs Affaires mondiales
Canada Canada

Canada

OPS GENDER PROJECT

CENTRE FOR INTERCULTURAL LEARNING – GLOBAL AFFAIRS CANADA

TRAINING HIGHLIGHTS AND OVERVIEW

OTTAWA POLICE SERVICE
SERVICE DE POLICE D'OTTAWA

A Trusted Partner in Community Safety
Un partenaire fiable de la sécurité communautaire

ottawapolice.ca

UNDERSTANDING BIAS MODULE

Concept notes

OTTAWA POLICE SERVICE
SERVICE DE POLICE D'OTTAWA

A Trusted Partner in Community Safety
Un partenaire fiable de la sécurité communautaire

ottawapolice.ca

Initial Activity: Who would you pick?

Learner is asked to pick one person from amongst three, within 3 seconds, to do a specific job.

"Who would you pick to..."

" ...fix you car?"

" ...educate your child?"

" ...bake your bread?"

" ...be your next partner?"

" ...be your next supervisor"

Show results: "you picked..."

Reflection: why did you choose these people?

Something unconscious led you to these choices. It's your bias. In this module, you will explore where these biases come from, how they affect the workplace, and how you can learn to control them.

Example
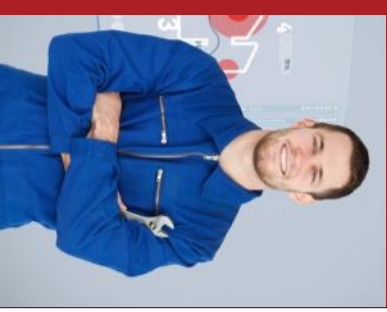
Text pages, supported by images, graphics.

a. What is bias?

    a. How does the brain work?

    b. How do biases differ from stereotypes?

b. What are the types of bias?

END WITH SHORT QUIZ ON TYPES OF BIAS.

3-4 questions, multiple choice. "_____ _____ is an example of
_____ bias..."

- Short self-assessment on identifying own personal biases.

  - Explanations:

    - No right or wrong answers, just need to reflect on own sense of "normal" and how it affects interactions.

Explanation of common workplace issues.

Tips for overcoming issues.

QUIZ:

6-7 True and False questions: examples of bias, good strategies.

GBA+ MODULE

Concept notes

FROM GENDER TO *PLUS*

∞

- What is Gender-Based Analysis plus?

- Look at key terms:
  - Sex
  - Gender
  - Gender Identity
  - Sexual Orientation
  - Intersectionality (link to concepts viewed in BIAS module)

- QUIZ – Place in correct column/multiple choice: "Is this an example of sex or gender?"

Steps of GBA+:

1. Identify the issue

2. Challenge Assumptions (introduce iceberg tool)

3. Gather the facts (Use 4D tool used with Gat Pol)

4. Generate options

5. Evaluate progress

- Short Module assessment
  - Present short scenario.
    - 1 multiple choice question for each of the steps. Each subsequent question revealed if previous correct.

Compounding factors that interconnect to form people's identities and **shape patterns of behaviour**.

Sex

Gender

Education

Race

Ethnicity

Religion

Sexual orientation

Income

Culture

Geography

Disability

Age

COMMUNICATE

MONITOR & EVALUATE

MAKE RECOMMENDATIONS

DEVELOP OPTIONS &

GATHER THE FACTS – RESEARCH & CONSULT

CHALLENGE ASSUMPTIONS

IDENTIFY ISSUE

DOCUMENT
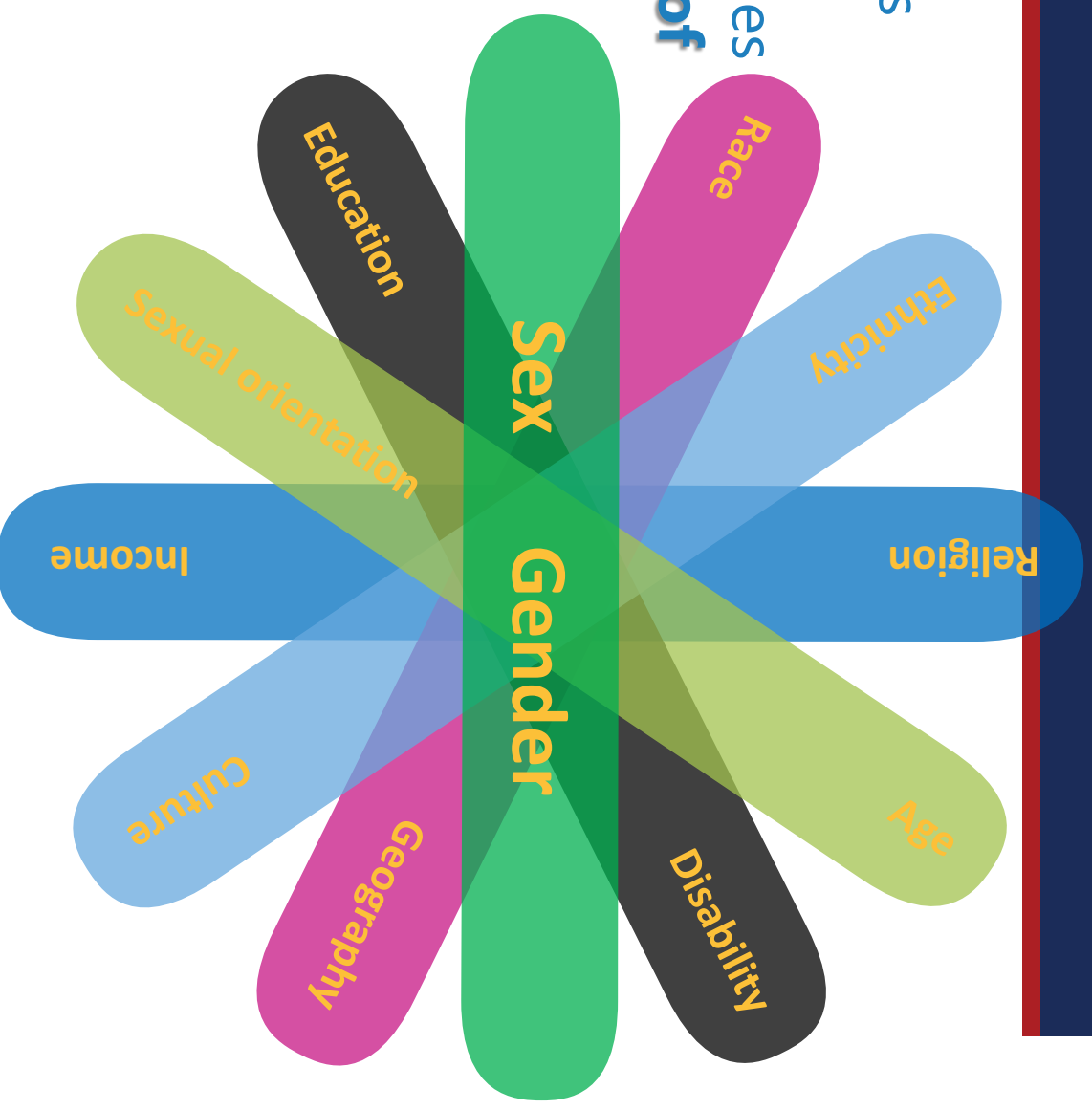
EXCELLENT RESULTS FOR DIVERSE CANADIANS

A NEW REFLEX TO DEVELOP: CULTURAL EMPATHY

Behaviours

Norms

Values

Presumption of likeness

Cultural Empathy

Behaviours

Norms

Values

14
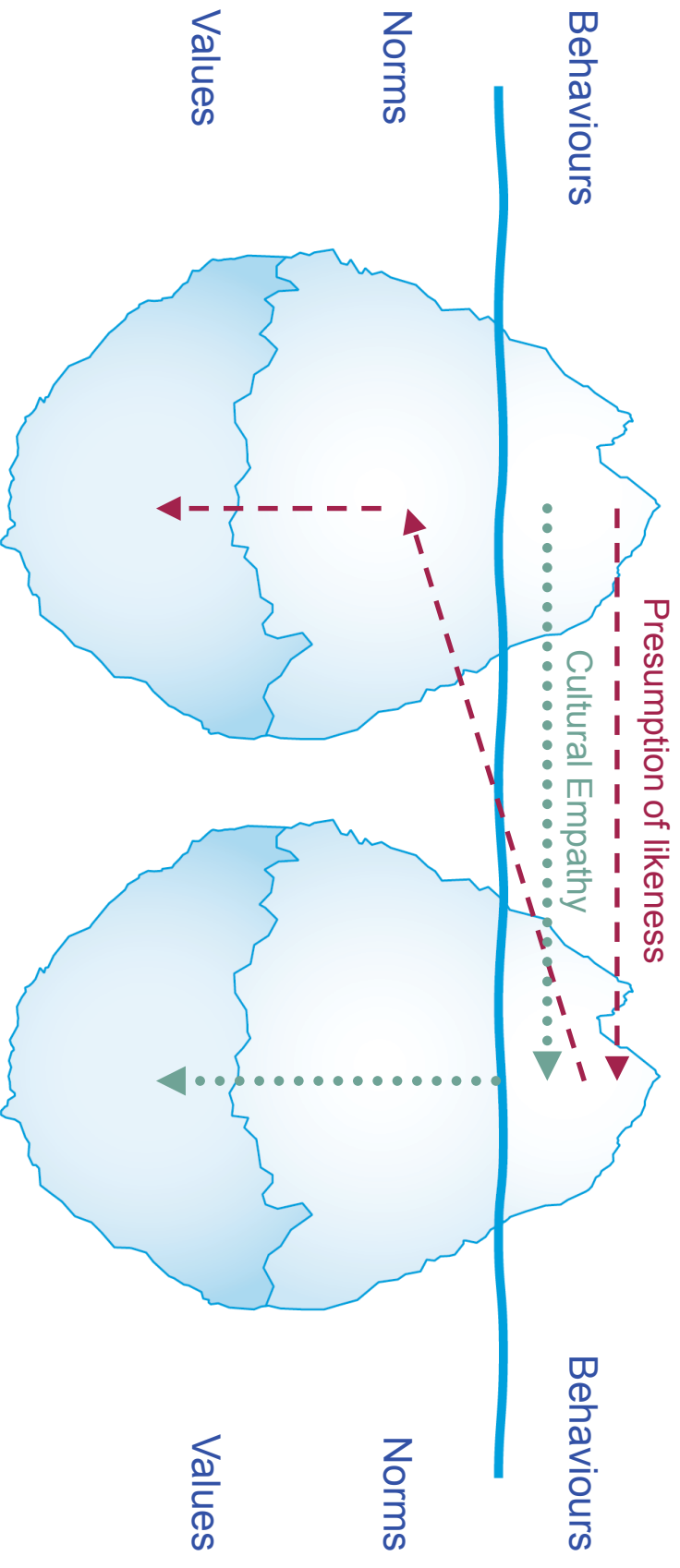
EXAMPLE:

Eye
contact

Show lack of
interest and
disrespect

Lack of
openness
and honesty
(i.e. must
be hiding
something)

Avoiding
eye contact

Show
respect

Respect is
linked to
hierarchy,
class, and
power

15

Eye contact

Show interest and respect

Respect is established through openness and honesty

Avoiding eye contact
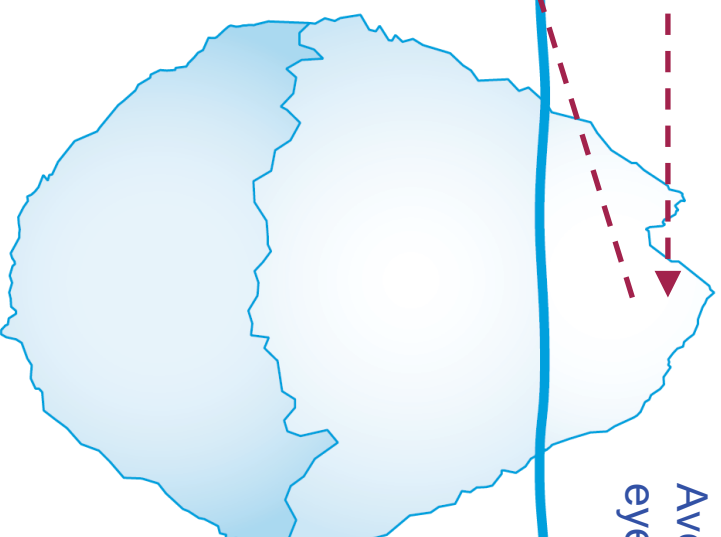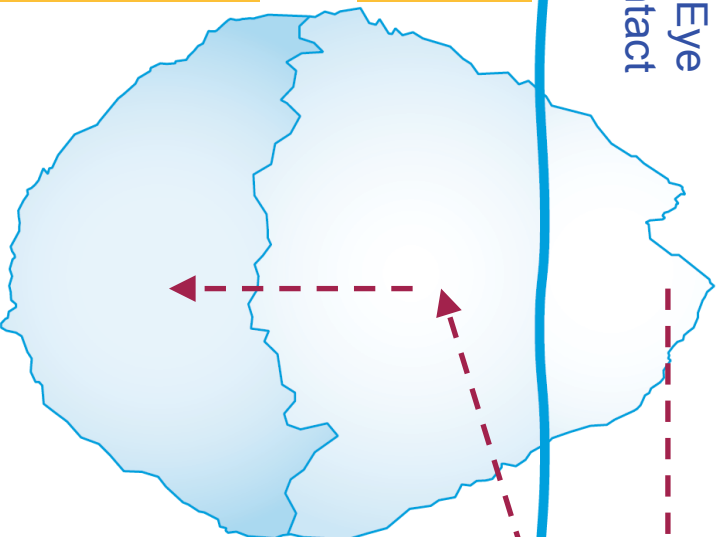
Show respect

Respect is linked to hierarchy, class, and power
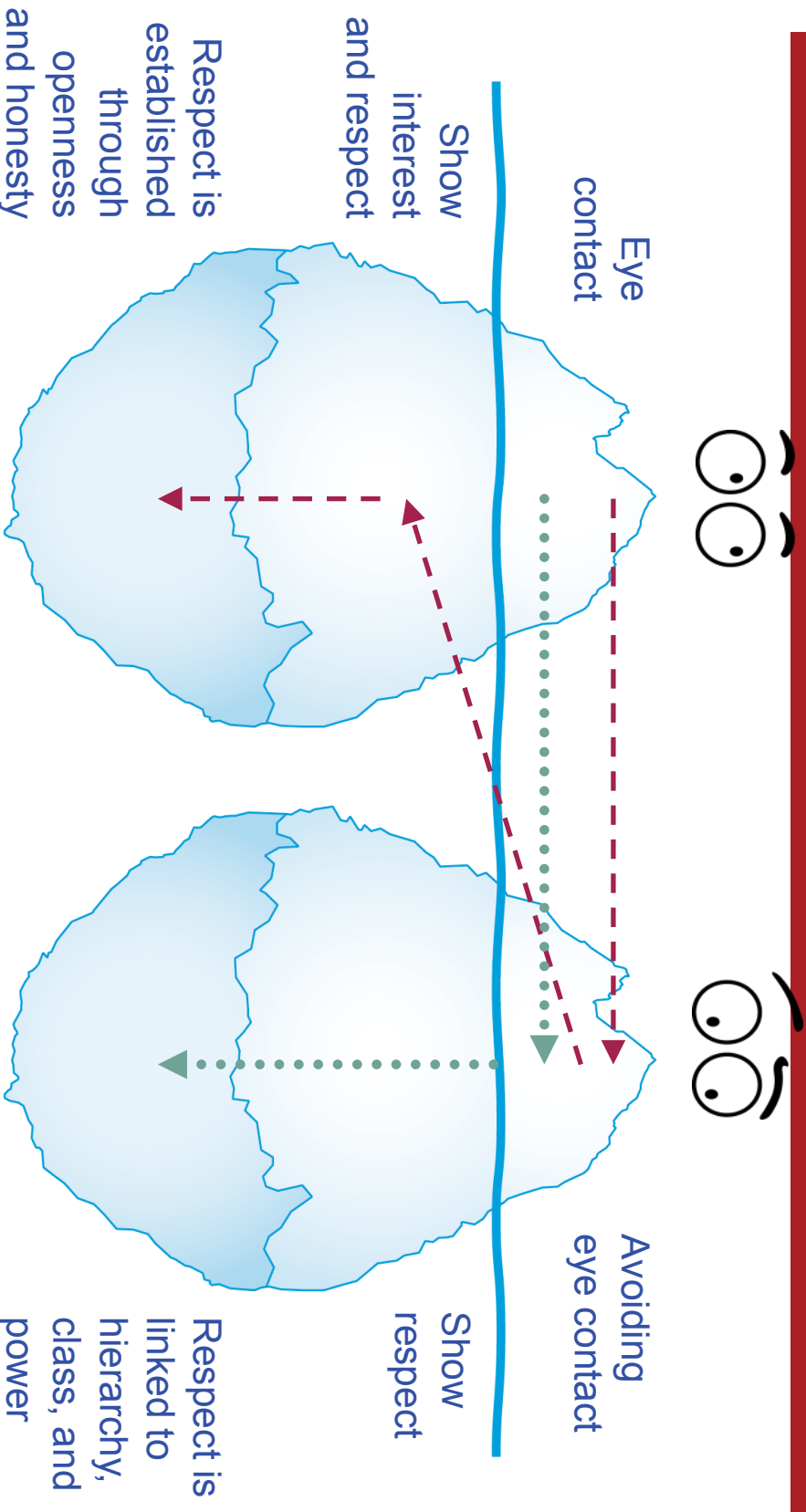
4D: AN INTERCULTURAL DECODING TOOL
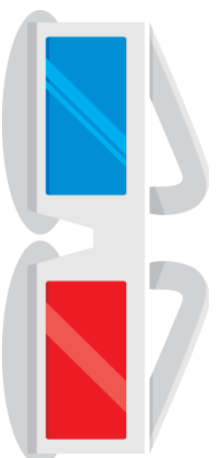
DESCRIBE THE SITUATION AND THE CONTEXT

- Describe in objective and non-judgmental language the situation you are in.

- Use neutral words to describe your behaviour, the behaviour of those you are interacting with, and the context you are in.

- Your description needs to be thorough as each detail has the potential for many cultural interpretations

DECONSTRUCT YOUR BIAS

- This step allows us to sort through the filters that colour or distort the objective facts described in the first step.

- We do this deliberately as these filters operate on an unconscious level and so we need to raise them to consciousness.

- Watch out for stereotypes and explicit bias.

DECIPHER THE FACTS

- We need to get at the truth through a series of probing questions to understand what is really going on.

- Explore the distinction between perception and intention (ethno-centric vs. ethno-relative)

- Establish empathy.

DEVISE A PLAN

Adapt

Flexibility

Dialogue

Explore

OPS POLICIES

Concept notes

- Explanation of context and presentation of list of policies.

- Give link to each policy.

- Elaborate expectation that each policy is read by staff member.

OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Gender, Gender Identity and Gender Expression

(NOTE: The page for each policy will be built using the model below, and is based on the assumption the learner has fulfilled their responsibility to read the policy in its entirety)

PRESENT: Summary of intent and key points of the policy document.

Highlight:

Definitions (partial review of that covered in Module 2)

PAR 5, examples of harassment

QUIZ(multiple choice - each subsequent question revealed if previous correct) :

ASSESSMENT : Graphic-novel type scenario depicting scene. [One staff member overhears an open discussion in public area between 2 officers, putting into question masculinity of 3rd colleague. 2 officers make reference to female officer – insinuation she is gay – of being "more of a man he'll ever be".]

- identify how this scenario violates the policy (pick the appropriate section).

- Identify why this is a violation

- Identify the appropriate procedure to follow to rectify

OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Disability

(NOTE: The page for each policy will be built using the model below, and is based on the assumption the learner has fulfilled their responsibility to read the policy in its entirety)

PRESENT: Summary of intent and key points of the policy document.

Highlight:

How to apply for accommodation

ASSESSMENT: Graphic-novel type scenario depicting scene. [Staff complaining about a colleague who has invisible disabilities to a supervisor.]

QUIZ(multiple choice – each subsequent question revealed if previous correct) :

- identify how this scenario violates the policy (pick the appropriate section).

- Identify why this is a violation

- Identify the appropriate procedure to follow to rectify
Supplementary assessment: Place staffing placements in correct order

OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Family Status

(NOTE: The page for each policy will be built using the model below, and is based on the assumption the learner has fulfilled their responsibility to read the policy in its entirety)

PRESENT: Summary of intent and key points of the policy document.
Highlight:

How to apply for accommodation

ASSESSMENT: Graphic-novel type scenario depicting scene. [Spouse of OPS staff member assigned to work abroad for 6 months. Staff member asks to be moved to Monday-Friday, 9-5 shifts as is now primary care-giver]

QUIZ(multiple choice - each subsequent question revealed if previous correct) :
- identify how this scenario applies to the policy (pick the appropriate section).
- Identify what might be a reasonable accommodation
- Identify the appropriate procedure to follow to enact the accommodation
Supplementary assessment: Place process in correct order

OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Maternity Leave (NOTE: The page for each policy will be built using the model below, and is based on the assumption the learner has fulfilled their responsibility to read the policy in its entirety)

Highlight:

PRESENT: Summary of intent and key points of the policy document.

How to apply for accommodation

ASSESSMENT: Graphic-novel type scenario depicting scene. [OPS staff member is pregnant and applies for a promotion. Hiring committee want someone in the job as soon as possible, and don't want to re-hire in 2 months or wait one year to fill it...]

QUIZ(multiple choice - each subsequent question revealed if previous correct) :

■ identify how this scenario violates the policy (pick the appropriate section).

■ Identify why this is a violation

■ Identify the appropriate procedure to follow to rectify

- Policies on:
  - Sworn Promotion Policy
  - Equitable Work Environment
  - Transfer of Sworn Members
- Continue with model for previous policies.

- Established Commitment Statement

  - *The OPS will serve the community and create and maintain an equitable and adaptive work environment that ensures every employee can make a valuable contribution, free from systemic barriers and discrimination, throughout their OPS career. The OPS is committed to fostering a work culture that actively promotes equity, diversity and inclusion.*

HIGHLIGHTS OF CHANGES

- Accommodation for pregnancy related needs

- Pronoun of choice

- Protection from gender-based harassment

- Washroom and change-room facilities of choice

- Commitment to supporting transitioning employees

- Realities of contemporary families

- Work environment that supports care giving responsibilities

- Formalized process for Family Status Accommodations

- Formalized and comprehensive process for Formal Medical Accommodations

PROMOTION-HIGHLIGHTS

- Independent Facilitator

- Diverse representation on panels

- Bias neutral review of questions and scoring guides

- Provisions for applying while on leave

- Ethics statements for panel members and process administrators

- Supervisor Confirmation form

- Education for all involved in the process

TRANSFER-HIGHLIGHTS

- Self-identification, Independent Facilitator

- Diverse representation on panels

- Gender Demographic Review and self-identification

- Bias neutral review of questions and scoring guides

- Provisions for applying while on leave

- Priority placement process

- Ethics statements for panels and those administering the process

- Education for all involved in the process

APPENDIX E

PHASE IV EQUALITY FRAMEWORK© TEST: *GENDER AUDIT OF IMPROVED OPS WRITTEN DATA SOURCES*

OTTAWA POLICE SERVICE
SERVICE DE POLICE D'OTTAWA

A Trusted Partner in Community Safety
Un partenaire fiable de la sécurité communautaire

Gender Audit
of Improved OPS Written Data Sources

Human Resource Rights Project, Phase 4

Prepared by

Carina Fiedeldey-Van Dijk, PhD

ePsy consultancy

Final
October 2017

Table of Contents

Table of Contents (continued)

Tables and Figures

Acknowledgement

> "Achieving gender equality requires the engagement
> of women and men …
> It is everyone's responsibility."
>
> — *Ban Ki-moon*

THANK YOU to the OPS **Gender Audit Team and expanding teams of colleagues** who took on the critical task during Phase 4 of this project to discuss and establish the enablement of gender equity through continued renewal of OPS policies, procedures and processes. Your efforts are highly valued as you support healthy OPS workforce practices.

Legal Disclaimer

The information reported here is intended as a guide only. It is not a substitute for legal advice on any of the issues raised in the report.

i.   Introduction and Background

"Most of us would say that equity follows equality, but I think it's the other way. Have you ever thought that if people were treated fairly and impartially, we wouldn't need to protest for greater equality? There would already be equality. A number of revolutions and wars could have been subsided with the idea of treating everyone fair. I think that we should be fighting for equity and that in doing so, eventually, equality will find its own path."

— Aashika Jashnani, high school student
Apr 29, 2017, Gulf News.

Why equity is more important than equality.
Retrieved on Oct 17, 2017 from
http://gulfnews.com/your-say/your-view/why-equity-is-more-important-than-equality-1.2019105

The Board of the Ottawa Police Service (OPS) undertook a comprehensive human rights project to address issues of gender inequality among its workforce. The project, which comprises different phases, is in part a response to the settlement of a gender and family-status discrimination case filed with the Human Rights Tribunal of Ontario (HRTO) by a sworn female OPS officer against the OPS Board on August 16, 2012. The Ontario Human Rights Commission (OHRC) intervened on November 4, 2015 under Section 37 of the Human Rights Code ofÁOntario. The project phases address the OPS gender problems as part of the settlement were:

1. **Phase 1.** To analyze the data collected in the OPS 2012 Workforce Census to determine the demographic character of employees with regards to gender and family status (or both, where applicable) at all levels and ranks.

2. **Phase 2.** To review all written promotion and job placement policies, procedures and practices and to voluntary interview and analyze the experiences of a random, core selection of sworn members for indications of discrimination on the basis of gender and/or family status at all levels and ranks by November 4, 2016. This phase included but was not limited to an evaluation of:

   i.   Requirements for job promotions and placements

   ii. Opportunities for employees to meet those requirements, including access to training, job shadowing, and temporary acting roles

   iii. Advertising and recruitment for job promotion and placement opportunities

iv. Selection processes used for job promotions and placements

v. The impact of gender bias on job promotions and placements with regards to maternity and parental leave, and family caregiving.

3. **Phase 3.** To use the analysis received through the review and information gathering in Phases 1 and 2 above to prepare in draft form and provide copies to the OHRC, the complainant, and the OPA by May 4, 2017 of:

i. New and/or amended promotion and job placement policies

ii. Proposals for procedural and structural elements to support these new and/or amended promotion and job placement policies

iii. A new and/or amended human rights accommodation policy to address gender (including pregnancy) and family status discrimination and accommodation.

Phase-1 and -2 reports were aimed at addressing any systemic gender bias that may be present in OPS policies, procedures, and practices until the start of the project, and to encourage and support gender equality among its workforce. Key issues regarding gender equality were put forward in the reports, which led to a focus on the revision and/or new creation of policies around gender equity that were subjected to a second gender audit for feedback as described in the Phase-3 report. The reader is encouraged to read the Phases 1-3 Gender Equality reports (obtainable from the OPS) to fully appreciate the process and outcomes of the OPS Board's further commitment to the execution of a fourth phase of the Human Rights project, as detailed in this report.

4. **Phase 4.** Still bound by the OPS Minutes of Settlement, this step asserted that the OPS Board ensures, within 24 months (i.e., by November 4, 2017):

i. The finalization of the new and/or amended job placement, promotion and family status policies, including procedural and structural elements to support these policies

ii. The provision of training to OPS members, as appropriate, on:
   a. Job placement, promotion and family status policies
   b. The human rights accommodation policy.

In Phase 4, the OPS Board broadened its investment once again by submitting the most up-to-date written sources – critical, useful and contextual documents pertaining to equality – for more gender audits, whereby progressive strengths and opportunities are highlighted in considerable detail to guide different task teams in working towards OPS gender equality compliance. The gender audits were performed in a manner consistent with best practices aligning with the methodology reported in Phases 2 and 3.

This background summarizes how the OPS effectively worked to address the Minutes of Settlement (See Appendix B). A second, critical objective of the project was to start creating a broad-based, long-term strategic approach whereby gender issues in the workplace can be addressed in compliance with the *Human Rights Code* of Ontario. Beyond the Minutes of Settlement, the OPS Board will be trasitioning this project to an ongoing gender program. The impetus of this program is to continue on the broadened path of this initiative and solidify processes and practices that will integrate gender equity with daily functioning in the OPS workforce.

The OPS is committed to protect the safety, security and quality of life in Ottawa through its community policing philosophy. This mission includes that the OPS is becoming demonstrably sensitive to gender needs in order to make a difference in the community and to serve as a role model. Gender audits play a central role in fulfilling this mission.

The OPS chose key concepts as a clarifying scaffold for the theoretical framework as described in the next sections as foundations for this mandate. These sections are updated from corresponding sections in previous project reports; rendering each report self-contained while the project phases are continuous. A glossary of key concepts related to gender can be found in Appendix F of the Phase-2 report.

1.1   Core Understanding of Gender Equality

Gender equality is enshrined in the Charter of Rights and Freedoms, which is part of the Constitution of Canada. Gender equality means that women and men, in all their diversity, are able to participate fully in all spheres of Canadian life, contributing to an inclusive and democratic society. Gender equality is a core Canadian value as aptly demonstrated by Prime Minister Justin Trudeau in its appointment of 15 men and 15 women in its Cabinet in 2015.

1.1.1 Gender Equality

Gender equality refers to the equal rights, responsibilities and opportunities of women and men and girls and boys. Equality does not mean that women and men will become the same but that women's and men's rights, responsibilities and opportunities will not depend on whether they are born male or female.

> **"We're still living with the ideology of compromise, not with the ideology of recognition."**
> **—*Dipin Damodharan***

Gender equality implies that the interests, needs and priorities of both women and men are taken into consideration, recognizing the diversity of different groups of women and men. Gender equality is not a women's issue and should concern and fully engage men as well as women. Equality between women and men is seen both as a human rights issue and as a precondition for, and indicator of, sustainable people-centered development.

Gender equality refers to both the recognition that women and men have different needs and priorities, the fact that women and men should experience equal conditions for realising their full human rights, and have the opportunity to contribute to and benefit from national, political, economic, social and cultural development. It refers to equality of opportunity and treatment in employment, in association and collective bargaining, in obtaining a meaningful career development, fairness in work-home life balance, equal participation in decision making, equal remuneration for work of equal value, and equal access to safe and healthy working environments and to social security for men and women.

1.1.2 Gender Equity

Gender equity means fairness of treatment for women and men, according to their respective needs and interests. This may include equal treatment or treatment that is different but considered equivalent in terms of rights, benefits, obligations and opportunities. *Gender equity* is sometimes referred to as *gender justice*.

With *gender equity*, past experiences related to history and politics are taken into consideration and compensated for in efforts to level the playing field. Lower social status of specific groups in society, which often constitutes a handicap, is redressed and provisions are made for it. Empowerment is reinstituted with gender equity whereby all may enjoy the freedom with which to take advantage of the opportunities, resources, rewards, and social goods available to them.

Gender equity in the workplace is about just, efficient, fair and impartial inclusion. An equitable work environment is one in which all can participate and prosper within their capabilities and individualities. The goals of equity are to create conditions that allow all employees to reach their full potential; not to stand out because of their differences, but to fit in because of their specific talents. Equity as a guiding principle brings policy into particular focus, rendering it renewed importance.

1.1.3 Gender Equality versus Gender Equity

Gender equality and gender equity are sometimes used interchangeably, but they do not quite refer to the same concept. With inequality, one group is more likely to be disadvantaged or marginalised than another – and not just women, but men too in meeting expectations. Gender equality concerns <u>all</u> groups and takes issue with all forms of discrimination and human rights. However, gender equality – starting with giving the same chances – does not necessarily result in equal outcomes for men and women if different needs, experiences, capabilities, etc. are ignored.

Providing women and men with the same opportunities is a critical, first step; doing this in fair and just ways whereby all benefit – gender equity – rounds out gender equality. Equity serves as the moral part of equality. Gender equity embraces part of the gender equality agenda in its focus on highlighting differences between groups and putting comparisons in context; gender equality contests the challenging but transformative aspects of unequal structures, power, and repression also. *Gender equality as a rights-based concept essentially includes gender equity*, meaning that the different behaviour, aspirations and needs of women and men are considered, valued, and favoured equally and equitably in terms of rights, benefits, obligations, and opportunities.

Organizations need to regard gender differences similarly (equality), in part by regarding women and men differently (equity). Equality is a landscape exhibiting hope and growth, whereas equity is a path in that landscape marked by change.

1.1.4 Gender Mainstreaming

> **"How important it is for us to recognize and celebrate our heroes and she-roes!"**
> **— *Maya Angelou***

Gender mainstreaming in the workplace is entails the realization of progress on women's rights as a dedicated sub-set of human rights. It is not a goal or objective on its own. It is a strategy for implementing greater equality for women in relation to men. Mainstreaming a gender perspective is the process of assessing the implications for women and men of any planned action, including legislation, policies or programs, in all areas and at all levels.

Gender mainstreaming is a way to make women's as well as men's concerns and experiences an integral dimension of the design, implementation, monitoring and evaluation of policies and programs in all political, economic and societal spheres so that women and men benefit equally and inequality is not perpetuated. The ultimate goal is to achieve gender equality.

Gender mainstreaming is the process of assessing the implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. Its strategy is to achieve gender equality as evidenced by an analytical review of an organization's mainstream public policy, including legislation, regulations, allocations, taxation and social projects, from the point of view of their effect on the varying status of men and women in a given community.

Gender mainstreaming is not a goal in itself, but a means to achieve gender equality. See Appendix C for examples of what an organization may consider in effecting gender mainstreaming. The OPS gender audit is essentially a social audit and belongs to the category of *quality* as opposed to more traditional *financial* (and administrative) audits.

1.1.5 Other Core Concepts

Gender discrimination is defined as any distinction, exclusion or restriction made on the basis of sex which has the effect or purpose of impairing or nullifying the recognition, enjoyment or exercise by women and men, irrespective of their marital status, on the basis of equality of men and women, of human rights and fundamental freedoms in the political, economic, social, cultural, civil or any other field.

> **"Men, their rights, and nothing more; women, their rights, and nothing less."**
> *— Susan B Anthony*

Gender discrimination can take many forms; including sexual harassment, pregnancy or parental discrimination, and unequal pay for women and men who do the same jobs. It affects females more often than males. Gender discrimination laws also protect the rights of trans-gender individuals. It includes all people who are treated less well or who are not given the same opportunities because of their gender or sex because of the belief that one gender is superior to the other.

Differentially equal value refers to equal opportunities and rewards (wages or otherwise) granted to men and women based on performance of the same or substantially the same work, or work of the same or equivalent value. It addresses the underlying faulty rationale that female jobs are undervalued relative to male jobs and closes the wage and opportunity gap caused by occupational segregation. It does not suggest that men and women are equal in all respects.

A **gender equality audit** considers whether internal policies, practices and related support systems for general mainstreaming are effective, reinforce each other, and are being followed. It identifies critical gaps and challenges, and point to ways of innovatively addressing and improving them. It also establishes a baseline of good practices towards the achievement of gender equality.

OPS ownership of the *gender equality audit* outcomes and subsequent action to follow up on gender audit recommendations is important for advocating, intervening and scaling up action where gender inequality that may exist in the organization.

1.2   Repeated Social Auditing

Social audits comment on data source construction or reconstruction, and provide the means whereby an organization can relate and contrast efforts in ensuring gender (and other demographic) equality after significant organizational change took place. Social audits serve to identify and rectify any presence of disambiguation – making content clear by using explicit phrases, and/or by narrowing down ways of interpretation – in policies, processes and procedures.

Hence, the broadened and continuous submission of revised and/or new OPS policies, processes and procedures for review as it relates to gender is highly commendable.

> *"Excellence is the best deterrent to racism or sexism!"*
> *— Oprah Winfrey*

In addition, the periodicity of social audits should be standardized as a routine practice, moving beyond an organization's response to the settlement of a human rights complaint as an example. Regular social audits will help enforce the practice of taking disciplined action by an organization to revise or renew policies, processes and procedures after a social audit and maintain momentum to move equality forward in the workplace.

Social audits are scientific assessments that reach beyond the exploratory to more advanced levels of review based on a hierarchical theoretical model, aimed at measurable demonstration of advancement. Good social audits rely on appropriate norms and benchmarks that are put in place to provide for comparisons to be made within organizations, and also across organizations as appropriate.

The formal determination of human rights compliance in the workplace is achievable when a gender equality framework is used as the standard against which progress can be demonstrated and comparisons may be made. Social audits are best performed through a criterion-by-criterion appraisal, enabling the detection of critical nuances in corresponding data sources. Social audits facilitate best outcomes when executed with high inter-reviewer reliability.

1.3 Reiterating OPS Policy Goals for Gender Equality Promotion

The OPS is actively at work to raise gender awareness and to enable both men and women to feel empowered in workplace development and operations. Gender mainstreaming is recognized as integral to all development decisions and interventions; it concerns the staffing, procedures, and culture of the organization as well as its programs; and it forms part of the responsibility of all OPS members. The OPS is committed to ensure that women's as well as men's concerns and experiences are integral to the design, implementation, monitoring and evaluation of all legislation, policies and programmes. The OPS wants women and men to benefit equally, and views a stop to inequality in the workplace as critical.

The same reliable Equality Framework© is used in Phases 2-4 to structurally investigate gender equality in the OPS as briefly reiterated in the next Section. Please refer to the Phase-2 report for a more detailed introduction and to learn more of the development of the Equality Framework©.

ii.   Gender and the Equality Framework©

2.1 Structural Elements of the Equality Framework©

In the Equality Framework, equality is broken down into four distinct, yet interrelated "C" elements that contribute to equality. The four elements are termed *command*, *capacity*, *compliance*, and *culture*. Together they cover the equality scope by virtue of fair and unbiased demonstrations in the workplace.

The four "C" elements are further qualified through an emphasis of modalities that render the element of command to be strategic, capacity to be practical, compliance to be liable, and culture to be work-contextual in nature. These modalities cement the four elements in the key cornerstones of equality and mainstreaming as described above.

Figure 1. The Equality Framework©
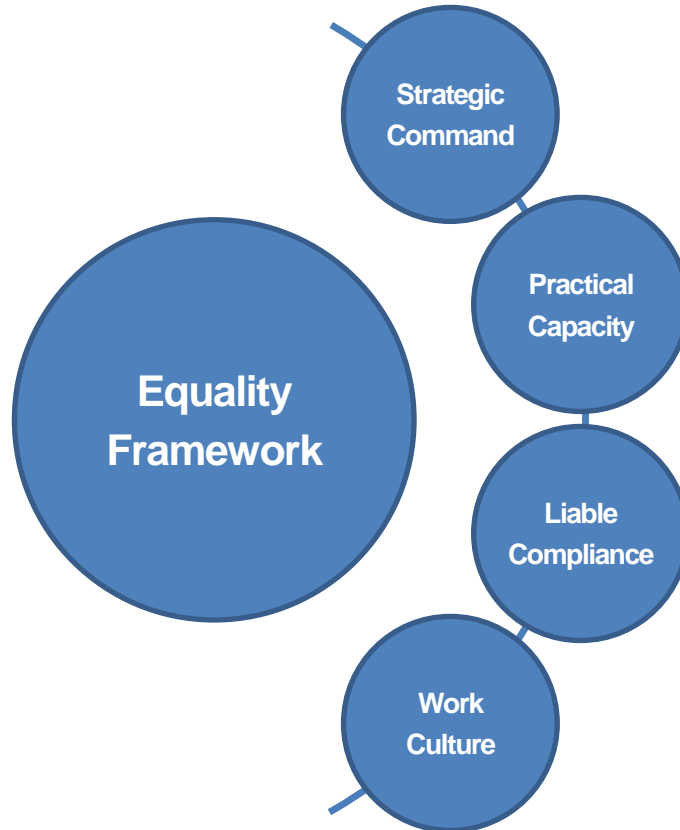
All four elements in the gender Equality Framework are deemed equally important, even when an organization is only starting to take responsible action towards gender equality and mainstreaming. The key elements are described below and contain corresponding *rating criteria* in the form of 20 statements, which envelope the scope of equality. These statements are adapted to refer appropriately to the diversity demographic under consideration, for example gender, within the guiding principles of the element to which each belongs.

The adapted statements can be used to review organizational documents and interview employees and other organizational stakeholders on their perspectives on gender equality. Statements in all four elements cover both programming and organizational dimensions: how well (implementation – best practices) and with what results (impact – opportunities to improve and innovate) the organization fares with respect to gender equality.

2.1.1 Strategic Command

This element examines organizational vision and leadership whereby gender equality is committedly endorsed, supported, and reinforced.

Guiding principle: The OPS actively takes context-specific steps to promote gender equality.

Rating criteria: The OPS adheres to strategic command of gender equality when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:
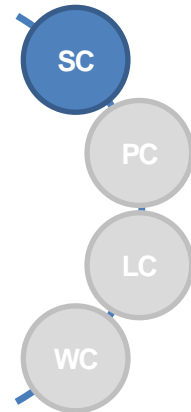
SC1   Gender equality is integrated mandatorily in the OPS's strategic and operational objectives.
SC2   The OPS acts according to a written policy that affirms a commitment to gender equality.
SC3   All levels of OPS management take responsibility for gender equality implementation and support.
SC4   Women's voice in OPS senior positions have increased comparatively in the past few years.
SC5   The OPS has budgeted adequate financial resources to support gender integration work.

2.1.2 Practical Capacity

This element looks at skill levels and ongoing procedures that the organization needs to embed throughout the organization to effectively apply gender integration and help enhance operational quality.

Guiding principle: The OPS responds appropriately in systematically building its capacity for gender equality.

Rating criteria: The OPS has the practical capacity to adhere to gender equality when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:
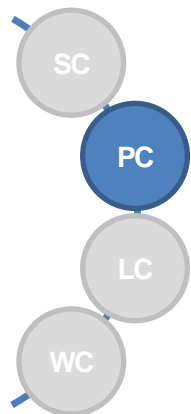
PC6   OPS members accept that gender equality concerns both men and women, and their relations.
PC7   All members have access to well-stocked information and methods for OPS gender mainstreaming.

PC8   The OPS integrates gender considerations as a cross-cutting theme in all member training.
PC9   OPS men and women share decision making in meetings and in operations.
PC10 Skilled OPS members from each directorate are assigned to look after gender mainstreaming.

2.1.3 Liable Compliance

This element considers how an organization acts in accordance to and can answer for its gender equality policies and operations as an integral part of its organizational structure.

Guiding principle: The OPS invests accountably in parallel forms of distinguishing gender information.

