



Winnipeg Regional
Health Authority

Caring for Health

Office régional de la
santé de Winnipeg

À l'écoute de notre santé

RESPECTFUL WORKPLACE

Participant Workbook



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.

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**Respectful Workplace Toolkit follows
immediately in Part Two of this workbook**

INTRODUCTION

All WRHA staff are entitled to a respectful work environment free of disrespectful behaviour including discrimination, harassment, sexual harassment, personal harassment and workplace violence. This interactive workshop will help participants understand what constitutes workplace discrimination and harassment and gain knowledge in dealing with disrespectful behaviour.

Learner Objectives

Participants attending this workshop will:

- ✓ Review WRHA's Respectful workplace policy
- ✓ Identify the Rights and Responsibilities of staff, managers, human resources, unions and Occupational & Environmental Safety & Health (OESH) under the policy under the policy
- ✓ Identify and practice language that assists in initiating conversations
- ✓ Discuss what to do when faced with Disrespectful Behaviour
- ✓ Review the Respectful Workplace complaint process

OUR COMMITMENT

To provide a work environment that respects and promotes human rights, personal dignity and health & safety.

POLICY & LEGISLATION

1. WRHA Respectful Workplace policy
(*Policy # 20.10.090*)
2. Collective Agreements
3. Labour Relations Act (Manitoba)
4. The Workplace Safety and Health Act
5. Manitoba Human Rights Code

WHAT IS A RESPECTFUL WORKPLACE?

“A work environment free of Disrespectful Behaviour including Discrimination, Harassment, Sexual Harassment, Personal Harassment and Workplace Violence”
WRHA Respectful Workplace policy 20.10.090

What does a Respectful Workplace Look and Feel Like?

- Mutual respect, fairness
- Courteous and professional conduct
- Communication is courteous and polite
- Collaborative working relationships
- Value diversity and the human rights of others
- Disrespectful behaviour and harassment are addressed
- Willingly and sincerely apologizing when what we do offends

DISRESPECTFUL BEHAVIOUR

Actions or comments that are inappropriate, demeaning or otherwise offensive behaviour intended to create an uncomfortable, hostile and/or intimidating work environment.

Disrespectful behaviour includes:

- Discrimination
- Harassment
- Personal Harassment
- Sexual Harassment
- Workplace Violence
- Workplace Bullying

Disrespectful behaviour does not include:

- Consensual banter or consensual romantic relationships
- Exercising appropriate management authority and responsibility including performance and attendance management
- Providing direction or instruction, operational change
- Coaching, counseling
- Discipline by a supervisor or manager

DISCRIMINATION

Defined as “differential treatment of an individual or group on the basis of a Protected Characteristic rather than on personal merit”.

Manitoba Human Rights Code



AREAS OF DISCRIMINATION (PROTECTED CHARACTERISTICS)

Under the Manitoba Human Rights Code, it is against the law for anyone to discriminate on the basis of:

- Ancestry, including colour and perceived race
- Ethnic background & national origin
- Sex, including pregnancy, the possibility of pregnancy or circumstances relating to pregnancy
- Sexual orientation and gender-determined characteristics
- Age
- Religion or creed, or religious belief
- Marital or family status
- Source of income
- Political belief, activities or associations
- Physical or mental disability or related characteristics or circumstances

HARASSMENT

Defined as “a course of offensive and unwelcome conduct or comment made on the basis of a Protected Characteristic”.

Manitoba Human Rights Code

IN A NUT SHELL... HARASSMENT IS:

Any behaviour or comment that “puts down”, humiliates, or embarrasses a person, that a reasonable person should have known would not be welcome!

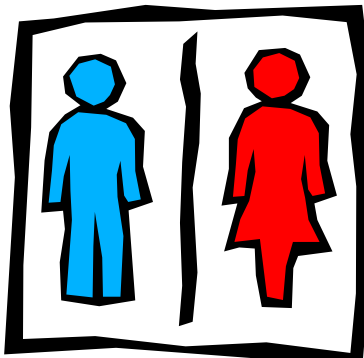


WHERE DOES DISRESPECTFUL BEHAVIOUR OCCUR?

- In the workplace
- Away from the office – e.g. phone calls, emails
- Office related social functions
- Work related conferences or travel
- Social networking - Facebook/Twitter

WHO CAN BE HARASSED?

Anyone and everyone!



WHY IS HAVING A RESPECTFUL WORKPLACE SO IMPORTANT?

Cost of a Disrespectful Workplace

In those workplaces that are not respectful there may be:

- Loss of productivity
- Higher turn-over – more work for you – train new staff
- Less attention to safety
- Increased job accidents
- High costs associated with appeal, investigations and arbitration
- Recruitment difficulties
- Absenteeism
- Poor morale
- Anxiety/depression

AS MANAGERS, WHY DON'T WE ACT WHEN WE ENCOUNTER DISRESPECT?

(Group Activity #1)



PERSONAL HARASSMENT

Personal harassment is behaviour that is not respectful toward others with the intention to harm or be hurtful.

