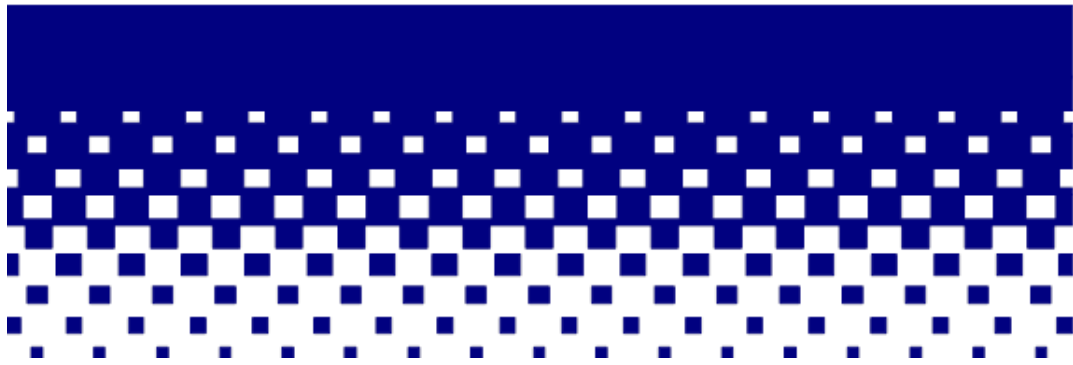


Progressive Discipline



Traditional Territories Acknowledgement

The Winnipeg Regional Health Authority acknowledges that it provides health services in facilities located in Treaty One and Treaty Five territories, the homelands of the Métis Nation and the original lands of the Inuit people.

The WRHA respects and acknowledges harms and mistakes, and we dedicate ourselves to collaborate in partnership with First Nation, Métis and Inuit people in the spirit of reconciliation.

This educational material has been developed by WRHA Organization and Staff Development and is being made available through the resources of the WRHA Management & Leadership Development Program. Information has been drawn from a wide variety of sources, and then carefully compiled and adapted. Program facilitators' have also relied upon their own experiences, as a diverse group of health professionals and educators, in the creation of this material. It is specifically designed to support the continuing education needs of staff in the health care industry.

We are delighted to share these concepts and ideas with you. We hope that you will find the content to be helpful in your daily life. We respectfully request however, that you do not reproduce the materials without our permission.

Thank You



PROGRESSIVE DISCIPLINE

Learning Objectives

Progressive discipline is a process used to consistently and clearly communicate to employees a need to correct the performance of inappropriate behaviours in the work environment.

At the end of this workshop, participants will:

- understand discipline is part of ongoing performance management, and progressive discipline is a consistent and defensible process for applying discipline
- be aware of methods to effectively communicate performance expectations to avoid the need for corrective discipline using progressive discipline
- learn underlying principles related to applying fair and effective discipline using the progressive discipline process including mitigating factors
- have a clear understanding of the organization's progressive discipline model;
- learn the importance of maintaining documentation of employee discipline;
- understand the guidelines for conducting effective disciplinary sessions



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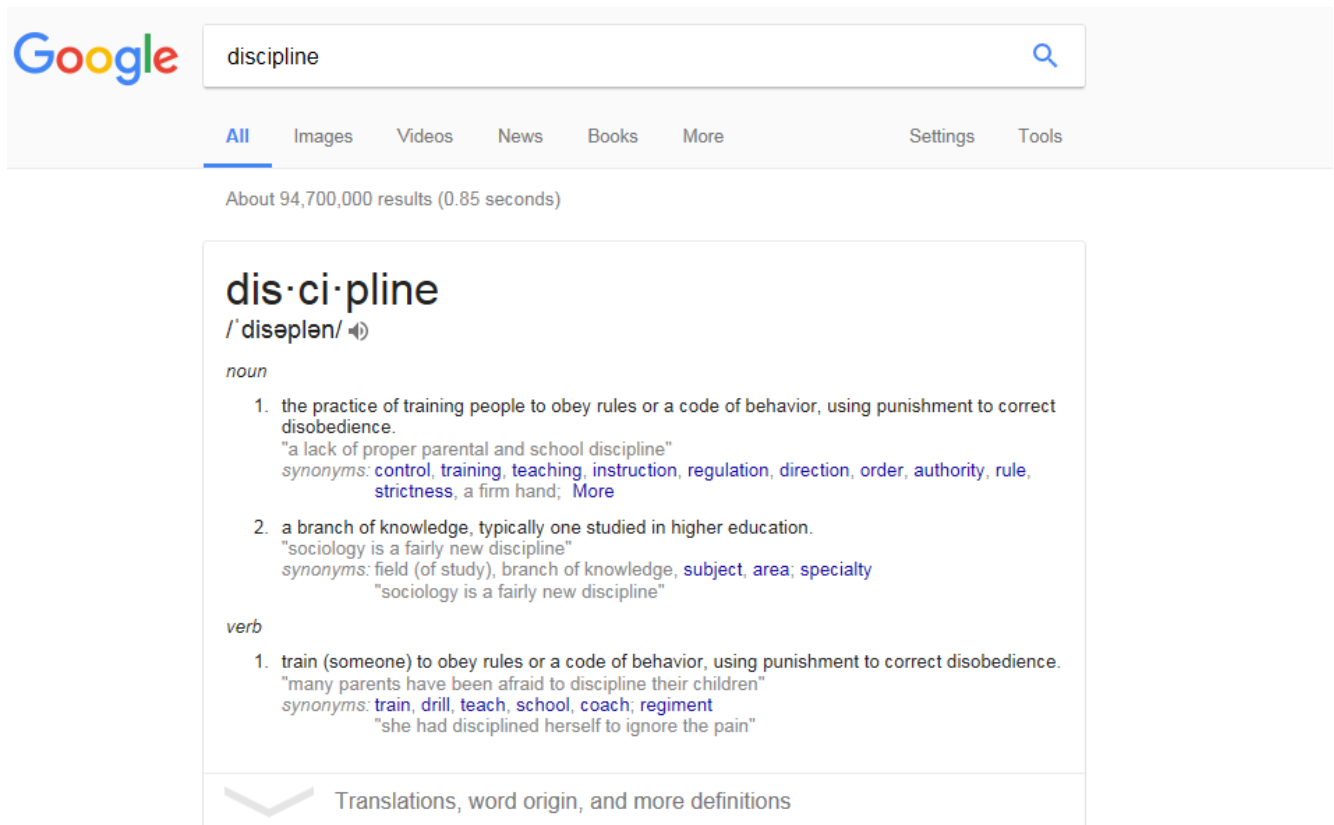
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INTRODUCTION