Rating criteria: The OPS adheres accountably to gender equality compliance when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:
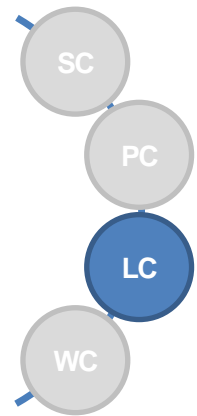
LC11 Every member feels equipped to prevent and deal with gender discrimination in the OPS.

LC12 OPS gender equality objectives are incorporated in performance indicators and appraisals.

LC13 The OPS uses external expertise and endorses attainable gender equality standards at all levels.

LC14 The OPS builds metrics in all initiatives to purposely monitor and evaluate gender equality.

LC15 OPS members provide and ask for collegial feedback on their gender mainstreaming efforts.

2.1.4 Work Culture

This element highlights norms, beliefs, customs, and codes of behaviour in an organization geared towards encouraging and rewarding gender equality – how people relate; what are seen as acceptable ideas; how people are expected to behave and what behaviours are rewarded.

Guiding principle: OPS members experience the benefits of being gender aware and sensitive.

Rating criteria: The OPS has an organizational culture that adheres to gender equality when it sufficiently demonstrates in its written and unwritten (i.e., experienced, perceived) policies, procedures and practices that:
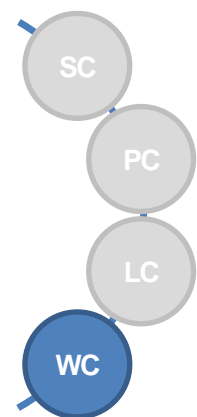
WC16 The OPS places a differentially equal value on the ways both men and women perform effectively.

WC17 OPS men and women are selected fairly for work accommodations, opportunities, and positions.

WC18 OPS directorates freely exchange information, experience and advice to resolve gender issues.

WC19 OPS men and women are comfortably included in work and social interactions with colleagues.

WC20 OPS members are respectful and focused on capabilities and interests within gender differences.

For WC16, see the definition of the term differentially equal value *in Section 1.1.5 of this report.*

The 20 statements are broad in scope, yet behaviourally anchored and concisely phrased. They are also well suited to be used as criteria whereby data sources can be audited to provide reasonable assurance that an organization may be free from systematic gender bias.

iii.   Gender Audit Method and Design

> **"Newton wouldn't last long as a 'public intellectual' in modern American culture. Sooner or later, he would say 'offensive' things that get reported to Harvard and that get picked up by mainstream media as moral-outrage clickbait. His eccentric, ornery awkwardness would lead to swift expulsion from academia, social media, and publishing. Result? On the upside, he'd drive some traffic through Huffpost, Buzzfeed, and Jezebel, and people …**
>
> **… cont.**

3.1   Approach Taken in the Gender Audit

In Phase 4, the OPS Board continued taking responsible action towards gender equality and mainstreaming by revising key policy, process-oriented and procedural documents and creating new ones as needed. Furthermore, the OPS Board invested in repeat endeavours to undertake two additional rounds of gender auditing using the Equity Framework, thereby complying with the OPS Minutes of Settlement and starting to move beyond this immediate response as well.

In the Phase-4 gender audits, the reviews undertaken comprised:

i)   A systematic, regulated scrutiny of data sources using a *grid* of data sources against 20 gender equality criteria that were scored statistically.

ii)   Qualified constructive, open-ended responses for each data source from the perspectives of reviewer pairs to recognize strengths and to guide and support further document revisions in efforts to meet standards with consistency.

> **… would have a fresh controversy to virtue-signal about on Facebook.**
> **On the downside, we wouldn't have Newton's Laws of Motion."**
> **— *Geoffrey Miller***

The data sources were reviewed according to specified criteria in the gender audit, which correspond with the 20 statements or criteria in the gender Equality Framework© as described in Section 2.1. The specified criteria served as propositions or assertions within which data sources can be reviewed within and across different types of documents.

Review ratings were based on tangible demonstrations, as well as indications, suggestions, tendencies, likelihoods and what is implicit in document content. Further suggestions for continued document improvements may be carried through to Phase 5.

Phase 2 of this Human Rights project rested on a review of all Ottawa Police Sworn promotion and job placement, practices and procedures (including but not limited to any replacement or modified processes following the cessation of the tenure process, hereinafter "job placement") to ensure that they do not discriminate on the basis of gender and/or family status. Originally submitted data sources consisted of two parts, namely written and unwritten data sources. Compared back to Phase 2, reviews in subsequent phases included only one of the two original parts, namely a review of:

Written data sources Two rounds of a select collection of <u>OPS documents</u> formatted in Microsoft Word and/or PDF format, including graphics.

For Phase 3, the written data sources comprised a highly focused selection of documents aligned with top priorities for which the OPS sought feedback after first revisions. Building on this feedback, a larger collection of written data sources were revised for the further gender audits in Phase 4 in two separate rounds. In other words, while the written data sources in Phase 3 where highly targeted, those submitted for review in Phases 2 and 4 were comprehensive in scope.

3.2   Review of Written Data Sources

In Phase 2, the written review encompassed data from 2012 to current state, compiled through contributions of different sections in the OPS as information was available on gender under the direction of a Gender Audit Team of internal members and external advisors and consultants. The scope of the submitted material was organized into 55 distinct data sources as detailed in Appendix A and summarized in Figure 4 of the Phase-2 report. Only seven documents – five revised, two new as shown in Appendix A and Figure 2 of the Phase-3 report – of a policy, process-oriented, or procedural nature in current standing were included.

The Phase-3 written data sources constituted 12.73% of the written data sources originally submitted for a gender audit in Phase 2. Data sources from these two phases were classified according to priority:

- *Priority 1 – (Phases 2 and 3)*

  Data sources (with the highest assigned weight of 3) included the family status accommodation process, grievances, maternity and parental guidelines, and the promotion process.

- *Priority 2 – (Phases 2 and 3)*

  Data sources (with an assigned weight of 2) formed the vast majority of documents submitted and contained promotion policies by member status, and background information.

- *Priority 3 – (Phase 2 only)*

  Data sources (with the lowest assigned weight of 1) comprised all supporting documentation such as job postings, advertisements, job descriptions, and tenure-related forms.

For Phase 4, a total of 59 written data sources were resubmitted for gender auditing. The document content covered the following main topics:

i.   *Transfer* – general, developmental rotations, and fixed term and anchor.

ii. *Promotions* – process and supporting documents including ethics, scripts, résumé, interview, scenario, debriefing, reassessment, and training materials.

iii. *Equitable work environment* – EWE – policy, processes for the prevention of discrimination, accommodations based on gender, family status, and sex, and procedures for leave of absence and job sharing.

For purposes of gender auditing, the data sources were not weighed according to importance, and all 59 documents were reviewed as self-standing documents. Phase-4 document performance in the gender audit prompted the opportunity for classifying the 59 documents by type for enhanced insights (see Appendix A) and another improvement effort of some critical documents over the course of several weeks by the OPS Gender Audit Team and supporting staff.

While there is some overlap between the initial priorities above and the recent classification into document types below, the latter may be viewed as more closely aligned to current OPS strategy, planning, and operations. Gender-based diversity and inclusion necessitated substantial changes in and reorganization of documents across the project phases, resulting in an updated classification structure.

- *Type 1: Critical documents*

  Coded red, these documents comprised content that outlines an equitable, diverse and inclusive work place, policies and processes to address most pressing, short-term issues as reflected in the Minutes of Settlement from the Ontario Human Rights Commission (OHRC).

- *Type 2: Useful documents*

  Coded yellow, these documents were largely process oriented and directly supportive of the enforcement of the Type-1 policies and processes to help facilitate plans to start implementation in the workplace now.

- *Type 3: Contextual documents*

  Coded green, these documents were related to appropriate record keeping – templates, guides, score sheets, forms – as tied to operations as consequential to gender, e.g., promotions and transfer.

The OPS Gender Audit Team requested a second round of gender auditing for Phase 4 based on six critical documents selected from Type 1 above to include further improvement of critical documents for inclusion in this report. Documents that remained unchanged from Round 1 for the time being, were included with the six improved documents in Round-2 scoring. The document classification in the two gender-audit rounds are summarised in Figure 2 below.

Figure 2. Classification of OPS Written Data Sources for Gender Audits

	Phase 4, Round 1	**Phase 4, Round 2**
Type 1: Critical documents	12 documents (109 pp.)	6 documents (35 pp.)
Type 2: Useful documents	9 documents (39 pp.)	0 documents(0 pp.)
Type 3: Contextual documents	38 documents (244 pp.)	0 documents(0 pp.)
Total	**59 documents (392 pp.)**	**6 documents (35 pp.)**

The selection of the six documents that were re-submitted for a second round of gender auditing was targeted to the deliverables of the Minutes of Settlement and need to demonstrate gender equality standards of compliance in the set timeframe stated in the Minutes of Settlement. The OHRC is concerned with human rights and justice, and specifically requires that the OPS can take sufficient action to ensure that all members enjoy the same opportunities and treatment from here onwards. In the longer term, the OPS recognizes that all documents, regardless of type, are important for gender auditing to establish gender equality and mainstreaming in the workplace.

3.2.1 Scaled Rating of Data Sources

The Phase-4 written data sources were audited both times using the above 20 representative statements of the gender Equality Framework as review criteria. Similar to the previous project phases, all documents were subjected to each of the review criteria and rated according to an interchangeable scale, which enabled a graded demonstration of gender equality similar to a five-point, Likert scale format.

Consistent with previous protocol, the interchangeable rating scale offered three different types of descriptions associated with a 0-5 point grading, which indicated *markings* (where submitted information contained demonstrations of gender equality by qualitative degree), *prevalence* (where information contained recurring demonstrations of gender equality), and *agreement* (where information contained demonstrations of gender equality by virtue of strength). Written data sources could contain any one, two or three scaled demonstrations in combination, depending on content and formatting.

Table 1. Gender Equality Rating Scale Descriptors

Markings (degree)	**Not at all**	**Trifling**	**Mild**	**Moderate**	**Substantial**	**Full**
Prevalence (recurrence)	Never	Almost never	Seldom	Sometimes	Often	Practically always
Agreement (strength)	Absent	Disagree	Agree reservedly	Agree somewhat	Mostly agree	Strongly agree
Graded Rating	0	1	2	3	4	5
Examples	Not applicable or mentioned, nothing in place or implied at	Marginal awareness, nothing official, implied, rare sensitivity	Developed but not yet implemented, good intentions, case-by-case, reactive	Some implementation, occasionally effective, some availability, supportive	Regular implementation, fairly effective, visible commitment, proactive	Reliable and wide implementation and monitoring, shared by all, championing
Percentage Score	0%	1-20%	21-40%	41-60%	61-80%	81-100%

The descriptions of each interval rating scale in Table 1 were designed to correspond in meaning; numerical ratings can be directly combined to facilitate summative scoring algorithms and interpretation. The five rating options in the Likert scale are numbered 1-5 from left to right, least to most in meaning. These scale points offer a regulated method for grading the state of gender equality in data sources. The method of scaled rating was identical for both rounds of gender auditing in Phases 4.

3.2.2 Equality Compliance: Setting an Acceptance Point through AIMs

Reviewer grading of data sources for gender equality is standardized by employing three audit information markers (AIMs) to metrically determine equality compliance. The AIMs safeguard fairness, consistency and accuracy when reviewers select the appropriate rating scale and regulated descriptor, which in turn help to counteract known psychometric challenges in socially desirability. This tendency is frequently evident in normative rating scale formats when reviewers sub-consciously or subjectively lean their ratings in a negatively skewed way (i.e., award favourable scores).

The AIMs are set at the highest interval point rating of 5, 4, and 3-and-below. (While a rating of 0 is not considered an AIM, its description is added to provide an anchor point.) AIMs are distinguished as follows:

Scale point 5   *Principal demonstration (81% - 100%)*

This score should be awarded where the removal of gender discrimination or the promotion of this aspect gender equality is the whole purpose of the initiative.

Scale point 4   *Significant demonstration (61% - 80%)*

This score should be given where the removal of gender discrimination or the promotion of gender equality is an integral part of the purpose of the initiative, e.g., where gender equality is mainstreamed and equitable benefit is clear.

Scale points 3, 2, 1   *Partial demonstration (1% - 60%)*

A graded score should be reflective of non-mainstreamed efforts to introduce or apply gender equality, e.g., where equitable access to services and opportunities is in place.

Scale point 0   *No demonstration (0%)*

This represents a non-targeted score where this aspect of gender equality does not feature in the initiative or when there is no indication of this aspect.

The AIMs are directive in determining a minimum acceptance set-point for claiming gender equality compliance in the workplace, as based on overall demonstration of the 20 criteria from the Equality Framework used in the OPS gender audit. The minimum acceptance set-point corresponds with average scores above 3, and approaching 4 out of 5 on the interchangeable rating scale (see Table 1 above). This set-point denotes a requirement that a single data source, or a collection of data sources within a given thematic folder or priority setting, or all data sources overall, must score **above 60% on average** to be considered compliant with standards for gender equality in an organization.

Furthermore, organizations should **strive to achieve a percentage score above 80% with concerted investment in gender mainstreaming**. An organization that has achieved minimum acceptable gender equality, will have regularly demonstrated reliable and wide implementation and monitoring of gender issues overall, and ideally also in all four areas of strategic command, practical capacity, liable compliance, and work culture, i.e., as reflected in the elements of the gender Equality Framework. An organization's commitment to and championing of gender equality is visible and proactive, shared by most if not all.

Acceptance set-points assume i) that an organization submitted a fair number of documents covering the focused scope of human-rights issues for gender auditing, and ii) that individual reviews resulted in reasonable consistency in ratings and scoring. When these conditions are met, the results as expressed in percentage scores may be deemed a valid representation of equality compliance.

Figure 3. Set-Point for Compliance with Social Equality Criteria

At a minimum, review results are in alignment and above 60%
for each document overall, and across all four elements
by virtue of the 20 criteria in the gender Equality Framework[©]
for an organization to claim gender equality in its workplace.

Ideally, organizations should strive to achieve above 80%
with concerted investment in gender mainstreaming.

Accordingly, the acceptance set-point of 61% or higher was used as a benchmark for reviewing the OPS data sources in both Phases 2 and 3.

3.2.3 Review Panel

The written data sources for both rounds in Phase 4 were gender audited by a panel of two independent, seasoned researchers – Dr. Ameetha Garbharran and Mr. Ryan Stanga – who participated as reviewers in Phases 2 and 3 also to augment constancy across the project phases.   The credentials of the reviewers, who have no direct relationship with the OPS, are described in the Phase-2 report.

The reviewers worked closely under the leadership of Dr. Carina Fiedeldey-Van Dijk, President of ePsy Consultancy, who was approved by the Ontario Human Rights Commission (OHRC) and the Ottawa Police Association (OPA) as leading auditor and author of the reports. The OPS contracted the leading auditor to conduct the gender audits in Phases 2-4 of this project.

3.2.4 Process for Review Scoring

Phase-4 reviewer ratings were captured in identical fashion as those in Phases 2 and 3. The reader is referred to the detailed description in the Phase-2 report, Section 3.2.4. The process for review scoring entailed three **review scoring qualifiers**, which are referred to as score sets, lenses, and dimensions.

1. Scores are Presented in Sets of Three

OPS gender equality **score sets** in Phases 2-4 were determined through three different percentages, which were derived from the rating scale described in Table 1 under Section 3.2.1 as follows:

i.   *Indication of presence of gender equality*   i.e., percentage of 0 ratings.
ii. *Grading of gender equality where present*   i.e., percentage of ratings 1-5.
iii. *Manifestation of gender equality*   i.e., percentage of 0-5 ratings, combining i and ii.

2. Data Sources are not Prioritized (but Can Be)

In Phase 2, score sets were viewed comparatively through two different **lenses**:

View 1:   Results *with* priority setting (i.e., weighted as 3, 2 and 1) of data sources.
View 2:   Results *without* priority setting (i.e., no weighting) of data sources.

Given the small selection of documents re-submitted for review that they do not cover nor fully represent all three priorities, the reporting of View-1 results was excluded in Phase 3 and again in the gender audits of Phase 4. In View 2, all data sources and all priorities are considered equally important and documents are not weighted. This view denotes a longer-term, proactive strategy through feedback, which points to a broader perspective on how the OPS is faring with respect to gender equality in general, and how gender issues should be more widely and pre-emptively managed.

3. Performance are Regarded per Data Source, and per Element and Criterion

Throughout Phases 2-4, score sets were considered in two **dimensions**:

Vertically: Looking at the performance of data sources across all 20 criteria of the Equality Framework, corresponding with results tables marked A/C.

Horizontally: Looking at Equality Framework criterion performance within each element across all data sources, corresponding with results tables marked B/D.

Results marked as Tables A or B refer to the written data sources reviewed in Phases 2 and 3 and will again be reported here as Phase-4 results. By contrast, the results presented in Tables C or D pertain to the unwritten data sources included in Phase 2 only and are not relevant for this report.

The vertical dimension enabled the OPS to determine how the selected data sources within document Types 1-3 perform against the criteria in the Equality Framework as shown in portion A of Tables 5-8 in the results Section 4 of the report. The horizontal dimension sheds further light on specific gender issues that can either be applauded or should need further OPS attention as they pertain to prioritised data sources. This dimension is reflected in portion B of Tables 5-8 in Section 4 and provides direction for the completion of Phase 4 of the project.

3.2.5 Reflection on the Written Data Sources Re-Submitted for Review

"Creating gender equality is more than fulfilling a quota or being politically correct – it's actually good business."

— Colette Davidson, writer
Jul 20, 2016, The Guardian.

Five strategies for creating gender equality in the media.
Retrieved on Oct 17, 2017 from
https://www.theguardian.com/media-network/2016/jul/20/five-strategies-creating-gender-equality-media

In Phase 2, the OPS gathered and submitted 55 data sources targeted at current and recent policies, practices and procedures related to *job placement, promotion, and family status*, dating back to 2012 at the earliest. Review of this comprehensive compilation produced solid measures that commented on the status of gender equality in the workplace.

The Phase-2 results formed a baseline whereby the OPS Gender Audit Team took action to address the next deliverables required by the OPS Minutes of Settlement, and start the process of making changes towards establishing gender equality in the workplace. By comparison, the results from the smaller gender audit in Phase 3 may be regarded as a pulse initiative to gauge the progress and effect of draft changes made to a small selection of seven documents against an adjusted baseline set in Phase 2 based on comparable document content. The Phase-3 documents were not intended to be fully representative of all 55 documents and all three priorities reviewed in Phase 2.

Similar to Phase 2, the 59 documents submitted in Phase 4 also constitutes a full document suite on the same subject matter as before, some in draft format, while others are in final format for operational purposes now. The scope of and parallels in documentation means that one can compare the results as reported in percentages with each other and deduct from substantial differences between the two whether and how progress was made since the Minutes of Settlement.

One <u>can</u> also look at the results of each phase and deduct whether the data sources are gender equality compliant given the set-point of acceptance from the Equality Framework.

What one <u>cannot</u> do, is subtracting percentages derived from previous phases from those achieved in Phase 4 and interpreting the difference at face value. For example, it would be wrong to say "we scored 35% before and we scored 60% this time, so we increased our score with 25% and improved by 71% since then!" The reason for this is because the scores are based on an aggregate of document ratings each time, and the purpose, content, and type of documents changed substantially to appropriately address human rights in the OPS.

In short, the documents from Phases 2 and 4 no longer map directly to each other across phases and do not allow for apples-to-apples comparisons anymore. Data sources from Phase 2 also included documentation revealing practices via Excel spreadsheets, which need time to demonstrate change in operations beyond the project timeframe. However, the changes evident in the documents submitted for additional auditing are to be recognized as positive and desirable from a gender equality perspective.

3.2.6 Reliability of Reviews

The written data sources were independently reviewed by two of the same panel of three researcher reviewers in the previous two phases under the direction and supervision of the leading auditor. In Phase 4 the reviewers undertook refresher training once again by revisiting the gender auditing methodology used before and by reading the resulting reports from the previous two phases. This included the same care as described in Section 3.2.6 of the Phase-3 report.

In Phase 2, the data sources were randomly distributed to each reviewer across the three priorities, controlling for document size, format, and priority. In subsequent phases, the documents resubmitted for gender auditing were mapped as closely as possible to the original document list with associated reviewer allocations. This facilitated reviewer consistency by continuing the same reviewers as originally assigned throughout all reviewing rounds for either independent reviews (Phases 2 and 4), or for auditing in primary and secondary review pairs (Phase 3).

In both rounds of Phase 4, the two reviewers were assigned to the same documents that they reviewed before for independent reviewing. For purposes of pairing up on select documents to establish inter-rater reliability between raters, documents previously assigned to the third reviewer were first randomly distributed between the two remaining reviewers, and then balanced by document type and size to equally distribute the workload as far as possible without compromising the project review design (see Table 2).

Table 2. Distribution of Written Data Sources across Reviewers

	Round 1		Round 2	
	Reviewer 1	Reviewer 2	Reviewer 1	Reviewer 2
Number of documents	37	36	5	4
Number of pages	262	260	29	20
Total number of pages	522		49	

In Phase 4, the allocation of documents and pages also included a co-assignment of 33.16% of the data sources (i.e., 130 pages from 14 documents) to the two reviewers, resulting in an approximate total of 522 pages used in the review. The overlap of pages rated by all three reviewers included 14 of the 59 data sources of varying page size whereby consistency in reviewing (also called inter-rater reliability, or IRR) could be trained for and established.

In Phase 2, 55 different written data sources (comprising 2,054 pages) were mostly reviewed by one of the three reviewers, the results of which were reported in aggregate fashion. This method was justified by establishing an 85% IRR between reviewers through nine documents or 288 pages (i.e., 14.02% of all written data sources that were submitted) that were rated by all three reviewers.

Because the Phase-3 data sources comprised such a small selection (2.48% of the pages initially submitted) and reviewers were aware that five of the seven documents were re-submissions with the expectation of improvement, the research blueprint necessitated double-reviewing. By varying primary and secondary reviewer pairs, the strength of the audit design was sustained. Secondary reviewers served as a control for the primary reviewers in maintaining consistency in review and neutralising any retention effect that potentially may have lingered in the face of a fairly long, six-month time difference between the two phases. The double-reviewing method also effectively enabled IRR calculations including all seven documents, which settled on 91%.

In comparison to Phase 2, the number of pages was condensed within a similar number of documents, yet the documents included for IRR were more than doubled in Phase 4. This decision to exercise more comprehensive monitoring of reviewer ratings was made to offset the possibility that natural reviewer styles may have a stronger influence as the number of reviewers were reduced from three to two.

Another compelling reason for using more data sources than before for IRR calculations, that they are most accurate when document ratings reflect the full scale range from 0-5. IRR depends on the degree of variation in ratings. With a narrowing of the ratings corresponding with document improvements or else documents rated as a lower type, expressions of IRR become less effective and under-reported. Subsequently, one may expect the IRR of Phase 4 to be slightly lower than that of Phase 2. Regardless, substantial agreement among reviewer ratings remained a goal for each Phase of the project.

The independent reviewer ratings were once again submitted to the lead reviewer for calculating IRR per document and overall for Phase 4. The 14 Pearson's product-moment correlation coefficients were subjected to Z transformations to enable averaging in Round 1 (versus three coefficients for Round 2). The average Z transformation was then reverted back to a correlation statistic and expressed as a percentage score of agreement between reviewers to facilitate interpretation.

The standard interpretational bands used in Phases 2 and 3 to interpret inter-rater reliability were used in Phase 4 also as follows:

< 0%	Poor agreement
0 - 20%	Slight agreement
21 - 40%	Fair agreement
41 - 60%	Moderate agreement
61 - 80%	Substantial agreement
81 - 100%	Almost perfect agreement

Initial independent reviews of the documents a 45% agreement, comparable with first attempts in previous phases but not meeting the goal of high agreement. To meet expectations, reviewers received input on their reviewing styles and independently reflected on their ratings compared to that of the other reviewer and made small adjustments where justified. The lead auditor compiled the adjustments and recalculated the inter-rater reliability; this time, IRR2 between the reviewers revealed a substantial 78% agreement for Round-1 auditing as a backdrop for reviewing the remainder of the documents.

Three of the 14 IRR documents were included when the six Type-1 documents were re-submitted for gender auditing in Round 2 of Phase 4. The replacement ratings on these three documents (with narrower ratings on the 0-5 point scale as can be expected) resulted in an IRR of 76% for Round-2 gender auditing.

3.2.7 Intra-Rater Reliability through Reflective Review

Section 3.2.7 in the Phase-3 report describes the method of independent and comparative reviews used previously. By contrast, reviewers executed *independent* as opposed to *reflective* reviews in Phase 4 for both rounds. The lead auditor instructed the reviewers, as a first step in the review process, to review the Phase-4 document without opening the corresponding data sources from Phases 2 and/or 3 or looking up the ratings allocated earlier, i.e., to review the document independently. In this step, reviewers were asked to simply focus on the content of each of the 20 statements and provide the best representative scale rating in their opinion, with corresponding comments and recommendations where appropriate.

The possibility that reviewers may recall the previous rating of one or more particular criteria in the gender Equality Framework, and awareness that the document is a re-submission, was acknowledged against recognition that Phase-4 ratings can either be higher or lower than, or similar to the ratings given in Phases 2 and/or 3. The objective of avoiding a purposeful alignment of Phase-2 and Phase-3 ratings was emphasized.

Retention effect (i.e., recall of previous ratings) is subject to the length of time between audits, which were one year between Phases 2 and 4, within that six months between Phases 2-3 and 3-4 each, and six weeks between the two rounds of Phase 4. The shorter the timespan, the more evident the retention effect despite making every effort to complete the ratings independently. Retention effect is not significant when ratings are highly regulated as used with the Equality Framework in the audit design. However, with independent rating, an opportunity arises to investigate the internal consistency with which reviewers rate the same document content over time and raise methodology standards even more.

Once the independent review was satisfactorily completed in Phase 4, the lead auditor provided corresponding difference ratings and comments from Phases 2 and 3 for reviewer reflection and possible adjustment of Phase-4 ratings. Ratings from previous phases were locked for editing. This second step is to ensure that differences in ratings over time purely reflect document content changes as far as is possible by eliminating internal reviewer inconsistencies. It was possible to adjust ratings up or down within the rating scale descriptors.

While this reflective step was time-consuming, adjustments to criterion ratings across the 59 documents for Round 1 and six documents for Round 2 were minimal; intra-reviewer reliability was calculated on average at 95.82% and 93.89% for the two rounds respectively. Observable patterns in the review ratings and overall impressions were shared in a final wrap-up conference call attended by the lead auditor and the two reviewers.

4.   Results

"When evaluating [equality or equity] options, policy-makers need to think about who will be affected and what the impacts with be, in both the short- and long-terms." …. Given that both approaches have merits, it is worth asking if [organizational] change increases equity, [whether] it will remain equitable in the future. The answers are not straightforward, and should be part of the [broader] discussion on how to sustain [organizational health]."

— James Knowles, & Issabell Gagnon-Arpin, writers
Feb 29, 2016, The Conference Board of Canada.

Equality or equity – what drives federal health care funding in Canada?
Retrieved on Oct 17, 2017 from
http://www.conferenceboard.ca/commentaries/healthcare/default/16-02-29/equality_or_equity%E2%80%94what_drives_federal_health_care_funding_in_canada-101136204.aspx

The gender equality score averages ranged considerably depending on document type, indicating that the OPS focused its efforts in bringing about change where issues are identified as most critical, with room for improvement in increasing order of document type. The OPS is well aware that its work is not completed with the Phase-4 gender audit; further improvements on all document types are ongoing. For this reason, the overall results are offered per document type and per the first two document types, rather than overall for all three document types. The ultimate goal remains to ideally bring all three document types, and each document within, above the minimal set-point of 60% for each of the four "C" elements of the Equality Framework.

As described in Section 3.2.4, the sets of numerical results pertaining to written data sources are presented through one lens (View 2) and two dimensions for the different document types, as applicable.

4.1   Overall Comparative Perspectives in View of Data Sources Re-Submitted

> **Gender audit scores pertaining to written data sources were found to be a vast improvement over original sources, yet still fall below 60% overall.**
>
> **However, documents identified as critical in type together reached above 60% and meet the minimal acceptance set-point for gender equality compliance.**

Focusing on the score set from a View-2 perspective that allows for a comparison between the different project phases, a first cut at the comparative results is presented in Table 3. Overall, the Phase-4 documents show a steady and meaningful improvement from a year ago across all 20 criteria considered in the gender Equality Framework. These criteria are important as they frame a representative compilation of what researchers and practitioners across the globe deem to be critical for equality.

The reader is reminded of best practices in comparing the percentages as explained in Section 3.2.5 of the report. Table-3 percentages reflect all three priorities in Phase 2, as opposed to Priorities 1 and 2 in Phase 3, and Types 1 and 2 in Phase 4.

The findings in Table 3 reveal that overall, 0 ratings steadily decreased, meaning that the criteria were better met with document revisions and improvements. The percentages indicate that current OPS policies, procedures and processes as submitted for review are increasingly more explicit in addressing gender equality in the workplace, as evidenced by the increase in percentages for 1-5 ratings over a relatively short time.

A further breakdown of the Phase-4 findings for each of the two rounds is offered by document type in Table 4 following the overall results for each of the phases. After half of the Type-1 documents were additionally edited in response to reviewer ratings and comments from Round 1, Table 4 reveals a slight improvement of Type-1 percentages in Round 2. The improvements had the result that the Type-1 documents together meet with expectations for gender equality compliance.

Table 3. Review Results of Written Data Sources across Phases

Score Set	Absence / no demonstration of gender equality (percentage of 0 ratings only)	Gender equality graded rating where indicative (percentage of 1-5 ratings)	Overall audited outcome of gender equality (percentage of all ratings (0-5))
Phase 2 with 55 data sources	33.18%	41.78%	**28.15%**
Phase 2 attuned for Phase-3 comparisons	25.71%	51.28%	**36.71%**
Phase 3 pulse with seven data sources	17.14%	68.35%	**56.14%**
Phase 4, Round 1 with 59 data sources	15.71%	48.40%	**48.83%**
Phase 4, Round 2 with 59 data sources	15.00%	49.44%	**50.20%**

Table 4. Review Results of Phase-4 Written Data Sources per Document Type

Score Set	Absence / no demonstration of gender equality (percentage of 0 ratings only)	Gender equality graded rating where indicative (percentage of 1-5 ratings)	Overall audited outcome of gender equality (percentage of all ratings (0-5))
Improved critical-type documents, Round 2	5.42%	66.72%	**63.04%**
Critical-type documents, Round 1	6.67%	64.12%	**59.63%**
Useful-type documents, Rounds 1 & 2	27.78%	48.05%	**35.22%**
Contextual-type documents, Rounds 1 & 2	70.13%	28.13%	**8.43%**

Both Tables 3 and 4 also indicate that change is not a linear process. Advancement from 60% to 80% will take exponentially harder work than to progress from 20% to 40% on the Equality Framework. Initial first changes serve to address the most immediate and to create motivation; to sustain this momentum and negotiate the finer points of both the path of change (equity) and the landscape (equality) takes monumental effort and time. This is well described in the following quote:

> "As social realities change, perceptions of just what non-discrimination looks like have also evolved. .… Rapid shifts, though, can incite a backlash from people who fear that the new … structures threaten their personal beliefs, religious values or social norms."

— Shahrashoub Razavi,writer
May 15, 2017, The Conversation.

Familiescan drive gender equality, but only if we help them evolve.
Retrieved on Oct 17, 2017 from
https://theconversation.com/families-can-drive-gender-equality-but-only-if-we-help-them-evolve-77546

4.2 Results from the Gender Equality Framework Perspective

In this section, Phase-4 percentages are offered within each of Types 1-3 rather than as overall scores. Specifically, the results from Round 2 are detailed to reflect the most recent status of written data sources. The detailed results from Round 1 can be provided upon request.

Each of the two dimensions – vertically, data source performance across the 20 criteria (portion A of Tables 5-8 below) for a gender equality performance overview, or horizontally, criterion performance across all documents (portion B of Tables 5-8 below) for specific insights on gender equality for further consideration in moving the documents from draft to final format.

While overall scores help position the OPS on the percentage scale range relative to the minimum acceptable set-point for gender equality, most valuable insights are gained at the level of the "C" elements of the Equality Framework.

In this section the A-B table-portioned results of Phase 4, Round 2 are presented in order of the four different elements of the gender Equality Framework, followed by the five criteria underneath each element that are colour coded and interpreted as described below. Few scores are left uncoloured, which put OPS efforts in two camps and clearly mark current areas of focus while other aspects are still awaiting the effect of needed attention.

Strengths All percentages that meet or exceed the minimum set-point (i.e., being above 60%), *or* where all data sources achieved a 1-5 graded rating (i.e., where 0 ratings achieved a score of 0%) are highlighted in green.

Gaps All percentages that remain problematic or challenging (i.e., being 40% or lower) where graded scoring (1-5) was possible, are marked in red. (By comparison, in the Phase-2 report very low percentages only (i.e., 20% and below) were marked in red.)

The results from Phase 4 are presented in the spirit of acknowledging that fundamental change in any organization takes time and that gender parity is not yet the norm in workplaces worldwide. Equality and equity requires careful thought in deciding how to distribute work opportunities, rights and accommodations across the workforce, holding the OPS Board responsible for its influence over how these entities are distributed among OPS members, and using this influence to ensure fair treatment for every employee. Applying these ideas in specific work contexts involves hard choices, and embedding discussions of distributive justice into human resources debates is central to cultivating a workplace that is fair for all.

Continued efforts to develop all documents may be concentrated in two areas:

i. Targeting of 0 ratings – Add content that will address every one of the 20 criteria used in the audit, thereby adhering to international standards of gender equality.

ii. Increasing graded 1-5 ratings – Make sure content is as clear, unambiguous, explicit, and actionable as possible.

4.2.1 Structured Review Based on the Equality Framework Element of Strategic Command

> "It was predicted by researchers in the late 1980s that by the turn of the 21st century, the number of women in law enforcement would reach nearly 50 percent of the workforce. Those predictions never materialized. The growth of women in policing has progressed slowly and has not shown significant gains during the last several years. …. The question is no longer whether women should be in law enforcement, but when their representation will be sufficient."
>
> *— Shannon Woolsey, experienced patrol officer*
> *Nov 7, 2016, Hendon Media Group.*
>
> Challenges for women in policing.
> (Originally published in Law and Order, Oct 2010)
> Retrieved on Oct 17, 2017 from
> http://www.hendonpub.com/resources/article_archive/results/details?id=1614

Table 5A-B. Framework Elements with Associated Criteria – Strategic Command

A. Written Data Sources		Strategic Command (SC)
Type 1: **Critical Documents**	Absence / no demonstration of GE (%0 ratings only)	**11.67%**
	GE graded rating where indicative (% 1-5 ratings)	**67.73%**
	Overall audited outcome of GE (% all ratings (0-5))	**64.00%**
Type 2: **Useful Documents**	Absence / no demonstration of GE (%0 ratings only)	**28.89%**
	GE graded rating where indicative (% 1-5 ratings)	**58.89%**
	Overall audited outcome of GE (% all ratings (0-5))	**43.56%**
Type 3: **Contextual Documents**	Absence / no demonstration of GE (%0 ratings only)	**58.95%**
	GE graded rating where indicative (% 1-5 ratings)	**25.71%**
	Overall audited outcome of GE (% all ratings (0-5))	**11.79%**

B. Written Data Sources		SC 1	SC 2	SC 3	SC 4	SC 5
Type 1: **Critical Documents**	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	58.33	0.00
	GE graded rating where indicative (% 1-5 ratings)	84.17	85.83	69.17	32.00	67.50
	Overall audited outcome of GE (% all ratings (0-5))	**84.17**	**85.83**	**69.17**	**13.33**	**67.50**
Type 2: **Useful Documents**	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	11.11	100.00	33.33
	GE graded rating where indicative (% 1-5 ratings)	71.11	77.78	50.00		36.67
	Overall audited outcome of GE (% all ratings (0-5))	**71.11**	**77.78**	**44.44**	**0.00**	**24.44**
Type 3: **Contextual Documents**	Absence / no demonstration of GE (%0 ratings only)	31.58	39.47	63.16	84.21	76.32
	GE graded rating where indicative (% 1-5 ratings)	31.15	31.30	30.00	11.67	24.44
	Overall audited outcome of GE (% all ratings (0-5))	**21.32**	**18.95**	**11.05**	**1.84**	**5.79**

With regards to Strategic Command – organizational vision and leadership whereby gender equality is committedly endorsed, supported, and reinforced – the results indicate that overall, data sources performed better in direct relation to document type. *Critical documents together achieved strategic gender equality status.* The findings suggest that presently the OPS may associate gender equality most strongly with the pointers that needed to be addressed by the Minutes of Settlement; however, the long-term benefits of strategic command are shown as useful. To this effect, some strides have been made to demonstrate gender equality compliance through reliable and wide championing in particular criteria.

The OPS achieved minimal acceptance (i.e., a score above 60%) in Type-1 documents and partially in Type-2 documents by efficiently demonstrating affirmed commitment to gender equality (Criterion 2), and mandatory integration of gender equality in the OPS's strategic and operational objectives (Criterion 1). The OPS also demonstrated that all levels of OPS management are needed to take responsibility for gender equality implementation and support (Criterion 3), and that it has budgeted adequate financial resources to support gender integration work (Criterion 5).

At the same time, OPS demonstrations were lacking in Type-3 (fully) and Type-2 (partially) documents. Indications of a comparative increase in women's voice in OPS senior positions (Criterion 4) was absent in Type-2 documents and lacking all documents. In addition, demonstrations pertaining to budgeting of adequate financial resources to support gender integration work (Criterion 5) was found to be sub-par with regards to Type-2 and -3 documents. Finding strategically commanding ways to enable comparative increases in having women's voice in senior positions in the OPS also remains a stickler in pursuit of gender equality and based on documentation reviewed.

4.2.2 Structured Review Based on the Equality Framework Element of Practical Capacity

> "There is no difference in use of *routine force* by male versus female officers during the course of their daily patrol duties. However, when more serious instances of force – including *excessive force* – are examined, a clear gender difference emerges. …. This is likely because female officers tend to utilize a style of policing that relies more on communications skills than physical force. By using tactics and technique that de-escalate potentially violent situations, female officers often successfully resolve situations that might otherwise lead to allegations of excessive force."
>
> — *Author unknown, National Center for Women and Policing*
> *Apr 2002, Feminist Majority Foundation.*
>
> Men, women, and police excessive force: A tale of two genders?
> Retrieved on Oct 17, 2017 from
> http://womenandpolicing.com/PDF/2002_Excessive_Force.pdf

Table 6A-B. Framework Elements with Associated Criteria – Practical Capacity

A. Written Data Sources		Practical Capacity (PC)
Type 1: **Critical** **Documents**	Absence / no demonstration of GE (%0 ratings only)	**1.67%**
	GE graded rating where indicative (% 1-5 ratings)	**67.59%**
	Overall audited outcome of GE (% all ratings (0-5))	**66.67%**
Type 2: **Useful** **Documents**	Absence / no demonstration of GE (%0 ratings only)	**22.22%**
	GE graded rating where indicative (% 1-5 ratings)	**41.83%**
	Overall audited outcome of GE (% all ratings (0-5))	**33.33%**
Type 3: **Contextual** **Documents**	Absence / no demonstration of GE (%0 ratings only)	**77.37%**
	GE graded rating where indicative (% 1-5 ratings)	**21.20%**
	Overall audited outcome of GE (% all ratings (0-5))	**5.37%**

B. Written Data Sources		PC 6	PC 7	PC 8	PC 9	PC 10
Type 1: **Critical** **Documents**	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	8.33	0.00
	GE graded rating where indicative (% 1-5 ratings)	74.17	78.33	64.17	55.45	65.83
	Overall audited outcome of GE (% all ratings (0-5))	**74.17**	**78.33**	**64.17**	**50.83**	**65.83**
Type 2: **Useful** **Documents**	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	33.33	66.67	11.11
	GE graded rating where indicative (% 1-5 ratings)	57.78	42.22	20.00	46.67	42.50
	Overall audited outcome of GE (% all ratings (0-5))	**57.78**	**42.22**	**13.33**	**15.56**	**37.78**
Type 3: **Contextual** **Documents**	Absence / no demonstration of GE (%0 ratings only)	71.05	73.68	73.68	97.37	71.05
	GE graded rating where indicative (% 1-5 ratings)	26.36	25.00	21.00	10.00	23.64
	Overall audited outcome of GE (% all ratings (0-5))	**7.63**	**6.58**	**5.53**	**0.26**	**6.84**

With regards to Practical Capacity – skill levels and ongoing procedures that the organization needs to embed throughout the organization to effectively apply gender integration and help enhance operational quality – the results indicate that overall, data sources performed better in relation to document type. *Critical documents together achieved practical gender equality status.* Practical aspects of gender equality implementation have seen increased support, regularity, and effectiveness with document improvements with the highest consistency between criteria out of the four "C" elements. The fact that this element performed highest out of the four, reminds of the argument put forward in Section 3.2.5 of the Phase-2 report (see Figures 6 and 7 in particular) that equality demonstrations tend to materialise first operationally (PC), followed by strategic and regulatory impacts (SC and LC), with real cultural change at work (WC) seen over more time.

The OPS achieved minimal acceptance (i.e., a score above 60%) in Type-1 documents by demonstrating that all members have access to well-stocked information and methods for OPS gender mainstreaming (Criterion 7), OPS members accept that gender equality concerns both men and women (Criterion 6), and that skilled OPS members from each directorate are assigned to look after gender mainstreaming (Criterion 10), and that gender considerations are integrated as a cross-cutting theme in all member training (Criterion 8).

All submitted document types struggled to include how the sharing of decision making in meetings and in operations by men and women (Criterion 9) may be facilitated, requiring more thinking on how to encourage this through documentation. In addition, Type-2 and Type-3 documents that address how gender considerations can be integrated as a cross-cutting theme in all member training (Criterion 8) may have wide-reaching implications and remain an area for improved demonstration.

4.2.3 Structured Review Based on the Equality Framework Element of Liable Compliance

We need "… a space for dialogue between the legal … advisers, development and human rights experts on [the gender equality] issue which is of fundamental importance to the rule of law, to the promotion and protection of human rights, and to strengthening institutions and good governance."

— Ambassador Lewis G Brown II, writer
Oct 10, 2016, Front Page Africa Online.