Examples of Personal Harassment include:

- Written or verbal abuse or threats
- Leering (suggestive staring) or offensive gestures
- Patronizing or condescending behaviour
- Humiliating staff in front of co-workers
- Abuse of authority that undermines job performance or threatens a career path
- Bullying
- Cyber bullying
- Disrespectful internet postings

SEXUAL HARASSMENT

Sexual harassment consists of:

- A series of objectionable and unwelcome sexual solicitations or advances; or,
 - A single sexual solicitation or advance if it is made by a person who is in a position to confer a benefit on, or deny a benefit to the recipient of the solicitation or advance, if the person making the advance knows or ought to reasonably know that is unwelcome; or
 - A reprisal or threat of reprisal for rejecting a sexual solicitation or advance.
- Manitoba Human Rights Code*

Examples include, but are not limited to:

- Unnecessary physical conduct such as pinching, touching, patting, caressing, or fondling
- Unwelcome sexual jokes
- Display of derogatory materials
- Inappropriate phone calls, emails or gifts of a sexual nature
- Quid Pro Quo harassment (Latin: something for something)
- Making sexual gestures with hands and/or body movements
- Any physical unwanted touches
- Deliberate sexual touching or brushing up against
- Sexual comments



WORKPLACE VIOLENCE

Any act that results in injury or threat of injury, real or perceived, by an individual.
Examples include, but are not limited to:

- Acts of aggression
 - Hitting, kicking, spitting, and pinching
 - Pushing, shoving, and punching
 - Serious assault and/or bodily harm
- Verbal or written threats
- Vandalism of personal property

WORKPLACE BULLYING

- Deliberate, repeated and hurtful mistreatment of one person by another which may be considered unreasonable and inappropriate workplace practice
- A behaviour which intimidates, offends, degrades or humiliates a worker
- May be a single person or a group of people
- Usually gets worse over time
- May involve sabotage that interferes with work

Examples of Bullying:

- Verbal abuse, interrupting
- Deliberate excluding and isolating people
- Changing rotation to inconvenience specific individuals
- Deliberately withholding information
- Manipulating work, overloading, reducing timelines, giving trivial work
- Shouting at people, emotional tirades, temper tantrums, constant criticism, demeaning or harassing, condescending attitude
- Publicly or privately picking on a co-worker
- Threats to job security
- Spreading malicious rumours, gossip or innuendos
- Intimidating a person
- Undermining a person's work and/or competence



STATISTICS

Issues of power characterize most workplace bullying incidents.

Bullying by superiors against subordinates	(71%)
Bullying peer against peer	(17%)
Bullying a higher rank	(12%)

Canadian survey of labour unions revealed more than **70%** of respondents reported incidents of harassment and bullying at work.

(French & Morgan, 2002), Cortina, Magley, Williams, 2001

Employees who witness bullying report higher stress and lower job satisfaction than non-witnesses.

(Lutgen-Sandivk, 2007)

Reasons targets are Bullied

- 58% are targeted because they stand up to unfair treatment by the bully
- 56% are mobbed because the bully envies the target's level of competence
- 49% are targeted simply because they are nice people
- 46% are bullied because they are ethical
- 39% are bullied because it was just their turn

(Namie, 2000)

In 70% of cases victims quit their job or were let go.

In 17% of cases victims were transferred to another position while bullies suffered consequences in only 13% of cases.

(Workplace Bullying and Trauma Institute)



(Group Activity #2B)

Practice having a conversation to address disrespectful behaviour.

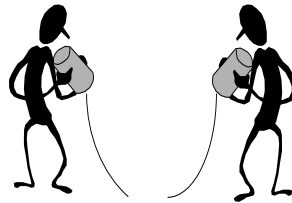
Scenario:

You (the manager) saw an employee (your partner) making fun of Pierre.

- 1. Have a conversation with the employee regarding his/her disrespectful behaviour.**
- 2. Switch roles so your partner is now the manager.**

COMMUNICATION

Research shows that as high as 80% of our communication doesn't connect the way we wanted it to. This is called the interpersonal gap and it occurs when one person's (the sender's) intention does not match the impact he has on another person (the receiver).



*Message is sent
Sender has an intention*

*T
h
e

G
a
p*



*Message is received
Message has an impact*

The interpersonal gap occurs when the intent does not equal the impact.

Meaning of the message lies in the receiver

Key to understanding how to improve your communication with others is to understand:

- *you know and judge yourselves by your intentions*
- *others know and judge you based on the impact you have on them*

HOW DO WE SPEAK UP?

- Be aware of your intent – remain curious
- Be aware of your body language and tone
- Use open ended questions
- Use “I” statement

“I” statements

By using the word “I,” we take responsibility for what we are going to say.

Goal of “I statements”:

- to avoid using "you" statements that will escalate the conflict
- to respond in a way that will de-escalate the conflict
- to identify feelings
- to identify behaviours that are causing the conflict
- to help individuals resolve the present conflict and/or prevent future conflicts

Three parts that make the “I” statement are:

- state the feeling
- why it matters
- what happened

Using “I” statements can help us to have clearer communication with others.

Samples

Don't say:	You didn't finish the charting.
Say:	I feel confused that the charting was not complete. We need to finish our paperwork. Can you help me understand what happened?
Don't say:	You didn't do anything to help out!
Say:	I feel disappointed that Angie was left to complete the task by herself. We need to get things done in a timely manner and working together we can accomplish things quicker. Can you help me understand what happened?
Don't say:	You are a filthy slob.
Say:	When there are dirty cups in the lunch room I feel that the shared office environment is not respected. Please look after your dishes.

HOW DO WE SPEAK UP? (Continued)

- Remain curious and open
- Invite them to participate in the conversation
- State the purpose of the conversation
- Indicate the behaviour you observed
- Use open ended questions/Listen
- Be solution orientated

OUR RIGHTS

All WRHA staff are entitled to a respectful work environment free of Disrespectful Behaviour including Discrimination, Harassment, Sexual Harassment, Personal Harassment and Workplace Violence.

OUR RESPONSIBILITES

Employee/Staff:

- Conduct ourselves respectfully
- Be courteous and professional at all times
- Address disrespectful behavior as soon as possible in the most effective way to stop it from happening again

Note: The Respectful Workplace policy does not prevent staff from exercising any other legal right including the filing of a complaint with the Manitoba Human Rights Commission pursuant to the provisions of *The Manitoba Human Rights Code* respecting discriminatory practices or of the right to refuse unsafe work pursuant to the Workplace Safety and Health Act.