Causes of organizational stress such as interpersonal conflict, inter-role conflict (also sometimes referred to as work-life balance), job insecurity, and role ambiguity can lead to ineffective responses such as disengagement and counter-productive behaviour in the workplace. When this happens, managers/supervisors are responsible for guiding employees to correct and change their workplace behaviour into behaviour that supports the organization's goals by setting clear expectations for the employee.

The ongoing practice of effective performance management including training, coaching, providing regular positive and constructive feedback, and applying corrective **discipline** is how managers/supervisors guide employees to effective workplace behaviour.



The image shows a Google search interface for the word "discipline". The search bar contains the word "discipline" and a magnifying glass icon. Below the search bar are tabs for "All", "Images", "Videos", "News", "Books", "More", "Settings", and "Tools". The search results show "About 94,700,000 results (0.85 seconds)". The main content area displays the word "dis·ci·pline" with its phonetic transcription "/ˈdɪsəplɪn/" and a speaker icon. It is identified as a "noun" and lists two definitions: 1. "the practice of training people to obey rules or a code of behavior, using punishment to correct disobedience." with a synonym list including "control, training, teaching, instruction, regulation, direction, order, authority, rule, strictness, a firm hand; More". 2. "a branch of knowledge, typically one studied in higher education." with a synonym list including "field (of study), branch of knowledge, subject, area, specialty". Below the noun definitions, it is identified as a "verb" and lists one definition: "train (someone) to obey rules or a code of behavior, using punishment to correct disobedience." with a synonym list including "train, drill, teach, school, coach; regiment". At the bottom of the search results box, there is a downward-pointing chevron icon and the text "Translations, word origin, and more definitions".

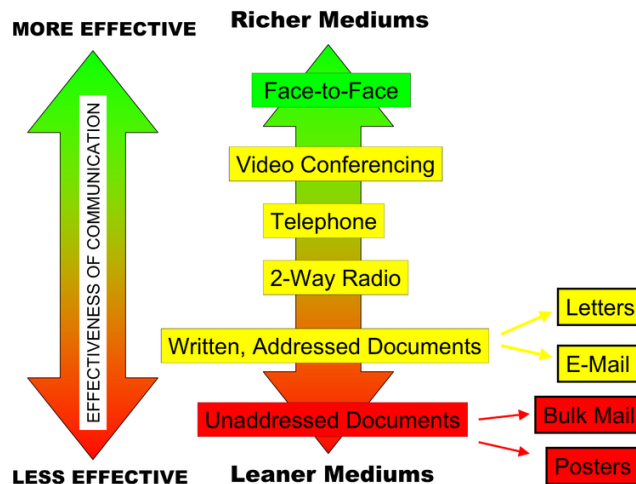
Progressive discipline is a clear, consistent process of ensuring management effectively communicates expectations to employees when corrective discipline is needed. The process of progressive discipline is an effective and defensible way to ensure corrective discipline assists employees in improving their work performance, and is not applied as a penalty. (See WRHA Policy 20.80.010 Discipline and Discharge)

Avoiding the Need for Discipline An Ounce of Prevention is Worth a Pound of Cure

The most effective performance management is face-to-face, often, and commonly informal through immediate and regular (daily, weekly) positive and constructive feedback. When regular, in-person, informal feedback is unable to convey performance expectations effectively, increasing the formality of communication is necessary. Business leaders may need to increased formality of communication for a variety of reasons including:

- the work environment is complex or is changing,
- employees and managers do not have direct access to one another because of different shifts or different geographic locations,
- employees need easily accessible and clear directions or guidance to inform their decisions and guide their actions,
- the methods used to communicate performance expectations to employees in past have been ineffective and have led to the performance of the wrong behaviours.

