



University  
of Windsor

# Respectful workplace toolkit



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Full toolkit available online at  
[uwindor.ca/learningToolkits](http://uwindor.ca/learningToolkits)  
or via the QR code

# what is a

# Respectful workplace?

A **respectful workplace** is a **welcoming, safe, inclusive work environment** where individuals show **care and consideration** for others, a place where **diversity is acknowledged and celebrated**, individuals are **treated fairly and with dignity**, **communication is open**, and **conflict is addressed** in a timely and constructive manner.

Building and maintaining a respectful workplace culture is a **shared responsibility** of every member of the University community, regardless of role.

Establishing and maintaining collegial relationships at work is **not always easy**, and **workplace conflicts cannot always be avoided**. This toolkit highlights how to **respectfully navigate conflicts and engage in difficult conversations**.

This toolkit has been designed to connect **leaders and employees** with information and resources to create the conditions in the work environment to promote **respectful, safe, and supportive interactions**. Additional resources can be found on the Respectful Workplace Toolkit website (scan the QR code below).



# frequently asked Questions

## What is a respectful workplace?

A respectful workplace is a place where:

- Individuals feel valued, rewarded, and treated fairly and with dignity.
- Diversity is welcomed, acknowledged, and celebrated.
- Individuals show care and consideration for others.
- Communication is open and civil.
- Academic freedom, inquiry, and debate take place in a collegial manner.
- Creativity and innovative ideas are openly invited.
- People are approachable, and positive attitudes are commonplace.
- It is safe to be vulnerable (including admitting mistakes and sharing both strengths and weaknesses)
- Gossiping, backstabbing, or badmouthing colleagues are not acceptable.
- Workplace conflict is addressed in a timely and constructive manner.
- Individuals can thrive in authentic ways.

## Why is a respectful workplace culture important?

A respectful workplace culture:

- Supports mental health and psychological safety.
- Improves working relationships.
- Improves problem-solving and conflict resolution.
- Increases engagement.
- Reduces workplace stress.
- Supports an inclusive, safe, and welcoming workplace culture.
- Supports a sense of belonging.

## What behaviours contribute to a culture of respect?

In an organizational context, the wide range of behaviours that employees may exhibit exist along a continuum. One end of the continuum includes those behaviours that foster and maintain a respectful workplace culture while the other end of the continuum includes uncivil and disrespectful behaviours. Learn more about the **workplace behaviour continuum** on page four of this guide.

## **Who is responsible for fostering a respectful workplace culture?**

Creating a respectful workplace culture is a shared responsibility. An integral element of this responsibility is valuing the various roles, knowledge, skills, perspectives, and histories present in our work environment.

## **How can I demonstrate respect every day?**

Being respectful is about:

- Self-awareness and self-regulation.
- Understanding how our words and actions may affect those around us.
- Listening and seeking common ground when differences occur
- Recognizing that differences enrich our workplace.

Our words and actions (unintended or deliberate, subtle, or overt) signal to others the level of respect we have for them.

# workplace behaviour *Continuum*

In an organizational context, the wide range of behaviours that employees may exhibit exist along a continuum as outlined in the image below. **One end of the continuum includes behaviours that foster a respectful workplace culture while uncivil and disrespectful behaviours exist at the other end.** For the purposes of this toolkit, the continuum is divided into three broad zones: **green, yellow, and red.**



As you review the information found under the green, yellow, and red zones, it should be noted that the **context, conditions, and circumstances** that form the social environment in which the behaviour occurs **will impact where within the continuum the behaviour may fall** and what **steps should be taken to resolve/address** the behaviour.

professional conduct

# Green Zone

respectful behaviour

The green zone includes **respectful, professional behaviours** that contribute to a respectful workplace. These behaviours show regard for others and support a safe, healthy, and inclusive workplace.

**The following are some examples of behaviours that demonstrate respect:**

- Being kind and helpful.
- Treating others with courtesy and consideration.
- Being open to the perspectives of others and listening to understand.
- Dealing with conflicts/disagreements in a professional and respectful manner.
- Acknowledging mistakes as opportunities for learning and growth.
- Debating and expressing differences of opinion in a respectful manner.
- Refusing to participate in gossip.
- Yielding with grace when an argument does not go your way.
- Respecting personal boundaries.
- Fulfilling commitments.
- Asking questions when in doubt instead of making assumptions.
- Recognizing and valuing differences.
- Providing constructive feedback.
- Accepting responsibility for actions.
- Checking-in with colleagues who may be struggling.
- Sharing knowledge/information.

