



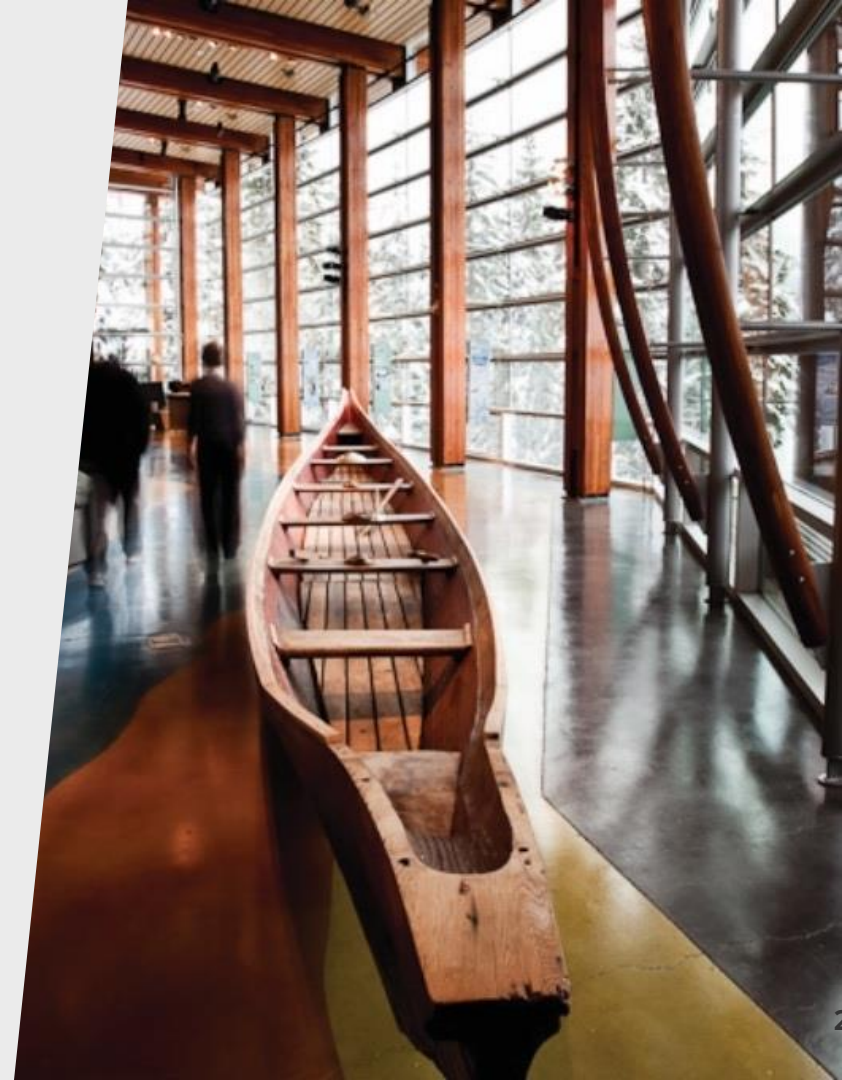
HUMAN RESOURCES PRACTICES

People Make the Difference

A Z Cooper Consulting



I would like to acknowledge that we are meeting together on the traditional, ancestral and unceded territories of the scəw'aθən (Tsawwassen), xʷməθkʷəy̓əm (Musqueam), and other Coast Salish Peoples. I am grateful for their centuries of stewardship of this place and am honoured to have the opportunity to meet with you.



A little bit
about me



Anne Cooper's last day of work is set for August 30

Anne Cooper retiring after 14 years with school district

Anne Cooper retiring as Revelstoke superintendent after 14
years in district and 35 years in education.

ALEX COOPER / Jun 28, 2013 5:00 a.m. / NEWS



My home is still
in Revelstoke ...



I like to have some fun ...

Significance of Human Resources



To ensure that worthy people are employed and supported, to contribute skillfully and efficiently.



Agenda



1

Acquiring the Right Staff

2

Onboarding & Training

3

Workplace Culture, Supervision & Leading

4

Employee Conduct, Intervention & Discipline

5

Next Steps



Do the best you can until
you know better.

Then when you know better,
do better.

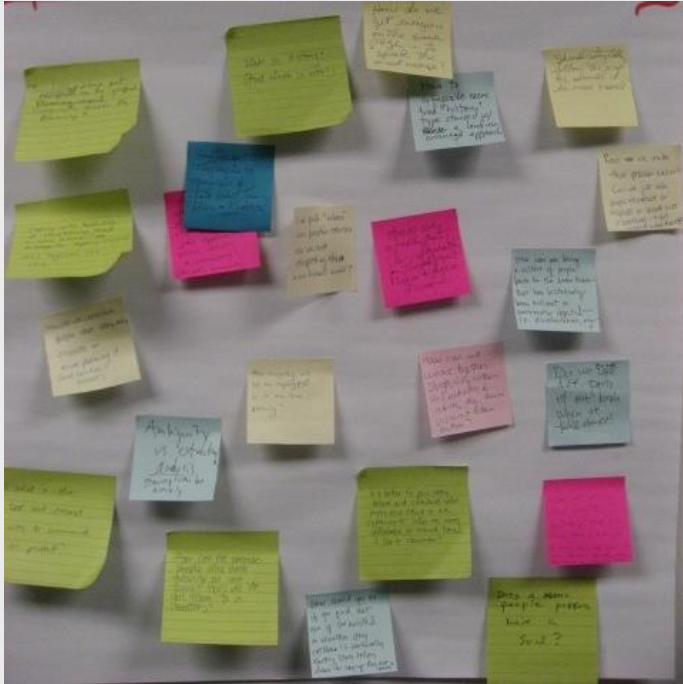
-Maya Angelou



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Burning Questions



Thinking back in the last few months, what was your biggest challenge in human resources?

Note that challenge on a sticky note.

Share at your table, select one challenge to report out.



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1. Acquiring the Right Staff

So, you are going shopping for a staff member, do you have a recipe, and do you have an ingredient list?





If one accepts the proposition that people are our most important asset, then it follows that hiring is the most important skill managers require.





KNOW THE JOB, KNOW YOUR NEEDS

If there is a Job Description, review and ensure it is current – you are in business!
If not, develop a working profile

❑ Reporting relationships

❑ Key responsibilities

THE OPPORTUNITY MAINTENANCE MANAGER

Reporting to the Director of Facilities, the Maintenance Manager is responsible for the planning, design, tendering, construction supervision, commissioning, and warranty of assigned facilities maintenance/enhancement projects and the direction of maintenance staff to ensure appropriate preventative maintenance measures are developed and implemented to maximize building and equipment life. The Manager assists the Director, Facilities with the development, implementation and administration of the annual facilities maintenance/enhancement plan.

