

Building Respect:

Defining, Fostering and Examining Respect in the Odette Cancer Program

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EXECUTIVE SUMMARY

Due to compelling evidence of consequences faced by employees and organizations, there has been growing concern about the importance of workplace interactions. Studies have shown the way individuals behave within the workplace, either with their choice of words, tone or body language, can have a major impact on employees and the organization. In particular, disrespectful workplaces can impact roles, mental health, physical well-being and also increase costs and reduce the reputation of organizations.

The concept of workplace respect is subjective and as a result researchers have identified a long list of behaviours that are described as disrespectful and vary in intensity. Negative behaviours are classified based on their intensity level. Highly intensive forms of negative behaviours are violent and aggressive such as theft, fraud, and vandalism. Negative behaviours that are moderately intense are psychological and emotional in nature, such as yelling, temper-tantrums, name-calling, withholding information and public humiliation. Finally, the least intense forms of negative behaviours are described as inconsiderate or discourteous interactions such as disrupting colleagues and neglecting to say hello, please or thank you.

While abundant data on the topic exists, the majority of empirical evidence relates to the significant harmful consequences to employees and organizations and the types of disrespectful behaviours. Several questions remain unanswered. First, what constitutes negative workplace interactions is widely debated. Researchers do not have a universal definition or name for workplace issue.

The second question that remains unanswered is how organizations can mitigate the implications of negative workplace behaviours. Due to the increasing awareness of this issue, many employers have written formal policies of conduct – which is a starting point – but it is far from a complete solution. Literature presents a variety of theoretical approaches, however there is very little research to support the validity of these approaches to address complaints, promote awareness and prevent disrespect.

Purpose of the Report

The purpose of the report is to review the current state of workplace respect in the Odette Cancer Program and develop a better understanding of Odette Cancer Program's (Odette) work environment through opinions, perceptions and personal experiences of its employees. The objective of this report is to answer the following questions:

1. What is the definition of respect that resonates with Odette employees?
2. Which remedial and prevention methods do Odette employees value?
3. What is currently taking place in the Odette work environment?

Creating a definition of respect based on employee perceptions and experiences increases the likelihood that both Odette's senior leadership and its employees will share the same interpretation. This also ensures that any future respect policies or agreements clearly outline concepts valued and meaningful to Odette employees. Identifying remedial and prevention methods valued by Odette employees allows Odette's senior leadership to develop tailored practices that are meaningful to employees. Lastly, understanding the current reality of company culture and what is taking place within the work environment allows senior leadership to determine where to focus their efforts.

Summary of Methodology

To explore the subject of workplace respect and answer the questions listed above, the study used two methods. First, a comprehensive literature review of public documents, academic articles and theoretical publications was conducted to provide a concrete foundation to inform the research. Second, the study used a survey to conduct an organization-wide assessment of employees' opinions, perceptions and personal experiences related to workplace respect. The survey incorporated both open and closed-ended questions and was administered to approximately 1100 staff working at Odette.

Results with Recommendations

General Findings

The results of the survey revealed information about both response rates and survey respondents. Of the 1164 invitations sent out, 190 staff responded, resulting in a response rate of 16%. The majority of the participants chose to respond to the online version of the survey. Only 12 participants completed the hard copy version.

Of the 190 staff that responded, approximately 30% of the respondents chose not to respond to demographic questions. However, of those that did respond to demographic questions on the survey, were women between the ages of 40 and 59, who work full-time in administration, allied health or nursing in an outpatient setting at Odette.

What is the definition of respect that resonates with Odette staff?

Researchers do not have a single universal definition of workplace respect and due to the subjective nature, there are many variations of definitions. Creating a definition of respect based on employee perceptions and experiences guarantees that both Odette's senior leadership and its employees share the same interpretation.

To determine employees' interpretation of the term, the survey asked participants to describe workplace respect in addition to giving examples of both positive and negative workplace interactions employees had experienced. The results found that Odette employees are more concerned with the perception and implication of interactions rather than the frequency, power and intent. Though the study's aim was not to determine the validity of commonly used elements by researchers in their definition of respect, it was noted that the majority of respondents did not make mention of frequency, power and intent in their description of workplace interactions.

With regard to Odette employees' perception of workplace respect, it was described as workplaces containing respectful interactions, respectful treatment and supportive and involved members. With regard to workplace interactions, Odette employees described respect as interactions involving positive communication, knowledge of one another's roles, common courtesies, appropriate body language and positive facial expressions. Respectful treatment included treatment that is fair and equal while recognizing special needs and diversity and professional treatment that is mature and considerate. Supportive and involved members not only included management and leaders but also included coworkers and involved active listening, enforcement of policies, recognition and support.

With regard to implications of workplace interactions some of the staff believed that respect goes hand in hand with how an employee feels towards their role, colleagues and organization. Overall respectful and

disrespectful interactions were classified as either having a psychological/emotional impact or work related impact - either to their role at work or their work relationships.

NEXT STEP: It is suggested that the definition described by employees be used in Odette's RESPECT agreement. Using this version of the definition rather than a definition commonly used by researchers will provide for a more meaningful and valued agreement.

What remedial and prevention methods do Odette staff value?

Workplace respect is influenced by the ways in which organizations respond to employee complaints, promote awareness and prevent disrespectful behaviours. The study revealed Odette employees felt the organization should focus on four main areas: Involvement and support, Policies, Remedial responses and Workshops.

The study showed that Odette employees value upper management's full commitment including leading by example, commitment to the issue, managerial support and visible presence when disrespectful interactions take place. Odette staff also value clear and visible policies to avoid any confusion and serve as a reminder. Though workshops and information sessions were not a priority in comparison to other methods, Odette employees described the need for workshops that improve on individual competencies as well as promoting awareness. The final approach revealed in the study is remedial responses. It was identified that rewarding good behaviour, punishing bad behaviour and having complaints addressed by independent third parties are all valued methods.

NEXT STEP: It is suggested that current policies and practices related to leadership & management support and involvement, respect policies, workshops and information sessions and remedial responses be reviewed to determine the extent of adjustments need to be made.

What is currently taking place in the Odette work environment?

The general consensus from survey respondents is that they feel respected and when asked about the people who respected them, 91% and 81% felt that people inside and outside (respectively) their department treat them with respect. The majority of participants (87%) also agreed that Odette's culture welcomes diversity and practices respectful behaviour.

While there was general consensus of feeling respected, 27% of respondents felt their department or unit did not have a common understanding of respectful behavior. As well, less intense forms of disrespectful behaviour such as being ignored, malicious gossip, silent treatment and hurtful comments were reported as behaviours present within the workplace. In particular, these milder forms of interactions seem to occur more frequently in the nursing group.

In regards to how disrespectful interactions are being addressed there were a number of responses indicating no action was taken either by the parties involved or management. The majority of these cases involved the nursing and allied health group.

NEXT STEP: It could be beneficial to further investigate the topic of respectful workplace behaviours with key groups (eg. nursing) to determine what can be done to reduce disrespectful behaviours in these areas. This can be done through the use of surveys, focus groups or personal interviews.

NEXT STEP: In conjunction with reviewing policies related to remedial responses, it is suggested that management and employees are aware of how to address and recognize disrespectful behaviours. This can also be emphasized in information building workshops.

NEXT STEP: When re-surveying employees to determine if there was a change in perception, it is recommended the survey further investigate the presence of disrespectful behaviours – in particular milder forms of the behaviour. There are number of mild forms of negative behaviours and the original survey only inquired about a few. In particular, the 2nd survey can address behaviours that were specifically identified in employees' definition of workplace respect.

The survey can also investigate how remedial responses have changed since the implementation of RESPECT agreements. It is also suggested to include questions that will differentiate 'no action taken' between lack of management action and lack of action by employee (either by bringing it forward to management or personally resolving the issue with the perpetrator). Using close-ended questions can accomplish this.

TABLE OF CONTENTS

LIST OF FIGURES	VIII
LIST OF TABLES	VIII
CHAPTER 1: INTRODUCTION	1
1.1 INTRODUCTION	1
1.2 RESEARCH OBJECTIVE	1
1.3 ORGANIZATION OF REPORT	2
CHAPTER 2: BACKGROUND	3
2.1 ODETTE CANCER PROGRAM (ODETTE)	3
2.2 SUNNYBROOK'S RESPECT PROGRAM	3
CHAPTER 3: LITERATURE REVIEW & GUIDING QUESTIONS	4
3.1 INTRODUCTION	4
3.2 SECTORS AND OCCUPATIONS AT RISK	4
3.3 DEFINING RESPECT	5
3.3.1 FREQUENCY AND PERSISTENCY	5
3.3.2 BALANCE OF POWER	6
3.3.3 INTENTION	6
3.3.4 PERCEPTION	6
3.3.5 IMPLICATIONS	8
3.4 CULTURE & PRACTICES	9
3.4.1 REMEDIAL RESPONSES	10
3.4.2 PREVENTIVE PRACTICES	11
3.5 SUMMARY OF LITERATURE	13
3.6 GUIDING QUESTIONS & AIM OF STUDY	14
CHAPTER 4: RESEARCH METHODS	16
4.1 RESEARCH DESIGN	16
4.2 SURVEY	16
4.2.1 DESIGN	16
4.2.2 PARTICIPANT SELECTION	18
4.2.3 DELIVERY	18
4.3 METHOD OF ANALYSIS	18
4.3.1 CLOSED-ENDED QUESTIONS	18
4.3.2 OPEN-ENDED QUESTIONS	19
4.4 RESEARCH LIMITATIONS	19
CHAPTER 5: FINDINGS	20
5.1 RESPONSE RATES & SAMPLE CHARACTERISTICS	20
5.2 DEFINING RESPECT (AND DISRESPECT)	20
5.2.1 CHARACTERISTICS OF RESPECT (AND DISRESPECT)	20
5.2.2 IMPLICATIONS OF RESPECT (AND DISRESPECT)	24

5.3 ORGANIZATIONAL METHODS	25
5.4 CURRENT REALITY	28
CHAPTER 6: DISCUSSION	32
6.1 WHAT IS THE DEFINITION OF RESPECT THAT RESONATES WITH ODETTE STAFF?	32
6.2 WHAT INTERVENTION AND PREVENTION METHODS DO ODETTE STAFF VALUE?	33
6.3 WHAT IS CURRENTLY TAKING PLACE IN THE ODETTE WORK ENVIRONMENT?	34
CHAPTER 7: CONCLUSION AND NEXT STEPS	35
7.1 DEFINITION OF RESPECT	35
7.2 ORGANIZATION-WIDE PRACTICES	35
7.3 CURRENT REALITY	36
REFERENCES	37
APPENDICES	40
APPENDIX A: ODETTE CANCER PROGRAM – OESPECT SURVEY	40
APPENDIX B: SURVEY COMMUNICATION (COVERING LETTER, REMINDER, DEADLINE EXTENSION)	44
APPENDIX C: DEMOGRAPHIC CHARACTERISTICS	45
APPENDIX D: RESPONSE COUNT BY QUESTION	46
TABLE Q1	46
TABLE Q2-Q8	46
TABLE Q9 (PART1)	46
TABLE Q9 (PART2)	47
TABLE Q10 (PART1)	47
TABLE Q10 (PART2)	47
TABLE Q11	47
TABLE Q12-Q19	47
TABLE Q20	48
TABLE Q21	48
APPENDIX E: CROSS TABULATIONS	49
TABLE Q5 D1	49
TABLE Q11 D1	49

LIST OF FIGURES

<i>Figure 1: Classifications of Negative Workplace Interactions</i>	8
<i>Figure 2: Different Forms of Organizational Responses</i>	10
<i>Figure 3: Frequency of Common Disrespectful Behaviours</i>	29
<i>Figure 4: Frequency of Common Disrespectful Behaviours by Position</i>	29

LIST OF TABLES

<i>Table 1: Top 25 Negative Workplace Behaviours/Actions</i>	7
<i>Table 2: Summary of Common Strategies</i>	11
<i>Table 3: Rationale for Questions used in Odette’s Respect Survey</i>	16
<i>Table 4: Implications of Respectful and Disrespectful Interactions</i>	25

CHAPTER 1: INTRODUCTION

1.1 Introduction

In the past, research related to workplace respect primarily focused on workplace interactions based on sexual and racial discrimination. However, a growing body of research has emerged on workplace interactions regardless of affiliation to a particular group (Bulutlar and Oz, 2009; Kivimaki, Elovainio and Vahtera, 2000; Vartia, 2001).

There is also growing concern from researchers and organizations of the importance of understanding workplace interactions due to compelling evidence of consequences faced by employees and organizations. Studies have shown disrespectful workplace interactions can lead to negative consequences for an employees' role at work, mental health and physical well being (Bartlett and Bartlett, 2011; Einarsen, 1999; Saam, 2010). Research also provides evidence of the toll negative workplace interactions have on an organization, which can include increased financial costs due to high turnover and lower productivity, legal issues and lowered reputation (Bartlett and Bartlett, 2011).

Over the years studies have also identified a variety of behaviours that are commonly described as disrespectful. On one end of the spectrum there are highly intense forms that are violent and aggressive in nature such as theft, fraud, and vandalism (Robinson and Bennett, 1995). Moderately intense forms of disrespect involve behaviours that are manifested as psychological and emotional in nature, such as yelling, temper-tantrums, name calling, with-holding information and public humiliation (Lewis, Coursol and Wahl, 2002). On the opposite end of the spectrum lie the least intense forms of disrespect. These are described as inconsiderate or discourteous interactions such as disrupting colleagues and neglecting to say hello, please or thank you (Andersson and Pearson, 1999).

While abundant data on the topic exists, the majority of empirical evidence relates to the significant harmful consequences to employees and organizations and the types of disrespectful behaviours. Several questions remain unanswered. First, what constitutes negative workplace interactions is widely debated. Researchers do not have a single universal definition or term for the workplace issue. (Saunders, Huynh and Delahunty, 2007). Negative workplace interactions have been described using a variety of names including 'bullying' (Field, 2003), 'mobbing' (Leymann, 1996), 'workplace harassment' (Bowling and Beehr, 2006), 'workplace abuse' (Keashly, Trott and MacLean, 1994), incivility (Andersson and Pearson, 1999) and 'victimization' (Jockin, Arvey and McGue, 2001).¹

Secondly, little is known about how organizations can mitigate the implications of negative workplace behaviour. Due to the increasing awareness of this issue, many employers have written formal policies of conduct – which is a starting point – but it is far from a complete solution. Understanding fundamental concepts and examining perspectives of those in the work environment has been emphasized as a critical step in creating respectful workplaces (Namie and Namie, 2009). Literature presents a variety of theoretical approaches, however there is a paucity of research on the various methods organizations can use to address complaints, promote awareness and prevent disrespect.