Take a minute to complete the **Respectful Behaviour Checklist** on page 19 of this toolkit.

unprofessional conduct

# Yellow Zone

inappropriate behaviour

Yellow zone behaviours include **comments or conduct that are considered rude, inconsiderate, or insensitive**. These behaviours can often be addressed and stopped by bringing them to the attention of the person demonstrating the behaviour. When left unaddressed, these can escalate.

## The following are examples of yellow zone behaviours:

- Eye rolling, finger pointing, sighing, or other gestures that may be used to make fun of someone or express frustration.
- Criticizing colleagues in public.
- Purposely and/or regularly interrupting others when they are speaking.
- Gossiping and insulting others behind their backs.
- Using profanity and sarcasm.
- Violating trust/confidentiality.
- Having angry outbursts, including yelling, and slamming doors/objects.
- Taking credit for someone else's work.
- Demonstrating a condescending attitude towards others.
- Abusing authority or position.
- Making practical jokes that result in awkwardness or embarrassment.
- Refusing to talk to or work with a colleague

These behaviours contribute to poor communication, increased interpersonal conflicts, and low morale in the workplace. It is recommended that you address disrespectful behaviours experienced or witnessed directly, if possible, and/or raise concerns experienced or witnessed to your supervisor in a timely manner. **Refer to the Navigating Interpersonal Conflicts section for guidance.**

If a colleague approaches you about your behaviour:

- Listen to the perspectives of others and take the time to reflect on the impact of your behaviour, words, and actions on your colleagues.
- Do not take it personally and engage in collaborative dialogue to resolve the issues informally

bullying



harassment & violence

Red zone behaviours include **intentional, targeted, prohibited behaviours** that harm others and create a poisonous, unsafe work environment. These include harassment and discrimination that are based on protected grounds under the Human Rights Code, other forms of harassment, bullying and workplace violence, and/or incidents, reports, or complaints of sexual misconduct

These behaviours contravene University policies including but not limited to the Human Rights Policy, Harassment Prevention Policy, Violence Prevention Policy, and Sexual Misconduct Policy.

### Key definitions:

**Discrimination:** Treating someone unfairly by either imposing a burden on them, or denying them a privilege, benefit or opportunity enjoyed by others, because of their race, citizenship, family status, disability, sex, or other personal characteristics. (source [www.ohrc.on.ca](http://www.ohrc.on.ca))

#### **Harassment:**

As defined in the Ontario Human Rights Code: Engaging in a course of comments or actions that are known, or ought reasonably to be known, to be unwelcome. It can involve words or actions that are known or should be known to be offensive, embarrassing, humiliating, demeaning or unwelcome. Harassment under the Ontario Human Rights Code is based on the prohibited/protected grounds.

The protected grounds under the Code include age, ancestry, citizenship, colour, creed, disability, ethnic origin, family status, gender identity and gender expression, marital status, place of origin, race, sex (including pregnancy), sexual orientation, receipt of public assistance (in housing), and record of offences (in employment). (source [www.ohrc.on.ca](http://www.ohrc.on.ca))



### **As defined in the Occupational Health & Safety Act:**

The Guide to the OHSA outlines the following with respect to harassment (written verbatim):

- The comments or conduct typically happen more than once. They could occur over a brief period (for example, during the course of one day) or over a longer period (weeks, months, or years). However, there may be a situation where the conduct happens only once, such as an unwelcome sexual solicitation from a manager or employer.
- Workplace harassment can include unwelcome and/or repeated words or actions that are known or should be known to be offensive, embarrassing, humiliating, or demeaning to a worker or group of workers. It can also include behaviour that intimidates, isolates, or even discriminates against a worker or group of workers in the workplace that are unwelcome.
- Workplace harassment does not include a reasonable action taken by an employer or supervisor relating to the management and direction of workers or the workplace [subsection 1(4)].