RESPONSIBILITIES

1. Develops and manages appropriate facilities maintenance and repair programs for all buildings in the school district.
2. Supervises and directs the work of unionized staff in the Maintenance Department and oversees the day-to-day human resources functions of the staff such as hiring, conducting performance evaluations, approving vacation/leaves/overtime requests and participating and representing the school district in labour and employee relations issues such as attendance management, disciplinary proceedings, grievances, terminations. Understands and applies the appropriate collective agreement provisions when working with staff and the Union.
3. Inspects District buildings regularly and maintains frequent liaison with school administrative officers specific to schools in their care.
4. Provide orientation and training to maintenance personnel to minimize accidents and injuries in accordance with Worksafe BC practices.
5. Oversees and develops safe work procedures and the general safety of the department.



School District No. 91 (Nechako Lakes) Facilities Manager

School District No. 91 (Nechako Lakes) is looking for an exemplary leader to manage a dedicated team of professionals.

In addition to providing guidance, leadership and strategic planning to the senior management team, the successful candidate will also be asked to:

- Lead a facilities department that serves the four communities of School District No. 91 to fulfill needs across the School District.
- Oversee and report on all maintenance and capital projects, including status, resources and team assignments, milestones and quality control.
- Ensure all requirements, project plans, and project expectations are communicated to the team and key school district personnel.
- Manage and track costs in line with an annual budget to deliver agreed upon outcomes and service-levels within budget.
- Responsible for management of the overall department providing both leadership and guidance.
- Set targets and objectives for the team, and deliver results.
- Grow team expertise to meet demand and to support the School District's direction; assess team capabilities, and look for ways to enhance value delivered.
- Develop and coach the performance of the staff.
- Work in collaboration with other departments to provide leadership on issues involving facilities

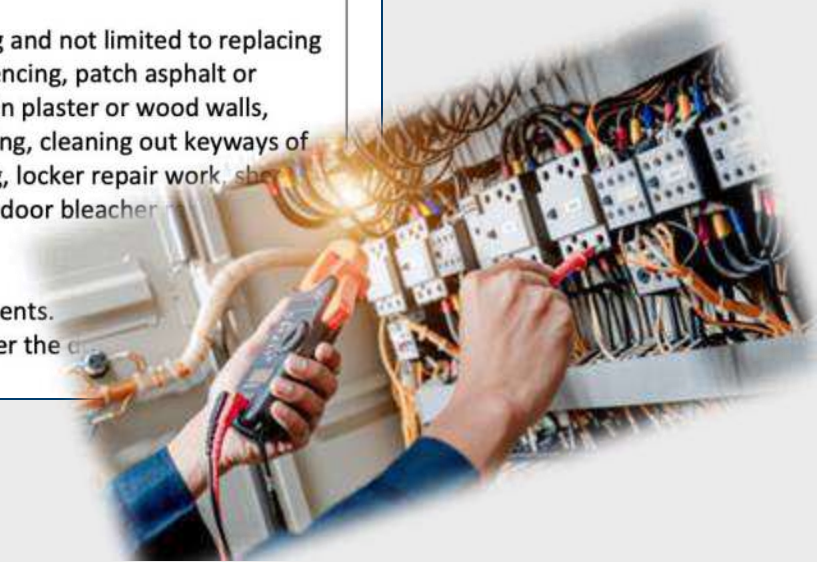


KNOW THE JOB, KNOW YOUR NEEDS

- ❑ Specific duties and/or expectations

ESSENTIAL DUTIES

- Performs miscellaneous repair, maintenance construction, general installation, and preventative maintenance work under the direction of Supervisor, Site/Operations Manager, or skilled trades' person.
- Performs a variety of repair and tasks while directly assisting trades personnel including and not limited to replacing floor tile, replacing electrical ballasts and fluorescent tubes, painting out graffiti, repair fencing, patch asphalt or concrete, setting forms, installing paper towel or toilet paper dispensers, patching holes in plaster or wood walls, installing movie screens, chalkboards, tack boards, patching roofs, scraping paint, trenching, cleaning out keyways of locks, vandalism repair work, preventative maintenance on equipment, pressure washing, locker repair work, sheet metal repair, tile repair/ replacement both ceiling and ceramic bathroom tile, indoor, outdoor bleacher grounds and tree maintenance.
- Operates various equipment to perform woodworking, furniture, flooring, etc. repair.
- Moves and arranges furniture and equipment; sets up rooms for special meetings or events.
- Performs minor inspection duties of work performed or general building condition under the direction of supervisor of a skilled trades' person.





KNOW THE JOB, KNOW YOUR NEEDS

❑ Skills and abilities



SKILLS AND ABILITIES

1. Demonstrated ability to work effectively in a team environment and proactively problem solve.
2. Proven ability to supervise, discipline and evaluate the work of a unionized staff and deal with any grievances which may arise.

Maple Ridge - Pitt Meadows School District No. 42 | Maintenance

3. Proven ability to work in a team setting, recognizing individual strengths and skills and utilizing such skills to the benefit of the department as a whole.
4. Superior interpersonal and communication skills, including presentation and report writing skills.
5. Strong negotiation skills and the ability to negotiate with consultants and contractors and to resolve conflicts between parties involved in construction project implementation.
6. Ability to organize, prioritize multiple demands and effectively manage time in a dynamic environment.
7. Ability to make timely, cost-effective decisions in a time-critical environment.
8. Proven ability to seek innovative solutions to problems and exercise independent judgment and action in performance of all duties.
9. Thorough knowledge of MS Office and related project management software.
10. A valid BC driver's license and business use of personal vehicle.



KNOW THE JOB, KNOW YOUR NEEDS

❑ Formal qualifications, training and experiences

Successful applicants will have:

- Completed Grade 12;
- Interprovincial or B.C. Trades Qualification in Electrical with four (4) years' trades experience;
- Valid B.C. Safety Authority Field Safety Representative CLASS B, MAX 750 VOLTS and electrical code updating course;
- Workplace Leadership Skills Program Certificate – Okanagan College or equivalent;
- Computer Basics for Business Program Certificate – Okanagan College or equivalent;

Required Qualifications

- Grade 12 or equivalent plus a BC or Interprovincial Certificate of Apprenticeship in Plumbing or equivalent apprenticeship training and a BC or Interprovincial Certificate of Qualification in Plumbing (T.Q.);
- Two (2) years' experience at a Journeyman level in commercial or institutional service work, including maintenance, repair and installation of commercial and industrial equipment.
- Thorough knowledge of current techniques, methods, procedures, and equipment applicable to the plumbing trade.
- Ability to organize workload, work under periodic pressure and complete assignments with minimal supervision.
- Excellent communication skills.
- Valid Class 5 BC Driver's License.