Manager/Supervisor:

- Foster a safe working environment free from disrespectful behaviour
- Ensure that situations of alleged or potential disrespectful behaviour are dealt with in accordance with the Respectful Workplace policy and associated procedures regardless of whether or not a staff complaint has been made
- Advise Human Resources of all complaints of disrespectful behaviour made according to the Respectful Workplace policy

OUR RESPONSIBILITIES (Continued)

Employer:

- As far as is reasonably practical, provide a workplace free of disrespectful behaviour and hold staff in violation of the Respectful Workplace policy accountable
- Develop, implement and communicate fair and timely procedures which address allegations or concerns in regard to disrespectful behaviour and which incorporate:
 - the process by which staff may raise a concern, how the concern will be handled, and how the results of the process will be communicated back to the parties including the staff involved
 - measures to ensure that all concerns are treated confidentially including the name of the Complainant(s) and Respondent(s) or the circumstances to any person except as necessary to investigate the complaint or as required by law
 - Occupational and Environmental Safety and Health Programs to eliminate or minimize the risk of violence in the workplace
- Post a copy of Respectful Workplace policy and associated procedures on Workplace Safety & Health Boards in all WRHA integrated facilities
- Signage posted in integrated WRHA facilities containing wording which supports the purpose of the Respectful Workplace policy

Human Resources:

- Promote awareness of the Respectful Workplace policy and the Respectful Workplace Procedures manual
- Assist managers in the consistent application of the Respectful Workplace policy and Respectful Workplace Procedures manual
- Consult with and provide advice to management
- Counsel employees on their rights and options
- Receive concerns and ensure appropriate action is initiated
- Conduct investigations as required and work collaboratively with others involved



OUR RESPONSIBILITIES (Continued)

Union:

- Participate with employer to ensure a respectful workplace
- Provide support to members involved in respectful workplace concerns
- Collaborate to support collective agreements relating to respectful workplace
- Participate in education and communication sessions in support of a respectful workplace
- May bring a concern forward to management on behalf of a member who is not able to raise the issue

Occupational & Environmental Safety & Health (OESH)

- Guide/assist in the provision of a safe workplace through processes including but not limited to:
 - Job hazard analysis
 - Risk assessment
 - Review of direct and indirect causation of injury/near miss
 - Development of prevention and control mechanism including engineering controls, administrative controls, safe work plans and personal protective equipment

WHAT TO DO IF BEING HARASSED

If one of your staff is being harassed

- Safety first
- Deal with immediately
- Investigate
- Document
- Ensure confidentiality
- Human Resources is a resource
- Consistent, fair



RESOURCES FOR YOU

- **Organizational Development services**
- **Organization & Staff Development (OSD) workshops**
<http://www.wrha.mb.ca/osd/>
 - Accountability in Action
 - Interpersonal Conflict Resolution (ICR)
- **WRHA Respectful Workplace video**
 - Obtain the video from Human Resources or view it via the Learning Management System (LMS)

To view the WRHA Respectful Workplace video through the Learning Management System (LMS):

1. Visit <http://manitoba-ehealth.learnflex.net>
 2. Log in. If you are a new user, click on the link to register and follow the prompts. *(please note your pop-up blocker needs to be disabled to run the video)*
 3. Select the Courses/Registration tab.
 4. Click on search and type “respectful” in the course title box and click on search.
 5. Click on Respectful Workplace Video.
 6. Click Register and click Continue.
 7. Click Launch to play the video.
- **WRHA webpage link to various Respectful Workplace resources**
<http://www.wrha.mb.ca/professionals/respectfulworkplace/index.php>
 - **Human Resources**
 - **Workshops offered by the Employee Assistance Plan**
 - **Employee Assistance counselling services 786-8880**



IMMEDIATE RESOLUTION

- Direct conversation to stop behaviour often results in positive outcome
- Bringing your concerns forward immediately is one of the best ways to bring insight to the individual causing the concern that his/her behaviour is not acceptable
- Individual may not realize that the behaviour is offending

CONSULTATION

Employee concerns may be addressed in confidence with:

- Manager /supervisor
- Human Resources
- Union Representative
- Occupational and Environmental Safety & Health (OESH) unit

If needed, obtain assistance in identifying how to address concerns. Whenever reasonable, informal procedures to resolve matters are preferable as they focus on rebuilding and repairing the on-going relationship between the affected parties.

Generally the earlier the concern is dealt with the more successful and positive the outcome will be.

When concerns are raised to the attention of the employer, the employer retains the right to initiate a formal review of the matter, with or without the complainant's consent, if there are sufficient concerns regarding the physical or physiological impact of the alleged behaviour (both current or prospective) .

STEPS FOLLOWING CONSULTATION

The following scenarios may occur:

1. The staff person decides not to pursue the matter further;
2. The employer determines that the concern does not fall under the provision of the Respectful Workplace policy and no further action will be taken under the policy or the Respectful Workplace Procedures manual;
3. The employer decides to pursue the matter on his/her own initiative due to the serious nature of the concern raised. So either an informal process or a formal investigation will be pursued;
4. The staff person pursues an informal resolution process;
5. The staff person files a formal complaint.

INFORMAL RESOLUTION PROCESSES

One-on-One Discussion

- Staff member may be able to address concern directly, following consultation with other parties
- Opportunity to speak together following coaching/suggestions

Management Involvement

- Meeting with both parties in attempt to set rules, guidelines, expectations, procedures, time frames

Human Resources Involvement

- Education session, reinforcement of guidelines and expectations

Conciliation/Mediation

- Neutral third party - attempt to resolve concerns and to build agreement on how interactions will occur in the future. (May involve - Human Resources, manager, employer representative)

FILING A FORMAL COMPLAINT

Formal Complaint Process – (Respectful Workplace Procedures Manual p. 10)

Respectful Workplace Complaint form (Respectful Workplace Procedures Manual p. 15)

- Information (in writing) regarding the complaint is sent to the Human Resources director
- Information is kept confidential
- Human Resources director reviews and determines if the complaint falls under the Respectful Workplace policy, if so determines what process to follow (Informal vs. Formal)

Time Limits

The time limit for filing a written complaint is 6 months.