(source: <https://www.ontario.ca/document/guide-occupational-health-and-safety-act/part-iii0i-workplace-violence-and-workplace-harassment#section-0>)

### **Workplace Sexual Harassment:**

The OHSA defines workplace sexual harassment as (written verbatim):

- Engaging in a course of vexatious comment or conduct against a worker in a workplace because of sex, sexual orientation, gender identity or gender expression, where the course of comment or conduct is known or ought reasonably to be known to be unwelcome, or
- Making sexual solicitation or advance where the person making it is able to confer, grant or deny a benefit or advancement to the worker and the person knows or ought reasonably to know that the solicitation or advance is unwelcome [subsection 1(1)].

(source: <https://www.ontario.ca/document/guide-occupational-health-and-safety-act/part-iii0i-workplace-violence-and-workplace-harassment#section-0>)

### **Workplace Violence:**

Workplace violence is defined in the OHSA as: (written verbatim)

- the exercise of physical force by a person against a worker, in a workplace, which causes or could cause physical injury to the worker,
- an attempt to exercise physical force against a worker, in a workplace, which could cause physical injury to the worker,
- a statement or behaviour that it is reasonable for a worker to interpret as a threat to exercise physical force against the worker, in a workplace, that could cause physical injury to the worker [subsection 1(1)].

This definition of workplace violence is broad enough to include acts that would constitute offences under Canada's Criminal Code.

(source: <https://www.ontario.ca/document/guide-occupational-health-and-safety-act/part-iii0i-workplace-violence-and-workplace-harassment#section-0>)



**Other examples of red zone behaviours include:**

- Yelling, shouting, or swearing at an individual
- Name-calling and insults
- Purposeful misgendering
- Treating someone differently based on their identity, including microaggressions
- False accusations
- Threats, intimidation, and coercion
- Bullying and repeated targeting of an individual

Red zone behaviours have a significant impact on the working environment.

They typically result in:

- Increased levels of stress, anxiety, depression, and disordered sleep.
- Impaired decision-making, difficulty concentrating, and reduced productivity.
- Absenteeism, presenteeism, and leaves of absence.
- Reduced self-esteem and self-confidence and increased feelings of isolation.
- Reduced morale and increased divisions among colleagues/teams.

Resources and supports can be found on the Employee Mental Health website at [uwindsor.ca/vp-people-equity-inclusion/EMHS](http://uwindsor.ca/vp-people-equity-inclusion/EMHS)

If you are experiencing any of these behaviours, it is important that you report these immediately to your immediate supervisor, Human Resources (Health & Safety and or Labour Relations), Academic Labour Relations and/or your union/association.

# navigating interpersonal *Conflict*

**Conflict** can be defined as the condition in which people's concerns (the things they care about, positions on an issue, needs) appear to be incompatible. It is a situation between individuals in which:

- Stakes may be high.
- Opinions vary.
- Emotions run strong.
- Personal or emotional histories get in the way.

Conflict is part of life and therefore will always exist in the workplace. The following are some examples of conditions that may result in workplace conflict:

- Differences in points of view, values, or goals
- Communication issues: no information, incomplete information, or misinformation
- Misunderstandings
- Personality clashes
- Emotions: Powerful negative emotions take over, decisions are driven by emotions instead of facts, and individuals experience stress reactions (fight, flight, freeze)
- Competition for resources
- Power/authority dynamics



## Why deal with workplace conflict?

Disagreement/conflict is normal in any workplace. The goal is to resolve the conflict in positive ways that:

- Respect, value, and address the needs of all parties.
- Consider multiple perspectives and possibilities.

When conflict is addressed in a positive manner, it typically results in creative and innovative solutions or decisions, better working relations among individuals involved, and enhanced morale in the workplace.

When a conflict is ignored or left unresolved, it can have a negative effect on not only the parties involved but others within the department/institution. It often escalates and results in increased stress, loss of sleep, anxiety, lower morale, decreased job satisfaction, wasted time, grievances, harassment complaints, and strained working relationships.

It is important that conflict be addressed in productive ways so it can produce positive effects and eliminate/reduce the negative effects associated with escalated conflict.

Source: [www.viu.ca/conflict](http://www.viu.ca/conflict)

### Managed Conflict

- Strengthens relationships and promotes teamwork.
- Encourages open communication and co-operative problem solving.
- Increases productivity.
- Deals with real issues and concentrates on win-win solutions.
- Makes allies and diffuses anger.
- Airs all sides of an issue in a positive, supportive environment.
- Focuses on results.

