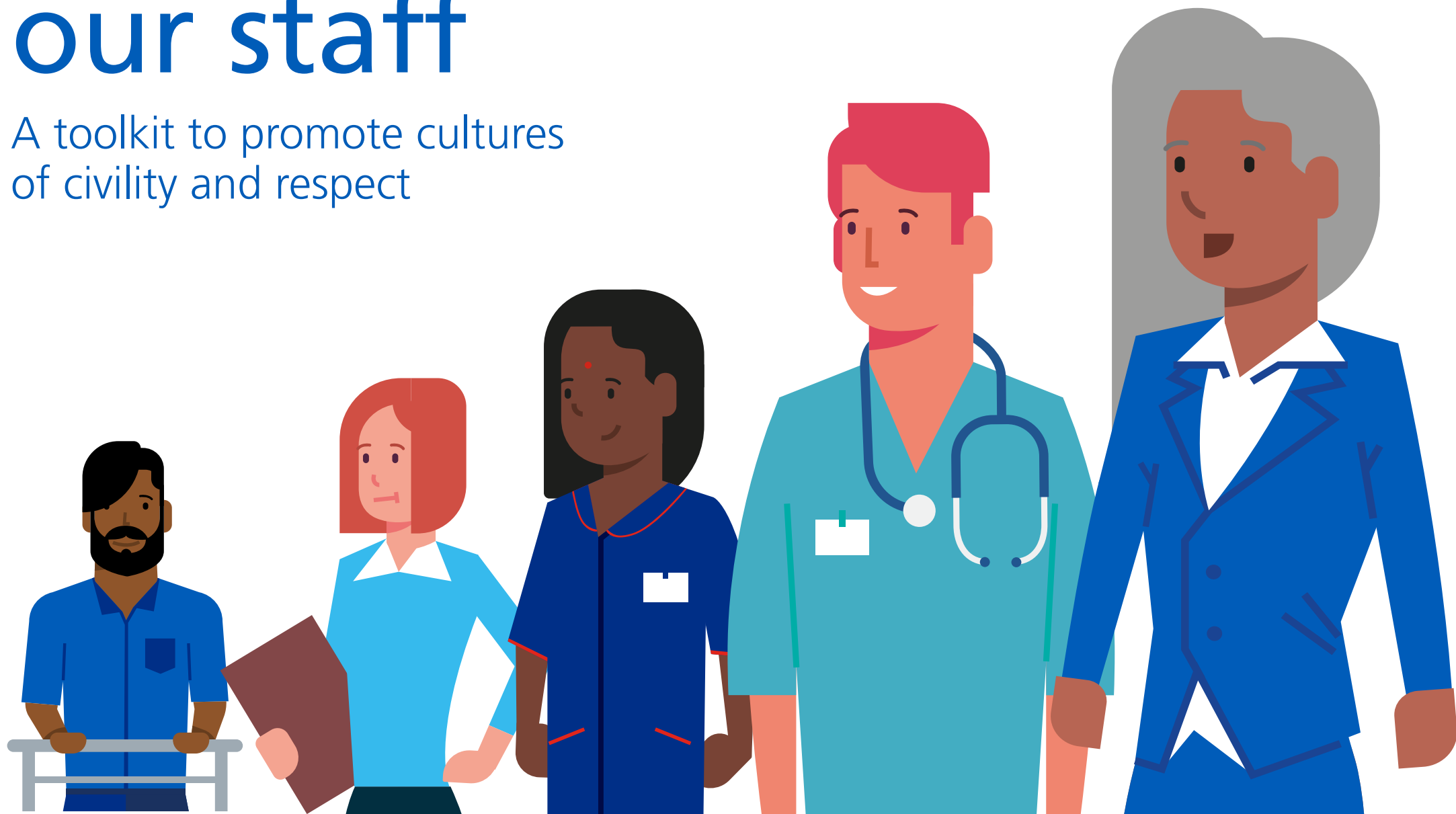# Supporting our staff

A toolkit to promote cultures of civility and respect

How to use this document

This document has been set up to find your way around. Some aspects are interactive and can help you 'jump' around the toolkit. To make full use of these features please download the toolkit and access through a PDF viewer, you may also need an internet connection to access some of the content through the hyperlinks.

Clicking this button leads you back to the contents page, where you can navigate to another section

Previous page

Next page

Contents   〈 Previous   Next 〉   45

2

Contents

Foreword

Bullying and harassment have no place in the NHS. The NHS Constitution provides the framework for the principles and values of the NHS in England. The NHS People Plan reminds us to ensure that staff must feel valued, supported and empowered to carry out their work. Therefore, we must address levels of bullying and create compassionate and inclusive cultures which has implications for staff health & wellbeing, staff engagement and ultimately patient care.

This needs to be role-modelled throughout teams and organisations, and across leaders at all levels who have an integral role to play in exhibiting behaviours and demonstrating values that lead to a culture of civility and respect. We are the NHS: People Plan 2020/21 – action for us all recognised this need and committed to providing organisations with the toolkit to help tackle bullying and harassment and to create a civil and respectful workplace culture.

I am delighted to see this work published and will be excited to hear how organisations have used this toolkit to promote cultures of civility and respect across the NHS so we can continue to deliver high quality, compassionate care to our patients.

Prerana Issar
Chief People Officer

Introduction

Bullying and harassment are a significant concern in the NHS. The 2019 NHS staff survey shows that 28.5% of staff reported experiencing bullying in the last 12 months, with 12.3% of staff experiencing bullying and/or harassment at work from managers and 19% from other colleagues. This has implications for staff wellbeing and engagement, and patient care.

The NHS Long Term Plan recognises that levels of bullying and harassment must come down if the NHS is to achieve its aim of being an employer of excellence. The intention is to create a culture where staff feel supported, valued and respected for what they do and where the values we seek to show to our patients; kindness, compassion and professionalism are the same values we show to each other. This is also reflected in the We are the NHS: People Plan 2020/21 – action for us all. It places a compassionate and inclusive culture at the very heart of the NHS. The People Plan stipulates that all NHS employees are responsible for tackling bullying and harassment and emphasises the importance of creating a civil and respectful culture.

The purpose of this work, undertaken by NHS England and NHS Improvement, which is reflected in the People Plan was to understand what bullying looks like in the NHS and how we plan to reduce it. This included an engagement and scoping phase with providers, subject matter experts, professional bodies and other professional/interest groups to develop an understanding of what bullying in the NHS looks like and what best practice has a proven evidence base of success. The learning obtained through this evidence and research base led to the development of a framework with four supporting themes to guide human resources (HR) practitioners and NHS provider leaders in creating a culture of civility and respect and identifying the underlying causes of bullying and negative workplace behaviours in their organisation. This framework has been used to structure a flexible practical guide for the NHS to initiate and sustain activity using an analyse, intervene, measure (AIM) approach.

The AIM approach helps organisations to develop action plans tackling these issues through:

- **analyse:**
  understand the issues
- **intervene:**
  take action to address the issues
- **measure:**
  evaluate the impact of interventions.

In addition to this framework we are promoting a change in language from reducing bullying to promoting civility and respect. This refreshed focus will support individuals to understand their experience better and enable organisations to focus on the root causes of bullying, which predominantly include incivility and disrespect. The change in language will aid conversations with staff behaving inappropriately.

This toolkit draws on the Vanderbilt Model of Professional Behaviour (Hickson et al., 2007) and Professor Michael West's (2017) research on compassionate leadership and the function of teams to guide organisations to a new way of thinking, focus for action and the crucial link back to improved patient care. In addition, it draws on Michael West's (2019) Caring for doctors, caring for patients report which identifies the principles of resolving workplace stressors by identifying the primary causes.

"The NHS has traditionally emphasised policies, procedures and training as the cornerstone of tackling bullying. Yet research is clear that enabling individuals to better raise their concerns will not, in isolation, reduce the overall levels of bullying. Indeed it may put such individuals at greater risk. We need to prioritise tackling the 'organisational climate' which encourages, allows or colludes in bullying. That means addressing root causes but it also means being proactive and preventative.

We have a wealth of data (staff survey, turnover, sickness absence, complaints) and informal lived experience of both staff and patients. The data will tell us we have a problem. The lived experience will tell us why. Good organisations will use this information to intervene in bullying hot spots and act to prevent bullying, not wait to see if someone lodges a grievance. Inclusive leaders whose everyday actions convince staff they are serious about bullying are best suited to do this."

Roger Kline,
Research Fellow, Middlesex University Business School

Context

Research by Roger Kline and Professor Duncan Lewis in 2018 estimated the cost of bullying and harassment to the NHS as over £2.3 billion per annum.

This figure is made up of:

- Sickness absence costs associated with bullying and harassment (£483.6M)
- Costs of covering sickness absence for bullying and harassment (£302.2M)
- Impact and costs of bullying and harassment to employee turnover (£231.9M)
- Impact of bullying and harassment to productivity of NHS workers (£575.7M)
- Impact of presenteeism of sick NHS workers when bullied/harassed (£604.4M)
- Costs of industrial relations, compensation and litigation (£83.5M)

The Francis Report (2013) and the Kirkup Report (2018) identified the impact of poor workplace culture for patients as staff become afraid to speak up about patient safety.

The Civility Saves Lives campaign has highlighted that disrespect and rudeness create an environment where quality of work reduces, people are less likely to help each other and there are more errors as people are afraid to speak up and patients feel anxious.

The British Medical Association report Bullying and harassment: how to address it and create a supportive and inclusive culture (2018) reported that 40% of doctors saw bullying as an issue and highlighted that people who have been bullied have spoken up about how it destroyed their confidence, affected them personally and in some cases caused lasting harm. Even those who witness bullying behaviour are more likely to take time off sick or want to change jobs.

The King's Fund (2019) Closing the gap: key areas for action on the health and care workforce report highlights that staff are leaving the NHS, citing issues such as bullying and harassment which impact job satisfaction and morale. The People Plan 2020/21 highlights that the NHS workforce must grow for the future. This means we need to retain our current staff and recruit new staff. In order to do this we must look after our people and deliver 'Our NHS People Promise'.

The Social Partnership Forum's collective call to action tasks all employers and trade unions in all NHS organisations to work in partnership to create positive workplace cultures.

In order to create a culture of civility, compassion and respect, everyone must adopt these behaviours. However, research shows (West, 2014) that the most important determinant of an organisation's culture is its current and future leadership. Every interaction by every leader at every level shapes the emerging culture of an organisation. Collective and inclusive leadership means everyone taking responsibility for the culture, inclusivity, civility and success of the organisation as a whole and also challenging behaviours that are in contrast to these principles. We know that leaders who demonstrate these values directly affect the health, wellbeing and engagement of staff. The expectation of leaders must be high and they must understand the decisive importance of their own role and behaviours in creating a compassionate and inclusive culture.

the context of the NHS system in relation to the workforce stressors and the impact these have on our workforce health and wellbeing, absence, turnover, morale, levels of bullying and incivility in the workplace and ultimately, a decrease in the quality of patient care and patient health outcomes. West explores the need to identify the primary causes of these problems to be able to put in place appropriate primary interventions focused on addressing the root cause of the workplace issue, modifying or eliminating stressors/root causes and targeting organisations and the changes they can make.

It is clear that current approaches to addressing bullying in the workplace, including policies and training, are not working. While they are essential components, there are significant obstacles to resolution at every stage of the process that such policies typically provide. Research shows that in isolation, this approach generates no evidence that it will work to reduce the overall incidence of bullying in Britain's workplaces (Evesson, 2015). The CIPD report (2020) Managing Conflict in the Modern Workplace examines the state of working relationships in UK organisations and the impact this has on employees and the organisations' productivity. Their research findings outline to leaders and HR professionals that to effectively manage conflict there needs to be a focus on building inclusive cultures, moving from process to

resolution and putting better support in place for managers on the front line. The report explores bullying, harassment and sexual abuse in the workplace, how managers and organisations deal with these workplace behaviours/conflict and how to encourage early informal ways to resolve conflict.

It must be noted however that some situations cannot and should not be resolved informally. Even effective systems are unable to resolve certain situations due to the seriousness of the behaviours (eg. bullying by means of sexual coercion).

Fevre et al. (2011) illustrate in the report how behaviour falls into three distinct categories, which are: Unreasonable Treatment, Denigration & Disrespect and Violence. The behaviours they describe within these categories helps us to understand what behaviours employees are experiencing and how these can contribute to an employee feeling bullied. Their research also highlights the BAME, LGBT and Disabled Employee experience by industry, with a high prevalence of violence, incivility and disrespect in health and social care. This research is supported by evidence captured through the NHS Staff Survey.

While it may be recognised that discrimination is based on individual, institutional and structural foundations, bullying is generally regarded as a personal experience built

on frequent and prolonged exposure to unwanted and unwarranted negative behaviours carried out by other organisational members (Lewis et al., 2020). Bullying and discrimination can co-exist, or one can lead to another.
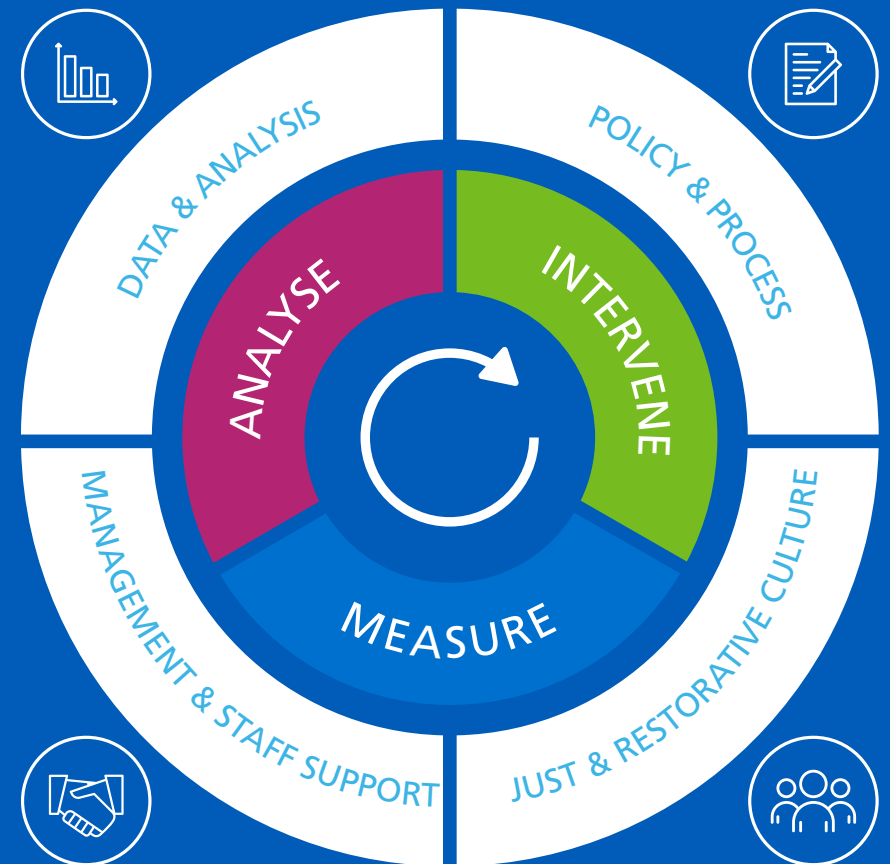
Over the past 20 years, researchers have established risk groups for bullying classified as having protected status. It has been found that the risk of bullying is more than double among ethnic or racial minorities compared to white respondents (Fox & Stallworth, 2005). Bullying and harassment at work has been shown to disproportionately affect minorities and protected groups. Where an individual is a member of more than one protected group, the probability of being bullied spirals (Berdahl & Moore, 2006). Promoting equality and addressing health inequalities are at the heart of the NHS values. Throughout the development of the policies and processes cited in this document, we have had due regard to the need to eliminate discrimination, harassment and victimisation, to advance equality of opportunity, and to foster good relations between people who share a relevant protected characteristic (as cited under the Equality Act 2010) and those who do not share it.

1. Civility and Respect Framework

Our Civility and Respect Framework provides a practical overview to thinking and action using the AIM approach making underlying issues easier to analyse, plan for and intervene. Using the AIM model, the framework highlights the importance of data to understand and benchmark employee experience and the importance of engaging with employees to understand their experience, what the culture feels like, how the process makes them feel and what support they need.

If you can work through these themes and then apply them practically using the AIM approach towards the end of the toolkit, you should be able to develop sustainable, measurable interventions, which are specific to addressing the issues in your organisation.

DATA & ANALYSIS

POLICY & PROCESS

ANALYSE

INTERVENE

MEASURE

MANAGEMENT & STAFF SUPPORT

JUST & RESTORATIVE CULTURE

Please click on the segments of the above graphic to go to different sections of the document.

Theme 1:
Data and analysis

'Data and analysis' is about accessing, analysing, understanding and triangulating data.

From a strategic point of view, good data and data analysis ensure that board, management and human resources (HR) have the knowledge they need to better understand issues and make them more visible, reinforcing organisational and individual accountability for action.

Better visualisation of data supports organisational governance and assurance frameworks, the delivery of the local people strategy, the provider business plan and the NHS People Plan.

From a practical point of view, using the AIM model to understand what bullying looks like in your organisation means you target interventions for your specific workplace. To do this, you need to understand what workplace behaviours are present, how they manifest because of the underlying organisational culture and how different employees experience the culture.

Data and data analysis should be used in a proactive and preventative way in order that organisations/teams can be interventionist and address emerging hotspots. By understanding data organisations can spread best practice and/or identify intra-organisational differences in levels of civility and respect.

Triangulation of the data is key to understanding it and developing a process for measuring interventions. When reviewing the data and analysis of data, consider what is available, what more you require and how to present this meaningfully as explained in more detail below.

Available data

Available data consists of quantitative and qualitative data: any triangulation analysis should include both:

- Quantitative data should be readily available through established information sources, systems and dashboards.
- Qualitative data includes feedback and information from, for example, employee engagement activity (free text submissions from engagement surveys/ listening events), employee exit interview data, facilitated discussions, employee support routes (staff networks, local union representatives) and informal concerns raised through alternative channels, for example the Freedom to Speak up Guardian, local staff side representative, health and wellbeing lead and engagement or equality leads.

Quantitative data gives you information on incidence whereas qualitative data can give you insight into issues.

Examples:

Staff survey data on bullying and harassment, whether staff reported it when they experienced or witnessed it, morale, leadership, discrimination.

Look beyond the overall/highlight results and pull out the detail reflecting the differences in employee experience in relation to black and minority ethnic (BME), Disabled and Lesbian, Gay, Bisexual and Trans (LGBT) staff, and across different professions, sites and directorates. This will highlight potential areas for consideration and triangulation with other sources. Ensure year to year changes are noted - in particular with respect to staff with protected characteristics.

Equality data

Equality data consists of the following statutory data collection and reporting requirements:
- Workforce Race Equality Standard (WRES)
- Workforce Disability Equality Standard (WDES)
- NHS Staff Survey diversity monitoring section
  - Reporting on the gender pay gap.

NHS organisations usually capture equality data in an equality plan outlining specific remedial and good practice actions. Responsibility for activity across protected characteristics may already be assigned to a subject matter expert or lead and is a key cross reference point.

Triangulating this data and improvement plans against tools such as recruitment monitoring, talent development plans, succession plans and equality succession plans provides an overview of progress, indicating whether existing plans are having a positive impact and where intervention is required.

Workforce data

High level workforce data is likely to be available in dashboard reports: the key is to apply different lenses to identify themes, areas of concern and good practice. Think of a relevant deeper level or point of triangulation with other data; for example, the experience of staff with different protected characteristics reflected in the numbers and percentages of formal HR cases (Dignity at Work, grievance, Disciplinary, performance capability), reasons for absence, staff survey results for bullying, turnover data, leadership, morale and engagement and then exploration of themes arising from leavers' questionnaires, FTSU cases and the WRES/WDES action plans.

Triangulating data and applying different lenses will enable you to explore where a significant difference in the data may highlight an area for exploration and potential focus/intervention.

For example, data from Staff Surveys (which allow staff to raise issues confidentially) will often differ from formal data such as cases registered. Organisations should examine why this might be and what action is needed to address the issue.

Thematic evaluation of data

Themes can indicate a concern underlying data points. High level overviews, for example, might show grievance and Dignity at Work cases in a specific department or team with high turnover and absence rates. Triangulating against other data sources can highlight patterns or suggest a bigger picture. For example, it might demonstrate the impact of the formal Dignity at Work process on the health and wellbeing of employees and the cost to the employer by analysing the time taken to conclude the investigation/formal process and the number of cases that result in periods of absence with the reasons for absence reported and, if known at that point, the length of the absence period. Alongside absenteeism, it is also important to understand presenteeism. Presenteeism is the concept of staff feeling pressured to go to work, even when not feeling well enough to perform their duties. WDES data highlights that Disabled staff are disproportionately more likely to experience presenteeism compared to non-disabled colleagues.

Thematic evaluation of data can also determine the largest contributors to an issue and therefore most important point of impact for any intervention. For example,

with employee relations case monitoring, for each type of case (grievance, disciplinary, Dignity at Work) establish a group of themes for monitoring (eg in Dignity at Work cases: banter, protected characteristic, band discrimination, unreasonable behaviour). Display this thematic data in a simple and clear to show who are the largest contributors and a focus for prioritisation.

Further data

Some useful data may not be readily available or produced on a regular, cyclical basis. If there is a gap in understanding of the underlying causes of bullying/negative workplace behaviours and what they look and feel like in your organisation, you will need a specific data collection process.

This could include one or more of the following:
• detailed internal analysis questionnaire on negative workplace behaviours - see the British Workplace Behaviour Scale (Fevre et al., 2011) or Bergen Bullying Research Group's Negative Acts Questionnaire (NAQ; Einarsen, Raknes, Matthiesen & Hellesøy, 1994; Hoel, 1999)
• specific protected characteristic detailed internal questionnaire
• facilitated focus groups
• employee engagement listening events
• external commissioned review (See this guidance document)

Start gathering this extra information by deciding on whether you need an internal or external review. For both you will need to establish the aim and parameters and then work with the internal lead or external commission to establish criteria for collection, analysis and presentation. The decision may come down to resources (including in-house function and capacity) and budget allocation, both being balanced against the cultural climate and the need for autonomy. Whichever approach is taken, where appropriate find a measure/metric that will turn this qualitative feedback source into quantitative data.

Analysis and presentation of data

Once you have identified the data sources, review how this data is analysed, how meaning and theories are identified, and use the data to present a clear picture of employee experience in the organisation.

Use data triangulation, where possible using workforce data and staff survey data detail, to highlight deviation from the norm by comparing experiences across departments, professions, grades and protected characteristics, and therefore areas for consideration and intervention.

Results that can be analysed in this detail include:
- Workforce data: appraisals, turnover, reasons for absence, absence rates, exit interview data
- Staff survey results: bullying, harassment and abuse from managers and colleagues, unmanageable workloads, time pressures, morale, strained working relationships, discrimination.

The way the data is triangulated, analysed and presented is crucial for enhancing provider understanding and decision-making. When HR, managers and board are aware of the data, the links between data and the story behind it, their understanding of the underlying issues is optimised, accountability for actions is reinforced and the required actions become clearer.

Links with internal data experts and partners (such as the FTSU Guardian, staff side, health and wellbeing leads, and workforce data analysts) will enhance exploration, presentation and analysis of the provider data, including the gaps.
Theme 1: Data and analysis
Data sources:
- Employee relations cases
- Equality monitoring tools (WRES, WDES, SOM)
- FTSU guardian cases that include a bullying element
- Exit interviews
- Complaints relating to staff attitude, behaviour, patient safety

- Incident reporting systems containing staffing issues relevant to staffing/ resources, work pressures and behaviour
- Employee engagement surveys and listening events
- Staff side representative informal concerns
- Mediation requests
- Costs of Bullying

It is important to benchmark your data against other similar organisations/ departments and compare year on year trends to ensure you give a complete picture. Once the data has been analysed fully, it can be presented to Board/managers so that they can understand the issues and be guided to make decisions on the best way forward.

Theme 2:
Policy and process

'Policy and process' is about:

- Looking at the current policy position and establishing an approach and focus that enables providers to work in the space beyond policies and processes.

- Reviewing the balance between the formal and informal aspects of Dignity at Work, agreeing a strategic approach to conflict in the workplace and looking at how to move towards supporting staff in the restoration of relationships (preferably before they get fixed in a retribution frame of mind).

Policy has two immediate roles – as a statement of intent and also as a document to guide all stakeholders through the formal and informal processes connected to bullying prevention and intervention.

This theme is therefore about getting the policy balance right and supporting HR and management to develop and refine the necessary skills and competencies (Rayner & Lewis, 2020).

Policy shift

A review of bullying in an organisation often starts with a review of Dignity at Work cases: how they have been handled, the main themes and the approach to implementation. Most organisations use a structured formal process, often based on a formal definition held to be an exemplar, such as from the Advisory, Conciliation and Arbitration Service (ACAS) or the Chartered Institute of Personnel and Development (CIPD). The formal stages of the policies are likely to be fit for purpose. The areas of concern identified with the formal stages often relate to the lengthy and complex investigation processes and how the policies are implemented, e.g. are they perceived to be fair, supportive and independent.

Research and good practice show the impact of cultures of civility and respect in going beyond the formal policy to a restorative approach, enhancing informal stages and support structures for staff. To understand why this restorative approach is a better option, it is first worth exploring why the formal processes are not working. Once a case enters the formal stages, there is immediate emotional impact on all parties involved; the individual putting forward the complaint, the individual who is the subject of the complaint and any witnesses/ bystanders who are brought into the process.

Given it is often a lengthy process, this can have a considerable impact on the health and wellbeing of those involved.

In addition, most processes take an evidence-based approach, which can automatically place individuals in adversarial positions (Ballard & Easteal, 2018);

employees raising bullying concerns in this way may expect retribution. In practice, formal processes are not successful in delivering retribution partly because of the investigation process itself, which looks for evidence to give a balance of probability that bullying occurred, but also because complex bullying situations and behaviours may not always produce tangible evidence. This places individuals in emotional situations where they are likely to feel upset, angry, isolated, and not believed or understood.

The process may therefore cause more hurt; affect individuals' ability to remain in work; and hinder their ability to resolve their issues. They are often expected to access mediation and continue working together. At the end of this formal process, with an unsatisfactory outcome and more hurt caused, is the matter really resolved? Can the working relationship be restored?

To avoid this lose-lose situation and reduce bullying cultures, organisations need to shift focus from the formal process to creating cultures of civility and respect, enabling early intervention and promoting the restoration of working relationships before problems escalate. This may require them to refocus the policy to include expectations around civility (linked to behavioural frameworks and values) and hold early informal discussions with dignity and support about any inappropriate or uncivil behaviour. This would include allowing time in the policy for a change in behaviour/practice and discussions to restore relationships rather than jumping to retribution.

The policy approach would be supported by and rooted in the organisation's HR strategy, behavioural framework and value statements, which would provide structure, influence understanding, inform policy approach (including support, investigations, methodology) and affect how individuals identify their experiences.

These strategic elements also help to outline what it would feel like in a great place to work; for example:

- treating each other with civility and respect
- embracing diversity
- treating each other with compassion
- practising 'self-compassion'
- feeling confident to call out unprofessional behaviour
- feeling listened to and supported by managers.

Understanding what bullying looks like requires understanding of the symbols of the culture - the behaviours, traditions, norms, beliefs, stories and feelings. A restorative approach,discussed in detail later in the toolkit, requires identifying where harm has been caused (including by the Dignity at Work policy) and then how to change this to prevent it happening again. These four questions in relation to the Dignity at Work policy can identify the areas of harm and where dialogue is needed to scope and plan an improved approach:

- Can staff identify their experiences within the policy?
- Do staff feel supported?
- Do staff feel safe to report bullying?
- Do staff feel confident that anything will change?

They are also areas where employees may approach their union representatives/ staff side or the FTSU Guardian for help. They may even suggest why individuals may not raise concerns in the first place.

The importance of culture and leadership in the Dignity at Work policy means organisations need to ensure managers and leaders have the skills and competencies to address inappropriate workplace behaviours and the HR workforce has the skills and competencies to support and coach managers in this restorative approach.

HR skills and competencies

A restorative approach requires support for healing. This includes how the HR community supports the provider to uphold accountability and managers to have difficult discussions with dignity and helps focus the policy and progress on restoration.

The levels of Organisational Development and Equality & Diversity input that will be required to enable this approach to work can't be underestimated. HR has a crucial role as custodian of a restorative approach, enabling early intervention and looking at individual and organisational learning points to safeguard restoration. HR practitioners also have a pivotal role in establishing support structures and accountability frameworks, including managerial training, organisational development (OD) alignment, implementing interventions, overseeing/managing mediation services, managing employee relations case work, and strategic HR decision-making and reporting.

It is therefore important to enable HR practitioners to fulfil their responsibilities and support the development of the personal and interpersonal competencies required in coaching managers and maintaining partnership working with both union representatives/staff side and FTSU Guardians.

Management and organisation competencies

A restorative approach requires organisations to understand negative workplace behaviours and incivility (such as unreasonable treatment and banter) and to equip managers with the skills and confidence to intervene. It is about recognising that incivility is a modern workplace issue and tackling it requires self-awareness, reflection and commitment at a personal, team and organisational level. This includes senior managers and the board role modelling acceptable behaviours and giving individuals at all levels 'permission' to call out poor behaviour. This requires providing support to develop the skills to be able to do this in a dignified and effective way.

Professor Michael West, Head of Thought Leadership at The King's Fund, describes in this presentation how the behaviour of leaders is crucial to shaping an organisation through the behaviours they demonstrate, what they talk about and what they monitor and reward. It tells employees what their leaders value and therefore shapes the culture of the organisation, affecting the behaviour of employees and managers. Leadership is key to enabling restoration: having those difficult informal discussions with dignity, holding individuals to account for behaviours, supporting learning and self-awareness opportunities while representing the culture and values of the organisation in all leadership actions.

Leadership frameworks are key to supporting the reduction of incivility and bullying in the workplace and upholding a restorative approach. They should outline the behaviours and competencies expected of all leaders, explore how leaders understand the prevailing culture and how they work to enhance positive workplace indicators and address negative workplace behaviours. The NHS has a leadership framework linked to the NHS Constitution, values statements and expectations of behaviour. This framework (or any bespoke provider framework) needs to be used to support leaders in feeling confident to identify and bring about change in cultural elements below the surface of strategy and policy.