KNOW THE JOB, KNOW YOUR NEEDS

- ❑ Reporting relationships
- ❑ Key responsibilities
- ❑ Specific duties and/or expectations
- ❑ Skills and abilities
- ❑ Formal qualifications
- ❑ Training and experiences





LOCATE CANDIDATES

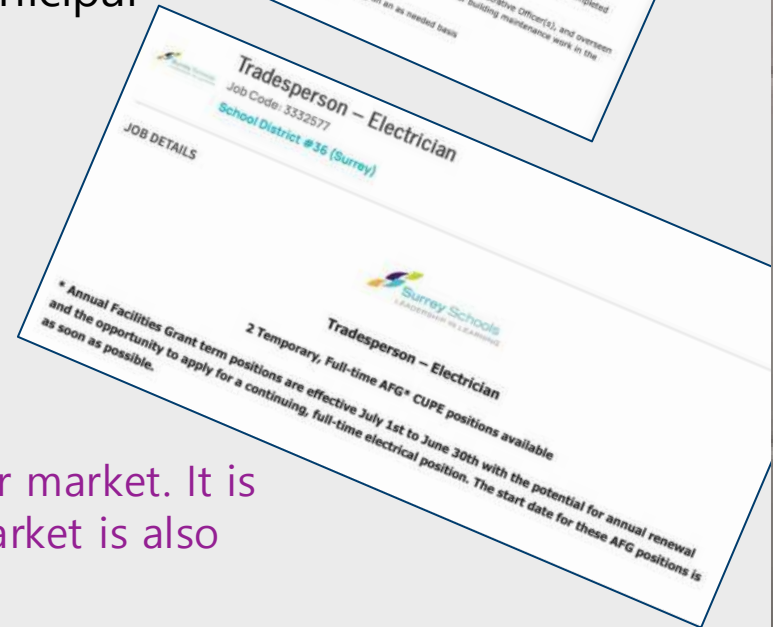
❑ Recruitment – where to find candidates

- persons you are aware of to fill the role, contractors, neighbouring districts, municipal candidates

❑ Advertising

- determine scope needed
- Make a Future, trade magazines, EFMA, social media
- promote the district

An organization must understand its place in the labour market. It is not simply about size or structure. Your place in the market is also about people's perception of you as an employer.





REFLECTION



Which messages may resonate for your district and with applicants.



LOCATE CANDIDATES

❑ Internal Applicants

- ✓ Qualifications, do they have them or can they reasonably get them
- ✓ Aptitude
- ✓ Full employment history, review personnel file
- ✓ Speak with previous supervisors





LOCATE CANDIDATES

❑ Collective agreement Implications

- ✓ Seniority, with qualifications
- ✓ Trial or probation periods

Seniority and Hiring

Both parties recognize that job opportunity should increase in proportion to length of service. Therefore, in making staff changes, appointment shall be made of the applicant having the greatest seniority, and having the required qualifications, skills and ability.

Trial Period of a Transferred or Promoted Employee

An employee transferred or promoted to a new position shall serve a trial period of thirty (30) days worked, during which time the Employer may deem the employee unsuitable or the employee may feel unsuitable for the new position. The employee shall then be returned to their previous position and any other employee(s) affected by the rearrangement shall be returned to their previous position(s).





SCREENING CANDIDATES

❑ Can you judge a book by it's cover?

- ✓ Email correspondence
- ✓ Cover letter
- ✓ Resume Components
- ✓ Human Rights Code



- ✗ Gaps
- ✗ Proof of qualifications?
- ✗ Proof of training?





ASSESS CANDIDATES

☐ Reference checking

- ✓ Connect to the skills and abilities
- ✓ Use a standard form, but dialogue with the referee
- ✓ Let the candidate know you are commencing reference checking
- ✓ Don't delegate all of it



- ✗ Listen for hesitancy
- ✗ Negative feedback
- ✗ 'Don't call this one'
- ✗ Just-the-facts references
- ✗ Inconsistencies
- ✗ Excessively glowing references



ASSESS CANDIDATES

□ Interviews

- ✓ Connect to the responsibilities and specific duties
- ✓ Use a consistent set of questions
- ✓ Interview with a colleague, if possible
- ✓ Take verbatim notes





SELECTING AN EMPLOYEE



❑ Human Rights Code implications

Grounds of discrimination or personal characteristics

A personal characteristic is also called the "ground of discrimination".

A person is protected if they have the personal characteristic or if they are seen to have one. For example, the ground of disability applies if someone has a disability, or the respondent thinks that they have a disability.

The personal characteristics protected in employment are:

- Race
- Sex
- Marital status
- Colour
- Gender identity or expression
- Family status
- Ancestry
- Sexual orientation
- Age
- Place of origin
- Physical disability
- Political belief
- Religion
- Mental disability
- Summary or criminal conviction



SELECTING AN EMPLOYEE

There is one main defence to discrimination in employment. That is where the respondent proves their decision was justified. There are also some specific defences.

- Justification defence (bona fide occupational requirement)
- Defence if criminal charge or conviction is related to the employment
- Defence for bona fide seniority scheme
- Defence for bona fide retirement, superannuation, pension plans, or group or employee insurance plans



The Gold Trail School District has received approval from the Human Rights Tribunal allowing preferential hiring to persons of Indigenous ancestry. The District may give preference in hiring to persons of Indigenous ancestry who possess the necessary qualifications over other applicants until such time as the percentage of staff of Indigenous ancestry in the School District is equal to the percentage of students of Indigenous ancestry in the School District



SELECTING AN EMPLOYEE



❑ Retain all documentation

- ✓ reference checks
- ✓ interview notes, verbatim
- ✓ employee provided documents (emails, cover letter, resume, attachments)
- ✓ prior employment information for internal candidates

REFLECTION



Think of one thing you have heard that will result in a change to your current practice.

... share with the group and discuss what are the barriers to making that change

Is there promising practice that you have recently undertaken in the area of human resources?

Select a reporter and share one barrier, and one or two promising practices

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2. Onboarding and Training

Ensuring success in the position, fit in the organization





“Each new employee brings with them a potential to achieve and succeed. To lose the energy of a new hire through poor onboarding is an opportunity lost.”

— Sarah Wetzel, director of HR at engage: BDR marketing

HAVE A PLAN, IMPLEMENT THE PLAN

- ❑ **Introductions** – Introduce new employee via email, warm welcome
- ❑ **Pre-Arrival** – Organize office/workstation/locker, technology, building access, plan a work tasks for new employee to perform on first day
- ❑ **First Day** – Meet staff, office/shop orientation, workplace etiquette (staff room), District calendar, technology, office/shop supplies, review role description
- ❑ **1st Week** – Key policies and district norms, discuss work priorities, email conventions, FIPPA, Harassment, PIDA, leave of absence processes, building schematics and drawings, work software, safety expectations, safety training, orientation to projects in-progress
- ❑ **1st Month** – District strategic plan, determine components of position to defer, plan for increasing responsibilities, accident investigations, risk management



Here is where a checklist really helps...