### Unmanaged Conflict

- Damages relationships and discourages co-operation.
- Results in defensiveness and hidden agendas.
- Wastes time and resources.
- Focuses on fault-finding and blaming.
- Creates enemies and hard feelings.
- Is frustrating, stress producing, and energy draining.
- Is often loud, hostile, and chaotic.

## **How to approach a colleague:**

Having difficult conversations to address issues and resolve conflicts provides an opportunity for all parties to have a better understanding of each other's perspectives/interests and to identify opportunities for enhancing the working relationship. The following are some guidelines for resolving workplace conflict with a colleague:

### **Do not approach your colleague when you are angry:**

Do not engage in a conversation with your colleague when emotions/feelings are high as this will impact your ability to use rational problem-solving skills. Take the time to cool down, reflect on the situation at hand, and identify productive ways for moving forward.

### **Set up a time to meet with your colleague:**

Arrange for a time to meet with your colleague, preferably in a private neutral place (i.e. meeting room). Let them know that you would like to discuss the working relationship and express your desire to have a good working relationship.

### **Prepare for the conversation:**

It is important that prior to meeting your colleague that you take the time to reflect and prepare for the conversation. Consider the issue(s) from both your perspective and the other person's. Determine your and the other person's interests (needs, fears, wants, and concerns about the issue). The following are some questions that can help you prepare for a productive conversation:

- Do I have all the information?
- What outcome do I hope to achieve from the discussion?
- What challenges do I expect to encounter?
- What assumptions am I making about my colleague's intentions/behaviours?
- How might my colleague interpret the situation?
- What are my needs and fears related to the situation? What do I think are the needs and fears of my colleague?
- Have I contributed to the situation? If yes, how?
- How does my attitude towards the conversation influence my perception of the situation?
- What options could we explore to solve the situation?

### **Do not vent to others:**

Keep the matter confidential. Consider how you would feel if you heard that someone was criticizing you behind your back. This typically results in more anger, which may lead to the conflict escalating.

If you need support/coaching to prepare for the conversation, approach a trusted colleague or your supervisor, emphasizing confidentiality.

### **Be ready to listen to your colleague's perspective:**

Before engaging in the conversation, make sure that you are ready to hear the other person's perspective. Hearing the other person's perspective does not mean that you share or agree with their perspective. Resolving conflict is not about arguing about what happened, it is about understanding yours and the other person's perspective and the needs and wants of each person in relation to the conflict.

### **Navigate the conversation to solve the problem:**

Even though each situation is different, the following are some best practices for navigating the conversation:

- Describe the purpose of the conversation.
- Talk about the need to work together to determine how to resolve the issue.
- Focus on moving forward, not blame.
- Share your facts and tell your story (observations, impact, and assumptions)
- Invite the other person to share their perspective.
- Watch for body language and listen for unspoken energy.
- Focus on areas of common ground without losing sight of differences/opposing interests.
- Do not interrupt; listen actively.
- Respond, not defend.
- Do not take things personally – be prepared for an emotional reaction/push back.
- Summarize and paraphrase to ensure you “got it right.”
- Show that you have heard and understood their position. It does not mean that you agree with it.
- Acknowledge the other person's feelings and perspectives.
- Brainstorm possible solutions: ask the other person what they think might work, find something in their idea that you like, and then build on it.
- Assess the options identified and reach agreement on the one that would work best (if no solutions identified, schedule a time to continue the conversation).

### **Make a commitment to “check in”:**

Sometimes it might take more than one meeting to develop a good working relationship and/or repair a relationship. Make a commitment to meet again to “check in.”

Thank your colleague for their co-operation.

### **Some reminders:**

- If at any time during the discussion, your colleague starts yelling, name-calling, or threatening, politely stop the conversation and report this to your supervisor. Such behaviours cannot be tolerated in the workplace and could be a symptom of a conflict that has escalated and therefore requires a different intervention.
- For complex issues and/or out-of-control conflict, it is important to ask for assistance from your supervisor, Human Resources (staff), Academic Labour Relations (faculty) and/or the union/association. These situations may require other interventions such as mediation or a neutral third party to help restore the relationship.
- While first attempts to resolve conflict may feel challenging and/or awkward, with practice you will gain confidence. Do not hesitate to reach out to a trusted colleague or supervisor to help you navigate the conversation.