1.2 Research Objective

Given the potential value of positive work relations, senior executives at Odette Cancer Program want to gain a better understanding of their workplace so they can build a work environment based on a foundation of respectful workplace behaviours. To accomplish this, the objective of the report is to

¹ For the purposes of this report, these terms will be described as either disrespectful behaviours/interactions or negative behaviours/interactions and will be used interchangeably throughout the remainder of the report.

answer the following three questions.

1. What is the definition of respect that resonates with Odette employees?
2. Which remedial and prevention methods do Odette employees value?
3. What is currently taking place in the Odette work environment?

Creating a definition of respect based on employee perceptions and experiences guarantees that both Odette's senior leadership and its employees share the same interpretation. The same interpretation ensures that any future policies or respect agreements clearly outline concepts valued and meaningful to Odette employees. Identifying intervention and prevention methods valued by Odette employees, allows Odette's senior leadership to develop tailored practices that are meaningful to employees. Lastly, understanding the current reality of company culture and what is taking place within the work environment allows senior leadership to determine where to focus their efforts.

1.3 Organization of Report

The report is comprised of seven chapters, including this introduction. Following this introduction, a background of the client – Odette Cancer Program – and the issue being researched is presented in Chapter 2. Chapter 3 provides a theoretical background of the concepts and presents theoretical concepts used to guide the research addressed in the survey. Chapter 4 presents the research design and methods used in this study and Chapter 5 outlines research findings and common themes. Chapter 6 provides a discussion and analysis of research findings and to conclude, Chapter 7 summarizes the key points addressed in the report and provides recommendations for next steps.

CHAPTER 2: BACKGROUND

2.1 Odette Cancer Program (Odette)

The Odette Cancer Program (Odette) is one of seven main programs at Sunnybrook Health Sciences Centre (Sunnybrook). Odette is a combination of both outpatient services located in the Odette Cancer Centre building and inpatient services located at the Sunnybrook campus. The program is one of Canada's largest comprehensive cancer prevention, research, teaching and treatment facilities. The centre is located in Toronto, Ontario, treats over 6000 patients annually and is comprised of staff, physicians, volunteers and students.²

2.2 Sunnybrook's RESPECT Program

To combat the outcomes of negative workplaces, the Human Resources and Organizational Development departments at Sunnybrook launched an organization-wide campaign (termed *RESPECT*) to promote and emphasize one of the organization's strategic goals - to create and build a work environment that is built on a foundation of respectful behaviour. The campaign entails revamping Sunnybrook's current organization-wide professional conduct policies and procedures and developing customized *RESPECT* Agreements (a declaration of working together developed with employee input) for each department. To accomplish this, Sunnybrook has provided its senior leadership team (comprised of all directors and managers) with basic guidelines for each department to implement a customized *RESPECT* Agreement.

Odette acknowledges the magnitude and impact of respectful workplace behaviour on its operations, employees and patients. As such, Odette would like to leverage the opportunity of Sunnybrook's *RESPECT* campaign by understanding and make meaning of the reality of Odette staff's perceptions and experiences to not only develop a *RESPECT* Agreement for Odette, but also to develop local *RESPECT* Agreements for each of Odette's units/teams. It is expected that developing *RESPECT* Agreements based on staff perceptions and experience will be more meaningful to staff and in turn will lead to positive outcomes due to the creation of respectful interactions. To build on Sunnybrook's *RESPECT* program Odette developed a working group comprised of managers from various disciplines and to oversee and execute the following phases:

- The first phase was the launch of Sunnybrook's organization-wide *RESPECT* campaign to members of its senior management team. This launch included an overview of corporate policies, guidelines and learning tools to create departmental *RESPECT* Agreements.
- The second phase was Odette's assessment of their employee perceptions and personal experiences. This phase involved gathering and analyzing results obtained from surveying Odette's staff.
- The third phase was broken into two concurrent parts. The first part was to present the results of the survey to Odette's staff and management and use the results along with Sunnybrook templates to develop local *RESPECT* agreements. The second part was to develop an organizational *RESPECT* agreement for Odette.
- The fourth and final phase is expected to take place a year after local *RESPECT* Agreements are implemented. It is expected that Odette will revisit the subject to determine how staff perceptions have changed since the development of their unit/team's local *RESPECT* Agreement. This will be accomplished through the use of another survey with the results of the original survey presented in this report providing a base for comparison.

² The report will refer to all the participants of the survey as either 'staff' or 'employees' throughout the remainder of this report.

CHAPTER 3: LITERATURE REVIEW & GUIDING QUESTIONS

3.1 Introduction

In the past, research on workplace interactions focused on severe behaviours associated with racial and sexual harassment. However, increasingly, studies are focusing on less intense behaviours and actions (Bulutlar and Oz, 2009/ Kivimaki et al. 2000; Vartia, 2001). This section provides a background and a foundation for the concepts addressed in the survey sent to Odette. Due to both the extensive body of work on workplace interactions and the specific needs of the client for this 598, this study did not examine the following:

- Disrespectful behaviour associated with harassment applied on the grounds of race, colour, ethnic origin, sex, sexual orientation, marital status, family status, age or disability.
- Characteristics of perpetrators or targets.
- Workplace interactions related to those that are not part of the workforce such as patient-staff interactions.

Though these elements are important, the topic is extremely broad and for the purpose of this report the topic was narrowed. The aim of the literature review was to provide a strong foundation for analysis set out in this study. This section will examine sectors and occupations which are at greater risk of being exposed to disrespectful behavior; the definition of workplace respect; factors influencing workplace interactions; and what organizations can do to respond to complaints, promote respect and prevent disrespect.

3.2 Sectors and Occupations at Risk

Negative workplace interactions can take place in any work environment. Research on this topic had previously been limited to work environments in the business and corporate realms. However, in the past decade, researchers have expanded their focus and begun investigating different sectors and occupational groups.

Several studies have shown that negative workplace behaviours are more common in the public sector than in the private sector, specifically within the healthcare environment (Beech and Leather, 2006; Lindy and Schaefer, 2010; Vartia, 2003; Zapf, Einarsen, Hoel and Vartia, 2003). A study conducted on 400 German victims of workplace bullying showed that employees of the health and social sector had a seven-fold increased risk in comparison to the private sector of being subjected to negative behaviours (Zapf et al. 2003). Possible reasons include multiple points of interaction, composition of various professional disciplines and large impact on the physical and mental well being of their customers (i.e patients). Since healthcare settings are unique from those in other industries, these unique factors can lead to stressful situations that can impact the way an individual interacts in their work environment (Kline, 1994; Quine, 1999).

In addition to expanding the focus of investigations to include different sectors, various occupational groups have also been researched. There is a general recognition that some occupational groups have an increased risk of exposure to negative interactions at work than others (Beech and Leather, 2006; Vartia, 2003). Studies show that a large number of negative workplace interactions impact the nursing profession (Beech and Leather, 2006; Lindy and Schaefer, 2010; Vartia, 2003; Kline, 1994; Quine, 1999).

3.3 Defining Respect

The topic of workplace respect is broad and complex. As a consequence, researchers have difficulties establishing a definition or a single universal term. The limits of the term ‘workplace’ are debated, but not as widely debated as the term ‘respect’ (Beech and Leather, 2006). The term ‘workplace’ has been argued in regard to the physical location of where a negative interaction takes place such as the organization’s home base or an interaction that takes place off-site such as workshops or home office for those employees working from home (Beech and Leather, 2006). Wherever negative interactions take place, most researchers agree that the term ‘workplace’ relates to interactions that take place between two or more individuals that have a work relationship (Saunders et al. 2007). The main debate revolves around the term ‘respect’. A review of literature has presented a variety of descriptors that are used to describe this workplace issue. Some of the commonly used terms for negative workplace interactions are workplace violence (Beech and Leather, 2006); harassment (Bowling and Beehr, 2006); abuse (Keashly et al. 1994); aggression (Rippon, 2000); deviance (Robinson and Bennett, 1995) and incivility (Andersson and Pearson, 1999). However, the majority of researchers use the term workplace bullying (Saunders et al. 2007; Rowell, 2005; Field, 2003).

Researchers - to describe negative workplace experiences - use the descriptors listed above depending on the level of intensity. Negative experiences that are violent and aggressive in nature and intended to physically harm someone or something, such as theft, fraud, and vandalism are the most intense form and often described as harassment, abusive, deviant or violent. (Robinson and Bennett, 1995; Bowling and Beehr, 2006). Negative experiences labeled as bullying, mobbing or social-undermining are moderately intense forms of behaviours that are manifested as psychological and emotional in nature, such as yelling, temper-tantrums, name calling, with-holding information and public humiliation. (Lewis et al. 2002). The least intense forms of workplace experiences are labeled as uncivil and described as inconsiderate or discourteous interactions such as disrupting colleagues and neglecting to say hello, please or thank you (Andersson and Pearson, 1999).

Although researchers have not agreed on a single universal term, there are five common definitional elements that most researchers use in their definition of disrespectful (vice versa respectful) workplace interactions: (1) frequent and persistent interactions; (2) power imbalance between target and perpetrator; (3) intent to harm; (4) negative perception of interaction by target and (5) negative impact from the interaction (Saunders et al. 2007). Although many researchers often use these elements in their definition of a disrespectful workplace interaction, some of the components are debated and considered non-essential. The two components that are rarely disputed are the target’s perception of the experience as negative and the negative consequences from the interaction. The remaining three components - frequency and persistence, power imbalance and intent to harm - are inconclusive and have been debated. (Saunders et al. 2007; Rowell, 2005; Parzefall and Salin, 2010).

3.3.1 Frequency and Persistency

While some degree of frequency is usually used when defining negative workplace interactions, there is no agreement on the extent and duration needed to define it (Cowie, Naylor, Rivers, Smith and Pereria, 2002). Some researchers feel that in order for an experience to be classified as a negative experience, the treatment must occur frequently and occur over a period of time and those conflicts that are short in duration or ‘one-off’ are generally easily resolved with minimal implications (Einarsen, 1999; Rayner and Keashly, 2005; Saunders et al. 2007; Leymann, 1996; Salin, 2003). Namie and Namie (2003) define bullying at work as “the repeated, health-harming mistreatment of a person by one or more workers...” (p.3). Leymann (1996) defines mobbing as “actions that occur on a very frequent basis (statistical definition: at least once a week) and over a long period of time (statistical definition: at least 6 months of duration)” (p. 168). These researchers along with others describe this workplace issue as repetitive

actions; however, there is inconclusive research to substantiate these claims. In a study conducted on members of the Federation of Municipal Officials, respondents felt they had been treated negatively and reported mental stress reactions but the duration of negative treatment was less than 6 months (Vartia, 2001).

3.3.2 Balance of Power

Imbalance of power is also used to define an interaction as disrespectful, implying that the target is always in an inferior position to the perpetrator and that the parties involved are not of equal strength (Parzefall and Salin, 2010; Saunders et al. 2007; Vartia, 2003). However, some studies have disputed the inferior position of the target - research has shown that perpetrators can be from individuals of equal or less power such as colleagues or subordinates (Parzefall and Salin, 2010; Einarsen, 1999). Einarsen (1999) defines workplace bullying as “the systematic persecution of a colleague, a subordinate, or a superior, which if continued may cause severe social, psychological and psychosomatic problems for the victim” (p.17).

3.3.3 Intention

The third criterion used by researchers to define this workplace issue is to determine whether the perpetrator had the intention of harming the target. Some researchers feel that intent plays a role in defining an experience as negative. Bowling and Beehr (2006) define workplace harassment as “interpersonal behaviour aimed at intentionally harming another employee in the workplace” (p 998). Whereas other researchers feel that both intentional and unintentional behaviours and actions can be considered a negative interaction (Parzefall and Salin, 2010; Andersson and Pearson, 1999). For example, someone who interrupts a colleague while they are speaking may not intend to be rude, however his/her colleagues may perceive the behaviour as negative.

3.3.4 Perception

An essential requirement in defining a workplace interaction as negative is that the target must perceive the interaction to be negative (Saunders et al. 2007). However, the perception of the interaction as negative is entirely subjective. What one perceives as negative can be entirely different from another person’s perception. A person’s attitudes, motives, interests, personal experiences, tolerance levels and even culture can all influence their perception (Parzefall and Salin, 2010). Furthermore, the perception of intent can also have an effect on perception of negativity. For example, a colleague who shouts and screams is more likely not to offend their target if the target knows that their colleague recently experienced a stressful event (Duffy, Ganster and Pagon, 2002).

This being said, based on target accounts, researchers have identified workplace behaviours that are commonly perceived as negative. The behaviours range from the covert and subtle to clearly aggressive. A study conducted by the Workplace Bullying Institute, a non-profit research organization, identified 25 negative workplace interactions related to workplace bullying (See Table 1).

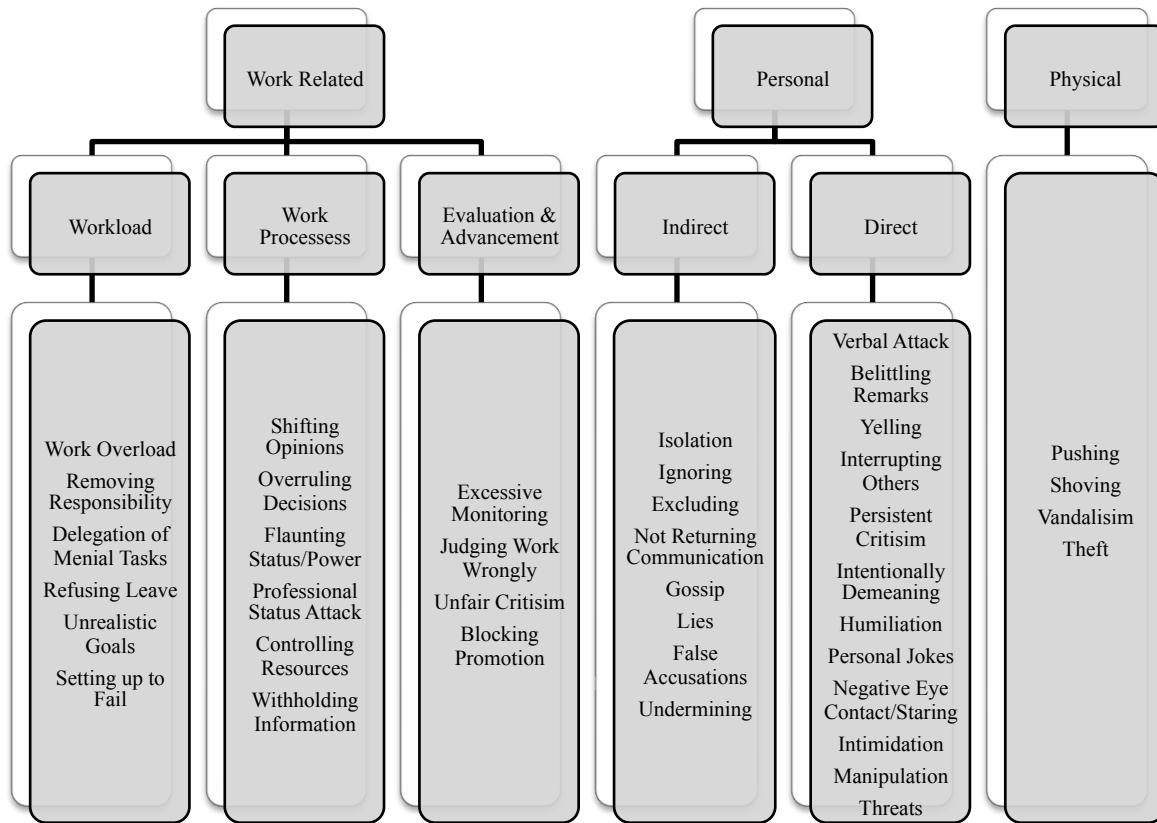
Table 1: Top 25 Negative Workplace Behaviours/Actions