Media Richness Theory (MRT) can help identify the best methods to communicate a message.



CC BY 3.0, <https://en.wikipedia.org/w/index.php?curid=13086665>

The effectiveness of communication can be further enriched by following up on meetings with documents that can be referenced. As examples, taking a course in a classroom and using the accompanying manual as a reference tool, or meeting with an employee to discuss performance goals and documenting the outcome of the meeting for the later reference.

“Richer” communication methods take more time, energy, and cost more, at the same time managers/supervisors are under constant pressure to do more with less and find the most efficient methods of communication. This is difficult, and workplace pressures sometimes lead to in effective shortcuts, which in turn, require additional effort to coach and guide employees to stop performing ineffective behaviours and replace them with effective performance.

Individual Exercise:

As a supervisor/manager, how can you efficiently communicate performance expectations to your employees to help avoid the need for disciplinary methods including progressive discipline to correct inappropriate performance? Consider what tools are available to you.



Principles of Effective Discipline

Legitimacy

To work, discipline must be bona fide i.e. legitimate and delivered in good faith. This means it has to be applied for its intended purpose – correcting inappropriate behaviour; not as a penalty – and management has to be able to illustrate that discipline was necessary. There are legal principles applied to assess whether discipline is appropriate. Before applying discipline ask:

Did it happen?

Do you have substantial (considerable, ample, extensive) proof? You must establish that the employee did something they shouldn't have or didn't do something they should have.

Is there a recording (video, audio, written documentation)? Are there witnesses rather than people who have heard rumours or hold beliefs about the situation without first-hand knowledge of the circumstances?

Is the person culpable?

Is/are the person(s) being held responsible the person(s) actually responsible? You must establish that the employee isn't accepting blame when the decision for their behaviour was made by another person, or to protect someone else. You must also establish that the person knew, or reasonably should have known that what they did was incorrect and that it could result in discipline.

Did the employee break a policy they read and signed to confirm that they understood? Were they pressured to follow orders or directions from someone with authority or power over them? Do they have legitimate reasons in good faith for their behaviour such as not following a procedure because they were not aware it existed or they were not trained?

Was the expectation reasonable?

Is the conduct what the organization might properly expect of the employee? You must establish that discipline isn't being applied to change behaviour that isn't relevant to the workplace.

Is the employee being required to behave in a way that has no effect on work outcomes? Or that puts their safety at risk without acceptable controls?

Is the chosen consequence and level of discipline appropriate to the particular circumstances?

Do the consequences and level of discipline applied consider any **mitigating factors** (see also next page)? You must establish that the consequences applied are suitable to the circumstances and just enough correct the behaviour. Generally, minor offences and first occurrences should result in less severe disciplinary action.

Has the employee done the same thing recently? Are the effects isolated or far-reaching? Does the employee hold a position of authority or trust?

Mitigating Factors

When determining the appropriateness of the consequences and level of discipline to be applied managers must also consider the additional mitigating factors or extenuating circumstances.

Consider:

- previous work record and whether or not the offence was an *isolated incident* in the employee's work history
- length of service
- level of responsibility or position of authority or trust
- intent
- frequency
- timeframe
- repetition - has the employee received discipline previously for the same or similar circumstances and if so what level of progressive discipline has previously been issued
- provocation - was the employee defending themselves or otherwise provoked; was the offence a momentary and unusual for the employee in reaction to a strong emotional impulse or premeditated/planned in advance
- admission/apology – was the employee forthcoming in admitting their behaviour or did they attempt to hide what actually happened; has the employee accepted responsibility or expressed remorse
- will the consequence or level of discipline create a special economic hardship considering their particular situation
- have expectations been consistent and uniformly enforced in similar circumstances
- are there other circumstances affecting the employees ability to behave as required, such as addiction or uncontrolled mental illness
- how serious is the offence in terms of company policy and company obligations; was legislation broken or the code of conduct that applies to a profession or license

Fair Investigation

In order to establish the legitimacy of the use of discipline you must conduct a fair and appropriately confidential investigation before applying discipline.

A fair and appropriately thorough investigation of the facts, circumstances and any mitigating factors requires intentionally separating the investigation from the application of discipline. This does not necessarily mean a lengthy process. It does mean you need to ask the relevant questions outlined under the section addressing the legitimacy of applying discipline.