Time limits may be extended at the discretion of the Director of Human Resources when:

- circumstances warrant an extension of the deadline;
- the delay in filing the complaint was incurred in good faith; and
- no substantial prejudice will result to any person because of the delay

Historical incidents older than 6 months may form part of an investigation at the discretion of the investigator for the purpose of determining a more timely incident.

FILING A FORMAL COMPLAINT (Continued)

Confidentiality

Confidentiality will be maintained throughout the process to the fullest extent practicable and appropriate under the circumstances.

Investigation of the complaint will be limited to only those individuals who must be contacted to fulfill the responsibility to investigate, provide a respectful workplace, and resolve the situation.

Any breach of confidentiality is subject to appropriate disciplinary action.

Union Representation and timelines under collective Agreements

At any point in the processes outlined in this guide including both informal and formal processes, unionized staff have the option of involvement of a union representative.

Should an informal or formal process be initiated, time limits under a collective agreement relating to grievances and or referral to arbitration should be extended as appropriate in the interest of attempting to achieve resolution of matters through alternative means.

Interference or Retaliation

Every staff member has a right to bring forward a legitimate concern under the Respectful Workplace policy. Interference with this right or with an investigation or retaliation against a complainant, respondent, witness, or any other person involved will not be tolerated and may, by itself result in disciplinary action. Interference or retaliation may take the form of direct contact between the parties or more subtle actions such as shunning, reassignment, spreading of rumours, and breaches of confidentiality, among others.

Vexatious and Bad Faith Complaints

If the investigation proves that the complaint was deliberately made for frivolous or vindictive reasons, the employee making the false allegation is subject to discipline. This does not apply to complaints made in good faith but which are not proven.

Record Keeping

All records of complaints (oral or written) shall be maintained in a secured confidential file by the Director of Human Resources. All records shall remain on file for a minimum of 10 years.

WHAT ARE SOME THINGS YOU COULD DO TO
HELP NURTURE A MORE RESPECTFUL
ENVIRONMENT?
(Group Activity #3)

*Nurturing a
Respectful
Workplace*



CASE STUDIES

Respectful Workplace Scenarios

1. A complaint is brought forward by a nurse who says that a verbal exchange took place between her and another nurse, which she felt was disrespectful. The complainant reported that the respondent had been rude and hostile to her for months but the issue brought forward involves one specific incident on one particular shift. The complainant was assigned to be the charge nurse on this particular day and said that when she arrived at work the other employees working on that shift warned her to stay away from the respondent as it was said she was very angry at the complainant that day. As the shift progressed, there were a few instances where the respondent snapped at the complainant saying sarcastically “it must be nice to have such a light patient load” (it is usual for the nurse designated charge to have fewer patients), at times in front of patients. At one point the complainant asked the respondent why she was so angry. The respondent took the complainant into an empty room, closed the door and said that she was angry the complainant was assigned charge again, she was “sick and tired” of this and told the complainant she was lazy, narcissistic and the only reason she was here was to find a doctor husband. Her tone was angry and aggressive (“in your face”) when she delivered this message to the complainant.

The respondent later called the complainant at home to say that she was not apologizing for what she said, but for her delivery.

The complainant was absolutely devastated by this incident and the comments of the respondent. She was afraid of the respondent because of her aggressive communication style and uncomfortable in her presence. She wants to be able to come to work and not be afraid of this individual or afraid of another personal attack by this individual.

The respondent did admit to making the comments as reported by the complainant. What if she hadn't?

Is this a breach of the respectful workplace policy? If so, what is the breach?

As the manager of the employees what would you do?

2. An employee was being accommodated in her home Unit to a lower EFT due to medical (mental health) issues. There was much gossip on the Unit about this individual by the other employees which of course got back to the individual. They were unhappy about the accommodation process – i.e. how the Manager, in consultation with the Disability Management Team, was assigning and adjusting her shifts to accommodate this individual’s documented medical restrictions. Adding to the situation was that the accommodated individual was having difficulty attending the shifts she was scheduled to work (she was away from work sick a lot) and so the plan for accommodation was not working out well. The other staff felt this was having a huge impact on the staffing of the Unit, resulting in the other individuals having to “work short” at times or a lot of overtime for all staff. This all impacted their ability to work with the accommodated individual – people stopped communicating with her altogether unless absolutely necessary for work purposes. This reaction by staff likely caused an increase in the individual’s sick time. There was no respectful workplace complaint made in this case, the Manager only heard of the gossip/situation via the informal grapevine. No one is willing to come forward with specific information around what is being said on the Unit about this individual.

Is this a breach of the respectful workplace policy? If so, what is the breach?

As the manager of the employees what would you do?

3. A Manager has documented performance concerns/issues about an individual. She was making many, many errors in her work. Informal discussions regarding the issues are had with the individual and additional training is provided in the necessary areas. There is no improvement and similar issues arise. When the latest events are raised to the individual at a formal meeting with her union representative, the Manager and Human Resources, it is brought forward that there may be some respectful workplace issues however this employee has never before brought these forward to her Manager, Human Resources or her Union. She indicates that whenever she makes a mistake in her work the manner in which it is pointed out by her co-workers is disrespectful – they constantly monitor her work and yell at her when she makes an error, humiliating her in front of other people. The co-workers are high performers at work and expect this individual to perform the work to their standards, not necessarily the standards of the facility. After the formal meeting the employee files a respectful workplace complaint against the other employees of the Unit.