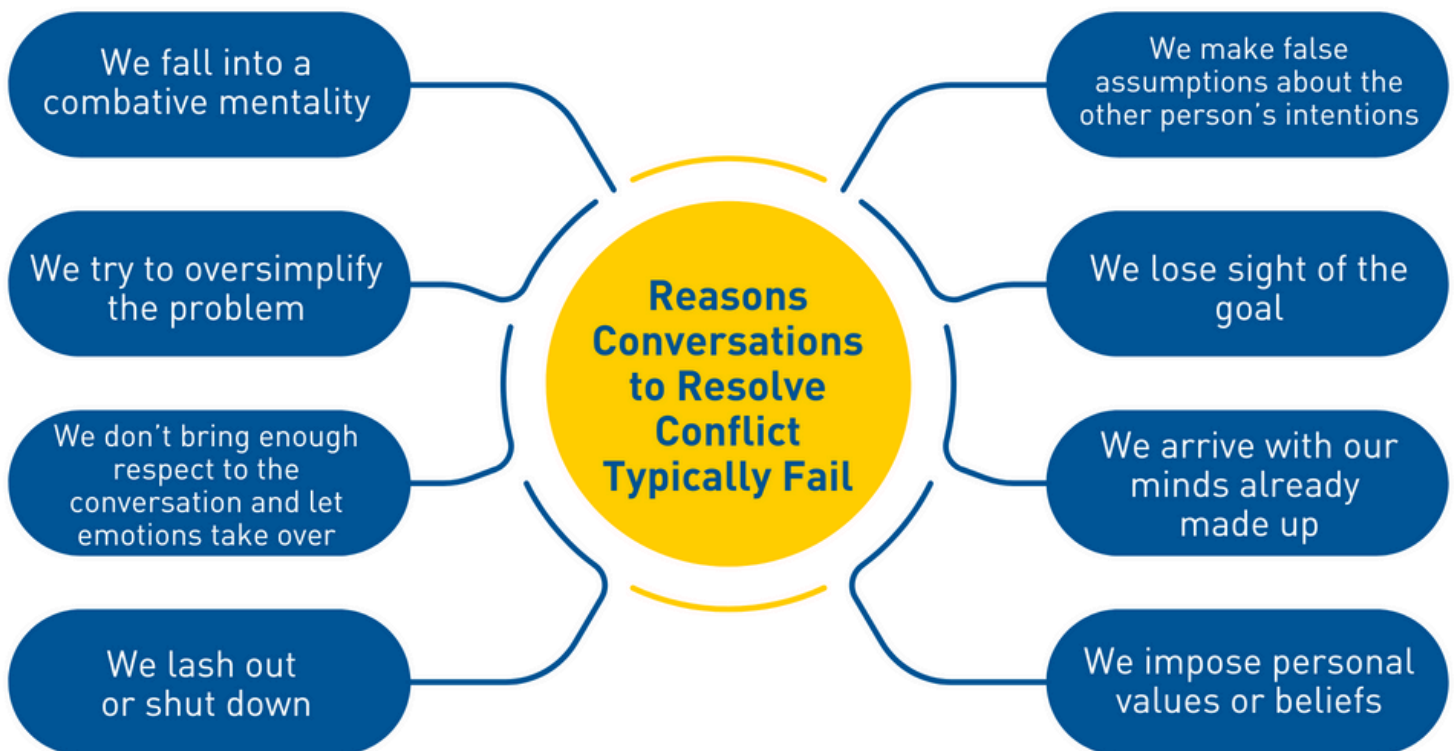
## What if the conflict involves your supervisor?

When the conflict is with your supervisor, there is a power differential that can significantly impact the dynamics of conflict resolution.

You may not feel safe bringing it forward due to fear of retaliation or you may feel intimidated to speak freely with your supervisor. Building a positive relationship with them can help mitigate the impact of power differentials.

Follow the same best practices outlined in the [conflict with a colleague section](#). As you reflect on the issues and approach the conversation, do not assume that they are intentionally behaving in a particular way. They may not be aware of how their behaviour/actions are perceived by you and others.

If, from your perspective, the issue(s) cannot be resolved through an informal and open discussion or you do not feel comfortable engaging in a conversation, it is recommended that you contact Human Resources (staff) or Academic Labour Relations (faculty), or a union/association representative for guidance.



# Conflict Communication Tips

Effective communication skills are critical when trying to address interpersonal issues with colleagues. Active listening is critical to be able to understand your colleague's perspective and assertive and non-blaming communication to help them understand your perspective.