1	Falsely accused someone of "errors" not actually made
2	Stared, glared, was nonverbally intimidating and was clearly showing hostility
3	Discounted the person's thoughts or feelings ("oh, that's silly") in meetings
4	Used the "silent treatment" to "ice out" and separate from others
5	Exhibited presumably uncontrollable mood swings in front of the group
6	Made up own rules on the fly that even she/he did not follow
7	Disregarded satisfactory or exemplary quality of completed work despite evidence
8	Harshly and constantly criticized having a different standard for the target
9	Started, or failed to stop, destructive rumors or gossip about the person
10	Encouraged people to turn against the person being tormented
11	Singled out and isolated one person from coworkers, either socially or physically
12	Publicly displayed gross, undignified, but not illegal, behavior
13	Yelled, screamed, threw tantrums in front of others to humiliate a person
14	Stole credit for work done by others (plagiarism)
15	Abused the evaluation process by lying about the person's performance
16	Declared target "insubordinate" for failing to follow arbitrary commands
17	Used confidential information about a person to humiliate privately or publicly
18	Retaliated against the person after a complaint was filed
19	Made verbal put-downs/insults based on gender, race, accent, age or language, disability
20	Assigned undesirable work as punishment
21	Created unrealistic demands (workload, deadlines, duties) for person singled out
22	Launched a baseless campaign to oust the person; effort not stopped by the employer
23	Encouraged the person to quit or transfer rather than to face more mistreatment
24	Sabotaged the person's contribution to a team goal and reward
25	Ensured failure of person's project by not performing required tasks, such as sign-offs, taking calls, working with collaborators

Though the list identified in Table 1 includes commonly reported negative workplace behaviours, the list is not exhaustive. In particular, the list issued by the Workplace Bullying Institute does not include interactions that are considered obnoxious and over time can grind down work relationships (Estes and Wang, 2008; Andersson and Pearson, 1999; Pearson and Porath, 2005). Behaviours and actions such as not showing up to meetings, not returning phone calls or emails, lack of greetings and habitually interrupting others are all examples of interactions that may not intend to be hurtful or disrespectful but over time can lead to negative feelings and deteriorated relationships (Gontheir, 2002). These behaviours are considered to be less intense and are labeled as uncivil (Andersson and Pearson, 1999).

Researchers classify negative workplace behaviours in various ways. Leymann (1996) classifies negative workplace behaviours in five categories: Manipulation of (1) victim's reputation; (2) victim's possibility of communicating with coworkers; (3) victim's social relationships; (4) the quality of victim's occupational and life situation; and (5) victim's health. Bartlett and Bartlett (2011) classify negative workplace behaviours into three categories - work related, personal and physical. Work related interactions are further broken down into three categories – workloads, work processes and evaluation & advancement. Negative interactions categorized as personal are either in the form of indirect or direct and finally interactions can be classified as physical. Though physical interactions are not common, it can and does take place in some work environments. These classifications and their corresponding workplace interactions are depicted in Figure 1.

Figure 1: Classifications of Negative Workplace Interactions



3.3.5 Implications

Another essential element in defining a workplace interaction is the implication the interaction has on the target or organization (Saunders et al. 2007). Social relationships and exchanges are complex, dynamic and capable of engendering intense feelings of both happiness and disappointment. Generally speaking, there is a positive correlation between an employee’s well being and their overall job satisfaction. As a result, the implications of negative work interactions are of great concern to organizations. Literature reveals a number of implications that emerge when an employee has experienced or observed negative workplace interactions. Similar to the types of negative behaviours, the impacts of disrespectful work interactions also range in severity and can be generally classified.

Individual Impacts

A review of the literature shows that impacts to employee can be classified into three categories – work-related, psychological and physical. Work-related implications often come in the form of sabotage, avoidance of work, absenteeism, concentration loss and the overall decline of job performance (Bartlett and Bartlett, 2011; Einarsen, 1999; Saunders et al. 2007; Saam, 2010; Kivimaki et al. 2000). Though these implications may occur often, they are less severe in comparison to psychological or physical ramifications that are often linked to negative behaviours (Rowell, 2005).

Studies have shown a significant positive correlation between mental and physical health outcomes and workplace interactions. In a study among the NHS community, respondents who experienced bullying in their work environment also reported higher levels of mental health symptoms in addition to lower overall

job satisfaction (Quine, 1999). Psychological health impacts reported by employees who have experienced or observed negative interactions are mood swings, sleep problems, feelings of shame, guilt, embarrassment and low self-esteem (Estes and Wang, 2008; Bartlett and Bartlett, 2011). Quine (1999) found mental health symptoms of stress, depression, anxiety and psychosomatic complaints in individuals who had encountered negative workplace behaviours. More severe implications have also been identified. Physical implications of hypertension, musculoskeletal health complaints and even heart attacks were identified as reactions to negative workplace behaviours. (Vartia, 2003; Kivimaki, 2003; Bartlett and Bartlett, 2011).

Organizational Impacts

Consequences of negative interactions affecting the organization can be classified as productivity, financial, culture and reputation. Productivity implications to the organization include increased absenteeism, missed deadlines and decreased performance (Bartlett and Bartlett, 2011; Ayoko, Callen and Hartel, 2003). Financial implications to the organization include increased costs for recruiting due to employee turnover and retention, worker compensation claims and legal claims (Bartlett and Bartlett, 2011; Namie and Namie, 2009). Consequences to organizations can also impact their culture and reputation. Decreased organizational commitment, ineffective teamwork, deteriorated relationships and reduced customer satisfactions are all examples of how an organization's culture and reputation can be affected by negative work interactions (Bartlett and Bartlett, 2011; Ayoko et al. 2003; Namie and Namie, 2009). In particular, employee turnover related to organizational commitment has been extensively researched (Bulutlar and Oz, 2009; Sandvik, 2006). Research has shown a negative correlation between organizational commitment and disrespectful workplace interactions (Bulutlar and Oz, 2009). In a recent study of disrespectful workplace behaviours, 46% of the respondents had the intention of quitting and 37% reported a decline in organizational commitment due to increased bullying (Bulutlar and Oz, 2009).

3.4 Culture & Practices

Why negative behaviours exist and common intervention and prevention responses used by organizations to eliminate these behaviours have been identified in literature. The possible reasons for negative workplace behaviour include cutthroat competition (Namie and Namie, 2003), envy, low self-esteem (Meglich, n.d.), personality of the victim, negative perception of leadership and low moral standards (Bulutlar and Oz, 2009).

A prominent factor that strongly influences how employees behave is organizational culture. Culture is embedded in the fabric of an organization and comprised of values and practices shared by its members that often dictate how members manage relationships and integrate relationships to operate successfully (Schein, 1983, as cited in Meglich, n.d.: pg 19). These values and practices are conveyed to its employees through various mechanisms such as formal statements of philosophy, reward and status systems, stories and myths about key people and events, leader reaction to critical incidents and crises, organizational structures and policies or procedures (Namie and Naime, 2003). Employees learn from their environment and if it is perceived or assumed that certain behaviours are the norm or rewarded, employees will follow along (Meglich, n.d.). Namie and Namie (2009) note that employees experience negative consequences if disrespectful treatment is condoned or learned from examples set out by their organization's representatives. It is also believed organizational culture conveying absolute intolerance to mistreatment backed by full commitment from top-level leaders can prevent the occurrence of negative behaviours (Namie and Namie, 2009).

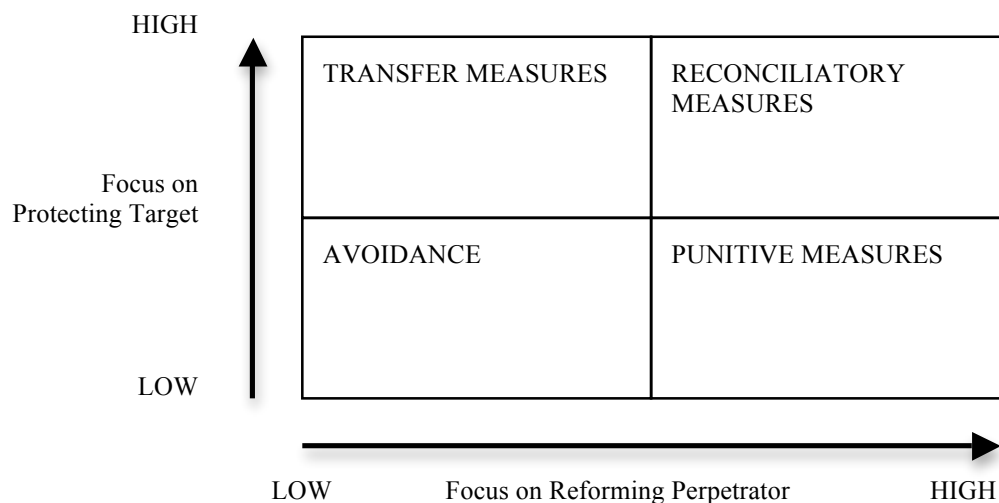
With potential consequences being significant, it is vital to consider how organizations cultivate environments that embody respectful interactions. Common strategies used by organizations vary in formality and require total commitment from top-level leadership, involvement of middle management and engagement of employees in order to be effective (Namie and Namie, 2009). There are a variety of

approaches used by researchers when classifying organizational responses to describe and explain their effectiveness. Most approaches are aligned with the assumption organizational responses are implemented as either a remedial response to a specific incident that has been brought to the attention of management or preventive responses in the form of organization-wide practices to promote awareness and prevent disrespectful behaviours. No single response is likely to eliminate disrespectful behaviour, however this section presents common responses used by organizations to intervene in specific incidents that have been reported and organization-wide practices used to prevent incidents from occurring in the future.

3.4.1 Remedial Responses

Namie and Namie (2003) state there are three possible responses when cases are reported to employers – the perpetrator is punished, the incident is ignored, or the perpetrator is rewarded. The theory outlined in Salin (2009) indicates a similar response theory as presented in Namie and Namie (2003). Salin (2009) goes one step further and explains remedial responses to cases reported to management vary depending on the extent to which management seek to modify perpetrator behaviour and the extent to which management seek to protect the target. Figure 2 provides a depiction of how organizational responses are categorized into four methods: a) transfer, b) reconciliatory, c) punitive and d) avoidance.

Figure 2: Different Forms of Organizational Responses



Transfer

Responses with a strong focus on protecting the target and a low focus on modifying the behaviour of the perpetrator are described as transfer measures and involve the transfer of either the victim or perpetrator. These types of measures usually do not address the root cause, however it prevents further victimization (Salin, 2009). Evidence indicates that the target is often transferred instead of the perpetrator especially in cases where the perpetrator is in a management role (Rayner, Hoel and Cooper, 2002).

Reconciliatory

Measures aimed at protecting the target and reforming the perpetrator are described as reconciliatory measures and usually include actions such as discussions with both parties, consulting health care services, counseling or training and third party mediation. While these measures have a high focus on both parties it is believed that these measures are useful in the early stages of conflict but are less effective in situations where the conflict has escalated (Salin, 2009).

Punitive

Responses that have a low focus on the target but a high focus on changing the behaviour of the perpetrator are described as punitive measures and include dismissal, demotion, no promotion or suspension. Punitive actions are measures taken to punish the perpetrator and send a clear message that the behaviour is unacceptable and could also deter others from behaving in a similar manner (Salin, 2009).

Avoidance

Some organizations choose to take no action at all to protect the target, modify the behaviour of the perpetrator or to prevent similar behaviours to continue. Salin (2009) explains some managers believe targets are weak and need to ‘toughen up’, that responding will not help the situation, the problem will disappear on its own or that intervening is not part of the management role. Some managers simply do not want to get involved in messy interpersonal conflicts (Pearson and Porath, 2005). Studies have shown that this approach worsens the situation and the negative experience weighs heavily on targets (Meglich, n.d.; Pearson and Porath, 2005).

3.4.2 Preventive Practices

To combat the consequences of negative behaviour, organization-wide practices are often used to promote awareness and prevent disrespectful behaviour from taking place by enhancing mutual respect in work environments. Researchers have identified environmental assessments as the first step in building respect. Namie and Namie (2009) recommend that organizations should examine the environment prior to implementing common organization-wide practices. The authors note assessments through the use of surveys and/or focus groups can identify detailed information about employee perceptions including the extent to which employees feel confronted with disrespectful behaviours. Organization-wide assessments can also identify various facets of the work environment including the presence and types of negative behaviours, how management addresses complaints and overall employee perceptions of their work place. The assessments provide the organization with information so they are better equipped to develop promotion and preventive practices that are meaningful to their employees. Table 2 summarizes commonly used practices.

Table 2: Summary of Common Strategies

SUPPORT	<ul style="list-style-type: none">• Training supervisors in building positive relationships with his/her team• Training employees in building positive relationships with colleagues• Investing in resources to increase team collaboration and decrease competition• Creation of appropriate reward and recognition programs
POLICIES	<ul style="list-style-type: none">• Create stand-alone policies to emphasize the seriousness and importance of the issue• Disseminate policies through various methods to ensure employee receipt• Clearly outline what is and what is not acceptable• Enforce policies and follow-up on decisions
EDUCATION	<ul style="list-style-type: none">• Providing information based workshops to educate, raise awareness and recognize disrespectful behaviour• Providing skills based workshops to increase individual competencies
EVALUATION	<ul style="list-style-type: none">• Conduct exit interviews• Thorough reference checks for new hires• Interview questions should assess respectful and ethical behaviours in interviews• Use of multi-rater systems• Performance evaluations should assess expectations of individual competencies• Clarify role responsibilities and lines of authority

Support

Experiencing or witnessing disrespectful behaviour can lead to increased levels of stress (Meglich, n.d.). To reduce the levels of stress felt by employees, organizations need to provide both emotional and instrumental support to their staff. Emotional support is associated with empathy, listening, caring, communicating shared experiences and demonstrating concern (Rowell, 2005). Meglich (n.d.) notes that emotional support can take on one of three forms – positive, negative and non-work related. Positive support focuses on the good things that take place in the workplace, negative support focuses on the bad things that take place in the workplace with an emphasis on sympathy and non-work related support on the life outside of work which can serve to distract the individual from work related issues and instead focus on more pleasant topics. Instrumental support provides employees with physical, tangible aid and assistance, and can come in the form of knowledge, advice, and counseling or stress reduction workshops (Bulutlar and Oz, 2009).