Looking below the surface is about recognising there are points of pressure in the NHS system and working conditions that can cause unprofessional behaviours and points of conflict between staff. For example, pressured working environments, high workloads, resources, staff shortages, differing priorities, performance targets, etc. These can be magnified by management systems and decision-making, such as rotas, work/case allocation, breaks, annual leave and performance management, but they can also be balanced by leadership engagement, inclusive and compassionate leadership, promoting self-compassion, enabling team dialogue and reflection, promoting and demonstrating civility, holding supportive early discussions about inappropriate workplace behaviour, seeking informal restoration, and celebrating team diversity, team values and team achievements.

Theme 3:
Staff and management support

'Staff and management support' builds on the restorative approach by focusing on:

- What is available informally to support staff and managers experiencing uncivil and bullying behaviours
- Support during the formal processes
- Support for managers handling the process at both informal and formal levels.
- The health and wellbeing of all staff, recognising how incivility and bullying can affect the health of everyone involved.

This should be read in conjunction with the Health and Safety Executive's (HSE) Management Standards for Stress at Work as well as Professor Michael West's (2019) Caring for doctors, caring for patients report, which describes how organisations need to identify the primary causes of workplace stressors and put in place interventions at this primary level so as to address them effectively. He describes this as putting in place primary interventions (system focus) to address primary causes of the workplace issue and the resulting pressures and stress. Secondary interventions (individual focus) and Tertiary interventions (impact focus) are required to help individuals cope with or overcome the effect of the issue but will not completely resolve the issue: this can only be done through a focus on the primary causes.
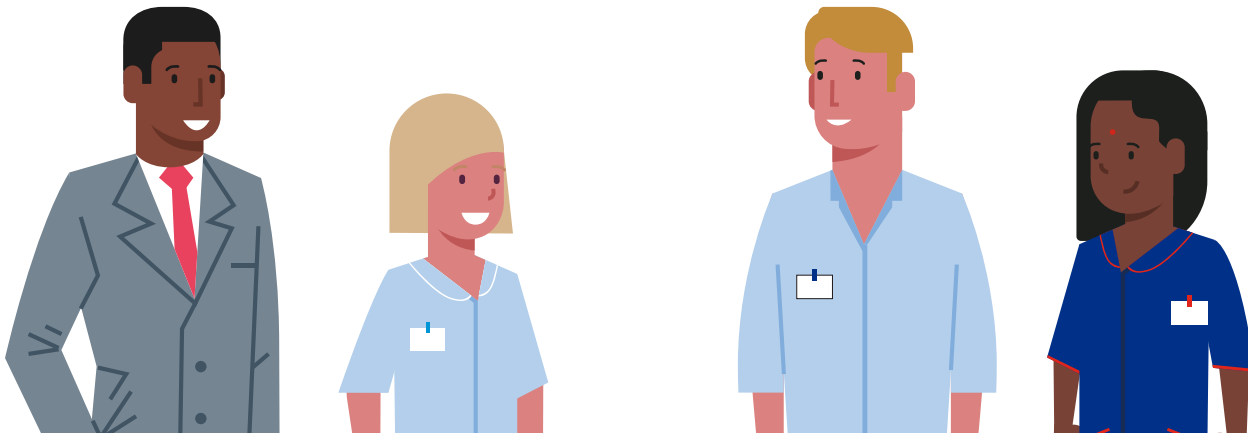
Staff support

Several organisational actions are required to make staff feel supported, so that they embrace the restoration of relationships and are confident in challenging unprofessional behaviours and calling out and reporting bullying. Use the four employee experience questions again (below) to indicate points the organisation can explore and set up support for:

- How can you support staff to identify their experiences?
- How can you help staff to feel supported?
- How can you help staff feel safe to report bullying?
- How can you create staff confidence that things will change?

Building awareness of civility and respect in the workplace and creating opportunities for self-compassion and self-reflective practice will uphold behaviours and values aligned to a restorative approach. This organisational support can take the form of training, e-learning or guided discussions but it is crucial there are opportunities for reflection at leadership, team and individual levels to ensure understanding at all levels of the organisation.

Formal awareness/training opportunities are an essential starting point for guided discussion and exploration of both unprofessional workplace behaviours that will not be tolerated and the desired behaviours and commitment to upholding these in everyday practice.

The opportunity for personal development (e.g. self-compassion, resilience, mindfulness), informal personal reflection and guided supportive discussions is equally important to increase interpersonal skills and awareness of how behaviour affects or may affect others. Informal conversations provide a crucial early space for individuals to explore how they can improve their interpersonal skills while feeling supported. When managers conduct informal conversations in a supportive and respectful manner it creates a better opportunity for change than a formal HR conversation.

21

As well as the behavioural support outlined above, the organisation needs a structure to help staff challenge and report inappropriate and bullying behaviours in the workplace. This should cover two elements:

• First, supporting staff on the receiving end of the behaviour to call it out
• Second, calling on witnesses/bystanders to support colleagues to address/report the behaviours or to directly address/report the behaviour witnessed in a dignified manner.
• Thirdly, supporting staff against workplace victimisation for making a claim or complaint of discrimination, or it is believed they have done or are going to do a protected act.

Bystanders or witnesses to incivility and disrespect in the workplace have an important role to play in the effort to reduce it. Their response, or lack of response, has an impact on how those behaviours are perceived – whether they are deemed acceptable or not.

In Professor Michael West's theory of compassionate leadership everyone needs to take responsibility for nurturing cultures of inclusion, respect, civility, and for challenging behaviours that are contrary to the team principles.

Organisations can put in place support and intervention based on their analysis to ensure staff can:
• Access the support they need (eg confidential staff helpline, access to peer mediators/staff champions, access to health and wellbeing support)
• Or are guided and reassured by initiatives that uphold everyone's responsibility for creating a culture of civility and respect and reducing bullying (eg awareness training/face-to-face/e-learning, awareness and witness campaigns, engagement and listening events, organisation/team value charters, peer mediation and team facilitation sessions).
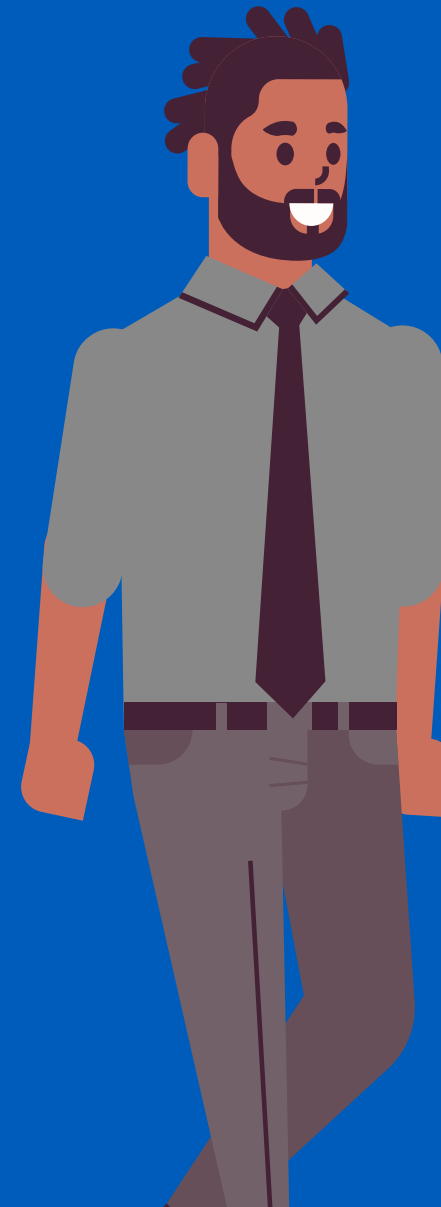
Manager support

Creating cultures of civility and respect and reducing bullying in the NHS will require managers and leaders to know how they shape the culture of the organisation by what they talk about, monitor and reward. It is therefore crucial that there is adequate support to develop leadership skills and a safe space for learning.

Managers need formal learning opportunities to develop and refine their awareness of civility and respect in the workplace, as well as to explore their leadership style and approach to conflict resolution. They will need to undertake self-reflection, practice self-compassion, understand the health indicators present in their workplace and analyse themes emerging from their workforce. They need to be able to analyse what is in front of them - whether data or interpersonal situations - identify the issues and the best course of action and support. Analysing data and understanding/managing human behaviours are different skill sets and any support structures for managers should recognise development opportunities in both. Leaders and managers will need protected time for this formal learning and it should form part of their development objectives and appraisal.

Organisation value statements should outline the leadership behaviours and values congruent with the desired culture with a local leadership framework/commitment for managers. Managers need to be able to clearly identify the leadership competencies and skills necessary to create cultures of civility and respect so that they can challenge inappropriate behaviour and promote the culture and values of the organisation. Support in a safe learning space for leadership discussions around this NHS leadership challenge can include:

- Coaching, mentoring, action learning sets
- HR support and OD interventions.

Health and wellbeing

Incivility and bullying affect individuals' health and wellbeing. To ensure the NHS is a great place to work, organisations need to recognise points of impact and employees' needs, putting in place support, health interventions to support self-compassion and access to personal health support such as resilience training and counselling.

The NHS Health and Wellbeing Framework sets out the standards for what NHS organisations need to do to support staff feeling well, healthy and happy at work.

There are a number of enablers, core to organisational development, which are the building blocks of good staff health and wellbeing (NICE Guideline, 2015). They are the leadership, structural and cultural essentials that need to be in place at an organisational level. Enablers should be prioritised as they are the most effective and impactful way to create sustainable staff health and wellbeing (Eight elements of health and wellbeing, NHS Employers).

Health interventions fall under two categories

• Prevention and self-management
• Targeted support

We must aim for a culture of civility and respect but we must also provide targeted support for those that are, or have experienced incivility, disrespect, bullying or harassment.

The creation of an organisational culture where we proactively consider the impact of organisational or team actions on the health and wellbeing (in its broadest sense) of our NHS people must be part of our normal operations. Where this isn't routine practice already, we consider the Wellbeing Guardian to be a pivotal enabler in helping to create such a culture. More information on the development of the Wellbeing Guardian role can be found here (insert link when documents published)

The NHS Health and Wellbeing Framework sets out the standards for what NHS organisations need to do to support staff feeling well, healthy and happy at work.
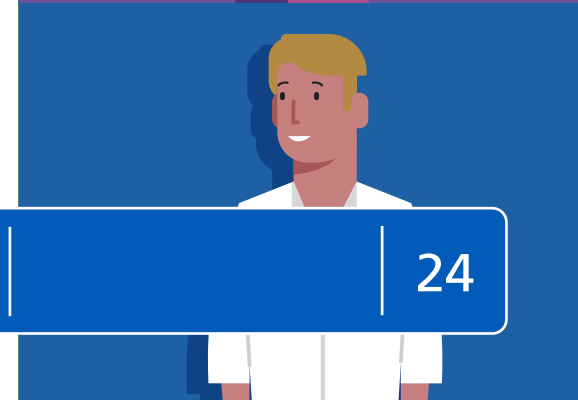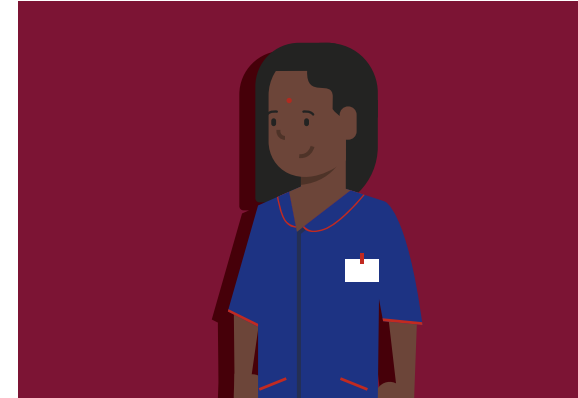
Theme 4:
Just and restorative culture

'Just and restorative culture' concentrates on the culture and leadership elements of organisations and how they can support organisations to grow compassion in the workplace, modelled by leaders. It also emphasises working with partners such as local union representatives, Freedom to Speak Up Guardians, employee engagement leads and health and wellbeing leads.

Compassion

West & Chowla (2017) 'compassionate leadership for compassionate health services' outlines four active elements for leaders:

- Attending: paying attention to staff and 'listening with fascination'
- Understanding: developing a shared understanding of what employees face
- Empathising
- Helping: taking intelligent action to serve or help.

West highlights in this presentation that only through these four elements of compassion can leaders understand and support their employees. Compassionate leadership is crucial to developing/ maintaining a compassionate culture, understanding employee experience and therefore being able to focus to act and help to address any issue, e.g. what would restore working relationships and make staff feel safe, supported and confident to speak up.

Research tells us that inclusive and compassionate leadership helps create a psychologically safe workplace where staff are more likely to listen and support each other resulting in less bullying and better patient outcomes (Carter et al., 2008).

Compassionate leadership also includes the requirement for self-compassion: practising kindness and compassion to yourself and using mindfulness to understand the 'here and now'; self-kindness and looking after yourself can positively impact your health and wellbeing. All leaders should be able to practise self-compassion and support their employees to do the same. This self-awareness helps to increase understanding of what causes points of pressure or conflict and therefore early identification of a potential issue.

Compassionate leadership requires support from organisations' boards; they need to acknowledge when harm is caused by a policy or process and give employees and leaders a safe space to learn, reflect and grow.
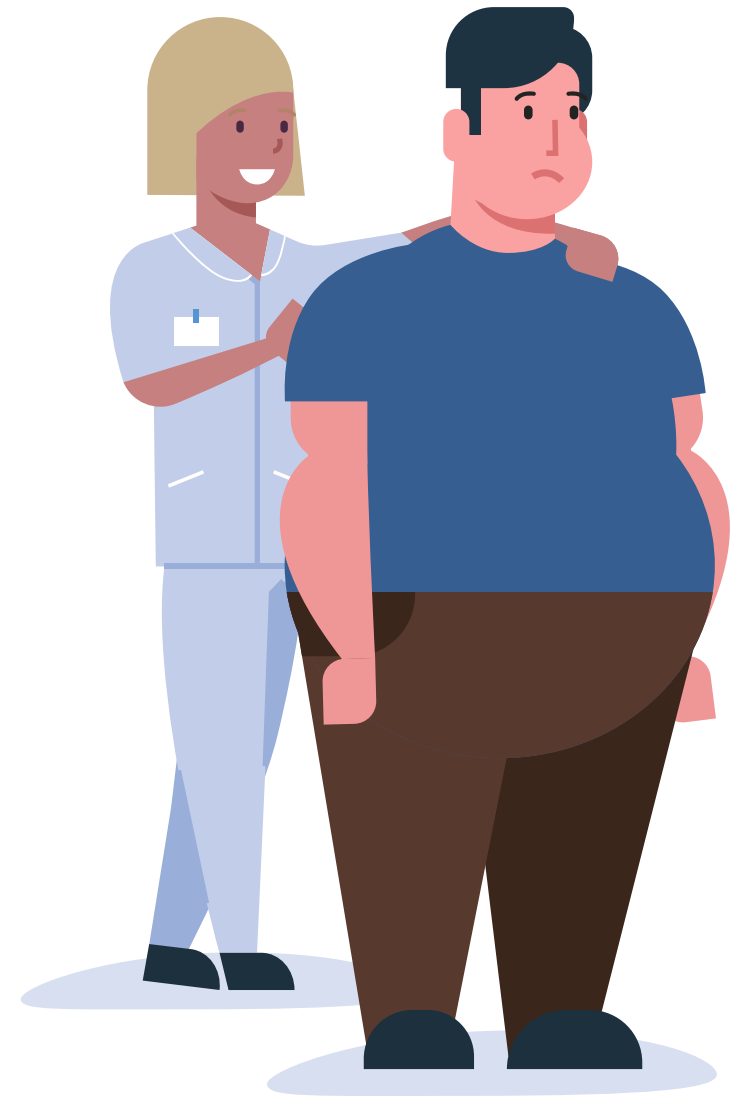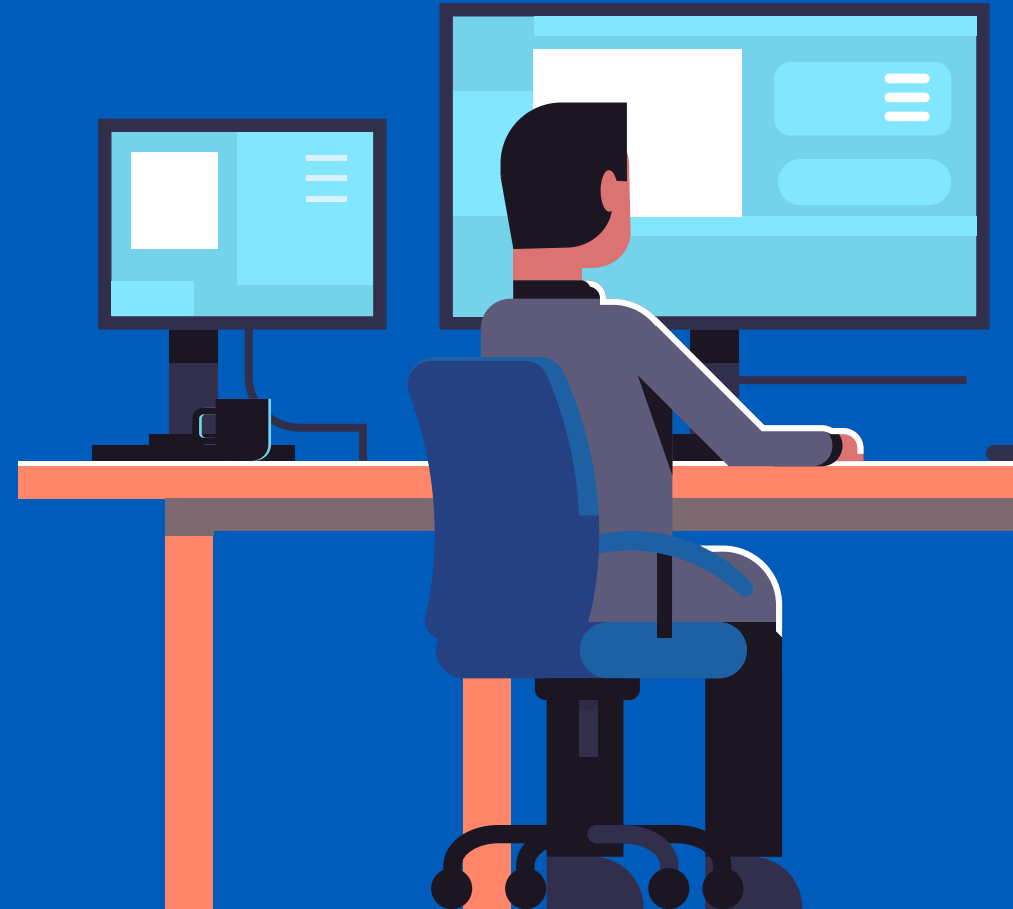
Restoration

Restoration requires the acknowledgement that systems are not perfect; they can themselves trigger interactions and behaviours among employees.

Organisations need to think about what elements in the system are potentially causing inappropriate behaviours. Ask yourself:

- Is the workload unmanageable?
- Do staff have sufficient resources to do their role effectively?
- Are the working patterns affecting people's health and wellbeing?
- Are your policies and processes easy to understand, use and access and are they causing unnecessary anxiety?
- What is the culture of the organisation? Is the focus on learning from mistakes or apportioning blame?

The key to managing these issues is practical support for restoration in the workplace, working with partners on this approach (e.g. local union representatives, FTSU Guardians) and a leadership strategy for a restorative culture, e.g. individual and collective leadership capabilities for compassionate and inclusive leadership.

Learning

The full potential of a just and restorative culture is realised when an organisation uses restoration to enhance organisational learning. This is learning about where hurt and harm has been caused (policies, behaviour) and learning from what went wrong or the employee experience to reflect on what changes to policy/process/approach are required, put in place learning opportunities and support accountability and responsibility for:

• Culture, values and behaviours, (usually outlined in a behaviour framework)
• Skills and capabilities, (usually outlined in a leadership framework).

Schippers et al. (2015) suggest that the learning potential of an organisation is improved by 'reflexivity and team learning' – that is, teams are more productive, effective and innovative when they routinely take time out to reflect on their objectives, strategies, processes and environments and make changes accordingly. Taking the time out as a team to review performance and standards creates a shared vision and understanding and a sense of team inclusivity that supports the development of a positive team culture.

The widely used Schwartz Rounds from the Point of Care Foundation, provide a structured forum where all staff, clinical and non-clinical, come together regularly to discuss the emotional and social aspects of working in healthcare. Evidence shows that staff who attend Rounds feel less stressed and isolated, with increased insight and appreciation for each other's roles.
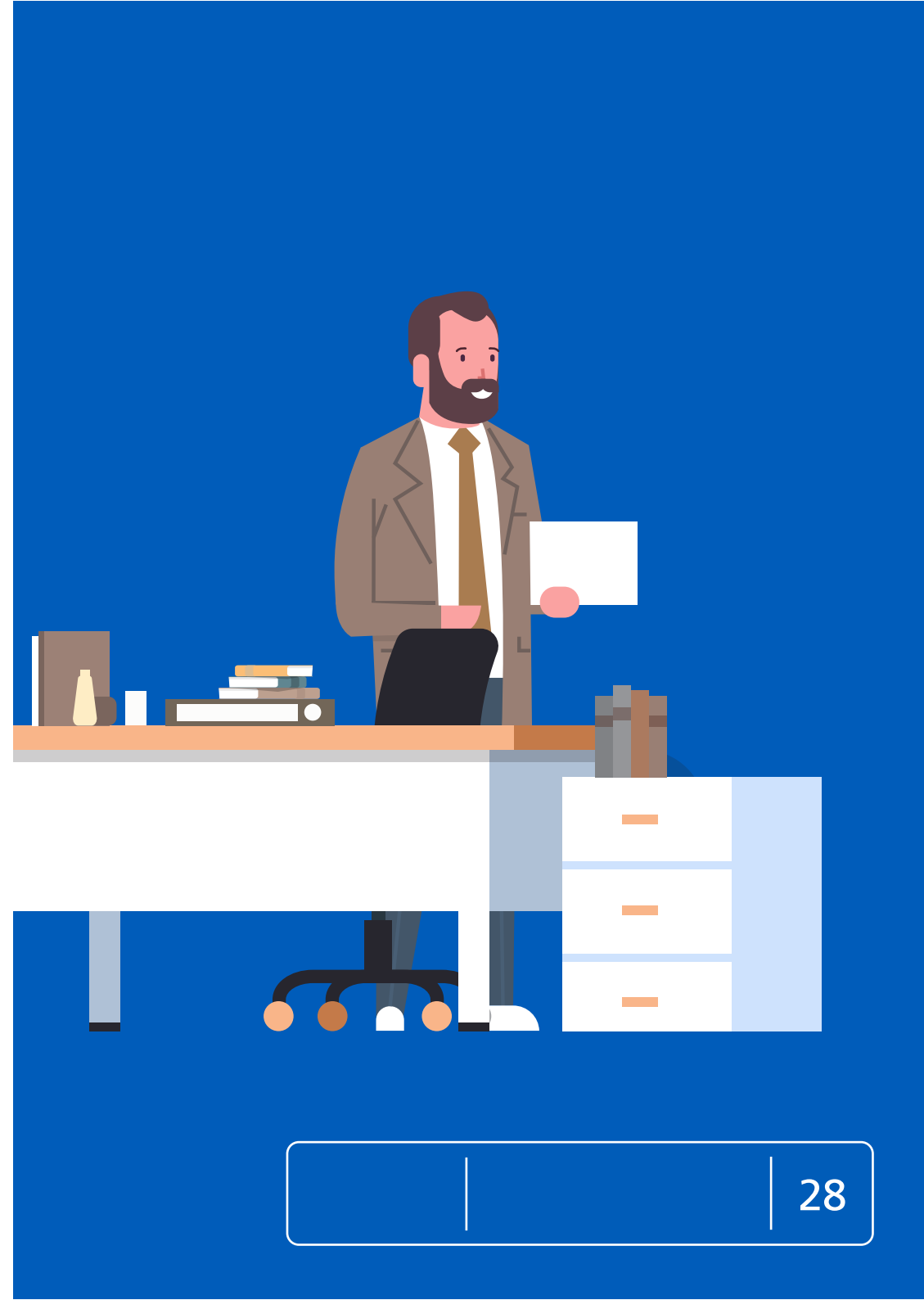
2. What do we mean by incivility and disrespect?

When we talk about incivility and disrespect we are talking about a range of behaviours that consists of overt rude or unkind behaviour, micro-behaviours and attitude for example tone of voice, raised voice, rolling eyes, sharp comments, being overtly critical as well as covert behaviours including for example gossiping, undermining and excluding individuals.

The Royal College of Nursing, in a recent blog describe workplace incivility 'as low-intensity poor behaviour... it is characterised by rudeness and discourtesy where the intent to cause harm isn't always clear.' They also outline that the behaviours may 'be so subtle that they may not fit a formal definition of bullying or discrimination contained within HR policy documents.' The findings within the CIPD report Managing Conflict in the Modern Workplace demonstrates that there is a high prevalence of this behaviour in the workplace with 66% of their respondents indicating that the most common behaviour associated with conflict at work is lack of respect.

The insight into ill-treatment report (Fevre, et al., 2011) outlines that ill treatment at work falls into 3 categories; Unreasonable Treatment, Denigration & Disrespect and Violence. The behaviours identified in these categories give an understanding about the types of behaviour that employees are experiencing and how this can develop or escalate into experiences of 'bullying.'

The Civility Saves Lives campaign also identifies that within pressured NHS systems and 'permissive' cultures/environments behaviours of incivility and disrespect can become common place and how this rude and unkind behaviour has a detrimental impact on patient care. Professor Michael West contributes to this by exploring the prevalence of workplace stressors in the NHS and the impact that this has on the health and wellbeing of our employees in Caring for doctors, caring for patients (2019).

The research around incivility, unreasonable treatment and negative workplace behaviours shows that grouping this wider range of behaviours under one term such as 'bullying' or 'bullying and harassment' does not provide the right level of focus required. Having a focus on the behaviours of incivility and disrespect enables employees and employers to recognise, understand and take pro-active, targeted and informal action to address the underlying behaviour. This change in focus and language therefore helps employees to better understand and explain what they are experiencing, managers to better identify and address it and more importantly for all employees including witnesses to be able to call out the unprofessional behaviour and set expected standards of behaviour with one another.

The change in language also aids the conversation with staff who have acted inappropriately without using the label 'bully'.

How does this link to 'Bullying and Harassment'?

The Advisory, Conciliation and Arbitration Service (ACAS) definition of bullying is 'any unwanted behaviour that makes someone feel intimidated, degraded, humiliated or offended. It is not necessarily always obvious or apparent to others and may happen in the workplace without an employer's awareness. It can be between two individuals or it may involve groups of people. It might be obvious or it might be insidious. It may be persistent or an isolated incident. It can also occur in written communications, by phone or through email, not just face-to-face.'

The Insight into ill-treatment report (Fevre et al.,2011) recognises that people have individual understandings of bullying and concludes that those who felt that they had experienced bullying at work had experienced a range of behaviours including: being humiliated/ridiculed in connection with your work, being treated in a rude/disrespectful way, being insulted/

having offensive remarks made about you, being given an unmanageable workload or deadline, employer not following proper procedures and pressure to do work below your competence.

When policy and process rely on a formal definition of bullying, employees find it difficult to recognise and explain the behaviour they are experiencing and they may dismiss the behaviour as it does not reach the level that they expect to be defined as bullying. In addition, once employees feel that the behaviour experienced does meet this level of bullying, they are likely to have endured many months and sometimes years of hurt and stress which makes resolution that much harder. The complexity of defining bullying behaviour in turn results in many formal cases not obtaining an outcome that employees had been expecting, resulting in them not feeling believed or supported and more importantly walking away from a procedure feeling hurt with unresolved concerns as the behaviour experienced is not effectively addressed and the underlying causes of the behaviour are not identified.

Obtaining a balance between addressing incivility and bullying.

To address negative workplace behaviours that range from incivility through to bullying, organisations need to look at different approaches for different levels of behaviour. There is a requirement to focus on those low-level behaviours of incivility and disrespect and address these at an early and informal level to identify what is causing the behaviour and to put in place self-reflection and adjustment of behaviour. It's important to give timely and supportive feedback to individuals whose behaviour/conduct has had or is having a negative impact. Shifting the focus onto these behaviours enables clearer conversations about unreasonable and negative workplace behaviour with the aim of establishing expected behaviour standards; addressing this source of workplace conflict and creating a culture of civility and respect.

There may, of course, be cases of bullying where a formal process is required, these may be long standing cases or one-off serious incidents. Early resolution is

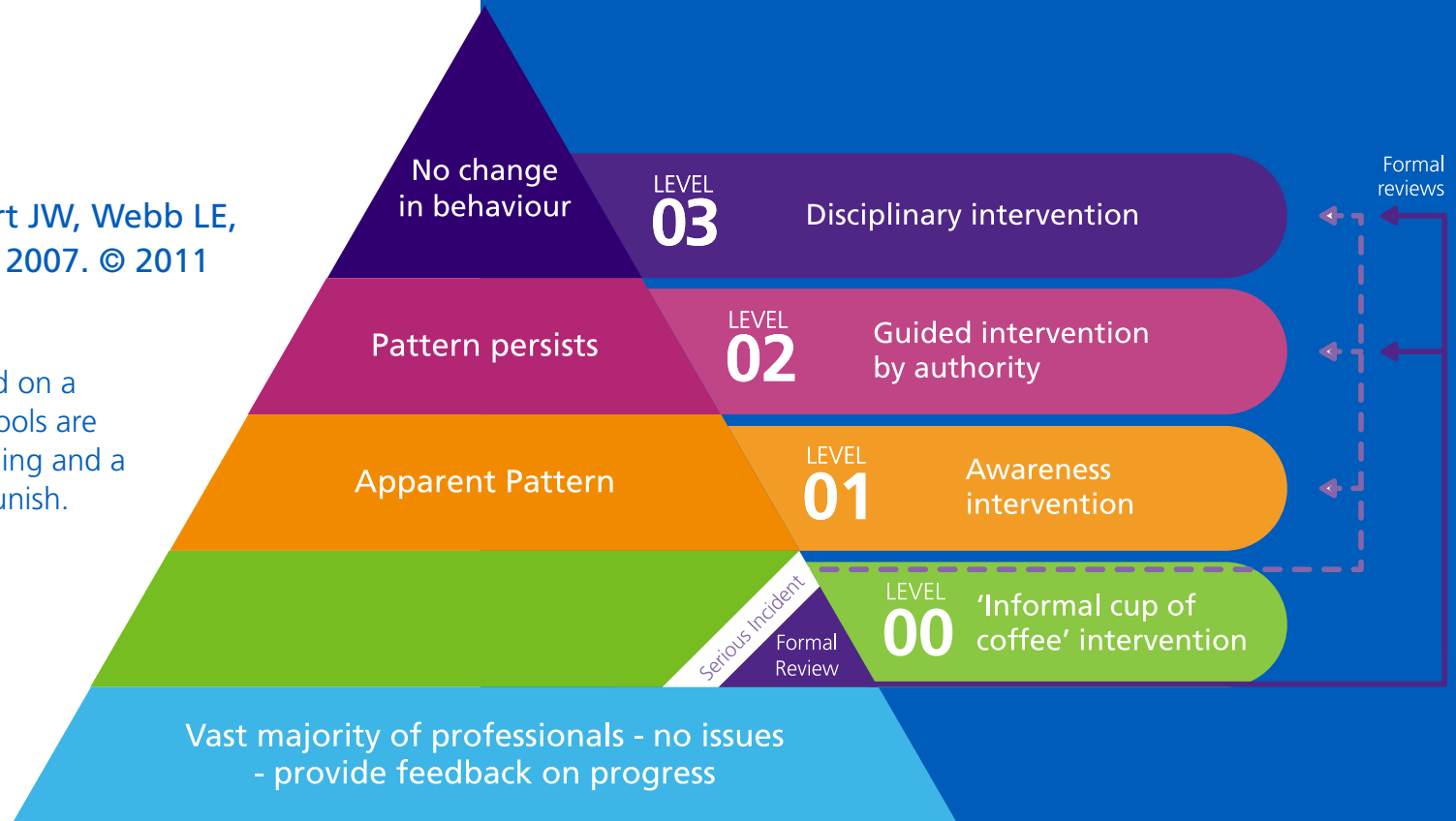important at the formal stage just as it is for the informal.