START OFF ON THE RIGHT FOOT . . .

PRE-START WELCOME LETTER

Adapt the following sample to reflect your workplace and processes. Adjust as needed for employees who are onsite vs. remote. Send via email or hard copy as appropriate for your workplace.

Dear [New Hire Name],

Welcome to [Company Name]! We are excited to have you as a new member of our team. I know that starting a new job can be a big transition and I wanted to take some time to give you information to help make that transition easier.

Your first day of work is scheduled for [insert date]. Your weekly schedule will be [insert days and hours].

For your first day:

- Please dress [describe attire, especially if the person will be spending long hours in training or on an outdoor tour].
- Please bring [insert list of items: i.e. void cheque, photo ID, driver's license, work permit, safety gear, etc.].
- [Include for onsite workers:] The address is [insert address]. When you arrive, you will need to [insert details about where to park, where to check in upon arrival].
- [Include for remote workers:] We will be shipping you a company-provided laptop [insert details about shipping if needed] and will call you with the password to login on your first day.

Most of your first day will be spent in our new hire orientation with team members from your department and Human Resources. The goal is to welcome you and introduce you to our organization's history, values and vision for the future. You will also learn about our structure, policies, procedures and employee benefits.

Once again, welcome to [Company Name]. I look forward to having you on our team! Please reach out to me if you have any questions before your first day.

Kind regards,

[Hiring Manager Name, Title & Contact Information]

ONBOARDING CHECKLIST

Employee Information

Full Name:	
Email:	
Phone:	
Job Title:	
Department:	
Supervisor Name:	
Start Date:	

Pre-Arrival

- After the offer is accepted, call to officially welcome the new hire
- Provide new hire with information about their first day (see [Pre-Start Welcome Letter](#))
- Plan for ability accommodations if applicable (i.e. parking or building access for mobility aids, ergonomic equipment, etc.). [Learn more about the Duty to Accommodate through the Canadian Human Rights Commission](#)
- Ensure new hire has a point of contact for any questions prior to their first day
- Assign an onboarding peer mentor
- Create an onboarding schedule and allocate tasks to team members; provide a copy to relevant staff and/or send calendar invites
- Technology setup (submit request to IT to setup computer, phone, email, software/applications)
- Review your new hire's Workstyle & Performance Profile (WPP) results and plan how you will coach/manage them (see [Managing Your Employee with the Workstyle & Performance Profile](#))

A NOTE ABOUT REMOTE

Be thoughtful and intentional about how you approach onboarding for remote or hybrid staff.

It can be easy to lose track of their progress if they're not in the office with you!

HAVE A PLAN, IMPLEMENT THE PLAN

First Day

- Send an email to entire company or team to introduce and welcome the new hire
- Personally introduce new hire to key team members (in person or virtually)
- Employment agreement/contract (if not already signed at the offer stage)
- Payroll & benefits forms
- Employee handbook
- Provide key / access card / fob (for on-site staff)
- Review dress code (onsite and/or video meetings), including safety gear if applicable
- Tour (for on-site staff): washrooms, where to store coat/personal items, kitchen/lunchroom, vending machines, printer/copier, emergency exits, security, parking, building hours, etc.
- Technology login and orientation (computer, phone, email, software/applications)
- Discuss how the team communicates virtually (Zoom, Slack, Microsoft Teams, Google Chat, etc.)
- Discuss policies and procedures for scheduling time off and unexpected absences
- Review work schedule, pay schedule and overtime policy (if applicable)
- Introduce support departments and discuss how/when to contact them (HR, IT, etc.)
- Arrange a welcome lunch



PERFORMANCE EXPECTATIONS

Set clear expectations from the start of employment and revisit them frequently.

Don't wait until the end of the probation period to start addressing gaps.

Regular check-ins will allow you to be proactive about additional training or coaching that may be needed. Encourage your new hire to come forward with questions or training requests.

Within First Week

- Review job responsibilities, competencies, and expectations
- Explain performance feedback and appraisal process
- Review standards of conduct and policies - i.e. privacy & confidentiality; IT policies; diversity, equity & inclusion; smoking, drugs & alcohol; workplace bullying & harassment, etc.
- Review organization's mission, strategy, values, org chart
- Review health, safety, emergency regulations and procedures
- Schedule weekly or monthly meetings to touch base with supervisor
- Review/discuss Workstyle & Performance Profile results with new employee (see [Managing Your Employee with the Workstyle & Performance Profile](#))
- Schedule time for any questions, concerns or feedback from the new employee at the end of week 1

Within First Month

- Review and clarify performance objectives, expectations & recognition after month 1
- Review training progress, adjust schedule or revisit topics as needed

Month 3

- Conduct 3-month probation performance review (see [Performance Review](#))
- Review training progress, adjust schedule or revisit topics as needed

Months 5-6

- Review performance objectives and progress
- Review Workstyle & Performance Profile results and coaching/managing implications
- Review training progress, adjust schedule or revisit topics as needed

Month 12

- Conduct annual performance review
- Set objectives for the coming year
- Review Workstyle & Performance Profile results and coaching/managing implications

BUILD THE CONFIDENCE OF NEW EMPLOYEES



- ❑ Provide initial tasks you are convinced they understand
- ❑ Provide all district training/safety orientations
- ❑ Use colleagues to mentor early in the employment
- ❑ Supervise closely in the first month
- ❑ Schedule de-briefing sessions to respond to questions



