Workplace Strategies for Mental Health

Compliments of Canada Life



Facilitator guide

# Supporting task improvement



# Why are the resources created by Workplace Strategies for Mental Health free?

Since 2003, Canada Life has supported research and projects related to positive mental health in the workplace – including Workplace Strategies for Mental Health (Workplace Strategies).

Workplace Strategies develops free resources to foster positive mental health and protect psychological safety in the workplace. Through collaboration with experts from diverse places and professions, Workplace Strategies provides tools that are both evidence-based and user-friendly.

Thank you to the following contributors who helped develop this resource: David MacDonald, BA (Hons.); Christine Hildebrand, RN, BN; Diane Bezdikian, MBA; Phil Perczak, BSc, CSC; Lindsay Crawford, SSW; Jamie Horyski, LL.B. and Mary Ann Baynton, MSW.

Over the years, Workplace Strategies has developed high-quality resources including **Guarding Minds at Work, Working through it, Supporting employee success, Psychologically safe leaders, Psychologically safe interactions, Plan for resilience** and many more.

All are available to anyone free of charge, at workplacestrategiesformentalhealth.com, compliments of Canada Life.

Canada Life has long recognized that psychological health and safety impacts overall employee well-being and performance. They support many initiatives that align with their core values and benefit all Canadians, not just clients, from coast to coast. These include education, health and wellness, community development and social services

## What other workshop topics are available?

We've drawn on what we've learned to offer this workshop series so you can facilitate in organizations of all sizes on a wide variety of topics such as:

- Implicit bias
- Resolving conflict
- Building resilience
- Team building activities
- Supportive performance management
- Putting psychological health and safety on the agenda series

**For a complete list of workshop resources go to clwsmh.com/materials.**

# Table of contents


Introduction to workshop series 1

Facilitating this topic 2

How to use this guide 5

Workshop

**Slide 1** Supporting task improvement 6

**Slide 2** Learning objectives 8

**Slide 3** Rule out rule 10

**Slide 4** Workload stress 12

**Slide 5** Acknowledgement versus agreement 14

**Slide 6** Task improvement process 16

**Slide 7** Before your conversation with the employee 18

**Slide 8** Employee meeting 20

**Slide 9** Your turn 22

**Slide 10** Follow-up meeting 24

**Slide 11** Next steps 26

**Slide 12** Additional techniques and resources 28

**Slide 13** What will you do differently? 30

**Slide 14** More information and resources 32

Workplace Strategies for Mental Health resources 34



Introduction to the

# workshop series

Each of the Workplace Strategies for Mental Health workshop topics includes at least 3 resources:

## Facilitator guide

We recommend you read this entire guide and the participant handout before beginning so you can customize the workshop if necessary. The facilitator guide provides suggested wording you can modify to meet the needs of your audience and for your personal or organizational style.

If you have more than one hour for this workshop, you could increase discussion time about how these concepts should be integrated into your workplace.

You may also add slides related to your own organizational resources, policies, procedures or strategies.

## Facilitating team discussions

Facilitating team discussions is a guide that can help you increase your comfort level and effectiveness in managing participant responses and attitudes.

## Slide presentation

The slide presentation is available from clwsmh.ca/materials. You can also add slides related to your own organizational resources, procedures or strategies.

You can project the slide presentations on a screen or through a webinar platform, but you could also facilitate with only the handouts.

## Participant handouts

The participant handouts are available to print at clwsmh.ca/materials or can be used digitally.

# Facilitating this topic

## Preparation

### Before you begin you may want to:

**Seek understanding of any unresolved conflicts for participants:**

- Identify who's responsible for supporting performance. This is your audience.
- Review the content at Supportive performance management before you facilitate this workshop. This will help you gain a broader understanding of the topic. You can also refer to the webpage to answer questions from your audience.
- Review the task improvement process included in this guide to ensure it aligns with organizational or departmental policy. Modify if necessary.
- Review, if available, existing performance management approaches to determine how using the task improvement process fits in.
- Consult with union representatives who are familiar with the collective agreement about introducing this process if you're in a unionized environment. This collaboration can support successful change.
- Review tips for dealing with difficult conversations during your workshop on Facilitating team discussions.