For example

A manager personally reviews and discusses a policy pertaining to safety and the use of required personal protective equipment with a long service employee that is new to the department. The manager asks the employee to describe the intent of the policy in the

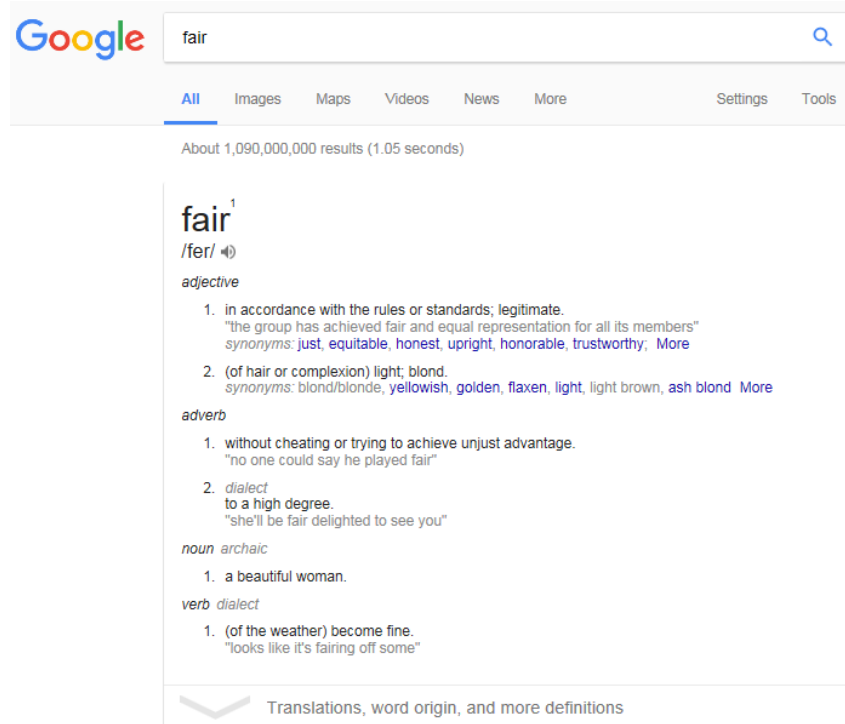


employee's own words to confirm their understanding. The employee successfully describes the intent of the policy, the circumstances where it applies, and an understanding that if the policy is broken discipline will apply. The employee signs an associated declaration confirming they have read and understood the policy. The first time the manager assigns the employee to operate a specific piece of equipment, the manager provides the employee with the relevant safety training. Soon after, the manager personally witnesses the employee break the policy, and immediately takes the employee aside, says they just saw the person do the opposite of what the manager trained the employee to do and asks why. The employee says, "I didn't think you were going to be at work today; my way is easier."

Assuming no other mitigating circumstances in this example, the manager may then inform the employee they will be receiving discipline and if the employee is a member of a union, ask if the employee wishes to have a union representative present. Depending on the availability of the parties that need to be present such as a union representative and someone from human resources or a second manager, it may be possible to issue the discipline that day.

A greater level of investigation and thorough documentation is required to identify and consider all of the relevant factors in more complex circumstances. For example, were there witnesses to the behaviour and how were they affected? The manager, or a designate such as someone from human resources, must actively and objectively seek and document the information needed to make an appropriate decision using a fair process that appropriately respects the confidentiality of everyone involved and helps avoid potential retaliation or retribution. (See WRHA Policy 20.10.030 Confidentiality and 20.10.40 Respectful Workplace)

What is Fair?



The image shows a Google search interface with the word "fair" entered in the search bar. Below the search bar are tabs for "All", "Images", "Maps", "Videos", "News", "More", "Settings", and "Tools". The search results show "About 1,090,000,000 results (1.05 seconds)". The main content area displays the word "fair" with its phonetic transcription "/fer/ 4)", its part of speech "adjective", and two numbered definitions. The first definition is "in accordance with the rules or standards; legitimate" with an example and synonyms. The second definition is "(of hair or complexion) light; blond" with synonyms. Below this, it lists "adverb" with two numbered definitions. Then it lists "noun archaic" with one definition. Finally, it lists "verb dialect" with one definition. At the bottom, there is a link for "Translations, word origin, and more definitions".

Google fair

All Images Maps Videos News More Settings Tools

About 1,090,000,000 results (1.05 seconds)

fair¹
/fer/ 4)
adjective

1. in accordance with the rules or standards; legitimate.
"the group has achieved fair and equal representation for all its members"
synonyms: just, equitable, honest, upright, honorable, trustworthy; More
2. (of hair or complexion) light; blond.
synonyms: blond/blonde, yellowish, golden, flaxen, light, light brown, ash blond More

adverb

1. without cheating or trying to achieve unjust advantage.
"no one could say he played fair"
2. dialect
to a high degree.
"she'll be fair delighted to see you"

noun archaic

1. a beautiful woman.