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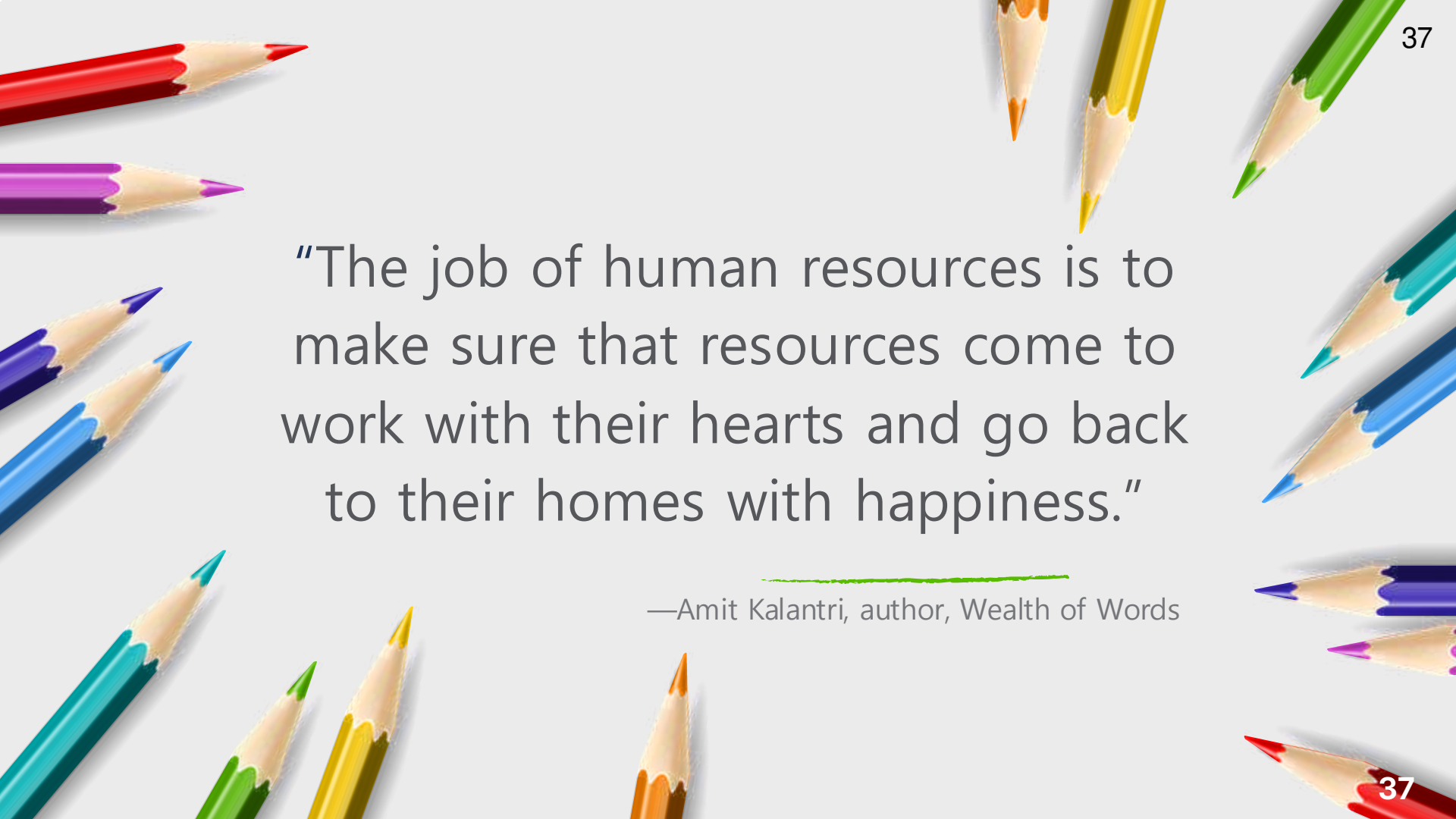
Next Steps



3. Supervision and Leading

Supporting, Communicating, Modelling, Directing

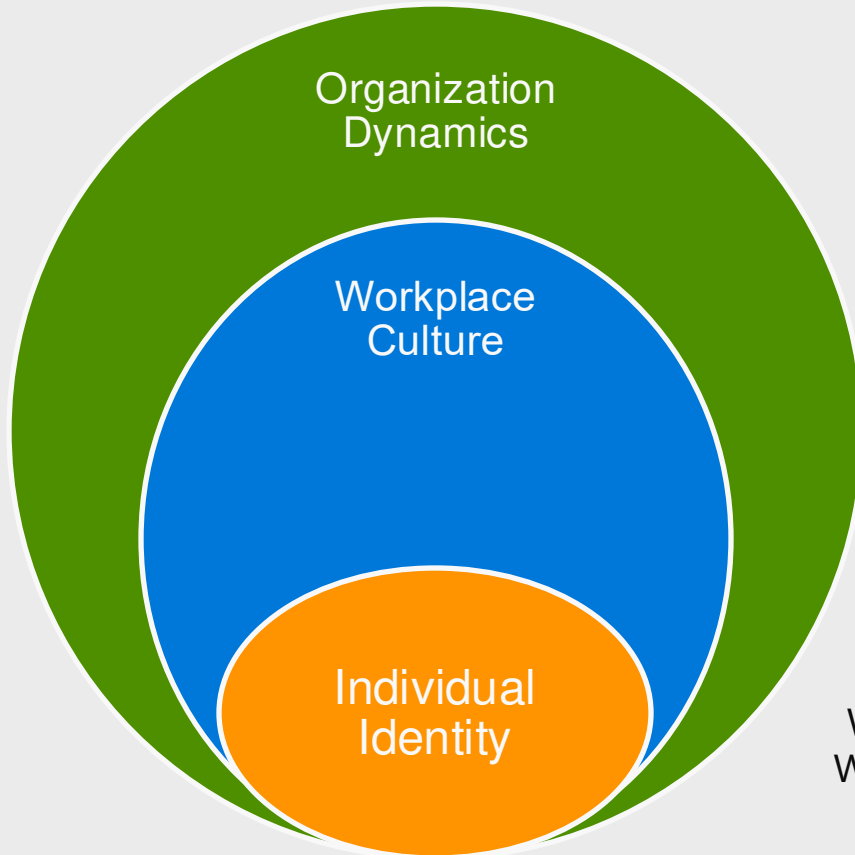
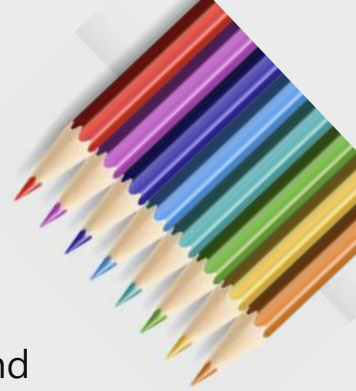




“The job of human resources is to make sure that resources come to work with their hearts and go back to their homes with happiness.”

—Amit Kalantri, author, *Wealth of Words*

COMPONENTS OF CULTURE



How are organizational power and political dynamics impacting your approach?

How are people "showing up"?
How does it feel to work here?

What motivates them?
Why are they here?

BUILD A GOOD FOUNDATION WITH SOME DO'S

- set clear departmental goals
- promote the district's values
- foster diversity and inclusivity
- allow for humor
- model respect
- establish zero tolerance for unacceptable behaviours
- recognize employee's strengths and successes
- accept and utilize your employee's feedback
- be understanding and compassionate
- be transparent



Adapted from The McCormick Group

SOME DON'TS

- reschedule one-on-ones
- let disengaged employees go unattended
- limit learning opportunities to job descriptions
- tolerate poor managers
- expect the HR department to do all of the work



IN YOUR CONTACTS WITH EMPLOYEES

- Communicate and clarify district values
- Be authentic
- Reinforce positive behaviour
- Encourage open communication
- Create listening posts
- Build psychological safety
- Acknowledge, accept and learn from your own mistakes

-adapted from Harvard Continuing Education



REFLECTION




Take a moment and share with your table one of the biggest issues you are facing in developing a positive workplace culture.