## Active Listening:

Active listening involves a set of interrelated skills, including asking open-ended questions, paraphrasing, acknowledging feelings, using non-verbal encouragers, and summarizing.

- Ask open-ended questions to encourage further discussion and explanation.

Open-ended questions invite people into the discussion. They often begin with "What" or "How." For example: What are your thoughts about....?

- Paraphrase to ensure the accuracy of message heard.

Miscommunication happens when we assume we understand but have not confirmed that assumption. Paraphrasing not only checks for clarity and accuracy of understanding but also lets the other person know they have been heard and understood. For example: "What I hear you saying is...."

- Acknowledge feelings.

Active listening requires that you not only hear the content or the "spoken word" but also acknowledge the other person's emotional response. For example: "I can see that you are surprised about...."

Acknowledging emotions deepens our understanding of the issue and the meaning it has for the other person. It sends a message to the other person that you understand their words and their feelings.

- Use non-verbal encouragers.

The gestures we make, the way we sit, how fast or how loud we talk, how close we stand, and how much eye contact we make send strong messages. They demonstrate to the other person that we are listening and that we care about what is being said. Examples include facing the person, making culturally appropriate eye contact, nodding your head as the person is talking, and leaning towards the person slightly to show interest.

- Summarize the conversation.

Summarizing includes pulling together what has been said over a period of time in a concise manner. It provides an opportunity, like with paraphrasing, for the other person to correct understanding. It is also an opportunity to demonstrate that progress has been made. For example: "What we have agreed so far is...."

## **Non-blaming Communication**

- Use “I” statements.

Statements that focus on your perceptions, such as “from my perspective,” “the way I see it...” make it clear to the other person that you are speaking for yourself. These statements help position the conversation as “non-blaming.” Sentences that begin with “you” often make the other person feel blamed and judged and may escalate the situation.

- Use tentative language.

Ensure that your behavioural observations are brought forward as perspectives and not facts. Use tentative language such as “it looks to me” or “it appears to me.”

- Be mindful of your tone and body language.

Ensure that you maintain a calm and positive tone throughout the interaction and that you are aware of the signals that your body language may send. For instance, do not roll your eyes, point fingers, or cross your arms; instead, try to make some eye contact and remain calm.

## **Assertive Communication:**

Assertive communication involves being able to clearly describe your concerns, the impact of the situation and your needs and wants.

- Describe your concerns.

Be clear about your specific concerns regarding the situation. This prevents the other person from “reading between the lines” or guessing.

“I am concerned about not being included in the team discussions as it puts me at a disadvantage when performing my duties.”

- Express the impact of the situation.

It is important to also share your emotional response and the impact for you using non-blaming communication.

“I feel frustrated when I don’t receive the information on time as I depend on that information to get my work done on time.”

- Identify your needs and wants.

Share with the other person what it is you need and want in the working relationship. Being specific regarding your own needs and wants is essential in order to explore options for resolving the conflict.

Need – I need to receive the information on time.

Want – I want to have a good working relationship with you

# handling criticism *Respectfully*

Being approached by a colleague/supervisor with criticism or feedback about your behaviour may be difficult, particularly if you feel that you have not done anything to offend/disrespect the other person.

Even though criticism is uncomfortable and often hard to hear, we should view it as an opportunity to enhance awareness of our behaviours/actions and how these are perceived by those around us. It is also critical that these feedback conversations remain positive and productive.

For the criticism to be constructive, the person providing the feedback should be motivated by the desire to improve the working relationship and have a productive, cooperative, and collaborative relationship between colleagues. Criticism should not be frivolous or vindictive.

## **Suggestions for responding to criticism from others:**

- Relax and listen carefully without interrupting the other person.
- Do not become defensive or jump to conclusions.
- Paraphrase what you heard to let them know you have heard them and understood their perspective. This does not mean that you agree.
- Ask for clarification or examples if the criticism is vague or unclear. For instance, if they say “you don’t care about people” ask for specific examples so that you can understand.
- Keep an open mind and try to imagine their perspective. Remember that if they have approached you with an issue, it is important to them.
- Look for a “grain of truth” in the criticism, take ownership of your behaviour, and express your desire to find a solution.
- If the criticism is fair, ask for specific suggestions.
- If you believe that the criticism is unfounded/unfair or that your behaviour may have been misunderstood, share your perspective using “I” statements.
- Sometimes, it may also be helpful to share your reaction to the criticism. For example, “It’s not easy to hear criticism, but I can see how my actions could be misinterpreted as...”
- Agree on a solution for moving forward.