Bulutlar and Oz (2009) noted that employees who receive support from their supervisors and coworkers are better able to cope with emotional exhaustion, are less likely to burnout, and have greater organizational commitment than those who do not. It is also believed that employees who are targets or witnesses of negative behaviour are more likely to report the incident if they feel they are supported (Rowell, 2005).

Policies and Procedures

Policies and procedures are important to have in workplaces since they guide and give employees boundaries of acceptable work behaviour. A number of factors impact the effectiveness of policies. First, policies should communicate commitment of leaders. Research has shown that policies are more effective when employees believe their leaders are committed and serious about the issue (Meglich, n.d.; Pearson and Porath, 2005). Stand-alone policies can communicate the magnitude and importance of building a respectful work environment over policies embedded within other general company policies.

Second, ensure all employees are aware of policies. Policies should be communicated through various methods. Dissemination can take place through emails, employee handbooks, orientation programs and organization's internal and external websites (Meglich, n.d.). Third, policies should clearly define and outline the issue at hand. A clear definition of what behaviour is acceptable and what behaviour is not acceptable will prevent any confusion (Pearson and Porath, 2005). Fourth, policies should include step-by-step guidelines of how to address and report incidents in a manner that allows employees to speak in confidence and without fear of reprisal (Meglich, n.d.). The last factor influencing the effectiveness of policies is enforcement and follow-up. Unenforced policies can promote employee cynicism (Namie and Namie, 2009). Additionally, targets and observers who report complaints but are not kept informed of the final outcome guarantees employees feel ignored and unsupported by management. Informing employees of next steps and final decisions creates a sense of relief and support and strengthens the organization's commitment to the issue and the employees' perceived trust towards the organization (Namie and Namie, 2009).

Education & Training

Once policies have been developed, organizations often use on-going training to promote their policies in addition to educating employees on how to identify, confront and report disrespectful behaviour. Informal education techniques are also used including distribution of articles or encouraging management and employees to speak to their team and colleagues about personal workplace experiences (Namie and Namie, 2009). Skills based workshops are also utilized. Improving individual competencies such as conflict resolution, stress management, listening and coaching are useful in creating work environments that embody respectful interactions (Pearson and Porath, 2005).

Evaluation Practices

Evaluation practices involve assessing current, new and former employees. These practices allow management to reward good behaviour, gather comprehensive information about work experiences and deter negative behaviour. Current employees can be assessed through performance evaluations. An assessment of expectations of competencies such as listening, coaching and conflict resolution can be tied to performance and career advancement evaluations (Pearson and Porath, 2005). Communicating role responsibilities can also reduce negative behaviour. It has been identified that role related stress due to ambiguity and confusion causes negative behaviour. Providing clear role responsibilities can minimize any confusion, thereby eliminating stress and as a result negative behaviour (Meglich, n.d.).

Multi-rater evaluation systems can also be incorporated through performance evaluations. Systems such as 360^o evaluations allow multiple evaluations of employees including supervisors. These systems have their advantages and disadvantages. While there is the fear that information could be biased and not fully honest, these systems can provide a comprehensive picture of individual behaviours, reduce the possibility of disrespectful behaviours due to the fear of being evaluated by coworkers or subordinates and can increase the lines of communication (Namie and Namie, 2009).

With regard to new employees entering the workplace, hiring practices should include rigorous assessment during the hiring stage. Pearson and Porath's (2005) poll of executives indicated the best way to foster and reinforce respect is to hire respectful employees. To avoid hiring employees that are disrespectful, references should be checked thoroughly, especially when the candidate will be part of management. Interview questions related to workplace behaviours should also be addressed and assessed during the interview process (Pearson and Porath, 2005).

Employees leaving the organization are also a great source of information. Exiting employees should have the opportunity to provide confidential information about their personal work experiences through exit interviews. Pearson and Porath (2005) note that for every eight employees who see themselves as targets of negative behaviour, one is likely to exit and of those who leave due to experiencing or observing negative behaviour, will not report the real reason they are leaving. By providing exiting employees a platform to communicate their work experiences, organizations gain a better understanding of the workplace to improve future workplace interactions.

3.5 Summary of Literature

The information presented in the literature review identified three factors that influence workplace respect. The first is the individual perception of workplace interactions and their implications. The perception of negative interactions is entirely subjective and while there are commonly reported negative behaviours one person's perception of behaviour may be different to another person's perception of that same behaviour. This being said, researchers have identified common components used in many definitions – frequency, power imbalance, intent, perception and implication. The components of perception and implication are the least debated and considered essential in defining respect.

The second factor that influences workplace respect are the ways in which organizations respond to employee complaints, promote awareness and prevent disrespectful behaviours. A variety of methods were presented, all of which requires total commitment from top-level leadership, involvement of middle management and engagement of employees in order to be effective. Most researchers presented approaches aligned with the assumption that no single approach is likely to eliminate disrespectful behaviour.

The third factor that influences workplace respect is the current reality of the work environment and company culture. The values and practices embedded in the organization's work environment and culture dictate how employees behave. Whether it is conveyed through formal statements of philosophy, reward

and status systems, stories and myths about key people and events, leader reaction to critical incidents and crises, organizational structures, policies or procedures, employees learn from their environment. If it is perceived that certain behaviours are the norm or condoned, it is more likely for disrespectful interactions to exist within a work environment.

3.6 Guiding Questions & Aim of Study

The relationship between employee and employer has been described as an exchange relationship and a concept of the exchange relationship that provides an explanation for understanding the connection between both parties is the psychological contract (Shore and Tetrick, 1994; Atkinson, 2007; Bellou, 2007). The psychological contract is a set of rules and expectations that form a basis for continuing commitment of an employee to their employer (Saunders et al. 2007). The psychological contract is also characterized as being unwritten (Rousseau, 1989) and is not a typical contract, in that only the employee contributes to the contract; the employer only has an understanding (Morrison and Robinson, 1997). Psychological contracts have also been described as being either transactional or relational. Transactional contracts are based on the principles of economic exchange and are composed of specific, short-term and monetary obligations. Alternatively, relational contracts are based on expectations of mutual trust and respect and are composed of broad, open-ended expectations such as loyalty and support (Rousseau and Parks, 1993; Morrison and Robinson, 1997).

Due to these subjective elements, psychological contracts – in particular relational contracts - are likely to evoke strong negative feelings from an employee if there is a violation of their contract (Shore and Tetrick, 1994). Violations of psychological contracts take place when it is perceived by the employee that the employer has failed to fulfill expectations and as a result leads to negative consequences (Saunders et al. 2007). The negative consequences of psychological contracts are similar to those of a disrespectful workplace. In a survey conducted by Knights and Kennedys (2005) of executive personnel from the public sector, findings indicated that there was a strong negative correlation between psychological contract violations and both organizational commitment and job satisfaction. It is believed that by failing to protect the target from mistreatment the employer has violated the psychological contract, which then results in perceived negativity of the workplace (Saunders et al. 2007).

Due to the similarities between workplace respect and psychological contracts, the current investigation of Odette's work environment is guided by the broad assumption that key factors influencing employees' perceptions of workplace respect are also key factors influencing employees' psychological contracts. Literature has emphasized three key elements that influence workplace respect: definition of respect, specifically perceptions of behaviour and implications; organization-wide remedial and prevention methods; and current work environment and culture. As a result, these three elements informed survey questions and organization of results and discussion in Chapter 5 and 6. It is expected the examination of employee perceptions and experiences will answer the following questions:

1. What is the definition of respect that resonates with Odette employees?
2. Which remedial and prevention methods do Odette employees value?
3. What is currently taking place in Odette's work environment?

Based on the broad assumption that factors influencing workplace respect are similar to factors influencing employee psychological contracts, the answers to these questions will not only provide insight into Odette's work environment, but they will also identify the rules and expectations that are valued by employees. As a result not only does the client gain a better understanding of their work environment, the client will also gain a better understanding of their employees' psychological contracts, reducing the risk of violating contracts resulting in negative consequences.

CHAPTER 4: RESEARCH METHODS

4.1 Research Design

As mentioned in the previous section, this study aims to answer three questions. The first is determining the definition of respect so that the term resonates with Odette staff; secondly what organizational practices do Odette employees' value and lastly, what is currently taking place in the Odette work environment. To accomplish this, a survey - in addition to a literature review - was chosen to provide the client with fundamental concepts and employee perceptions of their work environment and personal experiences related to workplace respect.

4.2 Survey

4.2.1 Design

The questions used in the survey were developed through consultations with the client (See Appendix A for survey). Over a number of meetings it was determined that the survey should include demographic questions as well as both open and closed-ended questions. The use of open-ended questions would provide rich detailed responses, while those participants who choose not to provide detailed responses could still supply input of their perceptions by answering close-ended questions. Demographic questions were used to generalize the sample of respondents and determine the demographic characteristics (if any) of themes that would be drawn out from the analysis of results.

The literature used to develop a conceptual framework for the research informed the design of each of the survey questions. First, literature revealed two essential criteria in defining respect: perception of behaviour or action and implication of behaviour or action. For this reason, questions were asked to explore what participants believed to be respectful and disrespectful behaviours and actions and their corresponding implications. Second, literature presented intervention and prevention methods used by organizations to either respond to complaints, promote respect or prevent disrespect. As such, questions were asked to explore what participants believed to be valuable methods. Finally, literature emphasized the strong influence of company culture on its members and the need for workplace assessments to gain a better understanding of the work environment. As a result, questions were asked to explore participants' perceptions of organizational practices, philosophies and overall general work environment. The rationale for each question (aside from demographic questions) used in the survey are listed in Table 3 and recorded as follows:

- DEFINITION: To examine employee's definitions of respect (and as a result, disrespect).
- METHODS: To identify organizational practices valued by employees.
- CURRENT ENVIRONMENT: To explore employees' perceptions of the current reality of the work environment and company culture.

Table 3: Rationale for Questions used in Odette's Respect Survey

Questions used in Survey	Open/Close Ended Question	Rationale for Question
What does Respect in the Workplace look like to you?	Open	DEFINITION
The people I work with IN my department/unit treat me with respect.	Closed	CURRENT ENVIRONMENT
The people I work with OUTSIDE my department/unit treat me with respect.	Closed	CURRENT ENVIRONMENT
My department/unit has a common understanding of respectful behaviour.	Closed	CURRENT ENVIRONMENT
Disputes and conflicts are generally resolved without	Closed	CURRENT

Questions used in Survey	Open/Close Ended Question	Rationale for Question
management and/or Human Resources intervention		ENVIRONMENT
My working environment welcomes diversity in the workplace.	Closed	CURRENT ENVIRONMENT
The Odette Cancer Program culture honors and practices respectful behavior.	Closed	CURRENT ENVIRONMENT
I feel respected as a member of the Odette Cancer Program community.	Closed	CURRENT ENVIRONMENT
Give an example of when someone you work with has treated you with respect (Please no identifying characteristics). How have you been impacted by the respectful behaviour?	Open	DEFINITION
Give an example of when someone you work with has not treated you with respect (Please no identifying characteristics). How have you been impacted by the disrespectful behaviour?	Open	DEFINITION
In your experience, how has disrespectful behaviour been addressed in your department/unit?	Open	CURRENT ENVIRONMENT
<i>In the last month I have witnessed:</i> <ul style="list-style-type: none"> - Being ignored - Silent Treatment - Malicious Gossip - Sarcastic and hurtful comments - Outbursts of temper - Yelling - Pushing - Threatening 	Closed	CURRENT ENVIRONMENT
What do you think could be done to have the most effect on fostering respect within your workplace?	Open	METHODS
Based upon your experience, please prioritize each of the following actions for promoting respectful behavior. Circle a "1" next to the action that is top priority, a "2" to the action that is a bit less of a priority, and so on until "5" which would be not at all a priority. Remember, no two actions can have the same ranking. <ul style="list-style-type: none"> - One-time workshops related to respect in the workplace. - Regular TEAM meetings to discuss workplace behaviour. - Regular INDIVIDUAL meetings with your manager / supervisor to discuss workplace behaviour. - Communicated rules of what is and is not acceptable in regards to workplace behaviour. - Clear description of yours and your colleague's job responsibilities, lines of authorities and job expectations 	Closed	METHODS
Do you have any other suggestions or comments	Open	CURRENT ENVIRONMENT / DEFINITION / METHODS

4.2.2 Participant Selection

Odette employs a variety of employees that range in discipline and demographics. In order to gain a better understanding of the entire work environment, the survey was made available to ALL employees, which includes physicians, nurses, allied health personnel, administrative staff, students, volunteers and housekeeping staff. In addition, employees in both inpatient and outpatient units were included. The only determining factor of selecting participants was that the individual must work for the Odette Cancer Program.

4.2.3 Delivery

The link to the survey was sent to participants by email and hard copies were delivered to common staff rooms on April 19th, 2010. Participation was voluntary. The covering letter for both email and hard copy versions outlined information regarding the survey, its intended use, instructions for completing the survey, confidentiality of results and information regarding implied consent. The email contained a link to the online version (through survey monkey) and was emailed to all staff that belonged to the Odette Cancer Centre, C2, C6, and D6 email distribution lists. In addition, a hard copy version of the survey was also made available to all Odette staff. Those individuals in specific locations who did not have access to a computer during work hours or those participants who preferred a hard copy had the ability to choose which version of the survey to use. The survey was open for a six-week period from April 19th, 2010 to May 27th, 2010 and a reminder email was sent on May 5th, 2010 about the survey deadline (See Appendix B for all communication sent to participants).

4.3 Method of Analysis

Prior to conducting an analysis, the results were gathered into a database and each participant was given a reference ID (RS-1...RS-n).³ To easily identify each participant's response to every question, a reference ID was also allotted to each survey question⁴. The results were then checked for incomplete information. The third party survey collection tool used uploaded all surveys, including those that were started but not completed. Surveys including only demographic information were removed since demographic information on its own does not provide any value. Finally, the results were reviewed to remove identifying comments. For example, responses including a person's name was removed and replaced with "[NAME OF PERSON]" to ensure the results did not identify specific people. Once results were cleaned and prepared for analysis, the responses were then coded as a number. The number allocated to each question's response was based on the type of question (closed-ended or open-ended).

4.3.1 Closed-ended Questions

Closed-ended questions were coded with a number based on the possible responses available (1...n). Once all responses were labeled, closed-ended, non-demographic questions were further analyzed and grouped into broader themes depending on the scaling system used.⁵ The questions were then sorted and counted

³ "n" means the number of responses to the question or statement. The "n" can change for each question or statement

⁴ Non-demographic questions were given reference ID numbers from Q1 to Qn. Demographic questions were given reference ID numbers from D1 to Dn.