Is this a breach of the respectful workplace policy? If so, what is the breach?

As the manager of the employees what would you do?

FREQUENTLY ASKED QUESTIONS

- 1. I really didn't mean anything by it! If I don't mean to offend anyone, is it still considered a violation of the respectful workplace policy?**

Yes, it is a violation. A direct conversation to identify the offensive behaviour will generally result in preventing further difficulties. Make the adjustment immediately, apologize sincerely and move forward.

- 2. What happens if something is made up about someone that isn't true and a complaint is filed by the person who is the subject of the gossip?**

The staff person who originated the gossip is in violation of the Respectful Workplace policy under the Personal Harassment section.

- 3. If someone is disrespectful towards me and I'm disrespectful in my response to the individual, what will happen?**

Both parties need to alter how they interact with one another; develop better communication skills with assistance from supervisor/manager, human resources.

- 4. What could possibly happen to someone who tells someone else off? What are the consequences of harassing another employee?**

Inappropriate conduct is not tolerated and appropriate remedial or other action will be taken as a means of enforcement.

FREQUENTLY ASKED QUESTIONS

5. **As a manager, what is my responsibility if I observe or informally hear about disrespectful behaviour? What should I do if the person who is disrespectful is not my staff member (i.e. Works in another department)?**

Deal with the situation immediately if the staff person reports to you. If the staff person reports to a different manager, provide the details to the manager.

6. **What support do I have as a manager in dealing with disrespectful behaviour?**

Our organization is committed to providing a respectful workplace which is free from any form of disrespectful behaviour. If there is a concern, contact your Human Resources Department for assistance and support.

Other resources include:

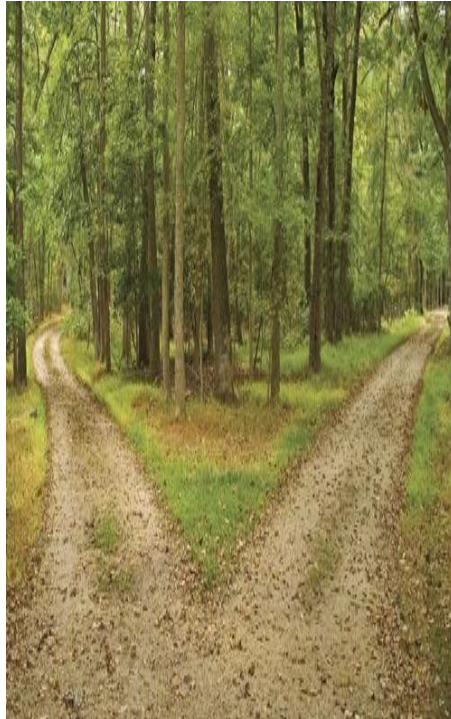
- *Organization and Staff Development workshops and services*
 - *Accountability in Action*
 - *Interpersonal Conflict Resolution (ICR)*
 - *Conflict & Culture (ICR prerequisite)*
 - *Conflict Resolution Coaching (ICR prerequisite)*
- *Workshops offered by the Employee Assistance program*
- *Employee Assistance counselling services*

7. **What can I do to help my department/unit function more respectfully?**

Set a good example by modeling respectful behaviour. Add respectful workplace to your staff meetings; developing your own unit/department Code of Conduct. If any issues arise, deal with them promptly, fairly and confidentially.

CHOOSE YOUR PATH

- Take it Seriously
- Silence is Action
- Looking towards the future rather than the past – changes can be made moving forward



**Disrespectful workplaces - are a function of
tolerated practices.**

**The work culture must be managed and that
is everyone's business.**

RESOURCES

The WRHA Respectful Workplace Workshop Team wishes to acknowledge the following groups and organizations whose work assisted in the development of this workshop.

- Organization and Staff Development (OSD)
- OSD Management Development Program related materials
- Human Resources departments within the WRHA
- Joyce Rankin, Appreciative Energy, Toolkit (Part 2)
- Nancy Peterson, Think Unlimited, Toolkit (Part 2)
- Health Sciences Centre, Toolkit (Part 2)
- Lee Quesnel, Ph.D., material
- Victoria Island Health Authority, Building a Respectful Workplace: The Foundation workbook
- Facilitated Solutions, video and material

Books:

Einarsen, Stale; Hoel, Helge; Zapf, Dieter; Cooper, Cary L. *Bullying and Emotional Abuse in the Workplace*, New York: Taylor & Francis, 2003

Kuretzky, Barry; Mackenzie, Jennifer. *Human Resources Guide to Managing Workplace Harassment*, Ontario: Aurora Professional Press, 2003

Namie, Gary; Namie, Ruth *The Bully at Work : What You Can Do to Stop the Hurt and Reclaim Your Dignity on the Job*, IL: Sourcebooks, Inc., 2003

Sutton, Robert I. *The No Asshole Rule*, New York: Business Plus, 2007

Veincentotzs, Marilyn. *How Organizations Empower Bully Bosses*, San Diego, CA: Aventine Press, 2009

Richards, Helene; Freeman, Sheila. *Bullying in the Workplace: and Occupational Hazard*, Australia: Harper Collins Publishers, 2002

Articles:

Women bullying Women – Winnipeg Free Press. Barbara Bowes, FCHRP, CMC, President of Bowes Leadership group Inc.

Testing a measure of instigated workplace incivility - Journal of Occupational and Organizational Psychology. Cortina, Magley, Williams, 2001

Websites:

Namie, Gary; Namie Ruth. Workplace Bullying Institute

<http://www.workplacebullying.org/>

Canadian Human Rights Commission – Harassment: what it is and what to do about it

<http://www.chrc-ccdp.ca/pdf/h-what.pdf>

Manitoba Human Rights Commission Fact Sheet: Prohibiting Harassment

<http://www.gov.mb.ca/hrc/english/publications/factsheets/harass.html>

Manitoba Human Rights Commission Fact Sheet: Prohibiting Discrimination

<http://www.gov.mb.ca/hrc/english/publications/factsheets/prohib.html>

Manitoba Federation of Labour - Occupational Health Centre, Inc.