# respectful communication *via Email*

When we have face-to-face discussions, we use the other person's body language, vocal tone, and facial expressions to assess how the message has been received. In an e-mail, tone comes from the words used, sentence structure, punctuation, and capitalization. Unintentionally, you could come across as condescending, arrogant, threatening, or rude.

It is not recommended to use e-mail communication to address workplace conflicts/issues.

## **Guidelines for respectful email communication:**

- Before writing an e-mail, ask yourself if it is the best way to convey the message. Do not use e-mail to communicate if:
  - Back and forth discussion is needed.
  - It involves sensitive and confidential information.
  - You are delivering unwelcome news.
  - Your message is emotionally charged, or the tone could be easily misconstrued.
- Do not send an e-mail when you are angry as this will impact the tone of your message.
- It is good practice to include a polite opening and closing.
- Remember to be polite when making requests, include "Please" and "Thank you." Most people appreciate a compliment and like to be thanked.
- Be careful with the use of capitalization and excessive use of underlining, bold, italics, and exclamation marks. For instance, writing with all capital letters can be interpreted as yelling.
- Know your audience. Adjust the level of formality based on the relationship you have with the receiver.
- Sarcasm and jokes are dangerous. If something "gets lost in the translation," you risk offending or upsetting the reader.
- Practice empathy. When drafting e-mails, think about your words from the reader's perspective. Ask yourself:
  - How would I interpret this sentence as someone reading it?
  - How would this make me feel if I received it?
- Think twice before hitting "reply all." Ask yourself "why does everyone need to read my reply?"
- Only copy (cc) your e-mail to the people that are involved in the issue at hand or who need to be kept informed of the status of an issue.
- Use blind copy (bcc) sparingly. A good practice is to use it when you are sending the message to a large group of people. When using bcc, it is also helpful to include a heading that provides the reader with an indication of who is receiving the message. For example: "To all faculty and staff."
- Before sending the e-mail, think about how it "feels" emotionally. If you think that your intentions could be misunderstood, find a different method of communication.
- Remember, if you would not say something to a person's face, do not say it in an email.

# Respectful Workplace Checklist

Fostering a respectful workplace is a shared responsibility. As you review the list below, consider your own actions and place a checkmark beside each action that reflects how you engage with others at work. When you're finished, review those that you did not check, and consider how you can incorporate these behaviours into your day-to-day interactions to contribute positively to a respectful workplace.

- ☐ I treat others with respect, dignity, empathy, and kindness.
- ☐ I recognize and value differences, listening actively to understand others' perspectives.
- ☐ I respect my colleagues' personal boundaries.
- ☐ I am cognizant of my body language and avoid eye rolling, finger pointing, and other rude gestures.
- ☐ I provide constructive feedback on my colleagues' work, identifying positive aspects as well as what can be improved.
- ☐ I communicate politely and professionally even when I disagree, and I yield with grace when an argument or debate does not go my way.
- ☐ I acknowledge mistakes as an opportunity for learning and growth.
- ☐ I refuse to participate in gossip, insults, or sharing confidential information.
- ☐ I follow through on my commitments.
- ☐ I wait my turn to speak without interrupting.
- ☐ I ask clarifying questions if needed rather than making assumptions.
- ☐ I involve all relevant colleagues in meeting and decision-making processes and share information and resources as appropriate.
- ☐ I help others and contribute to their success without taking credit for their work.
- ☐ I address any issues that arise with the individual, seeking support from my supervisor or a trusted colleague if we are unable to find a solution.
- ☐ I apologize when I make a mistake, offend, or hurt someone, even unintentionally.
- ☐ I use inclusive language, avoiding stereotyping, microaggressions, and discrimination.
- ☐ I express myself without the use of profanity, yelling, or sarcasm.
- ☐ I call out disrespectful behaviour, discrimination, bullying, and harassment when I witness it.
- ☐ I check in with colleagues who may be struggling.
- ☐ I reflect and engage in collaborative dialogue to resolve the issue if a colleague approaches me about my own behaviour.

Adapted from Building a Respectful Workplace: Checklist for Employees (BC Public Service, 2024)



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