⁵ Close-ended questions that used 4-point agreement scale (Strongly Agree/Agree/Disagree/Strongly Disagree) were grouped in the analysis into broader themes of Agreement (Strongly Agree/Agree) and Disagreement (Disagree/Strongly Disagree).

Close-ended questions that used a 4-point frequency scale (Always/Often/Seldom/Never) were grouped in the analysis into broader themes of Frequent (Always/Often) and Not Frequent (Seldom/Never).

Close-ended questions that used a 5-point rating scale (Top/High/Mid/Low/Not) were grouped in the analysis into broader themes of High Priority (Top/High), Low Priority (Mid/Low) and Not a Priority (Not).

to determine the frequency of responses.⁶

4.3.2 Open-ended Questions

Open-ended questions were reviewed individually and labeled according to the areas of focus or sub-theme(s) that emerged in the content of the response. The majority of open-ended responses included content that fell under multiple themes and therefore were coded with more than one number. Responses that contained unique content, which did not fall into a specific theme or category, were coded as “OTHER”. Those responses that contained no information were coded with “99”.

4.4 Research Limitations

Like all research methods, there were limitations present with the research method chosen. The surveying method presented four main limitations that should be taken into consideration when interpreting and applying the results.

1. The email invitation that contained the survey link may not have reached all staff members. Those staff members who were not included on distribution email lists, had a full inbox, or were out of the office for the time period the survey was open, are all reasons why the email may have not reached everyone.
2. Surveying as a method of collecting information only allows for a shallow understanding of individuals’ experiences. However, surveying does allow us to hear from a large group and gives the researcher the ability to generalize the findings to the larger group.
3. Surveying method relies on a self-report method of data collection. Intentional deception, poor memory, or misunderstanding of the question can contribute to inaccuracies in the data.
4. Due to the sensitive nature of the survey topic, some individuals chose not to respond. These individuals may have provided different responses from the individuals who did respond.

⁶ Since sample sizes are not the same for each question, it was easier to look at the percentages of respondents in the sample to make a comparison between the answers.

CHAPTER 5: FINDINGS

This section will present a summary of relevant findings from the survey sent to all Odette staff. The survey questions generated a variety of responses about workplace respect. The broad themes that emerged from the qualitative questions and the frequency of responses from the quantitative questions are presented below in one of four sections. Section 5.1 introduces findings about response rates and participant characteristics. Section 5.2 summarizes responses and presents the broad themes of respect – specifically its characteristics of respectful and disrespectful behaviours and implications of respectful and disrespectful behaviours. Section 5.3 presents findings related to organizational methods used to respond to complaints, promote awareness or prevent disrespect in the workplace. Finally, Section 5.4 presents findings related to the current reality of Odette’s work environment. Detailed information such as response counts can be found in Appendix D.

5.1 Response Rates & Sample Characteristics

The response rate for the survey was difficult to calculate. Total number of email addresses in each distribution list plus volunteers and housekeeping staff (volunteers and hospital staff do not have email addresses and therefore are not part of the distribution list) were added together to determine the total sample. However, this number is not accurate. This is due to the following:

- Duplicate Emails - Some employees are listed in more than one email distribution list depending on their role at Odette.
- Non-Active Employees - Email addresses are not always deactivated or updated in the system in a timely manner. Therefore those staff members who are no longer working for Odette may have been included on the distribution list.
- Bounce Backs - There were a number of ‘bounce backs’ due to full inboxes.

That said the items above were not expected to have a material impact on the overall numbers. Of the 1164 invitations sent out, 190 staff responded, resulting in a response rate of 16%. The majority of the participants chose to respond to the online version of the survey. Only 12 participants completed the hard copy version.

Of the 190 staff that responded, approximately 30% of the respondents chose not to respond to demographic questions. However, of the sample that did respond, it was concluded that the majority of the participants were women between the ages of 40 and 59, who work fulltime in administration, allied health or nursing in an outpatient setting (See Appendix C).

5.2 Defining Respect (and Disrespect)

5.2.1 Characteristics of Respect (and Disrespect)

Survey participants were asked multiple questions regarding the types of behaviours they believed or personally experienced that were respectful and vice versa - disrespectful.⁷ Thirteen themes were revealed from survey responses. Each theme’s description and sample quotes are as follows⁸:

⁷ In situations where respondents defined certain interactions as disrespectful, the investigator has taken the opposite of those interactions to define respect. For example if responses identified lack of common courtesies such as greetings as disrespectful the opposite of this – the presences of common courtesies - was assumed to be respectful.

⁸ The choice of quote presented in this report is an arbitrary assignment by the researcher.

Equality:

A majority of participants felt that respectful interactions are those that treat members of the workplace equally and with fairness. It was also evident from the responses that one's treatment should be equal to the treatment sought out. Furthermore, participants also emphasized that while interactions need to be equal. Interactions also need to recognize special needs and diversity.

1. "Respect in the workplace to me means honouring the humanity in every person ... it means treating everyone as a valued member of the larger team from the cleaner to the CEO."
2. "Treating people the way you'd like to be treated"
3. "Be courteous to each other despite differences in work style, belief, points of view, etc."
4. "It means not looking down upon others based on social status, education level, class, gender, race"
5. "Respect in the workplace means that we should always take into consideration the multicultural background of all individuals working here. Do not make hasty judgments...there may be a reason for certain behaviours that are very cultural."
6. "Consideration for different viewpoints, philosophies, physical abilities, beliefs and personalities."
7. "Whenever lunches are ordered for our area a special effort is made not to order any dishes with pork due to my religious background."
8. "As a young professional I find that the Odette Cancer Centre is the first place I have worked where I have been respected despite the fact that I am among the youngest people who work here. I have found the OCC to be extremely respectful of my professional experience."
9. "I have a manager that respects my personal needs at work and has made it possible for me to continue to work here based on my needs."

Positive Communication:

Many participants felt communication (either written or verbal) is a key element of respectful interactions. Responses indicated that respectful interactions should include communication that is open, honest and free of inappropriate language and tone. It was also noted that information and decisions need to be shared with those involved and individuals need to follow up and be responsive. Finally, there was an indication of how differences are communicated. It was identified that participants felt difference in opinions or communication of feedback should be conducted in a calm, non-hostile manner free of public humiliation. A number of respondents described disrespectful experiences of being publically criticized or yelled at.

1. "Respect means talking to your co-worker with a proper tone of voice"
2. "To never ignore, gossip, yell, push, threaten, speak hurtful or sarcastic comments to your co-workers"
3. "Not being lied to"
4. "Not talking too loud if you have to interrupt, apologize or say "do you have a minute?"
5. "When I made a mistake, a colleague didn't belittle me; she asked me what I could learn from this and how could I implement changes so it didn't happen again"
6. "I have been involved in a meeting situation where an individual may not agree with a statement I have made. They tell me they do not agree with me, explain why they can't agree. They then ask me to share with them why I think the opposite from them. There is no hostility involved, just a general conversation about seeing things from both sides. In the end, we agree to disagree and move on."
7. "I felt respected when someone followed up with me regarding a concern I had about a colleague. This individual took time out of her busy schedule to meet with me and address the concerns I was having."

Professionalism:

Several participants believed that interactions that are respectful are “professional”. Professionalism was described as interactions that are mature, considerate, kind, civil and courteous.

1. “Respectful means to be treated with courteous and kind attitude.”
2. “It means being treated in a civilized, non-condescending, courteous and business-like manner.”
3. “Being polite to your colleagues”
4. “Civil interactions with others”
5. “Maturity and restraint under stress”

Listening/Input:

Survey participants noted that being respected involves listening and asking for input. A number of responses specified respectful experiences where ideas were accepted or sought out, different points of views were listened to, decisions were made with input from others or employees were asked to provide assistance.

1. “It means listening and accepting the ideas of my colleagues even if they are different from my own”
2. “Decisions are made with input from all pertinent team members or their representatives as much as possible.”
3. “My manager was dealing with a difficult work-related situation and asked if she could have a few minutes of my time to review her strategy with me. Throughout our discussion I learned that she held off acting on her strategy until she could "run it by me" because she valued my opinion and input on the situation.”
4. “I have been shown respect for my experience and knowledge in being asked to provide assistance on special projects.”
5. “When I learned a new computer program, she asked to teach it to her and explain it so she could learn as well.”
6. “Staff is approached prior to implement changes in their work environment, to discuss pros/cons of change plans with open verbal communication. Staff’s input was taken sincerely into consideration.”
7. “I feel that whenever I’ve had a concern re patient care from my managers that the concern is looked into in a thoughtful way. This makes me feel that my concerns have been taken seriously”

Recognition & Appreciation:

Respondents indicated the importance of showing appreciation and recognizing of the people around you and the work they do.

1. Recognition that I am competent and able to do my job with little or no interference.
2. Everyone acknowledges everyone's contribution and particular expertise in the workplace.
3. Acknowledgment of our abilities and hard work. Appreciation for what we bring to the workplace through our knowledge, expertise and hard work.
4. Respect means being able to recognize and appreciate the knowledge, skills and abilities of other health care professionals to work collaboratively with patients and families.
5. Introduction and credit to me given me to other people.

Collaboration:

Working effectively with colleagues and team members towards a common goal was an element that participants expressed as respectful.

1. “It means collaboration and professional conduct amongst one another.”
2. “Working together for a common goal”
3. “Collaborative working relationships where diversity of ideas are encouraged. Working as a team to meet common goals and recognition of all contributions”
4. “Working with my colleague and making informed decisions together accepting each other’s ideas. Also when we disagreed on a particular decision (not treatment delivery related), we agreed to disagree and had mutual respect for each other and our own individual ideas.”

Support & Involvement:

Having support & involvement of managers and co-workers is believed to be an element of respectful workplace interactions by survey respondents. This included constructive feedback, equal distribution of work and open door policy. A few responses also included equitable monetary support as a form of respect.

1. “Having a supervisor with an open door policy.”
2. “Equitable rates of pay and workload distribution. Individual and group feedback.”
3. “Managers/supervisors should be supporting their own staff (understanding the work flow and stress) and should be standing up for their staff when they are wrongly accused.”
4. “I was going through a difficult personal time. Staff supported me offered me help to ease the stress and comforted me.”
5. “The few times that I have not felt well while working the staff would understand, show concern and except my apologies for having to leave early.”

Accountability:

A few participants felt that being accountable for your behaviour, actions and work is considered respectful. A few responses also emphasized that workplace interactions are the responsibility of everyone to ensure a respectful work environment.

1. “Respect extends beyond working hours to include responsible and accountable behaviour with regard to privacy issues and professional development.”
2. “Interactions between individuals should be conducted in a respectful manner no matter the content of the discussion. We have a joint responsibility to preserve the psychological safety of all our colleagues.”
3. “Being accountable to your colleagues and patients”

Policies:

Survey responses included the enforcement and development of policies and practices for everyone to follow. It was also outlined in responses that policies need to be set through examples.

1. “Follow up on issues”
2. “Following policies and rules. Setting a good example for other staff and students- professional dress, hair back etc”
3. “Having no fear of reprisal if I had to complain or deal with complaints. “
4. “There should be an apology policy that is enforceable.”

Common Courtesies:

The used of common courtesies was presented by participants. This included the use of good manners and greetings; the terms 'please' and 'thank you' and apologies. Participants also indicated the need to be mindful of time by not being late and making and disseminating decisions in a timely manner. A couple of respondents also described respectful experiences as having their names learned.

1. "Being respectful of other's time (eg. Attending meetings on time)"
2. "All information which may affect the working environment is disseminated in a timely manner."
3. "When I ask for something to be addressed, most times it is dealt with in a timely manner."
4. "Always apologizing when coming to my desk, i.e. sorry to interrupt you. When you have the chance, no rush, can you do this? Saying Thank you".
5. "The very first day I started volunteering, the nurse I work with greeted me with a big hug."
6. I have also been thanked countless times verbally, via email and hand written cards."
7. "I get a Christmas card every year thanking me
8. "When a member of staff asks how are you today"

Knowledge of Roles:

Participants believed that respectful interactions should include the knowledge of roles for the people that you work with. It was added that recognizing role specialty is considered to be respectful.

1. "Recognizing the role specialty and training of that particular team member and allowing them to act within that role to the extent they're entitled / able to."
2. "Understanding what I do."
3. "Managers/supervisors should understand flow and work instead of making unreasonable request to staff when they actually do not know workflow"

Facial Expressions & Body Language:

A few participants indicated disrespectful interactions as negative facial expressions or body language. Participants believed that smiles, making eye contact and facing those speaking are also respectful facial and body language practices.

1. "When someone gives me a frown face"
2. "Not looking at me when I spoke and carried on walking."
3. "The particular person looked at me in an angry manner and asked me to get out of the way."

Positive Feelings:

When asked about the meaning of respect, many participants expressed the positive emotions that individuals feel about the general work environment. Feelings of happiness, comfort and importance were all examples described by respondents.

1. "Comfortable in my work and to the colleagues around"
2. "Made to feel an important part of the pt team."
3. "Being treated in a way that makes me feel valued"
4. "It is about feeling valued. It is about standing tall and feeling proud of ourselves"
5. "A healthy work environment where people feel comfortable with each other."

5.2.2 Implications of Respect (and Disrespect)

Three themes were revealed when participants were asked about how they have been effected by respectful and disrespectful workplace interactions. Three themes emerged from responses – psychological/emotional impacts; role related impacts; and work relationship related impacts. Psychological/emotional impacts relate to how individuals are emotionally or psychologically affected. The emotions can be related to how the individual feels about him/her-self, their job, and the organization.

Role related impacts are specific to how an individual’s role within the organization is affected by negative workplace interactions. Whereas work relationship related impacts are consequences that impact how work relationships function. Table 4 summarizes participants’ comments of how they have been affected by both respectful and disrespectful interactions.

Table 4: Implications of Respectful and Disrespectful Interactions

Broad Themes	Impact of Respectful Interactions	Impact of Disrespectful Interactions
<i>Psychological / Emotional</i>	Increases my self worth / self-esteem Appreciated / Valued Feel useful Happier Increased job satisfaction Less stress Sense of pride and worth Increased confidence	Feel worthless / useless / Less confident Humiliated Demeaned Threatened Frustrated Unhappy / Angry / Disappointed Increased stress Increased feelings of mistrust
<i>Role</i>	Sense of autonomy Work harder Increased productivity	Lowered productivity Avoid asking for help Inefficient
<i>Work Relationships</i>	Functional relationships Mutual trust More likely to help coworkers	Deteriorates relationships Do not trust people Avoid contact

5.3 Organizational Methods

To gain a better understanding of how to improve workplace interactions, participants were asked to provide their opinion of commonly used organizational responses. When asked to rank five commonly used organizational responses, communicating what is and is not acceptable and providing clear descriptions of role, lines of authorities and job descriptions were ranked the highest. However, commonly used organizational approaches such as workshops and regular team and individual meetings with supervisors were not considered a high priority to Odette staff (See Appendix D Table Q21).