<http://www.mflohc.mb.ca/>

Brunner & Costello; Namie, *Nationwide statistics on workplace bullying*, 2003

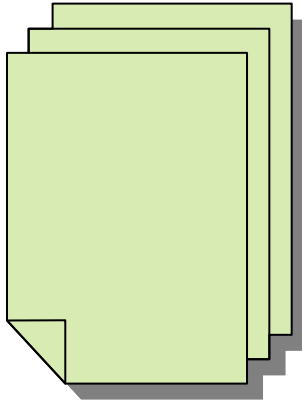
<http://www.minkhollow.ca/bullying.html>

Lutgen-Sandvik, *Study of U.S. Prevalence and Delineation of Bullying*, *Journal of Management Studies*, 2007

<http://www.unm.edu/~cjdept/department/profiles/lutgen-sandvik.html>

Part 2

RESPECTFUL WORKPLACE TOOLKIT



The information provided in this toolkit is designed for you to take what you need and use it to:

- Speak Up! when you experience disrespectful behaviour
- Support others to Speak Up!

HOW TO USE THIS TOOLKIT

The Toolkit is a collection of materials from the “Building a Culture of Respect” workshop held in the region.

We hope you will:

- Take what you need
- Adapt the tools to your personal language and style
- Dialogue with others about respect daily
- Uncover ways in which to heal and let go of past disrespectful interactions
- Co-create a culture

Philosophy of Care and Respect

The quote on the cover page by Margaret Wheatley was the opening for each session. Our philosophy is based on each of us taking care of ourselves. One way to do that is to identify what we need to experience respect. We do that when we Speak Up!

Principles to guide respectful behaviour:

- Assume the positive about people’s intentions
- Focus on the individual’s behaviour not the personality
- Deal with disrespect as it arises – timely interactions and resolution
- Establish a non-threatening, private environment and confidentiality in dealing with inappropriate behaviour
- Encourage effective, two-way communication where each person values open and honest input and clear, positive feedback
- Offer forgiveness and support for changed behaviour
- Provide progressive and consistent response

Research on bullying in the workplace identifies incivility as a precursor to bullying behaviour. It is essential to maintain civility.

SPEAK UP

If practical and reasonable, address the breach with the person who caused offense

If unsatisfactory, seek advice of supervisor

Keep a written record of the incident with date, time, location and description of behaviour

THE 3 R'S

Dealing with a disrespectful incident requires that each person affected by the disrespect has an opportunity to recover. Each person implies that the target(s), the person who behaves disrespectfully and all observers, whether colleagues, visitors or patients are consciously offered the opportunity to work through the impact of the disrespectful behaviour.

One, two or all of the following actions may be required to help those people affected resolve a disrespectful interaction.

Restitution – apologize, make amends

Reconciliation – develop a process and engage people in discussions about how to heal from the impact of the disrespectful behaviour

Resolution – develop a plan for how to intervene with oneself and with the support of others to prevent repeated disrespectful behaviour

Robert Sutton, The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't (New York: Warner Business Books, 2007)

“What we ask determines what we find.
What we find determines how we talk.
How we talk determines what we can imagine.
What we can imagine determines what we achieve.”
GTE publication “The Gift” by Geri England and others

THE TOOLS

Ground Rules for Interactions

- Listen Generously
- Speak Clearly
- Respect each other
- Create an environment of understanding
- Be loyal to the absent

Ground rules are an excellent way to practice effective meetings, of any length, for any purpose, anywhere. Ask people to concur with the ground rules, post them for reference and refer to them when the behaviour does not match the rule!

Respectful Behaviours and Characteristics

Talk about these behaviours and characteristics as a unit, practice the behaviours and remind each other when behaviour does not match the agreement.

- Honesty
- Active listening
- Sense of humour
- Mindful of the moment
- See support when needed
- Be genuine
- Apologize
- Be accountable to self and others
- Don't personalize
- Obligated to do the right thing in a timely manner
- It's ok to ask for a time out
- Non-judgmental approach
- Pay it forward

THE ORID METHOD

ORID is a simple and powerful method developed by the Institute for Cultural Affairs. It is designed to focus conversations using four levels of reasoning. It makes explicit our reasoning process from the time our senses receive any kind of stimulus to the time we act on that stimulus. ORID is especially helpful in working towards productive resolutions when conflict and/or diverse perspectives exist.

Objective Level - Perception

- Directly observable
- Facts and data
- External processing through the senses – sight, sound, smell, taste, touch

Examples: What did you observe, hear?
 What caught your attention?

Reflective Level – Emotional Reaction

- Immediate personal response or reactions
- Internal processing through feelings and intuition, memory or associations

Examples: How did you feel?
 What part of that made you angry?

Interpretive Level – Sense-making

Draw out

- Meaning and significance
- Implications
- Value

Examples: What was your intent?
 What might happen if you take that action?

Decisional Level - Action

Resolve and close the conversation

- Next steps
- Accountabilities
- Application
- Support

Examples: What will you commit to do?
 What do you need from me to support you?

PRINCIPLES FOR EFFECTIVE CONVERSATION

- I. Create Safe Conditions – set mutual purpose
- II. Speak Up Effectively – seek to understand the situation and make meaning together going forward
- III. Shift from understanding what happened in the past to agree to discuss where to go next (Create Safe Conditions again)
- IV. Decide together what will be done now about the situation.
- V. Clearly identify your support for agreed upon actions

Use the ORID format to guide the conversation:

Introduction – State purpose, i.e. why are we talking? What is our common intention for the discussion? e.g. to understand what happened and what comes next.