### Suggested materials

- **Projector or monitor** – for the slide presentation from a laptop or USB
- **Cables and adapters** – if necessary for projection
- **Remote** – to control slides
- **Participant handout for each participant** – either digital or printed
- **Pens** – for participants who haven't brought one
- Check out **virtual team discussions** in Facilitating team discussions for help facilitating this workshop online



## Your audience

This session suits anyone who wants solutions to support successful task performance. This can include team leaders, managers, supervisors and Human Resources. Union and worker representatives may also have interest in this approach to support members struggling with performance issues.

There's no limit on the number of participants but we suggest groups of 3 to 4 to allow small group discussion either at a table if you are in person or in an online breakout room if you're narrating a webinar.

You can provide the participant handouts digitally or have them printed. The participant handout is available at **clwsmh.ca/materials**.

If you'd like to learn more about how to deal with difficult reactions from your audience, check out the helpful information in Facilitating team discussions.

## Promoting this workshop

To help you promote the workshop to potential participants you can use the following description or modify as needed:

Mail

Reply all | Delete | Junk | Block | ···

Supporting task improvement workshop




It can be frustrating when a task isn't completed correctly. We could spend time analyzing the problem to see if it's:

- The way you give instructions
- The process that was set up
- How the employee was taught
- The employee's fault

But deciding who to blame won't help us improve the outcome. The intent of this one-hour workshop is to help you support an employee to do a specific task correctly. You'll learn to:

- Support improvement, even when mental health may be a factor
- Engage employees in developing their own performance solutions
- Focus on outcomes rather than problems
- Use a task improvement process

For those of you who would like to do a deeper dive before we begin, read Supportive performance management.

**Location:**

**Date:**

**Start time:**

**End time:**

**To register:**

Workplace Strategies for Mental Health

canada life

# How to use this guide

Throughout this facilitator guide, you'll see some or all the following with the corresponding slide:

**X minutes:** This is the estimated amount of time to spend on this slide if you want to keep within a one-hour timeframe. Some slides may involve just a statement or two from you. Others engage the participants in discussion. Of course, if you have more time you can ignore these guidelines.

If you're facilitating this workshop for the first time, we recommend you use a 1.5-hour timeframe and still follow as closely as you can with the suggested timing. This can reduce your stress and allow you to decide how much time you need in the future.

### Facilitator notes

This is a note to you, the facilitator, where we offer options or make suggestions. For example, discussing issues like conflicts or terminations may warrant more sensitivity. We may suggest alternative wording to help you stay focused on the topic at hand. This may also help you avoid getting pulled into challenges you can't solve in this timeframe or setting.

### Suggested wording

You can read this out loud as provided or personalize it for your style and audience.

Where you see text in [**square brackets**] it's a quick note to you about process. Don't read it aloud.

### Transition

Each slide ends with a sentence or two that helps you transition to the next slide.

Slide 1 5 minutes




# Supporting task improvement

## Facilitator notes

There isn't much time for introductions in a one-hour session. If you have extra time and a group of 12 or fewer, each person can introduce themselves. For larger groups, participants can introduce themselves to those at their table only.

To begin, ensure you've already introduced:

- Yourself, if there's anyone who may not know you
- Your role within the organization, if unknown to the group
- Why this discussion matters in your organization

## Suggested wording

Welcome and thank you for taking part in this session on improving task performance for your employees.