Liberia lays foundations for gender equality and equity.
Retrieved on Oct 17, 2017 from
http://www.frontpageafricaonline.com/index.php/news/2248-liberia-lays-foundations-for-gender-equality-and-equity?fb_comment_id=1018770231567401_1018926288218462

Table 7A-B. Framework Elements with Associated Criteria – Liable Compliance

A. Written Data Sources		Liable Compliance (LC)
Type 1: **Critical Documents**	Absence / no demonstration of GE (%0 ratings only)	1.67%
	GE graded rating where indicative (% 1-5 ratings)	62.30%
	Overall audited outcome of GE (% all ratings (0-5))	61.67%
Type 2: **Useful Documents**	Absence / no demonstration of GE (%0 ratings only)	42.22%
	GE graded rating where indicative (% 1-5 ratings)	37.56%
	Overall audited outcome of GE (% all ratings (0-5))	22.22%
Type 3: **Contextual Documents**	Absence / no demonstration of GE (%0 ratings only)	71.58%
	GE graded rating where indicative (% 1-5 ratings)	24.15%
	Overall audited outcome of GE (% all ratings (0-5))	7.47%

B. Written Data Sources		LC 11	LC 12	LC 13	LC 14	LC 15
Type 1: **Critical Documents**	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	0.00	0.00	8.33
	GE graded rating where indicative (% 1-5 ratings)	67.50	84.17	57.50	64.17	38.18
	Overall audited outcome of GE (% all ratings (0-5))	**67.50**	**84.17**	**57.50**	**64.17**	**35.00**
Type 2: **Useful Documents**	Absence / no demonstration of GE (%0 ratings only)	11.11	0.00	66.67	55.56	77.78
	GE graded rating where indicative (% 1-5 ratings)	40.00	37.78	20.00	50.00	40.00
	Overall audited outcome of GE (% all ratings (0-5))	**35.56**	**37.78**	**6.67**	**22.22**	**8.89**
Type 3: **Contextual Documents**	Absence / no demonstration of GE (%0 ratings only)	44.74	68.42	84.21	89.47	71.05
	GE graded rating where indicative (% 1-5 ratings)	24.29	45.00	21.67	12.50	17.27
	Overall audited outcome of GE (% all ratings (0-5))	**13.42**	**14.21**	**3.42**	**1.32**	**5.00**

With regards to Liable Compliance – how an organization acts in accordance to and can answer for its gender equality policies and operations as an integral part of its organizational structure – the results indicate that overall, data sources performed better in direct relation to document type also. *Critical documents together achieved liable gender equality status.* Phase-2 findings indicated that the OPS had the most work cut out for them with this element; the present results reveal that it has come a long way already. However, findings vary considerably between LC criteria still, and comparatively more needs to be done to improve useful and contextual documents than what is required in other "C: elements.

The OPS achieved minimal acceptance (i.e., a score above 60%) in Type-1 documents by efficiently demonstrating incorporation of objectives in performance indicators and appraisals (Criterion 12), while also demonstrating that every member can feel equipped to present and deal with gender discrimination in the workplace (Criterion 11), and that it builds metrics in all initiatives to purposely monitor and evaluate gender equality (Criterion 14). The OPS implied that it uses external expertise and endorses attainable gender equality standards at all levels (Criterion 13).

Broader OPS demonstrations of liable compliance are needed as expressed through Type-2 and Type-3 documents. In addition, all documents need more implied and especially explicit demonstrations related to OPS members providing and asking for collegial feedback on their gender mainstreaming efforts (Criterion 15).

4.2.4 Structured Review Based on the Equality Framework Element of Work Culture

> "This is ludicrous. There are no [attributes and] behaviours that could be regarded as strictly for males that ambitious female … professionals either do not have, or won't pick up en route to success in a competitive [work] environment. …. The uptake of female entrants into [job roles] can be considerably increased if we avoid alienating them with language, expectations and archetypes that make them feel like they are "acting like men" by displaying certain attributes. …. Our understanding and labelling of successful … traits matter. There must be more discussion about the converging nature of female and male [job] attributes and emotions."
>
> *— Lianne Taylor, writer*
> *May 22, 2017, The Conversation.*
>
> Female entrepreneurs and the curse of 'male only' business attributes.
> Retrieved on Oct 17, 2017 from
> https://theconversation.com/female-entrepreneurs-and-the-curse-of-male-only-business-attributes-77272

Table 8A-B. Framework Elements with Associated Criteria – Work Culture

A. Written Data Sources		Work Culture (WC)
Type 1: **Critical Documents**	Absence / no demonstration of GE (%0 ratings only)	**6.67%**
	GE graded rating where indicative (% 1-5 ratings)	**63.23%**
	Overall audited outcome of GE (% all ratings (0-5))	**59.83%**
Type 2: **Useful Documents**	Absence / no demonstration of GE (%0 ratings only)	**17.78%**
	GE graded rating where indicative (% 1-5 ratings)	**49.32%**
	Overall audited outcome of GE (% all ratings (0-5))	**41.78%**
Type 3: **Contextual Documents**	Absence / no demonstration of GE (%0 ratings only)	**72.63%**
	GE graded rating where indicative (% 1-5 ratings)	**23.99%**
	Overall audited outcome of GE (% all ratings (0-5))	**9.11%**

B. Written Data Sources		WC 16	WC 17	WC 18	WC 19	WC 20
Type 1: **Critical Documents**	Absence / no demonstration of GE (%0 ratings only)	0.00	0.00	16.67	16.67	0.00
	GE graded rating where indicative (% 1-5 ratings)	64.17	81.67	43.00	59.00	68.33
	Overall audited outcome of GE (% all ratings (0-5))	**64.17**	**81.67**	**35.83**	**49.17**	**68.33**
Type 2: **Useful Documents**	Absence / no demonstration of GE (%0 ratings only)	11.11	0.00	44.44	11.11	22.22
	GE graded rating where indicative (% 1-5 ratings)	42.50	66.67	36.00	50.00	51.43
	Overall audited outcome of GE (% all ratings (0-5))	**37.78**	**66.67**	**20.00**	**44.44**	**40.00**
Type 3: **Contextual Documents**	Absence / no demonstration of GE (%0 ratings only)	86.84	28.95	76.32	89.47	81.58
	GE graded rating where indicative (% 1-5 ratings)	18.00	48.89	15.56	27.50	10.00
	Overall audited outcome of GE (% all ratings (0-5))	**2.37**	**34.74**	**3.68**	**2.89**	**1.84**

With regards to Work Culture – norms, beliefs, customs, and codes of behaviour in an organization geared towards encouraging and rewarding gender equality: how people relate; what are seen as acceptable ideas; how people are expected to behave and what behaviours are rewarded – the results indicate that written data sources performed better in direct relation to document type. Achievements of this element were broadest in document scope (i.e., across the document types) compared to the other three "C" elements. *Critical documents together missed work-culture gender equality status by a narrow margin.* Consistent with previous phases, Work Culture demonstrated the least overall improvement out of the four elements over the last year.

The OPS efficiently and broadly demonstrated that it ensures that men and women are selected fairly for work accommodations, opportunities, and positions (Criterion 17). It also demonstrated that OPS members are respectful and focused on capabilities and interests within gender differences (Criterion 20), and with respect to its placement of a differentially equal value on the ways both men and women perform effectively (Criterion 16). In addition, the OPS implied that its men and women may be comfortably included in work and social interactions with colleagues (Criterion 19), with room to address this aspect more explicitly.

The OPS needs to find better and/or more means for how directorates can freely exchange information, experience, and advice to resolve gender issues (Criterion 18). Written data sources struggled to demonstrate explicitly how the directorate structure with smaller sections and units within may be best utilized in times of organizational climate change.

The directorate structure in the OPS is readily available for gender equality work. In reply to a recent appeal made by the first female, black Chief of Police in history, could relationship strengthening – which is key to whether a workforce culturally orients itself towards domination or towards partnership – across and within directorates, together with using workforce Census information to help identify connections, be an effective construction for defying distress?

> "You're giving, giving, giving and you have to find a way to take care of yourself, because when you go down, nobody is replenishing you, so it's important to understand the balance and taking care of yourself mentally and physically and spiritually."
>
> — *Chief Vera Bumpers, quoted by Kelly Wallace, writer*
> *Apr 24, 2017, CNN.*
>
> Could more female police lead to safer communities?
> Retrieved on Oct 17, 2017 from
> http://www.cnn.com/2017/04/24/health/women-law-enforcement-recruitment/index.html

4.2.5 Summary of the Structured Review

The findings from Table 3 clearly display the encouraging progress that the OPS made to achieve compliance and instill gender equality and equity as part of its daily functioning and work culture. Continued efforts will have the anticipated impact of exceeding the benchmark of 60% with increasing consistency across the 20 Equality Framework criteria and in all three document types. Ensure that:

i.   All 20 Equality Framework criteria are addressed at a minimum (i.e., avoid 0 ratings, which currently sit at 15.00% for Type-1 and Type-2 documents combined and are the lowest achieved so far)

ii. Criterion-specific content are made more explicit as appropriate (i.e., increase graded 1-5 ratings, which currently sit at 49.44% for Type-1 and Type-2 documents combined – somewhat higher than since the start)

Importantly, the findings also show that the OPS has taken steps to comply with the requirements of the Minutes of Settlement, <u>and</u> is ensuring that efforts to establish and maintain gender equality and equity flourish beyond external regulations towards gender integration and mainstreaming as can be seen in Figure 4 below. (The percentages in Figure 4 are based on combined Type-1 and Type-2 document results.)

The OPS does not view the gender audit as a temporary measure as the picture to the right indicates, but rather sees the initiative as a long-term commitment that the OPS, with its members, has started making.
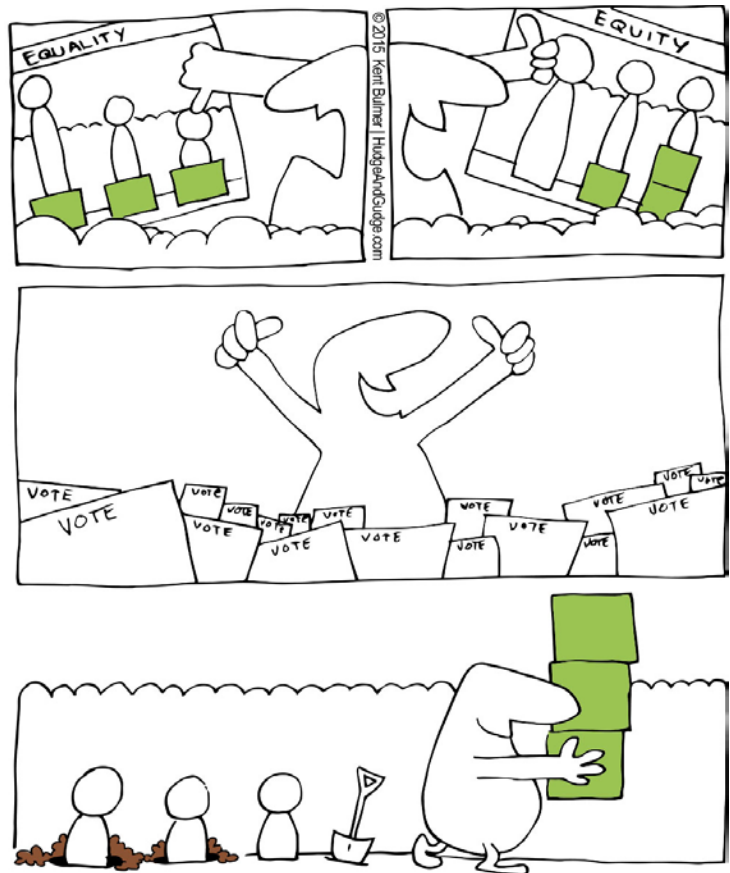
Figure 4. Overall Phase-4 OPS Gender Audit Results
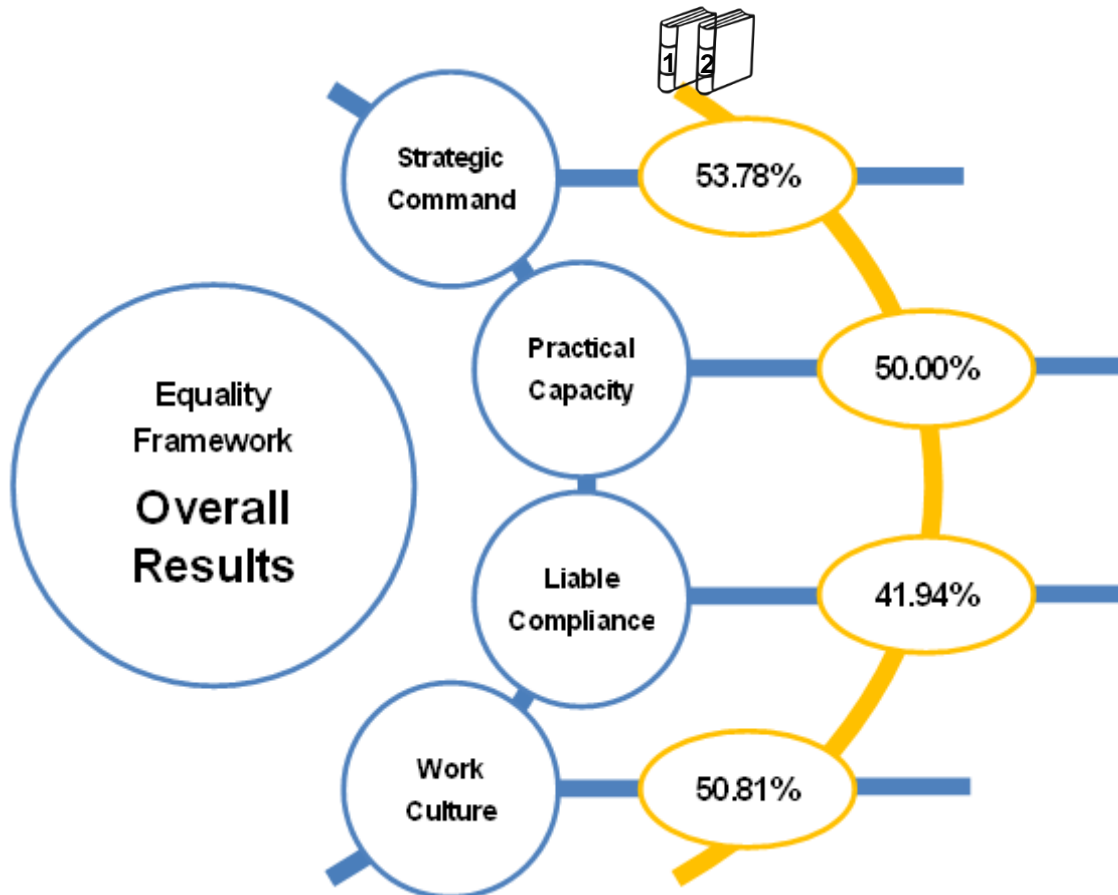
In concluding the structured review, present OPS criterion gaps (in bold text), and those developing and close to the 60% benchmark (in regular text) are added to the gender Equality Framework below to view at a glance where, along the 20 criteria, continued efforts in Type-1 and Type-2 document refinements are most needed. Similar to the Phase-3 report, strengths shown in the Phase-2 report are not graphically depicted here due to improvements in many criteria.

The persistent gaps in the documentation are shown in red framing (see Figure 5).   Criteria are listed by abbreviation and number, for example, SC1 denotes Criterion 1 under the first element labeled Strategic Command. Gaps are shown by document type assignment as denoted by the letter *T-*, with associated type number to the right of the graphic and bear in mind that standards for identifying gaps in Phases 3 and 4 are higher than that used initially in Phase 2.

Figure 5. Overall OPS Gender Audit Gaps by Criterion Number
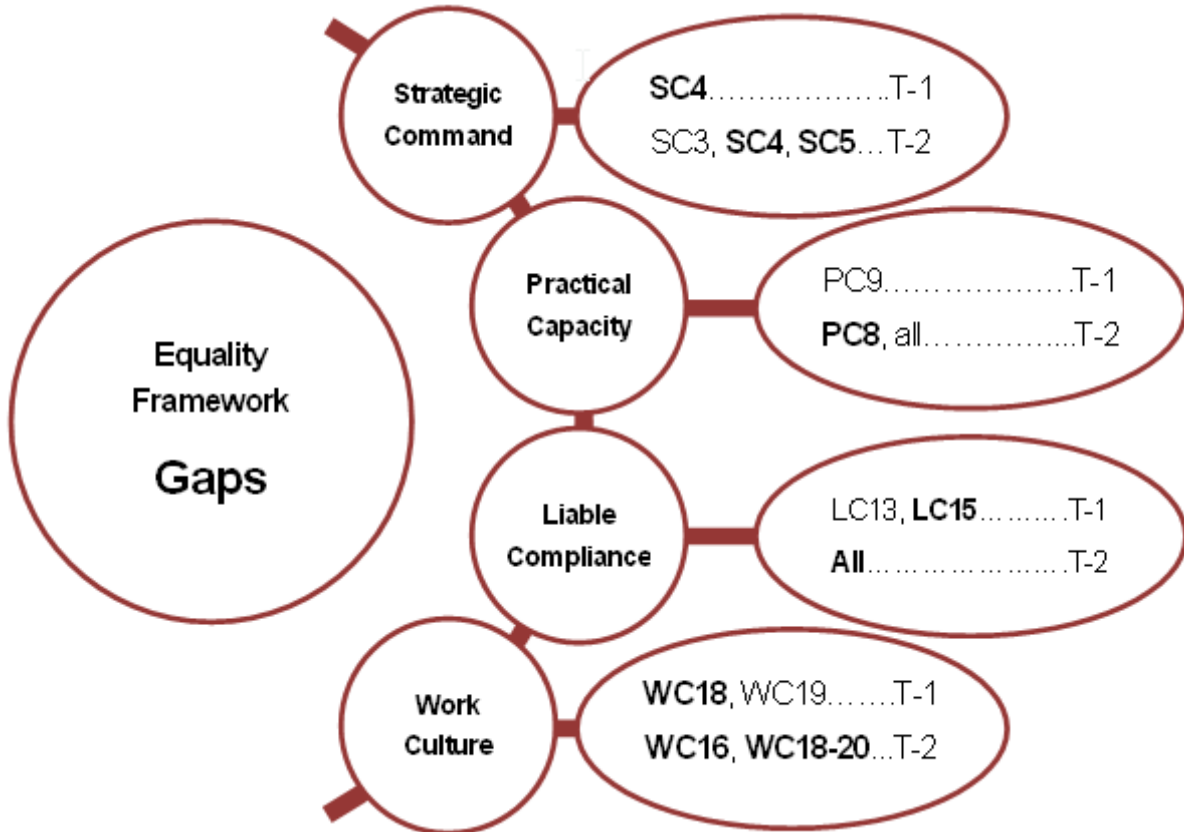
Strategic Command

SC4.................T-1
SC3, **SC4, SC5**...T-2

Practical Capacity

PC9.................T-1
PC8, all.............T-2

Equality Framework

Gaps

Liable Compliance

LC13, **LC15**.........T-1
All...................T-2

Work Culture

WC18, WC19.......T-1
WC16, **WC18-20**...T-2

The gaps directly correspond with the red and black percentages of Tables 5-8 above and should be read alongside those sections. Clearly, the Phase-4 gender audit tells an encouraging tale of present OPS effectiveness, with increasingly targeted pointers remaining to address for gender equality compliance.

Praiseworthy performance. In contrast to the gender equality gaps identified above, Type-1 documents deserve a special mention with regards to particular criterion performance above 80% (or very close to it in one case), which indicates reliable and wide implementation and monitoring of gender equality throughout the organization, that is, gender integration and mainstreaming. Through the following criteria, which cover all four elements of the Equality framework, the OPS practically always demonstrated that it:

i. Affirms commitment to gender equality (Criterion SC2).

ii. Mandatorily integrates gender equality in the OPS's strategic and operational objectives (Criterion SC1).

iii. Incorporates objectives in performance indicators and appraisals (Criterion (LC12).

iv. Ensures that men and women are selected fairly for work accommodations, opportunities, and positions (Criterion WC17).

v. Ensures that all members have access to well-stocked information and methods for OPS gender mainstreaming (Criterion PC7).

Finally, the summary of Phase-4 results is closed with the thought that while the Gender Audit Team and support staff are hard at work in creating and refining documents as appropriate for gender equality and equity, organizations are dynamic entities. As evolving community needs change job functions develop, and employees move up and on. Similarly, the OPS will do well by continuing communication and by keeping their policies, processes and procedures open and adaptable.

> "When evaluating [equality or equity] options, policy-makers need to think about who will be affected and what the impacts with be, in both the short- and long-terms." …. Given that both approaches have merits, it is worth asking if [organizational] change increases equity, [whether] it will remain equitable in the future. The answers are not straightforward, and should be part of the [broader] discussion on how to sustain [organizational health]."

> *— James Knowles, & Issabell Gagnon-Arpin, writers*
> *Feb 29, 2016, The Conference Board of Canada.*
>
> Equality or equity – what drives federal health care funding in Canada?
> Retrieved on Oct 17, 2017 from
> http://www.conferenceboard.ca/commentaries/healthcare/default/16-02-
> 29/equality_or_equity%E2%80%94what_drives_federal_health_care_funding_in_canada-101136204.aspx

4.3 Reviewer Comments on the Structured Review

As in previous phases, comprehensive reviewer comments were compiled per document in both Phase-4 rounds to assist with document revisions and improvements. The qualitative information was tabled in a separate document and shared with the OPS for internal use only as they continue to work on theses documents.

5. In Conclusion

The gender audits were aimed at setting rigorous standards whereby the OPS can effectively work towards creating a gender-free workplace. The Phase-4 report is concluded by offering some final suggestions organized in core priorities that will help bring about gender equality and equity in the workplace:

1. **Apply universal rules and guidelines.** Level the playing field as much as possible. Offer equal pay within job position/role and demonstrated experience. Provide access to opportunities, processes that are characterised by inclusion and transparency rather than exclusion and privilege. Promote human development for all. Improve the quality of support services for all employees. Test workplace protocols for employee fairness and sustainability against both uphill and downhill periods of governance.

   Transform equity thinking: move away from it being a compensation scheme and towards it being about organizational efficiency. Operationally, put equity in verbs and not just in adjectives. Measure the effect of equity on innovation and performance, job growth, and community satisfaction.

   > **"A man of quality is never threatened by a woman of equality."**
   > — *Jill Briscoe*

2. **Target action towards disadvantaged groups.** Know the capabilities of every employee. Give more to and support those who demonstratively need it now, for the collective protection of all. Work towards meeting pre-set quotas and offering additional services and empowerment to groups that were previously excluded. Offer mentoring within and across gender, accommodate job shadowing, encourage partnering and create other helpful personal development opportunities.

   Focus on participants to be active agents of transformation, rather than passive recipients of assistance. Make it safe to fail and learn; dispel the need to hide. Flex routines or set aside well-laid plans if needed. Share news about and for disadvantaged groups along with all other groups in ways that are inclusive rather than distinctive. Invite employees in, and give all groups a voice.

3. **Reduce inequality.** Redistribute rewards and opportunities through initiatives such as progressive pay and promotional systems to start closing gender gaps to meet expressed annual targets and objectives. Invest in job description reform to ensure that every employee is able to demonstrate productive assets in their respective roles. Increase awareness of bias and discrimination.

Over time, detach achievement and performance gaps from demographic characteristics among employees. Keep an eye on the zig-zag effects of return-on-equity: a low price of equity on all employees helps ensure that organizational returns remain high. Value and affirm all forms of difference. Integrate gender awareness and competence into mainstream development as suited for males and females. Take care that all employee groups change in step for equality to be successful.

4. **Challenge power imbalances.** Govern control, influence, and authority to become a trademark of a healthy work culture. Embrace democracy and improve accountability mechanisms to counter destructive power relations that cause and sustain inequity. Foster the relations and connections between employees. Communicate senior-leadership commitment and their actions in addressing inequity to role-model desired behaviour.

Demand warmly: push for high expectations coupled with a commitment to employee success. Address the organizational history, and also connect it to present-day realities in the workplace with a future orientation towards differential impacts on all employee groups. Recognize that equity as an organizational calling builds up much faster as a personal calling. Reconcile and forgive.

5. **Offer social and emotional protection.** Pay attention to employee well-being through accommodations and conditional allowances to avoid marginalization based on pockets or cycles of disadvantage. Take note that workplace efforts towards equality are echoed in family life as engines of empowerment to that they do not serve as paradoxical spaces. Welcome gender equality at all levels, junior to senior, of the organization.

View culture as a resource, ways to make sense of the world. Lean in to discover how individual employees excel. Shorten the fingers pointing to blame and curtail self-victimization; instead turn them into opportunities for dialogue. Channel strong emotions in ways that will make the workplace more equitable. Make more employees want equity.

6. **Change the male norm.** There is still an unfortunate tendency to use male abilities as the norm against which females are measured for recruitment, training, transfer and promotion. Adapting (male) norms to accommodate both men and women in competitive and operational environments is necessary but no longer enough; the male norms used to decree sufficiency need to be expanded to include those of a traditionally female nature, with similar adaptation to accommodate all groups. For example, these days officers need to demonstrate physical capabilities along with good communication and negotiation skills.

Shift the norm focus from the starting line needing to be the same for everyone (i.e., equality) to the finishing line (i.e., equity) where everyone got the job done competently, as individuals and as a group. Use norms that reflect the complementarity of women and men

In closing this report, the biggest challenge for promoting equality and equity in an organization is to address its readiness for change. It is crucial to strengthen strategic and operational movements and coalitions, to challenge prevailing beliefs and misconceptions around equality and equity, and to encourage collegial debate on practical issues of what may be just for each and every one. A combination of internal and external expertise can play an influential role in facilitating debates and promoting equity through policy change and program design, and breaking down barriers to putting strategic agendas into tangible action at operational levels.

6. References

Fiedeldey-Van Dijk, C. (2013). *Ottawa Police Service Workforce Census 2012. Count Me In!* Research report: OPS member composition with comparisons back to the community and 2005 Workforce Census. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2014). *Research Extract 01: Gender-Based OPS Member Composition.* Supplement to the Ottawa Police Service Workforce Census 2012. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2016a). *A Gender-Based Lens on OPS Sworn Member Composition.* Report based on the OPS 2012 Workforce Census, OPS Human Rights Project, Phase 1. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2016b). *Gender Audit of OPS Written and Unwritten Data Sources.* Social audit research report, OPS Human Rights Project, Phase 2. Aurora: ePsy Consultancy.

Fiedeldey-Van Dijk, C. (2017a). *Independent and Comparative Gender Audit of Select OPS Written Sources.* Social audit research report, OPS Human Rights Project, Phase 3. Aurora: ePsy Consultancy.

Notes: If you require this document or any of the appendices in an alternate format, the request for alternate format document form is available at ottawapolice.ca/accessibility.

Appendix A: List of Written Data Sources Re-Submitted for Gender Audits

All document types were audited in Round 1; select documents of Type [1¤] were audited in Round 2

Type	1¤	Critical documents
Type	2¤	Useful documents
Type	3¤	Contextual documents

Phase 4 Document Structure			Document Name	Pages	Type
General Transfer and Promotion			Voluntary Self Identification Form.docx	1	2
			Voluntary Self Identification Form full.docx	2	2
Transfer			Sworn Staffing Committee Terms of Reference - Approved JULY 7, 2017 with proposed changes August 24 2017.pdf	4	2
			Sworn Transfer Policy Consult with SSCM August 23 2017 v3.pdf	4	1
	Developmental Rotations		Performance Synopsis Template.pdf	5	3
			Developmental Rotation Program ~ Application Pckg Guidelines 16 August 2017 FINAL.pdf	14	2
			Developmental Rotation Program - Process FINAL 24 August 2017.pdf	17	1
			Developmental Rotation Program - Candidate Assessment Questions ~ Scoring Guide Final 23 Aug 2017.pdf	8	3
			Developmental Rotation Assessment Consensus Sheet Final 23 Aug 2017.pdf	2	3
			Debrief Notes - 2017 Developmental Rotations.pdf	2	3
	Fixed Term & Anchor		In Person Validation Scoring Training 101 20 October.pdf	7	3
			Fixed Term Anchor Position Selection FINAL 24 August 2017.pdf	15	1
			2017 In Person Validation Scoring Template 23 Aug 2017 .pdf	6	3
			2017 Fixed Term and Anchor Resume Scoring 23 Aug 2017.pdf	4	3
			Scenario Scoring Grid - Fixed and Anchor 2017.pdf	4	3
			Performance Synopsis Template.pdf	5	3
			In-Person Validation Consensus Sheet - Fixed and Anchor 23 Aug 2017.pdf	2	3

Phase 4 Document Structure			Document Name	Pages	Type
Promotions	Promotion Process Documents		Sworn Promotion Policy V2 08 25 2017.pdf	3	1
			Insp Promotion Process Cycle-2017-Revised 25 Aug 2017 FINAL.pdf	12	1
			Sgt Promotion Process Cycle-2017 - Revised 25 Aug2017 FINAL.pdf	13	1
			Supt Promotion Process Cycle-2016-Revised 25 Aug 2017 FINAL.pdf	11	1
			SSgt Promotion Process Cycle-2017-Revised 08 25 2017 FINAL.pdf	13	1
			Promo Steering Committee Terms of Refernce v 2.0 August 17 2017.pdf	2	2
	Supporting Documentation	01 Ethics Statements and Conflict	Candidiate Ethics Statement From Insp Process.pdf	1	3
			Panel Member Ethics Statement From Insp Process.pdf	1	3
			Independent Observer Ethics Statement From Insp Process.pdf	1	3
			Conflict Form - 2017 Inspector Promotion Process.pdf	1	3
		02 Scripts	Intro Script Coordinator and Panel - 2017 Insp Promotion.pdf	4	3
		03 Resume Documents	Supervisor Recommendation for Promotion Assessment - Assessor Guide.pdf	5	3
			Resume Summary Consensus Sheet - 2017 Insp Promotions .pdf	1	3
			RESUME - 2015 Assessor scoring guide v6.pdf	8	3
			Resume references template - 2017 Insp Promotions.pdf	1	3
			Resume Rationale for scoring - 2017 Insp Promotions.pdf	1	3
			Resume Summary Scoring Sheet - 2017 Insp Promotions .pdf	1	3
			Guide for Completing Resume - 2015 Staff Sergeant Promotions Process.pdf	6	3
		04 Interview Documents	Interview Questions-2017 Inspector Promotion Process.pdf	1	3
			Interview Scoring Guide - 2017 Inspector Process (2).pdf	12	3
			Interview Scoring Consensus Sheet.pdf	3	3
			Interview reference check template - 2017 Insp Promotions.pdf	1	3

Phase 4 Document Structure			Document Name	Pages	Type
Promotions (cont. …)	Supporting Documentation (cont. …)	05 Scenario Documents	Scenario Consensus Form - 2017 Insp Promotions .pdf	2	3
			Scenario Scoring Guide V2.pdf	6	3
		06 Debrief Documents	Debrief Guidelines and Summary Template_ Job Scenario & Interview.pdf	2	3
			Debrief Guidelines and Summary Template_ Resume Only.pdf	2	3
		07 Reassessment Documents	Reassessment Scenario Consensus Form - 2017 Insp Promotions .pdf	6	3
			Reassessment Interview Scoring Guide - 2017 Inspector Process (2).pdf	11	3
			Reassessment-Interview Summary Consensus Form - 2017 Insp Promotions.pdf	2	3
			Reassessment Scenario Scoring Guide V2.pdf	6	3
		08 Promotion Training Materials	Resume Training - 2015 Insp Promotions.pdf	36	3
			Interview and Job Scenario Training - 2015 Insp Promotions.pdf	27	3
			Debrief Training - 2015 Insp Promotions.pdf	19	3
			Staff Sergeant-Information Session - 2015.pdf	32	3
EWE Documents			FINAL- AUgust 28, 2017- OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Gender .docx	6	1
			FINAL- August 28, 2017- OPS Procedure and Process Disability .docx	6	2
			FINAL- AUgust 28, 2017- OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Family Status .docx	7	1
			FINAL- August 28, 2017- Equitable Work Environment Policy.docx	4	1
			FINAL - August 28, 2017-OPS Procedure and Process for Prevention of Discrimination and Accommodation based on Sex.docx	4	1
			Procedure on LOA.docx	5	2
			Procedure for Job Share.docx	3	2
			Accommodation Request Form.docx	2	2
Total number of pages based on 59 documents				**392**	

Appendix B: Minutes of Settlement Points Pertaining to Phases 2-4

10. Within 12 months of the execution of these Minutes of Settlement, the Board will ensure that the following takes place:
   a) An analysis of the data collected in its 2012 Workforce Census to determine the representation of employees protected by the grounds of sex, family status, or both where applicable, at all levels and ranks. The Board will report the results of the data analysis to the Commission, ----- and the Association.
   b) A review of all written and unwritten promotion and job placement, practices and procedures (including but not limited to any replacement or modified processes following the cessation of the tenure process, hereinafter "job placement") to ensure that they do not discriminate on the basis of sex and/or family status. This review will include but not be limited to:
      i. an evaluation of the requirements for promotions and job placement;
      ii. an evaluation of the opportunities for employees to meet those requirements, including access to training courses, job shadows and temporary acting opportunities;
      iii. an evaluation of the advertisement of and recruitment to promotional and job placement opportunities;
      iv. an evaluation of the selection processes used for both promotions and job placement; and
      v. an evaluation of whether perceived or actual gender bias, maternity and parental leaves or family caregiving responsibilities may be impacting women's access to promotional and job placement opportunities.

The Board will report the results of the review to the Commission, -----, and the Association.

11. Within 18 months of the execution of these Minutes of Settlement, the Board will:
   a) Ensure that the analysis received through the review and information gathering in 10(a) and 10 (b) above, is used to prepare in draft form:
      i. New and/or amended promotion and job placement policies;
      ii. Proposals for procedural and structural elements to support these new and/or amended promotion and job placement policies; and
      iii. A new and/or amended human rights accommodation policy to address sex (including pregnancy) and family status discrimination and accommodation.
   b) Provide copies of the new and/or amended policies referenced in l l(a) to the Commission, ------ and the Association.

12. The items in sections 10 and 11 above shall be completed in consultation with an expert or experts on employment, gender and human rights, social science methodology and data collection. The Board will consult with the Commission and the Association about the selection of the expert or experts, and the final expert or experts shall be satisfactory to the Board, the Commission, and the Association.

13. The items in sections 10 and 11 above shall be completed in a manner consistent with best practices in conducting gender audits in policing organizations, for example, as identified in the document *Gender Audits in Policing Organizations* prepared for the Status of Women Canada.

14. Within 24 months of the execution of these Minutes of Settlement, in consultation with the Commission and the Association, the Board will ensure:
   a) The finalization of the new and/or amended promotion and job placement policies, and procedural and structural elements to support those polices;
   b) The provision of training to employees on the new and /or amended promotion and job placement policies; and
   c) The provision of training to all staff on the new and/or amended human rights accommodation policy.

End of Report

I<small>MPACT OF</small> G<small>ENDER AND</small> F<small>AMILY</small> S<small>TATUS ON</small> P<small>ROMOTION AND</small> T<small>RANSFER AT THE</small> O<small>TTAWA</small> P<small>OLICE</small>

Impact of gender and family status on promotion and transfer: a study of the Ottawa Police Service

Rebecca Stiles
Sean Campeau
Dr. Linda Duxbury

26 October 2017

Table of Contents:

1 Executive Summary

This interview study was a follow-up to a survey that was part of the Ottawa Police Service Gender Project which was carried out in January 2017 to February 2017. With the intent of exploring the findings of the survey on a deeper, more qualitative level, the goal of this study is to determine how differences in the family status, gender, and rank of police officers influence their experience of the transfer and promotion processes of the Ottawa Police Service.

1.1 Demographics

The interview sample consisted of the 127 officers who had volunteered to participate in response to a request in the survey that they had previously taken. The interview sample contained equal representation of men and women. A strong majority of the officers in the interview sample were married. Half of the officers that we interviewed had young children (under the age of 12).

Almost all the officers who participated in the interviews had more than 10 years of experience. Approximately half of the officers we interviewed had worked for the OPS for more than 20 years. Very few of the officers we interviewed had worked for another police service during their career.

Half of the officers in the interview sample were constables and half were higher ranking officers. Interviewees most commonly worked in investigative units or patrol.

Family status: There were few differences in marital status, rank, or work area between officers with or without young children. Notable differences were that officers with young children were substantively more likely to also have a partner who also works for the Ottawa Police Service. Officers without young children tended to have served longer in the organization.

Gender: Female officers in the interview sample were substantively more likely than male officers to be constables. Male officers were substantively more likely than female officers to be married.

Rank: Constables and higher ranking officers had few demographic differences between them. Constables were substantively more likely than higher ranking officers to have young children. Constables in the sample were less likely than higher ranking officers to be married. A strong majority of constables in the sample had fewer than 20 years of service with the Ottawa Police

Service while a strong majority of higher ranking officers had more than 20 years of service with the organization.

Survey sample: Gender representation was different between the interview sample and the survey sample. The interview sample had an equal number of men and women while the survey sample had a strong majority of men. Officers having young children had similar representation in the interview sample and the survey sample. The interview sample contained a substantively lower ratio of constables to higher ranking officers than the survey sample.

1.2   Motivation of Police Officers

OPS employees have mainly altruistic reasons for being a police officer (want to help others, fulfill a childhood dream, be a leader in the community, give back to the community) but are also attracted by the nature of the job (dynamic, active). It is noteworthy that very few officers stated that they were attracted by the pay and benefits offered by a career in policing.

While many of the OPS officers we talked to define career success in intrinsic terms (feel fulfilled, make a difference, enjoy what I do), others equated career success with upward mobility (a promotion) and opportunities for growth and development. Finally, it is interesting to note that a substantive number of the officers linked career success to quality of life and work-life balance.

Family status: Officers with young children said that enjoying their job was an indicator of career success more than those who did not have young children.

Gender: Female officers were substantively more likely to say that they became police officers to help people and as a direct result of positive role models who encouraged and inspired them. Male officers in the sample were more likely to say that they became police officers as a result of a lifelong dream or to have been influenced by previous career experiences.

Making a difference and being satisfied were substantively more important components of success for female officers, while male officers were more likely to link career success to promotion and advancement.

Rank: There were no substantive between group differences.

1.3 Organizational Culture

1.3.1 *Pros and Cons of OPS*

Positives of working with the OPS were linked to the people they worked with, the city they worked in, and the job they worked at. Notable by its absence were discussions of the work environment within the OPS or the positive policies and programs available at work. Indeed, the environment and policies of OPS were more likely to be mentioned when officers were discussing the drawbacks of working for the OPS. Many identified the relationship between senior officers and front-line officers within the OPS as a key challenge while others talked about the problem of internal politics. The fact that the service was understaffed and morale was low were also pointed out by many as challenging. Finally, the promotion and transfer processes within the OPS were identified as one of the downsides of working for the service. It is interesting to note, given the purpose of this study, that sexism or gender discrimination was not substantively mentioned as a challenge of working for the OPS.

Family Status: Officers who have young children were more likely to say that being in Ottawa was a positive of working for OPS than were officers without young children. Officers with young children indicated that the transfer and promotion processes at OPS were a challenge in comparison to those officers without young children. Female officers with young children are more likely than any other group to indicate that the low morale of the OPS is a challenge.

Gender: Male officers were more likely to point to the variety of jobs available at OPS as a positive feature of working at the OPS whereas female officers were more focused on their love of police work.

Rank: Higher ranked officers were more likely to point out the great compensation as a positive of working for OPS. For constables, the transfer and promotion process was more often mentioned as being a frustration. Also, constables were more likely than any other group to feel that there was nothing good about working at OPS.

1.3.2   Descriptions of Organizational Culture

The vast majority (85%) of the officers we talked to described the organizational culture within the OPS in negative terms. Officers felt that the culture was demoralized, dysfunctional, unfair, nepotistic and frustrating. Many did, however, feel that the culture valued professionalism and that officers were supportive of each other.

Virtually all (86%) of the officers felt that the culture impacted their behaviour at work. While half stated that the culture had both positively and negatively affected their actions at work, one in three could only identify ways in which the culture had adversely impacted their behaviour at work. This is in direct contrast to the very small number of respondents who only recognised ways in which the culture had positively impacted their work behaviour.

Responses suggested that the only way that culture positively impacts behaviour at work is that it brings work teams closer together as a defensive mechanism. Compare this to the high degree of consensus within the sample as to how the organizational culture of the OPS negatively impacts behaviour at work. Specifically, half of the people we talked to stated that the culture resulted in a de-motivated, discouraged, worn-down workforce that was less willing to "go the extra mile." There were no substantial differences between gender or family status groups on the results of the impact of the organizational culture on the individual employees.

Family Status: There were no substantive between group differences in their view of organizational culture.

Gender: More male officers saw the culture as "supportive and professional" than did female officers, who did not offer any positive descriptors of the culture. In terms of the negative descriptors, the concepts of culture being "dysfunctional" and "leaderless" were more often mentioned by the male officers, and can be seen as referencing non-personal organizational structures and processes in the OPS; whereas the concepts of "frustrating/unfair", "unsupportive," and "negative/cynical" that the female officers were more like to use are more related to personal feelings and experiences.

Female officers were also more likely to indicate that the culture had a negative impact on them than were their male counterparts who more often said that the culture had both positive and negative impacts on their behaviour at work.

Rank: There were no substantive between group differences in their view of the organizational culture.

1.4   Transfer Process

1.4.1   Transfer requests

Participants were asked to relate their experiences surrounding the transfer process.   Requests for transfer are very common, with three quarters of our sample having requested at least one in the last five years.   Transfer is seen as a way to develop professionally and personally by being challenged, trying something you want to do, gaining experience, and possibly improving your work schedule. The one in four officers who did not request a transfer were often motivated by a desire to stay in a position that they enjoyed. Interestingly, tenure was used as a reason for both those who were applying for transfer and those who were not applying. The main feeling behind responses about tenure was one of powerlessness and being forced to do something that was not necessarily desired (either to stay somewhere they might have wanted to leave, or, more often, being made to leave somewhere they loved).

Family Status: Officers who have young children were much more likely to request a transfer than those who do not have young children, indicating that the issues around the transfer process may be more sensitive to family status than to gender. Officers with young children were more likely to say that they requested a transfer because they wanted to have a better work schedule. However, officers without young children were more likely to say that they requested a transfer because they wanted to go to a section that held personal interest for them.