Template of ORID questions and statements

O – Objective (directly observable data – sight, sound, smell, taste, touch)

What is the evidence?

What did you see, hear, smell, do, say?

Describe the context. What happened? What did you notice about the other(s)?

What is the email in response to? Can you give me some context? May I read the email?

Has this happened before?

Was anybody else there?

What exactly did you/she say?

Describe it step by step.

What was said? How was the person acting?

5W's – Who? What? When? Where? How?

Let's sort out the facts first.

R – Reflective (feelings, associations)

How did you feel at the time? Now? What was happening with the other person's feelings?

What part of that made you (angry)?

It seems you're upset, would you like time before we go into the details?

Are you okay? Tell me where you're at right now. Would you like 10 minutes?

Help me understand how you felt in the situation.

What were you feeling when she said that?

I'm wondering if you're feeling...

What's most upsetting about...?

Help me understand what was important to you.

I – Interpretive (meaning, value, implications) What story did you tell yourself?
What was the impact of the interaction on you? On the other person? On the area where it occurred? On WRHA as a whole? What meaning do you make of the interaction? What is our common understanding of the situation?
What do you think the issue; the meaning was in the email?
What did you hear in the email? How did you interpret it? What other possible interpretations may there be?
Why do you think she said that?
What do you think lead up to this?
If you were to do that, what might happen as a result?
Are there any other ways to look at the situation?
What do you imagine...?
What do you think really happened here?
What was your intent?
What did you think would happen when...?
What do you think the other person was thinking?
What kind of sense do you make of it?

D – Decisional (actions – what happens next?) What can you choose to do?
What would you like to do next? Describe a few options.
What is one thing you are willing to do to improve the situation?
(contextualize)
What can you do to take care of yourself?
What would you like to do?
What are some choices you have to act?
How can I help?
Do you feel comfortable talking to her yourself?
Are you ready to act? What are some options?
Is there anything you need to check out?

Facilitated Thinking, 2008

A COACHING CONVERSATION

Prepare for the conversation by viewing the conflict from all perspectives.

Identify the **facts**. Separate them from opinions and the stories that we tend to make up about what we perceive to be facts.

How do you **feel** about the situation? How has it impacted the relationship?

What do you really want to happen in the **future**? What **options** appear?

What's the impact on **resources**? What are you willing to do **now** to strengthen or preserve the relationship?

Invite the person to have a conversation with you

- Make it safe to have the conversation.
 - Clarify your purpose and intent

e.g. I want to have a conversation about X. I see this as a first step in understanding what has happened to cause conflict between us and resolving it.

- Ask the person for their purpose and intent
- Agree to shift from understanding what happened to focusing on what to do next

Have the Conversation

- BREATHE! Stay connected to your heart – what do you really want as a result of the conversation? e.g. understanding, forgiveness, a chance to be heard, etc.
- State the facts and the story that you have told yourself about them
- Use neutral and tentative language. (e.g. Here's what I see. I'm beginning to wonder if you're avoiding me, you're angry with me, etc. (whatever you perceive is happening)
- Be curious about what the other person sees as facts versus the opinions and stories that they may be telling based on their perceptions. Ask how they see the situation.
- Agree on a mutual purpose. What do you want to happen going forward?
- Decide on what each of you will commit to do.

Follow up

- Be patient and encouraging – to yourself and the other.
- Don't expect behaviour to change immediately.
- Be willing to address future concerns as they arise.

Where to go for support to prepare to Speak Up!

- A peer or mentor who has been successful at dealing with this type of situations
- Your director/manager
- Human Resources
- Organization and Staff Development Workshops:
 - Accountability in Action
 - Interpersonal Conflict Resolution (ICR)
- Workshops offered by the Employee Assistance program
- Employee Assistance counselling services

CONSTRUCTIVE FEEDBACK

Feedback is giving timely and specific information to your employees about job performance based on recent experience or observations. It includes positive and corrective feedback.

Giving your employees regular feedback will:

- ✓ improve quality and productivity
- ✓ motivate workers
- ✓ decrease conflict
- ✓ identify training needs sooner

Reasons for Feedback

All feedback is constructive. Positive feedback is just as important as corrective feedback. It can build the employee's confidence, self-esteem, commitment, and loyalty. Reasons to provide employee feedback include:

- Recognizing a job well done.
- Correcting errors.
- Identifying skill gaps and training needs.
- Responding to complaints from customers or co-workers.
- As a tool for motivating employees to do their best.
- Reinforcing training/learning.

Timely feedback enhances results. Daily interactions about performance can lead to faster improvements in productivity, contribute to less conflict, reduce errors, and affect overall employee turnover and retention.

CONSTRUCTIVE FEEDBACK CONTINUED

Think FAST: Frequent, Accurate, Specific, and Timely (Bruce Tulgan)

Frequent feedback helps employees get used to you talking about their work and behaviour.

Look for daily opportunities to offer guidance and praise.

Accurate feedback is critical. Make sure you have the correct information about the issue or event. You may damage the relationship with your employee if you wrongly accuse.

Specific feedback is the best way to help employees change behaviour. General statements will not help employees clearly understand what you need them to understand.

Don't Say:

"This was not your best work."

Say Instead:

"This project was completed three weeks later than you originally estimated. The customer is thinking about getting this work done elsewhere due to the missed deadline. What will it take in the future to ensure we can deliver on time?"

Timely feedback is more effective and easier to deliver. People have better recollection of events and are more willing to discuss issues when approached right away.

A good rule – "next week is too late."

STEPS TO CONSTRUCTIVE FEEDBACK

“I need to talk to you about...”