In addition, participants also had the opportunity to provide their own comments and opinions regarding organizational practices they felt would foster respectful interactions within the Odette work environment. Seven approaches emerged from the survey data. Each proposed organizational practice and sample quotes are as follows:

Leadership and Management Involvement:

Many participants stressed the need for upper management’s full commitment of the workplace issue and its consequences to those that behave disrespectfully. Survey results also showed that respectful interactions are the result of leading by example, providing a supportive environment and having a more visible presence.

1. “More visible presence of middle and upper management”
2. “I think having management staff that is willing to act as mediators in conflict resolution would be extremely helpful - that sets the example for what is correct behaviour.”
3. “Knowing that there is management/supervisory support, and that they also want to see a respectful workplace, rather than retreating behind closed doors and imparting an air of apathy”
4. “Management needs to recognize and then acknowledge that there are members of the staff that do not cope well with stress and behave inappropriately. They should be offered support and treatment to manage anger.”
5. “The supervisors need to step up and not be afraid to call people on their behaviour. People need to know that their behaviour is unacceptable by knowing that the supervisors will no longer tolerate it.”
6. “Has a lot do with the examples given by superiors”

Formal Policies and Guidelines:

Survey data presented responses expressing the importance of formal policies to ensure everyone within the work environment is clearly aware of what is and what is not accepted, the consequences of misbehaving and how to address or report disrespectful behaviour. Participants also described the need for enforcing zero-tolerance of misbehaviour and the need for visible policies, not only to remind everyone of the organization's commitment but to also provide the policies as a source of information and to increase awareness.

1. "Respect agreements which are co written by departments"
2. "In all offer letters there should be reference made to the Respect in the Workplace Policy. By signing the letter they are acknowledging understanding of the policy"
3. "Their needs to be policies and processes in place to deal with non-respectful behaviour - consequences to say this will not be tolerated."
4. "I think a code of conduct should be followed and be visible for everyone to see and read. A gentle reminder for everyone in the workplace."
5. "Clearly outlining what respectful behaviour is, educating others on how to address the behaviour with compassion, clearly identify what can be done for disrespectful behaviour"
6. "Zero tolerance"
7. "The Code of Conduct to state what is appropriate and agreed upon behaviour. This needs to be modeled and frequently messaged. When behaviours do not meet the code of conduct, there needs to be accountability for that behaviour. It is not acceptable."
8. "It may seem obvious, but everyone should read and sign the guidelines on respect and this way they cannot say they were unaware and management has to stand by the policy and make sure it is implemented or have people face the consequences (which should be written with the policy). And this should not be a onetime deal when people begin work at OCC. They need to be reminded of it annually or more frequently if necessary"

Providing Information:

Participants revealed that information sessions and workshops would be valuable for everyone (including management) in raising awareness and learning more about workplace interactions. Respondents also expressed the need for workshops to focus on the causes of disrespectful interactions rather than just the topic itself. Workshops related to different work styles, coping with stress and communication styles could reduce negative interactions. Other examples described by participants were the use of email reminders and posters to raise awareness.

1. "Staff information regarding human values and the ability to recognize what pleases and offends other people."
2. "Giving staff tools, permission and strength to call co-workers on bad behaviour"
3. "Workshops, e-mail reminder, large posters"
4. "I think more team building effort seminars and communications skills should be made mandatory in the work environment to make every individual more aware of their communication style in a multidisciplinary environment."
5. "Maybe we all need counseling and stress management sessions."
6. "Workshops for all staff. I have noticed Sunnybrook may have a great workshop idea for 12 lucky staff members. Sunnybrook has "thousands and thousands" of employees and they would have a much needed workshop for 12 lucky employees. The workshops should be available for ALL who NEED them."
7. "Monthly meetings with a theme or speaker presenting a mini-workshop kind of learning."
8. "Mini moments/meetings for staff to remind them of stressful times and how best to stay calm. A deep intake of breath is easier to deal with than an outburst of unnecessary/disrespectful comments. Be reminded to try not to attack the person but the situation"
9. "Poster campaign"
10. "Perhaps no harassment signs should be posted like I have seen in other hospitals"

Consequences for bad behaviour:

A theme that emerged from the responses was the need for consequences for bad behaviour. Some participants felt that while there may be policies in place, the enforcement of the policies is what is needed. It was also expressed that stricter consequences need to be enforced and that offenders need to be dismissed.

1. I feel that the issues/individuals that are the source of disrespect are never disciplined rather an email will come out telling everyone that such and such needs to be addressed.”
2. “I think strict measures should be taken for those who do not foster respect”
3. “A stricter policy on poor workplace behaviour should be put in place and action should be taken towards people who demonstrate inappropriate workplace behaviour.”
4. “Any claim against them could lead to dismissal.”
5. “Have aggressive staff removed”
6. “The person who does it should be removed from the area I think they will only make it more uncomfortable to work with them if they are addressed with the problem.”

Responding to complaints

Responses indicated there was a need for management to avoid ignoring complaints and to address disrespectful interactions when it first appears rather than letting it escalate to where formal complaints are launched.

1. “Monitoring and addressing the issues, but more importantly - taking an active part in meeting with these individuals and explaining this to them.”
2. “First of all when a staff member (who has never complained ever) comes to a higher authority complaining about being bullied, and more than one person comes forward complaining about the same bully, maybe it’s time to believe those people who have come forward. It’s not easy to come forward and complain about a manager, but when more than one staff member does it, it’s time to OPEN YOUR EYES AND WATCH THAT PERSON who the complaint is about. Take an interest! Watch what’s going on! You may see the same behaviour taking place under your nose if you look hard enough.”
3. “What I find in general is that staff feel more respected when employees that need to be addressed for specific reasons are... It makes staff feel that their work is respected. I find that we tend to coddle the few that do not work up to the standards they are supposing to.”
4. “the managers must act when their employees behave in a disrespectful manner. We have a co-worker who is very disrespectful toward her colleagues and co-workers. But when complaints were made against her, her manager always told us that nobody else had complained formally. If no one complained, then he couldn’t act, even though he had heard about her behaviour.”
5. “When the person starts showing signs of disrespectful behaviour, this needs to be addressed ASAP, rather than watching & hearing this behaviour being repeated on an ongoing basis!!”
6. “The situations need to be addressed immediately and not just accepted as one person’s behaviour.”

3rd Party Mediation:

A few participants expressed the idea of setting up mediators or committees designated to address complaints.

1. “Set up a committee that track disrespectful behaviour so it can be readily reported and that increase awareness that disrespect will not be tolerated.”
2. “As patients have patient advocacy I think staff also need a “staff advocacy” to go to.”
3. “Have zero tolerance for leaders who treat others disrespectfully including an independent board WITH REAL TEETH who can be advocates for those treated disrespectfully.”

Rewarding good Behaviour:

A few participants indicated the need for organizations to reward good behaviour, particularly during staff performance reviews.

1. “An expected code of conduct, that can be written in staff’s performance appraisals”
2. “Continual positive reinforcement.”
3. “REWARD GOOD BEHAVIOUR -PRAISE GOOD BEHAVIOUR”

Regular time set aside for discussions:

A couple of participants described the use of regular meetings to discuss workplace concerns.

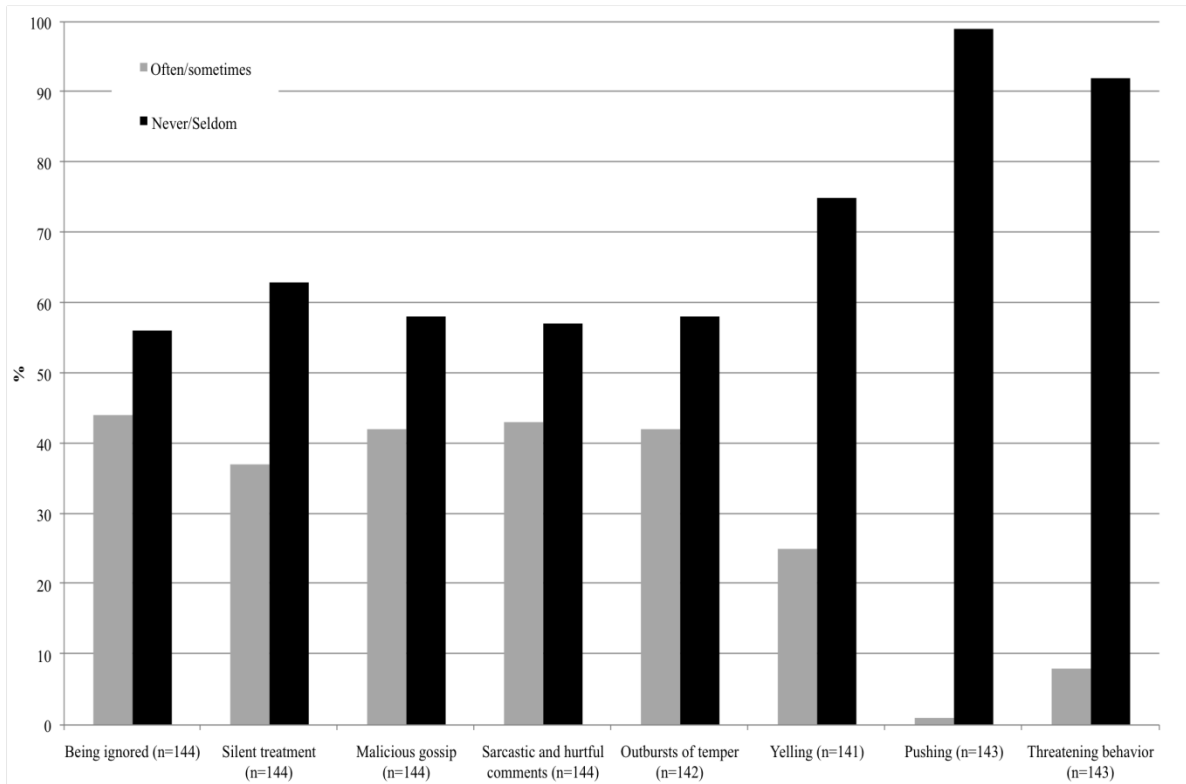
1. “More time to discuss issues and concerns among each individual treatment units...eg. Once a week set aside 15-20 minutes to discuss patient, staff or treatment concerns amongst the unit within the 4 individuals working on the unit itself.”

5.4 Current Reality

The general consensus from the survey respondents is that they feel respected and when asked about the people who respected them, 91% and 81% felt that the people inside and outside (respectively) their department treat them with respect. The majority of participants also agreed that Odette’s culture welcomes diversity and practices respectful behaviour. While there was general consensus of feeling respected, 27% of respondents felt their department or unit did not have a common understanding of respectful behaviour.

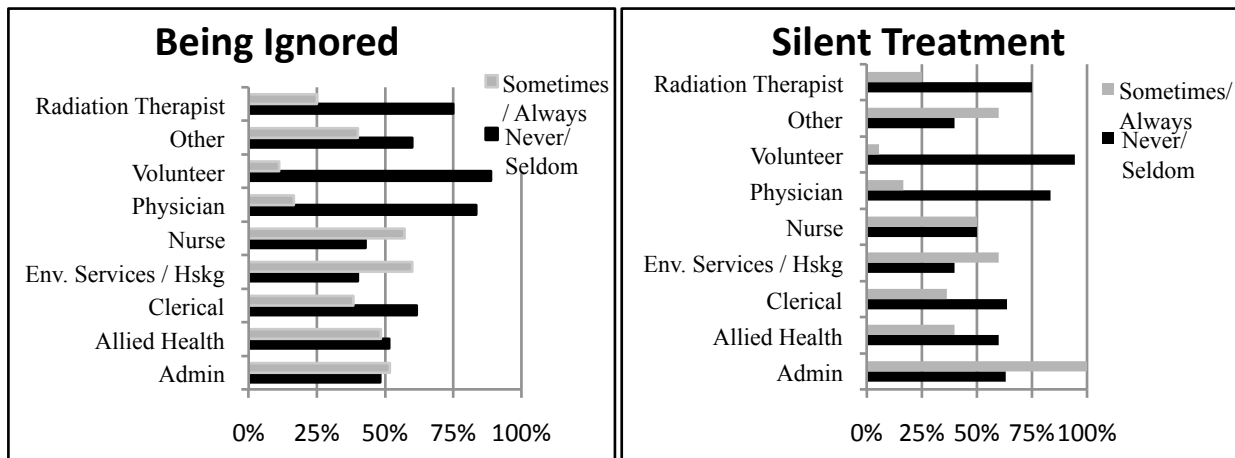
To determine the types of negative workplace interactions that currently occur in Odette’s work environment, participants were asked to identify specific negative behaviours and actions that have taken place in their department the past month. For each of the negative interactions presented the majority of participants felt the frequency of incidents was low. However, some interactions were identified to take place more often than others. Results show that milder, less physical interactions such as being ignored and sarcastic comments were witnessed more often than interactions that are harsher and physical such as yelling, pushing or threatening behaviour (See Figure 3).