Officers with young children more often indicated that they did not request a transfer because they liked where they were or because they were not eligible for a transfer than were officers who do not have young children. Officers without young children were more likely to say that they did not

11

request a transfer because they didn't need to, or because they were deterred by the process, than officers with young children.

When gender and family status are combined, it can be seen that female officers with young children requested transfer because of the desire to get better shifts and to get out of an unhealthy work situation much more often than did men with young children. In contrast, male officers with young children were more likely to say that they requested a transfer because they were required by the tenure system.

Gender: There were no substantive between group differences in requests for transfer, or in the reasons for their decision about whether or not to apply for transfer.

Rank: Constables were the only ones to say that they did <u>not</u> request a transfer because they were not eligible to do so, with female constables doing so more often than male constables. Female constables more often said that they requested a transfer to get out of an unhealthy work situation than any other group. Meanwhile, male constables more often said that they did so because they wanted to be challenged by something new or because they wanted to develop professionally.

1.4.2 Transfer outcomes

Of those who had requested a transfer, three out of four were successful in getting transferred. This success was primarily attributed to the candidates own identity; either their reputation, their professional background, or their personal attributes. However, a substantive number of successful respondents indicated that the help of other people was influential in the outcome of their transfer request. Interestingly, a full quarter of those who were not successful in their transfer request did not have any idea as to why they failed. Others attributed their failure to get the requested transfer to the biased or unfair nature of the transfer process.

Family status: Female officers with young children were actually <u>more</u> likely to receive the requested transfer than were men in the same situation. However, combination of the smaller sample size of this and the degree of difference makes it more difficult to determine whether or not it is a substantive difference. Nevertheless, it is noteworthy considering that there may have been an expectation that the exact opposite was true.

Those officers with young children who were successful in the transfer process more often attribute their success in the transfer process to the help of influential others, compared to those without young children. However, those without young children were more likely to attribute their success to their experience.

Gender: Male officers were much more likely to mention that success in being transferred was because of their reputation, their experience or their personal attributes than were their female colleagues. However, female officers were more likely to attribute their success in the transfer process to the help of influential others.

Female officers who were unsuccessful in the transfer process more often attributed their failure to the transfer process being biased or unfair than were their male counterparts. Female officers were also more likely to say that they didn't know why they were unsuccessful in the transfer process.

Rank: Higher ranked officers were more likely to say that they received their requested transfer because of their reputation and experience than were constables, who more often said that they were successful in the transfer process because they were proactive in taking steps to improve their chances.

1.4.3   Transfer recommendations

The wide variety of recommendations given for the improvement of the transfer process is an indication not only of the lack of consensus around what exactly, if anything, would improve the transfer process, but may also be an indication of how little the process itself is understood. The only substantive response was the recommendation to make the transfer process blind, which highlights the general and pervasive perception that there is preferential treatment and bias within the existing system.

Family Status: Officers with young children were more likely to suggest that the transfer process needed to be more objective and that the assessments for transfer be more consistent across the organization, and over time, than those without young children.

Gender: Female officers were more likely than male officers to recommend that the transfer process should be blind, be more accessible, and accepting of wider experience.

Rank: Female constables were more likely to recommend a blind transfer process that accepted wider experience, and male constables were more likely to recommend that the tenure system be scrapped all together, in comparison with higher ranked officers.

1.5 Promotion Process

1.5.1 The Exam

Most officers in the interview sample had written the Ontario Police College (OPC) exam at least once in their career, and usually passed on the first or second attempt. Officers commonly attributed their success in the exam to their preparation. Some officers noted that "having the time" was important to their preparation, whether it be during or outside work hours.

Family status: There were no substantive between group differences in taking the exam, passing the exam, or attributions for the exam outcome.

Gender: Male officers were more likely to have written the exam. Female officers were more likely to have chosen <u>not</u> to write the exam because they preferred to stay at their current rank. Therefore, a disproportionately high number of male officers may be entering the promotional process as female officers may be less likely to meet the process entry criterion of passing the OPC exam.

Rank: Higher ranking officers would necessarily have passed the exam before having been promoted. The majority of constables and higher ranking officers had taken and passed the exam, but higher ranking officers were more likely to have taken the OPC exam and more likely to have passed it than constables.

1.5.2 Decision Factors

Officers who chose not to enter the promotional process considered a desire to remain at their current rank and their family situation. When asked about specific factors that research has shown to influence the decision to seek promotion, the officers in the sample who had not sought promotion reported no effect or decreased likelihood of seeking promotion due to organizational

culture, gender, partner/family situation, and entry criteria. This group reported a balanced mix of positive, negative or no impact due to chain of command and colleagues.

Officers who chose to enter the promotional process often mentioned a desire for responsibility or control, their abilities or readiness to advance, their desire to advance, their desire to help colleagues, and their desire for increased compensation as consideration in their decision. Officers in this group most commonly said that they consulted with their supervisor, their co-workers, their partner/spouse, and their family and friends. When asked about specific decision factors, these officers most commonly said that the organizational culture, their partner, their family situation, their chain of command and their colleagues had either no effect or increased the likelihood of seeking promotion. The officers most commonly said that gender had no effect as a factor in their decision

Family status: Officers with young children were just as likely as other officers to have decided to enter the promotional process. Officers <u>without</u> young children who had <u>not</u> sought promotion were more likely to have considered a desire to stay at their current rank and their lack of trust in the promotional process in their decision not to seek promotion. Officers with young children were more likely to consider their lack of readiness for promotion in their decision <u>not</u> to enter the process.

Among the officers who did <u>not</u> seek promotion, officers with young children were more likely to have said that their family situation decreased the likelihood of seeking promotion. Officers without young children were more likely to have said that organizational culture decreased the likelihood of seeking promotion and that their partner's support had increased the likelihood.

Among officers who had sought promotion, officers with children under 12 mentioned similar considerations as other officers in their decision to enter the process but were more likely to have consulted their partner or spouse before seeking promotion. In contrast, officers <u>without</u> young children were more likely to have consulted their co-workers before seeking promotion. Officers <u>without</u> young children were more likely to have said that their family situation and their partner's support had increased the likelihood of seeking promotion.

Gender: Male officers were more likely to have entered the promotional process than female officers. Among officers who had <u>not</u> sought promotion, female officers were more likely to have

mentioned their family situation as a consideration for not seeking promotion. They were more likely to have said that the organizational culture had no effect on their decision and that their partner or family situation and the entry criteria were factors that decreased the likelihood of seeking promotion. Only female officers said that their gender had a negative impact on the likelihood of seeking promotion while male officers all said that gender had no impact on their decision to not seek promotion.

Among officers who had sought promotion, female officers were more likely than male officers to indicate that they considered their ability and readiness before seeking promotion, that the organizational culture decreased their likelihood of seeking promotion, and that their family situation had no effect on their decision. Male officers were more likely to have said that they consulted their partner or spouse in their decision and that the organizational culture and their gender had no effect on the likelihood of seeking promotion. They were also more likely to have said that their family situation increased the likelihood of seeking promotion. Only male officers who had sought promotion said that their colleagues and the chain of command increased the likelihood of seeking promotion. However, male officers often mentioned that they did not like the behaviour of higher ranking officers and thought they could bring culture change by doing a better job. No female officers mention this as they described their decision making.

Rank: Higher ranking officers were more likely to have entered the promotional process than constables. Among officers who did not seek promotion, higher ranking officers were more likely to express a desire to stay at the current rank as a consideration in not seeking promotion. Constables were more likely to consider their family situation than were higher ranked officers. When asked about specific decision factors, higher ranking officers who had not sought promotion were more likely to have said that the organizational culture decreased their likelihood of seeking promotion. Comparatively, constables were more likely to have said that their family situation and gender decreased the likelihood of seeking promotion.

Among officers who did seek promotion, constables were more likely to have mentioned that they considered their readiness or ability while making the decision, but what they considered and who they consulted were otherwise similar to higher ranked officers. Higher ranking officers were more likely to have said that their partner's support and their family situation increased the

likelihood of seeking promotion while constables were more likely to have said that their family situation had no effect on their decision.

1.5.3 The Promotional Process

After asking about the decision to seek promotion, we asked the officers who had sought promotion about their experiences in the process. When we asked the officers about what happened as they entered the process, officers often began by describing the application and interview process itself, which many described in negative terms. Many described the support of their colleagues or how nothing changed in their work environment during the process, though many commented that the process required a lot of work. To increase their likelihood of success, many officers said that they did a lot of preparation and sought advice from more senior officers who had been through the process. Most officers who entered the process said they were successful in the process and most attributed their success to their preparation.

Family Status: Among officers who had sought promotion, officers <u>without</u> young children were more likely to have said that they prepared and sought advice to increase the likelihood of success. Officers with young children were more likely to have said that they sought opportunities on-the-job to increase the likelihood of success.

Officers <u>without</u> young children were more likely to succeed in the promotion process and they were more likely to succeed on their first attempt in the process.

Officers <u>without</u> young children were more likely to attribute success to their own preparation while officers with young children were more likely to attribute success to the support of others and doing what was needed at work in terms of gaining experience and manoeuvring (playing the game) to succeed.

Gender: Female officers who had sought promotion were more likely to have given negative opinions about their experience during the promotional process.   Male officers, however, were more likely to have said that nothing changed in their environment while they were in the process.

Male officers who had sought promotion were more likely than female officers to have said that they had prepared for the promotional process and had sought advice from experienced others in

17

order to increase their chances of success. Male officers also more often said that they had been successful in the promotion process.

Rank: Constables who entered the promotional process were more likely to have described what happened during their experience in the process in negative terms while higher ranking officers were more likely to have said that they did not get support from the organization while they were in the process. Both groups mentioned preparation and the right experience as important factors in determining their success in the process, but higher ranking officers were more likely to have been successful in being promoted.

1.5.4   Opinions and recommendations for the promotional process

Interviewees were asked what they thought was good and what they thought was challenging about the promotional process. While over a third of the sample did identify that they thought the process was generally fair and equitable, there was much more consensus around the draw backs of the process.   Many respondents identified the process as being biased and subjective, as well as being focused on the wrong things, such as interview ability over job background, and narrow experience over broad experience. In addition, it was commonly mention that the process was time consuming for the individual and the organization. There was an overarching feeling that the promotional process was not capturing the leadership talent in the organization and was often promoting what interviewees considered the "wrong people."

The interview sample gave a wide range of suggestions for improving the promotional process, many of which centered on concerns about the criteria used for promotion. Specifically, a substantive number of respondents recommended the use of peer review in order to gain a fulsome and accurate picture of promotional candidate. Many also recommended that more weight be given to practical and wide-ranging experience in policing and not just specific and narrow definitions of acceptable experience, as they perceive the current case to be. Finally, there was a desire for the scoring methods and selection criteria to be re-evaluated so that it was more centered on core policing skills.

Family status: Officers with young children were more likely to say that lack of consideration for diverse experience was a challenge for the promotional process than were those without young children.

Gender: Male officers were more likely to suggest using peer review and giving more weight to job performance over interview performance than were their female colleagues.

Rank: Higher ranked officers were more likely to see the promotional process as fair and equitable, efficient, and relevant, than were constables. However, they were also more likely to see the process as being biased, time consuming and inconsiderate of experience, than were constables. Higher ranking officers were more likely to suggest that the promotional process should re-evaluate its scoring methods and criteria and give less weight to the interview while giving more weight to job performance in the field, than were constables.

Female officers of higher rank more often said that the promotional process was biased, whereas male officers of higher rank more often said that the promotional process was effective.   Male high ranking officers were more likely to recommend the introduction of peer review into the promotional process than were female high ranking officers. At the constable level, female officers were the only ones to say that the process was too time consuming, while both male and female officers of higher ranks noted this as a challenge.

1.6   Advice to colleagues and the executive

1.6.1   Advice for promotion

Advice for colleagues that wanted to be promoted centered on getting to know the promotional process and ensuring that candidates met the criteria. Respondents encouraged their colleagues to get as much diversity of experience as they could and to make sure that they met the criteria for promotion, which was noted as often changing. They also advised their colleagues to be well prepared for the process itself by preparing for the interview and starting early, as well as finding a mentor and seeking the advice of others who have been successful in the process.   There was a general sentiment that it was the actual process of the promotion that was difficult as opposed to the requirements for promotion.

Family Status: There were no substantive between group differences in the advice given to colleagues about promotion.

Gender: Male officers were more likely than female officers to suggest that candidates get as much experience as they could.

Rank: Higher ranking officers were more likely to advise colleagues to get as much diversity of experience as possible, compared to constables.

1.6.2   Advice for transfer

Interviewees were asked what advice they would give to a colleague who wanted to get a transfer. The advice given highlights the perception that the transfer process is more socially determined, compared to the promotional process, as nearly half of the respondents were eager to encourage the candidate to go and meet the manager of the section that they want to be transferred to. Several also advised that it was necessary to cultivate relationships with key people if they wanted to be successful in the transfer process. A third of the sample also suggested that the candidate focus on getting the required skills and experience required for the desired transfer. There was a predominant theme of needing to be proactive in the pursuit of a transfer if they were to be successful.

Family Status: There were no substantive between group differences in the advice given to colleagues about transfer.

Gender: Male officers advised going to meet the manager of the section to which they wanted to be transferred twice as often as did female officers.

Rank: There were no substantive between group differences in the advice given to colleagues about transfer.

1.6.3   Advice to executive

The Police officers interviewed want to be able to trust their executive and see them supporting their members. A substantive number of respondents were concerned with the lack of transparency and accountability within the executive and how that corresponded to a sense that the executive was not being honest with the members or showing good leadership. Thus, the main recommendation for the senior executive was to rebuild trust with the members. In close

association with this suggestion was the sentiment that the executive was not supporting the rank-and-file and had lost touch with what was really happening on the front lines of policing. This reflects previous concerns about how overworked and under-resourced the members feel and how they connect that feeling to the choices made by their senior leaders.

Family Status: There were no substantive between group differences in the advice given to the senior executive.

Gender: Female officers were more likely to suggest to the executive that they show support for the members while male officers were more likely to suggest that the executive improve the promotional process.

Rank: Constables would also tell the executive to show support for its member and increase staffing. Interestingly, higher ranking officers were more likely to suggest that HR career development policy should be improved, a suggestion that would primarily help those of lower ranks than themselves.

1.7   Conclusion

The data from this study shows that there are more similarities than there are differences between officers of different family status, gender and rank groups. Regardless of category, the officers in our sample love their job, are internally motivated, want to help and support their colleagues and the community, and are transferred and promoted at the same rate. There is also considerable alignment in the diagnosis of the organizational culture at the OPS as being negative and broken, as well as considerable consensus about what is considered problematic about both the transfer and promotion processes.

In their experience of the transfer and promotional processes at the OPS, however, female officers with young children may be disadvantaged because of a lack of time, a perceived lack of support, and a poor understanding of the processes. It is important to remember, however, that these challenges were felt by all groups of officers in this study and are symptomatic of the culture that these processes are embedded in. It is unlikely that efforts to fix the transfer and promotional processes will be effective without addressing the underlying culture which everyone described in negative terms.

2 Introduction

There has been a lot of scrutiny with respect to how women in police services are treated, with some claiming that it is more difficult for women in police services to advance through the ranks than it is for their male counterparts. Others claim that those with young children also find it difficult to balance their role as police officers with their role as a parent regardless of their gender. The data from the survey supports the assertion that women are more likely than men to be found at the lower ranks of the organization, and that women are more likely than men to leave the organization due to work and family reasons. There is, however, very little empirical data that explains how and why this may occur. We do not, for example, know to what extent these gender differences in rank are due to each or all of the following factors: women are less likely to apply for promotion and transfer (if you do not apply, you are not considered); women are discriminated against in the promotion selection process and when the service is making a transfer decision; women's roles at home interfere with their ability to get the skills and experience they need to get promoted. Nor do we understand the extent to which male officers with younger children experience these same challenges. To do this we needed to understand the causal factors behind the numbers, as the policy solutions are quite different if the lack of females in middle and senior management positions is because they are not applying for promotion, than it is if they are discriminated against during the promotion process. Similarly, policy recommendations will vary depending on whether or not the issue is associated with gender, with family status, or with both gender and family status. This report hopes to address these issues.

2.1 Objectives of the study

To determine how differences in the family status, gender, and rank of police officers influence their experience of the transfer and promotion processes of the Ottawa Police Service.

2.2 Methodology

In January of 2017, the OPS sent a survey to members (please see Appendix A) asking them if they have requested a promotion or transfer in the past five years, and if they have been promoted or transferred in the past five years. They were also asked if they wanted to volunteer to participate in

a follow-up interview on this matter (i.e. "tell their story"). The survey was done on Qualtrics and the data sent right to the principal investigator to ensure that the OPS did not know who had volunteered to be interviewed. From this survey, 218 sworn officers volunteered to be interviewed: 128 men and 90 women. Of that number, 127 were interviewed.

The interviews were done on an entirely voluntary basis and conducted in complete confidentiality. In total 64 women and 63 men were interviewed over the course of June and July. The interviews were conducted by PhD students over the phone using Skype. The interviews were recorded and sent to a private company for anonymous transcription. The researchers were careful to ensure that no identifying information was recorded.

When the interviews were completed, a uniform coding system was created to ensure that data analysis was consistent and therefore conducive to making valuable comparisons. Responses to each question were grouped into categories representing similar answers. The number of responses for each category were recorded and tabulated. Responses that were mentioned by fewer than three individuals were grouped into an "other" category. It should be noted that because many respondents gave multiple answers to many of the questions we asked, column totals often add up to more than 100%.

In order to analyse the data thoroughly, we divided our interview sample into key subgroups by family status, gender, and rank. This division would enable us to better explore the experiences of each group and identify differences that might help us meet our research objective. First, using data collected from the survey, we were able to divide the sample into groups based on their family status. Family status in this study was determined by whether or not the officer had children under the age of 12 (hereafter 'young children') at home. Those that were categorised into the subgroup 'without young children' included officers whose children were over 12 and those who did not have children at all (which was a very small portion of our sample, 14%). Second, the sample was divided into two groups based on their identified gender; male and female. Finally, the sample was divided in subgroups based on rank, with one group being all constables, and the other being all those ranked sergeants and above. The resultant 6 subgroups (with young children and without young children, female officers and male officers, constables and higher ranked officers) were most often compared with each other and substantive differences are reported in this document. However, sometimes there was cross analysis with the subgroups being further divided by a

secondary feature. For example, constables could be further divided into female and male constables, or constables with young children and constables without young children. Given the smaller size of these subgroups, care had to be taken in interpreting the data and reporting any substantive differences (please refer to section 2.3 for further explanation).

2.3 Interpreting the data

Typically, one does not run statistical tests with qualitative interview data. Instead we recommend the following rules of thumb be used when analyzing the data:

1. When we are looking at the total data set (i.e. men versus women; constables versus higher ranking officers (sergeants or above); has young children versus does not have young children; etc.), answers that garner the support of 15% or more of the respondents are considered to be substantive.

2. When we are looking at a subset of the data (i.e. did or did not request a transfer; did or did not receive a transfer; did or did not apply for promotion; did or did not receive a promotion; etc.), the threshold to be considered substantive rises to 20% because the sample size is significantly diminished.

3. When we are looking at differences between groups that include the entire data set (i.e. men versus women; constables versus higher ranking officers; has young children versus does not have young children; etc.), difference of approximately 8 % or more between the two groups being compared can be considered substantive.

4. When we are looking at difference between groups that are subsets of the data (i.e. male constables, female constables), differences of 15% or more are considered to be substantive and worthy of note because the samples we are working with are smaller and so the differences need to be larger. In these cases, both the number of respondents (n=) and the percentage representation of those respondents will be provided.

5. When we are looking at differences between subgroups that are particularly small (i.e. men and women with young children compared to men and women without young children; women who did not receive a transfer compared to men who did not receive a transfer, etc.), we consider a difference of 20% or more as substantive and worthy of note. In these cases, both the number of respondents (n=) and the percentage representation of those respondents will be provided.

24

2.4 Roadmap

This report is structured into 7 sections which generally follow the subject order of the interview protocol (please see appendix B). It will begin with a section on demographics. This section will start by looking at the background demographics of those who participated in the survey (please see appendix A) that was the foundation for this study and who represents the population from which we drew our interview sample. It will then look at the differences between the survey participants and our interview sample, followed by an exploration of gender differences in the demographic data. The next 5 sections will examine the following subjects: police motivation, organizational culture, the transfer process, the promotional process, and the advice police officers would give. These sections will each follow the same structure by first examining the key answers to the interview questions in that topic area which were given by the entire sample, and then by presenting the substantive differences between family status groups, gender groups, and rank groups for those questions. A summary will be provided at the end of each section. The last section will be a conclusion where overarching themes will be discussed.

3   Demographics

3.1 Survey demographics

In January 2017, the Ottawa Police Service conducted a survey of its sworn police officers to get a better understanding of the relationships between gender, family status, the organization's transfer process, and its promotion process. At the end of that survey, respondents had the opportunity to volunteer to be interviewed for this study and help in getting a deeper understanding of the findings of the survey. From that first request to participate, 225 officers volunteered to be interviewed out of the 639 respondents to the survey (35% of the survey participants). We contacted all the volunteers by email or phone to invite them to participate in this interview study. In response to that second contact, 98 chose not to participate further in this study, while the other 127 were still willing to be interviewed. This represented 56% of the initial volunteers and 19% of the respondents to the original survey. From June 2017 to August 2017, these 127 volunteers were interviewed. This report will detail the key findings from those interviews.

The interview sample had the following characteristics:

- It was equally divided between men (n = 64) and women (n = 63).
- The vast majority of the respondents were married (82% of the sample).
- One in four of the respondents had spouses who also worked for the OPS (24% of the sample).
- Half of the officers we interviewed (51%) had young children

Data on our respondent's years of service with the OPS (i.e. organizational tenure) are shown in Figure 3. The following observations can be drawn from this data:

- Most officers (95% of the sample) who participated in the interviews had more than 10 years of experience.
- Approximately half of the officers we interviewed (48% of the sample) had worked for the OPS for more than 20 years.
- Three-quarters (74% of the sample) of the officers we interviewed had not worked for any other police service during their career.

The sample was skewed with respect to rank with half the sample (48%) holding the rank of constable and half (52% of the sample) were higher ranking officers holding the rank of sergeant or above (see Figure 2).

Respondents worked in 6 main areas (see Figure 1). Approximately one in three of the interviewees worked in one of two areas: investigative units (37%) and patrol (31%).

Work area

- ■ Investigative unit
- ■ Patrol
- ■ Supporting Units (EOD, Support services, Mental Health, Operations, etc)
- ■ Community policing [school resource officer]
- ■ Professional development / training
- ■ Other (specify)
- ■ Question was not asked/Missing value
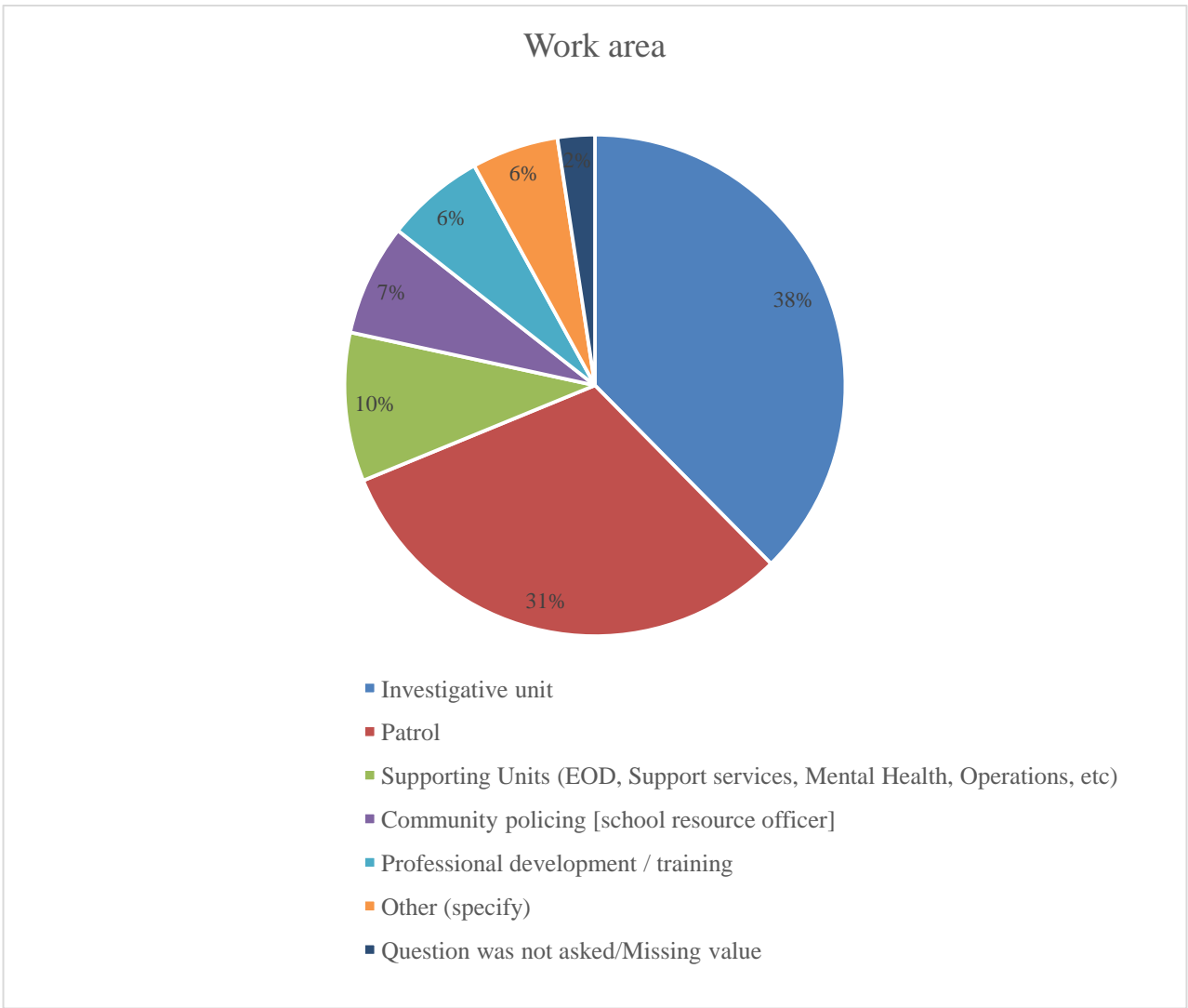
Figure 1 Work Area

3.1.1   Demographic differences between survey and interview sample

To understand the relationship between the interview sample and the survey sample, the demographics of the interview sample and the survey sample were compared and the main differences are shown in Figure 2. In the interviews, we observed decreases in the rate of participation of male officers (from 68% in the survey sample to 50% in the interview sample) and of constables (from 66% in the survey sample to 48% in the interview sample) (see Figure 2). We conversely observed increased rates of participation among female officers and among higher ranking officers. No significant change was observed among officers with young children.
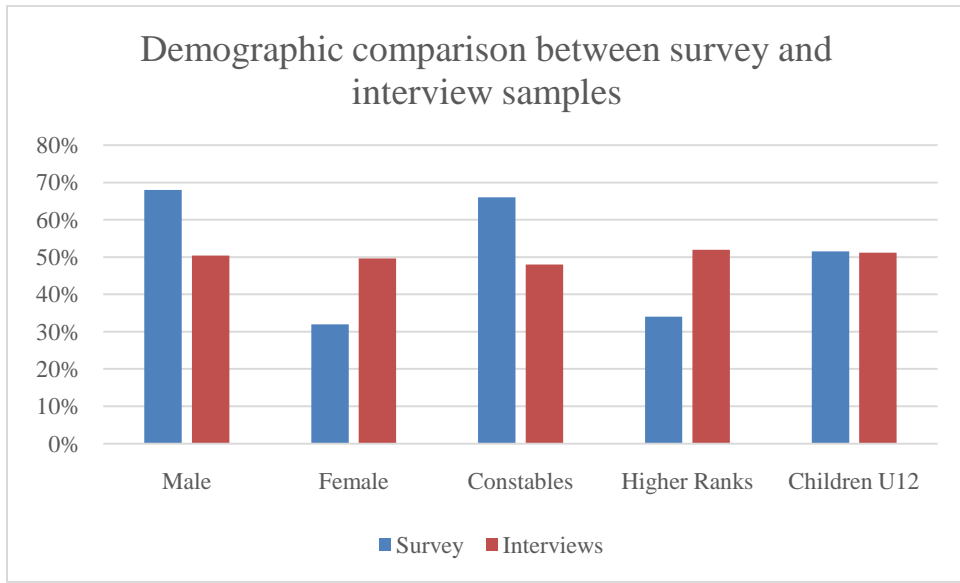
Figure 2 Demographic comparison between survey and interview samples

We found that participation in the interviews was skewed to officers with more than 15 years of service with the OPS, whereas officers in the survey sample typically had spent between 10 and 20 years with the OPS (see Figure 2). Results were statistically significant in all categories ($p < 0.05$).
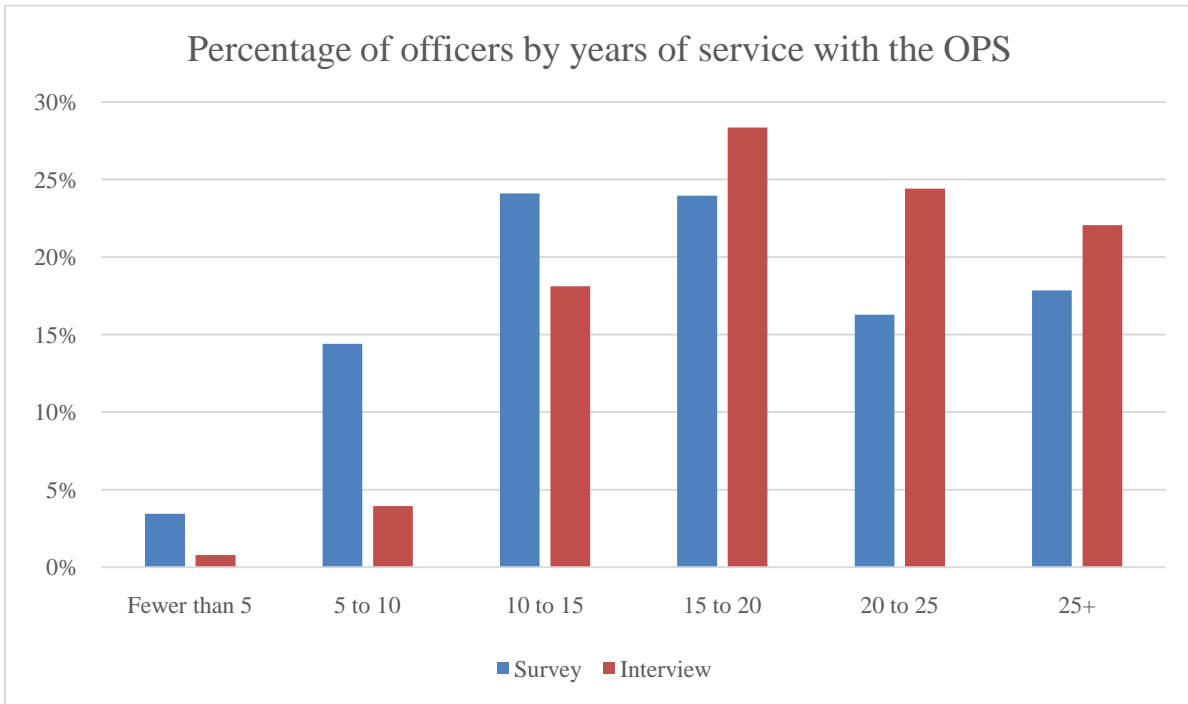
Figure 3 Percentage of officers by years of service with the OPS

We also compared rank and family status by gender between the interview and survey samples. We found a decreased rate of participation of male constables in the interviews and an increased rate of participation among female officers with young children (see Figure 4). These differences were statistically significant ($p < 0.05$).

Demographic differences by gender between the survey and interview samples
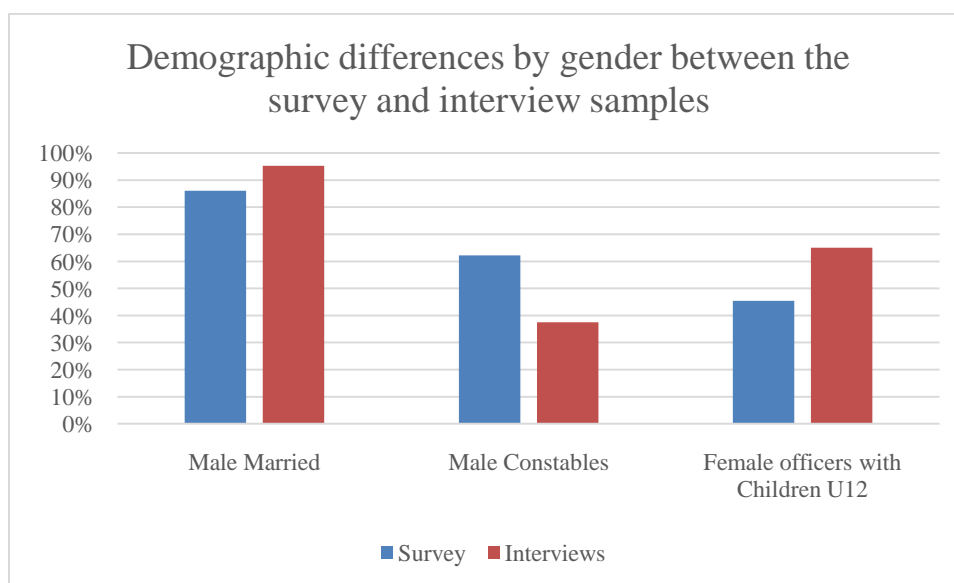
Figure 4 Demographic differences by gender between the survey and interview samples

3.1.2   Gender differences in interview sample demographics

Male officers in the interview sample were more likely to be married (95%) than female officers (68%) (see Figure 5). Male and female officers were equally likely to have a spouse who also worked for the OPS and to have young children. There were also no substantive differences in years of service between male and female officers.

Female officers were more likely to hold the rank of constable (58%) than were male officers (see Figure 5) in the interview sample.

There were no substantive differences in work area between female officers and male officers in the interview sample.
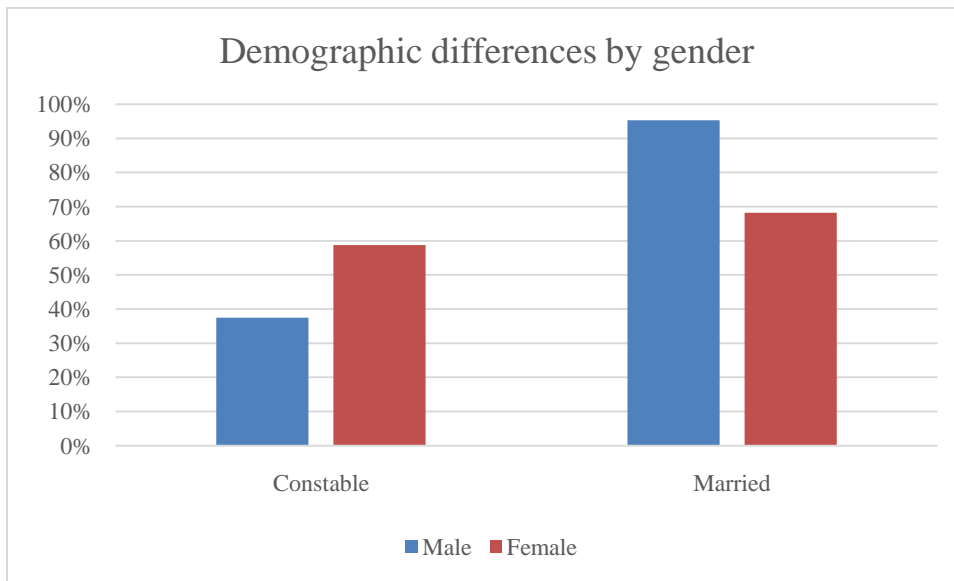
Figure 5 Demographic differences in the interview sample by gender

3.2   Summary of demographics

This interview study followed up on a survey that we ran as part of the Ottawa Police Service gender audit in January 2017 to February 2017. The interview sample consisted of 127 officers who volunteered for the interview study in their survey responses. The interview sample contained equal representation of men and women. A strong majority of the officers in the interview sample were married while half of the officers that we interviewed had young children.

Almost all the officers who participated in the interviews had more than 10 years of experience. Approximately half of the officers we interviewed had worked for the OPS for more than 20 years. Very few of the officers we interviewed had worked for another police service during their career.

Half of the officers in the interview sample were constables and half were higher ranking officers. Respondents most commonly worked in investigative units or patrol.

Family status: There were almost no differences in marital status, rank, or work area between officers with and without young children. Differences worth noting were that officers with young children were more likely to also have a partner who works for the Ottawa Police Service. Officers without young children tended to have longer time with the organization.

Gender: Female officers in the interview sample were more likely to be constables than male officers. Male officers were more likely to be married than female officers. There was no substantive difference between the representation of male officers and female officers in these areas.

Rank: Constables and higher ranking officers had very few demographic differences between them. Constables were more likely than higher ranking officers to have young children. Probably because they were younger themselves, Constables in the sample were less likely than higher ranking officers to be married. A strong majority of constables in the sample had fewer than 20 years of service with the Ottawa Police Service while a strong majority of higher ranking officers had more than 20 years of service with the organization.

4   Motivation of Police Officers

After gathering background demographic information, the interviewees were asked questions about why they became police officers and how they view career success as a police officer. These questions were aimed at determining what motivates police officers, what they value, and how those values and motivations differ depending on their family status, gender and rank. This provides insight into what is important to a police officer and what drives their behaviour. It could also provide insight into the sources of frustration and unhappiness for our sample.

4.1   Decision to become a police officer

4.1.1   Why did you decide to be a police officer?

Respondents identified ten general reasons why they had decided to become a police officer. Of those reasons, six were mentioned by 15% or more of the interviewees and are therefore substantive. Key reasons given for becoming a police officer are shown in Table 1 with illustrative quotes:

Table 1 Why did you decide to be a police officer?

The desire to help people / make a difference (32%)

"Because I wanted to help people, as corny as it sounds, that was the real reason."

"To help others, to make a difference"

"To make a difference, a plausible difference in life and it looked like a job that I would enjoy. I love dealing with people within that."

"You know, to deal with people who might need help or that are in a difficult situation or, you know, emergency situation, so it's really, basically, as a strong desire to try and make a difference and help people especially my community."

Fulfillment of a childhood / lifelong dream / goal (28%)

"I had it in my blood. I wanted to do it since I was a child."

"I wanted to since the age of probably about five or six, and that was before women were even hired to be police officers. Always had an interest it and as I got older I just thought that that was my calling and that was a way that I could help people, and it would be a rewarding career."

"It's all I ever wanted to do as a teenager. It's hard to explain. I considered it almost a vocation, as opposed to a choice I made."

The fact that they were attracted to the nature of the job (i.e. it was something dynamic and active, not a typical desk job) (20%).

"I loved the complexity and the nuances of the law, but I also knew I was not the kind of person who could delve into just reading, you know, and doing legal stuff all day long, so the combination of being able to be engaged with the community, to be, have a job that's physical, that's active, that's different every day, all of those things were things that drew me to the occupation."

"*It's active, you know, people-oriented, so, you're not just at a desk, Monday to Friday. You're also up and about interacting a little bit more with the community and things like that."*

"It's quite a diverse job where there's lots of opportunity for change and you know different... It's not I wouldn't consider a normal career you get lots of you know changes within your job."

The fact that they had previous work experience in areas that are consistent with a career in policing, such as protective services, fitness, or experience volunteering with police. This experience increased their interest in the job (20%)

"Well I started out trying to be a lawyer but didn't want to sit in an office."

"I had previously worked in [a related field] and …. wanted to be able to do something more positive to influence people's lives."

A desire to be leader in the community (i.e. lead by giving back to the community and through their contributions as a police officer) (17%)

"I like to contribute to the community."

"I think that police officers play a really important role in the community. I think we

> *are peace builders, community builders, and I think we wear many hats. ... We are integral to the community glue to actually build a, sustainable healthy communities."*
>
> *"It's more about serving community rather than larger, you know, the bigger picture stuff, the national. It's more about the city and putting down roots and becoming more involved in the community bubble."*

They were encouraged and/or inspired to seek the job by a positive police role model. (15%)

> *"Some of the friends in my life were police officers who were going through police training and people used to often say to me: Have you ever thought about this? And it was something that just fit."*
>
> *"I've got a family history of service."*
>
> *"I had a friend whose father was a police officer, and I was always intrigued by the stories that he told us… and then when I moved out to Ottawa, I had met a bunch of city police officers. And, upon speaking to them and seeing how much they enjoyed working for a city force, I decided to go for it."*

4.1.1.1   Differences between groups about why they decided to become a police officer.

Family Status: There were no substantive between group differences.

Gender: Male officers in the sample were more likely to say that they become police officers as a result of a lifelong dream (35%) than were female officers (22%). Male officers were also more likely to have been influenced by previous experience that was consistent with a policing career (25%) than were female officers (16%).

The female officers in the sample were more likely to say that they became a police officer to help people (40%) than were their male counterparts (25%). Female officers were also more likely to indicate that their desire to become a police officer was the result of a positive role model who inspired and encouraged them (22%) than were the male officers (8%).

Rank: There were no substantive between group differences.

4.2   Determinants of career success

4.2.1   *What does career success mean to you?*

Interviewees shared thirteen different ideas about what career success meant to them. The six definitions of career success mentioned by 15% or more of the sample are shown in Table 2 with illustrative quotes.

Table 2 What does career success mean to you?

Feeling fulfilled (49%)
"A successful career to me would be just having a feeling of satisfaction in the job that you do. A feeling of what you work on and, you know, your work does matter either to the community or to yourself and that you're valued for your contributions not just externally but also internally." *"Career success, happiness in your position and then feeling fulfilled with what you're doing."*
Making a difference (35%)
"As long as you feel like you come in every day, do your best, and feel like you've contributed in that positive way, then, to me, that's being successful." *"For me, ultimately, it's an inner feeling of some work and knowing that I've made a difference or an accomplishment feeling that I've done something of value with my life and with my working life because it's a huge part of who you are as an individual."* *"Success to me is helping. To me, the vocation of policing is a service, so it's extremely rewarding, and I'm successful if I've been supportive with my peers, and if I've been supportive with you know the public, with whoever I'm going to help."*
Having opportunities for growth and change in their career (21%)
"I think it's challenging oneself, the ability to continue to learn, being or receiving experience from a variety of different sections and just honing your skills." *"Being challenged, and being respected, and opportunity for growth and change."* *"It's having opportunities that you wanted, and… Whether it be major crime, patrol, traffic, whatever. Having a fulfilling career with just doing jobs you wanted to do."*
Opportunities for promotion (16%)
"It's changing as I get older, now that I have kids and all that, night shifts and stuff, lifestyle more than anything I think rather than initially climbing to the top. But promotion and that would be nice in the future but it is not as much a priority. It is more quality of life I think."