“I saw...”
When I was told, I looked into the issue by...”

“I heard you say that...”

“I am very concerned about...”

“I am upset that ... is occurring because...”

“Is that the way you saw it...”

“Do I have all the information?”

“What’s your reaction?”

1. State Why You Are Giving Feedback

Start by establishing rapport and state your purpose for speaking.

Communication will be clearer if the purpose of the conversation is obvious.

2. Describe What the Person Said or Did

Good feedback attempts to be as specific as possible, so stick to facts about behaviour that you have personally observed. Describe the behaviour you have observed; do not judge it, say why you think they did it, or generalize that the behaviour “happens all the time.” Talk about things that are in the person’s power to change, not their personality or character. Steer away from emotional reactions by being aware of how your own information filters might influence the process. Expressing anger or being aggressive will only put the employee on the defensive.

3. Describe the effects of their behaviour

Clearly describe the impact of poor performance on yourself, the team and/or the company. It is tempting to start with our reaction first when giving feedback. However, if this is our starting point, it is more likely that the other person will become defensive and/or tune out entirely. However, once the groundwork has been laid, through the first two steps, it is appropriate to describe your reaction to the situation. It is our reactions to the situation or the behaviour that form the crux of feedback. Feedback can become a teaching opportunity when the person realizes how his or her behaviour affects others.

4. Listen to what the other person has to say

This step involves applying active listening skills. Good listening skills, as outlined in an earlier module, will provide the opportunity to understand the other person’s perspective and further refine your suggestions for alternative behaviours or ideas. This step requires listening to all the verbal and nonverbal cues, and asking appropriate questions or paraphrasing to ensure understanding. Be open to the possibility that something might be going on that you were not aware of.

STEPS TO CONSTRUCTIVE FEEDBACK CONTINUED

“Let’s review...”

“What do you propose...”

“We agree then that the problem is... and that the problem will be resolved by...”

“I will do ... and you will do...”

“I will follow up with you by...”

5. Suggest alternative behaviours and summarize

Giving feedback can be an opportunity to provide new insight and create a learning environment. Constructive feedback always goes beyond simply offering criticism. It also offers ideas or suggestions for what might work better the next time. At this stage you can also ask the employee for ideas rather than dictating what he or she should do. Ask explicitly for change in the other person’s behaviour, but don’t require more than one or two things at a time. Summarize your discussion and the action to be taken, making sure to keep to the facts and show support for future improvements.

SAMPLE SITUATION AND SOLUTION!

REMAIN CURIOUS - STEM SENTENCES

Sharing requires listening for understanding. Often we use the same words to mean different things. As individuals, our experiences are unique. We use stem sentences to ‘re-construct’ a conversation into a positive framework.

Try the following stem sentences in conversations. The specific words are less important than the intention of the words. Feel free to experiment with other positive vocabulary to express appreciative intent.

“What I like about what you said is...”

“What I’m curious about is...?”

“What I want more of is...”

Situation 1: Learning from Mistakes

A leader was confronted by a peer about an error in his judgment. The peer explained her situation and asked the leader to adjust his understanding of the situation, in essence, to see her point of view. It took him time to allow himself to hear and understand differently. The leader now points to this situation as a benefit to his growth. He encourages others to speak up recognizing the benefit is for both of you.

Situation 2: Practice Civility

A new nurse is assigned to a unit and a buddy. The buddy comes onto the unit and ignores her ‘buddy’. The new nurse thinks to herself, “Doesn’t she like me? Have I done something wrong?” Then, she decides to ask her buddy what is going on. She learns that her buddy had a fight with her partner before coming to work and is closed down. The new nurse offers her buddy comfort and space to take care of herself. A short while later, the buddy apologizes and thanks the new nurse for asking.

TOOLKIT RESOURCE LIST

Books

Burley-Allen, M. Listening: The Forgotten Skill (A Self-Teaching Guide). (1995) Wiley & Sons, Inc. New York.

Coloroso, Barbara. The bully, the bullied, and the bystander. (2002) Harper Collins: New York.

Cooperrider, D., Whitney, D. and Stavros, J. Appreciative Inquiry Handbook. (2003) Lakeshore Communications and Berrett-Koehler Communications

Field, M. Body-Centered Coaching: Using the Body as a Resource for Change (2005) Body Mind Spirit, Victoria BC.

Ludema, J., Whitney, D., Mohr, B. and Griffin, T. The Appreciative Inquiry Summit (2003) Berrett-Koehler Communications

Martin, D. and Field, M. Simply Being: a reflective practice guide for helping professionals. (2007) Donna Martin and Marlena Field.

Oren, S., Binkert, J. & Clancy, A. Appreciative Coaching: A Positive Process for Change (2007) Jossey-Bass, San Francisco.

Patterson, K., Greeny, J., McMillan, R., Switzler, A. Crucial Conversations: Tools for talking when stakes are high. (2002) McGraw Hill. www.crucialconversations.com

Stanfield, R. Brian, ed. The Art of Focused Conversation (2000) The Canadian Institute for Cultural Affairs.

Senge, Peter, Scharmer, C. Otto, Jaworski, Joseph and Flowers, Betty Sue (2004). *Presence: Human Purpose and the Field of the Future*. Cambridge: The Society for Organizational Learning, Inc.

Watkins, J.M., & Mohr, B.J., (1002). Appreciative Inquiry: Change at the Speed of Imagination. San Francisco, CA: Jossey-Bass/Pfeiffer.

Wheatley, M.J. (1994). *Leadership and the New Science: Learning about Organizations from an Orderly Universe*. San Francisco, CA: Berrett-Koehler Publishers, Inc.

Whitney D. and Trosten-Bloom, A. The Power of Appreciative Inquiry. (2002) Berrett-Koehler Communications

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”.