The way an organisation handles issues says a lot about its culture. Vanderbilt's Model of Professional Behaviours (2007) provides a useful outline for considering different approaches. It highlights the importance of dealing informally with behaviour as it first arises, with escalation routes if the behaviour persists or the informal approach is ineffective. The dotted lines indicate that when an incident arises, discretion should be used when deciding the most appropriate level of action. This differentiates between those incidents and one-off incidents serious enough to go straight to disciplinary action.

The Vanderbilt Model of Professional Behaviour (2007) suggests more incidents can be resolved at the informal stage through a 'coffee' conversation approach with a higher chance of successfully changing behaviour than through the formal monitoring process which should be reserved for those escalated formal stages.

Figure 1:
Promoting professionalism pyramid

Adapted from Hickson GB, Pichert JW, Webb LE, Gabbe, SG. Acad Med November 2007. © 2011 Vanderbilt University

The approaches in this toolkit are based on a supportive and corrective stance. The tools are intended to bring about an understanding and a change behaviour, not to blame and punish.

No change in behaviour

Pattern persists

Apparent Pattern

Serious Incident

Formal Review

Vast majority of professionals - no issues - provide feedback on progress

LEVEL 03 Disciplinary intervention

LEVEL 02 Guided intervention by authority

LEVEL 01 Awareness intervention

LEVEL 00 'Informal cup of coffee' intervention

Formal reviews

Level 0
'Informal cup of coffee' intervention

The Vanderbilt University School of Medicine's professional behaviour model visualises how you can address unprofessional/disruptive behaviours at an early, informal level. The aim of the 'cup of coffee' conversation is an early discussion about a single concern or observation that lets the employee concerned know that a negative/undesirable/unprofessional behaviour was observed. It promotes accountability for a single observation of what seems to be unexpected/unprofessional conduct or behaviour. The Vanderbilt research has shown that most unprofessional behaviours in the workplace can be resolved at this level with a higher likelihood of success in changing the behaviour than more formal approaches.

For creating compassionate cultures in the workplace, the informal early conversation provides a respectful and supportive environment for the individual to reflect on their behaviour and try to identify its cause, e.g. work pressure, hierarchical incivility, etc. The aim is to help the individual to reflect on their behaviour and impact, and to think about an alternative approach and coping strategy for the primary causes behind their behaviour.

Manager scenario

After a particularly busy shift in the intensive care unit (ICU), your employee is taking patient notes at shift change. As you're leaving the unit, a patient's fall alarm goes off and you hear them shout "Someone turn that thing off, they're always going off and driving me crazy!"

As the line manager, consider the following questions:
- How should you approach the employee about this situation?
- What informal discussion would you have with them?
- What would you ask them to find out what is going on right now for them?
- What would you say you have observed?
- What would you say are the expected behaviours required?
- Can you identify the primary causes behind the employee's behaviour?
- What primary action/intervention can you identify to support the situation?
- Has the employee accepted responsibility for the outburst?
- Is any further action needed?

Employee scenario

You walk into the intensive care unit (ICU) as a patient alarm is sounding and a colleague shouts at you "Turn that thing off, they're always going off and driving me crazy!" How do you react in this situation?

As a colleague, consider the following options:
- How did the incident make you feel?
- Are these behaviours professional and civil?
- How can you approach your colleague to establish professional working boundaries between you?
- What would you say to your colleague to explore this in a professional manner?
- What behaviours would you like to see upheld by yourself and colleagues?
- How can you maintain these professional working behaviours between your colleague and yourself?

Practical actions you can take:
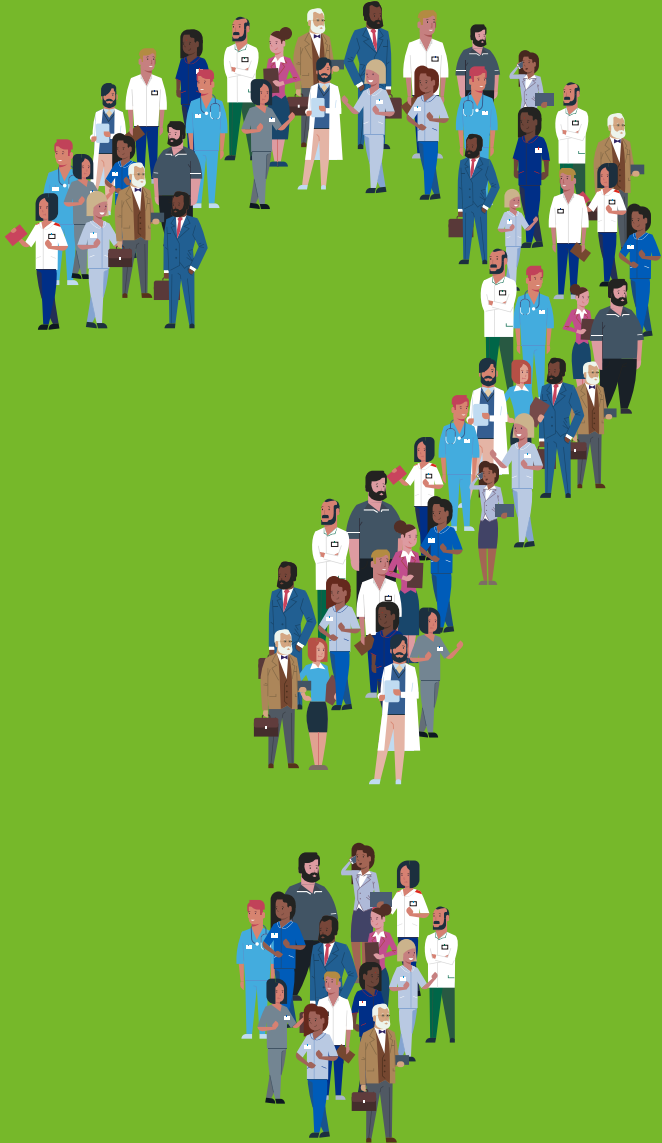
- This situation is within your control to address directly and informally. The best route is to approach the employee and work with them on restoring the working relationship in a professional and supportive manner. You would aim to agree the boundaries of your working relationship and set professional behaviour expectations you can both agree to and work on.
- Approach the employee directly and in a professional manner. Ask to speak to them about the behaviour/incident that has caused you concern. Outline how it has made you feel; work with them towards a better way of working together and agree to move forward together.
- If you are not able to speak to the employee directly, other options include:
- Speak to your line manager who can provide you with support and guidance and help you work through the best approach to resolve the issue at an early stage.
- Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf to agree a way forward.
- Speak to your local union representative who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf to agree a way forward.
- Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager

Level 1
Awareness intervention

The awareness level is based on the premise that employees have a responsibility to ensure that colleagues and systems do no harm to others. This requires a concerted effort to remove any systemic or behavioural threats to quality and service delivery and includes a willingness to provide feedback to others observed behaving unprofessionally.

The key element is for the manager to present the concerns (such as a series of complaints) to the employee concerned and encourage them to reflect on what might be behind the emerging pattern.

It is important that the focus of this stage is not about directive or corrective advice but a coaching approach, encouraging the employee to self-reflect and be aware of their actions and impact on others. The learning comes when the primary causes behind the behaviours are understood. Once these are understood, a period of reflection can take place and the employee can learn what different approaches may be appropriate in the future. Primary causes can include high pressure at work, unmanageable workloads, incivility under pressure.

Manager scenario

A new starter has joined the team in an administrative role. At a 1:1 with you, they mention they do not feel comfortable around a senior clinical manager who does not acknowledge them or speak directly to them. You have received similar reports about the manager (several as informal conversations and one through a Freedom to Speak Up Guardian) from other administrative staff with similar experiences.

As the line manager, consider the following questions:
- How would you approach this situation?
- What coaching questions would you use to explore the concern with the manager and prompt self-reflection?
- Has the clinical manager been able to reflect on their behaviour? Do they have insight into and awareness of their behaviour?
- Have you been able to identify with the clinical manager the underlying causes of the behaviour? Eg workplace stressors (workload, service pressures, staffing levels)
- In addition to the awareness intervention, are there any primary interventions that might support the clinical manager and resolve any underlying primary causes?
- Is any further action needed?

Employee scenario

You are new to a team and over the first six weeks in your role you have started to feel uncomfortable around a senior clinical manager. There have been several occasions when they have not acknowledged you and they tend not to speak to you directly. You had thought this was just how they behaved towards new starters, but you have also noticed they are always in a rush and regularly speak over other members of the longstanding team who try to contribute to clinical case reviews. You are not sure if you have started on the wrong foot with the senior clinical manager or if they are just so busy that this is normal working behaviour as no one else has mentioned this behaviour.

As a colleague, consider the following options:
- How are the incidents with you making you feel?
- How are the incidents with other colleagues making you feel?
- Are these behaviours professional and civil?
- Do you feel able to approach the senior clinical manager to establish professional working boundaries between you?
- What would you say to them to explore this in a professional manner?
- What behaviours would you like to see upheld by yourself and colleagues?
- How can you maintain these professional working behaviours between the senior clinical manager and yourself?

Practical actions you can take:

Practical actions you can take:

- This situation is within your control to address directly with the clinical senior manager or using the avenues of support available informally. The approach you want to take here is to raise awareness about how this behaviour is making you feel before it escalates into a situation that causes yourself or others harm. You also want to get the working relationship back on track and establish professional working behaviour expectations you can both agree and work on.

- Approach the senior clinical manager directly and in a professional manner. Ask to speak to them about the behaviour/incident that has caused you concern, outline how it has made you feel and work with them to look for a better way of working together and agree to move forward together.

- If you are not able to speak to the senior clinical manager directly, other options include:

  - Speak to your line manager who can provide you with support and guidance and help you work through the best approach to take to resolve the issue at an early stage.

  - Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf to agree a way forward.

  - Speak to your local union representative who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf to agree a way forward.

  - Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager.

Level 2
Guided intervention by authority

This level of intervention is required where a pattern of behaviour starts to emerge, despite existing strategies and previous informal coaching conversations and there is a need for a more guided and directive approach. This still requires a coaching approach to why the previous approach has not worked, exploring the underlying issues still influencing the individual and refreshing the agreed approach that will be put in place by both the employee and the line manager. This prompts the individual to take responsibility for contributing to resolving the matter within a framework of support from the line manager and an agreed review period to keep focus on resolving the matter, a supportive action plan can be used to outline interventions, support, expectations and review periods.

Manager scenario

A staff member was in post for two years under the same line management but since a restructure, their line manager has changed. After six months of working to this new line manager, the staff member approaches you and asks to speak in confidence about their current situation. They explain that in previous informal discussions there was an agreement to work together in a more efficient manner. They relay to you that they are keen to take back responsibility for work they had carried out under their former line manager but the new line manager is not giving space for this to be picked up. They explain they feel unhappy in their role and also feel like they are being set up to fail. Everything they do is picked up as wrong, they are asked every day for updates on progress and have had pieces of work taken off them. They feel micromanaged and not trusted to do their job, with a reduced level of autonomy.

As the next in line manager, consider the following immediate questions to address with the employee who has approached you:
- Has the employee had any discussions with the line manager in question?
- If so, how did they feel those discussions went?
- Find out from the employee what would help them to resolve this situation and what support you can offer in that space.
- Take some time to talk to the employee and then reflect before you set out the next steps.

Other questions to consider:
- Think about the possibility of a guided intervention discussion with the line manager to understand the situation from both parties.
- Can you identify the primary causes? For example:
- Are there any issues with team working, especially in light of the recent changes?
- How are relationships within the new team?

How does the team feel about the recent changes. Understand if they're feeling 'done to' or whether they've had a good opportunity to engage and shape the changes. How does the team workload look? Is it manageable?
- What is the line manager's reflection on the situation and how their employee is feeling?
- How can you support the line manager to take the next steps focusing on restoring relationships?
- What review period will you put in place to revisit the plan and progress?
- What is the line manager's reflection on the situation and how their employee is feeling?
- How can you support the line manager to take the next steps focusing on restoring relationships?
- What review period will you put in place to revisit the plan and progress?

Employee scenario

You have been working in a team for the last two and a half years. During this time you felt you established your role to a particular level of autonomy and good level of performance. You have a new line manager who came into post six months ago. They have redefined how some of the work tasks should be completed and has set new team objectives. You don't understand why the new manager wants to change the previous well-running system and you think these new team targets are placing the team under pressure that was not there before. A happy cohesive team is now feeling stretched and unhappy, with many staff talking about the changed tasks taking longer due to unnecessary steps. Some of your work colleagues feel unable to say anything to the new line manager as they are worried about what will happen and they feel it is not their role to challenge senior bands.

As an employee directly affected, and as a colleague, consider the following options:

- How are the incidents towards you making you feel?
- How are the incidents towards other colleagues making you feel?
- How are the incidents making colleagues feel?
- Are these discussions and the behaviours from the new line manager professional and civil?
- Do you feel able to approach your line manager to say that yourself (and your colleagues) are feeling stretched by the changes in work practices?
- What would you say to give your line manager an understanding about how yourself and colleagues are experiencing these physical changes?
- What are the primary concerns? (eg impact on time to completion, links to other processes/systems, readiness of information required, additional pressures on a high workload, covering both the changed system and the demands coming through the old system, resources to complete the work)
- What would you like your line manager to do/say to help the team with this adaptation to change?
- What would you say about any concerns or unease you have about how these changes/demands are being placed on staff?
- What way forward would you like to see?
- How can you ensure that there is open communication going forward between your line manager and yourself/your colleagues?

Practical actions you can take:

- This situation may feel challenging depending on the relationships and personalities in the team, but it is still possible to approach it in a civil manner to start the conversation about implementing and managing the changes.
- Your initial approach is key to starting this off in the right way. Even though this conversation may bring emotions to the surface (eg upset, anxiety, frustration) an adult conversation is required to ensure understanding and moving forward together.
- Approach the next in line manager directly and in a professional manner and ask to speak to them about the behaviour/incident. Outline to them how this behaviour has made you feel and explore with them how you can work together on this going forward.
- If you are not able to speak to your next in line manager directly about these concerns, other options include:
- Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf to agree a way forward
- Speak to your local union representative who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf to agree a way forward.
- Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager.

Level 3
Disciplinary intervention
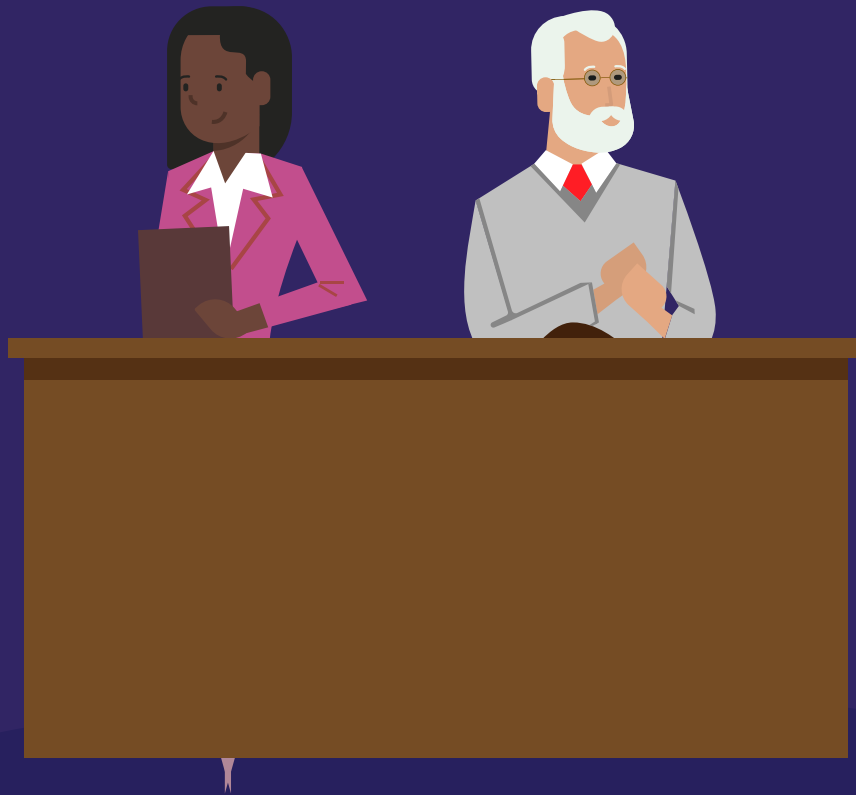
The formal disciplinary level intervention is usually required when an employee does not improve their conduct or behaviour following previous informal coaching and guided interventions, or if a single serious incident amounts to misconduct and therefore requires escalation to the formal disciplinary level.

Manager scenario 1

(No change in behaviour following previous interventions): You have agreed and put in place various supportive and reflective interventions for one of your consultants to help them improve their leadership and behaviour. This follows several complaints about their approach to the nursing and occupational therapy (OT) staff.

Unfortunately, the coaching support and system leadership training they have accessed has not improved the situation. The senior service manager has observed their behaviour in multidisciplinary team (MDT) case reviews and fed back to you that they have noticed the consultant does not support views presented by the nursing and OT teams. Employees have fed back concerns to them about feeling frustrated and upset on many occasions by the consultant's dismissive attitude. It is affecting the team members' morale and willingness to approach the consultant about feedback or requests for support around patient care.

As the next in line manager, consider the following questions:
- How would you approach this situation?
- What levels of behavioural risks are present in this situation?
- How will you review the previous guided intervention discussions and the interventions put in place?
  - How will you recap with the consultant on your previous discussions around concerns and the development/support put in place?
  - Has the consultant met all the agreed actions and responsibilities within the guided intervention and reflective action plan agreed?
  - What informal coaching discussions have taken place with the consultant?
  - What system leadership training and support was put in place for the consultant?
  - How will you explore with the consultant if any of the previous interventions did not work?

Manager scenario 1

- What would you like the consultant to discuss with you in relation to:
- How they feel about the interventions put in place?
- What reflection and learning they have undertaken?
- What progress they feel has been made?
- What areas they do not agree with or have a concern about?
- Their view of the recent MDT meeting in question?

Have the primary causes been correctly identified in the previous discussions? For example:
- team working
- the need for respect for the contribution of all professions
- leadership style for systems leadership
- the need to speak to staff with civility and respect, without a bias of professions or status
- consultant workload and expectations of their role.
- What is the consultant's reflection on the situation and how their employees are feeling?
- How will you notify the consultant about the next steps required? Eg reference to the formal disciplinary process?

Manager scenario 2

(A serious incident) You are working in a busy facilities support service and overhear two employees disagreeing about the allocation of workloads, the time pressures, perceived unfairness in allocation and favouritism in the team. One of the employees suddenly appears very agitated and throws the work schedule down on the desk. At this point the allocation manager walks into the room, the employee storms past, angrily says they are sick of this and proceeds to tell the allocation manager they are a xxxx-ing [swear word] xxxxxxx [racist comment] who only 'looks after their own' and xxxx [swear word] the rest of the team. As the employee storms out of the office, the allocation manager is frozen to the spot. While other staff approach the allocation manager, you call the team manager immediately to report this incident and ask the team manager to come to the department.

As the team manager consider the following questions:
- What levels of behavioural risks are present in this situation?
- What conversation would you immediately have with the employee?
- What conversation would you immediately have with the employees who witnessed this incident?
- What would you say to the allocation manager?
- What would you say to the employees who witnessed it?
- What considerations would you make before initiating level 3 disciplinary action?
- Support requirements for witnesses
- Support requirements for the employee
- HR discussion
- Suspension decision.

Employee scenario

You are an allocation manager working in a busy facilities support service. You walk into the administration office and notice two employees involved in a disagreement about the allocation of job calls. One of the employees is very agitated and throws the work schedule down on the desk and then storms past you. As they are in line with you, they stare at you and say in an angry raised voice that they are sick of this xxxx [swear word] and call you a xxxx-ing [swear word] xxxxxxx [racist comment] who only 'looks after their own' and xxxx [swear word] the rest of the team. You are completely shocked and don't know what to say as they storm out of the office.

As the employee directly affected, consider the following:
- When you escalate this incident to your team manager, what do you want them to hear?
- How did the incident directed at you directly make you feel?
- What support do you need in your role to deal with this level of aggression and unprofessional behaviour directed at you?
- What support do you need for your role in the team and the allocation process?
- Are there any primary concerns you would like your department manager to investigate? (e.g. capacity and demand, links to other processes/systems, pressures from departments serviced, personal pressures of a high demand quick turnaround service, suitable resources to complete the work)?
- What way forward would you like to see?

Practical actions you can take:

- In a volatile situation like this, formal escalation is the most appropriate route. Approaching the employee directly may not be feasible or the most appropriate action. You may need to ask colleagues immediately to help you de-escalate the situation or to help you remove yourself from the verbal and racist aggression.

- Options include:
  - Escalate the incident to your line manager immediately. They can provide you with support and guidance as well as taking the required formal action.
  - Speak to your Freedom to Speak Up Guardian who can provide you with support and guidance and can speak to HR and/or your line manager with you or on your behalf, e.g. if you experience come back or negative consequences from reporting the incident.
  - Speak to your local union representative who can provide you with support and guidance and speak to HR and/or your line manager with you or on your behalf about any concerns you have during the escalation and the formal process consideration/progression.
  - Speak to a colleague who can provide you with moral support and help you speak to HR and/or your line manager

Handling bullying

Would you handle an incident of bullying that meets the first definition above in the same way as a one-off incident of inappropriate behaviour arising from the pressures of work?

Both are unacceptable, but as the intent and frequency are different, a different approach to managing the situations may be appropriate.

In the event of repeated aggressive behaviour to intentionally physically or mentally hurt a person, it is likely that the appropriate approach would be a zero-tolerance disciplinary approach.

A supportive and corrective approach based on insight and behavioural change might be more appropriate for a one-off, atypical incidence of inappropriate behaviour.

The way an organisation handles issues says a lot about the culture. The principle underpinning the approaches outlined in this toolkit is supportive and corrective: the intention is to support staff and to understand and change behaviour, not to blame and punish.

3. Do you have the right intervention level?

Levels of intervention

Professor Michael West's report Caring for doctors, caring for patients (2019) shows how the NHS system itself presents stressors for the workforce, including the capacity and demand balance, high workloads, target-driven focus, hierarchical systems and structures and command and control cultures. His work on 'compassionate workplace cultures for compassionate care' also talks about the effect of workplace stressors on the NHS workforce and ultimately, the impact of this on employees' health and wellbeing. If these remain in place they will continue to result in high vacancy rates, high turnover, high absence, low morale, high levels of bullying and, ultimately, a decrease in the quality of patient care and patient health outcomes.

Hierarchical and target-driven workplace structures and governance arrangements may lead to the development of unprofessional behaviours and increased work pressures and demands, which can become normal practice. This in turn causes negative workplace behaviours such as incivility, disrespect and exclusion which can become the prevalent (negative) cultural traits of the organisation and dominate the employee experience; how it feels to work in that team or organisation.

West (2019) points out that a common NHS approach to addressing these stressors is to provide interventions that address how individuals respond to the stressor (secondary interventions) and help individuals overcome the stressor (tertiary interventions). Secondary interventions focus on how employees respond to an issue such as stress or bullying. They aim to reduce the effect of the stress, for example by making employees more resilient, and include mindfulness programmes, health and wellbeing activities, resilience training, diversity awareness training, mediation sessions and coaching sessions.

Tertiary interventions focus on helping employees cope with the impact or consequence of the stressor, for example treating the resulting ill health, including access to occupational health, counselling services and employee assistance programmes. Although secondary and tertiary interventions are essential, they will not resolve/remove the cause of the stressor; this can only be resolved/removed with a primary intervention.

Issues around bullying and stress in the NHS will continue to be present if we accept that it is normal for the NHS to be a stressful working environment with high workloads, low staffing levels, accepted abuse and harassment towards staff and bullying between colleagues. Primary interventions work by affecting organisations including looking at workloads, team working, physical environments, job design and governance and assurance structures.
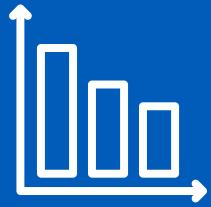
They are therefore rooted in leadership, culture, values and behaviours, and adopting a just and learning culture approach.

When it comes to addressing the high levels of bullying in the NHS, there is a need to go deeper than awareness/ resilience training and access to support services to understanding prevalent negative workplace behaviours. Identifying what bullying looks like in an organisation can only be done by understanding what employees are experiencing, what bullying and uncivil behaviours look like and how this is contributing to workplace stressors and, ultimately, the cultural feel of the organisation.

To refer to Professor Michael West's research into compassionate cultures again: to be a compassionate leader you need to listen to your employees with fascination to truly understand their experience so that you can take the action required and provide them with help and support.

Level	Focus	Stress interventions	Bullying interventions
Primary	• Addressing the root cause of the workplace issue (stress, bullying) • Aimed at modifying or eliminating stressors/root causes in the work environment • Targeting organisations and the changes they can make	Workplace changes: Reducing workload Team working Supervision Facilities	Understand the employee's experience and what bullying looks like in your organisation (incivility, negative workplace behaviours) • Staff survey on workplace behaviours, civility and bullying (Appendix 1) • Listening events and staff support (Shwartz Rounds, focus groups Appendix 2) Develop organisation and team values and behaviour agreements • Develop a behaviour framework (Appendix 3) • Develop shared team objectives • Establish team development and team reflection opportunities • Promote civility and respect • Promote compassion and inclusion • Establish Values Ambassadors Implement a just and learning culture approach: • Identify harm caused by policy, process, systems, structures, culture Peer support arrangements Support managers and employees to have courageous conversations about acceptable behaviour in the workplace Team-based interventions: • Boxes workshop (Appendix 6) • Value in action discussion (Appendix 7)
Secondary	• Focused on an individual's response to the issue (stress, bullying) • Reducing the effects of stressors by making them more resilient • Targets individuals/employees	Mindfulness Yoga Exercise Health and wellbeing programmes	Resilience training (Building resilience workshop Appendix 8) Unconscious bias training Respect and Support Workshop (Appendix 4) Behavioural Self-Assessment (Appendix 5) Leadership training Courageous conversations workshops (Appendix 9) Personal reflection log (Appendix 10)
Tertiary	• Treating the resulting ill health • Focused on helping individuals cope with the consequences • Targets individuals/employees	Employee assistance programme	Employee assistance programme Occupational health service Counselling service Fast-track cognitive behavioural therapy/counselling Respect and Support helpline (Appendix 14 and 15) Targeted Civility at Work campaign Routes to address the conflict arising from incivility and bullying • Mediation service • Coaching • Round table discussions (Appendix 11, 12 and 13)

4. Aim model

Analyse:
Understanding the issues

It is important you understand the key issues in your organisation before you start to develop interventions. Here are two possible approaches you could use to map the issues and then engage with staff.

Staff surveys

The national staff survey provides headline data that will help you identify which divisions, occupational and demographic groups experience the highest levels of bullying but it does not provide details of how this bullying is manifesting itself and what is actually happening in your teams. You could carry out your own staff survey using readily available tools, such as Survey Monkey or Citizen Space, to help you understand the issue in more detail.

Appendix 1 offers an example survey based on consideration of the insight report and the British Workplace Behaviour Survey (Fevre et al.,2011) focus groups.

Focus groups

Once you have identified key themes through a survey, focus groups can help you further understand the issues and engage with your staff. You may find it helpful to hold focus groups for specific audiences to encourage honesty and openness, with separate groups for managers and staff, for example.

Appendix 2 offers an example structure and outline supporting sessions for staff and management colleagues. The focus groups as outlined will last approximately 1 hour 30 minutes.

Freedom to speak up guardians

The Freedom to Speak Up (FTSU) Guardian provides a crucial mechanism for creating a culture of civility and respect.

Organisations can use the role to help them understand the cultural context, employee experiences and possible primary causes of workplace incivility and workplace stress. Through direct employee engagement and active promotion of open and honest cultures, the FTSU Guardian supports the principles of civility, respect and compassion in the workplace. In 2019 the national FTSU Guardian reported that 41% of FTSU Guardian cases contained a bullying element.

HR departments, senior managers and the leadership of organisations should work with the FTSU Guardian at all stages of their journey to reduce bullying in the NHS. The reputation of the FTSU Guardian can support messages around trying to understand what bullying and incivility looks like for employees and being serious about taking action to address this issue.

FTSU Guardian reporting can be triangulated with the HR data analysis (by theme, stage and protected characteristic) and sickness absence during and following formal cases to look at how the policies and approaches in NHS organisations may be harming individuals. FTSU Guardian input is invaluable as part of a just and learning approach to incidents and employment matters to identify where we could reduce harm and provide better support for our employees, while removing the risk of repeated harm from the system.