"I guess at this point, success for me would be getting promoted."
Enjoying what they do at work (16%)
"To be happy, come to work, you know, you're adding value to the people that work here and to the community – you're helping the community."   *"I want to go to work every day, enjoying what I do, and in turn, you know, I do the best work that I can, and I find that career fulfilling."*
Having a good quality of life and a balance between work and life (16%)
"Doing well in my job, being in a position that I enjoy going to everyday, obviously, and that is conducive to my family life, and... I don't know. Just enjoying what I do every day really."   *"A lot of it has to do with balance between the work here, how it impacts you, how it impacts your family. Success at work and success at home."*

4.2.1.1 Differences between groups about what career success means to them.

Family Status: Officers with young children were more likely to indicate that enjoying their job was indicative of career success (23%) than those who did <u>not</u> have young children (8%).

Gender: When asked what career success meant to them, female officers were more likely to answer that making a difference was an important component of success (43%) than male officers (27%). Female officers more often said that being satisfied (54%) was an indication of career success than their male counterparts (44%).

Male officers, on the other hand, were more likely to suggest that career success was linked to promotion and advancement (22%) than were female officers (10%).

Rank: There were no substantive between group differences.

4.3   Summary of the motivations of police officers

OPS employees have mainly altruistic reasons for being a police officer (want to help others, fulfills a childhood dream, be a leader in the community, give back to the community) but are also attracted by the nature of the job (dynamic, active). It is noteworthy that very few officers stated that they were attracted by the pay and benefits offered by a career in policing. While many of the OPS officers we talked to define career success in intrinsic terms (feel fulfilled, make a difference,

enjoy what I do), others equated career success with upward mobility (a promotion) and opportunities for growth and development. Finally, it is interesting to note that a substantive number of the officers linked career success to quality of life and work-life balance.

Male officers more often said that they became police officers as a result of a life-long dream, often originating before they really understood what a police officer does. Arguably, it was the role of policing that was the primary motivation. Male officers also were more likely to indicate that their decision to become a police officer was the result of related professional experiences, usually in related fields.

Female officers, on the other hand, were more likely to say that they decided to become a police officer simply to help people. That is, policing was seen as a means to an end goal, and not necessarily the goal in and of itself. Female officers also more often indicated that their decision was because of interactions with a role model or the influence of someone they knew personally and was encouraging of their choice.

It is noteworthy that male and female officers were equal in saying that they decided to become police officers because of the active and dynamic nature of police work.

Compared to male officers, female officers more often, pointed to making a difference as being an important indicator of career success, which is aligned with their higher likelihood to say that they became a police officer to help others. Female officers were also more likely to connect career success with intrinsic indicators such as feelings of satisfaction or the achievement of goals.

Male officers were more likely to indicate that promotion and advancement were important indicators of career success than were female officers.

It is not surprising that there were not any substantive differences between family status or rank groups about the motivation to become a police officer since these motivations pre-date their current status. However, it is noteworthy that officers with young children were more likely to connect career success with enjoying what they do.

36

5   Organizational Culture

Interviewees were then asked for their views about OPS, its culture, and how that impacts their work behaviour.   We asked them to tell us what they thought was great about working for the OPS and contrasted that with what they found challenging about working for the OPS. We also asked them to describe the culture.   With this picture of the culture of the OPS in mind, we then asked our sample what impact that culture had on their behaviour at work.

5.1   Pros and Cons of working for the OPS

We asked our sample what they thought was great about working for OPS and also what they found challenging about working at OPS.

5.1.1   What makes the OPS a great place to work?

One in ten of the people we interviewed could not think of anything that made the OPS a great place to work. The rest of the sample provided nine unique responses to this question, four of which were identified by 15% or more of the respondents, as shown in Table 3 with illustrative quotes.

Table 3 What makes the OPS a great place to work?

The dedicated people that they worked with every day (49%)
"Right now, for me, what makes it a great place to work is first, the people I work with and the level at which, the level of commitment that they have to their jobs in, you know, the commitment they put into their training and into their calls and coming in when needed. That would be one of the biggest things, one of the things that really makes my job good."
"The people are amazing. They're amazing. I work with very intelligent, big-hearted, funny, brave individuals, and they're amazing. It's a true honour to be part of that family."
"I'd say the people, if it wasn't for the people it would suck."
The OPS enabled them to live and work in Ottawa (36%)
"It is a good place to live, a good city, a lot of different opportunities in terms of like it is a big city so lots of different kind of calls and things like that, lots of different places to move especially when I joined that's what I was thinking and I think that still applies,

you know, a lot of different sections to work in."
"The nation's capital's kind of cool, right?"
"It's a great city to work in. I actually think Ottawa is a great city to work in."
The force is a good size and provides officers with a number of different opportunities (33%)
"What's great about OPS is that there are so many different places you can work, so many areas of town, so many areas of policing. So, it's the variety."
"The fact that it's a big enough police service that there are a lot of options, that you can go to different sections and have a lot of options."
"I think it's ever changing and you never have to keep the same job for a couple of years, you are continually moving, or you hope that you are continually moving. So, different challenges in different areas of police work."
It lets them do a job they love and make a difference (36%)
"I tend to separate policing from the OPS. You know, when somebody asks me that question, I kind of default to what it is I like about policing, because there isn't a whole lot that I like about the OPS."
"For me, it's, you know, the nature of the job…You know, I'm here for the craft, trade. I'm not necessarily here because of the Ottawa Police."
"I continue to enjoy the challenge... day-to-day challenges that the type of work offers."

5.1.1.1   Differences between groups about positives of working for OPS

Family Status: There were no substantive between group differences.

Gender: Male officers were more likely to say that the variety of jobs available as a result of the size of the OPS (38%) was a factor that made working for the OPS positive compared to their female counterparts (29%). On the other hand, female officers were more likely to indicate that what made working for the OPS great was their love of police work (21%).

Rank: There were no substantive between group differences.

5.1.2   What do you find challenging about working for the OPS?

Respondents provided fourteen different challenges about working for the OPS. Of those, six were identified as challenges faced by 15% or more of the sample, as shown in Table 4 with illustrative quotes.

Table 4 What do you find challenging about working for the OPS?

The sense of disconnection between the executive and front-line officers (29%)
"I find that there's a big disconnect between the boots on the ground and the decision-makers. I find that the decision-makers tend to make decisions that affect the boots on the ground. They make decisions that affect us and it seems to me like they don't care how it affects us, whether it affects us negatively or positively…. They kind of sit there in their own little world."   *"It's like there's a division with our upper management and our… between the white shirts, if you want, the executive, and the blue shirts, if you want. There's a division and people don't feel supported."*
The lack of resources and dealing with being understaffed (22%)
"Really what we need is we need members, and if we'd had the officers that we were supposed to have, a lot of the issues that are happening right now would not be happening. Because there'd be enough police officers in the cars and they would be, you know, they'd be able to get their time off. They'd be able to book their holidays. They'd be able to book their stats. Because now they get told no, there's not enough officers, you can't have it off. And they're tired and you need a break when you're in this job. And to be told that you can't book your time, that is your time to book off but you can't have it, is… That's all the discretional time. I think the Chief has done three orders so far where you know sorry, no discretional time off between this period and this period, and this period and this period, because we don't have enough officers. And you wonder why there's mental health issues and physical health issues in the department."   *"Well, it's not enough resources, number one, so you are always challenged with trying to find more time in your day, trying to get more work done."*
Low morale (20%)
"Well, morale is really low right now. We're very, very short staffed everywhere, that makes it really hard. I would say those are the two, kind of, those are the two big things."   *"It's, we're having real difficulties with the Ottawa Police Service right now and our members don't feel valued, they don't feel, the morale is low, there are a lot of really big changes that are proving not to be very successful at the moment, and so, and the leadership is not responding maybe the way the membership would like the leadership to respond and as a result there's a lot of negativity."*
The poor leadership and unethical behaviour of the senior executive (19%)
"Well, I will say over the last five years Executive Command has been very challenging. It's impacted every area of the service and the lack of leadership, integrity, and ethics has put a greater burden on every other manager and supervisor."   *"I believe that our organisation has enabled negative behaviour at the senior officer rank... There are people that are bullies at the senior officer rank and we've enabled that, without calling them, you know, people learn within this organisation that*

accountability and supervisor courage are reinforced yet, I don't see a lot of that happening. So, when you see senior officers that are negative to each other and back stabbing each other and trying to have the demise of the executive command and sabotage them, for lack of better terms. And we blatantly see that and they're not being held accountable, that to me is disturbing and it's difficult and it's hard to manage that."
"The way that there is a great deal of nepotism. And the fact that our senior officers, our management team, talk the talk, but they don't walk the talk, you know. They will tell you what you want to know. They tell people on the outside what they want to hear, but none of it is true."
"I find the leadership with the OP service challenging."
The internal politics of the organization (18%)
"I think its drama, it boils down to drama. There's too much. I think there's almost a high school mentality with regards to drama… I think it just becomes every little thing that happens within the service, people make personal about them. And I think that has fostered a lot of negativity throughout the organization. I think that's a major downfall right now."
"The politics. I've never had much tolerance or endurance for them and I think they do tend to infiltrate the day to day work we do too much... There's an awful lot of gossip here. I don't like the everybody knowing your business."
The transfer and/or promotion processes (16%)
"It's frustrating to see, you know a lot of procedures and, you know, as far as moving around, there's no consistency. There's no… Yes. It would be nice for them to have the same rules for everybody, but they do not, so."
"Unless you happen to have someone who supports you, then you never get transfers, you never get a late lunch; you never get time off, discretionary leave. You just are punished and bullied through your career."
"The promotional process, the transfer process, the lies, the deceit, the management."

5.1.2.1   Differences between groups about the challenges of working for OPS.

Family Status: Female officers with young children are more likely to suggest that the low morale of the OPS is a challenge (29%) than male officers who have young children (13%).

Gender: There were no substantive between group differences.

Rank: There were no substantive between group differences.

5.1.3   Summary: The pros and cons of working for the OPS

Positives of working with the OPS were linked to the people they worked with, the city they worked in, and the job they worked at. Notable by its absence were discussions of the work environment within the OPS or the positive policies and programs available at work which were more likely to be mentioned when officers were discussing the drawbacks of working for the OPS. Many identified the relationship between senior officers and front-line officers within the OPS as a key challenge while others talked about internal politics. The fact that the service was understaffed and morale was low was also pointed out by many as problematic. Finally, the promotion and transfer processes within the OPS were identified as one of the downsides of working for the service.

The only substantive difference between any of the subgroups was that female officers were more likely to indicate that what they liked best about working at OPS was the actual police work in comparison to male officers who were more likely to mention that the variety of jobs available by working for a larger police force like OPS was a major benefit.

It is significant, given the nature of this study, that the only substantive differences between our subgroups about the challenges of working for the OPS was that female officers more often said that the low morale was problematic. Only 6 interviewees mentioned sexism as being a challenge, a number which is not substantial in a sample of 127 people. It is not even substantial in the female officer subgroup of 63 people. During the interview, at least, it appears that there are other, more pressing challenges in working for the OPS than gender dynamics.

5.2   Descriptions and Impact of the Organizational Culture

5.2.1   Can you give me three words to describe the organizational culture within the OPS at this time?

Interviewees identified twenty-six different descriptors of the organizational culture at OPS. The vast majority of these descriptors (85%) were negative in tone. Five of the descriptors were mentioned by 15% or more of the respondents and as such are worthy of note. A substantive number of respondents described the culture of the OPS using the words shown in Table 5 and Table 6.

41

Table 5 Negative words to describe the organizational culture within the OPS.

Demoralized (24%)
"*Demoralized, wary as in afraid to... that's what I mean by wary afraid to express your own opinion because you don't know what it's going to get you."* *"It's just, I mean, disappointing, I think, would be a word."* *"It's a lot of dissatisfaction with the organization I think especially with the SI things going on now. There's a lot of unhappy people, morale is very low."*
Dysfunctional (17%)
"Right now, we have a bunch of people in different positions that are not in unison, we're not all operating on the same song sheet. It's just we're... like I said, before, we're fractured, right." *"I can bring it down to two—a basket case."* *"Dysfunctional, draconian, I'm trying to think what else one word…"*
An old boys club where favouritism is common (15%)
"You know, as you refer to as the organisational culture, the unwritten culture, where people called it the Old Boys' Club. Again, by the time I got into policing, Old Boys and Girls, there were women in those so-called clubs." *"Three words that describe the culture, well, one's a hyphenated: old-boys."* *"I would say nepotism, cronyism and favoritism."* *"Well, in three words… I'll give you the acronym. I call it the OBC, old boys' club."*
Unfair and frustrating (15%)
"Well, at this time, I'd have to say frustrated." *"I think there's a lot of officers in the organization who are frustrated. So frustration."* *"As frustrating as this is, this is not the career that I had planned, you know, to be at front desk, I was on patrol for eight years, and you know, with an injury, a workplace injury, you know, being at the front desk is not, is not a career goal. And it's very frustrating when there are males, and currently, males that have been injured on the job as well that never spent one day at the desk, not one shift."*

Only four of the words or phrases provided by the respondents to describe the culture were positive. Only one of these positive descriptors, supportive and professional (16%), was mentioned by a substantive number of the sample (15% or more of the sample).

Table 6 Positive words to describe the organizational culture within the OPS.

Supportive and Professional (16%)
"You know, the organization is supportive, yes, they are supportive of their members." *"Well, I still think it's a hardworking culture, despite all the challenges."* *"Probably, professionalism, I think pride, there's still a lot of pride in this organization too and, I think effort I think there's still a lot of people who try really hard around here to do good work, so."*

The word cloud shown in Figure 6 below provides a visual representation of the description our respondents provided of the organizational culture at OPS.   The image shows the words that represented those that the interviewees used to describe the organizational culture of the OPS. The size of each word in the cloud is proportional to the frequency with which the concept was expressed by the interviewees making this image useful in helping to interpret the findings.

Figure 6 Word cloud to describe the organizational culture at the OPS.

5.2.1.1   Differences between groups about how to describe the organizational culture.

Family Status: There were no substantive between group differences.

Gender: Male officers were more likely to use positive adjectives indicating a "supportive/professional" culture (20%) than were female officers (9%). In terms of the negative descriptors, male officers were more likely to use adjectives related to the concepts of "dysfunctional" (23%) and "leaderless" (16%) to describe the culture than were their female colleagues (10%, and 5% respectively). On the other hand, female officers were more likely to use terms relating to ideas that the OPS culture was "frustrating/unfair" (19%), "Unsupportive" (16%), and "negative" (16%), than were male officers (11%, 2%, and 3%, respectively).

Rank: There were no substantive between group differences.

5.2.2 *How has the organizational culture of the OPS impacted your behaviour at work?*

Interviewees were then asked how the organizational culture they described in the previous question impacted their behaviour at work. They were given the following four choices to pick from: it has had a positive impact on my behaviour, it has had a negative impact on my behaviour, it has both positive and negative impacts on my behaviour, or it has not had any impact on my behaviour at work.

Approximately half (47%) of the sample said that the culture had both positive and negative impacts on their behaviour at work while one in three (33%) felt that the culture had negatively impacted how they acted at work. Only 6% of those asked said that the culture had only positively impacted their behaviour while another 14% said that the culture had no impact on their behaviour at work, neither of which represents a substantive portion of the sample. We followed up by asking the respondents to provide an example of how the culture had impacted their behaviour in a positive and/or negative way. Key responses to this question are shown in figure 6 below, with illustrative quotes.

Impact of Organizational Culture on Work

- 6%
- 33%
- 47%
- 14%

- 1. a positive impact on your behavior at work
- 2. a negative impact on your behaviour at work
- 3. both positive and negative impacts on your behaviour at work
- 4. no impact on your behaviour at work
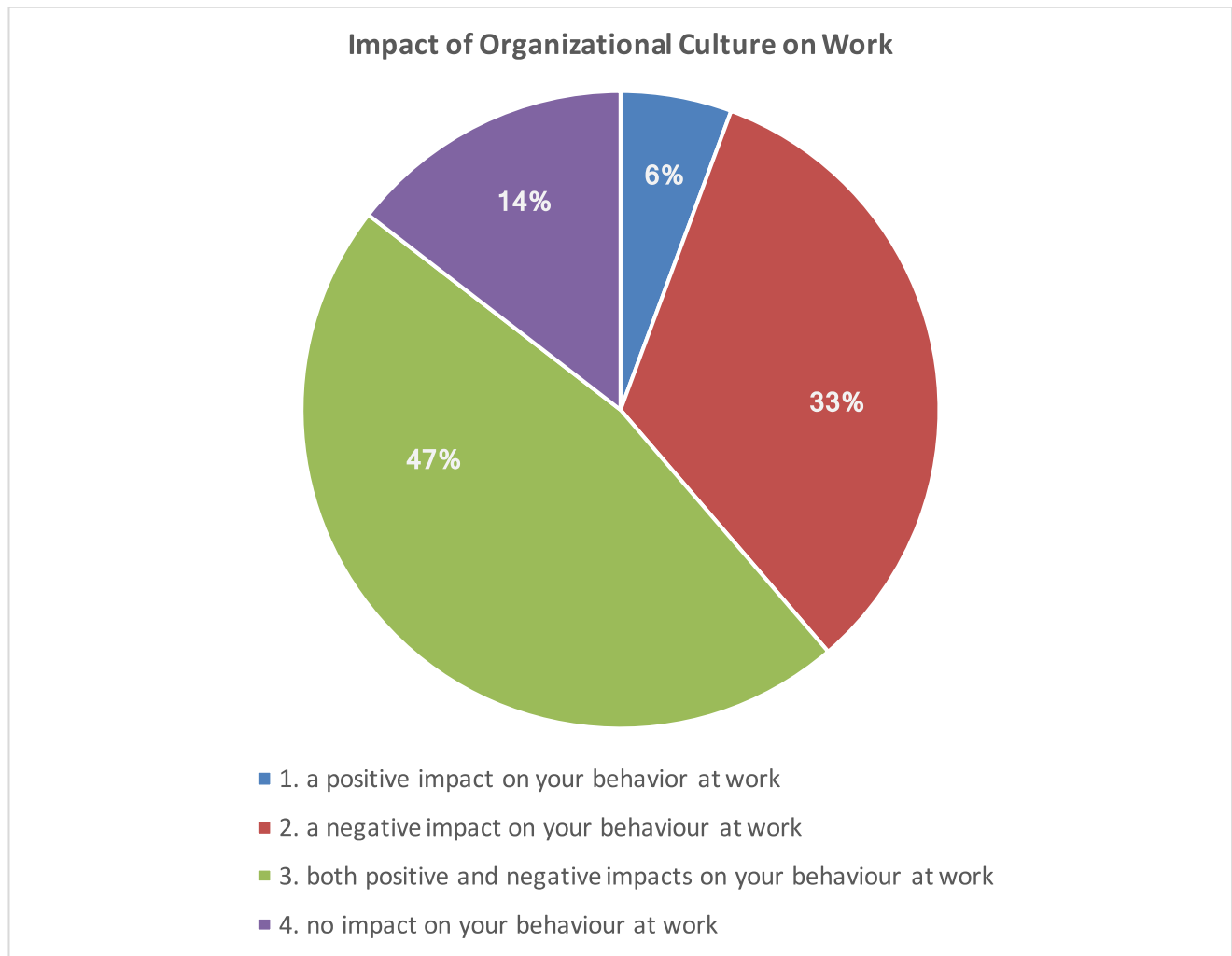
Figure 7 Impact of Organizational Culture on Work

5.2.2.1   *Positive Effect of Culture on Work:*

The interviewees identified five ways that they felt that the organizational culture had positively impacted their behaviour at work. Only one of these five responses was above our 15% threshold. In this case, 20% of the officers who had said that the culture had a positive impact on their behaviour felt that it was how the negative culture had helped bring their work team closer together that was positive (i.e. team members tried harder to be supportive of each other).

The following quotes are representative of this response:

> *"Well, it causes, I mean, what it will do is it will cause our group to become more cohesive, tighter. Like the, you know, the bigger the storm is, the harder you, sort of, hunker down. And that's really what it comes down to in our office. It doesn't matter what's going on*

around us, we still have a job to do and that's one of the things that I tell, you know, I make sure everybody understands."

"Seeing what decisions (are made by the executive) and what I consider unethical actions by the executive has made me focus that much more on the people I work with and who work with me and I try and support them."

5.2.2.2   Negative Effect of Culture on Work:

The respondents identified ten ways in which the organizational culture had negatively impacted their work, only one of which was mentioned by 15% or more of the sample. Half the sample indicated that the culture had contributed to their feeling demotivated and less willing to go the extra mile at work (50%). Along this line, respondents talked about how they felt that they did not want to go into work, as well as feeling discouraged and worn down.

Quotes that are illustrative of this response are:

"It feels, I think for me personally now, things feel a lot more like a job as before it kind of felt a lot more like something you were here to do and were excited to do. Now it just feels more like I'm punching in, like coming in, doing what needs to be done and then that's it, we're finished."

"So, you used to spend hours upon hours, upon hours of your own time, uncompensated time [doing] all that stuff. So, I don't do that anymore, my team does not do that anymore. And so, from my perspective that's negative because it's actually slowed down files. We all did that because we were really dedicated to the job we were doing and so, I view that as a negative. Do the employer's view that as a negative? I don't know, they were getting free labour, now they're not. I don't know if they care but I see that as a negative."

"I mean, demotivation's a big one sometimes it's just when you try or when you do something well just to see you get bypassed for a couple of what I see as favourite officers. When you see for example officers that in spite of how hard you work they get their choice assignments or they're provided with opportunities that you never have. You know they get sent on management leadership courses, you know, all over the place, and you don't. It's quite demotivational."

"I think, that's a hard question, I would say it's somewhat negative because what I've done is sort of withdraw from it. So now, I go to work and I do what I'm supposed to do, and I do a really good job. But I've withdrawn."

5.2.2.3 Differences between groups about the impact of the organizational culture on their behaviour at work.

Family Status: There were no substantive differences between groups.

Gender: Female officers were more likely to indicate that the organizational culture had a negative impact (43%) on their behaviour at work, than were male officers (22%). Female officers were also more likely to specify that a feeling of demotivation to "go the extra-mile" represented that negative impact (54%) than were male officers (45%).

 Male officers were more likely to say that the culture had both positive and negative impacts on their behaviour at work (53%) than were female officers (43%).

Rank: Higher ranked officers were more likely to say that the organizational culture had both positive and negative impacts on their behaviour at work (53%) than were constables (38%). Constables were more likely to say that the organizational culture had a negative effect on their motivation at work (38%) than were higher ranked officers (26%).

5.2.3 Summary: Descriptions and impact of culture of the OPS

The vast majority (85%) of the officers we talked to described the organizational culture within the OPS in negative terms. Officers felt that the culture was demoralized, dysfunctional, unfair, nepotistic and frustrating. They did, however, feel that the culture valued professionalism and that officers supported each other.

Interestingly, the negative concepts of "dysfunctional" and "leaderless" that the male officers were more likely to use to describe the culture reference non-personal organizational features of the OPS, whereas the concepts of "frustrating and unfair", "unsupportive", and "negative" that the female officers are more related to personal feelings and experiences.

Virtually all (86%) of the officers felt that the culture impacted their behaviour at work. While half stated that the culture had both positively and negatively affected their actions at work, one in three could only identify ways in which the culture had adversely impacted their behaviour at work. This is in direct contrast to the mere 6% (n=7) of respondents who only recognised ways in which the culture had positively impacted their work behaviour, a number that is not substantive.

48

Responses show that what officers consider to be the positive effect of the organizational culture is found in how the negative culture often brings work teams closer together as a defensive mechanism. This is ironically supports the high degree of consensus within the sample that indicates that the organizational culture of the OPS negatively impacts behaviour at work. More specifically, half of the people we talked to stated that the culture resulted in a demotivated, discouraged, and worn-down workforce that was less willing to "go the extra mile".

5.3   Summary of Organizational Culture

The OPS has, according to our sample group, a lot going for it. It is a good-sized organization that has really great people working in a really great city. The male officers are particularly happy with the opportunities that this provides them in terms of career experience and variety. The female officers are more pleased with being able to do the police work that they love.

However, the OPS also has a lot of challenges that were identified by our sample. With considerable consensus between groups, our interviewees identified the primary challenge as being the disconnect between the senior executive and the front-line officers, which was related to their identification of being dissatisfied with the behaviour of the senior executive. The lack of resources and problems with the transfer/promotion process were also identified as major challenges at the OPS and are persistent themes. In addition, low morale was especially identified by female officers with young children as being a challenge. For the officers in our sample, all of these issues were directly related to their perceived ability to do their job in what they consider to be an impactful and effective way.

The descriptions used by the sample reinforced the challenges that were previously identified. The predominantly negative adjectives illustrate that it is the challenges of working for the OPS that are at the forefront of the minds of our interviewees. Interestingly, in their choice of negative descriptors of the culture, female officers were more likely to use terms associated with feelings and personal experience, whereas male officers were more likely to use non-personal terms related to organizational features.

The predominantly male sentiment that the organizational culture was supportive/professional was most often a reference to the operating culture of their day-to-day team and close coworkers, and not usually a reflection of their feelings towards the organizational culture writ large or the more

senior management. Indeed, it was usually the case that those who gave a positive description of the organization either included caveats to that description, or gave it in combination with other negative descriptions. Thus, even those who do describe positive aspects of the organizational culture are very aware of the negative aspects as well.

Only 14% of our sample did not think that the organizational culture impacted them, but of the remaining group that did indicate that the organizational culture had an impact, 93% said it had a negative effect (including those who said that the culture had both a positive and negative impacts). This profound result is bolstered by the fact that out of the 45% who did indicate that there was a positive effect (including those who said that the culture had both positive and negative impacts), that effect was often in defiance of the negative culture. Thus, the predominant sentiment is that the organizational culture has a deleterious impact on our sample's behaviour at work with the only positives coming from the resultant desire of some to fight against that culture and to inculcate themselves, their co-workers, and their subordinates with a positive alternative.

6   The Transfer Process

Participants were asked to relate their experiences surrounding the transfer process. Questions were asked about whether or not they requested a transfer and the reasons for their decision. For those who did request a transfer, they were asked whether or not they were successful in their request and to what they attributed the outcome. Finally, interviewees were asked to give recommendations to improve the transfer process at OPS.

6.1   The decision to request a transfer

6.1.1   Have you requested a transfer in the last five years?

Participants were asked whether or not they had requested a transfer in the last five years. As illustrated in Figure 8 below, the vast majority of respondents had requested a transfer (77%) with nearly a quarter of our sample not making a transfer request (23%).
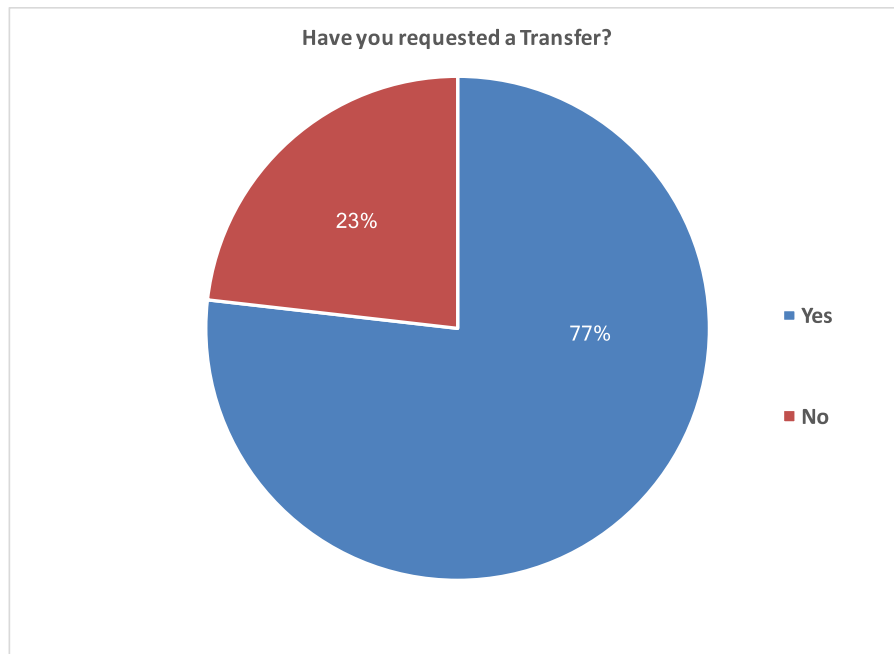
Figure 8 Have you requested a transfer?

6.1.1.1 *Differences between groups about requests for a transfer*

Family Status: Officers who have young children were more likely to request a transfer (85%) than those who do <u>not</u> have young children (66%).

Gender: There were no substantive between group differences.

Rank: There were no substantive between group differences.

6.1.2 *Can you tell us why you made the decision about transfer that you did?*

The interviewees were then asked for the reasons behind their decision of whether or not to ask for a transfer. The respondents who had not requested a transfer (N=29) gave five reasons for their decision. Of those responses, two are noteworthy. A substantive number of respondents (20% or more when N is so small) indicated that they did not request a transfer for the reasons shown in Table 7, with illustrative quotes.

Table 7 Why did you decide not to request a transfer?

They were happy with the position that they were in (28%, n=8)

"Because I really enjoy where I work."
"Because I'm happy working where I am."
"I had a position I enjoyed and, you know, I had already worked in several different sections. I enjoyed that so I embraced that, right, so that's why I didn't really do any type of transfer plus it didn't appeal to me anymore to be transferred around. My life was comfortable."

They did not need to request a transfer but were being moved to a new position either as a result of a promotion, the expiration of their tenure, or because of the request of a superior (24%, n=7)
"I never requested it. I was removed when I got promoted."
"I was kicked out of a position and since going back to the road, no."
"Yes, I am in a position right now that provides me a tenure of seven years. I have been here for five, so I haven't asked for one in five years because I'm still in my tenure."
"Essentially, I've been moved to where they want me … an opportunity came where another manager asked me to transfer to that area, and the reason I transferred was because they would move me, so… ultimately."

The respondents who had requested a transfer in the last five years (N=96) indicated seven reasons for their decision. Five of those reasons were supported by 15% or more of the sample. A substantive number of the respondents said that they requested a transfer for the reasons shown, with illustrative quotes, in Table 8.

Table 8 Why did you decide to request a transfer?

The tenure system required them to move (30%, n=30)
"Well I wanted to transfer because my time was coming up in the position. So I needed to look."
"Yes, I was forced into the transfer process. I never sought transfer in the last five years I was very happy with my position."
"Well where I was before, I really enjoyed the job. But I had to move on because of the tenure process. Having said that, for me, the only place I would've wanted to go is where I ended up."

They wanted to do something new and challenging (30%, n=29)
"I was just tired of doing what I was doing; I was in a very high stress."
"Just looking for another opportunity to do a different line of work."
"I thought it'd be an interesting, challenging position. I thought that would be a good spot

to go to that still offered a good challenge.”
The experience would result in career development (28%, n= 27)
“Well, the primary reason is I saw opportunities to develop professionally, to expand and learn.” *“I hoped to gain experience in different areas and a better understanding of various sections. And also with, I mean, it's important to gain, in my opinion, a general experience base in order to move forward and ahead in the organisation in terms of promotions as well.”* *“So because I am interested in eventually getting promoted, the service wants you to have breadth of experience. So I'm trying to expand on my breadth of experience.”* *“Based on professional development and expanding my breadth of experience as an Investigator.”*
They had a personal interested in the requested position (20%, n=20)
“I wanted to go to that section because I always wanted to be in that particular section. I feel like I can do a lot of good in that section.” *“Because it was an area that interested me and I felt my skills and my abilities and background would support the organisational goals. So it was a combination of, you know, feeling I have the strengths that could meet the organisational objectives for that position. As well as my own personal interests and development.”*
They wanted a better work schedule (16%, n=15)
“I needed to look for another position and I am a mother. And it was very important for me to try and find another position that had a somewhat decent schedule.” *“The position provided an opportunity to provide a stable environment for my family.”* *“My husband was doing shift work as well and I thought it would be better family-wise, have a better schedule.”* *“Getting time off for holidays and stuff like that is a little more difficult with patrol, because the demand for officers is very great, whereas in a specialty unit, or even like at all the other sections, it's not front line. There's got to be… You've got to understand how policing works, so, frontline is much more demanding. So, it's nice to take a break from it and try something new.”*

6.1.2.1 Differences between group about reasons for requesting, or not requesting, a transfer.

Family Status: Perhaps unsurprisingly, officers with young children (N=55) were more likely to request a transfer because they wanted to have a better work schedule (24%, n=13) than those without young children (5%, n=2). However, officers without young children were more likely to

request a transfer because they wanted to go to a section that held personal interest for them (29%, n=12) than those with young children (15%, n=8).

Gender: Female officers who applied for a transfer (N=47) were more likely to say that they did so because they wanted to get out of an unhealthy work situation (19%, n=9), than were male officers (4%, n=2). Interestingly, constables were also more likely to give this response (16%, n=8) than were higher ranked officers (6%, n=3). Upon further analysis, it was found that female constables were more likely to say that they requested a transfer to get out of an unhealthy work situation (24%, n=7) than were male constables (5%, n=1).

Male officers who applied for a transfer (N=49) were more likely to say that they did so because they wanted to be challenged by something new (37%, n=18) or because they wanted to develop professionally (35%, n=17), than were female officers (23%, n=11, and 21%, n=10, respectively).

Rank: Higher ranked officers were also more likely to say that they wanted to have a better work schedule (26%, n=12) than were constables (16%, n=8).

6.1.3   Summary of the decision to request a transfer

Requests for transfer are very common, with three quarters of our sample having requested one in the last five years.   Transfers are substantially seen as a way to develop both professionally and personally by being challenged, trying something you want to do, gaining experience, and possibly improving your work schedule. The quarter who did not request a transfer were often motivated by a desire to stay in a position that they enjoyed. Interestingly, tenure was used as a reason for both those who were applying for transfer and those who were not. The main feeling behind responses about tenure was one of powerlessness and being forced do something that was not necessarily desired.

However, those who have young children were more likely to request a transfer than those who do not have young children, indicating that the issues around the transfer process may be more sensitive to family status than to gender.

6.2 Results of the decision whether or not to request a transfer

6.2.1 Describe to us what happened when you requested a transfer.

When those who requested a transfer (N=96) were asked to describe what happened when they made their request, the respondents shared eight different experiences. More than half of the sample related the process of applying for transfer (57%, n=55), while the other seven answers were not supported by a substantive number of respondents (15% of more of the sample).

6.2.1.1 Differences between groups about what happened when they requested a transfer

Family Status: There were no substantive between group differences.

Gender: Female officers were more likely to say that they did not receive any explanation of the outcome of the transfer process (15%, n=7) than male officers (4%, n=2).

Rank: There were no substantive between group differences.

6.2.2 Did you get the transfer you requested?

Interviewees were asked the outcome of their transfer request. Three out of four people who requested a transfer were successful, though it was noted that the transfer received was not always the first choice of the applicant (who usually apply to more than one position). The other quarter of the sample did not receive a transfer.
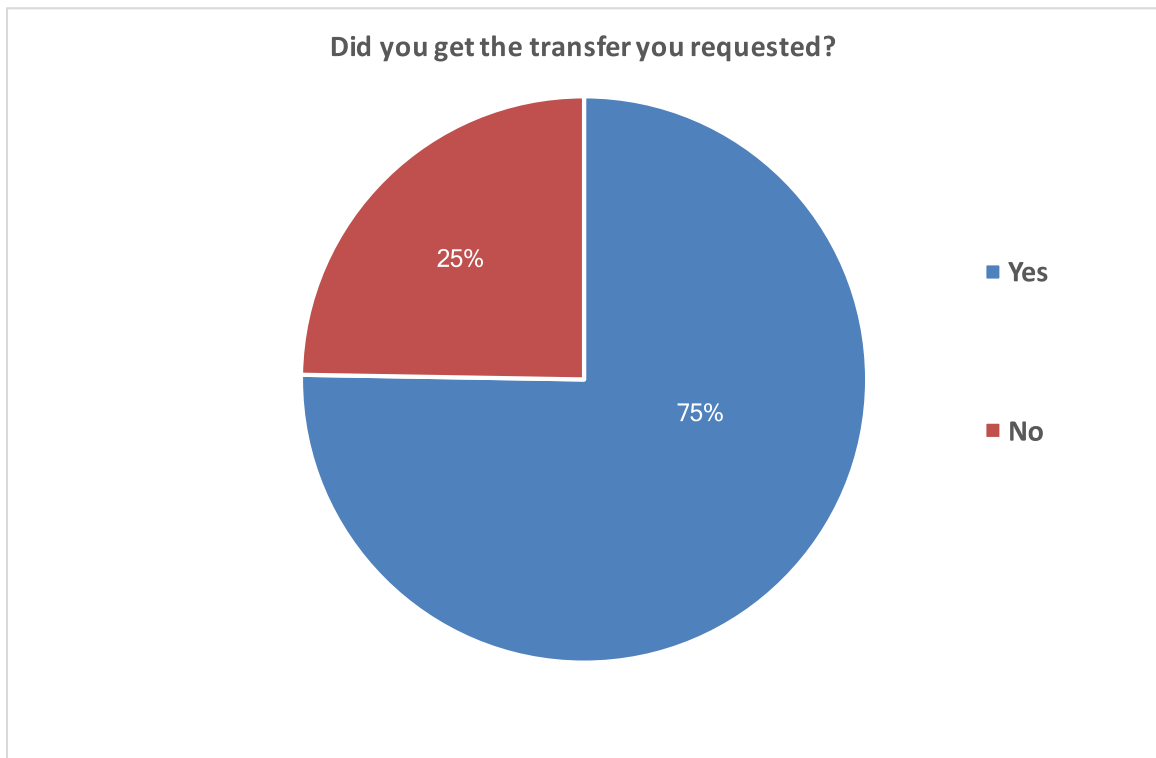
Figure 9 Did you get the transfer you requested?

6.2.2.1 *Differences between groups about whether or not they were successful in their transfer request.*

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: There were no substantive between group differences.

6.2.3 *Why do you think you got the requested transfer?*

Respondents were asked subsequently asked to what they attributed the result of their transfer application. Those who were successful in their transfer request (N=70) indicated six unique reasons for their success. Half of the respondents attributed their success to their reputation in the organization (50%, n=35). Of the remaining five attributions of success, three were mentioned by 20% or more of the sample (due to the size of the sample the threshold to be considered substantive is higher). The key reasons given for success in the transfer process are shown in Table 9, with illustrative quotes.

Table 9 Why do you think you got the requested transfer?

My reputation in the organization (50%, n=35)
"I would say my reputation." *"I think I've always had a great reputation as a worker, so that everybody who has ever worked with me knows that I give 110% when I'm at work. And just I think reputation is everything, because even though it looks great on paper, people know you."* *"I think it boils back to what I bring to the table every day, you know. It's about that experience, the reputation, the positive attitude, being able to support …. peers, subordinates, supervisors, but being honest with them as well at the same time."*
My professional background and experience (41%, n=29)
"My background, my hard work through the years, the number of different places that I've been able to go to and the experiences that I've gained, I think, all help me out." *"Because of my experience, I came first. And I was successful."* *"I was really qualified. That's about it."* *"I think my experience aided me as well as my work history and job performance."*
My personal attributes of the candidate, such as hard work, determination, or sociability (29%, n=20)
"I play well with others; I get along with others pretty good. I worked on getting to this position I'm in now for about four years. I carried a lot of files, I worked hard. I did the job shadow which was really important and previous experience from my other organizations. So, combinations of a lot of factors, probably the biggest ones are the job shadowing and people don't hate me. That's big, there are a lot of good officers on the road that are a bit grumpy and they haven't gotten the position I'm in because of that." *"I think definitely people see me as very positive, I think that goes a long way, I think I'm the kind of person that people want to work with – definitely supervisors want to work with me, because I don't bring drama into the workplace, I'm reliable, etc."*
I had help from other people (20%, n=14)
"I was kind of approached beforehand about that this position was going to be coming up and that they would really like me to apply. So I think that was the... I was lucky for that, that there was almost that kind of word of mouth. And I know, like unofficially too, I knew that they had spoken to my superiors and other people that I worked with before." *"Honestly, I think my supervisor is very, very well-respected and I think she put a really, really good word in for me. I didn't know that the supervisors in the section that I was wanting to go in, I didn't know them, and I had never done a temporary assignment there. So they really didn't know a whole lot about me except, you know, like my stats or whatever. And then what my supervisors had to say about me. So I think... I mean, I have to... I think that had to be part of it because otherwise they didn't know who the heck I was. So I think that probably helped me quite a bit."*

> *"It was the guy in charge of the section who I respect that wanted me to come and work for him and that was an opportunity in itself."*

6.2.3.1   Differences between groups of successful applicants about why they got a transfer

Family Status: Officers with young children who were successful in the transfer process (N=41) were more likely to attribute their success in the transfer process to the help of influential others (27%, n=11), than those who do <u>not</u> have young children. However, those who do <u>not</u> have young children and were successful in the transfer (n=29) were more likely to attribute their success to their experience (52%, n=15), than those with young children (34%, n=14).

Gender: In discussing why they thought they were successful in receiving the requested transfer, male officers were much more likely to mention that it was because of their reputation (58%, n=21), their experience (56%, n=20) or their personal attributes (39%, n=14), than their female colleagues (41%, n=14, 26%, n=9, and 18%, n=6, respectively).   However, female officers were more likely to attribute their success in the transfer process to the help of influential others (26%, n=9) than the male officers (14%, n=5).

Rank: Higher officers were more likely to say that they received their requested transfer because of their reputation (62%, n=23) and experience (49%, n=18) than were constables (36%, n=12, 33%, n=11, respectively). However, constables were more likely to say that they were successful in the transfer process because they were proactive in taking steps to improve their chances (21%, n=7) than were the higher ranked officers (8%, n=3).