verb dialect

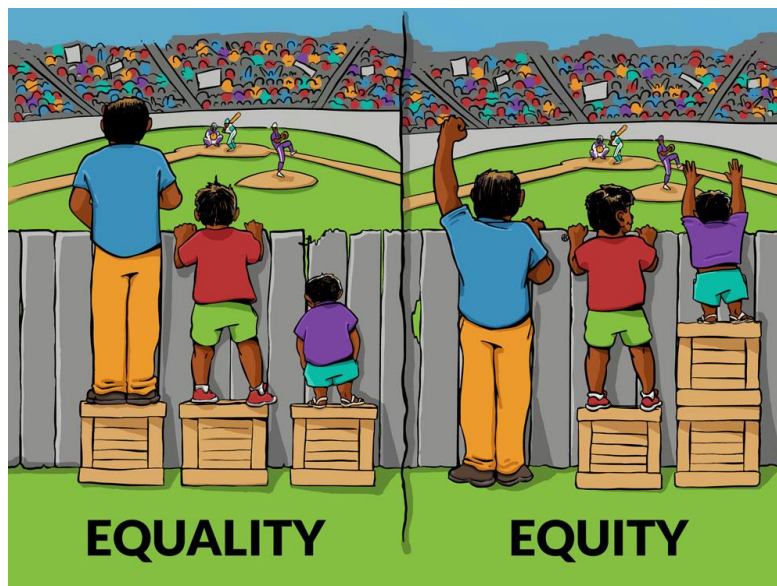
1. (of the weather) become fine.
"looks like it's fairing off some"

Translations, word origin, and more definitions



For discipline, including progressive discipline, to work it must be fair. Fair is “working within the rules” and when it comes to employment, there are many rules, defined by:

- applicable legislation and associated regulations including The Charter of Rights and Freedoms of Canada, The Human Rights Code of Manitoba, The Manitoba Employment Standards Code, The Labour Relations Act, The Workplace Safety and Health Act, The Personal Health Information Act, The Freedom of Information and Protection of Privacy Act, The Personal Information Protection Act, The Worker Recruitment and Protection Act, and others
- related case law i.e. recent legal decisions
- the employment contract – identifies wages, benefits, work and tools the employer provides in return for the work performance including the attendance provided by the employee above what is required by legislation
- collective bargaining agreements – which provide for groups of employees to collaborate in negotiating with management on issues related to the employment contract; generally reinforce and define negotiated limitations to management rights to direct the work, promote/demote, discipline and discharge employees such as during probation and for cause; also define the grievance procedures to be used to resolve disputes regarding the application of the collective bargaining agreement
- organizational policies, procedures, processes, standards and guidelines which ensure consistency, avoid favouritism and biased decision making, and help communicate appropriate consequences to guide management decisions and deter inappropriate behaviours
- past practice
- **equity** in terms of fairness of opportunity



Equity doesn't mean identical disciplinary action is applied for the same incorrect behaviour; it does mean that employees in similar circumstances should be treated similarly. Depending on the mitigating factors, there are times it is necessary to treat employees differently to be fair.

Managers and supervisors are responsible for knowing and applying the rules consistently to ensure fairness. Effective, fair, and equitable management is complex, so managers engage the assistance of human resources and legal counsel where appropriate to support them in effective decision-making.

CONSULT CONSULT CONSULT

Unfair vs Difficult

There are times when one party to a conflict may claim a situation is unfair because it is difficult, unpleasant, or uncomfortable rather than because it is outside of the rules. If, as a manager, you are accused of acting unfairly – check if you are following the rules and be prepared to illustrate that you are.

Investigative Meetings

An investigation should take place without undue delay and as soon as a reasonably possible. When setting up investigative meetings and interviews:

1. Advise the employee that you are setting up a meeting to understand what happened. Be specific about the date(s), time(s) and behaviour(s) you will be discussing.
2. Invite appropriate attendees – a human resources representative, the manager or supervisor, the employee (or witness) and invite unionized employees to bring a union representative. Identify if any other supports, such as a language interpreter, may be required.
3. Prepare investigative questions in advance.
 - a. What happened? (Where, with who/who witnessed the situation, how did you act/respond, what did you see/hear/say?)
 - b. Was this a normal or unusual situation or set of circumstances? (What were the environmental conditions, was the work new to the employee, explore possible mitigating factors.)
 - c. What led to the situation/what does the employee or witness believe caused the situation?
 - d. What thoughts did you have?
 - e. How did you feel?
 - f. What are your relationships like with the others involved?
 - g. How do you believe we can prevent such circumstances from happening in future?
 - h. What outcome does the employee believe is appropriate?
4. Designate the person – the manager or human resources representative – who will lead the questioning.
5. Confirm an appropriately confidential interview location – generally not in the manager's office.

When conducting investigative meetings and interviews:

1. Introduce the purpose of the meeting, the investigation process including who is leading the questioning, and restate the purpose and the specific circumstances/behaviour including date(s) and time(s) to be discussed.
2. Reinforce the confidentiality of the situation and that retaliation against the employee or witnesses but be prevented, reported and will not be tolerated.
3. Focus the discussion on learning the facts of what happened and how similar situations can be prevented in the future or behaviour can be corrected, rather than on laying blame, and state that this is the intent of the meeting.