What is Freedom to Speak Up?
The 2015 Freedom to Speak Up report was an independent review into creating an open and honest culture in the NHS. The overarching principle of the report and the recommendations was to foster a culture of safety and learning in which all staff feel safe to raise a concern. One of the key recommendations was that all NHS organisations should have structures to facilitate both informal and formal raising and resolution of concerns and should ensure that concerns are fully investigated.

From this, FTSU Guardians were introduced across the NHS.

Freedom to Speak Up Guardians deal with concerns about risk, malpractice or wrongdoing that an individual believes is harming the service we deliver/commission. This may include (but is not restricted to):
- Unsafe care
- Unsafe working conditions
- Inadequate induction or training for staff
- Lack of, or poor response to a reported patient safety incident
- Suspicions of fraud
- Individual concerns about bullying and harassment
- A bullying culture (across a team or organisation rather than individual instances of bullying).
- Other speaking up matters.

What does a Freedom to Speak Up Guardian do?

FTSU Guardians work with leadership teams in organisations to ensure workers' concerns are heard and dealt with appropriately at the right level, hopefully avoiding the need for colleagues to escalate the matter further.

They provide support and a listening ear if staff wish to raise a concern. They will thank you for speaking up, listen to your concerns, then support and agree with you the best way forward for your concerns.

They can also act as an escalation point for people who want to speak up, have concerns, including those who have been unable to raise the issue through usual line management channels or have felt their concerns at this level have not been acted on.

Any information provided to the FTSU Guardian is handled in a sensitive manner and can be brought anonymously or a worker can choose to confidentially share their details with the FTSU Guardian or speak up themselves with the support of the FTSU Guardian.

There is more information on FTSU Guardians on the Freedom to Speak Up National Guardian's Office website.

A new role of Values Ambassador has been developed at a pilot site to support the development of an open culture that delivers and showcases the organisation's values. They encourage staff to ring their local hotline about any behaviour or culture issues and signpost them to the Freedom to Speak Up Guardian if appropriate.

Conversations with FTSU Guardians, Values Ambassadors or helplines should always stay strictly confidential unless the person raising concerns want it to go furhter.

Analyse:
Check in

1. **What qualitative and quantitative data do you have access to?**

2. **Can you break the data down to look at the detail?**
   For example, by geographical area, profession, protected characteristic?

3. **How can you analyse the data through different lenses to identify/understand employee experiences?**
   For example, looking at the staff opinion survey data for bullying and harassment or employee relations cases by protected characteristic, to try to understand the differences in employee experience.

4. **Are you able to triangulate your data to get a deeper understanding of the issue?**
   For example, doing a geographical or protected characteristic comparison of data for the staff survey, numbers of and reasons for employee relations cases, sickness absence prevalence/trends, Freedom to Speak Up concerns.

5. **What is your data telling you or indicating?**

Analyse:
Check in

6. Can you identify the primary causes/underlying issues?
For example incivility, work pressures (resources/time/workload), command and control culture, band bias

7. What further data do you require?
For example qualitative and quantitative

8. What do you need to do to gather/access this data?
For example, workforce analyst input, bespoke staff survey, focus groups

9. Have you engaged with your employees directly to understand their primary concerns?

10. Have you engaged with your FTSU Guardian and staff side representatives to understand concerns expressed through these staff support routes?

Intervene:
From insight to action: addressing the issues

Once the main themes and issues are identified, the next step is to determine appropriate actions and interventions. This toolkit is broadly split into tools focused on prevention and those addressing issues as they arise. There's an outline of approaches below, followed by more detail on the actions and interventions.

Our collaboration with Northampton General Hospital NHS Trust on their Respect and Support programme provides an example of how a trust has approached the intervention stage using the evidence-based approach outlined in this toolkit. This practical example showcases what the trust has done to start their journey towards improving their culture and creating a culture of civility and respect using the AIM approach. It provides a framework for understanding and responding to cultural issues related to bullying and offers cultural change tools for working on and changing the inappropriate behaviours.

Can be adapted and used by organisations to suit their own requirements.

There are many different approaches to promoting a culture of civility and respect, this is just one example to help organisations look at a practical approach to commence their journey.

Appendices 3 to 12 contain examples and tools to support this work.

1. Developing a behavioural framework

- Identify clear expectations and behavioural standards

2. Raising awareness

- Respect and support workshops for managers and staff to raise awareness of the behavioural framework and what positive behaviours look like
- Behavioural self-assessment tool to support personal insight and reflection

3. Team interventions

- 'Values in action' and 'in your box' sessions to help individuals understand their thoughts, attitudes, beliefs and behaviours and how these affect others

4. Self-help and wellbeing focused interventions

- Resilience training to support staff with wellbeing and stress management
- 'Courageous conversations' workshops to support staff to have difficult conversations
- Events and feeling logs to enable staff to capture their experiences and feelings and to support reflection and action

5. Alternative conflict resolution approaches

- Round-table discussions for low-level relationship issues that don't require formal mediation

6. Additional support approaches

- An organisation-based confidential phone line to provide support to staff experiencing incivility, disrespect, bullying or harassment.
- Value ambassadors to support staff through signposting, listening to issues and encouraging the raising of concerns at the earliest opportunity.

1. Developing a behavioural framework

A key theme running through the most successful cultural change and targeted anti-bullying campaigns is the need for a mechanism setting out clear expectations and behavioural standards.

Work in partnership with your staff and local staff-side colleagues to ensure any behavioural framework has buy-in and is seen as more than words. The framework should be accessible, simple and meaningful, clearly articulating what it means to show respect and support.

See Appendix 3 for an example behavioural framework.

2. Raising awareness

Appendix 4 contains outline respect and support workshops and sample presentation material for managers and staff.

The workshops use 'forum theatre', with actors playing out scenarios arising from focus groups, followed by the audience/staff intervening to change the behaviours of the actors. This helps staff see the possible effects of an intervention/change on the situation.

If this approach is not appropriate, an alternative approach is role-playing or using video clips of bullying situations. The workshops assume the organisation has agreed values that include respect/support or similar, then terminology can be adjusted to make these organisation-specific.

Appendix 5 contains a behavioural self-assessment tool to support staff to assess themselves against the behavioural framework. It encourages staff to be honest and identify areas for attention and development.

3. Team-based interventions

Appendix 6 provides a session plan for a 'boxes workshop'. This intervention is useful for teams with identified behavioural issues. It provides a supportive framework for individuals to consider how their thoughts and behaviours can impact on others. The teaching is based on on work from the book Leadership and self-deception (2010) by The Arbinger Institute and the idea that we can all have 'in the box' thinking about ourselves and others. The session supports participants to explore how this may affect working relationships and provides tools for recognising possible 'in the box' thinking and ways to get out of the box.

Appendix 7 provides a template and outline for a 'values in action' discussion. Where a team is not working effectively and there are behavioural issues in how they interact, a facilitated session based around organisational values can be a non-adversarial way of helping them to recognise the issues and re-establish respectful interactions. The session aims to identify what works well and how to build on this to make the team even better, rather than focus on the negatives.

4. Self-help and wellbeing focused interventions

Organisations will need interventions to support managers and staff to develop the skills and resilience to manage and speak up about negative workplace behaviours such as incivility and bullying. To address bullying properly, they will need to implement primary interventions that address the underlying causes of behaviour as otherwise the behaviour will continue to be present in the culture. It is also important to have secondary interventions that support employees to respond to the stressor (incivility and bullying) and tertiary interventions to support how employees overcome the stressor.

The following appendices provide tools to support staff to handle difficult situations and build emotional resilience.

Appendix 8 provides a building resilience workshop lesson plan with tools and techniques for wellbeing and stress management.

Appendix 9 provides a 'courageous conversations' workshop lesson plan to support staff to have difficult conversations in a constructive manner.

Appendix 10 provides an events and feelings log to enable staff to capture their experiences and feelings and to support reflection and action.

5. Alternative conflict resolution approach: round-table conversations

The round-table conversation is an informal intervention to reduce conflict and grievances based on communication breakdown.

It is a 'facilitated informal conversation' to underpin dignity in the workplace that enables staff to develop competence in resolving issues that may otherwise affect their ability to work together effectively.

The conversation is facilitated by two impartial facilitators (members of the organisation) who are not known to the participants. It does not form part of any disciplinary process. What is shared remains confidential, allowing greater honesty and disclosure.

The round-table conversation can help to:
- Build a cohort of staff who can rapidly and skilfully de-escalate conflict between staff across the organisation
- Support early conflict resolution outside the disciplinary/grievance process
- Provide a safe space for apologies and disclosures that may not occur in a formal process
- Build empathy and understanding between staff who may have felt aggrieved
- In some cases remove the need to use the grievance procedure as a tool to get agreement between parties.

Resolving conflict effectively and informally is likely to help reduce sickness absence, turnover, presenteeism and low morale, as well as starting to tackle the poor communication skills that may lead to allegations of bullying and harassment.

Who is a round-table conversation for?

A round-table conversation is used when there is conflict between two people; for example:

- Relationship breakdown
- Personality clashes
- Communication problems
- Or where an individual perceives that they are experiencing bullying and harassment or inappropriate behaviour.

Principles

Round-table principles are based on mediation theory in which a neutral third party is invited to intervene in a workplace situation to assist with the constructive resolution of the problem.

Like mediation, a round-table conversation is a voluntary, informal and confidential process; it sits outside, and separate to, grievance and disciplinary procedures. However, round-table facilitators are not trained mediators and, unlike mediators, perform the facilitator role in addition to their 'day job'.

Facilitators also work as role models, sharing constructive resolution interventions in their everyday work settings, and promoting and encouraging informal conflict resolution.

What cannot be resolved by use of a round table?

The process is not suitable for team issues, where behaviour involves threats or physical aggression, or when the formal grievance procedure should be used.

It is voluntary and both parties must be free to agree or decline to take part; it cannot be mandated. Parties can also leave the process at any time.

In general, the round-table process works better before an investigation and grievance process has been invoked.

Appendix 11 provides support materials to support the round-table conversation.

Appendix 12 provides an overview of the qualities and expectations of a round-table facilitator.

Appendix 13 provides a lesson plan for the facilitator training and guidance for facilitators.

6. Additional support (hotline)

There are a variety of national bullying hotlines, including the National Bullying Helpline, and specific hotlines for trade unions and Royal colleges for doctors, providing independent advice and support for people experiencing bullying. As part of a cultural change programme, it may also be appropriate to implement a local hotline to support staff.

Appendix 14 provides a lesson plan for hotline call handlers.

Appendix 15 provides an example script, guidance notes and form for a confidential 'Respect and support' phone line that would support staff by listening, exploring options and signposting.

Intervene:
Check in

1. **What is your data analysis telling you is the primary cause(s) to focus on?**
   - What are your priority areas of employee need?

2. **What primary interventions do you need to address the primary causes of incivility and bullying identified?**

3. **Do your primary level interventions correctly focus on the primary cause?**
   - What data and points of measure will help you understand this?

4. **How will you appraise the options to get the best intervention for the specific issue identified?**
   - Have you engaged with staff, staff representatives and your Freedom to Speak Up Guardian to test what would best fit?

5. **What secondary level interventions do you already have in place?**
   For example, training in resilience, unconscious bias, difficult conversations?
   - Do these need to be refined to address the primary cause?
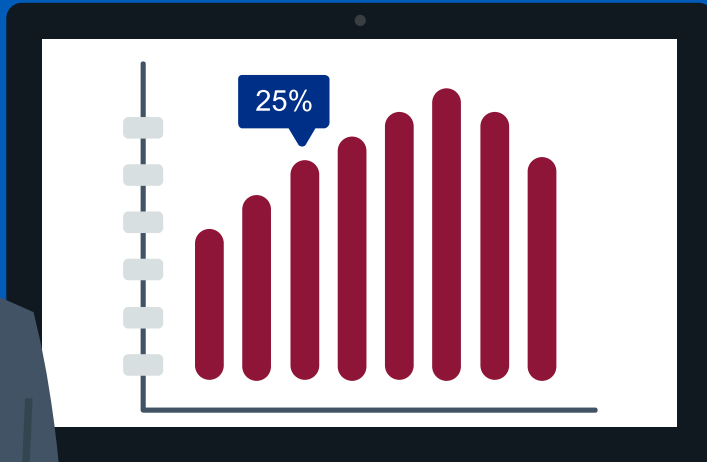   - Who do you need to support you with this?

6. **What tertiary level interventions do you already have in place?**
   For example, counselling service, mediation service, occupational health service
   - Do these need to be refined to address the primary cause?
   - Who do you need to support you with this?

Showing improvement and creating an evidence base

When planning the interventions that aim to address the organisation's identified causes and characteristics of workplace bullying it is crucial that at the same time there is some thought and planning around the metrics that will be used to measure improvement.
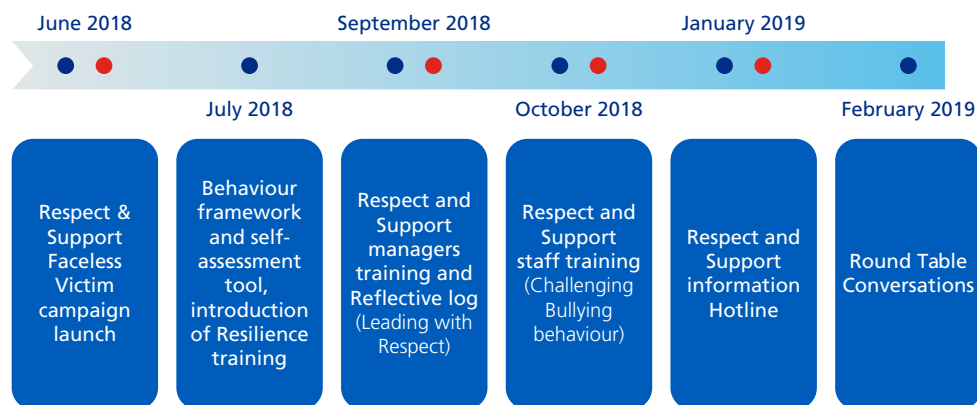
These questions could be used:

1. Is the intervention making the desired impact?
2. What is the level of the impact?
3. What are your success factors?
4. What benefits have been realised?

Answers to these questions will determine if an intervention is meeting the specific aim or not, and the adjustments that may be needed to realign to the aim or to increase the impact. The data produced can be used to highlight milestone points, show the progress in the organisation's journey, and create an evidence base of interventions proven to work or where there are points of learning in the context of the organisation.

This evidence base around interventions provides an opportunity to demonstrate success and the improvements. It also provides learning opportunities for other organisations looking at how they can improve their workplace culture.

Northampton General Hospital NHS Trust put in place a measure point during implementation of each of their interventions. This gave them an overall picture of what contributed to improvement and enabled them to visualise their journey. The diagram below shows a timeline of their interventions with the measure points shown by the red dots.

Figure 2: Northampton General Hospital NHS Trust workforce culture timeline

June 2018		September 2018		January 2019	

| July 2018 | | October 2018 | | February 2019 |

| Respect & Support Faceless Victim campaign launch | Behaviour framework and self-assessment tool, introduction of Resilience training | Respect and Support managers training and Reflective log (Leading with Respect) | Respect and Support staff training (Challenging Bullying behaviour) | Respect and Support information Hotline | Round Table Conversations |

Northampton's Respect and Support campaign aimed to increase awareness and improve reporting of bullying behaviours. The measure point they used was the number of cases before and after the launch. They expected an increase and the data proved this to be correct. They were then able to use the data as part of the journey narrative for staff and the board. This point is continuously measured and fed back into the analyse stage.

The data about number of cases can also be triangulated with the themes of the cases for trends and shifts in patterns. It can also be compared with the hotline access data and reasons for access to the hotline and the peer mediation initiative to show if there is any improvement in access to the informal routes of resolution. Feeding data like this back into the analyse stage can help organisations to further track progress and refresh approach as required.
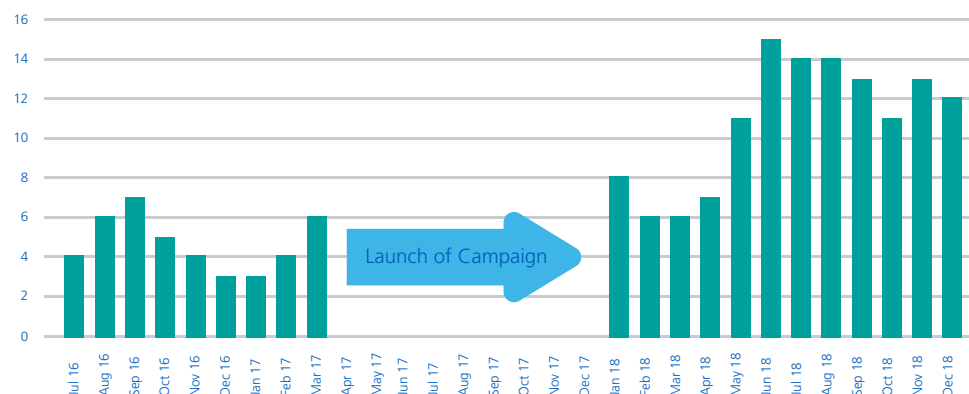
Northampton also used measure points to evaluate the impact of the facilitated awareness training sessions. Participants were asked, before and after every session, to complete a personal reflection feedback sheet indicating their level of understanding and awareness. The data collected showed an improvement in the areas linked to the session aims for both the managers' and the employees' sessions. This is used to ensure that the training remains relevant and effective.

By reviewing participant details in this data, such as area, professional group and job title, Northampton was also able to identify 'harder to engage' groups and use the information to refresh its approach and targeted interventions for the next stage.
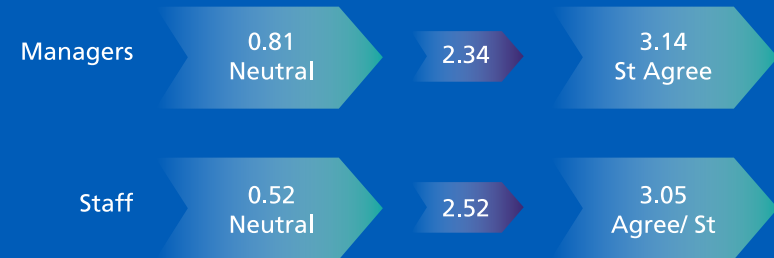
For more detail on measurements and metrics you could use, see the Social Partnership Forum's report by Newcastle University.

• Understand what Bullying is/ is not

Managers	1.75 Agree	1.73	3.48 St Agree
Staff	1.84 Agree	1.61	3.44 St Agree

• Understand what Support and Interventions are available

Managers	0.81 Neutral	2.34	3.14 St Agree
Staff	0.52 Neutral	2.52	3.05 Agree/ St

• Recognise how you can use WIN approach to challenge inappropriate behaviours of have difficult conversations

Managers	0.87 Neutral	2.13	3.14 St Agree
Staff	0.56 Neutral	2.30	2.85 Agree
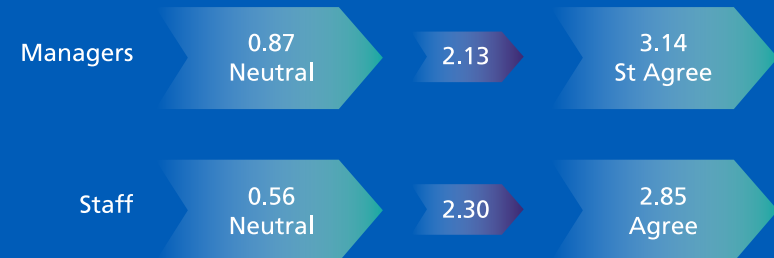
Measure:
Check in

1. **What benchmark data can you lock down to create a measure of your starting point?**

   [ ]

2. **What measure points can you identify for each intervention you have planned/are planning?**

   [ ]

3. **Does this measure point tell you if you are meeting your objective?**
   - How do you know this?
   - What projected measure outcomes can you aim for?
   - What control measures can you set around these data points to ensure your projected outcome is achievable (qualitative and/or quantitative)?

   [ ]

4. **Does this measure point indicate an expected point of improvement?**
   - Have you defined this?

   [ ]

5. **How will you monitor this data during the intervention phase?**

   [ ]

6. **What will you do with your results, how will you share learning?**
   - Internal – staff, FTSU Guardian, staff side representatives, board
   - External – sharing learning, networks

   [ ]

5. Next steps: Sustaining activity

The AIM (Analyse, Intervene, Measure) model is an approach that looks at implementing a targeted intervention and maintaining measure points within the initial intervention period to assess the success of the intervention in creating improvement. The cycle supports the process of revisiting the approach based on the outcomes of the intervention and refreshing the intervention to provide a better focus based on the initial stage implementation to improve the approach of the intervention in stage two.

For more detail on models for improvement, see the NHS Improvement (2018). Online Library of Quality, Service Improvement and Redesign tools. Plan, Do, Study, Act (PDSA) cycles and the model for improvement.

In an article from the Harvard Business Review (2020), Satell explains that starting a transformation project on a small scale, quietly, can often be more successful than a large and loud launch. While the idea of change and transformation can inspire some, it can terrify others. Starting with a major push could provoke fear in those who aren't ready for change and some may work to undermine your efforts.

Don't think that by starting small, your projects aren't meaningful or worthwhile. People need to be enthusiastic about transformation and lead it themselves. You need to attract people rather than overpower them. Educational programmes can be a great recruiting tool as people who are interested or enthusiastic often stay after the event or send a follow up email. By recruiting these people to your movement, you are allowing them to start slowly, but then scale very quickly through empowering advocates to share their excitement with others, who can then bring in others. We

invite you to share your experiences of creating a culture of civility and respect in your team/organisation so we can continue to learn from each other. Please get in touch at ournhspeople.hwb@nhs.net

6. Further information

- Useful contacts
- [Civility Saves Lives](#)
- [Social Partnership Forum](#)
- [Freedom to Speak Up Guardians](#)
- [Antibullying Alliance](#)
- [Whistleblowers' Support Scheme](#)
- [The Point of Care Foundation](#)

- More tools and resources
- Estimating the cost of bullying and harassment calculator (link when published)

- Commissioning external consultants to review bullying and harassment in NHS organisations – A Briefing Paper (link when published)

- [GMC - Professional behaviours and patient safety programme](#)

- [Managing with kindness, civility and respect guide - NHS People website](#)

- [SPF's Creating a culture of civility compassion and respect](#)

- [NHS Employers tackling bullying in the NHS](#)

- [NHS Employers - Professionalism and Cultural Transformation (PACT) toolkit](#)

- [Patient voices – bullying and harassment staff stories](#)

- [Anti-bullying alliance – An Alliance Against Bullying, Underminding and Harassment in the NHS](#)

- [Mersey Care NHS Foundation Trust – Just and Restorative Culture modules](#)

- [Epsom and St Hellier University Hospitals NHS Trust – Make or break: Incivility in the workplace](#)

- [London Ambulance Service – Tackling Bullying and Harassment](#)

- Case Study Review Report – Duncan Lewis (link when published)

References

Arbinger Institute. (2010). Leadership and self-deception: Getting out of the box. San Francisco: Berrett-Koehler.

Ballard, A.J. and Easteal, P. (2018) The Secret Silent Spaces of Workplace Violence: Focus on Bullying (and Harassment).

Berdahl, J. L. Moore, C. (2006) Workplace harassment: Double jeopardy for minority women. Journal of Applied Psychology, 91 (2), 426–436. doi:10.1037/0021-9010.91.2.426.

Bezrukova, K., Spell, C. S., Perry, J. L., & Jehn, K. A. (2016). A meta-analytical integration of over 40 years of research on diversity training evaluation [Electronic version]. *https://ecommons.cornell.edu/bitstream/handle/1813/71443/Perry_3_A_meta_analysis.pdf?sequence=1&isAllowed=y*

BMA Bullying and harassment: how to address it and create a supportive and inclusive culture (2018). *https://www.bma.org.uk/media/1100/bma-bullying-and-harassment-policy-report-oct-2019.pdf*

Carter M, West M, Dawson J. Developing team-based working in NHS trusts. Report prepared for the Department of health; 2008 (accessed 25 August 2020).

CIPD. (2020) Managing conflict in the modern workplace. London: Chartered Institute of Personnel and Development. *https://www.cipd.co.uk/Images/managing-conflict-in-the-workplace-1_tcm18-70655.pdf*

Dobbin, F. & Kalev, A. (2018) Why Doesn't Diversity Training Work? The Challenge for Industry and Academia, Anthropology Now, 10:2, 48-55, DOI: 10.1080/19428200.2018.1493182

Einarsen, S.V., Hoel, H., Zapf, D. and Cooper, C.L. (2020). Bullying and Harassment in the Workplace: Theory, Research and Practice. 3rd Edition. CRC Press. Oxon.

Evesson, J., Oxenbridge, S. and Taylor, D. (2015). Seeking better solutions. Tackling bullying and ill-treatment in Britain's workplaces. *https://www.acas.org.uk/seeking-better-solutions-tackling-bullying-and-ill-treatment-in-britains-workplaces*

Fevre, R., Lewis, D., Robinson, A. and Jones, T. (2011). Insight into ill-treatment in the workplace: patterns, causes and solutions. Contemporary Readings in Law and Social Justice 4(2):245-277.

Fox, S. & Stallworth, L.E. (2005). Racial/ethnic bullying: Exploring links between bullying and racism in the US workplace. Journal of vocational behaviour, 66(3):438-456.

General Medical Council. Caring for doctors, caring for patients. 2019. Available from: *https://www.gmc-uk.org/-/media/documents/caring-for-doctors-caring-for-patients_pdf-80706341.pdf*

Hickson, G., Pichert, J., Webb, L., & Gabbe, S. (2007). A Complementary Approach to Promoting Professionalism: Identifying, Measuring, and Addressing Unprofessional Behaviors. Academic Medicine, 82, 1040-1048.

Illing, J.C., Carter, M., Thompson, N.J., Crampton, P.E.S., Morrow, G.M., Howse, J.H., Cooke, A. and Burford, B.C. (2013). Evidence synthesis on the occurrence, causes, consequences, prevention and management of bullying and harassing behaviours to inform decision making in the NHS. NIHR.

Kline R., and Lewis D. (2018) The price of fear: estimating the financial cost of bullying and harassment to the NHS in England. Public Money Management 39:166–74.

Lewis, D., Glambek, M. & Hoel, H. (2020). The Role of Discrimination in Workplace Bullying. In S.V. Einarsen, H. Hoel, D. Zapf & C.L.Cooper (Eds.), Bullying and Harassment in the Workplace: Theory, Research and Practice (pp.363-384). CRC Press.

Mid Staffordshire NHS Foundation Trust Public Inquiry. (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: Executive summary. Retrieved from: *http://www.midstaffspublicinquiry.com/sites/default/files/report/Executive%20summary.pdf*

NHS Employers: Eight elements of workplace wellbeing. Available at: *https://www.nhsemployers.org/retention-and-staff-experience/health-and-wellbeing/developing-your-health-and-wellbeing-strategy/eight-elements-of-workplace-wellbeing*

NHS Employers. (2016). Workplace bullying: measurements and metrics to use in the NHS

https://www.nhsemployers.org/~/media/Employers/Documents/Campaigns/NHS_Employers_Bullying_Measures_Final_Report.pdf

NHS Long Term Plan *https://www.longtermplan.nhs.uk/wp-content/uploads/2019/08/nhs-long-term-plan-version-1.2.pdf*

Nice Guideline (2015). Workplace health: management practices. Available from: *https://www.nice.org.uk/guidance/ng13/resources/workplace-health-management-practices-pdf-1837269751237*

Rayner, C. and Lewis, D. (2020). Managing workplace bullying: the role of Policies in S. Einarsen, H. Hoel, D. Zapf and C. Cooper (Eds.), `Bullying and harassment in the workplace: Developments in theory, research, and practice (3rd ed). Boca Raton, FL (USA): CRC Press, Taylor and Francis Group. ISBN 9781138615991.

Satell, G. (2020). You don't need a grand strategy to achieve organisational change. Harvard Business Review. Available at: *https://hbr.org/2020/03/you-dont-need-a-grand-strategy-to-achieve-organizational-change*

Schippers, M.C., West, M.A. & Dawson, J.F (2015). Team Reflexivity and Innovation: The Moderating Role of Team Context. Journal of Management 41:3 769-788.

https://www.rcn.org.uk/news-and-events/blogs/on-the-rise-why-everyone-needs-to-know-about-workplace-incivility

Social Partnership Forum; A collective call to action *https://www.socialpartnershipforum.org/priority-areas/creating-a-culture-of-civility,-compassion-respect/*

Social Partnership Forum: Workplace bullying measurements and metrics to use in the NHS. 2016. Available from: *https://www.socialpartnershipforum. org/media/113363/Newcastle-University-Workplace-bullying-measurements-and-metrics-to-use-in-the-NHS_.pdf*

The King's Fund. Closing the gap: key areas for action on the health and care workforce [Internet]. 2019. Available from: *https://www.kingsfund.org.uk/ sites/default/files/2019-06/closing-the-gap-full-report-2019.pdf*

The King's Fund. Developing collective leadership for health care [Internet]. 2014. Available from: *https://www. kingsfund.org.uk/sites/default/files/ field/field_publication_file/developing-collective-leadership-kingsfund-may14. pdf*

The Report of the Morecambe Bay Investigation. (2015). London: The Stationery Office. Retrieved from: *https://assets.publishing.service.gov.uk/ government/uploads/system/uploads/ attachment_data/file/408480/47487_MBI_ Accessible_v0.1.pdf*

West, M. S., & Chowla, R. (2017). Compassionate leadership for compassionate health care. In P. Gilbert (Ed.) .Compassion. London: Routledge, 237-57.

We are the NHS: People Plan 2020/21 – action for us all. Available from: file: *https://www.england.nhs.uk/ ournhspeople/*

Acknowledgements

This is the end of the toolkit - the pages that follow form the Appendices which have been referenced throughout the document.

Appendices

These tools are examples from the work of Northampton General Hospital, organised under the AIM approach described in the main content of the toolkit.

They were created to support human resources (HR)/organisational development (OD) practitioners working to create an organisational culture of civility and respect. We are sharing them here as examples you can adapt to suit your own organisation.

This supporting our staff toolkit is the first part of a collection we are building to support work on tackling bullying and harassment. Further resources and examples from other organisations are available on the NHS England and NHS Improvement website.

Analyse

Intervene

Supporting our staff toolkit:
Appendix 1 - Example survey

We want to ensure every member of the trust shares and lives our values. However, feedback from our staff survey tells us we don't all do this all the time, for example when it comes to our value of 'We respect and support one another' (replace with equivalent local values).