Chat about what may be of support to you?

PROVIDE SUPPORT & DIRECTION

- Significant contact with new employees within first month
- 'Face to face' be cautious with email
- Understand what your foreman, supervisors and managers are doing
- Understand collective agreements, avoid grievances
- Be strategic about communications
- Establish a rhythm to meetings





“If you want to know what people are thinking, there is no good replacement for simply asking them, best of all, face to face.”

—Patty McCordat Netflix, former CTO

Particularly true for
senior employees

ASK YOURSELF THESE QUESTIONS

- What needs to be covered?
- What decisions need to be made?
- What do participants need to learn from the meeting?

MEETING AGENDAS

- ✓ Be prepared for Agenda Items
- ✓ Keep the Agenda Visible
- ✓ Consider Relevant Participants
- ✓ Cultivate Engagement During the Meeting
- ✓ Set Time Limits and Keep to Them
- ✓ Action Plan, Follow Up Tasks



North Okanagan–Shuswap



Leadership Meeting Norms

Be present & engaged
(respecting one another's need to deal with emergent situations)

Be collaborative and listen
with 'possibility'

Trust the positive intent
of others

Be respectful in our
communication

Be open to doing things
differently

Empty our pockets in
respectful ways

Adhere to start & end times
(unless consensus is reached to extend a meeting)

Every student. Every day. Whatever it takes.

VISION

Preparing students to become educated citizens who contribute to a dynamic, sustainable, and diverse world.

MISSION

Empowering students to become confident, curious, and caring individuals who thrive in their learning, relationships, and community.

VALUES

Belonging, Respect, Reconciliation, Empathy, Equity, Perseverance

Use Meeting Norms

If it doesn't contribute to the meeting objectives, ask if it could get done in an email or private conversation instead.



BULLYING & HARASSMENT



Workplace Harassment

- (a) includes any inappropriate conduct or comment by a person towards a worker that the person knew or reasonably ought to have known would cause that worker to be humiliated or intimidated, but
- (b) excludes any reasonable action taken by an employer or supervisor relating to the management and direction of workers or the place of employment.

Person means anyone workers encounter at the workplace, including a co-worker, a supervisor, the employer, a client or the public.

WHAT IS WORKPLACE BULLYING & HARASSMENT?

- Behaviour that humiliates or intimidates, be so mindful of sarcasm
- Examples might include:
 - Verbal aggression or name-calling
 - Vandalizing personal belongings
 - Sabotaging work
 - Spreading malicious rumours
 - Humiliating initiation practices / hazing
 - Personal attacks
 - Aggressive / threatening gestures
 - Cyber-bullying
- Can come from co-workers, supervisors, employers, external sources



A close-up portrait of a man with dark hair and a beard, looking slightly to the left. A white play button icon is centered over the image.

Lee Loftus

BC Insulators Union Local 118

WHAT IS ***NOT*** WORKPLACE BULLYING & HARASSMENT?

- Expressing differences of opinion
- Offering constructive feedback
- Making a legitimate complaint about another worker's conduct
- Reasonable management action, including decisions about:
 - Job duties and work to be performed
 - Workloads and deadlines
 - Layoffs, transfers, promotions, and reorganizations
 - Work instruction, supervision, or feedback
 - Work evaluation
 - Performance management
 - Discipline, suspensions, or terminations



EVERYONE HAS A RESPONSIBILITY

WorkSafeBC considers that reasonable steps by an employer to prevent where possible, or otherwise minimize, workplace bullying, and harassment include the following:

- a. developing a policy statement with respect to workplace bullying and harassment not being acceptable or tolerated;
- b. taking steps to prevent where possible, or otherwise minimize, workplace bullying and harassment;
- c. developing and implementing procedures for workers to report incidents or complaints. Included must be procedures for a worker to report if the employer, supervisor or person acting on behalf of the employer, is the alleged bully and harasser;
- d. developing and implementing procedures for how the employer will deal with incidents or complaints



WHAT MUST WORKERS DO?

- Report if they observe or experience bullying and harassment
- Not engage in workplace bullying and harassment
- Apply and comply with workplace policies and procedures on bullying and harassment

WHAT MUST SUPERVISORS DO?

- Not engage in bullying and harassment
- Apply and comply with workplace policies and procedures on bullying and harassment

WHAT CAN CO-WORKERS DO TO STOP WORKPLACE BULLYING & HARASSMENT?

- Listen to the target
- Don't gossip
- Offer support (e.g., employee assistance program, counsellor)
- Document details of what you see to share in an investigation
 - Dates, Details, Witnesses
- Tell the bully to stop



WORK SAFE RESOURCES

Employer fact sheet

Workplace bullying and harassment

Occupational Health and Safety
bullying and harassment policies



Frequently asked questions

Workplace bullying and harassment



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Conduct,
Intervention & Discipline

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4. Employee Conduct, Intervention and Discipline

The purpose of discipline is not to punish, but to instruct and correct



WHEN YOU HAVE A CONCERN

Locate the procedures and policies that are in place

- ❑ Collective agreement
- ❑ District Standards of Conduct (Policy)
- ❑ District Values
- ❑ Human resources policies or procedures
- ❑ **Employment Standards Act**
- ❑ **Labour Relations Code**
- ❑ **Human Rights Code**



CULPABLE VS NON-CULPABLE

Culpable issue

An employee's unacceptable attendance, performance or behaviour is culpable when the behaviour is intentional - the employee is at fault. The employee knows what's expected and is capable of meeting the expectations but chooses not to do so.

Discipline is only for culpable behaviour.

- ✓ Showing up late for work on a consistent basis
- ✓ Using personal social media accounts at inappropriate times during the workday
- ✓ Showing up to work under the influence of alcohol or other drugs
- ✓ Damaging or destroying property
- ✓ Stealing from a worksite



CULPABLE VS NON-CULPABLE

Non-culpable issue

An employees attendance, performance or behaviour issues are not the fault of the employee. The employee knows what's expected but isn't capable of meeting the expectations.

Non-culpable misconduct requires a non-disciplinary response.

- ✓ Frequent absences due to a legitimate illness or injury
- ✓ Being unable to perform work satisfactorily due to a lack of skill or training



CLARIFYING EXPECTATIONS VS DISCIPLINE

Letter of Expectations

If the issue is non-culpable or a minor culpable one, a Letter of Expectations (LoE) may be an appropriate tool to provide guidance and communicate expectations.