4. Indicate the expected length of the meeting, highlight that you will be taking detailed notes, and advise that additional meetings may be needed.
5. Ask for the employee's (witness's) commitment to fully share all of the relevant information they have to the best of their ability.
6. Follow the consistent set of questions you prepared in advance, allowing for appropriate in-depth exploration of facts, details, employee perspectives and potential mitigating factors.
7. Use active listening skills. Fully concentrate on what the employee or witness(es) are describing and well as their non-verbal behaviours. Reflect and paraphrase back to the employee to confirm understanding.
8. Take detailed notes
9. Take detailed notes
10. Take detailed notes

At the close of the interview:

1. Thank the employee (witness) for their participation. Restate the purpose of investigation is to identify how to avoid similar circumstances/ correct behaviour, not to lay blame.
2. Identify that management will determine if disciplinary action is appropriate to correct behaviour, and if so what level of progressive discipline will be applied considering the specific circumstances.
3. Clarify that a separate meeting will be arranged to communicate the outcomes of the investigation.
4. Review the investigation process, expected timelines, and what information the investigators will share with the employee to keep them updated on the progress of the investigation.
5. Reinforce the confidentiality of the situation and that any knowledge of retaliation against the employee or witnesses need to be reported to the investigators immediately. If witnesses will be interviewed, explain that the employee will not be told what witnesses say, and explain to the witnesses that they will not learn of the outcomes of the investigation as they apply to the affected employee.

After the interview:

1. Arrange time to review your understanding, perspectives, and notes with your co-interviewer (often human resources).
2. Determine if interviewing (additional) witnesses is also required, aiming to interview the minimum number of people required to gain a clear understanding of the circumstances in order to preserve confidentiality.
3. Schedule time to review and analyze all of the information you have collected, and document the investigative findings in a report, as required.
4. Consult with human resources, and legal council if appropriate, to determine the necessary level of progressive discipline that may be appropriate considering consistency, and equity based on mitigating factors including past work history and previous steps of progressive discipline.
5. Arrange a meeting with the affected employee, and invite unionized employees to bring a union representative (and other appropriate supports if needed), to inform the employee of the outcomes of the investigation, the level of progressive discipline to be applied if any. Prepare an agenda and accompanying disciplinary letter, if applicable, in advance.



Documentation

Appropriate documentation is important. It is used to inform decision-making and help ensure, and if necessary prove, the investigation process is unbiased, consistent and follows the rules. Documentation considered in investigations related to progressive discipline includes:

- The contents of the employee file
- Documented used to inform and coach the employee to meet performance expectations such as selection interview notes, reference checks, the letter of offer, employment contract/collective bargaining agreement, job descriptions, training materials, emails, meeting notes, policies, employee handbooks, performance development plans, performance improvement plans, non-disciplinary letters of direction, past disciplinary letters.
- Documentation that illustrates employee behaviour such as attendance records, payroll records, descriptions of employee performance which may include notes providing positive or constructive feedback.
- Investigative interview notes – capture what is said by the people interviewed and descriptions of behaviour you directly observe – the facts, rather than your impressions and opinions. For example, Mary said, “*I was never there*” and later in the interview Mary said, “*I was there for no more than five minutes.*” rather than “Mary lied.”

Delivering Progressive Discipline

Once you have:

1. investigated the circumstances to confirm that the application of discipline is legitimate,
2. consulted with human resources and obtained legal advice if needed, and
3. determined the appropriate application of progressive discipline to ensure consistent and equitable treatment of the employee considering any relevant mitigating circumstances,

You must meet to inform the employee of the level of progressive discipline being applied and how you will support that employee in changing their behaviour going forward.



Progressive Discipline Model

Progressive discipline is a clear, consistent process of ensuring management effectively communicates expectations to employees when corrective discipline is needed. The process of progressive discipline is an effective and defensible way to ensure corrective discipline assists employees in improving their work performance, and is not applied as a penalty. (See WRHA Policy 20.80.010 Discipline and Discharge) Progressive discipline consists of a series of progressively escalating management interventions that give an employee appropriate opportunities to correct their behavior, considering mitigating factors.

The procedures for progressive discipline include warning steps, each accompanied by an appropriate change in the work environment to support the change in employee behaviour and notice to the employee of consequences they can expect if they do not correct their behaviour. If the employee fails to respond to these progressive warnings and environmental changes, the employer can use the progressive discipline process and related documentation to demonstrate that the employee is unable or unwilling to change and it is necessary to discharging the individual.

Pre-Disciplinary

Non-disciplinary performance management can include a variety of approaches, all of which establish a solid foundation for managing employee performance and ensuring the employee is clear on the expectations the organization has of them.

Examples of non-disciplinary performance management tools:

- Attendance Support and Assistance Program
- Coaching conversations
- Letters of direction
- Performance reviews or performance conversations
- Performance Development Plans used to help employees develop skills needed for advancement
- Performance Improvement Plans used to help employees develop skills needed in their current roles and to clarify where the employee is not meeting current performance requirements.

Disciplinary

When it is established that the employee is culpable for behaving contrary to a reasonable and known expectation, discipline is then used to help the employee correct their behaviour.

Managers are encouraged and expected to collaborate and consult with human resources, and legal counsel where appropriate, whenever discipline is applied. Human resources will assist you in identifying the appropriate levels or steps in the progressive disciplinary process to help ensure consistency and appropriate consideration of mitigating factors. Human resources representatives are also happy to assist in supporting management in applying effective pre-disciplinary performance management tools and interventions.