Xxx % of staff who completed our most recent staff survey said they had experienced harassment, bullying or abuse from managers or other colleagues in the last 12 months and, of those, xxx% said they had reported it.

It's vital we respect and support one another and share the belief that bullying, harassment and abuse are not acceptable. We need your help to understand these issues, and then we can work together on the best ways of tackle this. In this way, we believe we can create a culture where every member of the trust behaves in a respectful and courteous way.

One of the ways you can help – and show your support - is by taking part in this short survey. You don't have to tell us your name unless you are happy to do so, but there a few things it would be really helpful to know (for example, your directorate and/or department) so that we can put in place support mechanisms where needed.

Ward/department	
Job title/staff group, eg nursing, Physiotherapist	
Gender	Male/female/prefer not to say
Ethnic origin	
Age	
Religion	
Sexual orientation	
Name (optional)	
Disability	

Now, please let us know if there have been any occasions when you may have experienced or witnessed the types of behaviour that we believe are not acceptable at our trust.

1. Have you experienced or witnessed bullying, harassment, violence or victimisation in the workplace?
   ☐ Yes
   ☐ No
   ☐ Not certain

If the answer is No, go to question 7.

If the answer is Yes or Not certain, please describe the type of behaviour you have experienced or witnessed:

2. Did you personally experience this, or did you witness it happening to a colleague?
   ☐ Personally experienced bullying, harassment, violence or victimisation
   ☐ Witnessed a colleague being subjected to bullying, harassment, violence or victimisation
   ☐ Both

3. What type of behaviour did you experience/witness?
   ☐ Spreading malicious rumours
   ☐ Insults, particularly on the grounds of age, race, gender, disability, sexual orientation and religion or belief (Please describe)
   ☐ Ridiculing or demeaning or undermining behaviour, eg refusal to listen to ideas or blocking change
   ☐ Constant criticism, particularly in front of other

   ☐ Picking on someone
   ☐ Setting someone up to fail
   ☐ Excluding people from conversation or groups or meetings
   ☐ Negative or oppressive body language
   ☐ Unfair treatment compared to others
   ☐ Misuse of power or position
   ☐ Overbearing supervision (Please describe)
   ☐ Unwelcome sexual advances
   ☐ Unfounded threats or comments about job security
   ☐ Blaming someone for something they didn't do
   ☐ Undermining a competent worker by overloading with excessive amounts of work
   ☐ Preventing individuals progressing by intentionally blocking promotion or training opportunities
   ☐ Other (Please describe)

4. How often does the bullying happen? (tick relevant box)
   ☐ Daily
   ☐ Weekly
   ☐ Monthly
   ☐ Less than monthly

5. What are the main sources of bullying?
   ☐ Line managers
   ☐ Senior managers
   ☐ Colleagues

6. We sometimes hear that the reason individuals behave in this way is because 'it's just the way he/she is', but we need to go beyond this if we are to address the behaviour and eliminate it. It would help us if you can let us know what you think might be the underlying reasons why people behave inappropriately. For example, could it be due to:

- ☐ Pressure of work
- ☐ Clash of styles/personalities
- ☐ Pressure to attend work when unwell
- ☐ Performance management discussion
- ☐ Pressure from other staff
- ☐ Meant as harmless banter but didn't feel that way
- ☐ Previous conflict
- ☐ Other (Please describe)

7. Did you raise your concerns with the individual at the time?
- ☐ Yes
- ☐ No

8. If No, would you please tell us why not?

....

9. If you have received support, from whom? (Please tick all relevant)
- ☐ Trade union
- ☐ Hospital chaplaincy department
- ☐ Occupational health
- ☐ Other colleagues
- ☐ Family/friends
- ☐ Other (Please describe)

10. It is vital we address any inappropriate behaviour immediately and we need your help to do that. Please let us know below what practical things you think could help.

If you would be prepared for one of our team to contact you for further details, if required, please provide the following details:

Name: ....

Ward/department: ....

Job title: ....

Contact number: ....

Thank you for taking part in this survey.

Appendix 2 - Example focus group structure

Session plan for focus group with managers

Session	Details	Lead	Resources	Timings
1	Welcome, domestics and introductions Introduce self and facilitators, housekeeping and purpose Participants to introduce themselves (quickly) stating who they are and what they do. Purpose of session: This session is for managers to involve you in the findings from [insert the driver for the session, national survey, local survey, etc] regarding reports on bullying, harassment and victimisation in the trust. During this session we would like to: share findings from the [insert the driver for the session, national survey, local survey etc.]. clarify the behaviours that need addressing within the report explore practical solutions to address behaviours to promote trust values Identify the immediate priorities for the trust		Create PPT showing key survey results, etc.	5 mins
2	Background to survey [explain what the driver for the survey/session was] Brief background to purpose of survey, eg National		PPT	10 mins

	Staff Survey Overview of findings Present key findings Present recommendations from the report so far			
3	Explain Activity 1 and Activity 2: These activities seek clarity on the top three behaviours experienced or witnessed in the survey. Each table will be given a behaviour to look at and discuss. We will start by discussing the most frequently reported behaviours in the Respect and Support Survey. They are as follows: [insert specific issues but for example they could be 'Undermining behaviour', 'Constant criticism', and 'Misuse of power and position']. We would like you to move to a table where you have an interest in or experience of this behaviour. We would like you to describe the types of behaviour on the flipchart paper. You will have a facilitator on the table to help with the discussions and write the examples on a flipchart paper. Table 1: Please discuss and give examples of the 'Undermining behaviour' experienced or witnessed at the trust. Table 2: Please discuss and give examples of		Facilitator Flipchart paper and pens Sticky notes	5 mins

'Constant criticism' behaviour experienced or witnessed at trust.
Table 3: Please discuss and give examples of 'Misuse of power or position' experienced or witnessed at the trust.

You will have 15 minutes to complete this exercise. The facilitators on each table will be asked to feed back on examples from each table and to ask delegates from other tables to add anything that has been missed. This will be added to the flipchart.

Notes for facilitators:
Questions to ask:
Describe the behaviour. What does it look like? Is it a manager to staff? Is it staff to staff? What level is this happening to? Is it specific to job roles, eg admin staff only?

4	Activity 1: Table 1: Please discuss and give examples of the undermining behaviour experienced or witnessed at the trust. Table 2: Please discuss and give examples of 'constant criticism' behaviour experienced or witnessed at the trust. Table 3: Please discuss and give examples of		Flipchart and pens Sticky notes	10 mins

	'Misuse of power or position' experienced or witnessed at trust.			
5	Activity 2: Feed back to main group and what you would add.

Facilitators on each table will be asked to feed back on the examples of behaviours experienced.

Facilitators will ask delegates from the other table if there are any other behaviours to be added to the list.

Facilitators to add the examples on their flipchart. | | | 10 mins |
| 6 | Explain Activity 3

This activity involves exploring the accusations or perception of bullying or harassment from managers and the support you may need to address this issue. Each table will be asked to answer three questions and feed back to group. | | | 5 mins |
| 7 | Activity 3:
Each table to discuss and answer three questions below and feedback to main group
Questions:
1. If a member of your staff verbally accused you of threatening or bullying behaviour, what would you do to effectively manage the situation? | | Flipchart
Pens
Sticky notes | 20 mins |

	2. Ideas of strategies to address reports of bullying and harassment? 3. What support do you need as managers?			
8	Activity 4: Each table to feed back on Activity 3 (the three questions) to the rest of the group.		Flipchart Pens Sticky notes	10 mins
9	Activity 5: Plenary Thank everyone for taking part. Encourage your colleagues to attend other sessions. What can we do to improve future focus group sessions? Next steps – collate information and will share actions with you.			5 mins
10	Close		n/a	

Session plan for focus group with all staff groups

Session	Details	Lead	Resources	Timings
1	Welcome, domestics and introductions Introduce yourself and all facilitators, housekeeping, and purpose. Participants to introduce themselves (quickly) stating who they are and what they do. Purpose of session: This session is to discuss and address the recent concerns raised within xxxxxx service on reports of bullying and harassment. During this session we will: • give an overview and context for the bespoke xxxxxxx service focus group session • define what we mean by bullying and harassment • clarify the behaviours that need addressing • identify practical solutions to address behaviours to promote trust values • identify the immediate priorities for xxxxxxx service.		PPT highlighting key survey results etc.	5 mins
2	Context for focus group session National Staff Survey Definition of bullying and harassment Findings from Trust internal Respect and Support Survey (see Appendix 1)			
3	Explain Activity 1 This activity seeks clarity into the top behaviours experienced or witnessed.		Facilitator Flipchart paper	5 mins

				and pens Sticky notes	
	We will start by discussing the most frequently reported behaviours in the Respect and Support Survey. They are as follows: [insert specific issues but by way of example they could be: 'Undermining behaviour', 'Constant criticism', and 'Misuse of power and position']. We would like you to describe the types of behaviour on the flipchart paper. You will have a facilitator on the table to help with the discussions and write the examples on a flipchart paper. Table 1: Please discuss and give examples of the 'Undermining behaviour' experienced or witnessed at the trust. Table 2: Please discuss and give examples of 'Constant criticism' behaviour experienced or witnessed at the trust. Table 3: Please discuss and give examples of 'Misuse of power or position' experienced or witnessed at the trust. You will have 15 minutes to complete this exercise. The facilitators on each table will be asked to feed back on examples from each table and ask delegates from other tables to add anything that has been missed. This will be added to the flipchart. Notes for facilitators: Questions to ask: Describe the behaviour. What does it look like? Is it a manager to staff? Is it staff to staff? What level is this happening to? Is it specific to job roles, eg admin staff only?				
4	Activity 1:		Facilitators	Flipchart and pens	15 mins

	Table 1:Please discuss and give examples of the 'Undermining behaviour' experienced or witnessed at the trust. Table 2: Please discuss and give examples of 'Constant criticism' behaviour experienced or witnessed at the trust. Table 3: Please discuss and give examples of 'Misuse of power or position' experienced or witnessed at the trust.		Sticky notes	
5	Activity 2: Feed back to main group and what you would add. Facilitators on each table will be asked to feed back on the examples of behaviours experienced. Facilitators will ask delegates from the other tables if there are any other behaviours to be added onto the list. Facilitators to add the examples on their flipchart.	Facilitators		15 mins
6	Explain Activity 3: This activity involves exploring some of the solutions to the behaviours experienced or witnessed across the trust. You can discuss the solutions to the behaviours you have just described or solutions to other behaviours you have experienced or witnessed. Some examples of things we have considered are on the Powerpoint. The facilitator will put your suggestions on flipchart and will share your ideas with the group.		PPT Show Slides 12	5 mins
7	Activity 3 Q. Please let us know what practical things we can do to help to address reports of bullying and harassment.	Facilitators	Flipchart Pens Sticky notes	10 mins

	Facilitators to probe and ask how this would work in practice. What would be the barriers and how could they be addressed? Facilitators to put down on flipchart what realistically can be achieved.			
8	Activity 4

Each table to feed back their ideas (of things not mentioned already) to rest of the group. | Facilit ators | Flipchart Pens Post it | 10 mins |
| 9 | Activity 5: Plenary

Thank everyone for taking part.
Next steps – collate information and will share actions with you. | | | 5 mins |
| 10 | Close | | n/a | |

Supporting our staff toolkit:
Appendix 3 - Example behavioural framework

The behaviours identified in this framework were developed with trust staff who took part in the survey and focus group sessions. The work was undertaken because of staff feedback on bullying and harassment in the National Staff Survey.

The behavioural framework is a set of core behaviours based on the values of respect and support. They define 'how' staff are expected to approach their work and sit alongside 'what' they do according to job descriptions.

Our behavioural framework will help us make the trust a great place to work and will make a real difference for our patients and our colleagues. Below are some of the ways in which we will integrate the framework.

RECRUITMENT AND SELECTION

These behaviours will form an essential part of how we recruit and attract new staff to join us.

1

APPRAISAL

We will use these behaviours to assess and improve our own performance and these will be discussed during appraisals.

2

REWARD AND RECOGNITION

We will embed these behaviours within our staff recognition schemes.

3

BULLYING, HARASSMENT and VICTIMISATION

These behaviours underpin our Bullying and Harassment Policy.

4

TRAINING AND DEVELOPMENT

Our behaviours will be a golden thread through all learning and development – from Induction and Mandatory Training, to leadership and other development.

5

What does this framework mean for me?

You can use this as a checklist to reflect on your own behaviour as you go about your day-to-day work through regular conversations and meetings. Our corporate vision and our values is central to this framework.

**Our vision** [Insert trust vision:]

Our values [Insert trust values]

Our values are the things we believe are important in the way we live and work. They are our guiding principles.

- Values are usually invisible (like an iceberg they are the ice below the water).

- Values on their own can be meaningless, if they are not matched to our behaviours.

Our behaviours

Behaviours are the things we do and say, the way that we act. Our behaviours affect how we feel about ourselves and how we make others feel.
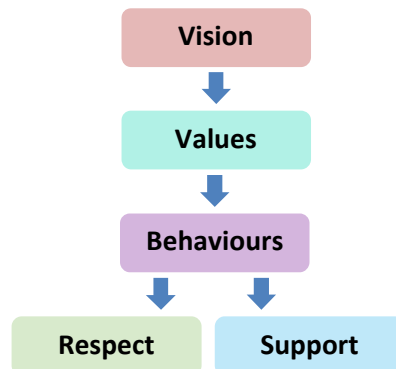
We respect and support each other - behaviours at a glance

There are two behaviours we ask every member of the trust to demonstrate, regardless of their role and level and we provide examples of what we should and should not expect to see and hear from one another.

How to use this framework

In the framework there is a page describing each of our behaviours. Every member of this organisation should demonstrate the behaviours outlined in the framework. See the example below.

Behaviour: respect
What we expect to see and hear: kindness to others

What we don't expect to see and hear: gossiping and talking about people behind their back

Behaviour: respect

[Insert real staff quotes to bring it to life, eg "Staff are really kind and show compassion to patients and carers; it would be nice if we can also be like this to staff, particularly when we are under pressure." Staff nurse]

What we expect to see and hear	What we don't expect to see and hear
• Showing kindness to others • Respecting diversity and difference • Resolving any conflicts and disagreements quickly and professionally • Listening to others, considering their feelings and needs • Adapting our communication style and behaviour to reflect individual needs • Remaining calm when faced with challenging situations • Being friendly and making eye contact • Treating everyone fairly • Recognising the value of contributions and ideas from others • Taking personal responsibility for sorting things out	• Gossiping and talking about people behind their back • Deliberately excluding others from conversations • Insulting someone • Spreading rumours • Swearing at others • Showing favouritism • Shouting or raising your voice • Criticising individuals in front of others • Patronising and judgmental behaviour, including belittling • Raising malicious allegations against another member of staff • Acting with indifference, insensitivity or unkindness • Using offensive language in the workplace • Any form of physical violence • Sending critical, rude, disrespectful or otherwise offensive or unhelpful e-mails to colleagues or about colleagues • Inappropriate comments on social networking sites which has a negative effect on the trust, eg critical or disrespectful comments

Behaviour: support

[Insert real staff quotes eg "I did not trust anyone to raise my concerns at the time because I felt it would go against me and I would not be supported, and my team would be believed over me." Manager]

For more information about this framework, please contact: [x]

More information and support are also available: [x]

What we expect to see and hear	What we don't expect to see and hear

• Helping colleagues out whenever you can
• Sharing information that would help others in their role
• Being open to constructive challenge and welcoming feedback from others
• Taking the time to build positive relationships
• Taking responsibility for your own actions
• Being honest when things go wrong
• Keeping promises you make and following them through
• Giving feedback to colleagues when things are going well
• Ensuring feedback is constructive and balanced
• Being friendly and co-operating with others
• Recognising when help is needed and willingly offering support and 'pitching in'
• Supporting each other in difficult times
• Respecting decisions made in good faith
• Celebrating success and sharing positive stories
	• Not helping or supporting others
	• Not resolving conflicts and disagreements in an adult and constructive way
	• Failing to share information with other people that would enable them to do their job more effectively
	• Making a minimal contribution to the achievement of team goals and objectives
	• Allowing individual differences to adversely affect the team or the way team members work together
	• Treating someone unfairly
	• Being insensitive or unhelpful
	• Blaming others when things go wrong
	• Undermining behaviour that prevents good decision making such as:
	   – agreeing to do something and then not doing it or being critical of what has been agreed
	   – constant negativity and blaming others
	   – distancing ourselves from things we see as difficult and leaving others to deal with it

Appendix 4 - Workshop outlines and sample presentation material for managers and staff

PROGRAMME	Leading with respect: for managers (2.5 hour session including 1 hour forum theatre experience)
AIM	To raise awareness of the Respect and Support framework, and what those behaviours look like in practice. To raise awareness of the options for action if you experience bullying behaviour. Our time together will include a forum theatre experience.
OBJECTIVES	By the end of the workshop you will have: • experienced forum theatre – **Respect & Support in Action** • input to discussions regarding possible bullying and/or harassment scenarios and possible solutions • developed self-awareness around your own behaviours • discussed good practice and agreed a personal action plan

Running order for each session:

App 4 RS Leading with Respect Worksh

Timing	Title	Content
60mins	Leading with respect – Part 1	Welcome and brief context forum theatre
15mins	Break/transition time	
75mins	Leading with respect – Part 2	Training workshop evaluation

PROGRAMME	Challenging bullying and inappropriate behaviour – for staff (2.5 hour session including 1 hour forum theatre experience)
AIM	To raise awareness of the Respect and Support framework, and what those behaviours look like in practice. To raise awareness of the options for action if you experience bullying behaviour. Our time together will include a forum theatre experience.
OBJECTIVES	By the end of the workshop you will have: • experienced forum theatre • input to discussions regarding bullying/inappropriate behaviour and possible solutions • develop self-awareness around your own behaviours • introduced the WIN communication tool

Running order for each session:

Timing	Title	Content
60mins	**Forum theatre – part1**	**Welcome and brief context forum theatre**
15mins	Break/Transition time to change rooms and for reflection	
75mins	**Classroom training – Part2**	**Workshop and evaluation**

App 4 RS Challenging
Bl Behaviour – Staff

Appendix 5 - Behavioural Self-assessment

This short self-assessment has been developed from the trust's behavioural framework [insert organisational specific reference] to encourage you to be honest about yourself and point out areas in your day-to-day working life that may need attention. You can use this tool at any time and you may want to link it with your annual appraisal.

For each statement below please assess to what extent/how often you see yourself carrying out the behaviour described - you have 5 options:

N = Never R = Rarely O = Occasionally F = Frequently A = Always

To what extent do I...	N	R	O	F	A
Show kindness to others					
Respect diversity and difference					
Resolve any conflicts and disagreements quickly and professionally					
Listen to others, considering their feelings and needs					
Adapt my communication style and behaviour to reflect individual needs					
Remain calm when faced with challenging situations					
Act in a friendly manner					
Treat everyone fairly					
Recognise the value of contributions and ideas from others					

To what extent do I…	N	R	O	F	A
Take personal responsibility in resolving issues					
Challenge gossip/talk about others behind their back					
Include others in conversations					
Encourage and praise others					
Remain professional in how I communicate					
Compose emails to ensure they are viewed respectfully by receivers					
Think and copy only the appropriate individuals into emails					
Take conversations offline where is may be more appropriate					
Avoid potential offensive language					
Treat others equally with fairness					
Act sensitively to show empathy					
Control my emotions					
Provide feedback to others, respecting their confidentially					
Behave in an acceptable and appropriate manner in line with trust values					
Consider any concerns raised against others thoughtfully, fairly and taking all viewpoints into account					
Avoid aggressive verbal behaviour					

To what extent do I...	N	R	O	F	A
Make sure my comments on social networking sites would have no negative effect on the organisation eg untrue or disrespectful comments					
Send respectful e-mails to colleagues					
Help colleagues out whenever I can					
Share information that would help others in their role					
Respond positively to constructive challenge and ask for feedback					
Take the time to build positive relationships					
Take responsibility for my own actions					
React honestly when things go wrong					
Keep promises I make and follow them through					
Give feedback to colleagues when things are going well					
Ensure feedback is constructive and balanced					
Promote a friendly climate and cooperate with others					
Recognise when help is needed and willingly offering support and 'pitching in'					
Support others in difficult times					
Respect decisions made by others even if they are different to how I would make them					
Celebrate success and share positive stories					

To what extent do I…	N	R	O	F	A
Resolve conflicts and disagreements in an adult and constructive way					
Contribute to team goals					
Avoid blaming others when things go wrong, focusing on what can be done to improve the situation					
Demonstrate behaviour that helps good decision making such as:					
• delivering on commitments					
• remaining optimistic					
• tackling difficult issues					

Behaviours you have rated as 'Always', 'Frequently' or 'Occasionally', please do continue and build on. However, those you have rated as 'Rarely' or 'Never' require some attention and consideration around what you could stop and/or what you could start doing more of.

Use the space below to identify behaviours that you will continue, stop or start to be even more effective in your role.

Continue:

Stop:

Start:

For support on developing these behaviours, contact xxxxxxxxxx

Appendix 6 - Boxes workshop session plan

PROGRAMME	Boxes (1 hr – 1 ½ hr session)
AIM	An opportunity for the participants to be introduced to the idea that we can all have 'in the box' thinking about ourselves and others and how this may affect our working relationships. Tools to recognise possible 'in the box' thinking and ways to get out of the box will be given. Teaching is based on *Leadership and Self-Deception* by Arbinger Institute, 2006.
OBJECTIVES	By the end of the session you will: • have gained insight into how we can have a distorted perception of ourselves and others • have the insight to to identify where you may possibly have 'in the box' thinking and the tools to be able to change the way you perceive and therefore interact with others

TIME (in mins)	ACTIVITY	RESOURCES/ MATERIALS
	In the Box **Purpose:** To give participants opportunity to gain further awareness of their own behaviours (for example perceiving people as objects and that people can cause us to respond differently to them) by introducing the Arbinger Institute In the Box self-perception theory. **Learning outcomes**: Participants to identify a situation where they have been in-the-box in the way they have interacted with another person. **Method**: Power point presentation, facilitator-led discussion, reflection **Details**: Hands up if you have ever felt irritated by someone? Briefly acknowledge that we all get annoyed, irritated and even angry at times. These are natural emotions we all experience. However, if these emotions are prolonged, start to rule our way of thinking or become challenging for ourselves or others, then it might become a problem at home and at work…what do we mean about 'being in a box'?	

TIME (in mins)	ACTIVITY	RESOURCES/ MATERIALS
	Practical activity – whole group. Re-enact a train scene using volunteers. Facilitator to give volunteers props of a bag, newspaper, work papers etc. Picture this… you're on a train, there is an empty seat next to you… what do you do? Spread your newspaper? Put your bag on the empty seat? Position yourself in such a way that the remaining space looks far too small for anyone to sit down? Or do you look up with an inviting smile or a verbal acknowledgement when people walk past? What triggers the two reactions? Reaction 1 = people seen as nuisance, threat problem; Reaction 2 = people seen as people with similar needs and desires to us. **Facilitator-led discussion:** So, you're on this train… what should you do? What might you end up doing? We all know what we should be doing but occasionally we choose to betray what we should do. We call this self-betrayal. However, as moral people, we feel we have to justify our decision but, to do so, we start to minimise our own faults, inflate our own virtues and elevate the faults of others. Self-betrayal = an act contrary to what I feel I should do for another. You know what you should do, but do you choose to go with it or do you choose to go against what you know you should do. When you go against this you quickly start to justify your decision. **Facilitator-led discussion:** What thoughts could come into your mind to justify the decision to not move your things to let someone sit next to you, or even give up your seat? They look like they will take up far too much room; there's a seat over there where that person looks like they aren't needing space like I am; they should have arrived earlier and got themselves a seat. Thoughts you have inflating your worn virtue: I've had a really busy day; I often have to stand, today is my day for a seat and some space; I paid a fortune for my ticket I deserve some space; it's not my fault there aren't enough seats on the train.	Props to re-enact a train scene and someone needing a seat

	1. What is happening?
	    • We inflate the faults of others
	    • We inflate our own virtue
	    • We inflate the value of things that justify our self-betrayal
	    • We apportion blame to others
		Flipchart with each box written on it and description of what each box means

TIME (in mins)	ACTIVITY	RESOURCES/ MATERIALS
	2. We are often not aware this is happening, but it ends up causing us to have very 'boxed in' perspectives. Through our experiences in life and habits, we can often become boxed in. Arbinger Institute calls this 'boxed-in' perspective 'in-the-box' thinking and identified four different types: • 'worse-than' box where I see myself as not as good as others • 'I-deserve' box where I see myself as a victim • 'better-than' box where I see myself as superior to others • 'must-be-seen-as' box where I feel I need to be well-thought-of by others. **Facilitator-led discussion:** 'In the box' attitudes may potentially result in inappropriate behaviour. What would that look like to you? Then go through what has been said via the organisation's staff survey 3. Talk through the different strategies of getting out of the box. Step 1: Develop self-awareness: recognise what 'in the box' attitudes you may have towards someone Step 2: Challenge your filters - recognise and challenge filters you may have of someone – what is your perception of someone currently? Rather than seeing them in this way, what might the truth about them be? Step 3: Changing perception: using neurolinguistic programming (NLP) technique Perceptual Positions (my perspective, his/her perspective, on-looker's perspective) Step 4: Positive communication and behaviour – recognising and adapting the way we speak and behave can have a positive impact on the way we view the world, on our own wellbeing and impact those around us Step 5: Respect and Support: reflect and learn from old habits, mistakes, issues, events – recognise our own way of thinking and that of others, challenge anything you feel is inappropriate, share good practice, recognise and celebrate the good times Step 6: Gratitude and acceptance: recognise and cherish what we feel grateful for, accept that we are all unique and we all have our own way of approaching life, we also have the ability to reflect, learn and grow as individuals and part of a wider team. Facilitator note - we are looking to gently influence culture change, what kind of leaders do we want to come out of the programme, key messages around Respect and Support to pull like a gold thread through all our sessions.	Feelings associated with each box typed up for group to allocate For each box have a copy of each of the four box definitions

Supporting our staff toolkit:
Appendix 7 - Template outline for a 'values in action' discussion

Where it has been identified that a team is not working effectively together and there are some behavioural issues in how they interact and work together, a facilitated session based around an exploration of the organisation's values can be a non-adversarial way of supporting the team to recognise the issues and re-establish respectful interactions.

It is a forward-facing, solution-focused approach that aims to re-focus the team on their strengths. The purpose of the session is to identify what works well and how to build on this to make the team even better, rather than to focus on the negatives and what is sub-optimal. The following template provides an outline for the discussions.

NAME	DEPARTMENT / WARD	DATE
Thinking about the four trust values		
VALUES	What works well/what are we good at (include examples)	But it would be even better if …….(what and why)
Insert organisational value/behaviour		
Insert organisational value/behaviour		
Insert organisational value/behaviour		
Insert organisational value/behaviour		
Final question. On a score of 1 to 10 (1 being very low and 10 being very high) what is your motivation like generally when at work?		

Supporting our staff toolkit:
Appendix 8 - Building Resilience workshop outline

This workshop has been developed to help participants consider their emotional resilience, taking time to recognise what depletes and what restores our personal resilience.

PROGRAMME	Building Resilience Workshop (2.5hr Session)
AIM	This workshop has been developed to look at our own emotional resilience, taking time to recognise what depletes and what restores our personal resilience.
OBJECTIVES	• What depletes our resilience - what can we do about it? • Develop resilience by paying attention to our happiness levels • Recognise our strengths • Make commitments to create new habits Questionnaire needs to be completed by participants prior to attending the workshop for use in the 'Strengths' session https://www.viacharacter.org/survey/account/register

TIME (in mins)	ACTIVITY	RESOURCES/ MATERIALS
Welcome & Intro 10mins 9:30am (1:00pm)	**Purpose:** To introduce the Respect and Support training, set the scene for how this two-part training will run, cover basic housekeeping for this part of the session, and offer a safe and welcoming environment. **Method**: Input from facilitator • Welcome – Tea/Coffee - Basic housekeeping • Aim – read out "This is about looking at what causes stress in our lives (work and home) and how, over time, this impacts our wellbeing" • Context - Developed in conjunction with an internal NHS consultancy, who have rolled this out across 64 hospitals/primary care organisations with great success. • Acknowledgement – time out of working day to attend training • **Confidentiality and Anonymity – standard collective agreement around sharing in the group only**	

TIME (in mins)	ACTIVITY	RESOURCES/ MATERIALS
Introductory activity 9:40am (1:10pm) 15mins	Introductory activity Purpose: To open up discussion, create safe environment and start with developing as resilient individuals Method: Input from facilitator, paired and group activities Details: Activity: Table exercise to start a bond within the group…and share experiences. Work in table groups to discuss questions Flipchart:make a note of name and the one thing they would like to take away from this workshop Feedback flipchart info Processing introductory activity – link with developing our resilience ie Resilient people…share, have a strong commitment and tend to be focused… Disclosure – sharing things about self with each other helps to make connections Commitment – staying connected to the 'why' of your work Goal/action focused – what you want from the programme Follow on task: Processing introductory activity – and linking it with developing our resilience Importance of recognising that the first activity is really what resilient people do, they: share/disclose – feel confident to share some info about themselves making connections with others as result Resilient people understand their commitment, their 'why' I do what I do, why I get up every morning to do this, what is my motivation and have a plan, goal of what they want from a situation	Power Point Presentation Flipcharts Pens 'Blu Tac'

| Control, influence and acceptance (CIA) Activity

9:55am
(1:25pm)

30mins | Control, influence and acceptance
Purpose: Together in the same table groups, identify anything that is a worry or concern at work, the types of things you find draining, cause you to be weary, lack motivation to complete, annoying, upsetting, etc. Then define which of these we are able to: control, influence or accept…and how that might work in practice.
Method: Input from facilitator, paired and group activities

Step 1
What's in your sphere of control?
What can you influence?
What might you need to accept?