6.2.4   Why do you think you didn't get the requested transfer?

Those who did not receive a transfer (N=23) were also asked to what they attributed their outcome. Respondents gave four answers to this question. Three quarters (74%, n=17) of those who were not successful in their application for a transfer attributed their failure to the unfair and biased nature of the transfer process. Additionally, nearly a quarter of those who were not successful (22%, n=5) did not know why they were not successful.   No other answers were supported by a substantive number of respondents (20% or more of the sample in this case). The main attributions for not being successful in the transfer process are shown in Table 10, with illustrative quotes.

Table 10 Why do you think you didn't get the requested transfer?

The transfer process if biased and unfair (74%, n=17)
"oh, geez, it's a really bad process because it's not really fair." *"But the reality is if they don't want you, they don't want you."* *"Personally, I know they've already had people selected that they wanted. So, it comes down to a… They've kind of already got somebody set in their mind, and they just go through the transfer process because they have to, to make it look fair and legit. But, there's still ways to circumvent it."* *"So I did ask about it, I was highly qualified for spot; person who got it had zero experience in any of those areas. And the reason I didn't get it I know is because of the superintendent. Because that's the way it works."* *"They always say: Oh, here's this new transfer policy and I say: It's all bullshit. It's all just… Sorry for swearing. But it's just, they give it another name, they give it another whatever. It's still the same thing. It's total favouritism. They pick who they want. It doesn't matter how well you do in that interview. And I got perfect score in the interview."* *"It's, like, is a rule a rule or is a rule only good when it's convenient for them or when it's not any trouble…?"*
I don't know (22%, n=5)
"I don't know." *"So, I don't know what happened to me and why I didn't get an interview."* *"Like, I don't know. But the questions do come into my mind and those are questions that I've always had, I don't know if I just haven't asked them or if I put them to the back of my head?"*

6.2.4.1 Differences between groups of unsuccessful applicants about why they didn't get a transfer

Family Status: There were no substantive between group differences.

Gender: Female officers who were unsuccessful in the transfer process (N=12) were more likely to attribute their failure to the transfer process being biased and unfair (83%, n=10) than were male officers (64%, n=7) who were unsuccessful (N=11). Female officers were also more likely to say that they didn't know why they were unsuccessful in the transfer process (33%, n=4) than were their male colleagues (9%, n=1).

Rank: There were no substantive between group differences.

59

6.2.5 *Summary of results of transfer requests*

Of those who had requested a transfer, three out of four were successful in getting transferred. Powerfully, there were no substantive differences between any of the groups in whether or not they received the requested transfer. However, there were differences in to what they attributed their outcome.

Success in the transfer process was primarily attributed to the candidates own identity, either their reputation, their professional background, or their personal attributes. This was particularly true of male officers and higher ranking officers in comparison to others. However, a substantive number of successful respondents indicated that the help of other people was influential in the outcome of their transfer request. Female officers and officers with young children were more likely to point to the help of others as an important factor in their success.

Three quarters of those who were not successful in the transfer process attributed their failure to the biased and unfair nature of the transfer process, though female officers were somewhat more likely to say this than male officers. Interestingly, a quarter of those who were not successful in their transfer request did not have any idea as to why they failed, the majority of which were female officers. The correlation between not having an understanding of why they were unsuccessful, and feeling that the process is biased and unfair, is noteworthy and may have explanatory power.

6.3 Recommendations for the transfer process

6.3.1 *What one recommendation would you make to the service with respect to how this process could be changed to make it more effective?*

When asked for a recommendation to make the transfer process more effective, respondents identified sixteen different remedies. However, only the recommendation to make the transfer process blind, either by making the process anonymous or by using independent board members who did not know the candidates, was supported by the required 15% of the sample to be considered substantive (n=19). The following is a quote that illustrates this recommendation.

60

"Well to make it more anonymous definitely. It's still like I said they claim that it's a fair system and whatever but it's... I mean, ultimately, it's still not, you still see it going on, I mean, they still take, kind of, the people they want do you know what I mean? Like, they kind of claim, oh, there's a process and it's fair but it's, you know, it's not. So, I think to ensure we make it fair to people it would be, like, anonymous, generic, like, you're given a number and that you'd apply that way."

6.3.1.1 Differences between groups' recommendations for the transfer process

Family Status: Officers with young children were more likely to suggest that the transfer process needed to be more objective (15%), than those officers who do <u>not</u> have young children (5%).

Gender: female officers were more likely to recommend that the transfer process be more accessible (17%) than their male colleagues (6%). They were also more likely to recommend that the process be blind (22%) than male officers (8%).

Rank: Constables were more likely to make the recommendation for a blind process (21%) that accepted wider experience (18%) than higher ranked officers (9% for both answers). Constables were also more likely to recommend that the tenure system be scrapped (16%) than were higher ranked officers (8%).

6.3.2 Summary of recommendations for transfer process

The wide variety of recommendations given for the improvement of the transfer process is an indication not only of the lack of consensus around what exactly, if anything, would improve the transfer process, but may also be an indication of how little the process itself is understood. The only substantive response was the recommendation to make the transfer process blind, which highlights the general perception that there is preferential treatment and bias within the existing system.

However, the group differences in the recommendations indicate that officers with young children, female officers, and constables, particularly feel that the process is flawed. Each of these groups was more likely to call for measures that would make the process more of an even playing field through calls for blindness, accessibility, consistency, and accepting of a variety of experiences. This seems to be an indication that these groups feel that the transfer process is inherently unjust and, for them, unwinnable.

6.4   Summary of Transfer Process

When looked at objectively, the transfer process at the OPS is successful. It has an even rate of application with three quarters of our sample group having requested a transfer in the last five years, and an even rate of success with three quarters of applicants getting their requested transfer, with no substantive difference between any of the subgroupings. However, there remains a general perception among the sample that the process is not just or fair, as illustrated by the substantive recommendation that the process should be blind.   The follow up questions that were asked and the substantive differences that were found between the comparison groups illustrates this pervasive sense of imbalance in the transfer process.

For those who didn't request a transfer, the reason was predominantly that they were happy with either the rank or the positon that they were currently in. For those who did request a transfer, the primary reasons were related to gaining a diversity of experience, either because of a personal desire to be challenged and do something they liked, or because they wanted to develop their career. Tenure was a confounding factor as it was used both as a reason for requesting a transfer, as well as a reason for not requesting a transfer.

The data reveals what may be a critical divide in how groups within the OPS perceive the transfer process. While for male officers and officers without young children, the transfer process is primarily seen as a tool for career related progression and development, other groups see the transfer process as a life-line or escape route. Importantly, officers with young children, female officers, and constable more often request a transfer for personal reasons that appear to be unrelated to career ambitions. For example, officers with young children predominantly requested a transfer so that they could get a work schedule that was better for their families, while female officers and constables were more likely to request a transfer to get out of an unhealthy work situation. Both of these concerns may be indicators of high levels of stress, as officers relate the struggle to balance work while parenting young children and the long-term impacts of continuing in unhealthy work situations. Female officers were also more likely to express their frustration at not having an explanation of the outcome of their transfer request than male officers, another source of stress.

When asked to attribute the outcome of the transfer process, half of the sample indicated that their reputation was the key factor in success, while others reasoned that their job experience or their personal attributes were determining factors in their success. One in five of our sample said that their success was the result of the help of influential others, sometimes because they were able to circumvent the typical transfer process, and sometimes because they were able to impact the process. Male and higher-ranking officers were mostly likely to attribute their success to personal identity factors such as reputation, experience, and personal attributes. Interestingly, officers with young children and female officers more often attributed their success in the transfer process to the help of influential others, perhaps indicating an underlying perception that the system would not allow them to be successful on their own merits.

For those who were unsuccessful in the transfer process, three quarters of the sample believed that it was because the transfer process was biased and unfair. Though female officers did say this more often than male officers, the answer was still given by a majority of both groups. However, female officers were more concerned about not knowing why they were unsuccessful than were male officers, indicating a desire to better understand the transfer process and how they might be successful in the future.

The number and variety of suggestions to improve the transfer process share a common theme in that most of them can be seen as remedies for an unfair and biased process. The only recommendation to garner substantive support from the entire interview sample, that the process should be blind, illustrates this sentiment. Officers with young children, female officers, and constables were particularly aligned in making recommendations that addressed fairness in the transfer process. This may be an indication that they feel that they are vulnerable in the current process and that the perceptions of favouritism and bias in the current system favour other groups.

7   The Promotion Process

In this part of the interview, the officers were asked about their experience, understanding and opinion of the promotion process currently in place at the Ottawa Police Service. The interview questionnaire asked first about the decision to write the Ontario Police College exam and the outcome of the exam. It then asked about the decision to seek promotion or not and what happened

after entering the process. The section wrapped up with asking what is good about the current process, what is challenging with the process and recommendations for improvement. This section describes the results of interview, identifies differences between male and female officers and summarizes the findings.

7.1 The Ontario Police College (OPC) Exam

We asked all the interviewees about their experience with the OPC exam. We asked whether they had ever taken the exam, whether they had passed the exam, how many attempts it took them to pass, to what they attributed success or lack of success in the exam, and why they had not taken the exam if they chose not to take it.

7.1.1 Have you ever written the OPC Exam?

We asked all the officers (N=127) about their decision to write or not to write the Ontario Police College (OPC) exam and we followed up to ask about the pass/fail outcome of those who wrote it. As shown in Figure 10, the vast majority of respondents have written the OPC exam (83% of the sample).
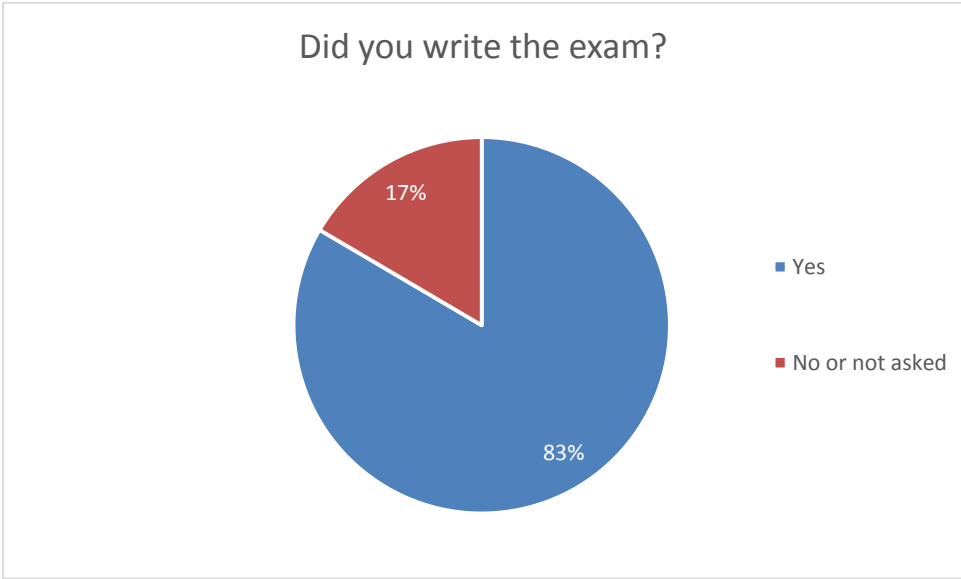
Figure 10 Did you write the exam?

7.1.1.1   Differences between groups about whether or not they wrote the OPC exam

Family Status: We compared the groups of officers with young children (N=65) and officers without young children (N=62). There were no substantive differences between groups.

Gender: We compared the groups of male officers (N=64) and female officers (N=63). Male officers in the sample (92%) were more likely to have written the exam than female officers in the sample (75%).

Rank: We compared the groups of higher ranking officers (N=66) and constables (N=61). Higher ranking officers (97%) were substantively more likely than constables (69%) to have written the Ontario Police College (OPC) exam. A strong majority of constables (69%) said they had written the OPC exam.

7.1.2   Did you pass the exam?

Among the officers who wrote the exam (N=106), virtually all the officers (91%) successfully passed the exam, as shown in Figure 11.
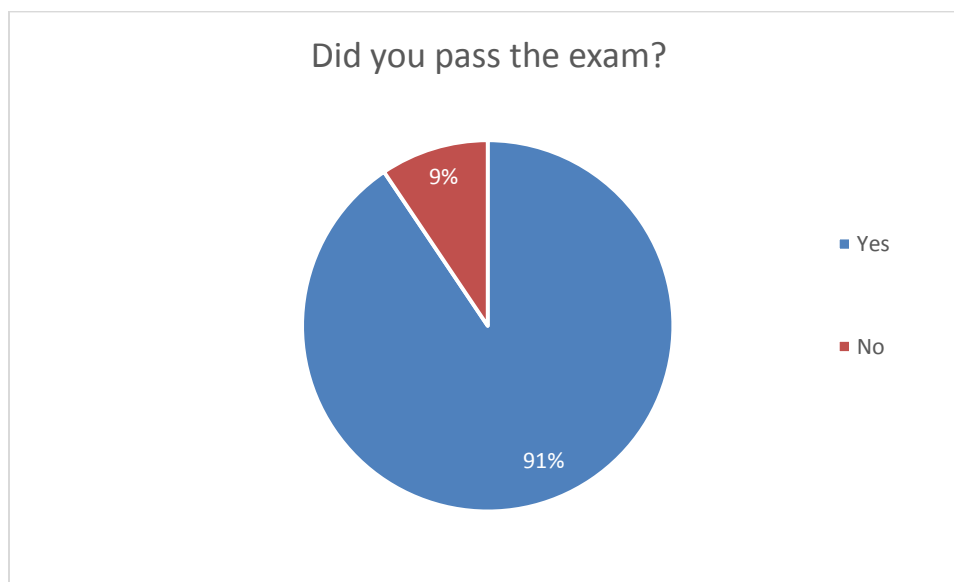
Figure 11 Did you pass the exam?

7.1.2.1   Differences between groups who did write the exam about whether or not they passed.

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: We compared the groups of higher ranking officers (N=66) and constables (N=61). Among the officers who had written the exam, higher ranking officers (97%) were substantively more likely than constables (81%) to have passed the exam.

7.1.3 How many times did you take the exam before you passed?

Among the officers who passed the exam (N=96), we asked how many attempts were needed to pass the exam. The majority (79%, n=76) who passed the exam were successful on their first attempt. The breakdown of all answers is illustrated in Figure 12.
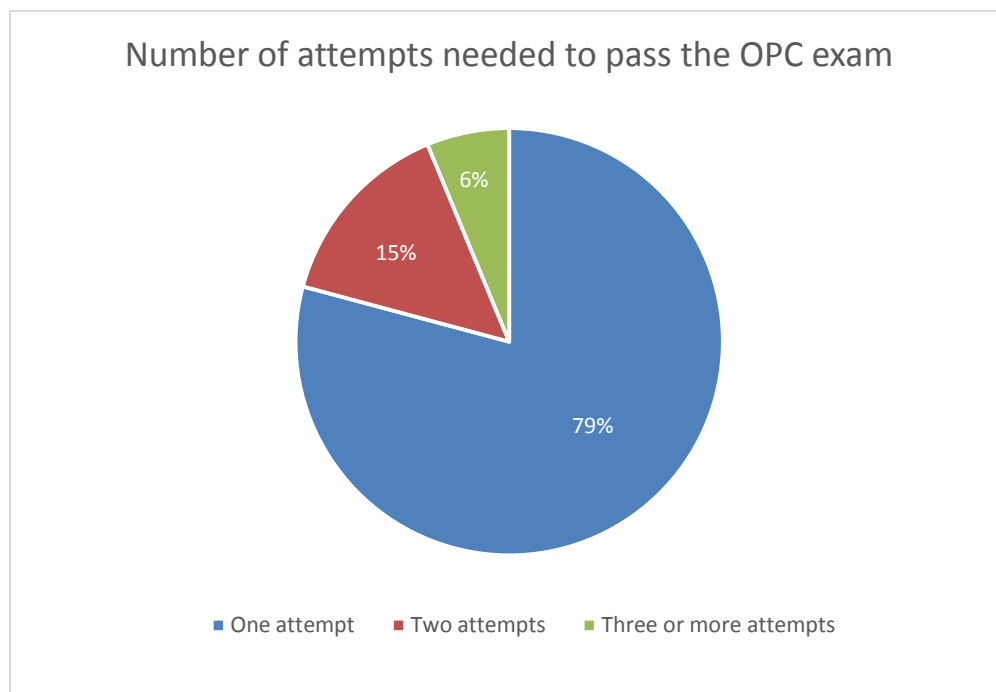
Figure 12 Number of attempts needed to pass the OPC exam

7.1.3.1 Differences between groups who took the exam about how many times it took them to pass the exam.

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: We compared the groups of higher ranking officers (N=66) and constables (N=61) who had written the OPC exam. Higher ranking officers (84%, n=52) were substantively more likely than constables (57%, n=24) to have passed the OPC exam on the first attempt.

7.1.4 To what do you attribute your success in passing the exam?

Among the officers (N=96) who passed the exam, a large majority attributed their success to their preparation for the exam. The answers to this question were coded into six categories. The two most substantive answers are shown in Table 11 with illustrative quotes.

Table 11 If successful in the exam, to what do you attribute your success?

My preparation (82%, n=79)
"Studying. It really is.[…].[…] I've not ever been unsuccessful in it, but the first one I, you know, tried to do word of mouth and study groups and that type of thing. And then the second one I got the hang of it, but you pay attention to what they tell you to study and you study the snot out of it. So, that's what I did. I set time aside. I, you know, set out my plan and I really did study for all of them quite hard."
"Studying. Yes, I mean, those provincial exams, which quite honestly and you can note this and not while you're recording this anyway are pretty much a waste of time. At the sergeant's rank, I would suggest maybe stronger because there's more criminal code base, provincial fences but as you move up into the staff and the inspectors rank, there's a lot of studying in relation to management practices, which we don't practice because it's not a part of our culture here. So, you can study basically, to pass those exams, you have to read the books, you have to study, make good notes, maybe get some notes from past people that wrote them in relation to their studying practices but basically, it's studying. And it's nothing to do with KSAs, it has to do with basically, studying the materials that they gave you."
"So, you need to, if you're serious about promotion, you need to take it seriously and you need to read it and you need to digest it and you need to study and I did that on my own time; I didn't do it on work time"
My on-the-job experience (16%, n=15)
"It's just on the job experience, because the first time I studied for it, I think I studied maybe… I think it was… I decided to write it two days before. But this is a long time ago, before you had to put some sort of deposit in to ensure that you were going to write. So I think I started looking at my material two days before. And then the next time I do think… I know that I studied quite a bit for it. So it was… For the first time, I did extremely well with almost no preparation."
"Like I said [many] years at the rank of sergeant and I had done some time on patrol, some time in the community, some time in investigative sections as a sergeant. So I think you need to be able to have experience in different areas for sure at one rank

> *before you move to the next rank. So I think that helped me for sure."*

7.1.4.1   Differences between groups who passed the exam about why they were successful.

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: We compared the groups of higher ranking officers (N=62) and constables (N=34) who passed the OPC exam. Among the officers who passed the exam, constables (26%, n=9) were substantively more likely than higher ranking officers (10%, n=6) to attribute their success to their work experience.

7.1.5   Why do you think that you didn't pass the exam?

To all the officers who wrote the exam (N=106), we asked why they thought they had not passed the exam or if they had ever been unsuccessful in a previous attempt. The most common answer was not preparing enough which was often attributed to not having enough time to study. This is illustrated in the following quote:

> *"You don't have a lot of time. You're busy, busy on the road. You're tired when you get off, you have a family. You know, all of us have been probably between seven and 15 years writing, you kno,w our first Sergeant's exam. It… The people again, who have that desk job, have it a little bit easier. They can spend an hour out of their day to study."*

7.1.5.1   Differences between groups who didn't pass the exam about why they were unsuccessful.

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: There were no substantive between group differences.

7.1.6   Why did you decide not to write the OPC exam?

Officers who had never written the exam (N=16) were asked why they had made that decision. They gave three explanations, each of which was substantive, and are shown in Table 12, with illustrative quotes.

Table 12 If you have never written the OPC exam, why not?

Because I don't want to be promoted (like what I do, can't do schedule at higher level, family is priority, don't like promotional process) (64%)
"Like, if I, because when you get promoted you go back to the Road for, it's a three shift, and right now, as a constable, I'm more eligible for less nightshifts and less nightshifts is better for our family. And my husband's career is obviously going places, and mine is stagnant."
"I have no desire to. My happiness is found in investigations, that's what I love to do. I mean some people love the road, some people love investigations, that's where I like to be, that's what I love. So if I get promoted, number one, my chances of doing and keeping to do this are, you know, restrained."
Because I don't have enough time to prepare (professional duties, due to family responsibilities/personal reasons) (55%)
"I was very keen on beginning the promotional process, but at the time when I was going to get looking at it, I started a family, and that became my priority, so [the process] is not really conducive to a young family."
Because I am too discouraged (why bother, I am not going anywhere) (27%)
"I had two sergeants, one who was, like, he hated women, and then the other sergeant that I had was stupid, like, really stupid, and when he couldn't, like, when he couldn't manage his people or he couldn't defend what he was telling people to do he could just point to the stripes on his shoulder, so he would get us to do things that made no sense or were, you know, questionable, and when you'd ask him, well, you know, how do I justify this or how do I do this, he would point to the stripes on his shoulder, so that was my first exposure to leadership, and I was, like, I'm not interested in that, like, I would rather get in my car and just drive away and be with my colleagues than with that group, be part of that."

7.1.6.1   Differences between groups who didn't write the exam about their reasons.

Family Status: There were no substantive between group differences.

Gender: We could not compare the groups of female officers (N=14) and male officers (N=2) because the number of male officers was too small. However, half of the female officers stated that they had not written the exam because they did not want to be promoted (50%, n=7).

Rank: There were no substantive between group differences.

7.1.7   *Summary of the OPC exam*

The vast majority of interviewees had written the exam and almost all of them passed it. Most interviewees who passed the exam required only one attempt. Success in the exam was mostly attributed to their preparation in the form of taking time to study and to job experience. Although very few of the interviewees had chosen not to write the exam, we asked them to provide us insight to their decision. Reasons given for not writing the exam were: not wanting a promotion; not having enough time to prepare for the exam; and being too discouraged with the promotional process. Given that time is considered a factor in successfully taking the OPC exam, it is surprising that family status had no impact.

While male officers were more likely to have taken the OPC exam, but there were no substantive gender differences in the likelihood of passing the exam, the number of attempts needed to pass, or the perceived factors that influence success. However, female officers were more likely to say that they chose not to write the exam because they did not want a promotion, though this was a very small sample group (N=14).

Unsurprisingly given their position, higher ranking officers were more likely than constables to have written the exam, to have passed the exam, to have passed the exam on the first attempt, and to attribute their success to work experience. There were no other substantive differences between higher ranking officers and constables.

7.2   Have you entered a promotional process in the last five years?

We asked all the officers in the sample (N=127) whether they had entered the promotional process in the past 5 years. The majority of officers in the sample (54%) had entered the promotional process as shown in Figure 13.
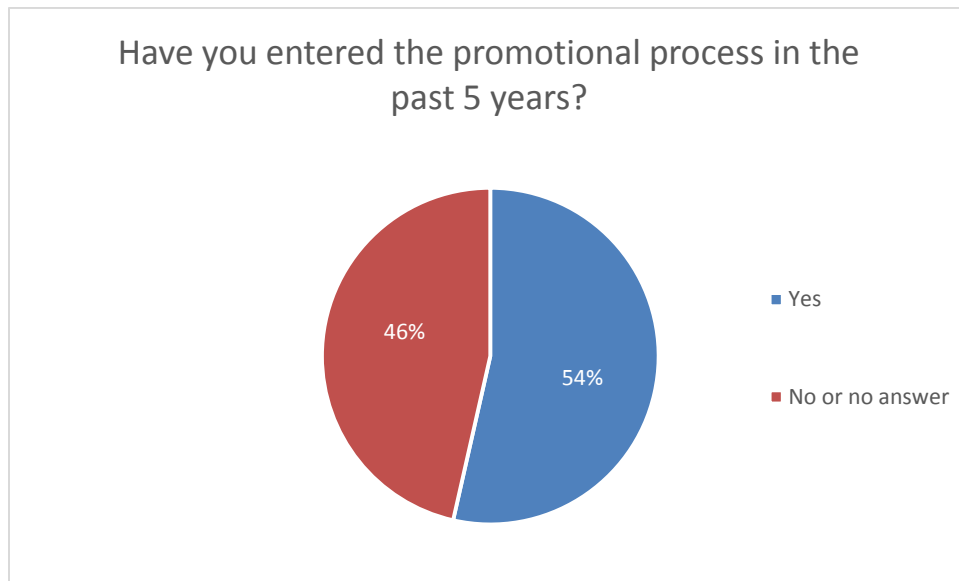
Figure 13 Have you entered the promotional process in the past 5 years?

7.2.1.1 Differences between groups about whether or not they entered the promotional process

Family Status: There were no substantive between group differences.

Gender: We compared the groups of male officers (N=64) and female officers (N=63) in their decision of whether to enter the promotional process. Male officers were substantively more likely to have entered the promotional process (69%, n=44) than female officers (38%, n=24).

Rank: We compared the groups of higher ranking officers (N=66) and constables (N=61) in their decision of whether to enter the promotional process. Higher ranking officers were substantively more likely to have entered the promotional process in the past 5 years (68%, n=45) than constables (38%, n=35).

7.3 The decision to Not to enter the promotion process

When asked, less than half of the officers in the sample (46%) said that they had not entered the promotional process in the past 5 years. We followed up with questions to help better understand why this decision was made: what did they consider and what impact did certain factors have on their choice?

7.3.1 *What did you consider when you decided not to enter the promotional process?*

Officers who had not applied for promotion in the last 5 years (N=51) were asked what considerations they had made in their decision not to enter the process. Their answers were coded to six responses, two of which were substantive and are shown in Table 13, with illustrative quotes.

Table 13 If did not enter the process, what considerations did you make when you decided not to enter?

My desire to stay at my current rank (33%, n=17)
"At the level of Sergeant, you're still field oriented, let's say, policing or enforcement capable while doing some managerial work. And the next level up, the Staff Sergeant, would be significantly more administrative. And that's not where I want to be."   *"I haven't applied. I received a promotion to Sergeant and I'm happy there because I can still do police work, I'm not an administrator."*
My family situation and how it impacts my ability to fill the new role (24%, n=12)
On being unable to work night shifts: *"So, that's just why I'm not, like, it's, like, the culture of, like, I wouldn't want to be a girl asking for an accommodation."*   *"Because of my family. [..] The typical thing when you get promoted is to work in the cell block right off the bat. And we have two young children and both of us can't be doing that. My husband is considering [shift work], and I can't, I want to be with my children. And if I'm, if both of us are doing it then there's nobody at home."*

7.3.1.1 *Differences between groups who did <u>not</u> enter the promotional process about what they considered when making the decision.*

Family status: We compared the groups of officers with young children (N=28) and officers <u>without</u> young children (N=23) who did not enter the promotional process. Officers <u>without</u> young children who had not sought promotion were more likely to have considered a desire to stay at their current rank (52%, n=12) and a lack of trust in the promotion process (30%, n=7) in their decision compared to officers with young children (18%, n=5, and 7%, n=2, respectively).

Gender: We compared the groups of male officers (N=17) and female officers (N=34) who did not enter the promotional process. Female officers who had not sought promotion were more likely to mention their family situation (32%, n=11) as a consideration for not seeking promotion before being asked about this factor specifically about it during the interview, than were male officers (6%, n=1).

Rank: We compared the groups of higher ranking officers (N=19) and constables (N=32) who did not enter the promotional process. Among officers who had not sought promotion, higher ranking officers (47%, n=9) were more likely to express a desire to stay at their current rank as a consideration than were constables (25%, n=8). Constables were more likely to say that their family situation (31%, n=10) was a consideration in their decision not to enter the promotional process than higher ranking officers (11%, n=2).

7.3.2   Other factors in the decision not to enter into the promotion process

Research has shown that many factors can affect the decision to seek promotion. To the officers who did not seek promotion (N=51), we asked how the following factors impacted their decision to not seek a promotion: organizational culture, partner/family, gender, chain of command, colleagues, entry criteria. The following sections report their answers.

7.3.2.1   Effect of organizational culture

We coded the answers given by the officers as either increasing or decreasing the likelihood of seeking promotion or as having no effect. Half the officers who had not sought promotion (51%, n=26) mentioned that the organizational culture of the OPS decreased the likelihood that they would enter the promotion process. Though officers provided a wide variety of answers, only the dysfunction of the culture was repeated substantively as a factor in decreasing the likelihood of entering the process. It is noteworthy that 24% of officers reported that the organizational culture had no effect on them.

The following quotes illustrate how dysfunction in the organizational culture decreased the likelihood of seeking promotion:

> *"So, for my next rank, which would be as a senior officer working closer with the senior command, my decision-making process is that it seems like it is a very closed group, the group is not diverse enough, and that I would not, essentially, be a proper fit, in my opinion, with that grouping, and not necessarily agreeing with the leadership."*

> *"I have to filter things for the guys below me and above me, the staff sergeants got to filter things from the inspectors and the superintendents and that had a big, had a very big, I looked at that very hard and said, no, I just don't need the hassle."*

7.3.2.2 Effect of partner/family

Among officers who did not seek promotion in the last 5 years, a substantively higher number of officers said that their partner and/or family situation decreased their likelihood of seeking promotion (57%, n=29) rather than increasing their likelihood (22%, n=11) of seeking promotion. The following quote illustrates how family situation decreased the likelihood of seeking promotion:

> *"I didn't care if I was promoted or not. I ended up working part time, simply because there was no personal satisfaction for me to go to work, and continue to be denied from… I was sacrificing my family for a job that gave me nothing in return."*

7.3.2.3 Effect of gender

The officers who did not enter the promotion process noted that their gender either had no effect (53%, n=27) or a negative impact (29%, n=15) on their likelihood of applying for promotion. The following quote illustrates how gender decreased the likelihood of seeking promotion:

> *"Well, again, like I said, I think if I was a male I would've applied sooner. I just feel like I have to prove myself more. I find that a lot of women were screened out of a couple of opportunities that the service had for senior management and identifying future leaders, which was a little bit of a message, I guess, that no women in the organization were seen as worthy of investing in"*

7.3.2.4 Effect of chain of command

About half the officers who did not seek promotion (51%, n=26) in the last five years said that their chain of command had an impact on their decision to seek promotion, while a quarter said that it had no effect on their decision (25%, n=13). Positive (29%, n=15) and negative (22%, n=11) impacts on the likelihood to seek promotion were both commonly reported by the officers who had decided not to seek promotion. The following quote illustrates how the chain of command may have increased the likelihood of seeking promotion:

> *"I was very supported with you know what I think that we have for the most part we have some very good middle management, excellent."*

7.3.2.5 Effect of colleagues

About half of the officers who did not seek promotion also reported that their colleagues had some impact on their decision to not seek promotion (47%, n=24), while 29% (n=15) said that their colleagues had no effect on their decision. Many officers (29%, n=15) reported that their colleagues had a positive effect on the likelihood of making the decision to seek promotion.

7.3.2.6 Effect of entry criteria

Half of the 51 officers (53%, n=27) who did not seek promotion in the last five years said that the entry criteria had no effect on their decision. A substantive number of officers (31%, n=16) said that the entry criteria to the promotional process decreased their likelihood of seeking promotion. The following quote illustrates how the entry criteria to the process decreased the likelihood of seeking promotion:

> "I would say that the next level, the senior officer rank, that criteria wasn't clear enough for me. There was a simple fact... to write the exam in order to be eligible to enter a process, but that process, to me, didn't seem clear enough. My previous ranks and promotions, the process was very clear. This one, to get to the next rank, was very dependent on the chief. There's no ranking... there's no ranking system. Once you pass an interview, then it'll be up to the chief who he interviews and speaks with and a selection made."

7.3.2.7 Differences between groups who did <u>not</u> enter the promotional process about additional factors influencing their decision.

Family status: We compared the groups of officers with young children (N=28) and officers <u>without</u> young children (N=23) who did not enter the promotional process. Officers <u>without</u> young children were more likely to say that the organizational culture decreased the likelihood of seeking promotion (61%, n=14) and that their partners support increased the likelihood of seeking promotion (30%, n=7), compared to officers with young children (43%, n=12, and 14%, n=4, respectively).

Officers with young children were more likely to have say that their family situation decreased the likelihood of seeking promotion (68%, n=19) than were officers without young children (43%, n=10).

Gender: We compared the groups of male officers (N=17) and female officers (N=34) who had not sought promotion. Female officers were substantively more likely to say that the organizational

75

culture had no effect on their decision not to seek promotion (29%, n=10) than male officers (12%, n=2).

Female officers were substantively more likely to say that their partner or family situation decreased the likelihood of seeking promotion (71%, n=24) than male officers (29%, n=5).

Male officers were substantively more likely to say that their gender had no effect on their decision not to seek promotion (76%, n=13) than female officers (41%, n=14).

Only female officers said that their gender had a negative impact on the likelihood of seeking promotion (44%, n=15). No male officers who had not sought promotion said that gender had any impact on their decision.

Female officers were substantively more likely to say that the entry criteria decreased the likelihood of seeking promotion (59%, n=20) than male officers (41%, n=7).

Rank: We compared the groups of higher ranking officers (N=19) and constables (N=32) who had not sought promotion. Higher ranking officers were substantively more likely to say that the organizational culture was a decision factor that decreased the likelihood of entering the promotional process (63%, n=12) than constables (44%, n=14). Constables were substantively more likely to say that their partner or family situation decreased the likelihood of entering the promotional process (63%, n=20) than higher ranking officers (47%, n=9). In particular, many constables mentioned that they made the decision to be there for their children when they were young (28%, n=9).

Higher ranking officers were substantively more likely to say that their gender had no effect on their decision to seek promotion (63%, n=12) than constables (47%, n=15).

Constables were substantively more likely to say that gender had a negative impact on their decision not to seek promotion (38%, n=12) than higher ranking officers (16%, n=3). All of the constables who said that gender had a negative impact on their decision were female.

Constables were substantively more likely to say that their colleagues had no effect as a factor on their decision not to seek promotion (38%, n=12) than higher ranking officer (16%, n=3).

7.3.3   Summary of decision not to seek promotion

The desire to stay at their current rank and their family situation where important considerations for the officers in our sample who chose not to seek a promotion. We asked these officers to evaluate the impact of decision factors that research has shown to influence decisions like this. Organizational culture, the support of their partner, and their family situation were all factors that decreased the likelihood that an officer would decide to seek promotion. In contrast, the support of their chain of command and the support of their colleagues had either no effect or increased the likelihood that an officer would decide seeking promotion. It was commonly said that gender and the entry criteria for promotion had no effect on an officer's decision to seek promotion. However, the group of officers who said these factors did have an effect on their decision most commonly indicated that they decreased the likelihood of seeking promotion.

Family Status: Officers without children at home under 12 who had not sought promotion were more likely to have considered a desire to stay at their current rank and a lack of trust in the promotion process. Officers with young children who had not sought promotion were also more likely to consider their readiness for promotion in their decision.

When asked about specific decision factors, officers with young children were more likely to say that the organizational culture and their family situation decreased the likelihood of seeking promotion, but they were more likely to say that their partner's support increased their likelihood. Constables were more likely than higher ranking officers to say their family situation, most often having young children, decreased the likelihood of seeking promotion.

Gender: Female officers who had not sought promotion were more likely than male officers to have mentioned their family situation as a consideration for not seeking promotion.

When asked about specific decision factors, female officers were more likely than male officers to say that the entry criteria, their gender, their partner and their family situation decreased the likelihood of seeking promotion. Female officers were more likely than male officers to say that the organizational culture had no effect on their decision not to seek promotion. Only female officers said that their gender had a negative impact on their decision to seek promotion. Male officers were more likely than female officers to say their gender had no effect on their decision not to seek promotion.

Rank: Higher ranking officers were more likely than constables to express a desire to stay at their current rank as a consideration in their decision not to enter the promotional process. Constables were more likely than higher ranking officers to say that their family situation was a consideration in their decision not to enter the promotional process.

When asked about specific decision factors, higher ranking officers were more likely than constables to say that the organizational culture decreased the likelihood of seeking promotion. Constables were more likely than higher ranking officers to say that their colleagues had no effect on their decision to seek promotion. Higher ranking officers were more likely than constables to say that their gender had no effect on their decision not to seek promotion, but constables were more likely than higher ranking officers to say that their gender had a negative impact on their decision to seek promotion. We noted that all the constables who mentioned that gender had a negative impact were female.

7.4   The decision to enter the promotion process

As with the officers who decided not to enter the promotional process, we asked the officers who did decide to enter the process (N=68) to describe in their own words what they considered and who they consulted to make this decision. We followed up by asking about the common factors that influence the decision to seek promotion, as described above (organizational culture, partner/family situation, gender, chain of command, colleagues).

7.4.1   *What did you consider when you decided to enter the promotional process?*

Officers who did seek promotion (N=68) indicated eight different things that they considered while making their decision. Only two answers had substantive support and listed in Table 14 with illustrative quotes.

Table 14 If sought promotion, what considerations did you make?

My desire for more responsibility and leadership opportunities (49%, n=33)
"You know what it's very simple for me it's to be in a position to create change because I don't like the change that I'm seeing. And instead of complaining about it you know I want to be one of these people who puts them self in a position that can change certain things and the way they're being run. Or at least even be able to put my input because in a policing organization it's very paramilitary. So, if you don't have some specific

> *rank you know your ideas are not held, ideas and thoughts are not... It's different it doesn't get used as well right."*

My skills and personal readiness (41%, n=28)
"I just figured that I was ready because I'd been supervising for about eight years, I'd supervised many officers, and I felt like I could contribute and keep supervising at a higher level." *"So I'm in the sandwich generation where you're getting both ends and now they expect me to be doing volunteer work as well to show that I'm community minded. I am community minded by taking this job in the first place, I am community minded by being there for my kids when I get home. And that shouldn't be saying that I am not promotional material because I am choosing on my days off we do enough overtime on this job. And hey, I'm there for it I get it and my family sacrifices themselves for it. I get that late call I'm not home in time for dinner I'm not home in time to put the kids to bed they deal with enough of that. They deal with me going to court and then being on night shift I shouldn't also be turning to them and saying honey, now I've got to go and volunteer with these other kids."*

7.4.1.1 Differences between groups who did enter the promotional process about what they considered when making the decision.

Family status: There were no substantive between group differences.

Gender: We compared the groups of male officers (N=44) and female officers (N=24) who did enter the promotional process. Female officers who had sought promotion (63%, n=15) were more likely to say that they had considered their ability and readiness before seeking promotion than male officers (30%, n=13).

Rank: We compared the groups of higher ranking officers (N=45) and constables (N=23) who did enter the promotional process. Constables were substantively more likely to mention their ability and readiness as a consideration in their decision to seek promotion (52%, n=12) than higher ranking officers (36%, n=16).

7.4.2 Who did you consult when you were making your decision to enter the promotional process?

The officers who decided to seek promotion (N=68) were asked who they consulted when making the decision to seek promotion. Their answers were coded into six groups, four of which were substantive. The most common answers are illustrated in Figure 14.
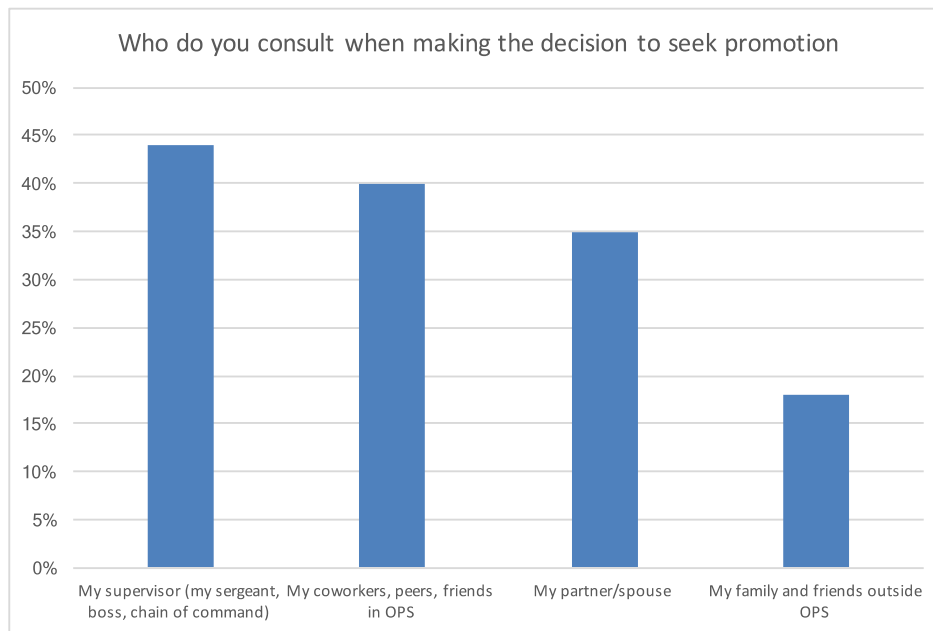
Figure 14 Who do you consult when making the decision to seek promotion?

7.4.2.1 Differences between groups who sought a promotion about who they consulted when they were making the decision

Family Status: Family Status: We compared the groups of officers with young children (N=35) and officers without young children (N=33) who did enter the promotional process. Officers with young children more often said that they consulted their partner or spouse before seeking promotion (43%, n=15) than officers without young children (27%, n=9). Officers without young children were more likely to have consulted their co-workers before seeking promotion (52%, n=17) than officers with young children (29% n=10).

Gender: We compared the groups of male officers (N=44) and female officers (N=24) who did enter the promotional process. Male officers more often said that they had consulted their partner or spouse before seeking promotion (43%, n=19) than female officers (21%, n=5). It should be noted that male officers (95%) were also more likely to be married in the total sample than were female officers (68%).

Rank: There were no substantive between group differences.

7.4.3 Other factors in the decision to enter the promotional process

7.4.3.1 Effect of organizational culture

Among officers who did seek promotion in the last 5 years, officers most commonly stated that the organizational culture increased the likelihood of seeking promotion (63%, n=41) or had no effect (26%, n=18). The most common effect of organizational culture on the decision-making process was to increase the likelihood because of a desire to help the rank and file (24%, n=16). The following quotes illustrate how organizational culture may have increased the likelihood of seeking promotion because of a desire to help the rank and file:

> "The culture definitely did, because that weighed into my decision to want to be in a position where I could be part of the decision-making process, and also to assist other women."