Investigations and Discipline

As a manager or supervisor, if you suspect employee misconduct that may result in discipline, contact human resources, a Director or Secretary Treasurer to discuss the allegations of inappropriate behaviour, attendance or performance.

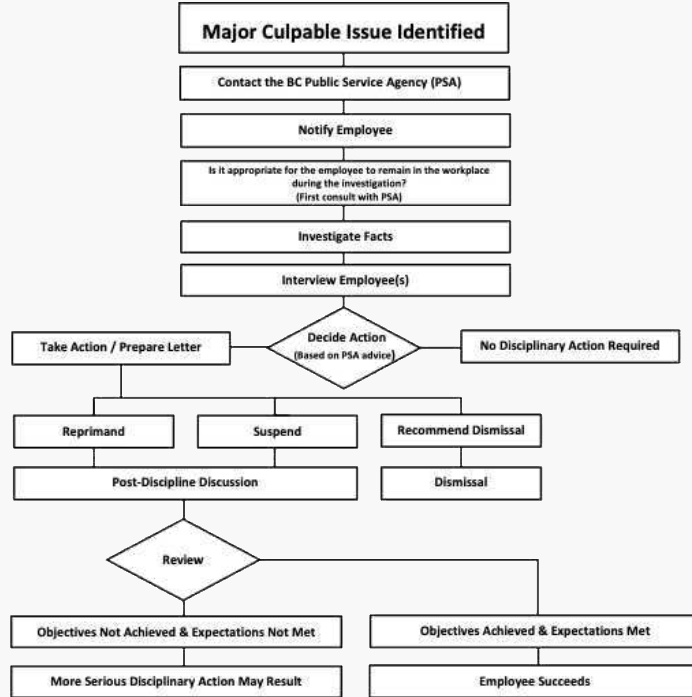
- Seek advice on whether the behaviour/performance is culpable or non-culpable
- Seek support for investigations



Process Map: Major Culpable Issue

An overview of the steps a supervisor or manager should take when a major culpable issue has been identified with an employee.

An employee's unacceptable attendance, performance or behaviour is culpable when the behaviour is intentional. In other words, the employee is at fault. The employee knows what is expected, is capable of meeting the expectations, but chooses not to do so.

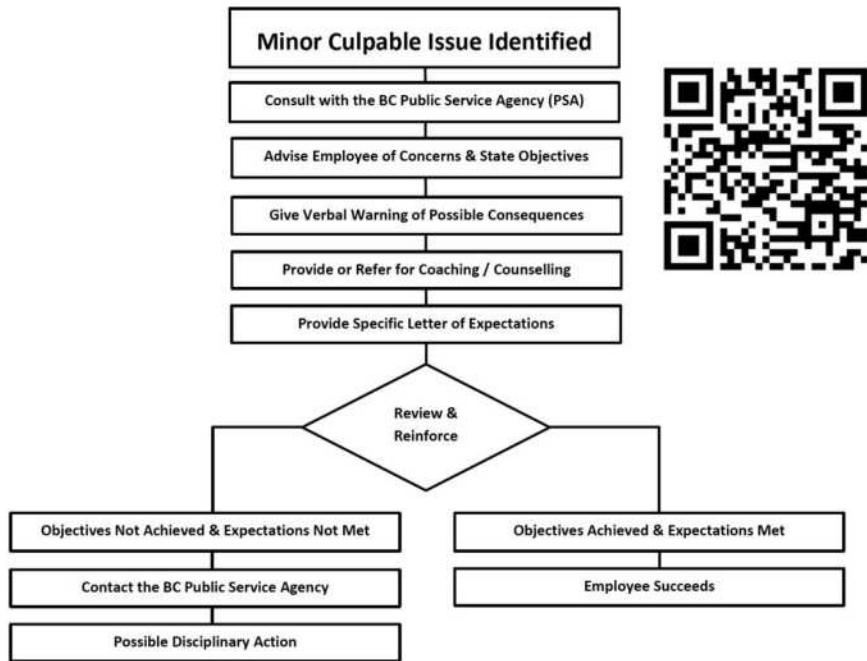


Sample Flow Charts

Process Map: Minor Culpable Issue

An overview of the steps a supervisor or manager should take when a minor culpable issue has been identified with an employee.

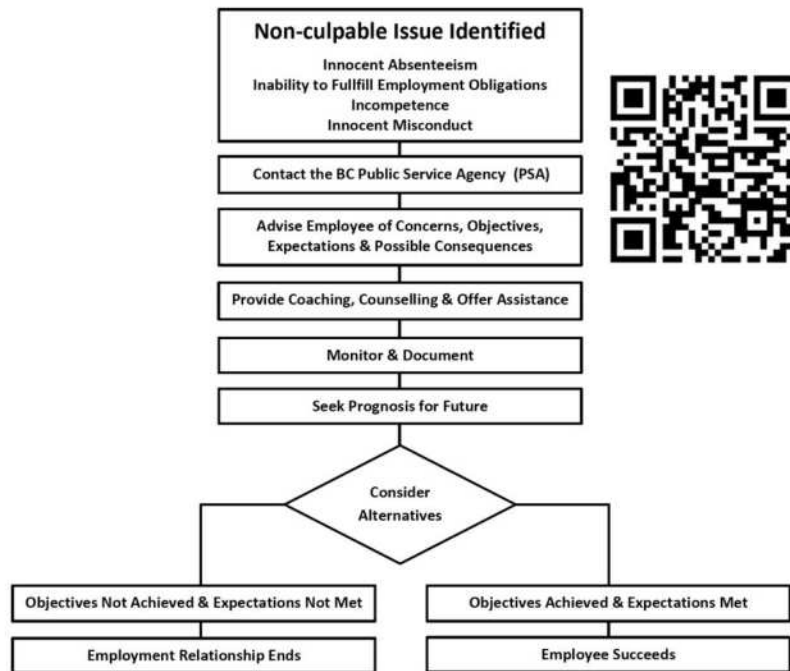
An employee's unacceptable attendance, performance or behaviour is culpable when the behaviour is intentional. In other words, the employee is at fault. The employee knows what is expected, is capable of meeting the expectations, but chooses not to do so.



Process Map: Non-Culpable Issue

An overview of the steps a supervisor or manager should take when a non-culpable issue has been identified with an employee.

Non-culpable attendance, performance or behaviour issues are not the fault of the employee. The employee knows what is expected, but is not capable of meeting the expectations.



CONDUCTING DISCIPLINARY MEETINGS

GIVING NOTICE TO THE EMPLOYEE

When giving notice of the meeting, it's important that you clearly explain to the employee that this IS a serious issue and that they understand this.

Also notify the employee that a union rep will attend the meeting.