We have several workshops available in the series on supportive performance management. They include:

- **Building trust** – to help you prepare for and have a productive conversation
- **Communication techniques** – to deal with negativity, anger, defensiveness or silence
- **Complex situations** – like accommodation or behavioural issues
- **Developing a plan** – that includes all responsibilities and can be modified as needed

Today's focus is improving the performance of one task or continuous process. For example, if the problem is how a report is completed or how a widget is built, that's the single issue to address. You wouldn't include issues such as conflict, attitude or other behaviours that aren't relevant to the task. If building the widget requires many processes over different timeframes, you would focus on only one process at a time. Breaking performance management down this way can help improve success in the same way a coach would break down individual skills and plays in baseball.

The resource we'll look at today can be applied regardless of whether an employee has a mental health issue. It's focused on supporting success while they're at work. A more stressful or punitive approach could result in that employee being unable to work at all.

You may be rolling your eyes at a supportive approach to address just one task. But this process can prevent weeks, months or years of poor performance. It can help prevent negative impact on co-workers, the organization and the employee. Please engage in this workshop with an open mind. This process aims to increase your effectiveness in resolving employee performance issues.

Each of you has a handout for taking notes. It includes the process and worksheet to use for this process.

[**If you're using introductions, you can do that here.**]

## Transition

Effectively supporting good performance is an important leadership skill. It significantly contributes to the bottom line. At the end of this session I'll ask you to write and share one thing you'll do differently as a result of what we discuss today. Please keep this in mind as we go along.

## Notes

Slide 2 2 minutes




# Learning objectives

## Suggested wording

The objectives of this session are to:

- Consider employee stressors. Your employee may be dealing with significant life stressors or health issues you're not aware of.
- Build productive relationships with employees. Engage the employees in a discussion about how you can support their success. This is more effective than a discussion about what they're doing wrong. This is also a chance to show both your good will and your leadership skills.
- Use the task improvement process. We'll learn to use a resource you can customize for any future conversations about a specific task with any employee.
- Measurably improve task completion. This process will help you:
  - Discover systemic issues you need to address
  - Resolve the employee's task performance issue or
  - Transition into progressive discipline if necessary

You'll know you did what you could to help the employee first.

Everything we discuss today is available in more detail from Workplace Strategies for Mental Health. You won't need to take detailed notes unless you want to. The URL is in your handout if you want to learn more.

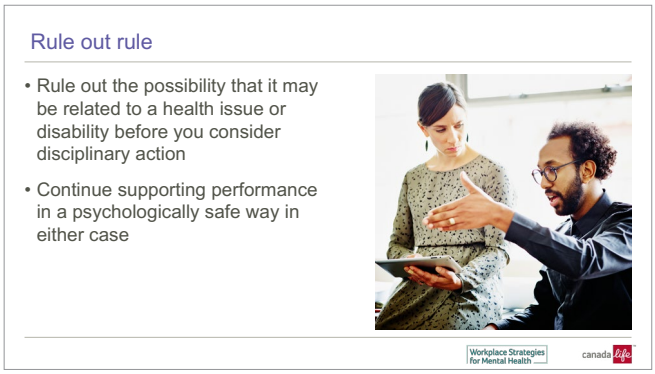
The process we'll discuss today can be successful with all employees, including those who may be experiencing stress or mental health issues. You'll learn how to engage employees in focusing on outcomes rather than problems. This approach can lead to increased productivity and decreased resistance.

## Transition

Let’s get started.

## Notes

Slide 3 2 minutes




# Rule out rule

## Facilitator notes

There's a link to more information about the Duty to accommodate in your handout. There's also an adaptation of Referring employees to resources. This may help leaders who aren't comfortable recommending resources, especially when they suspect a mental health issue. If you have extra time, you may want to go through this list with your participants. If not, it's there for them to review later.

## Suggested wording

Before engaging in performance or discipline, rule out the possibility that the concern may relate to a health condition that requires accommodation.

Human rights legislation prohibits you from asking employees about their diagnosis. If you suspect a health issue, you should at least ask if there's a need for accommodation. Then write down the response and the date you asked. Some human rights agencies describe this as the duty to inquire.