> "Well, if you look at it, some people are happy staying where they are and, you know, enjoying their job but some people like myself said I could do a lot more for the guys in a different position than where I am now and actually make it official that, you know, this is the way things are supposed to be."

> "So that, as far as the culture, the higher-ranking culture has motivated me in that regard because it needs to be fixed and we need people that are motivated differently to climb the ranks."

7.4.3.2 Effect of partner and/or family situation

Among officers who did seek promotion in the last 5 years, officers most commonly stated that their family situation increased the likelihood of seeking promotion (43%, n=29) or had no effect (38%, n=26). A majority of officers who did seek promotion in the last 5 years stated that their partner's support and encouragement (63%, n=43) increased the likelihood of seeking promotion while others mentioned that their partner had no effect (26%, n=18). The following quote illustrates one example of how an officer's partner or family situation may have decreased the likelihood of seeking promotion:

> "I can't study, my kids don't go to bed until nine at night, I am busy every weekend. Meanwhile there's people around me that are in a far better situation, their kids are grown up, or they don't have kids, and they're telling me that they booked off two weeks from work to study, and I was just speaking today to a superior officer who told me she knows

somebody who booked off three weeks to study. And, you know, if you look at the people who did well in the process this time, they either have no kids or they have a lot of time to study."

7.4.3.3 Effect of gender

A strong majority of officers who did seek promotion in the last 5 years said that their gender (76%, n=52) had no impact on their decision to seek promotion.

7.4.3.4 Effect of chain of command

A strong majority of officers who did seek promotion in the last 5 years said that their chain of command (74%, n=50) increased the likelihood of seeking promotion. The most common responses were that their sergeant or someone else in their chain of command was supportive (54%, n=37) as illustrated in the following quote:

> *"I believe that one's strong, because if you don't have a supportive, encouraging, developmental chain of command, then what's the point of seeking promotion, it's likely it would be a negative experience."*

7.4.3.5 Effect of colleagues

A majority of officers who sought promotion in the last 5 years said that the support and encouragement of their colleagues (65%, n=44) increased the likelihood of making the decision to seek promotion. The following quote illustrates one example of how support and encouragement from an officer's colleagues may have increased the likelihood of seeking promotion:

> *"I also know that they didn't really want somebody like me there, so, because they know that I will speak out. And so not wanting me there, I realize that, you know, that actually tells me that there's something I have to offer."*

7.4.3.6 Differences between groups who did seek promotion about impact of decision factors.

Family status: We compared the groups of officers with young children (N=35) and officers without young children (N=33) who did enter the promotional process. Officers without young children were substantively more likely to have said that their family situation increased the likelihood of seeking promotion (52%, n=17) than officers with young children (34%, n=12).

Officers with young children were substantively more likely to have said that their partner's support had no effect on their decision to seek promotion (34%, n=12) than officers without young children (18%, n=6).

Officers without young children were substantively more likely to have said that their partner's support had increased the likelihood of seeking promotion (73%, n=24) than officers with young children (54%, n=19).

Gender: We compared the groups of male officers (N=44) and female officers (N=24) who did enter the promotional process. Male officers were substantively more likely to say that the organizational culture had no effect on their decision to seek promotion (32%, n=14) than female officers (17%, n=4). Female officers were substantively more likely to say that the organizational culture decreased the likelihood of seeking promotion (25%, n=6) than male officers (5%, n=2).

Female officers were substantively more likely to say that their family situation had no effect on their decision to seek promotion (50%, n=12) than male officers (32%, n=14). Male officers were substantively more likely to say that their family situation had increased the likelihood of seeking promotion because their family was supportive (25%, n=11) than female officers (8%, n=2).

Male officers were substantively more likely to say that their gender had no effect on the likelihood of seeking promotion (89%, n=39) than female officers (54%, n=13).

Only male officers said that the chain of command increased the likelihood of seeking promotion because they saw behaviours at higher levels that they did not like and thought they could do a better job (23%, n=10). No female officers mention this effect.

Male officers were substantively more likely to say that the support and encouragement of their colleagues had increased the likelihood of seeking promotion (70%, n=31) than female officers (54%, n=13).

Rank: We compared the groups of higher ranking officers (N=45) and constables (N=23) who did enter the promotional process. Constables were substantively more likely to say that their family situation had no effect on their decision to seek promotion (61%, n=14) than higher ranking officers (27%, n=12).

Higher ranking officers were substantively more likely to say that their family situation increased the likelihood of seeking promotion (56%, n=25) than constables (17%, n=4). Specifically, higher

ranking officers were substantively more likely to mention that their family was supportive (27%, n=12) than constables (4%, n=1).

Higher ranking officers were substantively more likely to say that their partner was supportive of or encouraged them in their decision to seek promotion (69%, n=31) than constables (52%, n=12).

Strong majorities of higher ranking officers and constables said that their chain of command increased the likelihood of seeking promotion (71%, n=32; and 78%, n=18 respectively). Higher ranking officers were substantively more likely to specifically mention that their supervisor or chain of command were supportive of their decision to seek promotion (60%, n=27) than constables (43%, n=10).

7.4.4 *Summary of decision factors in decision to seek a promotion*

In summary, the officers we interviewed who sought promotion found that the organizational culture, the support of their partner, their family situation, the support of their chain of command, and the support of their colleagues were all factors that increased the likelihood of making the decision to seek promotion. A strong majority of officers who sought promotion said that their gender had no impact on their decision to seek promotion.

Family Status: There were no substantive differences between officers with young children and other officers in their considerations as they made the decision to seek promotion. Officers with young children were more likely to have consulted their partner or spouse and less likely to have consulted their co-workers than other officers before deciding to seek promotion.

When asked about specific decision factors, officers without young children were more likely to have said that their partner's support and family situation increased the likelihood of seeking promotion. Officers with young children were more likely to have said that their partner's support had no effect on their decision to seek promotion.

Officers without young children were more likely to have said that they prepared and sought advice to increase the likelihood of success in the process.

Gender: Female officers were more likely than male officers to say that they had considered their ability and readiness before seeking promotion. Male officers were more likely than female officers to say that they had consulted their partner or spouse before seeking promotion.

84

When asked about specific decision factors, male officers were more likely than female officers to say that the organizational culture and their gender had no effect on their decision to seek promotion whereas female officers were more likely to say that the organizational culture had no effect or decreased the likelihood of seeking promotion. Male officers were more likely to say that their family situation and the support and encouragement of their colleagues had increased the likelihood of seeking promotion because their family was supportive.

Only male officers mentioned that the chain of command increased the likelihood of seeking promotion because they saw behaviours at higher levels that they did not like and thought they could do a better job. No female officers mentioned this reasoning.

Rank: Constables were more likely than higher ranking officers to mention their ability and readiness as a consideration in their decision to seek promotion. There were no substantive differences in who each group said they consulted prior to making the decision to seek promotion.

When asked about specific decision factors, constables were more likely than higher ranking officers to say that their family situation had no effect on their decision to seek promotion. Higher ranking officers were more likely than constables to say that the support of their partner or family situation increased the likelihood of seeking promotion. Both groups said that their chain of command increased the likelihood of seeking promotion, but higher ranking officers were more likely than constables to attribute the increase to supportive behaviour. Constables were more likely than higher ranking officers speak about the chain of command in negative terms.

7.5   Summary of factors in the decision whether or not to seek a promotion

To better understand how officers in the interview sample made decisions about whether to enter the promotion process, we asked them what considerations they made in their decision, who they consulted in their decision and to evaluate the impact of important decision factors that research has shown to influence this decision. The most common considerations for both groups are shown in Table 16.

Table 15 Comparison of considerations in decision to seek promotion

Considerations of officers who had sought promotion	Considerations of officers who had not sought promotion

My desire for more control / responsibility	My desire to stay at my current rank
My ability and readiness	My family situation
My desire to advance	
My desire to help my colleagues	
My desire for increased compensation	

We asked the officers who had sought promotion who they consulted in making their decision. These officers most commonly mentioned that they consulted their superiors, co-workers, partner or spouse, and/or friends and family outside of the OPS.

We asked both groups of officers about the impact of organizational culture, their partner, their family situation, their gender, their chain of command and their colleagues on their decision to seek promotion. We found important differences and similarities between those who had not sought promotion in the past five years and those who had. These differences and similarities are shown in Table 16.

Table 16 Comparison of decision factors between officers who had and had not sought promotion

Decision factor	Sought promotion?	
	Yes	No
Organizational culture	Increased	Decreased
Partner/Family Situation	Increased	Decreased
Gender	No effect	No effect/Decreased
Chain of command	Increased	No effect/Increased
Colleagues	Increased	No effect/Increased

Among those who had not sought promotion, we also asked about the impact of the entry criteria. This group most commonly said that the entry criteria had no effect on their decision, though a substantive number of officers said that the entry criteria decreased their likelihood of entering the process.

7.6　The promotional process

We asked all the interviewees who had entered the promotion process (N=96) to describe what happened after they entered the process and if they did anything to increase their likelihood of success.

7.6.1　What happened when you entered the promotion process?

When asked what happened when they entered the promotion process, the officers provided answers that were coded into seven categories. The two most commonly given answers are listed in Table 17.

Table 17 If sought promotion, what happened when you entered the promotion process?

Describes process of applying for promotion (43%)
"It's changed each time and that's the problem, is it's that constant change from process to process too that makes it a little bit difficult"
"Started with writing the exam and being qualified to be able enter that process. And then, so, there was probably 18 months following knowing the results of the exam to the promotional process."
"You write the provincial exam and that's your get in and there's a letter of endorsement that should be coming from your bosses. And then, well, actually, will come from your bosses. Some are adhered to the recommendation, others just sign off on them because they don't want the hassles. And once that letter is submitted, then you submit your resume which is assessed on breadth and depth of experience, community involvement, education, things like that. And then that's scored and once you get past that, then you go into an interview process. They've recently changed it where they give you the interview questions beforehand and you can prep for some of the questions. And there's a couple situational, they're either operational or a human resource questions that you'll get that you'll have no, you'll get ten minutes at the time to prep for. And then that will be scored as well. And then that determines your rankings."
Gives their opinion of the promotional process (19%)
"So there's volunteer work necessary so you know if you volunteered whatever, 30, 40 hours you get four marks right. Well there's a problem first off is it's only within the year of the application so during that year [a parent was ill and passed away, as well as being a parent of two young children], so volunteering was not high on the priority. But the year prior and the year before that I did do volunteer work doesn't count so all of a sudden, you're like well this is circumstance right. It's a matter of circumstance I can't provide more of myself than I was you know available at the time so that was a problem with that…It was just a pass because I didn't have the volunteer work and I didn't, you know and there was nothing more you could do."

> *"You know, I was under a false sense of thinking that I did okay in that interview and maybe I could know enough to at least, you know, act as a Sergeant in some, in some sections. And so I was shocked and devastated when I got the results of my mark and I failed it miserably. So, again it comes back to experience, you know, and you, no, because I don't have, I don't have investigative or anything like that because every time I apply I never get it because they say you don't have the experience. Well, how do I get experience? I don't play hockey and I don't play golf so I'm not one of the guys drinking at the bar and I don't have these little side deals going on."*

7.6.1.1 Differences between groups about what happened after they entered the promotional process.

Family Status: There were no substantive between group differences.

Gender: We compared the groups of male officers (N=44) and female officers (N=24) who sought promotion who did enter the promotional process. Female officers were more likely to give negative opinions of the promotion process when asked what happened when they entered the process (33%, n=8) than were male officers (11%, n=5).

Male officers more often said that nothing out of the ordinary happened when they entered the process (25%, n=11) compared to female officers (4%, n=1).

Rank: We compared the groups of higher ranking officers (N=45) and constables (N=23) who sought promotion who did enter the promotional process. Constables were more likely to give negative opinions of the process when asked what happened when they entered the process (30%, n=7) than higher ranking officers (13%, n=6). Higher ranking officers were more likely to mention that their chain of command and colleagues did not give them support when they entered the process (18%, n=8) than constables (0%, n=0).

7.6.2 Increasing the likelihood of success

To get a better understanding of the perception of key success factors in the promotional process, we asked the officers who did seek promotion (N=68) what they did to increase their likelihood of success, if they were successful and to what they attributed their success.

The interviewees mentioned several strategies for increasing the likelihood of success. These were categorized into eight answers. The three most common are shown in Figure 15.
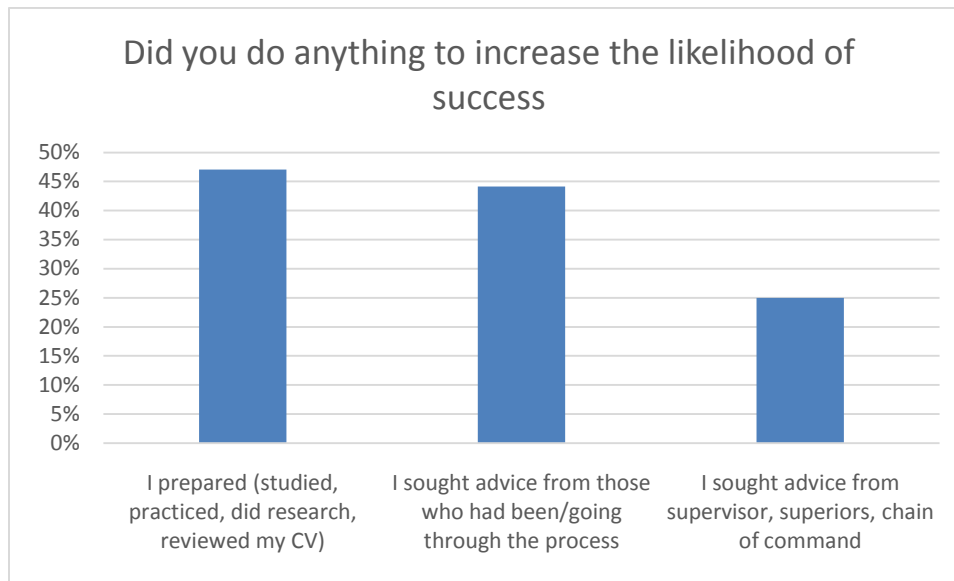
Figure 15 Did you do anything to increase the likelihood of success?

Among the officers who did seek promotion, a majority (65%) were successful in the process. Most commonly, officers were successful on their first (25%) or second attempt (28%).

Among the officers who did seek promotion, a majority attributed success to preparation (53%). The following quote illustrates one example of this attribution:

> *"It's probably like I said, a decision that I'm going to go into it is the preparing but then it's also having a very positive attitude about the process. As I said, there's always going to be a process; whether I agree with the process or not is irrelevant."*

7.6.2.1 *Differences between groups who sought a promotion about what they did to improve their chances of success.*

Family Status: We compared the groups of officers with young children (N=35) and officers without young children (N=33) who did enter the promotional process. Officers with young children who had sought promotion were more likely to have said that they sought opportunities on-the-job to increase the likelihood of success in the process (23%, n=8) than other officers (3%, n=1).

Gender: We compared the groups of male officers (N=44) and female officers (N=24) who did enter the promotional process. Male officers who had sought promotion were more likely to say

that they had prepared (studied, practiced, did research, reviewed CV) in order to increase their chances of success in the process (52%, n=23) than female officers (38%, n=9).

Male officers who had sought promotion were substantively more likely to say that they had sought the advice of supervisors, superiors, or their chain of command to increase their chances of success in the process (55%, n=24) than female officers (25%, n=6).

Rank: There were no substantive differences between groups.

7.6.3   Summary of the promotional process

When asked about their experience in the promotional process, most officers described the elements of the promotional process. Many of the officers described these steps in negative terms, especially female officers and constables. Perhaps surprisingly, Higher ranking officers were more likely to mention that their chain of command and colleagues did not give them support when they entered the promotional process. Meanwhile, male officers more often said that nothing out of the ordinary happened when they applied for a promotion.

In order to increase their likelihood of success in the process, many officers mentioned that they worked hard to be prepared, though male officers were more likely than others to say this. It was also common for officers to seek advice from others were going through or had been through the process and from supervisors and their chain of command, though again, this was most often mentioned by male officers. Interestingly, officers with young children were more likely to have said that they sought opportunities on-the-job to increase the likelihood of success in the process than other officers.

7.7   Result of the Promotional Process

7.7.1   Did you succeed in the promotional process?

Among the officers who had sought promotion, we found that the majority of officers (65%, n=44) said they had been successful in the promotion process as shown in Figure 16.
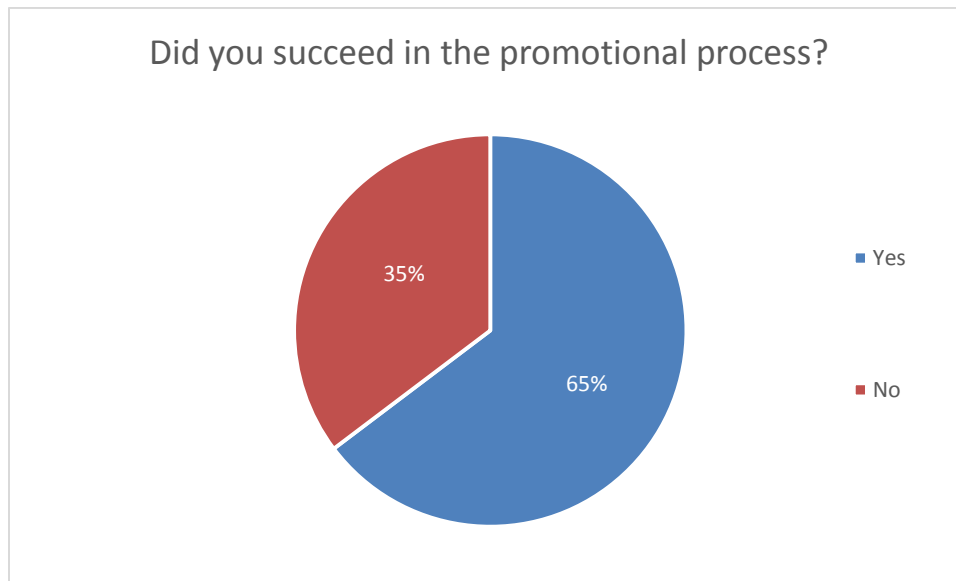
Figure 16 Did you succeed in the promotional process?

7.7.1.1 Differences between groups who sought a promotion about whether or not they succeeded in the process.

Family Status: We compared the groups of officers with young children (N=35) and officers without young children (N=33) who did enter the promotional process. Officers without young children were more likely to succeed in the promotional process (76%, n=25) and they were more likely to succeed on their first attempt in the process (52%, n=13) than officers with young children (54%, n=19; and 21%, n=4 respectively).

Gender: We compared the groups of male officers (N=44) and female officers (N=24) who did enter the promotional process. Male officers were substantively more likely to say that they had been successful in the promotional process (70%, n=31) than female officers (54%, n=13).

Rank: We compared the groups of higher ranking officers (N=45) and constables (N=23) who did enter the promotional process. Higher ranking officers were substantively more likely to say that they had succeeded in the promotional process (82%, n=37) than constables (30%, n=7). Constables were substantively more likely to say that they had been successful but were not promoted (on the list) (30%, n=7) than higher ranking officers (0%, n=0).

7.7.2 *How many times did it take before you were promoted?*

Among the officers who were successful in the promotional process (N=44), we asked how many attempts were needed before achieving success in the promotion process. Three quarters of the interviewees said they were successful on the first or second attempt (75%, n=36). Some said they were successful, but not confirmed at the higher rank (acting or "on the list") (23%, n=10). Figure 17 shows the breakdown of how many attempts were needed in the process by interviewees who said they were successful.
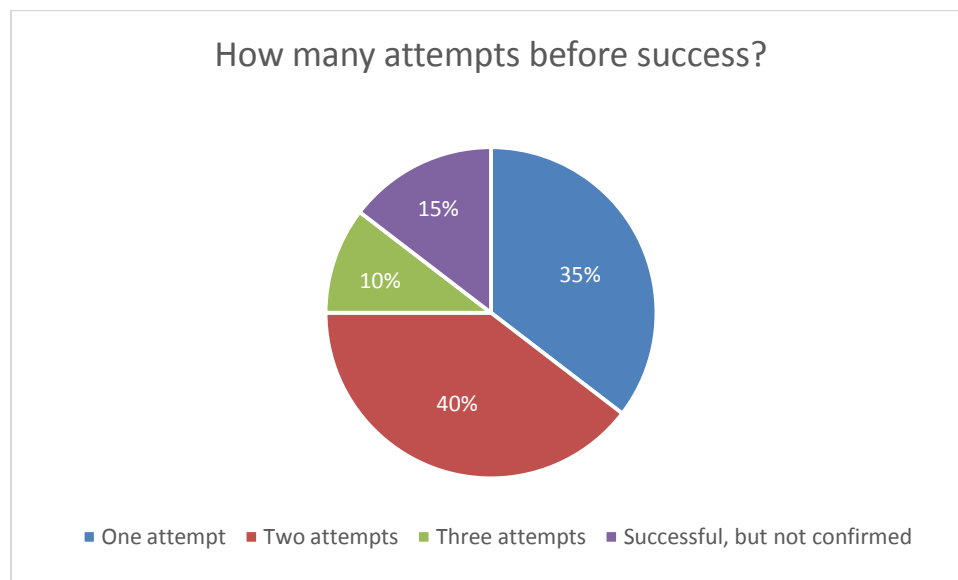
Figure 17 How many attempts before success?

7.7.2.1 *Differences between groups who were successful in the promotional process about the number of attempts it took for them to be promoted.*

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: We compared the groups of higher ranking officers (N=37) and constables (N=7) who were successful in the promotional process. Higher ranking officers were substantively more likely to be successful on their first attempt in the process (38%, n=17) than constables (0%, n=0). Higher ranking officers were substantively more likely to be successful on their second attempt in the

process (36%, n=16) than constables (13%, n=3). We noted that the constables who perceived success believed they had passed the process and were eligible to act at the higher rank.

7.7.3   Summary of the results of the promotional process

We asked the interviewees who had entered the promotional process whether they had been successful in the process and how many attempts it took them to be successful. Most officers said they were successful in the process and a strong majority of them required only one or two attempts in the process to achieve success.

Family Status: Officers with young children were more likely than other officers to succeed in the promotional process. There was no substantive difference between the groups in the number of attempts needed for success.

Gender: Male officers were more likely than female officers to say they had been successful in the promotional process. There was no substantive difference between the groups in the number of attempts needed for success.

Rank: Higher ranking officers were more likely than constables to say they had been successful in the promotional process. Constables were more likely to say they were successful in getting "on the list" for promotion. None of the constables claimed success on their first attempt in the process.

7.8   To what do you attribute your result (success or not successful)?

We asked all the officers who entered the promotion process to what they attributed their success or lack of success in the process.

7.8.1   Successful candidates

Among officers who said that they were successful in the process (N=44), success was most often attributed to preparation (82%, n=36) and job experience (27%, n=12) as shown in Table 18, with illustrative quotes.

Table 18 If successful in the promotional process, to what do you attribute your success?

My preparation for the process (82%, n=36)
"It was preparation and understanding the OPS promotional concept and understanding the whole process."

"I think the difference between a first time and second time was the experience of going through the process. Understanding what exactly they were looking for in the answers. I knew I had the, um, I knew I had the experience and I knew I had a lot of examples to answer the questions. It was my delivery. That was the difference between the first time and the second time."
"Preparation, the amount of time I spent preparing. 80 hours, of my own time."
My professional background and experience (27%, n=12)
"I think my credibility, communication skills, and experience on the job."   *"To having a round, a fully rounded background."*   *"Hard work. Hard work, dedication, committed."*

7.8.1.1   Differences between groups of successful applicants about why they thought they were successful in the promotional process.

Family Status: We compared the groups of officers with young children (N=19) and officers without young children (N=25) who were successful in the promotional process. Officers with young children were more likely to attribute success to the support of others (32%, n=6) and to doing what was needed in terms of gaining experience and maneuvering in the organization to succeed (26%, n=5) than officers without young children (4%, n=1 for each factor)

Gender: There were no substantive between group differences.

Rank: We compared the groups of higher ranking officers (N=37) and constables (N=7) who were successful in the promotional process. Higher ranking officers were more likely to attribute their success in the promotion process to their preparation (67%, n=30) than constables (26%, n=6). Higher ranking officers more often attributed their success in the promotion process to their experience (24%, n=11) than constables (4%, n=1).

7.8.2   Unsuccessful candidates

Among officers who were said that they were not successful in the process (N=24), their lack of success was most often attributed to a lack of preparation (25%, n=6) and a lack of job experience (25%, n=6) as shown in Table 19 with illustrative quotes.

Table 19 If not successful in the promotional process, to what do you attribute your lack of success?

Because I was not adequately prepared for the promotional process (25%, n=6)
"Well, I probably didn't prepare enough for the interview, and, ridiculously, the

> *interview counts for 100% of your mark."*
>
> *"And that's the difference here, is that it's geared for those that have a lot of free time, that can study all the time, they're rested, their mental health is good because they don't have all kinds of young kids to chase after, and to me that's the crux of this, is that those people who get promoted are generally those people that only have one kid, no kid, or their kids are grown up, and those of us that have more kids, and they're young kids – we have no chance to get promoted because we're burned out. We're absolutely burned out, we have no time to study, and we don't do well in the promotional process because we have families."*

Because I had insufficient job experience (25%, n=6)

> *"My resume was weak when it comes to points my resume was weak because I'm missing, I need a little more experience."*
>
> *"Lack of opportunity, lack of opportunity within the service. So, you know, the feedback that I was given during my debrief, was that I don't have enough experience within the service and that I'm lacking experience within the service. And so, I was almost, you know, it's maddening, it's beyond frustrating… it's frustrating because how can I gain experience when I'm never given an opportunity"*

7.8.2.1 Differences between groups of unsuccessful applicants about why they thought they were unsuccessful in the promotional process.

Family Status: There were no substantive between group differences.

Gender: There were no substantive between group differences.

Rank: We compared the groups of higher ranking officers (N=8) and constables (N=15) who were unsuccessful applicants. Constables more often attribute their lack of success in the promotion process to insufficient job experience (26%, n=6) than higher ranking officers (0%, n=0).

7.9 Opinions and recommendations for the promotion process

Having discussed their experience with the promotional process, all of the interviewees in our sample (N=127) were asked for their opinions about what was positive about the current promotional process, as well as what was challenging about it. They were then invited to make recommendations that they believed would increase the effectiveness of the promotional process.

7.9.1 What's good about the promotion process?

Respondents identified six unique things that were good about the promotional process. Most notably, two out of five people in our sample said that the promotional process itself was fair and equitable (39%). However, the notion that there was nothing good about the process was also substantially supported by the respondents (17%) (see Table 20).

Table 20 What's good about the promotional process?

The process itself is fair and equitable (39%)
"I thought it was very well run. I thought it was very fair, and I thought that the officers we were presenting to were well-respected and well-rounded. So I really, I give them full marks for the staff sergeant process, for sure."   *"What's good about the current process, it does seem to be, they're trying to make it open, so they give us the questions, the questions aren't a surprise anymore, the resume is very standardised so that people aren't spending, going out and spending thousands of dollars on getting people to professionally write their resumes and it's a fairly standardised thing that you can only can put so much information in it, and people can't, sort of, pad their resumes. And then the questions are open, you get the questions beforehand."*
There is nothing good about the process (17%)
"I don't like the process at all. It doesn't promote leaders. Right now, I would scrap the process and look at other ways"   *"I'll be honest with you, zero, not at all."*   *"You know, I can't really think of anything that's good about it now."*

7.9.1.1 Differences between groups about what is good about the promotional process

Family Status: There were no substantive differences between groups.

Gender: Male officers were more likely to indicate that they thought that the promotional process was efficient and effective (22%) than were female officers (3%).

Rank: Higher ranked officers were more likely to say that the promotional process was fair and equitable (48%) than were constables (30%). They were also more likely to see the process as being effective (18%) and having relevant content (17%) than were constables (7%, and 2%, respectively).

7.9.2   *What's challenging about the process?*

When asked what is challenging about the promotional process, the interviewees provided fifteen different responses, four of which were supported by 15% or more of the respondents. The key challenges of the promotional process as indicated by a substantive number of our sample are shown in Table 21 with illustrative quotes.

Table 21 What's challenging about the process?

How biased and subjective the process is seen to be (31%)
"I think it's a very unfair bias process in that regard and it limits the opportunities that females can have and I'm one of those females that have lived that."
"Current process challenging is, again, there is bias because people are inherently bias some way or another. Well, just let me rephrase that and say some people are. There's no way of challenging an interview if you felt you'd done better. They should be recorded or audio recorded so any dispute can be checked and relooked at. And they should be conducted by independent third parties."
"you can look through and say the process is not gendered but then when you get people giving marks and what they give marks for and what they value is based on this gendered ideal of what they think a police officer should be and so the gender and sexism is often nuanced and you know, hidden a little bit until you get into the situations where you see the marks that they are giving for different things."
That the process assesses interview ability, not job skills or leadership potential (21%)
"Our promotional process is not based on your work ethic or what you do in your job, it's a process basically. So if you're good at answering questions and studying and coming up with seemingly interesting examples, that's favourably viewed."
"There is not enough put on your performance in your job and your ability to deal with people and your ability to lead, in the promotional process, it is hugely lacking."
"But again it comes back to the fact that there is absolutely nothing that checks on your work ethics, nothing that checks on how you get along with the group. Nothing... They don't go back to your files to see if you've done your work and how much of a... like what kind of worker you are. You can, pardon my French, but bullshit your way through the whole process because you're a good talker. But you can be the worst police officer, yet you get promoted because you have the gift of the talk."
The inordinate amount of time required to prepare and execute the process (20%)
"There are people that go through this process but they do the promotional, they do all their prepping in their work hours. I don't. Most of us don't, so I would have to do this in my spare time, which is fine but I'm not about to spend all, I'll spend some time like, do you know what I mean, like obviously you have to study and all that stuff.   But the amount of work, no, it's not a good balance for me. And then also in my spare time I'm a

> *mother. You know they want you to be head of this board, head of that, out in the community and doing all these external things and what have you done. Well it's just like well what about what we're doing, what we're doing at work? Why doesn't that count, inside? And make OPS better."*

Limited in the kinds of job experience that are valued (17%)

> *"Your experience shouldn't have to necessarily be predicated on having worked in a bunch of different sections to flesh out your resume. If you work the first 15 years just on patrol because it was the best thing for the family, because family comes first and they'll be here long after you're retired... For me, being an investigator and having a strong foundation on patrol is really what we're about in policing. But it seems to be more like, you have to be in this section, that section, the other section, this section, the other section and so unless you bounce around a lot, which I find, for me, can be upsetting for the family. I find that a negative."*
>
> *"Someone should not be penalised for having worked at patrol their whole career. And if you do that, you'll never get promoted. It's almost ironic because that's the most important job we do. The most important. You'll never be able to answer the interview questions."*

7.9.2.1 Differences between groups about what is challenging about the promotional process.

Family Status: Officers with young children were more likely to say that the lack of consideration for diverse experience was a challenge for the promotional process (26%) than those who did not have young children (6%).

Gender: There were no substantive between group differences.

Rank: High ranked officers were more likely to say that some of the challenges of the promotional process included the process being biased (36%), requiring too much time (24%), and not putting enough consideration on experience (21%) than were the constables (25%, 15%, and 11%, respectively).

Female higher ranked officers were more likely to say that the promotional process was biased (50%, n=13), than were male higher ranked officers (28%, n=11). Interestingly, female constables were more likely to agree with the higher ranking officers that the promotional process was too time consuming (24%, n=9) than were male constables (0%), none of whom saw this as a challenge.

7.9.3   *What recommendation would you make for the promotional process?*

Interviewees provided a variety of responses to improve the promotional process. Of those fifteen answers, only three were mentioned by 15% or more of the sample. These key suggestions, with illustrative quotes, are shown in Table 22 below.

Table 22 What recommendations would you make for the promotional process?

Use peer review (ask peers about how the person has performed, 360 reviews) (18%)
”*there should be a portion where that team has some sense of input? Where they say yes, he was a great boss or oh my god, that guy was a holy terror the whole time, and this is why. You know, he was rude and crude and full of attitude or he was too soft with some people or he was too hard with this guy or he was too hard on that girl, he shows these biases, those biases or no, the guy was hey, if you screwed up he'll let you know you screwed up. If you have success he'll let you know you had success, like, he was fair to everybody across the board. You know, I think that's where you get a true sense of things, where you don't take one person's opinion on it. It's a team dynamic, right, I mean, somebody might have a chip on their shoulder because I gave out to them one day because they weren't performing properly and they might have an opportunity to sabotage me by bringing that forward. But you look at it as a Bell curve, right, you take the most exaggerated either end out and you're going to fall in the middle and say yes, okay, well, the overall average here is people are saying great things about this person or the overall average is wow, this guy is a nightmare to work for, you know.*”
Re-evaluate scoring methods and selection criteria in the process (get rid of exam, focus on core policing skills, look at other police forces (17%)
“It's very highly scored on your performance on the day of your interview and I think that there could be more weight put on your previous performance, leading up to that day. So, somebody could be a rock star for ten years of their career and they've handled an incredibly complex call for service and not score well on their interview day because they've thrown a curve ball, about some event or something.”
Give more weight to experience (acknowledge strong, general experience, not just specific, narrow areas of experience, experience before a police officer) (17%)
“*I think by looking at somebody's history and their work performance, you'll get a much clearer image of who it is that you're actually promoting.”*   *“I would say the one thing they could do was to give more weight to the experiences of the officer, instead of relying so much on the final interview. Because the interviews are very, it's not the real world, they need to do, they need to see, get a much better understanding of what the real world in response of that officer is, instead of just what that officer can fake for 20 minutes in an interview process, they need to get a better understanding of what that officer's like in experience.”*

7.9.3.1   Differences between groups about recommendations for the promotional process.

Family Status: There were no substantive between group differences.

Gender: Male officers were more likely to suggest using peer review (22%) than were female officers (14%).   Male officers were also more likely to suggest giving more weight to job performance over interview performance (19%) than their female colleagues (8%).

Rank: Higher ranking officers were more likely to suggest that the promotional process should re-evaluate its scoring methods and criteria (24%) than were constables (10%). They were also more likely to suggest that the process should give less weight to the interview (18%) and give more weight to job performance in the field (17%) than were the constables (8%, and 7%, respectively).

7.9.4   Summary of opinions of and recommendations for the promotional process

Despite the fact that over a third of our interview sample said that the promotional process was fair and equitable, the opinions and comments about the promotional process that were provided were predominantly negative. This was initially indicated by the one in five respondents who could not think of anything positive to say about the process and that a third of the sample later indicated that the primary challenge of the current promotional process was that it was biased and lacked subjectivity.

Male officers and higher ranking officers were the groups who were most likely to see the current promotional process as being efficient and effective, with higher ranking officers most often saying that the process was fair and had relevant content. Ironically, higher ranking officers were also the most likely to say that the current promotional process was biased. However, when examined by gender as well as rank, we discover that female higher ranked officers are almost twice as likely to say that the promotional process is biased (50%, n=13) than male higher ranked officers (28%, n=11). Correspondingly, male higher ranked officers were three times more likely to say that the current promotional process was effective and efficient (25%, n=10) than were female higher ranked officers (8%, n=2).   This is a noteworthy difference considering that high ranking officers have obviously successfully been through the promotional process at least once and speaks to the possible differences in that experience by the different gender groups.

The identified challenges of the current promotional process show a process that many consider to be biased, focused on the wrong indicators, time consuming for the candidate and the organization, and that it is too narrow in its focus. Officers with young children were the most likely to say that the narrow focus on specific kinds of experience was a challenge. Higher ranked officers were more likely to see the large amount of preparation time give over to the process as being a challenge. Interestingly, female constables shared this sentiment (no male constables mentioned it) that the promotional process required too much time. However, it is likely that the higher ranking officers are referring more to the organization's time for the process, as opposed to individual time preparing for the process as both answers were coded into this category.

The three most common recommendations for the promotional process all highlight a need to change how success in the promotional process is determined. The previously mentioned sentiment that the process is not seen as promoting the right people is supported by the suggestions to add a component of peer review, re-evaluate the promotion criteria and scoring method, and give more weight to a breadth of policing experience. Fundamentally, our interview sample indicated that the things which they perceived to be the basis for the current promotional process were not appropriate. Officers with young children were most concerned with the kind of experience that the process considers relevant and valid, perhaps because it is an indication of what the organization values and what it doesn't value and they find themselves wanting in those valuable areas. Male officers were concerned about the weight given to a single experience in the interview over a long history of good policing and of incorporating peer review into the process.

Ultimately, despite the apparent equity in the application and outcome of the promotional process, an examination of what officers see as good and bad in the process and what they recommend to fix it, shows a uniquely unified feeling that the current process does not focus on the right criteria and that it is inherently unfair.

7.10 Summary of promotion

The goals of this interview study in asking officers about the promotion process at the Ottawa Police Service were to get a better understanding of their experiences and opinions and to get a better understanding of the gender differences in these experiences and opinions. The section of the interview that asked about promotion delved into questions about the Ontario Police College

(OPC) exam, the decision to seek promotion, the experiences of officers who had entered the process and the overall experiences and opinions of all the officers.

7.10.1 The exam

We found that most officers had elected to write the exam at least once in their career. Most officers who wrote the exam, passed it on the first or second attempt. This result was not biased to higher ranking officers who must have written the exam to achieve their current rank because we found that a strong majority of constables interviewed had also written the exam. Officers commonly attributed success in the exam to preparation and seeking advice from more senior officers. They also often attributed a lack of success to a lack of preparation. Some officers noted "having the time" to prepare as important to their preparation whether it be during or outside work hours. Therefore, the availability of preparation resources (including time) and social connections to knowledgeable co-workers may be factors in passing the OPC exam.

We found that male officers were substantively more likely to have written the exam. Female officers were more likely to choose not to write the exam because they said they would prefer to stay at their current rank. Therefore, there may be a bias to having a disproportionately higher representation of male officers enter the promotion process as female officers are less likely to meet the pre-requisite of passing the OPC exam.

7.10.2 The decision to seek promotion

Officers who chose not to enter the promotion process considered a desire to remain at the current rank and their family situation. When asked about specific factors that research has shown to influence the decision to seek promotion, the officers in the sample who had not sought promotion reported no effect or primarily decreased likelihood of seeking promotion due to organizational culture, gender, partner/family situation, and entry criteria. The officers reported a more balanced mix of no effect, positive or negative impacts due to chain of command and colleagues.

Officers who chose to enter the promotion process considered a desire for responsibility or control, their abilities or readiness to advance, their desire to advance, their desire to help colleagues, and their desire for increased compensation. Officer who sought promotion said that they consulted with their supervisor, their co-workers, their partner/spouse, and their family and friends. When

asked about specific decision factors, the officers who had sought promotion most commonly reported no effect or an increase in likelihood attributed to organizational culture (primarily to fix it or to help rank and file), to their partner, to their family situation, to their chain of command and to their colleagues. The officers most commonly said that gender had no effect as a factor in their decision.

Male officers were significantly more likely to have entered the promotion process than female officers. Among officers who had not sought promotion, female officers were substantively more likely to have mentioned their family situation as a consideration for not seeking promotion. They were substantively more likely to say that the organizational culture had no effect on their decision, more likely to say that their partner or family situation and the entry criteria decreased the likelihood of seeking promotion. Only female officers said that their gender had a negative impact on the likelihood of seeking promotion while male officers all said that gender had no impact on their decision not to seek promotion.

Among officer who had sought promotion, female officers were substantively more likely than male officers to say that they had considered their ability and readiness before seeking promotion, to say that the organizational culture decreased the likelihood of seeking promotion, to say that their family situation had no effect. Male officers were substantively more likely to say that they had consulted their partner or spouse and that the organizational culture and their gender had no effect on their decision to seek promotion. They were also more likely to say that their family situation increased the likelihood of seeking promotion. Only male officers who had sought promotion (23%) said that their colleagues and the chain of command increased the likelihood of seeking promotion. However, the effect of chain of command was often related to behaviours at higher levels that the male officers did not like and thought they could do a better job. No female officers mention this effect.

There would appear to be several gendered factors with possible interaction of gender and other factors in the decision to seek promotion. The interview results indicate that male officers may be more likely to write the OPC exam which would immediately bias the rate of participation by gender in the promotion process by definition as passing the exam is a pre-requisite entry criterion. Male and female officers often viewed the organizational culture as dysfunctional but appear to have taken different approaches to addressing the issue as this may have motivated some male

103

officers to enter the promotion process and inhibited female officers by contrast. Organizational culture is highly complex and more study is needed as the cultural factors that affected these decisions may be very different. The family context away from work may have a disproportionately negative impact on female officers when the situation is not supportive of seeking promotion and a disproportionately positive impact on male officers when the situation is supportive of seeking promotion. Male officers may also benefit more than female officers from the support of co-workers and supervisors in terms of support and encouragement in seeking promotion.

7.10.3 Experiences in the promotion process

After asking about the decision to seek promotion, we asked the officers who had sought promotion about their experiences in the process. When we asked the officers about what happened as they entered the process, officers commonly began by describing the application and interview process itself which many viewed negatively. Many described the support of their colleagues or how nothing changed in their work environment during the process and that it was a lot of work. To increase their likelihood of success, many officers said that they did a lot of preparation and sought advice from more senior officers who had been through the process. Most officers in the sample who entered the process said they were successful in the process and most attributed their success to their preparation.

Female officers who had sought promotion were substantively more likely than male officers to give negative opinions of the promotion process while male officers were substantively more likely to say that nothing changed in their environment while they were in the process.

Male officers who had sought promotion were substantively more likely than female officers to say that they had prepared (studied, practiced, did research, reviewed CV) and sought advice from experienced others in order to increase their chances of success in the process. Male officers who had sought promotion were also substantively more likely than female officers (54%) to say that they had been successful in the promotion process.

Based on the interview sample, male officers may have had a more positive experience than female officers in the promotion process. Male officers in the sample appear to have identified and had access to resources (time, social connections) for preparation that female officers did not mention with the same frequency. The officers attributed success to these resources and male officers

reported a substantively higher rate of success in the process, therefore access to these resources may need to be equalized between the genders to reduce gender differences in promotion process participation and outcomes.

7.10.4 Summary of opinions and recommendations

The predominant opinions of our sample were that there were numerous challenges in the promotional process and very little, if anything according to some, that was good about the process. While a third of the interviewees indicated that they thought the promotional process was fair and equitable, many of the identified challenges contradicted that sentiment. Indeed, upon further analysis, it was found that male officers were more likely to see the process as effective while higher ranking officers were the ones who most often commented that the promotional process was fair and relevant.