Step 2
Pick one or two examples you have identified as being in your sphere of control/influence and identify what you could do to make those things easier or better

Reflection points - What really is in our control and where is our influence?
Challenge negative behaviour
Show good practice
Empathetic approach

Mention – our explanatory style – the story we tell ourselves can impact how we remember events and moments.
Range of interventions (more info to follow), Building a respectful and supportive culture | Power Point Presentation

Flipchart, Pens, Blue tack |

| Streams

10:25am
(1:55pm)

20mins | Four streams of happiness – voluntary control
Purpose: To recognise what makes you happy in each of these streams, and how we can get more of this in our lives.
Method: Input from facilitator, this activity requires four groups
Details:
Facilitator: Pose the question of what is happiness?
Ask everyone to think (no need to share) of what happiness means to them…it will be different for everyone.
Offer: Happiness is an 'inside job', it's personal, unique to us. Suggest this is made up of:
S = Sum of our genetic capacity for happiness (it is thought that genes make up 50% of our disposition)
C = Circumstances
V = Voluntary Control (the choices we make)

Facilitator - Explain and read through the text that follows:

Four streams of happiness: Aspects of happiness within our voluntary control

Pleasures: sensory and immediate – a moment in time
Gratifications: absorbing - may not necessarily be pleasurable at the time but take us towards something worthwhile; create a positive memory or strengthen our social networks
Living a life with meaning and purpose – living a life that has meaning and purpose, drawing on our core values, giving something back, doing good for others
Flow is the sort of feeling we may get from something when we are totally absorbed, and rest of the world just disappears for a little while - fully engages our abilities but doesn't test or stretch them to breaking point | 4 Flipcharts with headers:
• Flow
• Pleasures
• Gratification
• Meaning and Purpose

Pens
Notes
Powerpoint |

	Activity = group flipchart exercise Four groups required - mix groups up where possible Four flipcharts with one heading each: Pleasures, Gratifications, Meaning and Purpose Start each group with one flipchart, 1 minute to jot down what that statement/word means for you Groups to move around so they have 1 minute on each sheet Feedback each group's last flipchart sheet to discuss and share with the whole class Follow on Individual activity – jot down at least one point for each area that you have noticed, or would like to reconnect with.	
10:45am (2:15pm)	10mins - Comfort break	
Strengths 10:55am (2:25pm)	Working to your strengths Purpose: To identify our personal strengths and how we can work within our strengths - what needs to change, etc. Method: Input from facilitator, this activity requires 4 groups	VIA survey Pens Notes
30mins	Details: link to Values in Action: Strengths survey to be emailed before the session and complete prior to session https://www.viacharacter.org/survey/account/register	

	Pre-attendance activity - individual task – e-mail with link and explain background - Developed by Peterson & Seligman (2005)[1], the 24 strengths reflect virtues valued across cultures and history. The benefits of identifying personal strengths are: -Using qualities that come most naturally to you to improve your life -Using our strengths at work enhances our resilience... - Makes us a happier colleague to be around Identify their top three to five strengths that reflect characteristics and energise us when used Individual to bring own strengths summary (free version) to the session with them. Activity = Discuss in pairs (allow approx. 5 mins for each person to talk about their own results) What do their identified strengths mean to them? Does their role work to their strengths? What needs to change in the way they work to get the best from their strengths? Facilitator to draw this in, with conversation around what did they notice about themselves? their needs/wants/hopes, etc.	
Experience 11:25am (2:55pm) 10mins	Experienced happiness and remembered happiness Purpose: To recognise that how things end and the story we tell ourselves can have a massive impact on our wellbeing Method: Input from facilitator, video clip and discussion Details: Facilitator - introduce the idea of 'endings' and the impact this can have on the way we remember things/stories from our past Facilitator – Discussion with group - How might you apply this learning about endings in your workplaces and with your teams? Draw out one or two key areas to discuss where good beginnings and happy endings are key	Powerpoint Notes Pens

Action planning	Action planning	Power Point
11:35am (3:05pm)	Purpose: To develop our own action points to improve our resilience and sense of wellbeing Method: Facilitator led, each delegate to generate their own action point using the Behavioural Framework	Notes Pens
10mins	Details: Individual activity and paired Delegates to write down their own action plan Share with neighbour, buddy up to check in with them if this feels ok to do so.	
Gratitude 11:45am (3:15pm) 10mins	Resilience boosters and gratitude Purpose: To stop and think, recognise what we are truly grateful for… recognising the things that make us happy, connecting to our why and those around us, bringing this all into our lives, are the things that truly boost our resilience and sense of wellbeing. Method: Facilitator led, each delegate to generate their own	Pens Notes Powerpoint
Gratitude 11:45am (3:15pm) 10mins	Resilience boosters and gratitude Purpose: To stop and think, recognise what we are truly grateful for… recognising the things that make us happy, connecting to our why and those around us, bringing this all into our lives, are the things that truly boost our resilience and sense of wellbeing. Method: Facilitator led, each delegate to generate their own ideas Facilitator: read through slide, discuss as needed Individual activity: jot down three things you feel truly grateful for Share one of those things with the group	Pens Notes Powerpoint

Supporting our staff toolkit:
Appendix 9 - Courageous conversations lesson plan

This workshop is an introduction both to more effective listening skills and to skills used in providing effective feedback in the form of courageous conversations for managers. It is based on the premise that courageous conversations are a necessary management tool enabling timely feedback about behaviours/attitudes/relationships in the workplace that may increase conflict if not addressed. It explores why some conversations are avoided and why feedback can go wrong. It concludes with a self-reflection exercise for managers. The lesson plan is shown below and the accompanying PowerPoint slides can be accessed by clicking this link.

	Course Content	Desired outcomes
Learning objectives for the workshop	To understand the why, when and how to have a courageous conversation To explore the factors that lead to ineffective conversations For participants to understand the benefits of speaking up/courageous conversations in reducing conflict in the workplace For participants to identify their levels of assertiveness in giving feedback For participants to understand and practice active/reflective/sensitive listening	Participation in all exercises and group discussions A willingness to share some personal disclosures relevant to the topic including areas or examples where interventions haven't worked previously A willingness to try different approaches to sharing sensitive information in the workplace
Teaching activities used in this workshop	Role play – giving and receiving sensitive feedback Group work Working in a small team Peer observations Question and answer sessions Self-reflection exercises Sharing personal experiences relevant to the topic	Showing evidence of personal reflection, empathy, understanding of the principles within both group discussions and during role plays. Being able to provide relevant examples and demonstrate high levels of self-awareness during the workshop. Demonstrating active listening skills in working with a partner and giving and receiving sensitive feedback
Outcomes of this workshop	To gain an understanding of when and where to initiate a courageous conversation Display an understanding of active listening and holding the space for others to disclose Gain clarity on how initiating courageous conversations can create strong feelings Working with sensitive language and continuing to support staff through the use of shaping language whilst avoiding shaming language in a courageous conversation Develop and improve assertiveness within the courageous conversation relationship Being alert to one's own micro behaviours	Demonstrating the following skills in action: Demonstrating empathy Managing one's own strong feelings Maintaining a respectful environment The ability to remain neutral with strong or defensive emotions Understanding the importance of confidentiality The ability to redirect conversation towards future focused solutions The use of appropriate assertiveness Awareness of one's own micro behaviors and unintentional body language
Skills required	Active listening skills, empathy, reflection , non-judgmental attitude, self-awareness, staying with strong, feelings/emotions, body language awareness	Demonstrating these skills in the role plays and discussions during the workshop

Appendix 10 - Events and feelings log

Time:

Location:

What happened?

How did it make you feel?

Has this happened between you before or was it a one-off?

(STOP = Several Times On Purpose)

Do you think this person meant it to have this effect?

Why do you think they may have done this?

How do you feel about talking to the person about how you are feeling?

Appendix 11 - Roundtable conversation support materials

Roundtable conversation contracting form

To be filled by person requesting the roundtable conversation.

Details of person requesting roundtable conversations:

Name..

Job ....

Department ....

Email ....

Phone...

Details of line manager: ....

....

....

....

Line Managers Name ....

....

Line Managers Department........................

....

Email ....

Phone...

Provide a summary of the conflict you perceive and experience with the other member of staff:

Agreement to roundtable conversation

Member of staff:

I, ...
(Print name), agree to take time out of work
to participate in the roundtable conversation
with..
.... (Print name of person
who you are in conflict with). I understand
that I will need to share my thoughts and
emotions with the roundtable facilitators,
engage in conversation with this person I
am in conflict with, that notes will be taken
during the process, which will be destroyed
at the end of the day, and that none of
what is said in the roundtable conversation
can be used as evidence in a formal process.

Signed ....

Date ....

Manager:

As their manager, I am willing to release
them for an agreed date for the roundtable

conversation to help resolve the issues of
conflict with another member of staff.

Name..(Print name)

Signed ....

Date ....

What happened/Impact/Need (WIN)
statement – roundtable conversations

This is an informal and supported
conversation, with the hope of resolving
issues and reducing conflict where there has
been a communication breakdown between
two people.

Please write your WIN statement, you will
be supported to read this out in the joint
meeting later today.

Please read this part out first:

In the hope of us finding some solutions
and resolutions in order to work together;
this is an honest and thoughtful description
of what happened from my perspective,
how this made me feel and how I would like
things to work between us for the future.

W – What happened? Please give a brief
description

W – What happened Please give a brief description

I – Impact Please jot down your thoughts about how this situation/issue has made you feel, what the impact has been on you, emotionally and/or physically?

N - Need What do you need to work together in the future? How would you like things be between you at work?

Signed ....

Date ....

Appendix 12 - Roundtable facilitator qualities and role expectations support materials

What qualities does a roundtable facilitator need?

A roundtable facilitator needs to display the following qualities:

- can be trusted with confidential issues

- listens well and recognises the value of allowing people to talk

- through good listening skills, is able to keep conversations focused and purposeful

- is able to show empathy and sensitivity to how people are feeling

- is able to promote discussions through appropriate open questioning (questions beginning with how, what, etc.)

- enjoys working with people and is able to work as part of a team

- is able to deal with sensitive matters

- is able to concentrate for sustained periods of time

- treats people with respect

- has good awareness of their own strengths and weaknesses and how this impacts other people

- demonstrates good awareness of what they are like and how this impacts other people

- is able to remain impartial

- is able to face challenges positively

- is able to remain calm in stressful situations

- is able to summarise what another person says

- shows commitment to meetings that have been arranged.

What will be expected of facilitators?

Facilitators will attend a two-day workshop, which includes an introduction to the theories behind conflict, active listening skills, and encourages participants to model conflict resolution in the workplace.

Facilitators, while not being mediators, do undertake the role of a skilled helper in listening, reassuring and supporting staff involved in conflict.

Facilitators should be working in a range of roles in the organisation, as the position is not based on grade or seniority. All facilitators are required to provide confidential and nonjudgmental support to all parties involved in a dispute. They must be able to engage with all parties equitably, and promote discussions that are both consensual and win-win in their approach.

Facilitators cannot deliver roundtables in their own teams or with staff they either manage or know outside work, to ensure both impartiality and confidentiality are maintained.

Facilitators, once trained, will be placed on a register managed by the organisation development (OD) team. The OD team will pair participants with roundtable facilitators of different skills and strengths.

Facilitators will need to attend annual updates to ensure their skills are maintained and they are supported by peer facilitators.

Facilitators are encouraged to develop peer support networks, to debrief with the cofacilitator they work with, and to ask for supervision with staff in the OD team as required.

Facilitators will need to commit to hold at least three roundtable conversations each financial year. Each roundtable lasts approximately six hours.

Managers are asked to support this initiative by ensuring they backfill posts for facilitators and attendees.

Appendix 13 - Roundtable facilitator lesson plan and guidance qualities and role expectations support materials

This two-day workshop is an introduction to resolving conflict using the principles of mediation facilitated by two peers. The process is voluntary, informal and confidential. This workshop explores and develops both the interpersonal and communication skills of the participants. Participation over two days promotes the development of a skillset in managing and resolving concerns in the early stages of a conflict and before any grievance procedures have been invoked. It supports existing dignity in the workplace, policies and guidelines. These slides will support this training.

	Course Content	Desired Outcomes
Objectives/Day 1	Exploring conflict styles, understanding the conflict volcano, developing listening skills, principles of peer facilitation, staff engagement in the process.	Participation in all exercises and group discussions
Objectives/Day 2	Exploring a WIN process, managing the joint meeting, exploring reframing, hooks and triggers, agreeing the planning and execution of a peer facilitation with co-facilitators.	Participation in all exercises and group discussions
Activity	Role play, group work, working in a small team, peer observations, Question and answer sessions, self-reflection exercises and modeling a peer facilitation from beginning to end	Showing evidence of personal reflection, empathy, and understanding of the principles of mediation within both group discussions and during role plays. Being able to provide relevant examples and demonstrate high levels of self-awareness during the workshop. Demonstrating negotiation skills in working with a partner and maintaining a safe space for the cofacilitation to occur.

	Course Content	Desired Outcomes
Outcomes	Understand the principles of mediation Display an understanding of active listening Understand how facilitating conflict conversations can create strong feelings for facilitators Demonstrate an ability to remain unbiased and focused on helping others find the solution An ability to retain confidentiality in the role Skills in maintaining a safe space to manage conflict within	Demonstrating the following skills in action: • empathy • managing one's own strong feelings • maintaining a respectful environment • the ability to remain neutral and not provide advice • understanding the importance of confidentiality of this role • the ability to redirect conversation towards future focused solutions • the ability to allow a difficult conversation to unfold
Skills required	Listening skills Empathy Inclusion Non-judgmental attitude Self-awareness Fairness Providing hope to participants	To demonstrate these seven skills within the peer facilitation role plays (day one and two)

Roundtable conversations facilitator guidance

This is an informal and supported conversation with the hope of resolving issues and reducing conflict, where there may have been a communication breakdown between two people.

Round table conversation structure

Two facilitators meet with the first participant, who will be then asked to write their own WIN statement and reflect.

Two facilitators meet with the second participant, who will be then asked to write their own WIN statement and reflect.

Both participants meet with both facilitators.Each participant reads out their WIN statement in the hope of resolving issues and with support to create future

Ground rules: Please set and display your ground rules in each meeting, ie confidentiality

during and after the meetings, respectful language – no swearing/talking over each other,

good timekeeping, mobile phones off and out of sight, etc.

Please thank each participant for attending the meeting and ensure they are aware of the following:

• **V Voluntary Participants** are attending voluntarily with the hope of resolving a specific issue between them

• **I Informal** This is an informal conversation to resolve issues, Facilitators are neutral and HR is not involved

• **C Confidential** The only information that leaves the room is an agreement (written or verbal) between the two parties, all other notes can be ripped up in the final session

Each participant will be asked to write up their WIN statement, which they will read and share with the other person in the resolution meeting. Both facilitators will support the conversation and help build goals for the future.

• **W What happened?** Explain what actually happened and what you would like to share with the other person

• **I Impact on me?** Explain how this made you feel, what impact this may have had on your work and/or home life

• **N Need for the future?** Please reflect and write down your future goals, ie how you would prefer to work/interact with this person at work.

An opportunity for hope and future focused goal setting – for participants to reach a common understanding and/or agree on how best to work/interact with each other for the future. These may be written or verbal agreements and hopefully a handshake.

The facilitators should use active listening & open questions, examples below.

Welcome	Thank you very much for meeting with us today… Explain voluntary/ informal/confidential and ground rules Listen to their story
Acknowledging	I understand… I see… That sounds important to you…
Encouraging	Please tell me more… You were saying earlier… Could you explain how you felt…
Checking (using the persons words back to them)	You seem to be upset… angry… worried… Am I right in thinking that you said… What I am hearing is that you are …
Clarification	I am not sure I understand… Did you mean… Can you tell me more about…
Affirmation	Thank you so much for sharing your story with us… I know it is not easy, you are doing so well…
Empathy	It sounds like this has been a difficult time for you… I realise that you are getting impatient… upset… angry… Would you like to take a short break…

Welcome	Thank you very much for meeting with us today… Explain voluntary/ informal/confidential and ground rules Listen to their story
Use a variety of open questions	What, When, Who, Where and How … Open questions elicit more detail Gentle use of Why?
Reflecting	So you say that you want 'them' sacked – why was that? You are clearly upset about their behaviour – what is it particularly that upsets you?
Summarising	So you are saying… If I could just summarise quickly, what I think you have said…
Closing	Thank you for sharing your thoughts, and for your time today Thank you so much for working together to reach this agreement
General information	
Non verbal communication	Gesture, eye contact, body language, etc.
Timing and pace	Keep the pace steady and appropriate to the situation

Welcome	Thank you very much for meeting with us today… Explain voluntary/ informal/confidential and ground rules Listen to their story
Balance	Good balance of talking time between each participant
Tone of voice	Be considerate to how your tone of voice may be interpreted, it's not always what you say, its how you say it…
Reframing	Listening out for the 'Unmet Need' for example: Participant: 'My manager is always so indifferent to me, she never listens.' Facilitator: 'So you would like your manager to take more interest in your work and it is important for you to be heard?'
Golden Threads	Looking for commonalities in both stories, where do those unmet needs overlap, share golden threads with both participants in the resolution meeting ie 'It sounds like you both would like to work in a supportive and respectful environment' 'It sounds like you both have really good ideas on how you can work together…'

Reframing activity

Reframe these statements to reflect the needs within them – suggested responses as discussed in the Roundtable training

---

He bosses me around:
Unmet need may be around autonomy/trust/ clearer instructions, etc.
Suggested reframe – 'it sounds like autonomy is important to you'

No one listens to me
Unmet need may be around being heard/ sharing ideas, etc.
Suggested reframe – 'it sounds like being heard and sharing your ideas is important to you'.

She puts me down
Unmet need may be around being treated equally
Suggested reframe – 'it sounds like it is important to you to feel respected'.

He ignores my ideas
Unmet need may be around being heard/ recognised/sharing ideas etc.
Suggested reframe – 'it sounds like you really want to be part of the team'.

You leave me out of decisions or I'm not included
Unmet need may be around being included/ sharing teamwork etc.
Suggested reframe – 'it sounds like being included (in decision making) is really important to you'.

YOU talk too much!
Unmet need may be around being heard/ listened too etc.
Suggested reframe – 'it sounds like you want to be heard'

I'm completely stuck, nothing will change!
Unmet need may be around moving on/making progress, etc.
Suggested reframe – 'If you could make one small change, what would it be?'

Reframing is about seeing the current situation from a different perspective and mindset.

This can be incredibly helpful with problem solving when someone is particularly stuck in a 'problem'.

Using your active listening skills to really tune in to the person's story, ask gentle open questions to draw out their unmet need, then using their own words and statements, reframe them in a gentle more positive way.

These are just suggestions; feel free to generate your own ideas for responses.

Supporting our staff toolkit:
Appendix 14 - Confidential staff hotline skills lesson plan lesson plan and guidance qualities and role expectations support materials

This workshop is an introduction to active listening skills and reflective questioning for staff who may receive calls on the Respect and Support hotline. The interpersonal skills required include an ability to listen, question sensitively and support access to further resources. Skills in developing telephone rapport are explored and the importance of intent and impact in the language used to staff who may be distressed when calling the line is explained.

These slides will support this training.

	Course content	Desired outcomes
Learning objectives for the workshop	For participants to understand how to provide a safe space, for staff to contact the respect and support hot line. For participants to understand and practice active/reflective/sensitive listening in person and over the telephone For participants to develop skills in extracting the substance of a conversation and recording it For participants to be able to listen in a non-judgmental and unbiased way either in person or on the telephone to staff who may be reporting sensitive information and redirect them To clearly understand the difference between intent and impact in language	Participation in all exercises and group discussions A willingness to try different approaches to sharing sensitive information in the workplace To be able to demonstrate a non-judgmental approach in person or on the telephone in receiving sensitive information

	Course content	Desired outcomes
Teaching activities used in this workshop	Role play: giving and receiving sensitive feedback Group work Working in a small team Peer observations Question and answer session	Showing evidence of personal reflection, empathy, understanding of the principles within both group discussions and during role plays. Demonstrating active listening skills in working with a partner and giving and receiving sensitive feedback Moving away from investigation style questioning towards exploratory questioning to identify with the caller the substance of the issues raised.
Outcomes of this workshop	Display an understanding of active listening and holding the space for others to disclose Developing the skills to ask questions and reflecting back an accurate narrative Working with sensitive language and continuing to support staff through the use of shaping language while avoiding shaming language Understand the challenges of building rapport over the telephone Being alert to one's own micro behaviours Being aware of the trust resources available for further support for callers	Demonstrating the following skills in action: • empathy • managing one's own strong feelings • maintaining a respectful environment • the ability to remain neutral with strong or defensive emotions • understanding the importance of confidentiality over the phone and in person • the ability to redirect conversation towards future focused solutions • awareness of one's own micro behaviors and unintentional body language
Skills required	Active listening Empathy Reflection Non-judgmental attitude Self-awareness Staying with strong feelings/emotions Body language awareness An awareness of the difference between active listening and advice giving when working on the hotline	To demonstrate these skills within the role plays and discussions during the workshop

Appendix 15 - Example script, guidance and support materials for hotline lesson plan and guidance qualities and role expectations support materials

This two-day workshop is an introduction to resolving conflict using the principles of mediation facilitated by two peers. The process is voluntary, informal and confidential. This workshop explores and develops both the interpersonal and communication skills of the participants. Participation over two days promotes the development of a skillset in managing and resolving concerns in the early stages of a conflict and before any grievance procedures have been invoked. It supports existing dignity in the workplace, policies and guidelines.

Face to face ☐   Telephone call ☐

Date:

Script and questions

Hello - this is the [x] information hotline and my name is xxxxxxx.

Please can you tell me your full name?

May I call you by your first name?

Thank you.

1. Would you like to tell me what happened? (Expect 2-minute venting)

....

....

2. Probe: based on information provided, tease out more detail to encourage them to speak fully about the incident – see guidance notes eg if they say he was rude... you said he was rude in

what way was he rude'?) What were the actual behaviours that caused the problem?

....

....

3. When did this happen?

....

....

4. Has this occurred before?

☐ Yes

If so when?...

☐ No

5. What is the person's relationship to you at work?

....

....

6. Is there anything happening in your work area that may have affected what happened? (eg: organisational change, high turnover, vacancies or high levels of sickness)

◻ Yes

What happened?

....

◻ No

7. What Impact did it have on you - How did it make you feel?

....

....

8. Do you think the person meant to make you feel this way?

◻ Yes

What makes you think this?

....

◻ No

9. Do you think the person is aware of the impact their behaviour had on you?

◻ Yes

What makes you think this?

....

◻ No

10. Has it happened to anyone else?

◻ Yes

Can you tell me a little bit more about those times/that time? (explore who, what, when, where).

....

....

10 a) If it is a team dynamic issue ask if other members of the team are aware of it and are concerned about it?

◻ Don't know

◻ Yes

◻ No

Has the team participated in any team-based sessions? Would you like someone from our OD team to talk to your/the line manager(s) about running some team sessions for the team?

◻ Yes

◻ No

I want to ensure that I have understood you correctly so I am going to summarise the key points you have made. (This is to demonstrate the call handler listened and understood the experiences clearly without any bias or judgement.)

Thank you for sharing this with me, I am so sorry that you have been made to feel upset/angry etc. (feedback what they said about how they felt – use their words).

The purpose of the Respect and Support hotline is to signpost you to further support. The information you have provided will be confidential. It will be used for monitoring purposes, but in an anonymised way. It may also be used to identify and address any themes that may be identified within divisions/departments. However, if you also refer to anything that is very serious I may need to refer this onto a colleague for support.

I would now like to talk through some of the things that you might want to think about doing:

11. Have you completed an events and feelings log?

▪ Yes

If Yes did you find it useful?

....

....

▪ No

People sometimes say it helps to write down what has happened so this is something you

may want to think about. It is available on (insert organisation intranet location) if you

would like to have a look at that.

12. Have you tried to speak to the person about the way he/she made you feel?

▪ Yes

What happened when you did that?

....

▪ No

What is stopping you from talking to them about it?

....

13. Do you think with some help you could try and speak to them about it? (amend to fit organisational offer). Explain that we provide sessions for staff to help them that helps develop the skills and confidence to have an honest conversation with someone as that is often the best way to resolve the issues.

14. Do you feel there is anything else you could do to resolve this?

▪ Yes what happened?

▪ No

15. Have you talked to your line manager about what happened?

▪ Yes

▪ No do you think this may be helpful as it is a manager's role to ensue staff are treated with respect and support and they should be able to help and support you with this?

I would like to talk to you now about some possible options that you may want to consider, some of which I have already mentioned:

- For example: the trust runs training sessions on understanding behaviour and developing the skills and confidence to deal with challenging behaviour – this training is available via our OD team. You can contact them directly or we can contact them for you

- You could contact your line manager for support

- You could complete an events and feelings log.

- In addition, we know that it can be very stressful when things like this happen and it can wear you down so we do provide resilience workshops which look at ways to help you cope when it is difficult.

- If you feel that you need more than that counselling could be provided but you would need to talk to your manager about this.

- You could contact Occupational Health if you are concerned about your health.

If the caller is a manager and is being upwardly bullied acknowledge that it can very difficult to manage staff and if they haven't already done so they might want to get involved in one of the trust's leadership and management development programmes, as those deal with how to manage people – including staff who are challenging to manage.

I would like to send you the details of the options that are open to you as it is a lot to take in – can I send it to you by email?

☐ Yes

Your address is

....

....

☐ No: discuss collection from HR, internal post, post to home address:

Details:

....

....

Thank you for taking the time to go through the options available to you. Please could I ask that after you have decided what options you would like to take, you kindly call back the helpline to let us know what

you have decided as it helps us to identify which options staff would find most helpful. Thank you.

For monitoring purposes or if we do need to contact you for any reason – such as seeking permission from you to provide details for feedback to the individual would you kindly provide the following information:

• What job do you do?

....

• What department/ward area do you work in?

....

• What is the best way to contact you if we need to?

....

• Can you tell me the full name of the person(s) you have had or are having difficulties with and what department/ward they work in and what is their role?

....

Next steps

In some cases we may need to feed back to the person involved about their behaviour.

This would normally be done by their line manager. Would you be happy for us to share your story with their manager?

☐ Yes

☐ No

Once again could I please ask that after you have decided what options you would like to take, you kindly call back the helpline to let us know what you have decided as it helps us to identify which options staff find most helpful.

I hope you have found this service useful and are able to get a resolution. Thank you for sharing the information with me.

Is there anything else that you would like to tell me that you don't feel you had had the opportunity to say?

....

....

Thank you,

Goodbye.

Next steps for call handlers:

1. Log the call on the Respect & Support Information telephone hotline log excel spreadsheet on the shared drive for record keeping/monitoring

2. HR monitors the number of calls/themes on a monthly basis in xxxx meeting

3. OD monitors the themes on a monthly basis across OD interventions

4. Report each quarter to [insert organisational specific committee] at a divisional level ensuring all information is anonymous.

Respect and support guidance notes for the call handler

Primary purpose: to allow staff to share their problem with someone

Secondary purpose: to signpost staff to interventions/suggestions that may help unblock the problem

Third purpose: to gather data and information to inform the ongoing work and enable us to monitor progress against our campaign

Style to be adopted: coaching/listening

When you ask them to tell you what happened, to ensure they know you are really listening to their story it is helpful to adopt the following approaches:

Course Content	Desired Outcomes
Encouraging	Please tell me more… You were saying earlier… Could you explain how you felt…
Checking (using the persons words back to them)	You seem to be upset… angry… worried… Am I right in thinking that you said… What I am hearing is that you are …
Clarification	I am not sure I understand… Did you mean… Can you tell me more about…
Affirmation	Thank you so much for sharing your story with us… I know it is not easy, you are doing so well…
Empathy	It sounds like this has been a difficult time for you… I realise that you are getting impatient… upset… angry…
Use a variety of open questions	What, When, Who, Where and How … Open questions elicit more detail Gentle use of Why?
Reflecting	So you say that you want 'them' sacked – why was that? You are clearly upset about their behaviour – what is it particularly that upsets you?
Summarising	So you are saying… If I could just summarise quickly, what I think you have said…

If the caller states that the behaviour was as a result of their having one or more of the protected characteristics (see below) - it could constitute Harassment so please notify HR and tell the caller you will be doing this:
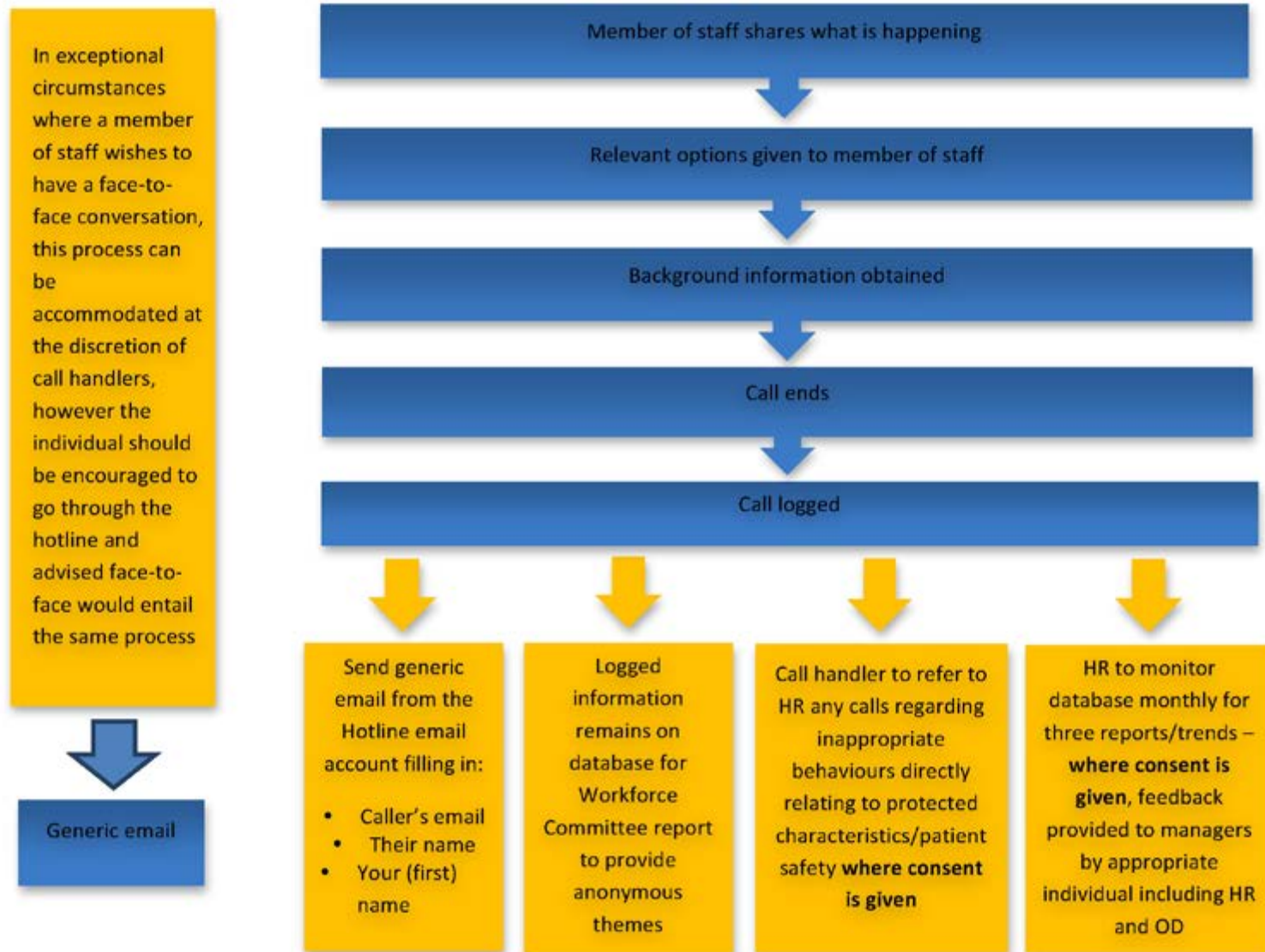
- age

- disability

- gender reassignment

- marriage and civil partnership

- pregnancy and maternity

- race

- religion or belief

- sex

- sexual orientation

If the caller asks what will happen to the person:

We try to encourage staff to deal with the matter informally directly with the person where possible as we find this is often the most effective way to resolve the issue ,ie when they hear you saying how their behaviour has made you feel. However, where this does not resolve the issue or in serious cases we can do the following:

- Provide feedback to the person – this will normally be done by the individual's line manager but of course we do need you to allow us to share your story with the manager and the individuals. (NB: consider offering training for managers for this. It will be done (providing we have agreement from the 'victim(s)' after three calls about the same person or in a very serious case where the behaviour has been extreme.