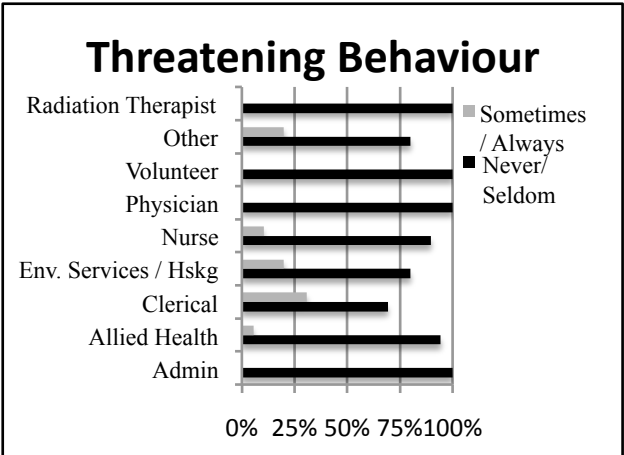
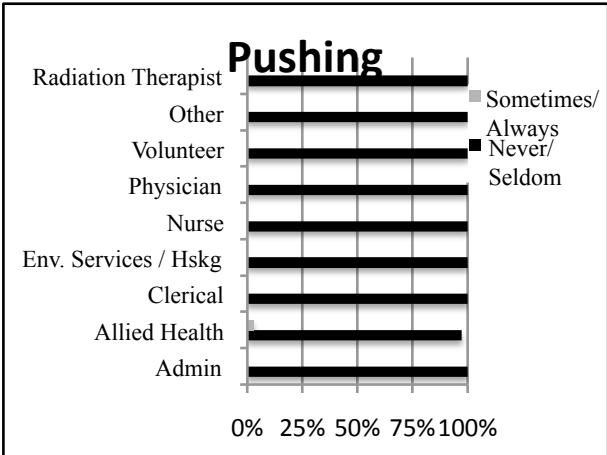
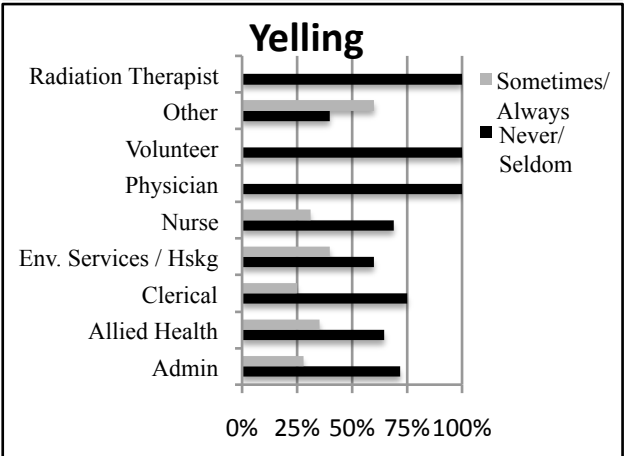
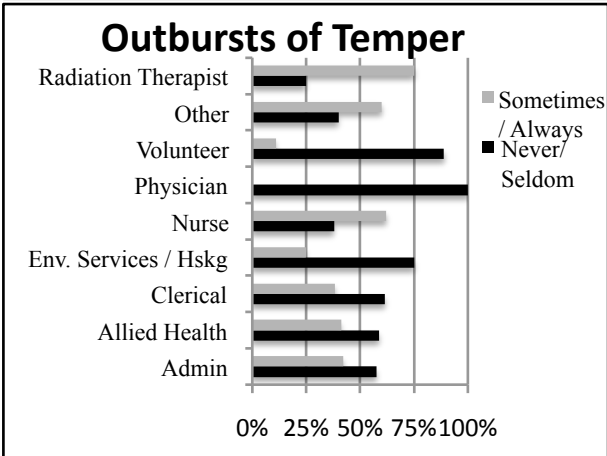
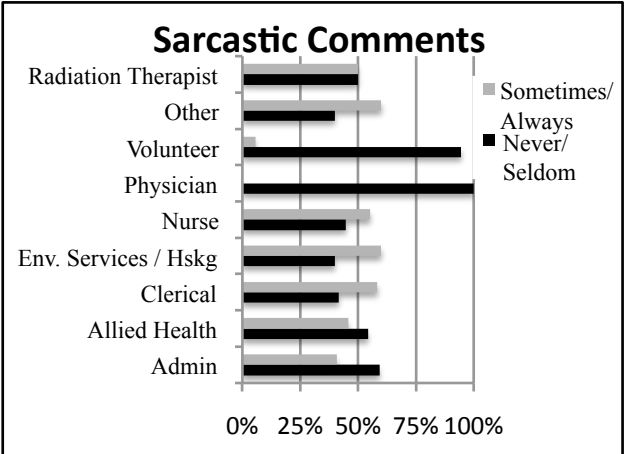
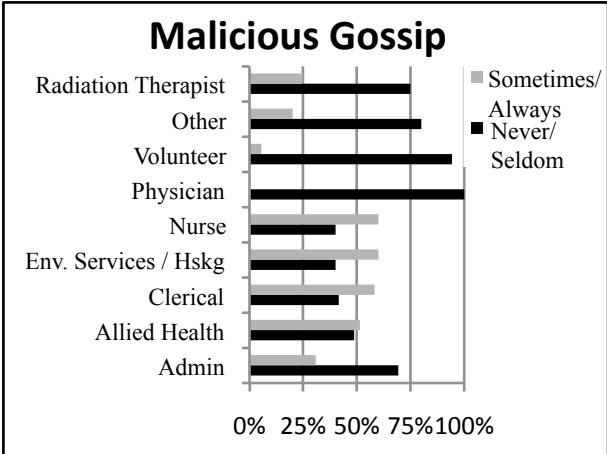
Figure 3: Frequency of Common Disrespectful Behaviours



Further investigation of milder negative interactions (being ignored, silent treatment, malicious gossip, sarcastic comments and outbursts of temper) shows that some occupational groups and positions feel differently from the general consensus. Volunteers described the negative interactions as seldom or never witnessed whereas nurses described these behaviours as being witnessed sometimes or always (See Figure 4).

Figure 4: Frequency of Common Disrespectful Behaviours by Position





Participants were also asked to examine how disputes are generally handled within their department. While the majority of respondents believed disputes are resolved without the intervention of management or Human Resources, 32% disagreed with this statement. The majority of participants that felt disputes generally escalated to involve management or HR intervention worked in clerical or environmental services (See Appendix E Table Q5 D1). Participants were also asked to provide examples of how disrespectful behaviours have been addressed within their department. In addition to management intervention, participants described examples that were handled personally (between the parties involved); addressed at staff meetings and one respondent indicated that the perpetrator provided an apology. However the majority of respondents - mainly within nursing and allied health - presented comments and examples in which no action was taken and negative interactions were ignored (See Appendix E Table Q11 D1).

CHAPTER 6: DISCUSSION

The purpose of this research was to not get stuck in the mechanics of workplace respect. Rather, the purpose of this study was to ask Odette staff of their opinion, perceptions and personal experiences related to workplace respect in order to answer the following questions:

1. What is the definition of respect that resonates with Odette staff?
2. What intervention and prevention methods do Odette staff value?
3. What is currently taking place in the Odette work environment?

This section will analyze the findings presented in Chapter 5 with the theoretical concepts presented in Chapter 3 for the purpose of answering the above questions.

6.1 What is the definition of respect that resonates with Odette staff?

Research has shown that there is no single universal definition of workplace respect and due to the subjective nature; there are many variations (Saunders et al. 2007; Quine, 1999; Cowie et al. 2002). Creating a definition of respect based on employee perceptions and experiences guarantees that both Odette's senior leadership and its employees share the same interpretation. The same interpretation ensures that any future policies or respect agreements clearly outline concepts valued and meaningful to Odette employees.

Researchers have used five elements to determine if a workplace interaction is respectful (or vice versa disrespectful) – frequency, power, intent, implication and perception. The latter two elements are considered essential since they are rarely debated in the research community whereas the first three are often debated and as a result considered non-essential by many (Saunders et al. 2007). Though the study's aim was not to determine the validity of each of the elements in participants' responses, it was noted that the majority of respondents did not make mention of non-essential elements in their description of workplace interactions. As such, the lack of mention of non-essential elements can suggest that similar to researchers, Odette staff members are more concerned with the perception and implication of interactions rather than the frequency, power and intent.

With regard to Odette employees' perception of workplace respect, it was described as workplaces containing (1) respectful interactions, (2) respectful treatment and (3) supportive and involved members. Employees described numerous types of respectful and disrespectful interactions - many of which were similar to the types of interactions that emerged from the literature review. Interactions involving knowledge of roles, common courtesies, appropriate body language and positive facial expressions were all examples of respectful interactions pointed out by Odette staff. The most prominent interaction included in participant responses was related to communication between members of the work environment. Odette employees value positive communication (either written or verbal) that is open, honest and free of inappropriate language and tone. Positive communication was also described as information and decision sharing and communication of feedback. The survey revealed interactions of moderate to low in intensity. None of the participants indicated highly intense forms of disrespect, which can suggest that violent, deviant forms of interactions do not occur in the Odette work environment.

In addition to respectful interactions Odette staff identified respectful treatment when describing workplace respect. A large number of respondents felt strongly about fair and equal treatment. Employees also believed special needs and diversity need to be recognized and professional treatment that is mature and considerate should exist within a respectful workplace. The final category described as respectful by Odette employees was supportive and involved members. This included leaders,

management and coworkers and involved active listening, enforcement of policies, recognition and support.

With regard to the implications of workplace interactions some of the staff believed that respect goes hand in hand with how an employee feels towards their role, colleagues and organization. Overall happiness and feeling valued were some of the examples used when describing respect in the workplace. A summary of all the implications of respectful and disrespectful interactions were classified as either psychological/emotional in nature or work related (either impacting their role or their work relationships). The literature identified a third type – physical – that describes implications to the physical well-being of the employee (Bartlett and Bartlett, 2011; Einarsen, 1999; Saunders et al. 2007; Saam, 2010; Kivimaki et al. 2000). However, Odette employees did not make mention of the physical impacts they had experienced.

6.2 What intervention and prevention methods do Odette staff value?

Determining organizational practices that are valued by employees will allow senior leadership to develop tailored practices that are meaningful to employees. The information gathered from the surveys indicated that the organizational practices valued by Odette employees were similar to the practices presented in organization literature. Managerial support, enforceable and visible policies, information sessions and workshops and remedial responses of reward, consequences and mediation were all important organizational practices to Odette employees.

We learned from research that experiencing or witnessing disrespectful behaviour could lead to increased levels of stress (Meglich, n.d.). To reduce the levels of stress felt by employees, organizations need to be involved, visible and provide support. Odette employees stressed the need for upper management's full commitment either through leading by example or through the commitment of policies, managerial support and visible presence when disrespectful interactions take place.

Another approach valued by employees is the need for clear and enforceable policies and procedures. A clear definition of what is and is not acceptable and visible policies will prevent any confusion and serve as a reminder (Pearson and Porath, 2005). Step-by-step instructions of how to address the issue were also addressed in responses. Instructions on how to address workplace issues will give the employee the opportunity to report incidents in confidence and without fear of reprisal (Meglich, n.d.). Another aspect of policies that was stressed by employees was the need for management to enforce policies and respond and follow up on complaints. Research has shown that unenforced policies can promote employee cynicism (Namie and Namie, 2009). The practice of responding to complaints and informing employees of final outcomes, creates a sense of relief and support and strengthens the organization's commitment to the issue and the employees' perceived trust towards the organization (Namie and Namie, 2009).

While employees in comparison to other common organizational practices did not rank workshops high in priority, they did indicate the need for information sessions and workshops in order to foster respect within the workplace. However, many stressed the need for workshops to improve individual competencies in addition to workshops used for on-going training, and awareness of issue. Workshops focused on conflict resolution and stress management were some of the examples identified by employees. Odette staff also identified informal techniques such as emails and posters to raise awareness and remind employees of the importance of respect.

With regard to remedial responses, participants expressed the need to reward good behaviour and punishing bad behaviour through punitive measures. Employees pointed out the use of performance evaluation processes to reward good behaviour. Research has shown that these practices allow management to not only reward good behaviour, but also allow management to gather comprehensive

information about work experiences and can deter negative behaviour (Pearson and Porath, 2005). As for punishing bad behaviour the responses ranged. The majority of the responses indicated the need for consequences but did not dictate the type of consequences. However, some participants stressed the need for the dismissal and removal of disrespectful employees. On the other hand, some employees stressed the need for reconciliatory measures that both protect the target and reform the perpetrator (Salin, 2009). Employees suggested 3rd party mediation or independent committees to resolve conflicts and address complaints.

6.3 What is currently taking place in the Odette work environment?

By gaining a better understanding of what is currently taking place in the Odette work environment, senior leadership can determine where to focus their efforts. The current reality at Odette is that the majority of employees feel respected by their colleagues and by their organization. However, disrespectful workplace interactions still exist within the workplace. Less intense forms of disrespectful behaviour such as being ignored, malicious gossip, silent treatment and hurtful comments exist in the workplace. In particular these milder forms of interactions were reported as being witnessed more frequently by nursing staff. While there were not many radiation therapists or environmental services staff that participated in the survey, it was noted that the majority of these participants had also frequently witnessed some of the mildly intensive negative behaviours outlined in the survey. With regard to how disrespectful interactions are being addressed there were a number of participants who indicated no action was taken either by the parties involved or management. The majority of these cases involved the nursing and allied health groups. Research has shown that avoiding or ignoring action of complaints usually worsen the situation and the negative experience weighs heavily on the targets which could lead to additional negative consequences (Pearson and Porath, 2005).

CHAPTER 7: CONCLUSION AND NEXT STEPS

The purpose of this study was to review the current state of workplace respect in the Odette Cancer Program and develop a better understanding of Odette's work environment through opinions, perceptions and personal experiences of their employees by answering three key questions.

1. What is the definition of respect that resonates with Odette employees?
2. Which remedial and prevention methods do Odette employees value?
3. What is currently taking place in the Odette work environment?

As mentioned previously in this report, Odette has four phases within their *RESPECT* program of which the third phase includes the completion of a *RESPECT* agreement for the organization and the fourth phase includes re-visiting the subject of workplace respect to determine if employees' perceptions have changed since the implementation of *RESPECT* agreements. This chapter highlights how the answers to these questions can be used in the execution of the *RESPECT* program's remaining phases and the development or adjustment of organization-wide approaches. The recommendations are expected to continue building respect within Odette's work environment.

7.1 Definition of Respect

Odette employees provided a well-rounded definition of workplace respect. Their perception of this workplace subject included respectful interactions, respectful treatment and supportive and involved members – all of which positively impact mental health, work relationships and work life of employees. With regard to workplace interactions, Odette employees described respect as interactions involving positive communication, knowledge of one another's roles, common courtesies, appropriate body language and positive facial expressions. Respectful treatment included treatment that is fair and equal while recognizing special needs and diversity and professional treatment that is mature and considerate. Supportive and involved members not only included management and leaders but also coworkers and involved active listening, enforcement of policies, recognition and support.

NEXT STEP: It is suggested that the definition described by employees be used in Odette's RESPECT agreement. Using this version of the definition rather than a definition commonly used by researchers will provide for a more meaningful and valued agreement.

7.2 Organization-Wide Practices

Organization-wide practices used to address complaints, promote awareness and deter disrespectful behaviours can help build a respectful work environment. The study revealed a variety of approaches employees felt could either be further researched, improved or created. The methods described by employees focused on four main areas. The first was upper management's full commitment including leading by example, commitment to the issue, managerial support and visible presence when disrespectful interactions take place. Second, Odette staff revealed that clear and visible policies to avoid any confusion and serve as a reminder were valued. The third method that was meaningful was the use of workshops and information sessions. Odette employees described the need for workshops to improve individual competencies in addition to providing information and gaining awareness. The final approach revealed in the study was the use of more remedial responses. It was identified that rewarding good behaviour, punishing bad behaviour and having complaints addressed by independent third parties are all valued methods.

NEXT STEP: It is suggested that current policies and practices related to leadership & management support and involvement, respect policies, workshops and information sessions and remedial responses are reviewed to determine the extent of adjustments that need to be made.

7.3 Current Reality

The study revealed the general consensus was employees feel respected and feel Odette's culture welcomes diversity and practices respectful behaviour. While employees feel respected, disrespectful interactions do take place within the organization. The types of interactions were mildly intensive and not physical or violent in nature. Nursing, environmental and radiation staff reported witnessing (either directly or indirectly) milder forms of negative interactions within their units. This being said it was noted that the total number of environmental services and radiation staff that participated in the survey was less than 5% of total responses. Finally, it was discovered that disrespectful behaviours had not been addressed either by the target(s), observers or management if it was brought to their attention. This was particularly the case in the nursing and allied health group.