The most identified challenge in the promotional process was that it was bias, as well as focused on the wrong promotional parameters (such as the importance placed on the interview over job skills, or the narrow kind of experience that is valued). Additionally, the amount of time required to prepare and execute the promotional process, both organizationally and individually, was highlighted by a substantive number of interviewees.

In order to remedy the challenges that were identified, a number of recommendations were made, but few had enough support to be substantive. However, the recommendations were thematically aligned in their desire that the criteria for promotion be adjusted, either by adding a component of peer review, addressing scoring methods, or increasing the weight given to job experience. Officers with young children were particularly interested in the expansion of the kinds of experience that are valued in the promotional process, while male officers more often emphasized the importance of job experience and peer review. Female officers were more likely to want more of a focus on leadership skills and wanted to see the process become more transparent, in comparison with their male colleagues.

8 Wrap up Questions

At the end of the interview, all of our respondents were asked to give some advice both to their colleagues seeking promotion and transfer and to the executive at OPS.

8.1 Advice to a Colleague

8.1.1 What advice would you give to a colleague who wanted to be promoted?

Interview respondents identified ten different pieces of advice that they would give to their colleagues seeking a promotion, four of which were said by 15% or more of our sample. Those key pieces of advice which had substantive support are given in Table 23 accompanied by illustrative quotes.

Table 23 What advice would you give to a colleague who wanted to be promoted?

Get as much experience as you can in the right areas (28%)
"Well, I would have to look at what is their current career path, what have they done, do they need to move into another position or start working towards moving into another position in order get some breadth of experience."
"Well, I would tell them to get more experience or if they, you know, stand on their experience, I would tell them do it."
"You need to get off the road and you need to get more experience. Variety and depth of experience, so different investigative sections."
Be prepared for the content & process of the assessment (27%)
"It's all about learning exactly what the process is and what the people marking the process are looking for. Whether you've got fantastic, absolutely great examples of leadership, you don't have a chance against the person who doesn't have as much experience as you but who understands the process."
"Basically, I'd tell them: you have to learn how to play the system. It's got nothing based on your ability to get ahead, or your leadership you've demonstrated. You have to learn the system."
Seek advice from somebody who has been successful, such as a mentor (25%)
"How to get promoted? Get a mentor. Yes, get a mentor. You need a mentor. You need… So I've had many people come to me prior to promotional interviews – not exams, because that's a… that's a textbook process – but to go through the interviews. And it's… you've got to, one, understand the process of being interviewed. But you need to get a mentor."
"Go and learn the process. Because that's your best way to get… It doesn't matter what experience you have, where you've been, how long you've been here, the most important thing is go and learn the process. Go and speak to people who absolutely understand what the process is."
Make sure you meet the criteria for promotion (16%)

> *"Well they need to do research and career planning and make sure that they're doing everything that's going to help them be successful. Particularly getting all the diverse experience they need for the resume portion so they can meet the criteria."*
>
> *"The rules are there, the format is laid out, just follow it and play along to the rules that they've laid out for that current process. So if they want volunteering, make sure you volunteer. Get an example from your volunteer time. If they want you be on the board of directors and there's points for being on the board of directors, get on the board of directors and that'll give you another example to develop an answer with. It's just so clearly laid out and if you're not willing to you cannot succeed in the process. That's definitely how I would fix it for next time for me, for sure."*
>
> *"They have to be able to have worked in different sections, or they don't get promoted, because it's based on points. So, we need to look at: do you have the required sections? Secondly, do you have the required courses? And that's what I would be working... Just trying to meet the criteria that they might not have."*

8.1.1.1 Differences between groups about the advice they would give to a colleague about promotion.

Family Status: There were no substantive between group differences.

Gender: Men were more likely to suggest that their colleague get as much experience as they can (33%) compared to female officers (22%).

Rank: Higher ranks more likely to advise friend to get as much experience as they can (38%) compared to constables (16%). They were also more likely to suggest making sure they meet the criteria (23%), get noticed (18%) and build their portfolio (15%) than constables (16%, 8%, 8%, and 7%, respectively).

8.1.2 What advice would you give to a colleague who wanted to a transfer?

When giving advice to a colleague who wants to be transferred, our sample identified eleven kinds of advice that they would give. Of those responses, three were substantive, having been said by 15% or more of the sample. These pieces of advice are shown in Table 24 below and are accompanied by illustrative quotes.

Table 24 What advice would you give a colleague who wanted a transfer?

Talk to the manager of the section you want to work in and find out what they are

looking for (45%)
"I would tell them to go speak to the manager of that section, to make themselves so that the manager can put a face to the name, to show their interest. I would ask them… I would tell them to go and ask to see if they can volunteer or if they can go and do a small temporary assignment in that section, or even volunteer to take files from that section if it's something that can't be done from where they're working right now. To really show a keen interest and to find out more about the job. And then… Yes. That's what I would tell them to do." *"Again, going to the section head and introducing yourself and... people are so afraid to do that, I said what's the harm in just introducing yourself, I am not asking you to go and sell yourself, but you could tell that person a little bit about themselves."* *"Go out, get off your butt, go and sit down and speak to the supervisor in that section. And say, I'm interested. What are you looking for? What knowledge, skills, and abilities do I need to develop to be competitive, to join your section? And not enough people do that."*
Develop the specific skills and experience you need for the section you want to go to (34%)
"Well, I would have to look at what is their current career path, what have they done, do they need to move into another position or start working towards moving into another position in order get some breadth of experience. I should suggest if they were to coach officers, to put in to be a coach officer if they're a constable, because that's showing a leadership role, and I would say that they would need to on their platoons, or in their section, become an informal leader in that, you know, take the lead, if they see something that needs to be changed then act on that and, you know, Really, it's just they're the ones who are in control of their career and they need to make it happen for themselves, they can't just sit back and think because they have this much time on or whatever it should just happen, you have to make it happen for you."
Cultivate relationships with the right people because "it's who you know" (17%)
"It's long-term thought processing…. where do you think you want to go in a couple years…. Well, start now. Start making those contacts. Start reaching out." *"I don't belong to those little support groups of people that live and breathe the policing role, I'm not part of it. … in order to do well in OPS, you have to be consumed by it and I won't be."* *"It's the political stuff, it's like get your face known, do things out there that's going to show your face. It's not really so much about your work necessarily, like just your work, it's who you're getting along with at the top."*

8.1.2.1   Differences between groups about the advice they would give to a colleague about transfer.

Family Status: There were no substantive between group differences.

108

Gender: Men were twice as likely to suggest that a colleague should go and meet the manager where they want to be transferred (59%) than their female counterparts (30%).

Rank: There were no substantive between group differences.

8.1.3   Summary of advice given to colleagues

The advice that our sample said that they would give to a colleague seeking a promotion was very connected with the process and criteria of the promotional process. The most common piece of advice was that the candidate gets as much experience as they could, which aligns with the advice to make sure that they meet the promotional criteria. The advice to be prepared for the content and process of the assessment is aligned with the advice to seek a mentor or someone who has been successfully promoted in order to help them be successful in the promotional process. This advice implies that the promotional process is much more complicated than just meeting the criteria for promotion, but that the process itself is challenging and requires a lot of preparation and guidance in order to navigate it successfully.

The fact that there were very few differences between groups' highlights the commonality of this advice. However, male and higher ranking officers more often advised that their colleague to get as much experience as they could, with higher ranking officers strongly emphasizing the importance of meeting the promotional criteria and building their portfolio. Interestingly, higher ranking officers more often recommended getting noticed through self-promotion and special projects than were constables. Considering that this group has been successfully promoted at least once, this advice is telling as it assumes that there is a subjective element to the promotional process that can be influenced by the candidate. It is noteworthy that there were no gender differences in the likelihood of this piece of advice being given; suggesting that female officers of higher rank area also aware of the need for self-promotion and that there is subjectivity in the promotional process.

In contrast to the advice for the promotional process, the advice that our sample group would give to a colleague that wanted to be transfer was more focused on building personal relationships. Meeting the manager of the desired section and cultivating relationships were both substantive responses. In addition, the recommendation to develop the right skills for the desired section often suggested that the best way to develop those skills was to become informally involved in the

section, a move which would also build relationships in that section. Interestingly, it was the male officers who were most likely to give the advice to talk to the manager of the desired section. Considering that male officers have been shown to have less concern over their relationships at work than female officers (see organizational culture section), this reversal is surprising.

8.2   Advice to Senior Executive

8.2.1   *What advice would you give to the senior executive to improve the OPS?*

Our participants were asked what advice they would give to the senior executive to improve the OPS in general. Interviewees identified eleven different things that they would say to the senior executive, but only two pieces of advice had substantive support. These key answers are shown in Table 25 below, followed by illustrative quotes.

Table 25 What advice would you give to the senior executive to improve the OPS?

Take steps to regain the trust of the members for the executive (23%)
"They need accountability. How that should look is the people of rank need to be, have supervisory courage and they need to be following through with their people. And it has to happen at every rank and it's not. And it should happen like at staff level, if they're not doing it as staff certainly inspectors should be doing something about it but it's not. You know, it's easy to blame everything on the chief of police but as you kind of go down, down the ranks system there's so many flaws within there."
"A leader leads and a leader leads from the front and you don't ask anyone to do what you wouldn't already do ahead of them. There's lot of talkers here but you got to walk the walk."
"Ensure that they... everyone in a supervisory position leads by example, that they demonstrate complete ethical and professional behaviour in the workplace, interact... as supervisors interact frequently with their subordinates. And to wrap it all up, it's all about leadership."
"What I would tell management is that with every passing study every time that management brings in a consultant or a lawyer to speak to us and engage people will participate especially myself. But like everyone and then we know that within a year nothing happens or changes from the status quo again it's that credibility gets rooted even further."
Show support and compassion for members (17%)
"I would suggest that they increased our presence at the ground level on a day-to-day basis and not only at difficult times. I don't know if you want me to elaborate on that but essentially what I mean by difficult times is that the only time they tend to come and

> *speak to units"*
>
> *"I think there's two, but the main one is staffing. I know they're saying that they're getting more but it's still not reflecting the growth of the city. We are understaffed horribly. But specifically, for actively working members, there's so many people off on different modified, accommodated, and that's the second thing that I think should be reviewed."*

8.2.1.1   Differences between groups about the advice they would give to the senior executive.

Family Status: There were no substantive differences between groups.

Gender: Female officers were more likely to suggest to the executive that they show support for the members (22%) than male officers (13%). Male officers were more likely to suggest that the executive improve the promotional process (19%) than were the female (5%).

Rank: Constables would tell the Executive to show support for its members (25%), increase staffing (18%) than would higher ranks (11% and 9%). Higher ranks were more likely to suggest that HR career development policy should be improved (15%) than constables (5%).

8.2.2   Summary of advice given to Senior Executive

Given the many differences between groups that have been identified in this report, it is startling to come across an answer for which this is no practical difference. The advice that the senior executive at the OPS work to earn the trust of the rest of the organization is supported a quarter of the sample in every group and subgroup. Female officers and male officers, higher ranking officers and constables, officers with children under 12 and officers without children under 12, were all equally as likely to indicate that building trust should be a priority for the senior executive.

This call for trust is echoed in the other substantive recommendation of showing support to the members. It is often the perceived lack of support from the senior executive that results in the breaking of trust in the first place. Indeed, the lack of transparency and accountability within the executive and how that corresponded to a sense that the executive was not being honest with the members or showing good leadership is in close association with the sentiment that the executive is not supporting the rank and file and had lost touch with what was really happening on the front lines of policing. This reflects previous concerns about how overworked and under resourced the members feel.

Female officers and constable were more likely to say that they would advise the executive to show their support for the members. It is important to these groups that they feel valuable to the organizational leadership. In contrast, male officers were more likely to suggest that the executive improve the promotional process higher ranked officer most often recommended a career development policy. For these groups, the importance of having better career development and promotional process was indicated more than for the other groups. However, it is worth noting that the group most likely to benefit from the recommendation for a career development policy is the constables, and yet it was the higher ranked officers who most often gave this advice.

8.3 Additional Comments

More than half of the interview sample gave additional comments at the end of the interview (55%, n=77). Though those comments are too personal to share without risking the confidentiality of the respondents, their comments did fall into five thematic categories.

1. **Comments about the organizational leadership**

   These included ideas such as how the OPS is perceived as being poorly run, how the executive was not held to the same standard as the lower ranks, how decisions are seen as being made for political reasons and not in the best interests of the members, and how the executive does not provide real leadership in the organization.

2. **Comments about the accommodations process**

   These included ideas such as the stigmatization of accommodated officers and how the organization lacks compassion for its members when there are struggling, as well as ideas such as the perception that members are abusing the system, and that accommodated members should not be eligible for promotion.

3. **Comments related to family status**

   These included ideas such as the need to support the mental health of parents of young children, the need to recognize the importance of family considerations in a member's decisions, and that there needs to be more kindness and common sense in assigning shifts, as well as ideas like it is not right to expect an organization to adapt because of a member's life choices.

4. **Comments related to the organizational culture, and**

These included ideas such as the prevalence of double standards for behaviour, the loss of a culture of excellence in favour of a culture of cheap, the poor treatment of constables, and the perceived lack of respect for diversity and equity.

5. **Comments related to gender**

These included ideas about women being treated equitably and being championed at OPS, resentment towards women who are seen as complainers, as well as ideas around gender policies, such as issues around how pregnancy and maternity leave are dealt with and uniform sizes, and stories of personal experiences with harassment, discrimination, and inequality

The coalescence of these 77 additional comments into just 5 themes indicates that there are shared issues that we did not touch on in this interview study but which are important to the police officers in our sample. This opens the door to many areas of future research that might be considered.

9 Discussion and conclusions

As stated in the introduction, the goal of this study was to determine how differences in the family status, gender, and rank of police officers influence their experience of the transfer and promotion processes of the Ottawa Police Service. What the data shows, however, is that there are more similarities in these experiences than there are differences. Regardless of group, the officers in our sample love their job, are internally motivated, want to help and support their colleagues and the community, and are transferred and promoted at the same rate. There is also considerable alignment in the diagnosis of the organizational culture at the OPS as being negative and broken, as well as considerable consensus about what is considered problematic about both the transfer and promotion processes. What differences there are, tend to be small but do indicate that family status makes the most difference in the experiences of transfer and promotion, and more so for women than for men. Primarily, this study shows that women, and particularly mothers, are more likely to identify that lack of time, lack of perceived support from superiors, and poor understanding of the process are pivotal to their negative experiences of promotion. This finding supports and provides some explanation for the finding from the initial survey that showed that women were less likely to participate in the promotional process than were men and the finding of this study that women with young children are substantively less likely to say that they were successful in promotional process than other groups.

113

Seeking promotion is a time-consuming process. This study identified that the promotional process requires considerable out-of-work time in order to be successful. That time is required to study for and write the OPC exam, prepare resumes, practice interviews and fill requirements such as community volunteering. These requirements disproportionately affect officers who have young children at home, and due to the biological reality of pregnancy and maternity leave, female officers in particular. While both men and women are impacted in their career progression by parenthood, the loss of time that women experience, not only from maternity leave but from how they are accommodated while pregnant, is hard to recover from. In a promotional process that requires certain boxes to be ticked, officers who are also parents of young children struggle to gather the experience required and muster the extra-time needed in order to tick those boxes. This may be particularly strongly felt by mothers who, the gender literature tells us, often feel more responsible for the care of their young children than fathers. Given that women were shown to be more likely than men to consider their qualifications and readiness when deciding about promotion, the result may be that female officers with young children are self-selecting out of the promotional process because they don't have the time to what is required in order to be successful.

The literature on gender differences and the results of this interview study both show that women emphasise the importance of relationships at work more than men. This can be seen in the ways that the female officers in our study describe the organisational culture and its challenges and impact in comparison to male officers. In particular, women in our study identified a lack of support from their superiors as being an important element in their negative experiences. Men in this study more often sought out the support that they wanted, and encouraged others to do the same, while women wanted to feel supported without having to ask for it or seek it out. Thus, the perceived lack of unprompted support may be experienced by women as no support at all. However, it may be that their superiors, who are more often men, are willing to be supportive but do not recognise their need for support because they are used to support being something that is asked for. This is something that requires further research in order to be clearly understood.

This interview study indicates that the transfer and promotional processes are not clearly understood by our sample of officers. There was confusion between the two processes, outdated information, and a definite lack of clear understanding. The consensus around recommendations was primarily for efforts to make the processes better understood. This lack of understanding was more often mentioned by female officers who wanted but did not know why they had the outcomes

that they did, and who consistently asked that the transfer and promotional processes be made transparent, consistent, and accessible. When a process is not understood it is more likely that a candidate will not participate in it, become discouraged, or attribute their negative experience to the process itself. Certainly, they are unlikely to invest considerable time in it.

In their experience of the transfer and promotional processes at the OPS, female officers with young children may be disadvantaged because of a lack of time, a perceived lack of support, and a poor understanding of the processes. It is important to remember, however, that these challenges were felt by all groups of officers in this study and are symptomatic of the culture that these processes are embedded in.   It is unlikely that efforts to fix the transfer and promotional processes will be effective without addressing the underlying culture which everyone described in negative terms.

Appendix A: Survey

Impact of Gender and Family Status on Promotion and Transfer:
Survey Questionnaire for Sworn Ottawa Police Service Officers

OPS Gender Audit Survey - January 2017

The Ottawa Police Service has committed to an organizational culture that adheres to gender equality. In order to stimulate new and continued gender equality strategies and initiatives, the OPS needs to understand the extent to which gender and family status issues impact the transfer and promotion processes. The intent of this survey is to collect data to inform this issue and to help us identify policies and programs that can improve the promotion and transfer processes within the OPS. The survey will take less than five minutes of your time. Your responses are anonymous and only summary results will be provided to the OPS. Please take the time to complete this very important survey. We value your responses. Please record your answers to each of the questions by indicating the response that best represents your situation. All of your responses will be held in the strictest of confidence. Only aggregate data will be reported to the OPS.

Please think back over the last five years and answer the following questions. In the last five years: Have you applied for a transfer?
❍ Yes
❍ No

How many applications for transfer were successful and unsuccessful?
_____ Successful
_____ Unsuccessful

Was your application for transfer successful into the directorate that you requested?
❍ Yes, I received a transfer into the directorate that I requested.
❍ I received a transfer into a directorate other than the one I requested.
❍ No, I did not receive a transfer.

In the last five years, have you entered the OPS promotional process?
❍ Yes
❍ No

How many times in the past five years have you gone through the OPS promotional process?

Have you received a promotion?
❍ Yes
❍ No

Are you currently on the eligibility list for promotion to the next rank?
- ⭕ Yes
- ⭕ No

How long have you been on the eligibility list for promotion?
_____ Years
_____ Months

We need some demographic information to help us interpret the findings. Please be assured that all the findings from this survey will be held in confidence by the researchers at Carleton University who are administering and analyzing this survey on behalf of the OPS. No one other than the researchers will see your responses. Only aggregate data will be reported to the OPS.

What is your sex?
- ⭕ Male
- ⭕ Female

What is your age?
- ⭕ 25 or under
- ⭕ 26 to 30
- ⭕ 31 to 35
- ⭕ 36 to 40
- ⭕ 41 to 45
- ⭕ 46 to 50
- ⭕ 51 to 55
- ⭕ 56 to 60
- ⭕ 61 to 65
- ⭕ 66 or over

How many years of service have you had with the OPS?
_____ Years
_____ Months

What is your confirmed rank?
- ⭕ Constable
- ⭕ Sergeant
- ⭕ Staff Sergeant
- ⭕ Inspector
- ⭕ Staff Inspector
- ⭕ Superintendent or Deputy Chief or Chief

How long have you spent at your current rank?

_____ Years

_____ Months

How long have you been acting in your current role?

_____ Years

_____ Months

In order for OPS to better identify the family status needs of its members, please respond to the following questions. What is your present marital status?

❍ Single

❍ Married or living with a partner

❍ Separated or divorced

❍ Widowed

How many children do you have?

Please indicate the number of children that you have in each of the following age groups.

_____ Under 5 years of age:

_____ 5 to 12 years of age:

_____ 13 to 18 years of age:

_____ over 18 years of age, living at home:

_____ over 18 years of age, not living at home:

Do you provide dependent care to anyone other than your child/children listed above?

❍ Yes

❍ No

Do you provide elder care?

❍ Yes

❍ No

Do you have any additional comments?

Would you be willing to be interviewed in order to contribute to a better understanding of the promotion and transfer processes within the OPS? If yes, please enter your first name and contact information (i.e. email address and/or telephone number) below.

First name:

Email address:

Phone:

Appendix B: Interview Script

Impact of Gender and Family Status on Promotion and Transfer:
Study of a Canadian Police Service

Hi. My name is _____ and I am a PhD student at Carleton University. I am working with Dr. Linda Duxbury who has been asked by the Ottawa Police Service (OPS) to conduct interviews with its members. These interviews have been designed to help the OPS better understand how gender and family status impact career progression in the service. The OPS has committed to an organizational culture that is supportive of all its members, irrespective of gender or family status. In order to stimulate new and continued strategies and initiatives in the pursuit of this commitment, the OPS needs to understand the extent to which gender and family status issues impact the transfer and promotion processes and experiences of their members. That understanding requires meaningful consultation with those impacted by the issue. The interview you are being asked to participate in is part of this consultation process.

This initiative has been evaluated and approved by the Carleton Universities ethics committee. This has a number of important ramifications with respect to how we do the research and how we can report the findings.

While we may publish some of the findings from the full set of interviews conducted with Ottawa Police Service (OPS) employees, let me assure you that **anything you say in this interview will be kept in confidence**. **Any quotes we use will be unattributed and we will strip out anything that may identify you. Each respondent has been assigned a code number** (e.g., 001) **and that code will be used in the transcribed interview in place of your name**. **The transcribed interviews, which include this code, will be kept separate from your signed informed consent form and the list associating your name with your code will be destroyed following our last interview**.

Your participation in this study is entirely voluntary. You can choose to withdraw from the interview at any time without consequence. You may also choose not to answer any of the

questions that we ask you.

Do you have any questions? Are you comfortable taking part in the interview? **Are you comfortable having the interview taped?** Both the recording of your interview and our notes on the interview will be encrypted and saved on to a password protected computer at the university.

If you have any questions after this interview is over, or would like more information related to this study, you are invited to contact Dr. Linda Duxbury who is supervising this study. She can be contacted by EMAIL at the following address: linda.duxbury@carleton.ca. Her cellphone number is 613-853-3385.

Finally, the study has been reviewed and cleared by Carleton University's Research Ethics Board (CUREB-A). If you have any questions for the ethics board I can provide the telephone number and email address (613-520-2517; ethics@carleton.ca)

Are you happy to go ahead?

[TURN ON THE RECORDER AND ASK AGAIN]

For the benefit of the recording can I ask you to confirm that you are happy to proceed with the interview?

[AFTER INFORMANT CONFIRMS, SAY…]

I, [SAY YOUR NAME], am here on [SAY THE DATE] with informant [ID NUMBER]

[DO NOT READ QUESTION NUMBERS]

The interview is divided into five sections. The first section is short and covers some background questions. The second asks about your views of the OPS in general.   The third explores your experience concerning transfers, the fourth your experience concerning promotion. You can choose to only answer the questions in only one of those sections, or both if you desire. The last section is simply a wrap up question.

Part A: Background Information

Before I start the interview I just have to ask a few questions to help us interpret the data. Again, please be assured that these data will not be used to identify you and only aggregate data will be used in the report we produce.

[A1] What area do you work in? _____

[A2] Are you married? _____   Yes/No

[A3] Is your partner also a member of the OPS?   ___Yes / No

[A3a- If yes to A3] Would you be willing to participate in an interview with your spouse to help us understand how work and family decisions are made in couples where both partners are sworn police officers? _____ Yes/No

[IF THEY SAY YES, THANK THEM AND INDICATE THAT SOMEONE WILL BE FOLLOWING UP WITH THEM SHORTLY TO EXPLAIN THIS STUDY AND SCHEDULE A TIME FOR AN INTERVIEW.]

[A4] Why did you decide to be a police officer?

[A5] What does career success mean to you? [Prompt: money, advancement, contribution]

[Note: we will ask the volunteers to indicate if they would prefer to answer questions relating to the transfer process, the promotion process or both. This strategy will allow us to shorten the length of the interview and focus on what is most important to the employees as some may not have experience with both processes.]

As I mentioned earlier, the interview contains a section relating to the transfer process and a section relating to the promotion process. We want to make sure that the interview is focused on what is most important to you and we understand that some people may not have experience with both processes.

[A6] Would you prefer to answer questions relating to the transfer process, the promotion process or both?

Part B: View of the OPS

Now I am going to ask you a few questions about how you view the OPS. This information is key to our ability to contextualize our recommendations to the OPS.

[B1] How long have you worked for the OPS? [Try to get a definitive answer in years and months]

[B2] Have you worked for any other police service?

       [If yes, B2a] Which ones?

121

[B3] What makes the OPS a great place to work? [Prompt: What do you like about the OPS? The salary? Your colleagues? Your boss?]

[B4] What do you find challenging about working for the OPS? [Prompt: What do you dislike about your job in the OPS? The workload? Your boss?]

An organization's culture, the unwritten rules that govern the workplace, is very important to ones' experiences at work, how one feels about their job, and how one behaves at work.

- [B5] Can you give me three words to describe the organizational culture within the OPS at this time?

- [B4) Think about the organizational culture of the OPS at this time. Would you say that the culture has:

    o a positive impact on your behaviour at work
    o a negative impact on your behaviour at work
    o both positive and negative impacts on your behaviour at work
    o no impact on your behaviour at work

[Note: Try to get a single answer selection from the four options to question B4. If they say both then ask both of the following subquestions. If they say no impact then skip the subquestions]

    [If they choose Positive or Both] B4a:
        Can you give me an example of how it impacts your behaviour in a positive way?
        [Prompt: it makes me want to work harder; makes me proud to be an officer within the OPS]

    [If the choose Negative or Both] B4b:
        Can you give me an example of how it impacts your behaviour in a negative way?
        [Prompt: I do not speak up at Parade; I keep my opinions to myself; I document what I have said to my superior]

[Skip Part C if the volunteer did not choose to answer questions about the transfer process]

Part C: Transfer:

The next set of questions focus on the decision to ask for a transfer

[C1] Have you requested a transfer in the past five years? Skip to C2 if no and C3 if yes.

[If no: C2] Can you please tell us why you have not asked for a transfer in the past five years?

[If yes: C3] Can you please tell us why you wanted a transfer? [Prompt: What did you hope to gain from being transferred? Why select the transfer that you did?]

[C4] Describe to us what happened when you requested a transfer?

[C5] Did you get the transfer you requested?: Yes or No

> [If yes, C5a] To what do your attribute your success within the transfer process? [Prompt: my record, my boss was supportive]

> [If no, C5b] Why do you think you did not get the transfer you requested? [Prompt: my boss was not supportive]

[C6] Please thing about the transfer process as it is currently in place at the OPS. What one recommendation would you make to the service with respect to how this process could be changed to make it more effective?

[Skip Part D if the volunteer did not choose to answer questions about the promotion process]

Part D: Promotion:

[D1] Have you ever written the OPC exam?: Yes or No

> [If yes, wrote the exam, D1]:
> > [D1a] Did you pass?: Yes or No
> >
> > > [If yes, D1ai] How many times did it take you to pass at each level?
> > >
> > > [D1aii] To what do you attribute your success?
> > >
> > > [If No, D1aiii] Why do you think you did not pass the exam? [Prompt: It was unfair, I did not have the time to study]
>
> [If no they have not written the exam, D1b] Why have you not written the exam? [Prompt: my boss discouraged me, I did not feel I was ready]

 [D2] Have you entered a promotional process in the past 5 years?: Yes or No

[If no:] The next set of questions are designed to help us understand how you made the decision not to seek a promotion.

> [D2a] Can you tell me what kind of things you thought about or considered when making this decision? [Prompt: workload, likelihood of success]
>
> There are a lot of things that research has shown to factor into the decision making process people go through when considering whether or not to seek a promotion.

We are interested in know the extent to which each of these factors played a role in your decision making process:

[D2ai] What impact did the organizational culture at OPS have on this decision?

[D2ai] What impact did your family circumstances have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[D2aii] What impact did your partner have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[D2aiii] What impact did your gender have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[D2aiv] What impact did the attitudes and behaviours of your chain of command have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[D2av] What impact did the attitudes and behaviours of your colleagues have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[Q2avi] What impact did the entry criteria for promotion to the next level have on your decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[If yes:] The next set of questions are designed to help us understand how you made the decision to seek a promotion when you did.

[D2b] Can you tell me what kind of things you thought about or considered when you were making this decision? [Prompt: workload, likelihood of success]

[D2bi] Who did you consult when you made this decision?

There are a lot of things that research has shown to factor into the decision making process people go through when considering whether or not to seek a promotion. We are interested in know the extent to which each of these factors played a role in your decision making process:

[D2bii] What impact did the organizational culture at OPS have on this decision?

[D2biii] What impact did your family circumstances have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

124

[D2biv] What impact did your partner have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because)]

[D2bv] What impact did your gender have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[D2bvi] What impact did the attitudes and behaviours of your chain of command have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

[D2bvii] What impact did the attitudes and behaviours of your colleagues have on this decision? [prompt: no impact, increased the likelihood because.. decreased the likelihood because]

The next set of questions focus on the promotion process itself:

[D3a] First can you describe to us what happened when you entered a promotional process? [Prompt: your boss or your colleagues treated you differently after they knew you were going for promotion than before]

[D3b] Did you do anything to increase the likelihood that you would be successful in the process? (Prompt: talked to other people who had been promoted, got advise from my supervisor)

[D4] Did you succeed in the promotional process? Yes or No

[If yes]:

[D4ai] How many times did it take before you were promoted?

[D4aii] To what do you attribute your success? (Prompt: Hard work, I was prepared)

[If no]:

[D4b] Why do you think you did not succeed in the promotion process? (Prompt: It was unfair, I did not have the time to get ready)

The final set of questions in this section focus on the promotion process as it is currently in place within the OPS and are included to help us make recommendations to the OPS on where changes are needed and what part of the process should be maintained as it is.

[D6] What is good about the current process?

[D7] What makes the current process challenging?

[D8] Please think about the promotion process as it is currently in place at the OPS. What one recommendation would you make to the service with respect to how this process could be changed to make it more effective?

Part E: Wrap up questions

These last set of questions are again included to help us give meaningful recommendations to the OPS on the transfer and promotion processes within the OPS.

[E1] If a colleague came to you and asked you for advice with respect to how to get promoted within the OPS what would you tell them?

[E2] If a colleague came to you and asked you for advice with respect to how to get a transfer within the OPS what would you tell them?

[E3] If a member of the senior executive came to you and asked you to recommend one thing that would improve the OPS, what would you suggest?

[E4] Do you have anything you would like to add?

[E5] Sometimes with interview studies, we realize during the analysis that more information would be very helpful. Do you agree to being contacted again in the future if we have follow-up questions? ____ Yes/No

[If yes, E5a] How should we contact you? [prompt: email, phone]

Thank you for taking the time to speak with me. I'm stopping the recording now.

[STOP THE RECORDING]

APPENDIX G

OPS FOCUS GROUP SUMMARY – OCTOBER 2017

**Ottawa Police Service
Gender Project Phase IV – Focus Groups
October 10 & 12, 2017
Summary Report**

Prepared by:

Table of Contents

FACE VALUE
COMMUNICATIONS INC.
Trust. Worthy.

Introduction

The OPS held a series of focus groups in October 2017 with sworn members who were identified as leaders at different levels of the organization. A total of 25 OPS members participated in the three focus groups, held on Oct. 10 and 12. Representatives of the Gender Project Team and the Ottawa Police Association were also in attendance. The sessions were facilitated by representatives of Face Value Communications, which also prepared this summary report.

The purpose of these focus groups was threefold:
1. To explain the changes to OPS policies and procedures and provide an opportunity for dialogue;
2. To identify specific concerns and perceptions related to the Gender Project and the related policy changes; and
3. To solicit their ideas about the most effective ways to communicate the changes to the OPS membership as a whole.

Key takeaways

- Participants were generally positive about the Gender Project and are aware that obstacles exist that may prevent women from getting onto the job and into the promotion & transfer processes.
  - They agree that policies and processes need to be more consistent, and that the organization needs to evolve.
  - The goal of 23% female representation across all ranks and divisions was seen as a realistic target.
  - They acknowledge that a "culture change" must take place within the OPS, and that it will not come easily.

- Participants agreed that communication to date around the Gender Project has been lacking. They say many sworn officers (particularly those on the front lines) have limited understanding of the Gender Project, what it is, why it started and what it will mean for them. Despite recent efforts to be proactive in communicating Gender Project-related changes around the 2017 Developmental Rotations program, some troubling perceptions remain.
  - *"There is no information going to officers on the road, and the information they're getting is 'if you're not a girl, don't apply.'"*

FACE VALUE
COMMUNICATIONS INC.
Trust. Worthy.

- There was an acknowledgement that other organizations (including other police services) are also struggling with gender-related issues, and that OPS has to deal with this—regardless of the impetus for it. They agree the OPS is expending the effort needed to make tangible changes despite the aggressive timeline.
    - *"The fact that this [the Gender Project] is happening addresses those concerns that have already been brought forward. Having a more diverse mix of people has already made a difference on the Staff Sergeant panel."*

Specific concerns & perceptions

- The Gender Project – and the goal of 23% female representation – will create a form of "reverse discrimination," and that considering gender during the placement process means that the best people aren't being chosen for the available positions.
    - One front-line officer stated that he had researched the gender representation of various divisions before applying for a developmental rotation because he believed he wouldn't get in if there was a gender imbalance in that unit. *"There's a perception that careers may suffer because we're paying for the sins of our fathers."*

- Saying all candidates in the pool are equally qualified will be a "hard sell" because while some women may have the basic minimum qualifications, they may have less experience than some of the men. **There is still a perception that the qualified candidates will be ranked**, and that women will get the opportunities even if they rank lower.
    - *"I want to see fair representation but I want to see the best people moving forward, regardless of gender. You might get ranked lower in the process but if you're a woman you move forward."*

- Female sworn officers are concerned that if they choose to self-identify, *"they're going to say she just got it because she's female."* However, participants acknowledged that with a significant cultural change like this, these types of comments from naysayers are almost unavoidable.

- Generally speaking, OPS members lack awareness about how staffing decisions are made, which leads to speculation about why one candidate was chosen over another.
    - *"People don't understand why and how people are moved around."*

- Some participants (particularly those at the supervisor level) expressed concern that they could get into a situation where they are not able to meet operational needs due

FACE VALUE
COMMUNICATIONS INC.
Trust. Worthy.

to multiple staff members with accommodations. This is related to ongoing issues around staffing, rather than to the Gender Project specifically.

- *"We're in a scramble. We don't have the right people with the right experience that we need."*

- While the Gender Project addresses issues *after* sworn officers are hired, one participant pointed out that all background investigators are male, which may create an unintentional bias during recruiting.

- One participant expressed concern about how the OPS will be held accountable for the goals of the Gender Project once it has fulfilled the requirements of the Minutes of Settlement. This same participant expressed some skepticism about whether or not the new EDI Office would be able to address systemic issues in a timely manner.

- *"Who will ensure these aren't just words on paper, and that these goals – the 23% target – are actually being met?"*

Communicating around the Gender Project

Who
Who are the key audiences we need to reach?

Participants agreed that some sworn members within the organization – those nearing the end of their careers who represent the "old school"– will never be convinced to embrace the Gender Project. *("Until they are gone we aren't going to change how they think and how they feel…we have to put up with their bull----.")*

But the younger generation, namely front-line officers and those in their direct chain of command, may be more open and accepting of diversity initiatives, despite the negative perceptions that persist around the Gender Project. (It was noted that some of the bad attitudes and misinformation may stem from supervisors who have been communicating inaccurate and/or biased information – which has been exacerbated by a dearth of communication around this initiative.)

Key target audiences for communication efforts around the Gender Project should be:

- Staff Sergeants & Inspectors (to increase their buy-in and to help deliver the message – accurately – to the front lines)
- Front-line officers

- o *"Patrol is missing the picture, and they're who we need to reach. This is a critical piece."*

What
What are the specific messages we should focus on?
What can we do to address some of the concerns and perceptions?

One participant commented that a hard-sell approach is necessary in a rules-driven organization like the OPS (*"You don't have to like it but this is how it's going to be. There's no choice."*) but others disagreed. They cited the Respectful Workplace training that members were required to do, but many treated it as "a joke."

While participants felt that the message should not be sugar-coated, there was a sense that the OPS should move beyond simply "telling" towards engagement. Rather than focusing on "*we have to do this*," the organization should emphasize that "*we're doing this because it's the right thing to do, and we're all part of it*." That message, they said, should trickle down all the way from the chief's office to the last person hired.

Participants also acknowledged that the organization would have to be patient when responding to any backlash, because members are personally and emotionally invested in their careers.

Potential messages to build on (in no particular order):

- Emphasize that the 23% target is 23% women who are all equally qualified.

- This is a work in progress; we're not going to change overnight, but the work of the Gender Project will guide us in the right way of doing things.

- It's 2017; we have to leave the past behind and become current. The Gender Project – and the EDI initiative overall – represents a big step forward. The OPS has invested a lot of resources in this area, but it will be an ongoing project. We know we have a lot of work to do.

- Gender is not being considered in selection; it's only being considered in the placement process when you have a pool of members who are all qualified, some candidates in the pool have self-identified as female, and you have host units where there is a gender balance below 23% female. In those pools, candidates are not ranked, and everyone is qualified.

- The OPS understands that this goes beyond gender. We are thankful for the opportunity presented by this complaint. Many other police services are further behind than OPS was 18 months ago. We understand the issues and are starting to address them. Other police services are looking to OPS for leadership.

- This is important work. Through the years, we know that not everyone has been given a fair and equitable opportunity. We're now doing the work we need to do to make this organization better, and more equitable, for everyone. It's time we let go of the old era. We can all do this job, no matter what.

- The first woman to break into tactical was 21 years ago. After that, the process was changed, and was almost set up to deter women. That wasn't right, and now we have no women in tactical. These changes are designed to make the promotion and transfer processes more transparent, more consistent, and more fair and equitable for everyone – so that all our members have a chance to make their best contribution.

- Our goal is to get the best people into the right jobs, and to make sure our members have the opportunities and experiences they need for advancement.
    - One of the things we learned during our research was that female sworn members wait an average of 20 years before applying for promotion, even though they're eligible after seven. Male officers apply as soon as they've got their seven years.
    - Why is that? Because female officers don't think their supervisor will recommend them, or they're apprehensive about having those types of conversations with their supervisors. So you have female sworn members – some of whom could be the best of the best across a whole range of positions – who are self-selecting out of the process before they even apply. That's not right, and it's no way of guaranteeing you get the best people into the right positions.
    - Merit and gender considerations are not mutually exclusive.

- The OPS is taking ownership of this problem, because we know we created it through policies and practices that were not fair to our entire membership.

- With regard to accommodations: Refer back to visual in Phase 2 report: equality vs. equity. Fair is not always equal, and what you need to perform your job may be different than what I need to perform mine. We're all equal people but we need different things to be able to make an equal contribution.

FACE VALUE
COMMUNICATIONS INC.
Trust. Worthy.

How

What are the most effective channels to use in delivering the message?
Who are the most credible spokespeople?

Participants acknowledged that the OPS must proactively, consistently, and regularly communicate to its membership around this issue. No one must be left wondering, as a lack of information leads to speculation – especially if the audience is already sceptical and experiencing "change fatigue."

However, they agreed that the message would <u>not</u> be taken seriously if delivered by the executive, due to a lack of trust in SLT. It also should not be delivered in a way that is "onerous" for frontline officers, who are already overburdened.

- It was agreed that e-learning would not work, and that the first communication around these changes should not be during the training that kicks off next year. The message should be delivered F2F as much as possible, to allow opportunity for questions.
  - *"Could you pay overtime? You have to make it valuable, allow time for questions and listen to each other's concerns."*

- There was general agreement that the Town Hall approach does not work.
  - *"You don't ask front-line operators under the weight of calls for service to make time for a town hall."*

- Having representatives from the Gender Project attend Parade briefings (as they did in advance of the Developmental Rotations rollout) is also seen as ineffective, as there isn't enough time, the environment can be hostile, and these only allow communication with the night shift.
  - *"Patrol has been getting shafted. Coming into Parade and starting to talk to us about something else feels like a pile-on. Front line is at a saturation point right now."*

- The message will resonate best if delivered by the subject-matter expert (Lisa), bolstered by the presence of the OPA.
  - *"People will believe in the message if the person who delivers it clearly believes in it."*

- Any information available online should be brief and easily accessible – with no extra password layer – to officers on the road (where they have limited opportunities to pull over and access it). Consider making it possible for members to forward the information to their personal e-mail addresses so they can review it at home.

- Online/written communication should not simply be left for members to read; chain of command should flag it as important. A phased approach was recommended:
  - Phase 1: Sergeants, Staff Sergeants, Inspectors & other influencers should be briefed in advance
    - Consider a similar approach to what was done with the Dev. Rotations, with Supt. Ford leading the briefing, but subject matter experts available for questions
    - *Materials: PowerPoint, FAQ document*
  - Phase 2: Information released to all members online (one e-mail, one link, very brief and easy to digest)
    - Chain of command can urge members to read it, flag it as important, answer some questions, and inform membership of upcoming opportunities to ask questions.
    - *Materials: FAQ document, myths/facts built around various stories & scenarios?*
  - Phase 3: Open houses with subject matter experts and OPA representatives
    - *Materials: PowerPoint, key messages/talking points, etc.*

Additional Comments:

- Several participants were glad to hear that a similar audit is planned for the civilian side, were the promotion and transfer processes, as well as collective agreements, are very different than on the sworn side.

- Many members were unhappy that the Developmental Rotations were exclusively focused on patrol, which highlights the need for more proactive, clear and consistent communications around the implementation of new policies and procedures.

- Participants in all three focus groups raised concerns about how members (most often pregnant women) are assigned to the Front Desk, and most were relieved to hear that other options are being explored for pregnant and/or injured members so that the approach is consistent across the organization.

- The third and final focus group featured an in-depth discussion about accommodations, who applies for them and why, what the criteria are for being granted an accommodation and how often these decisions are reviewed. This is linked to supervisors' concerns about having enough people to meet operational needs, and the potential for abuse.

FACE VALUE
COMMUNICATIONS INC.
Trust. Worthy.