- Coaching for the individual to help them change their behaviour- again we do need to share the details of your story for this. NB: This can be requested by the line manager and/or the individual who has been accused of inappropriate behaviour and has to follow feedback (see above).

- Organise a roundtable conversation, which is an informal process whereby two facilitators encourage you and the other party to have a calm, constructive conversation in an effort to resolve the situation and ensure it doesn't happen again. This would require both of you to agree to this. (NB: This is usually after feedback has been given to the individual and/or at the same time as coaching.)

Flowchart for the Respect and Support information telephone hotline for call handlers

In exceptional circumstances where a member of staff wishes to have a face-to-face conversation, this process can be accommodated at the discretion of call handlers, however the individual should be encouraged to go through the hotline and advised face-to-face would entail the same process

Generic email

Member of staff shares what is happening

↓

Relevant options given to member of staff

↓

Background information obtained

↓

Call ends

↓

Call logged

↓

Send generic email from the Hotline email account filling in:
- Caller's email
- Their name
- Your (first) name

Logged information remains on database for Workforce Committee report to provide anonymous themes

Call handler to refer to HR any calls regarding inappropriate behaviours directly relating to protected characteristics/patient safety where consent is given

HR to monitor database monthly for three reports/trends – where consent is given, feedback provided to managers by appropriate individual including HR and OD

Flowchart for the Respect and Support information telephone hotline for callers

What can I expect to happen if I call?

You make a call to the Respect and Support Information Hotline

You will have an opportunity to share what is happening and then be given options of what you want to happen next

You will be asked for some background information

End of the call

You will receive a follow up email following the call of the options available to you

The email will contain a link to a feedback questionnaire for you to complete on the Hotline service and your chosen options

Organisational Development

Respect & Support In Practice
Leading with Respect Workshop

Name: **Email:**   **Ext:**
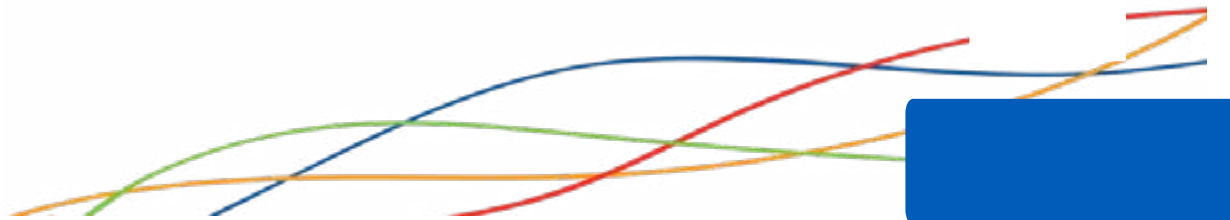
Welcome

- Introductions
- Outline of session
- Context & acknowledgements
- Trust wide approach

Workshop Aim

The overall focus of this session is to raise awareness of the Respect & Support framework, and what those behaviours look like in practice.

To raise awareness of the options for action if you experience bullying behaviour.

Confidentiality and Anonymity
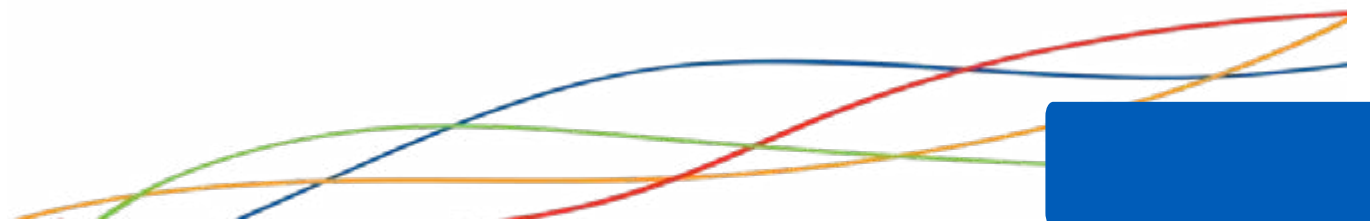
Personal Introductions

- Name

- Key reflection from the Forum Theatre session

Behavioural Framework

In pairs or 3s, which of these have you:

- Seen
- Been on receiving end of or offered to someone

Behaviours...

What about behaviour that is
not respectful or supportive?

The three defining layers
1.   *Inappropriate behaviour*
2.   *STNOP – Several times not on purpose*
3.   *STOP – several times on purpose*

STOP

Several Times on Purpose

What is Bullying?

• Regularly shouting at someone to get them to do something they don't want to?

• Sending a disrespectful or rude e-mail about one colleague to others, to try and make them look stupid?

• Shouting at someone because you were feeling the pressure about a potential 12 hour wait for a patient in A & E?

• Sending an angry e-mail in response to an e-mail from someone which you felt was rude?

STOP

Several Times on Purpose

Types of inappropriate behaviour at this organisation (personalise this slide to fit organisation feedback)
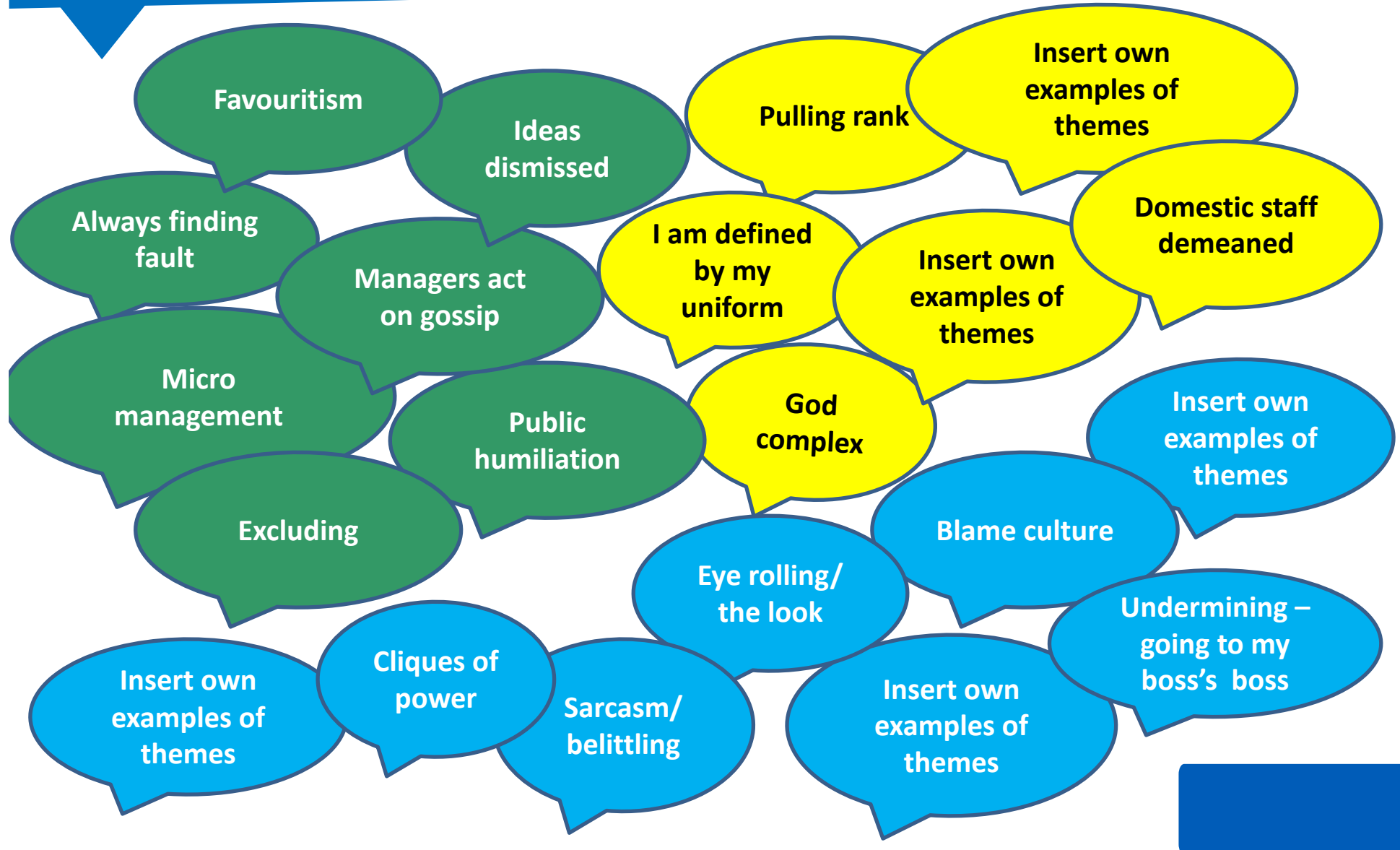
Robust Mgmt vs Bullying

What is the difference between robust management and bullying behaviour at work?

Management - Good Practice

- Respectful conversations
- Confidentiality
- Fairness
- Feedback given privately
- Empathy
- Consistency
- Careful use of banter
- Respectful language
- No Shouting
- No favourites
- Able to explain decisions
- Coaching approach rather than command and control
- Email communication is not abusive nor copies in people unnecessarily
- Shapes not shames

Getting underneath the behaviour

Why do some people engage in bullying behaviour?

Why do people on the receiving end of bullying behaviour find it difficult to address/to do anything about it?

What to do if you?

Experience it?

Been accused of it?

Had to manage it in your team?

Practice or Approach

What to do if you experience it?

- Familiarise yourself with the Trust's policy
- Don't ignore it
- Think about talking to the person (they may not be aware of the impact of their behaviour)
- Keep a note of what is happening to you (Reflection log)
- Talk to a peer and get some support
- Talk to your manager, HR or a trade union official
- Use the employee counselling scheme (via referral to OH)

What if you see it happening to someone else?

What if you are accused of it..

- Proactively create relationships with your staff
- Try not to be defensive and initially take time to listen and understand someone's experience
- Talk to HR about your rights and responsibilities under the policy
- Explore if a mediation response might be more productive or appropriate
- Request a feedback session with the OD Team
- Find out what support and signposting is available

Respect & Support Interventions – personalise slide

- Behavioural Framework & Self-Assessment
- Building Resilience Workshops
- Reflection Log
- Respect & Support Hotline
- Call it – Courageous Conversations Workshops
- Boxes Workshops
- Feedback Sessions
- Coaching & Mediation

Embed Respect & Support
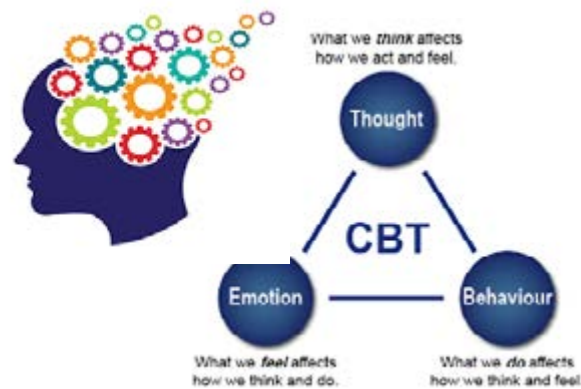
Personal Action Planning

Behavioural Framework

- Where am I strong?

- Where could I do be better?

- List 2 action points to take away from today

1.	2.

Action Planning Buddy
Team up & set a date to check in on progress
Creating a supportive network

Organisational Development

Boxes

Name: Email: Ext#
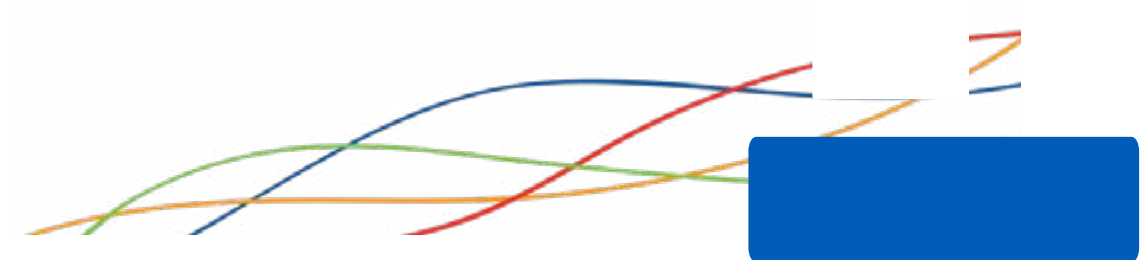
Understanding Self

Throughout this module and the whole programme we will be looking at ways to develop and improve:

- Self-Awareness
- Self-Assurance
- Emotional Intelligence
- Personal Confidence
- Confidence as a Team Leader
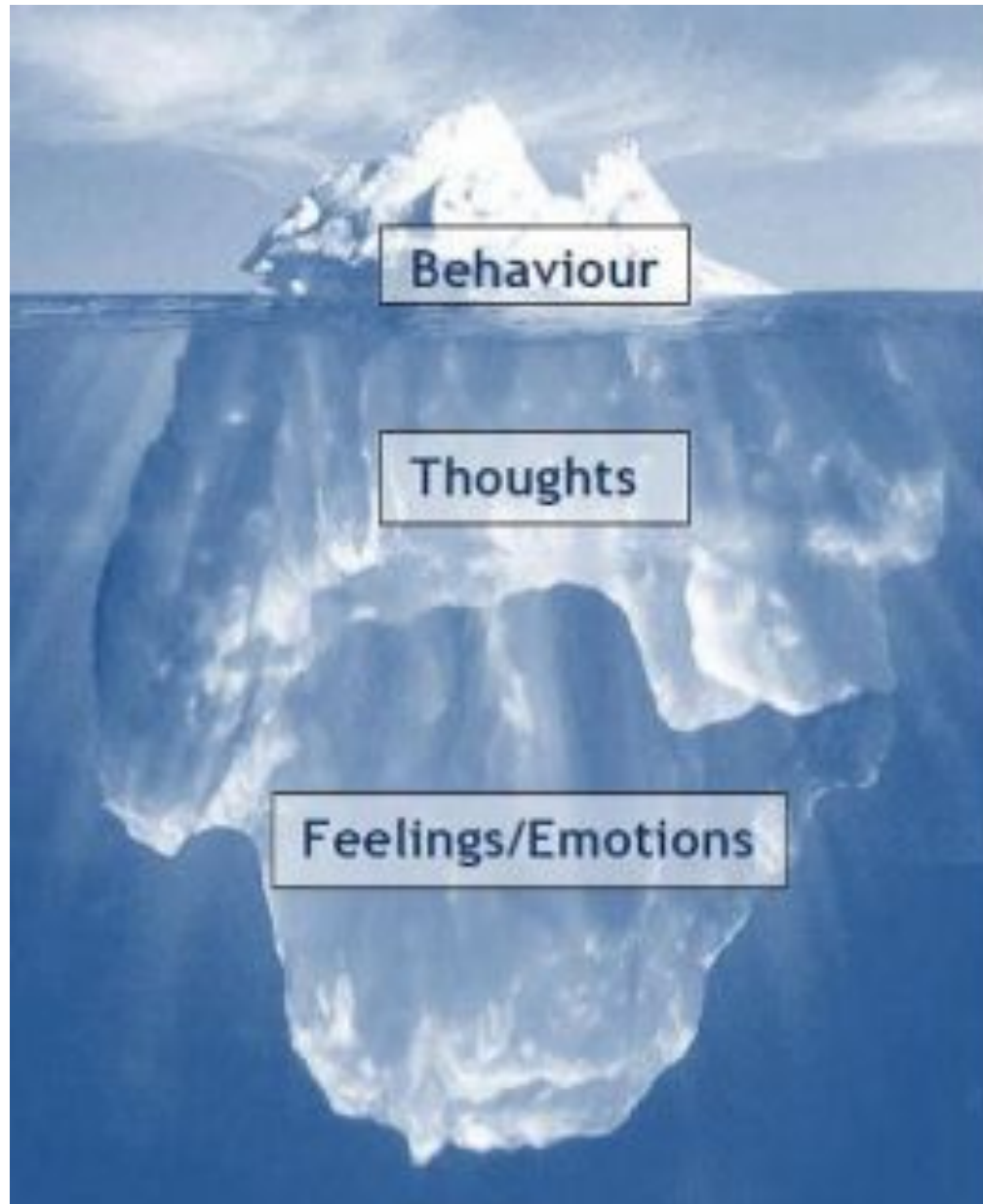
Getting out of the box…
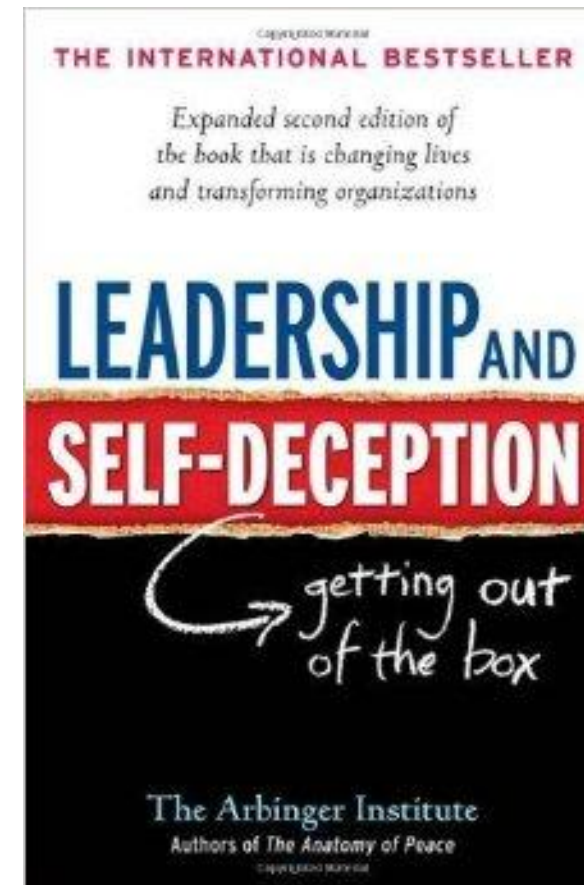
Which box are you in?

Worse than	**I deserve**
Better than	**Must-be-seen-as**

Worse than box

I see myself as…

Not as good as, broken, hard done-by, worse off.

I see others as…

Advantaged, blessed, better opportunities, more luck.

I feel…

Helpless, bitter, depressed.

My view of the world is…

The world is against me.

I deserve box

I see myself as…

A victim, unappreciated, not supported despite my efforts.

I see others as…

Mistaken, without full knowledge, unaware.

I feel…

Resentful, deprived.

My view of the world is…

The world isn't fair.

Better than box

I see myself as…

Better than others, more able, superior, above.

I see others as…

Less able, incorrect, not as worthy.

I feel…

Impatient, frustrated, little empathy

My view of the world is…

The world needs me.

Must-be-seen-as box

I see myself as…

I need to be well thought of, people can't see my 'true' self.

I see others as…

Mistrusting, looking for my mistakes, an audience to please.

I feel…

Nervous, anxious, stressed, on edge.

My view of the world is…

The world is watching, they will find me out.

Inappropriate behaviour at NGH!
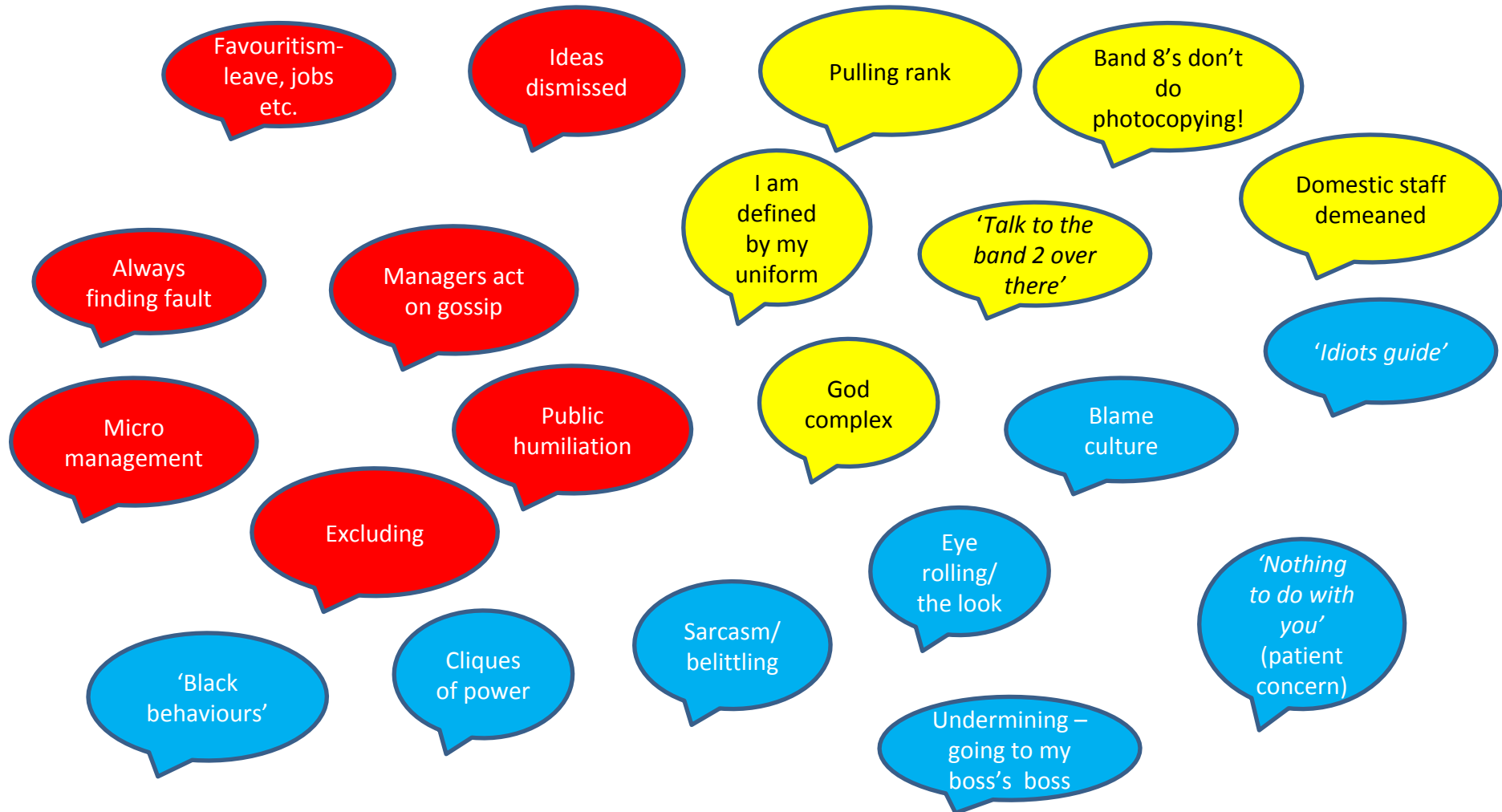
Perspectives
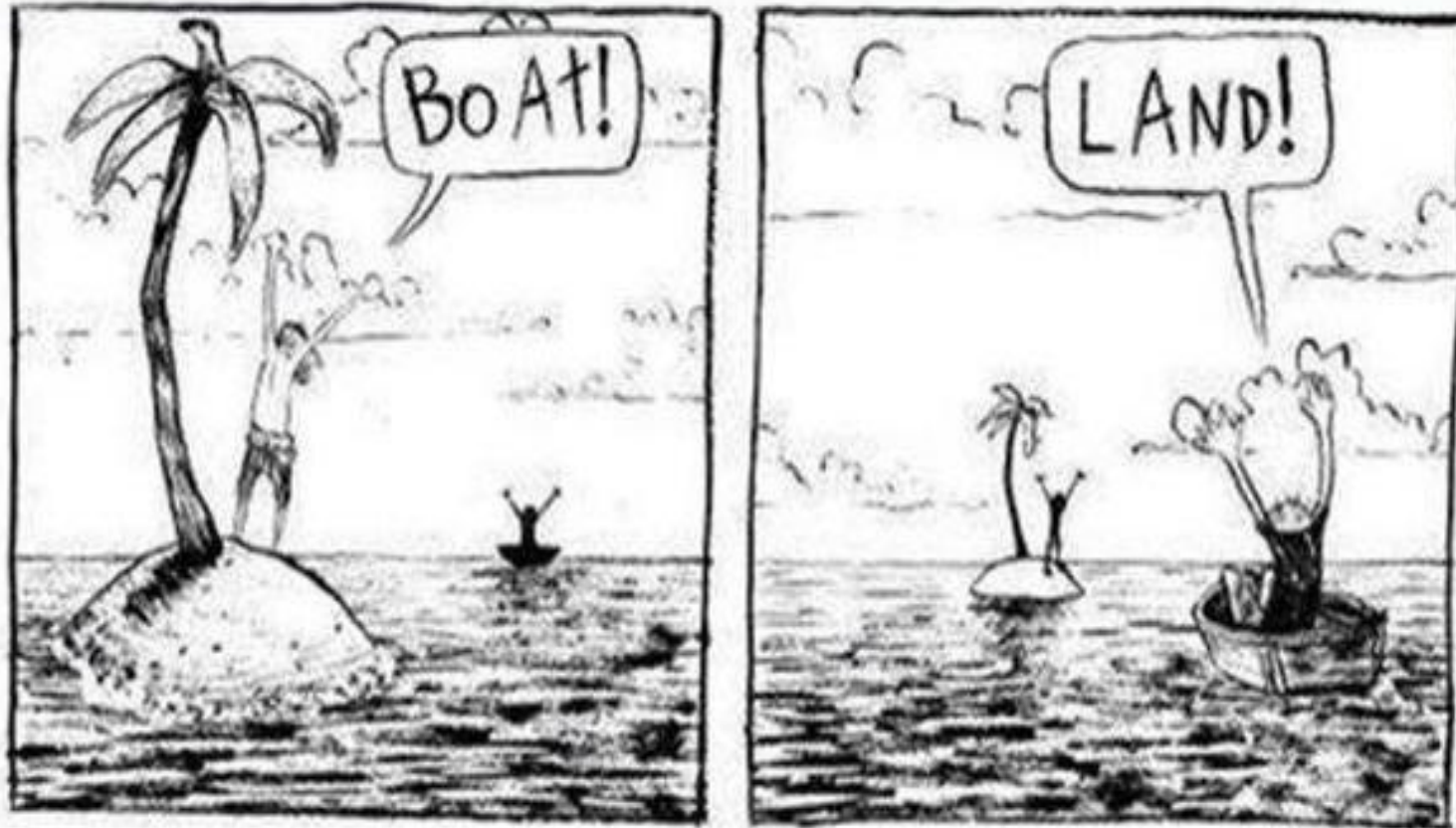
Our perspective will always be different, based on where we are coming from!

Strategies for getting out of your box

- Developing self-awareness
- Recognising in-the-box attitudes
- Challenging your filters
- Changing perception
- CBT STOPP Process
- Positive communication & behaviour
- Respect and support
- Gratitude and acceptance

Building Personal Resilience Workshop

Name:

Email: Ext#
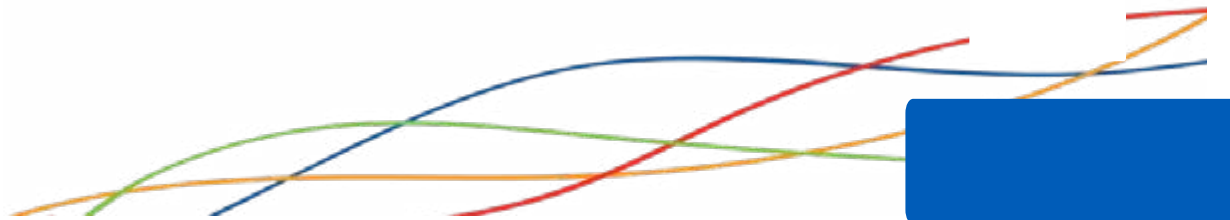
Welcome

Aim: This workshop has been developed to look at our own personal resilience and to take time to recognise what depletes and what restores our personal resilience.