You might say, "If you have a health condition that requires accommodation, I can put you in touch with the right resources. They'll help you determine if you're eligible for accommodation. Do you need me to do that now?" If the answer is no, you carry on to helping them improve their performance. Consider asking again if they continue to struggle. In all cases document that you made the offer.

If the employee requests accommodation, begin whatever process exists in the organization. This would also be a good time to refer the employee to any resources they may find helpful. The Employee and Family Assistance Plan is one such resource. There are some ideas and sample phrasing in your handout to help you feel more comfortable.

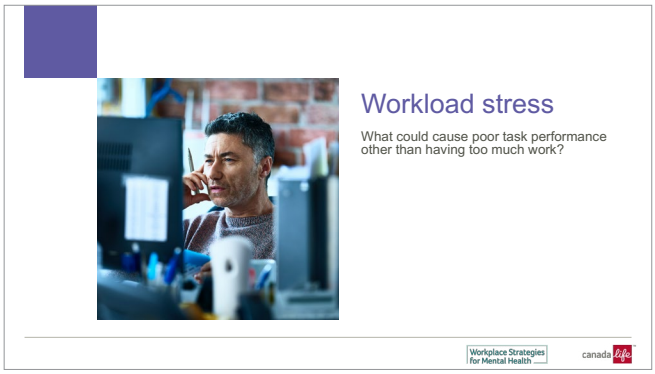
If there's a need for accommodation, you may be cautious about dealing with difficult performance issues. You may feel it will make things worse for the employee. The resource we're sharing today is a psychologically safer way to support performance for all employees at any time.

## Transition

When someone isn't well, especially if it's a mental health issue, supporting their performance success can also help reduce their stress at work.

## Notes

Slide 4 6 minutes




# Workload stress

## Facilitator notes

If you're short on time, you can skip this interactive portion of this slide.

## Suggested wording

I'm going to give you 2 minutes at your table to come up with as many answers as possible to the following question: What could cause stress at work other than having too much work? Start now.

**[After 2 minutes read the following.]**

We may assume workload stress is all about the amount of work we have to do. In fact, when the workload and hours required are reasonable, the stress usually comes from:

- Inadequate training
- Insufficient resources
- Fear
- Pressure
- Confusion
- Frustration or a lack of control over getting it done

What other examples did you come up with?

**[Once you've taken up their answers, continue.]**

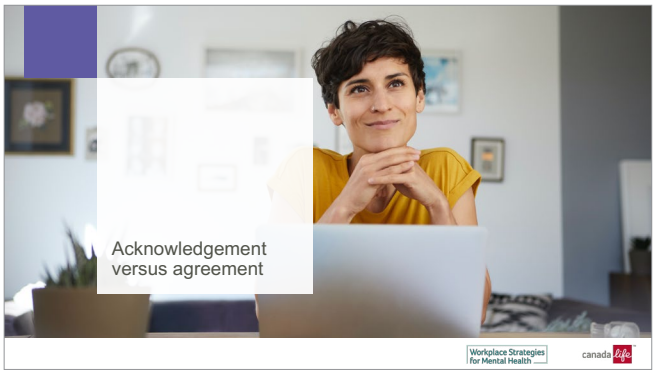
It may be that only one employee is experiencing workload stress. You may notice the amount of work that engages and excites most employees may leave others feeling overwhelmed. There could be any number of reasons for this difference in perception. Reducing the workload is one solution. However, this process helps you address the specific challenges that may be causing workload stress to your employee. It focuses on supporting employees to do good work. This goes a long way to reduce employee stress levels, especially when they're dealing with mental health issues. Reducing stress also helps build a productive and trusting relationship.

## Transition

The resource we're going to learn today doesn't question whether this task was challenging to the employee. Instead, it helps to develop solutions that reduce the stress and increase success.