NEXT STEP: It could be beneficial to further investigate the subject with key groups (nursing, environmental and radiation therapists) to determine what can be done to reduce disrespectful behaviours in these areas. This can be done through the use of surveys, focus groups or personal interviews.

NEXT STEP: In conjunction with reviewing policies related to remedial responses, it is suggested that both management and employees are aware of how to address and recognize disrespectful behaviours. This can also be emphasized in information building workshops.

NEXT STEP: When re-surveying employees to determine if there was a change in perception, it is recommended the survey further investigate the presence of disrespectful behaviours – in particular milder forms of the behaviour. There are number of mild forms of negative behaviours and the original survey only inquired about a few. In particular, the 2nd survey can address behaviours that were specifically identified in employees' definition of workplace respect.

The survey can also investigate how remedial responses have changed since the implementation of RESPECT agreements. It is also suggested to include questions that will differentiate 'no action taken' between lack of management action and lack of action by employee (either by bringing it forward to management or personally resolving the issue with the perpetrator). Using close-ended questions can accomplish this.

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APPENDICES

Appendix A: Odette Cancer Program – Respect Survey

What does respect in the workplace mean to you?

Please circle the appropriate response (number) for each statement	Strongly Disagree	Disagree	Agree	Strongly Agree
The people I work with IN my department/unit treat me with respect.	1	2	3	4
The people I work with OUTSIDE my department/unit treat me with respect.	1	2	3	4
My department/unit has a common understanding of respectful behaviour.	1	2	3	4
Disputes and conflicts are generally resolved without management and/or Human Resources intervention.	1	2	3	4
My working environment welcomes diversity in the workplace.	1	2	3	4
The Odette Cancer Program culture honors and practices respectful behavior.	1	2	3	4
I feel respected as a member of the Odette Cancer Program community.	1	2	3	4

Give an example of when someone you work with has treated you with respect (Please no identifying characteristics). How have you been impacted by the respectful behaviour?

Give an example of when someone you work with has not treated you with respect (Please no identifying characteristics). How have you been impacted by the disrespectful behaviour?

In your experience, how has disrespectful behaviour been addressed in your department/unit?

Please circle the appropriate response (number) for each statement				
<i>In the last month I have witnessed:</i>	Never	Seldom	Sometimes	Often
Being ignored	1	2	3	4
Silent treatment	1	2	3	4
Malicious gossip	1	2	3	4
Sarcastic and hurtful comments	1	2	3	4
Outbursts of temper	1	2	3	4
Yelling	1	2	3	4
Pushing	1	2	3	4
Threatening behaviour	1	2	3	4

What do you think could be done to have the most effect on fostering respect within your workplace?

Based upon your experience, please prioritize each of the following actions for promoting respectful behavior. Circle a "1" next to the action that is top priority, a "2" to the action that is a bit less of a priority, and so on until "5" which would be not at all a priority. **Remember, no two actions can have the same ranking.**

	Top Priority	High Priority	Mid Priority	Low Priority	Not a Priority
One-time workshops related to respect in the workplace.	1	2	3	4	5
Regular TEAM meetings to discuss workplace behaviour.	1	2	3	4	5
Regular INDIVIDUAL meetings with your manager / supervisor to discuss workplace behaviour.	1	2	3	4	5
Communicated rules of what is and is not acceptable in regards to workplace behaviour.	1	2	3	4	5
Clear description of yours and your colleague's job responsibilities, lines of authorities and job expectations.	1	2	3	4	5

Do you have any other suggestions or comments?

What is your position?

- Administration
- Allied Health
- Clerical
- Environmental services / Housekeeping
- Nurse
- Physician
- Volunteer
- Student
- Other (Please specify) _____

What is your gender?

- Male
- Female

What is your age?

- 29 years and below
- 30 - 39
- 40 - 49
- 50 – 59
- 60 and over

Which setting do you work in?

- Inpatient
- Outpatient

Which of the following are you considered?

- Full-time
- Part-time
- Casual

Appendix B: Survey Communication (Covering Letter, Reminder, Deadline Extension)

Good morning,

As a member of the Odette Cancer Program, I would like to invite you to participate in the Respect Survey. By completing the survey, you will have a direct impact in producing the Odette Cancer Program's RESPECT Agreement (previously referred to as "code of conduct"). The purpose is to gain a better understanding of your experiences regarding respectful workplace behaviour. The information gathered will be used to help guide in the development of strategies that promote positive workplace behaviour.

Your responses to this survey are completely confidential and no identifying information will be gathered. To ensure confidentiality, only I will have access to survey responses. All responses will be combined into a database where the overall results will be summarized and shared.

I would appreciate your response by **May 17th, 2010**

Please click on the link below to access the survey:

<http://www.surveymonkey.com/s/HYT39S5>

Thank you

Good morning,

Thank you to all those who have completed the Respect survey.

If you have not had an opportunity to complete the survey, here is your chance. Please click on this link. Your responses will have a direct impact on producing Odette Cancer Program's Respect Agreement.

<http://www.surveymonkey.com/s/HYT39S5>

The survey is completely confidential and no identifying information will be gathered. The data will be combined into a database where the overall results will be summarized and shared.

The deadline for the survey is **Monday, May 17th, 2010**

Thank you

Good afternoon,

Thank you to all those who have completed the Respect survey. We have decided to extend the survey deadline until **Thursday, May 27th, 2010**

If you have not had an opportunity to complete the survey, here is your chance. Please click on this link. Your responses will have a direct impact on producing Odette Cancer Program's Respect Agreement.

<http://www.surveymonkey.com/s/HYT39S5>

The survey is completely confidential and no identifying information will be gathered. The data will be combined into a database where the overall results will be summarized and shared.

Thanks

Appendix C: Demographic Characteristics

Demographic Characteristics of Sample (n=190)

Demographic	Count (n)	% of Total Responses	Demographic	Count (n)	% of Total Responses
Position (D1)			Gender (D2)		
Administration	27	14%	Male	18	9%
Allied Health	35	18%	Female	119	63%
Clerical	13	7%	No Response	53	28%
Environmental services / Housekeeping	4	2%			
Nurse	29	15%	Age Range (D3)		
Physician	6	3%	29 years and below	9	5%
Volunteer	17	9%	30 - 39	19	10%
Student	0	0%	40 - 49	47	25%
Other	5	3%	50 – 59	37	19%
Radiation Therapist	4	2%	60 and over	21	11%
No Response	50	26%	No Response	57	30%
Inpatient/Outpatient (D4)			Employment Status (D5)		
Inpatient	10	5%	Fulltime	100	53%
Outpatient	118	62%	Part-time	19	10%
Both	1	1%	Casual	10	5%
No Response	61	32%	No Response	61	32%

Appendix D: Response Count By Question

Table Q1

Question 1: What does respect in the workplace mean to you?	
Types of Respectful Workplace Interactions	Response Count (n)
Equality	60
Professional Behaviour	39
Positive communication	37
Recognition & Appreciation	16
Listening/Input	16
Positive Emotions	15
Collaboration	8
Support & Involvement	7
Accountability	5
Policies	4
Common Courtesies	4
Knowledge of roles	2
Other ⁹	11

Table Q2-Q8

Question 2-8: Please circle the appropriate response for each question/comment			
Statement	Total Response Count (n)	Strongly Agree / Agree (%)	Strongly Disagree / Disagree (%)
The people I work with IN my department/unit treat me with respect.	188	91	9
The people I work with OUTSIDE my department/unit treat me with respect.	188	88	12
My department/unit has a common understanding of respectful behaviour.	187	74	26
Disputes and conflicts are generally resolved without management and/or Human Resources intervention.	186	68	32
My working environment welcomes diversity in the workplace.	185	87	13
The Odette Cancer Program culture honors and practices respectful behavior.	184	79	21
I feel respected as a member of the Odette Cancer Program community.	186	83	17

Table Q9 (Part1)

Question 9 (Part 1): Give an example of when someone you work with has treated you with respect	
Types of Respectful Workplace Interactions	Response Count (n)
Listening/Input	51
Recognition & Appreciation	21
Common courtesies	22
Positive communication	14
Collaboration	5
Support and Involvement	4
Equality	3
Other ¹⁰	14

⁹ The majority of responses coded as 'other' provided answers that added no value to the question being asked. However a small number of responses did provide valid responses however, since the response counts were low they were not grouped into the other themes.

Table Q9 (Part2)

Question 9 (Part2): How have you been impacted by disrespectful behaviour?	
Disrespectful Interaction Impacts	Response Count (n)
Psychological / Emotional Impact	39
Work relationship Impact	5
Role related Impact	6

Table Q10 (Part1)

Question 10 (Part 1): Give an example of when someone you work with has not treated you with respect	
Type of Disrespectful Workplace Interaction	Response Count (n)
Negative Verbal Communication	55
Lack of Listening and Input	22
Negative Body Language & Facial Expressions	7
Lack of Accountability	3
Indirectly confronted about work related issues	2
Other ¹¹	18

Table Q10 (Part2)

Question 10 (Part 2): How have you been impacted by disrespectful behaviour?	
Disrespectful Interaction Impacts	Response Count (n)
Psychological / Emotional impact	29
Work relationship impact	13
Role related impact	5

Table Q11

Question 11: How has disrespectful behaviour been addressed in your Department/Unit?	
Description	Response Count (n)
No action/Ignored	37
Management Involvement	30
Personally Addressed	17
Addressed at team/staff meetings	2
Apology from perpetrator	1
Other ¹²	27

Table Q12-Q19

Question 12-19: In the last month I have witnessed:			
Description	Total Response Count (n)	Often / Sometimes (%)	Never / Seldom(%)
Being ignored	147	43	57
Silent treatment	147	37	63
Malicious gossip	147	41	59
Sarcastic and hurtful comments	147	42	58
Outbursts of temper	145	41	59
Yelling	144	25	75
Pushing	146	1	99
Threatening Behaviour	146	8	92

¹⁰ The responses coded as ‘other’ provided answers that added no value to the question being asked.

¹¹ The majority of responses coded as ‘other’ provided answers that added no value to the question being asked. However a small number of responses did provide valid responses however, since the response counts were low they were not grouped into the other themes.

¹² The responses coded as ‘other’ provided answers that added no value to the question being asked.

Table Q20

Question 20: What do you think can be done to have the most effect on fostering respect within your workplace?	
Description	Response Count (n)
Leadership and Management Involvement	20
Formal Policies and Guidelines	20
Providing or Communicating Information	20
Consequences for Bad Behaviour	14
Responding to complaints	13
Rewarding Good Behaviour	5
3 rd Party Mediation	4
Regular Meetings	2
Other ¹³	25

Table Q21

Question 21: Based upon your experience, please prioritize each of the following actions for promoting respectful behavior. Remember, no two actions can have the same ranking.¹⁴							
Description	Top (1point)	High (2 points)	Mid (3 points)	Low (4 points)	Not (5 points)	Sum	Avg.
One-time workshops related to respect in the workplace	n=14	n=15	n=24	n=22	n=37	112	
TOTAL ITEM SCORE	14	30	72	88	185	389	3.47
Regular TEAM meetings to discuss workplace behavior	n=21	n=24	n=26	n=32	n=12	115	
TOTAL ITEM SCORE	21	48	78	128	60	335	2.91
Regular INDIVIDUAL meetings with your manager / supervisor to discuss workplace behavior	n=4	n=16	n=34	n=32	n=37	123	
TOTAL ITEM SCORE	4	32	102	128	185	451	3.67
Communicated rules of what is and is not acceptable in regards to workplace behavior	n=51	n=37	n=27	n=12	n=4	131	
TOTAL ITEM SCORE	51	74	81	36	20	262	2.0
Clear description of yours and your colleague's job responsibilities, lines of authorities and job expectations	n=39	n=42	n=26	n=16	n=15	138	
TOTAL ITEM SCORE	39	84	78	48	75	324	2.35

¹³ The majority of responses coded as 'other' provided answers that added no value to the question being asked. However a small number of responses did provide valid responses however, since the response counts were low they were not grouped into the other themes.

¹⁴ Question 21 was analyzed differently. The purpose of this question was to rank (from highest priority to not a priority) five common methods to improve workplace respect. However, a number of participants (n=133) answered the question differently than anticipated. These participants selected the same rank for more than one method, only ranked some of the methods leaving the other methods blank or a combination of both.

To calculate ranking accurately given the errors made, a score was calculated for each possible rank for each method (based on the number of responses) and then summed and averaged out over total responses. Each method's average was then compared to accurately rank each method as Top Priority, High Priority, Mid Priority, Low Priority or Not a Priority.

Appendix E: Cross Tabulations

Table Q5 D1

Q5 D1: Disputes and conflicts are generally resolved without management and/or Human Resources intervention BY Position Cross Tabulation													
			D1 Position										Total
			Admin	Allied Health	Clerical	ES/Hskg	Nurse	Physician	Volunteer	Other	Radiation Therapist	No response	
Q5 Disputes and conflicts are generally resolved without management and/or Human Resources intervention	Strongly disagree /Disagree	Count	10	13	9	3	10	2	2	2	1	8	60
		%	37.0%	37.1%	69.2%	60.0%	33.3%	33.3%	11.8%	40.0%	25.0%	18.2%	32.3%
	Strongly agree / Agree	Count	17	22	4	2	20	4	15	3	3	36	126
		%	63.0%	62.9%	30.8%	40.0%	66.7%	66.7%	88.2%	60.0%	75.0%	81.8%	67.7%
Total		Count	27	35	13	5	30	6	17	5	4	44	186
		%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%	100%

Table Q11 D1

Q11 D1: How has Disrespectful behaviour been addressed in your Department/Unit BY Position Cross Tabulation								
Position (D1)	Q11: How has disrespectful behaviour been addressed in your Department/Unit?							Total
	Nothing Happened	Management Involvement	Personally Dealt	Staff Meetings	Apology from Perpetrator	Other	No Response	
Admin	11%	23%	24%	0%	0%	30%	5%	14%
Allied Health	38%	20%	12%	0%	0%	15%	12%	18%
Clerical	16%	7%	0%	0%	0%	11%	3%	7%
ES / Hskg	0%	3%	6%	0%	100%	4%	0%	2%
Nursing	22%	13%	47%	50%	0%	19%	4%	15%
Other	3%	7%	0%	50%	0%	0%	1%	3%
Physician	5%	0%	6%	0%	0%	4%	3%	3%
Radiation Therapists	5%	3%	0%	0%	0%	4%	0%	2%
Volunteer	0%	20%	6%	0%	0%	11%	9%	9%
No Response	0%	3%	0%	0%	0%	4%	63%	26%
Total	100%	100%	100%	100%	100%	100%	100%	100%