Context and Acknowledgements

Confidentiality and Anonymity
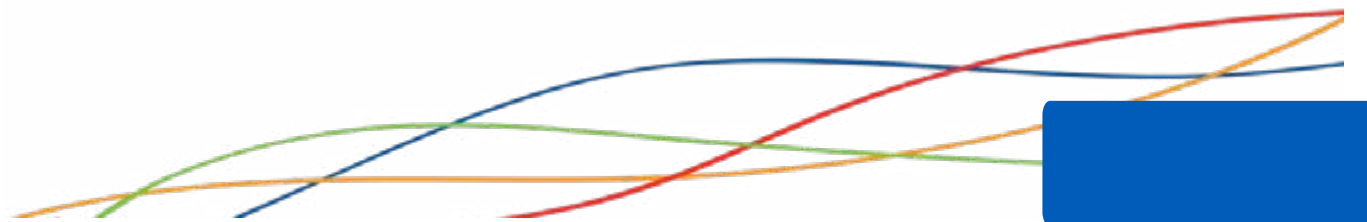
Workshop Outline

- What depletes our resilience
- Definitions and some research references
- Developing resilience by paying attention to our happiness levels
- Working from our strengths
- Making commitments to create new habits
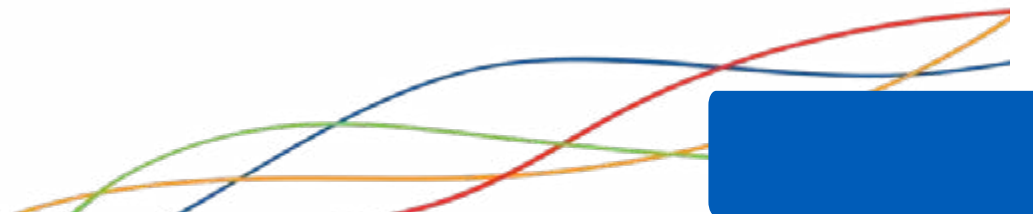
Personal Introductions

1. Your name...what you know about your name/how you got it/do you like it?

2. What you do...and what you love about what you do?

3. What you would like to take away from this workshop?

Processing introductory activity

– and linking it with developing our resilience!

- Disclosure – sharing things about self with each other
- Making connections as a result
- Commitment – staying connected to the 'why' of your work
- Goal/action focussed – what you want from the programme

Resilience?

Resilience is about an individual's <u>ability</u> to cope with stress and adversity'

'the capacity to recover and learn from difficulties and set backs'

'How physical materials resume their shape after stretching or compression'
Oxford English dictionary

What depletes our resilience?

Make a list of all the things; large, medium or small; that erode your sense of wellbeing and resilience at work...

Control, Influence & Accept

Step 1
What's in your sphere of control?
What can you influence?
What might you need to accept?

Step 2
- Pick an example which you have identified as in your sphere of control/influence

- What could you do to make those things easier or better?
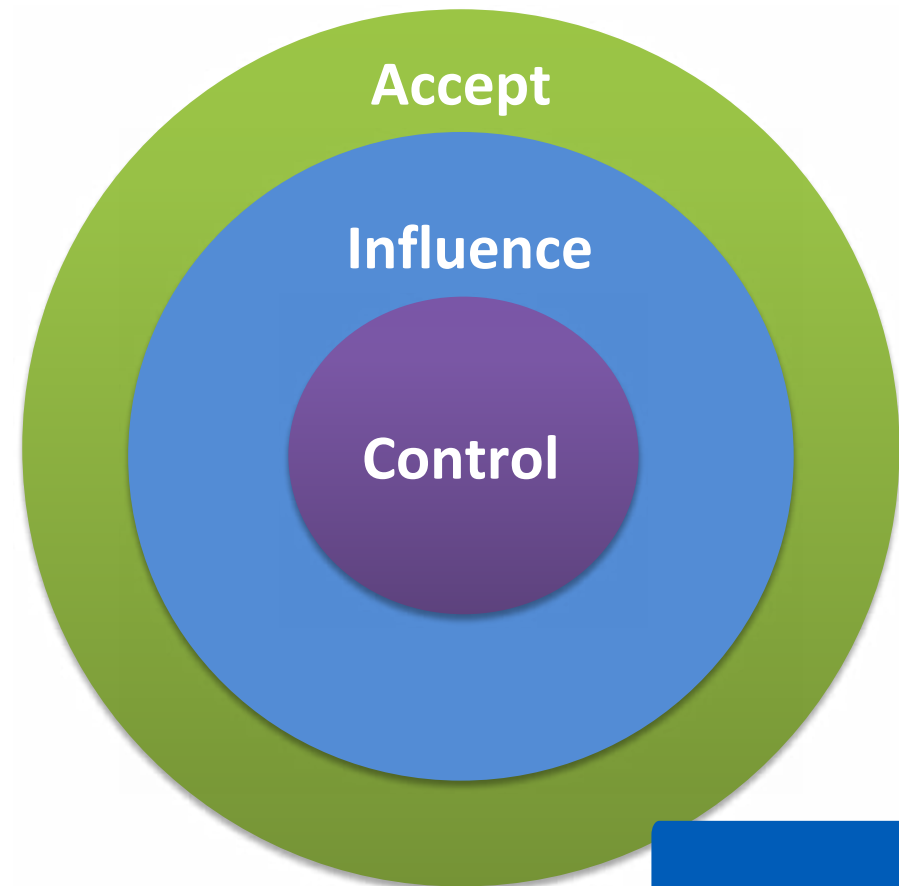
Reframing

Assertive Language

I could…   I will…

I need…   I want…

I have too…   I choose too…

Resilience & Happiness

What is it?
How can we get more of it?

PURPOSE

Aspects of happiness within our voluntary control

- **Pleasures** - sensory and immediate

- **Gratifications** absorbing; may not be pleasurable at the time but take us towards something worthwhile; create a positive memory or strengthen our social networks

- **Living a life with meaning and purpose –** living a life that has meaning and purpose, drawing on our core values, giving something back....doing good for others

- **Flow** is the sort of feeling we may get from something when we are totally absorbed, and rest of the world just disappears for a little while - fully engages our abilities but doesn't test, stretch them to breaking point

Aspects of happiness…

Where in your life – work or home
do you get some of these
4 streams of happiness?

Signature Strengths

Working to your strengths

Review the outputs of the VIA survey you completed as pre-work - Identify your top three strengths

Discuss in pairs or 3's

- What do your identified strengths mean to you?
- To what extent do you draw on your signature strengths at work?
- How might you draw on them more consciously?

http://www.authentichappiness.sas.upenn.edu/Default.aspx

Factors that Sustain Resilience

- Developing emotional insight
- Nurture positive professional relationships
- Accepting circumstances that cannot be changed
- Developing a hopeful and positive outlook
- Visualising short and long term goals
- Achieving a good work life cycle
- Becoming more reflective

Strategies to cope in the moment

Breathe

Breathe in for 7 and out for 11

Tighten, then relax

Tighten all your muscles, count for 3 then relax – Repeat

Movement

A quick walk, going up and down the stairs, stretching.
Any sort of movement will help reduce stress

Take notice of your body

Muscle tension is a normal reaction to stress and emotional pressure,
take notice of tightness or pain in your body. Be kind to yourself.

Happy Teams

How might we create happy endings
in our teams?

Some ideas to think about…

- Shift handover – way it starts for some and ends for others
- Team meetings & Huddles– start and end
- When someone is about to go on holiday
- When someone leaves
- When someone starts a new job
- 1-1's or appraisals - start and end
- Prep for treatment and discharge

Building Resilience Recap

1. Pay attention to your social networks
2. Think like an optimistic person
3. Help others, be kinder (to self and others)
4. Look for learning in change and challenge
5. Stay connected to the 'why' of your work
6. Adopt some resilient habits
7. Have a goal and take a step toward it
8. Practice gratitude (out loud and internally)

Practicing Gratitude

Jot down 2 things you feel
truly grateful for?

….and breathe!

Taking action to boost resilience

Pick something from today that you will put into practice to help boost your resilience …

Do you need support in developing these new habits?
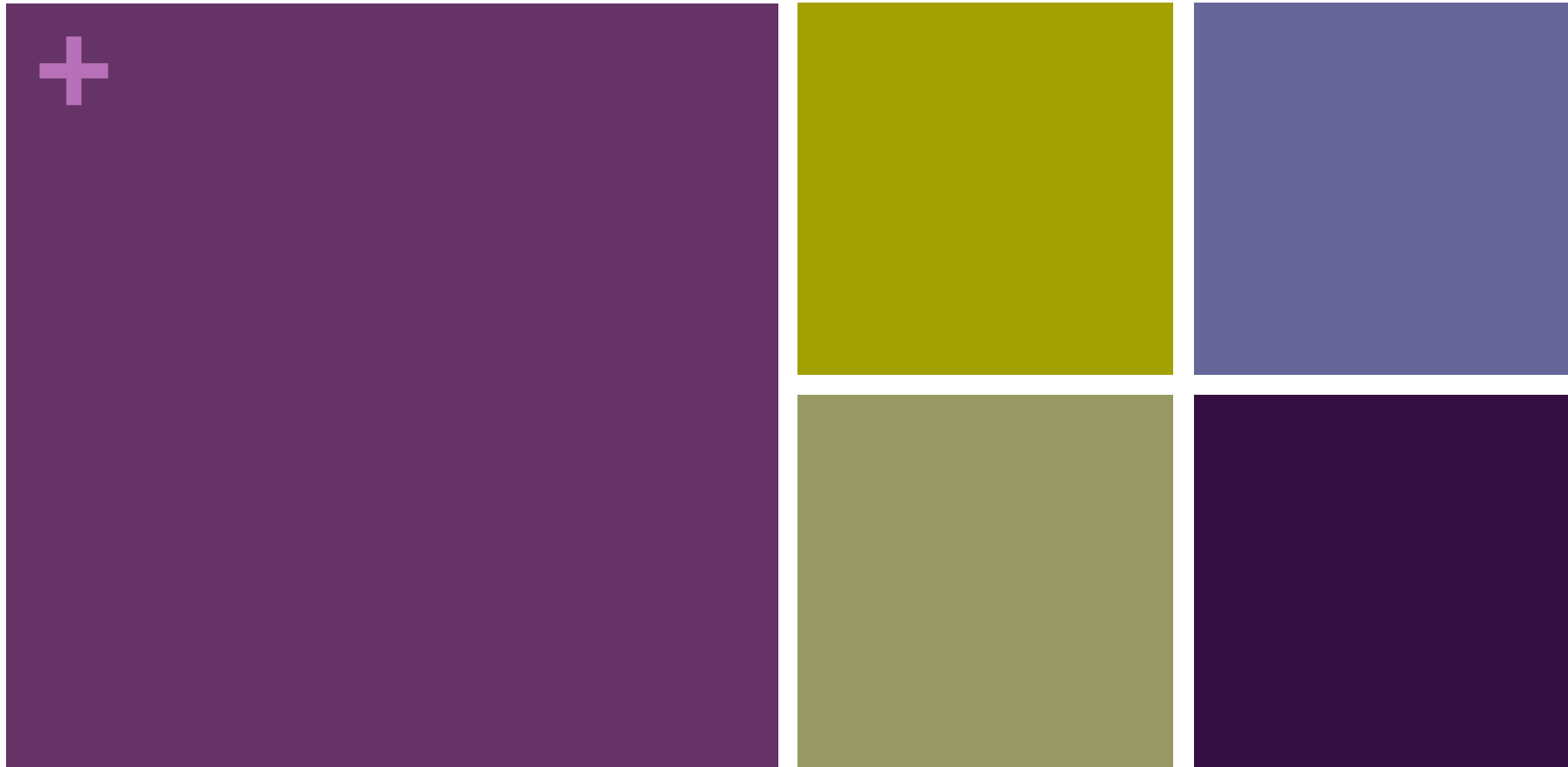
Courageous Conversations

" Managing relational conflict "

+ What will you take away from this workshop ?

. AA

- What is a courageous conversation ?

- Why should I have one ?

- When to have one ?

- How will it help ?

- Skills/tips/hints to hold one ?

- Self reflection about my style as a manager

Why do conversations go wrong ?

- Poor listening skills

- A mismatch between intention and impact

- A lack of empathy in either party

- Poor timing of the conversation

- Lack of preparation

- Avoidance of issues over a long period of time

Relational conflict... *how does conflict makes us feel & behave*

- What are the feelings expereinced by people in conflict ?

- What are the behaviors of people in conflict ?

- Unresolved conflict results in ?
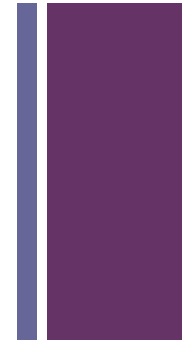
Avoidance or speak up

Avoidance

Avoidance of an issue means you are less likely to calm down over the remainder of the day

The issue has the potential to snowball and return with even more power

The behaviours may spread and contaminate the team

The culture in the workplace could deteriorate and impact on dignity in the workplace

As a manager you become undermined by not speaking up

+ How assertive am I ?

5 steps to preparing to speak up

- Fears

- Ego

- My Emotional Tone

- Why the conversation

- Discomfort

+ Micro-behaviours, are the tiny, often unconscious things, that we say and do making those around us feel included, valued and motivated – or excluded, unappreciated and disrespected

Setting the scene

- Schedule an appropriate meeting face to face

- Plan the conversation around speaking your truth (using I)

- Do the work F>E>E>W>D

- Expect to experience discomfort

- Stay engaged with listening

- Expect and accept non closure(this is a work in progress)

Courageous conversations on the telephone

- Pick the right time to speak

- Speak your truth

- Allow for silences

- Expect discomfort

- Plan for interruptions

- Plan to talk again face to face

- Expect the conflict may not be resolved in one call

Stay future focused

(Socratic questions are teaching and problem solving questions)

- How are we going to solve this together ?

- Going forwards what could we agree to do differently?

- What is working, that we are going to keep ?

- What options do we have to change things ?

- What steps can we take to change things

- How would you like to change things ?

Scenarios

- Mary has complained about her peer Joe, who is making her the butt of jokes in the workplace. Joe is a porter and has been in the hospital for 25 years, he is a known as a good old boy and joker, and well liked but he is not known to be PC and he has been referring to the nurses as birds, girls, and totty. You have been asked by Mary as her line manager to have a courageous conversation with Joe.

- Peter is a consultant and he has a reputation for being abrupt and curt with all staff, you have had dealings with him where he raised concerns about pathology services and referred to a receptionist as a "silly cow" in a ward round. You have been asked to have a courageous conversation with Peter about his attitude.

- Lianne is an infection control advisor and she has a reputation for speaking her mind about lapses in IC issues. Lianne has spoken to you about your teams poor performance in an email she copied your director into director. Lianne has never approached you about these issues before emailing you in which she described your team as ineffective and unprofessional. You decide to have a courageous conversation with Lianne.

Self reflection exercise for managers

- Am I being true to myself in the workplace ?

- Am I allowing things that I cannot control in the workplace to stress me ?

- Do I make enough time for those closest to me and things I enjoy doing outside of the workplace ?

- Am I achieving the goals I set for myself in the workplace ?

+ The 30% rule

- What is the new information I received on this workshop that I can take back and use in my workplace ?

- What new behaviour or skill will I implement in my workplace after this workshop ?
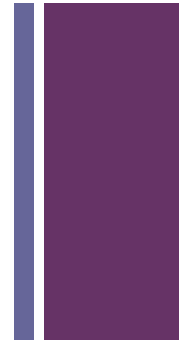
Round Table facilitation skills

Conflict styles (Shark, Sheep, Turtle, Fox, Owl)

Constructive and Destructive conflict

Constructive conflict
- Letting off steam
- Cooling down
- Building bridges
- Getting together
- Working on the problem\settling
- Preparing for the future

Destructive conflict
- Smoldering
- Fanning the flames
- Stoking the fire
- The blaze
- The explosion
- Counting the cost
- Repairing the damage

The Conflict Volcano

- What are the behaviors shown by people in conflict?

- What are the feelings shown by people in conflict?

- What are the causes of conflict ?

What are the key issues that cause staff to *feel* bullied ?

Do we listen or try to problem solve for staff ?

What active listening feels like

Why try peer facilitation ?

Skills of a facilitator – Job Description

- Essential Qualities

- Desirable Qualities

4 Stages of a peer facilitation

Day 2- Peer facilitation workshop

First meeting- setting the scene

Their feelings
- Anxious
- Angry
- Frightened
- Repetitive
- Wanting justice
- Wanting you to take sides

Your feelings
- Non judgmental
- Don't take sides
- Tentative language
- Allow the vent
- Active listening
- Don't problem solve

The WIN process (what happened to you, impact, needs)

Use it to help participants define their issues

Allow for the rant

Remember to clarify what they want to achieve

You can take notes (but destroy later)

Help staff who are in conflict, articulate their NEEDS

Help them decide what will a good day "look like" going forwards

Allow them to describe what working without conflict would look and feel like

Look for the NEEDS in positional statements (respect, inclusion, support or confidentiality)

Set Ground rules
Prepare the room

Joint meeting process

Managing the exchange

- **You might enable**
- The venting of strong feelings
- To help parties fully listen to each other
- To support parties to look to the future
- To respond positively to apologies
- Future focused solutions

- **You might say**
- What would resolving this conflict look and feel like to you ?
- Describe a good day without this conflict ?
- What 2 things will you do differently now?
- What will happen if this conflict remains unresolved ?

How we respond

Who is in charge here ?

- Jane is a clinical team leader who feels she is being bullied by her ward manager.

- This is Jane's first management role and she is eager to be successful and also manage the staff more firmly.

- Jane feels that changing the shift system to better fit the needs of the patients is her first priority, and she intends to make all the night staff work days for one week a month.

- Jane feels that she is not being supported by her ward manager who is friends with some of the team outside of work.

- Jane feels she is isolated and left out of the cliché at work

- John is an experienced ward manager who feels Jane doesn't seek his advice

- John feel Jane has tried to unite the junior staff against him by talking about him on their closed Facebook group

- John believes Marie wants his job, so he has left her out of communication meetings

- John feel Jane is causing unrest amongst the existing staff team and sick leave has increased since she started in her new role

Reframing Exercise

Hooks and Triggers

Just a joke ?

- Joe is a porter and he has worked for the trust for 30 years

- Joe talks a lot about the good old days when there were no female porters

- Joe has a new colleague called Sarah who he refers to as girly

- Joe has played practical jokes a lot over the years but Sarah doesn't find this funny

- Sarah is 22 and this is her first job

- Sarah tells others that Joe is a sexist old git

- Sarah thinks that Joe is lazy and that's why he plays practical jokes in the team

- Sarah thinks Joe bullies her by leaving her out of after work drinks and by calling her girly

Why round tables work / Why they wont work

They will work
- If staff are prepared to nip conflict in the bud
- If confidentiality is maintained
- If trained facilitators are used to deliver sessions
- If a win – win model is used

They wont work
- If untrained staff claim they are delivering them
- If union or HR sit in and use as part of an ongoing investigation
- If confidentiality isn't maintained
- If the facilitators lose their skills by not attending refreshers

Getting stuck as a facilitator

- Stop the process (time out)
- Park the issue and move on
- Ask what advice would you give a friend ?
- Focus on the power of 1 or 2 areas to improve
- Think about and ask them to describe what a good day would look like
- Consider what benefits are there for remaining in this conflict

My boss doesn't like me

- Mina has worked in IT for 15 years and is known to be very good at her job and is well liked

- Mina enjoys coming to work and has a close and motherly relationship within the team

- Mina is a rarely off sick, but has 3 episodes of sick leave in the past 3 months and has been seen crying in the toilets

- Mina feels that the new line manager doesn't like her and this is affecting her productivity

- George is new to the role of associate director in IT

- George is frustrated by Minas working style which appears to involve her attending work later than everyone else and working through her lunchbreaks to make up time

- George feels the team needs stricter management although their outputs and performance is generally good

- George feels that Mina isn't professional in her work attire and sometimes wears slippers around the office and an old cardigan which he thinks creates and poor impression of the wider department
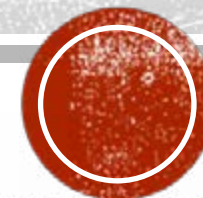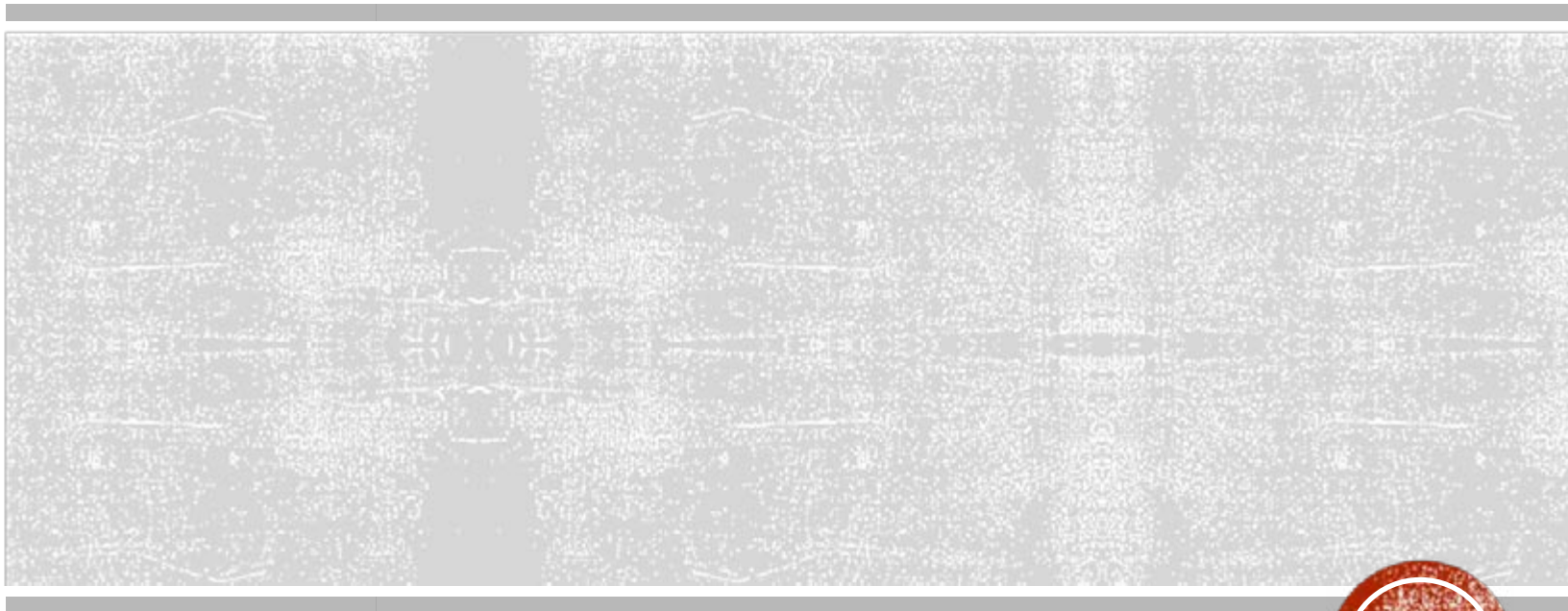
Closure

Ending of a peer facilitation

- Agree the new behaviors going forward (written agreement)

- Agree to confidentiality of the discussions

- Agree to tear up the notes

- Support mutual apologies

- Facilitators debrief

RESPECT AND SUPPORT SKILLS WORKSHOP –
SCRIPT

WHAT WILL YOU LEARN IN THIS WORKSHOP ?

- Getting used to conflict and how it feels

- How to *really* listen

- Understand empathy drives connection

- Getting comfortable with the hotline script

- Understanding how bullying and harassment is an individual experience at this organisation

WHAT'S YOUR CONFLICT MANAGEMENT STYLE?

THE OWL, TURTLE, SHARK, TEDDY BEAR, FOX ?

THE CONFLICT VOLCANO

- Behaviours (not coming to work, ruminating, moaning, awfulising, not sleeping, shouting and avoiding workmates)

- Feelings (angry, hurt, confused, paranoid, blamed, shamed, upset, agitated, restless, poor concentration)

- Needs (I need respect, fairness, understanding, kindness, sympathy, promotion, recognition, freedom)

DECONSTRUCTING CONFLICT CONVERSATIONS AT NGH

- Dr A refers to everyone by their grade – including the SHO or locum Drs, but also Nurses are referred to as Band 5 or Band 6 or Agency, and he does not use their names especially in front of patients.

- What impact could this behaviour have on the individual?

- How would a Turtle, Shark, Teddy bear, Fox or Owl react to this repeated behaviour ?

IN CONFLICT IT'S ALL ABOUT PERCEPTION

Am I a 6 or an upside down 9 ?

DR A'S REASON FOR USING GRADES INSTEAD OF NAMES

- I don't know the staff names as we use a lot of agency

- I once asked an agency nurse to undertake a clinical intervention that they could not complete safely and there was an SUI because of it

- I don't meet the nurses in the ward round as only the matron attends

- No-one mentioned to me this was a problem before now

FACTORS MAKING CONVERSATIONS DIFFICULT – DIFFICULT CONVERSATIONS

Personal

- My home life
- My lack of self awareness
- My sense of humour
- My banter
- My stress levels
- My managers leadership style
- My team culture

Organizational

- Poor role models – *they shout at me !*
- A culture where apologies are not given
- A culture where bad behaviours are tolerated based on seniority
- A culture where courageous conversations are not held
- A culture which does not model self reflection and change

TOP TIPS FOR GROWING YOUR NON VERBAL SKILLS

- Smiling

- Nodding

- Full attention

- Open posture

- Remember your micro-behaviours

" MICRO-BEHAVIOURS ARE THE TINY, OFTEN UNCONSCIOUS THINGS, THAT WE SAY AND DO MAKING THOSE AROUND US FEEL INCLUDED, VALUED AND MOTIVATED — OR EXCLUDED, UNAPPRECIATED AND DISRESPECTED "

TOP TIPS FOR VERBAL SKILLS

- Listening without interruption(harder than you think !)

- Paraphrasing

- Clarifying

- Don't redirect

- Listen more than you speak

- Show Empathy for the situation

TOP TIPS FOR LISTENING SKILLS

- Stop talking

- Prepare to listen

- Put the speaker at ease

- Remove distractions

- Be patient, allow them to finish

- Listen for the tone, speed and pitch

- Invest in listening

LISTENING TO CONFLICT CONVERSATIONS
(BULLYING AND HARASSMENT CONCERNS SHARED OVER THE PHONE)

- Watch your bias
- Watch your distractions (micro behaviours)
- Don't problem solve immediately
- Don't redirect immediately
- Don't interrupt the 2 minute vent
- Clarify then attempt to understand and support
- Avoid the word … ANY

BUILDING A RELATIONSHIP OVER THE PHONE

- Be respectful
- Be honest
- Be competent
- Be courteous
- Be patient
- Be responsive

FACTORS THAT IMPACT ON TELEPHONE CONVERSATIONS

- Ergonomics

- Ambient noise

- Distractions

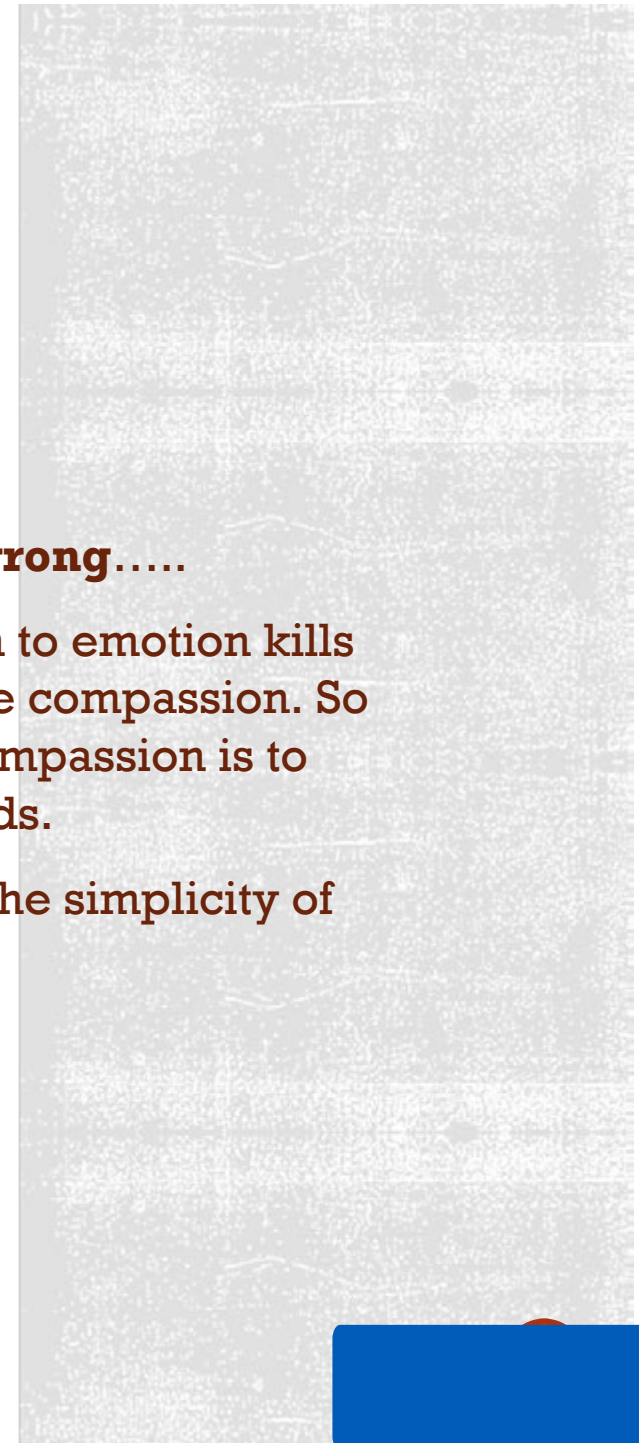- Back up, including supervision and support

When we get it wrong…..

Simple inattention to emotion kills empathy, let alone compassion. So the first step in compassion is to notice others needs.

It all begins with the simplicity of attention.

Daniel Goleman

RESPECT AND SUPPORT IN ACTION

THE 3 R'S OF AN EFFECTIVE APOLOGY

- **Regret** (I am sorry for what has happened/your feelings were hurt that it caused you to be upset)

- **Responsibility** (it was my/our fault, avoid did you tell someone at the time)

- **Remedy** (this is how we will fix this so it does not happen again, it will learn from this)

What Great Listeners Actually Do — Jack Zenger, Joseph Folkman (HBR)

1. Ask questions that promote discovery and insight — Two way dialog, constructive
2. Interactions that build self esteem — Create a safe environment to openly discuss issues/differences
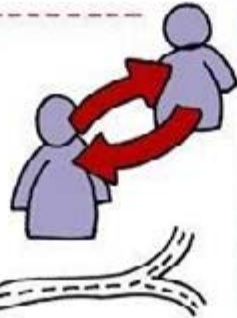3. A co-operative conversation — Feedback flows in both directions. Challenge/disagree without making other person defensive
4. Make suggestions skillfully — that open up alternative paths

Good listener is not a sponge that absorbs but a trampoline to bounce ideas off!

Levels of Listening
1. Create a safe environment to discuss
2. Clear away distractions and make eye contact
3. Understand the substance. Ask questions, confirm
4. Observe non-verbal clues — 80% of communication
5. Understand emotions & feelings about topic — empathize
6. Help other person to see issue in different light

Sketchnote by: Tanmay Vora | @tnvora | QAspire.com