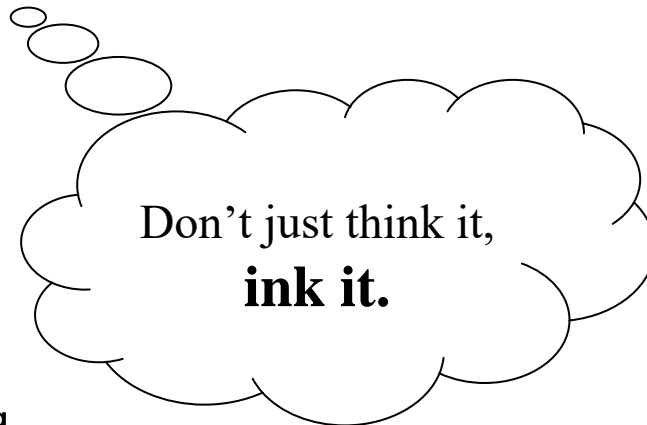
The general steps in the progressive discipline process follow. NOTE some collective agreements provide for specific time periods applicable to the process.



1. Verbal Warning

An employee who commits a minor violation receives a verbal warning from the supervisor and is advised if the inappropriate behaviour continues, the next appropriate step of the progressive discipline process will be applied. In a meeting including the employee, a union representative, human resources representative and the manager:

- a) describe the inappropriate behaviour, and then describe the required behaviour.
- b) inform the employee of the progressive discipline process (this is a verbal warning, the next step is a written warning which will be placed on file, etc.).
- c) document the meeting in a letter to the employee indicating that this serves as a record of the verbal warning and does not constitute a written warning. The letter should be addressed to the employee and copied to the personnel file and to the employee's union representative, if applicable.
- d) jointly set an action plan with the employee, where applicable.
- e) monitor and review the employee's work closely providing support and coaching.
- f) meet with employee to discuss progress at appropriate intervals.
- g) use examples of the employee's performance to support your discussion(s).

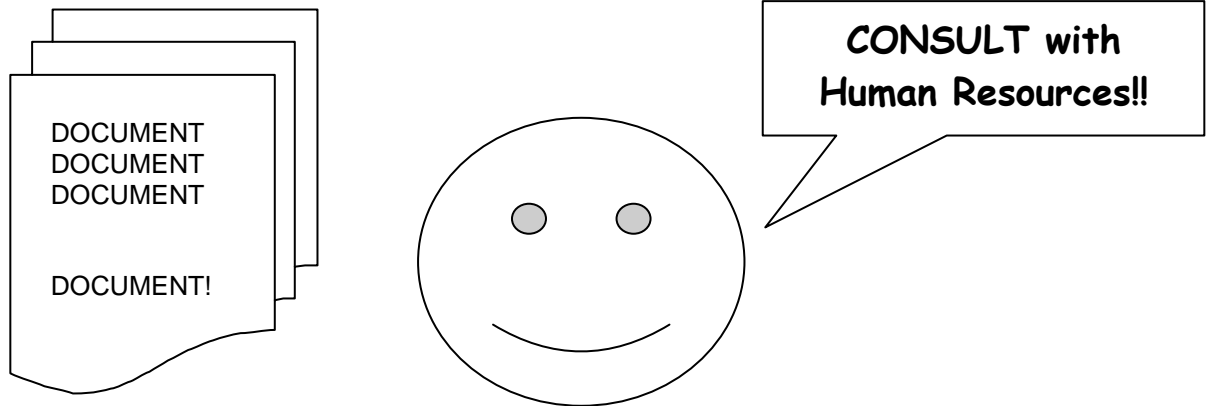


2. Written Warning

The employee commits a more serious violation or repeats the violation for which they have already received a verbal warning. The employee receives a written warning, which is placed into the employee file. The employee is advised that failure to correct the behaviour will result the next appropriate step of progressive discipline. In a meeting including the employee, a union representative, human resources representative and the manager:

- a) remind the employee of the earlier warning, where applicable.
- b) describe the inappropriate behaviour, and then describe the required behaviour.
- c) document the meeting and discussion that took place in the meeting in a letter to the employee in indicating that the letter serves as a formal written warning. The letter should be addressed to the employee and copied to the personnel file and to the employee's union representative, if applicable.
- d) follow steps d to g from verbal warning above with an increased level of supervision, coaching and support.

NOTE: a a series of written warnings may be necessary, before moving to the next step in the progressive discipline process.



3. Unpaid Suspension – one-day, three-day, five-day

The employee commits a more serious violation or repeats the violation for which they have already received a written warning. The employee receives a one-day unpaid suspension, which is documented in the employee file. The employee is advised that failure to correct the behaviour will result the next appropriate step of progressive discipline. In a meeting including the employee, a union representative, human resources representative and the manager:

- a) remind the employee of the earlier warning(s), where applicable.
- b) describe the inappropriate behaviour, and then describe the required behaviour.
- c) document the meeting and discussion that took place in the meeting in a letter to the employee in indicating that the letter serves as a formal written record of a one-day suspension. The letter should be addressed to the employee and copied to the personnel file and to the employee's union representative, if applicable.
- d) follow steps d to g from verbal warning above with an increased level of supervision, coaching and support.