In a non-union situation, do not unreasonably refuse the request for a support person to attend the meeting.



CONDUCTING DISCIPLINARY MEETINGS

ROLE OF A SUPPORT PERSON

A support person may be a friend, family member or union representative.

They are permitted to sit next to the employee during the meeting and can speak with the employee. However, the support person is not there to represent the employee.

They cannot ask you questions nor answer any questions. You may want to pause the meeting if this happens to explain the role of the support person.



CONDUCTING DISCIPLINARY MEETINGS

HAVE AN OPEN MIND

It's very important that you do NOT come into the meeting with a 'pre-determined outcome' in mind. The employee may bring new evidence or concerns to the table that specifically relate to the issue. If the employee feels as if a decision was made before they even stepped foot into the meeting with you, they could make a claim that due process was not followed; you didn't listen to and consider their responses.



CONDUCTING DISCIPLINARY MEETINGS

MEETING OBJECTIVES

- ❑ Explain your concerns and provide evidence of the issue to the employee
- ❑ Listen to employee's side of the story
- ❑ Discuss next steps



CONDUCTING DISCIPLINARY MEETINGS

TONE OF INTRODUCTION

"We are here to discuss some serious concerns that I have about your performance/conduct. During this meeting I will first outline my concerns, and then you'll be given an opportunity to respond. I will consider your responses before deciding on next steps."



CONDUCTING DISCIPLINARY MEETINGS

BEST PRACTICES DURING THE MEETING

- Ensure the environment is calm –
Hold the meeting in a quiet, private office or room where you won't be interrupted.
- Take notes
- Ensure a management representative accompanies you
- Stay on track



IDENTIFYING A TOXIC EMPLOYEE

- A toxic employee is one who creates a negative environment for themselves and others. They often spread negativity that can be difficult to manage.
- Toxic employees are difficult to manage because they aren't willing to take responsibility for their actions or work well with others. They make excuses for their behavior instead of trying to fix it — and sometimes even blame those around them instead of taking ownership over whatever issue they're facing at work.



MANAGING A TOXIC EMPLOYEE

- identifying and addressing the behavior quickly
- communicate with the employee and establish clear expectations, while also being aware of any potential underlying issues that may be causing the behavior
- give them direct feedback about their behavior and how it affects the team
- document all conversations



Agenda



1

Acquiring the Right Staff

2

Onboarding & Training

3

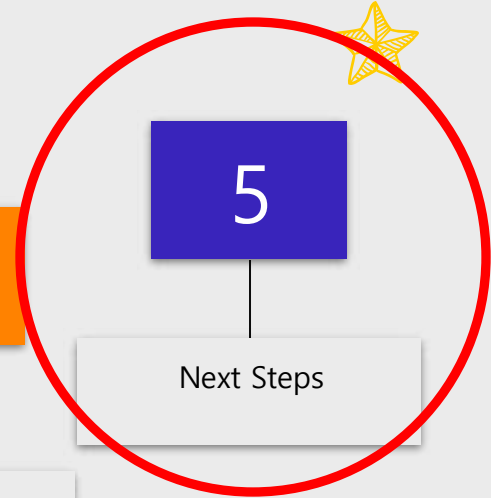
Workplace Culture, Supervision & Leading

4

Employee Conduct, Intervention & Discipline

5

Next Steps



1. Next Steps

Capitalize on your strengths, support your gaps or stretches

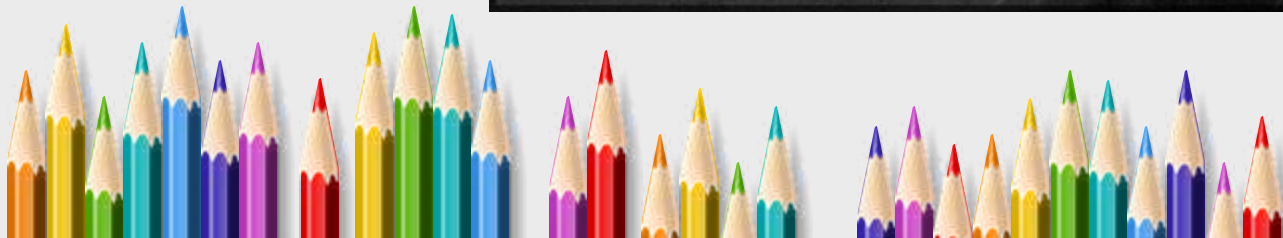
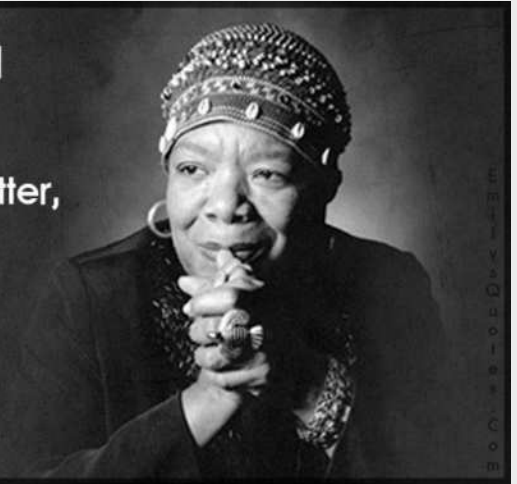


Your title does not impart
expertise or moral authority



Do the best you can until
you know better.
Then when you know better,
do better.

-Maya Angelou



ASSESS YOUR SKILLS AS A SUPERVISOR

- ✓ Strong Verbal and Written Communication
- ✓ Emotional Intelligence
- ✓ Ability to Delegate
- ✓ Being Flexible
- ✓ Maintaining a Positive Attitude
- ✓ Passion for the Organization
- ✓ Diversity Awareness
- ✓ Problem Solving
- ✓ Coaching/Mentoring
- ✓ Teamwork



"The two biggest barriers to good decision making are your ego and your blind spots.

Together, they make it difficult for you to objectively see what is true about you and your circumstances and to make the best possible decisions by getting the most out of others."

Ray Dalio

It has been said of great athletes such as a Wayne Gretzky in hockey that they see the game just a bit slower than the other players, and so they are able to make that last-second maneuver.

Perhaps this is also characteristic of effective managers: faced with great pressure, they can cool it, sometimes just for a moment, in order to act thoughtfully.

-Henry Mintzberg



“Don't compare your beginning to someone else's middle, or your middle to someone else's end.”



Jon Acuff





Contact Me



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Do you have any questions?

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A wooden-framed chalkboard with a black surface is centered on a rustic wooden desk. The words "Thank You" are written in white, serif, all-caps font, arranged in two lines. To the left of the chalkboard is a vintage orange rotary telephone. To the right is a portion of a black typewriter. The background is a dark, weathered wooden surface.

Thank
You