## Notes

Slide 5 2 minutes




# Acknowledgement versus agreement

## Suggested wording

You can acknowledge someone's perspective without agreeing with it. Patiently listen to how the employee explains why they weren't meeting expectations. You may believe their explanation is just an excuse, but resist sharing your opinion. Instead, focus on supporting task improvement in the future. For example, you might say, "This sounds like it has been frustrating for you. Let's develop a way to reduce your frustration and get the job done."

Acknowledge their emotion. In this example it was frustration. Don't argue about their explanation for why they're frustrated. Their emotion is real even if you disagree with the reason they're feeling it. Not disagreeing with the employee helps us avoid causing them to become defensive. That reaction usually demotivates rather than supports good performance.

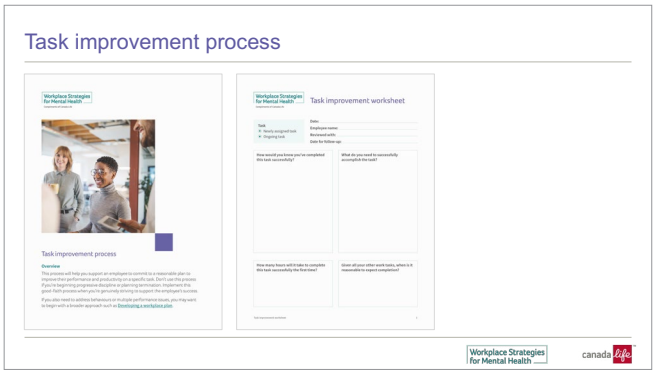
This strategy helps you avoid arguments about personal perceptions, which are almost impossible to win.

## Transition

Next we'll review the process.

## Notes

Slide 6 2 minutes




# Task improvement process

## Suggested wording

In your handout, we've included the Task improvement process and the Task improvement worksheet. They're available for free at the Workplace Strategies for Mental Health website. Integrate them with your existing approach when you need to focus on specific tasks.

The Task improvement process helps you focus on one task at a time. It was developed to provide leaders with a process that's supportive, constructive and effective. It can help engage employees in developing solutions they can and will commit to.

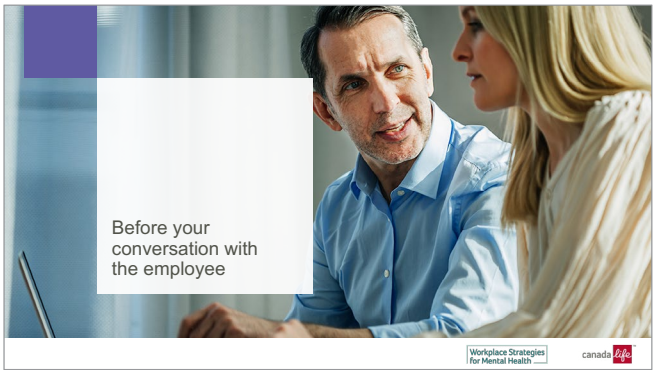
Other workshops look at a more comprehensive approach to overall performance management.

## Transition

We'll start with tips for preparing for the conversation with your employee.

## Notes

Slide 7 5 minutes




# Before your conversation with the employee

## Facilitator notes

You can read this aloud yourself while the participants follow along or you can have different participants read each of the bullet points aloud.

## Suggested wording

Let's read through this together:

**Be clear about the purpose of the meeting:** You might say to the employee, "Let's meet on [day] at [time] at [location] to explore ways we can improve how [the task] gets completed. I'll ask you to tell me what you do now, how long it takes and any challenges that might get in your way. I'll then ask you to come up with a plan that makes it easier to be successful every time. I want to see how I can support you to do this well instead of jumping into a formal performance management approach."

**Create a safe place:** Take an open and relaxed approach throughout the discussion. Check your body language, tone of voice and intensity.

Ask, don't tell: This approach is about asking the employee how they'll be successful. It's not about telling them. Resist sharing your opinion and generally speak less and ask more. If the employee is silent at first, give them time to think through their response. They're likely stressed to be in this meeting.