Repeat reflecting a three-day, and/or five-day unpaid suspension as required.

At the five-day suspension, employee is advised that failure to correct the behaviour will result the next appropriate step of progressive discipline, which is discharge.

Suspensions should be served at the earliest possible opportunity.

NOTE: A disciplinary demotion may also be considered in consultation with Human Resources.

4. Dismissal

The employee commits a more serious violation or repeats the violation for which they have already received a five-day suspension at which they were advised that failure to correct the behaviour would result in discharge. In a meeting including the employee, a union representative, human resources representative and the manager provide the employee with a formal letter prepared by legal counsel and human resources advising of discharge and the terms of dismissal, which is copied to the employee file.

CASES

CASE 1

Jane is a manager, responsible for a staff of 65 employees, including nurses and health care aids.

Jane suspects that one of his nurses, Jan, has a drinking problem, and she is concerned that this problem could lead to an accident or hurt the morale of the other nurses, all of whom work in teams. Jane is considering a confrontation with Jan before the problem turns into a disaster.

Jane's suspicions about Jan arose from Jan's behaviour both at work and off the job. Jane and some other employees usually go out for drinks on Fridays after work to celebrate the end of the week. Jane has noticed that Jan drinks as many as four or five bottles of beer on Fridays, while Jane and the others drink no more than two. Jan, normally a quiet woman, becomes loud and animated at these get-togethers. One Friday night, Jan made some critical comments about Jane's leadership style, indicating that Jane is not a very good listener.

The incident that convinced Jane she must deal with Jan immediately. Just yesterday, Jan came to work with her hair uncombed and looking very rough. When Jane greeted Jan, Jan's words were so slurred that her response was barely understandable. Later that day, Jenny, one of the other nurses on Jan's team, told Jane that she saw at least six empty beer cans in the back seat of Jan's car as she passed it in the parking lot that morning.

What advice do you have for Jane?



CASE 2

Joe is a long service employee with a spotted record. He's been an average worker, however, he has had an attitude problem in recent years. He often borders on insubordination, because of his disrespect for authority. He often mutters under his breath that management 'stinks'.

James has been with the Unit for 16 months and is working out pretty well so far. He seems to like the work, and gets along well with his co-workers.

You've just heard that there's a fight in the lunch room. Joe and James are punching each other as you enter the room. They are also engaging in some pretty heated verbal exchanges, and the profanity is flying. You break up the fight and as you are leaving the room, another staff member tells you that Joe addressed James with a racial slur just before the fight broke out.

What would you do?

CASE 3

Fred has been employed in your organization for 15 years. His work record is excellent, including three letters from the Director commending Fred on his quick action and efficient problem solving in crisis situations. Fred's attendance record is the best in your Unit – he has missed only three days of work in the past five years. He has a positive attitude, and is a pleasure to have on your team.

You just caught Fred stealing food from the lunch tray.

What do you do?



SUMMARY

1. Take a coaching approach and set a solid foundation with effective ongoing performance management.

This includes the relationship you build with the (prospective) employee from employee selection forward. An ounce of prevention is definitely worth a pound of cure!!

2. Investigate before applying discipline.

The investigation will inform whether discipline is appropriate, and what step of the progressive discipline process should be applied.

3. Use all your resources.

Contact Human Resources to discuss your discipline cases and explore mitigating factors, and consistent and equitable application of progressive discipline

4. Maintain comprehensive documentation.

Record all incidences in your departmental files. Include date, time, brief description of the incident, witnesses interviewed, and action taken.

5. Disciplinary action provides an opportunity to correct inappropriate behaviour and improve performance.

It is not to be used to penalize employees or unilaterally direct employee behaviour in a way that isn't reasonable and relevant to the workplace.



For additional development opportunities visit:

WRHA Education Portal

- To access it, go to INSITE, click on “E” and click “Education Portal”.

Learning Management System (LMS)

- To access it, go to INSITE, click on “L” and click “Learning Management System”.

For additional resources, visit:

Employee Engagement Toolkit

- The toolkit offers articles, videos, TedTalks, success stories and best practices that support leaders in fostering effective and engaged teams. To access it, go to INSITE, click “E” and click “Engagement Toolkit”.

Leadership Development Resource Guide

- The guide is a practical tool to support you in planning and managing your professional development for performance success and career growth. To access it, go to INSITE, click on “L” and click “Leadership Development Resource Guide”.

Leaders Learning Hub

- The Hub is designed to support leaders as they support their teams. It is a collection of articles, videos, job aids and other resources to answer questions and provide tools when the needs arise. Each topic includes an Information section (articles, videos, etc.) and a Tools section (group activities, self-assessments, etc.). To access it, go to INSITE, click on “E” and click “Education Portal”, click on the square entitle “the HUB”.