Focus on success in the future: The employee likely knows they fell short. And if they didn't before, they do now because they're having a conversation with their leader about doing things differently. It's already humiliating enough. Don't get into blaming or shaming. This could cause them to either become defensive or shut down. Instead, focus the discussion on how they'll successfully complete similar tasks in the future.

**Be prepared, but don't share up front:** Know how you'll measure success for this specific task before having the conversation with your employee. Be as clear as possible to avoid any misinterpretation of your intended outcome. Here are some things to think about when deciding on your measurement:

- The requirement should be the same as for the average employee doing the same task. This helps you avoid any concern about discrimination. For example, the employee might have been exceptional in doing the task. Then their performance or productivity slipped. It's fair to expect them to meet the same requirement as other employees.
- Base it on objectively clear and specific measures and not vague descriptors. For example, excellent or high quality are vague instructions and could be unreasonable. It's a specific instruction to ask for no more than one mistake for every 20 widgets on average.
- Be clear on the amount of time it takes the average employee to complete the task, rather than the fastest possible time. Striving to go faster can happen after the first successful completion of the task.

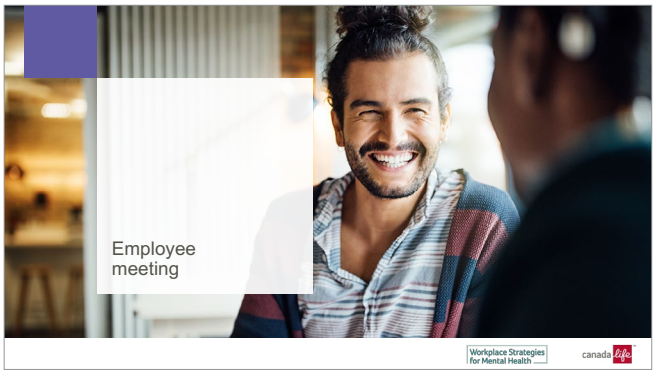
Don't share this information with the employee in advance. It's for you to familiarize yourself with the task before your meeting. In the meeting you'll allow the employee to share their perspective of success first. This way you identify any differences in understanding and can coach the employee toward a reasonable goal.

## Transition

Let's read through the Supporting task improvement process that prepares you for the meeting. You can find this in your participant handout.

## Notes

Slide 8 5 minutes




# Employee meeting

## Facilitator notes

You can read through this yourself while the participants follow along or you can have different participants read each of the questions aloud.

## Suggested wording

The process document rephrases the instructions from the worksheet in a more conversational way. This serves as a script you may follow. Below each instruction are notes to help guide you through the process. Let's read through the notes before you complete the worksheet yourselves.

1. **The task I want to focus on for this conversation is:**

- Be clear about the specific task you're trying to improve; this process isn't meant to address multiple tasks at one time.

Remember the notes are for your eyes only and not to be shared with the employee. They're guidelines to help you prepare for the meeting.

2. **Please describe for me how you would know you've completed this task successfully.**

- Consider asking what exactly makes the difference between failure, satisfactory and total success.
- Listen to the employee's explanation of success. If that's not aligning with your expectations collaborate and coach so you both arrive at a shared understanding.

3. **Please describe what you need to successfully accomplish the task.**

- This could include:
  - Information
  - Resources
  - Equipment
  - Time
  - Support
  - Training, mentoring or contributions from others

Continue to ask, “And what else?” until they agree that’s all they need.

- Help the employee to also think about potential organizational challenges such as:
  - Competing demands
  - Unexpected changes
  - Lack of resources or equipment

- Record anything you’ll do or provide to support the employee to complete this task. Then set a reminder for yourself to follow through. Ask the employee to review your list and confirm that’s all they need to successfully complete the task.

4. **If we put these things in place, how much time do you think it will take you to complete this task successfully the first time?**

   - Ask the employee how much time they need rather than telling them to help identify any additional obstacles or challenges. If it’s a lot more or less time than you think it should take, ask them to share a more detailed timeline. Listen carefully to their explanation. Consider if more time is needed or explore ways to reduce the time required.

5. **Given all your other work tasks, when do you think it’s reasonable to expect you to complete this task?**

   - After this date you can check in with the employee to see how they’ve done.
   - Set the appointment date, time and location for follow-up. Make sure it’s in both of your calendars.

6. **Please record both the times and dates when you’re working on this and any challenges or supports you encountered.**

   - You might follow up with: “While I know it’s extra work, I want to be aware of what’s helpful and challenging in finishing the task. For example, a cancelled meeting that gives you more focused time than usual that could be a support. If a meeting gets added to your schedule the lost time could be a challenge. Please track challenges and supports for our next meeting.”

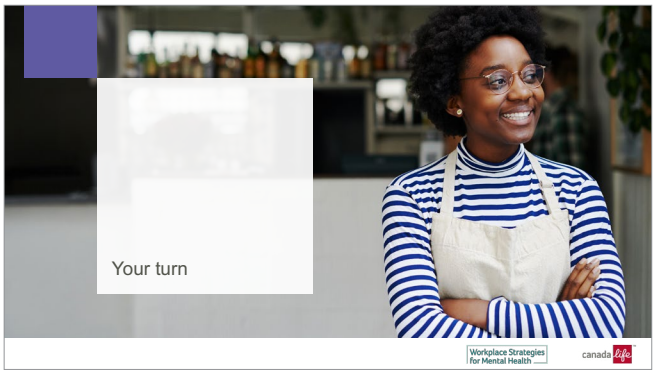
7. **I’ll send you a copy of our discussion notes and a meeting reminder for our follow-up.**

   - Do this as soon as possible after the discussion.
   - Here’s wording you can modify to send to the employee: “Thank you for the time you’ve spent with me today. Attached are the details of our conversation that include your plan for action. Please remember to track the time you or someone else spends on [completing the task]. And, record any challenges or supports that affected your ability to be successful. We’ll meet again on [date, time, location]. If there’s anything you need in the meantime, please feel free to get in touch with me.

## Transition

We’ll end there for now and review the rest after you complete a worksheet.

Slide 9 10 minutes




# Your turn

- Complete the Task improvement worksheet up to the follow-up section
- Use the Task improvement process to guide you
- Support the employee to come up with the solutions – resist offering advice

## Facilitator notes

This is where the participants will try out the task improvement process themselves.
The Task improvement process and the Task improvement worksheet are in their handout.

## Suggested wording

Over the next 10 minutes, you'll complete the worksheet up to the follow-up meeting section.

We're going to do this in pairs. One of you will be the manager. The other will be the employee who needs to improve how they complete a report. Take a second now to decide who will be the manager and who will be the employee. If one of you doesn't have a partner, I can be your partner.

[**Once they have a few moments to decide, continue.**]

The person who's taking the role of the manager can use the Task improvement process as a cheat sheet. They'll also fill out the Task improvement worksheet.

The scenario is included in your handout, but I'll review it with you first. Today's task issue is consistent errors in a weekly report reviewed by a senior leader.

There have regularly been minor typos and grammatical errors in these reports. The last report, however, contained incorrect data. This embarrassed the senior leader who was sharing it with potential clients. These reports need to be error-free.

This process may take longer for more complex tasks. For this exercise, use your imagination to make up the type of report and be creative in your solutions. Pay attention to how the process supports the employee to come up with their own solutions and allows the leader to clarify expectations.

Start now and I'll let you know when your time's up.

[**When the 10 minutes are up or whenever it appears everyone's finished, whichever comes first.**]

Can you share some of the solutions you came up with to support an error-free report?

[**When at least 3 or more have shared.**]

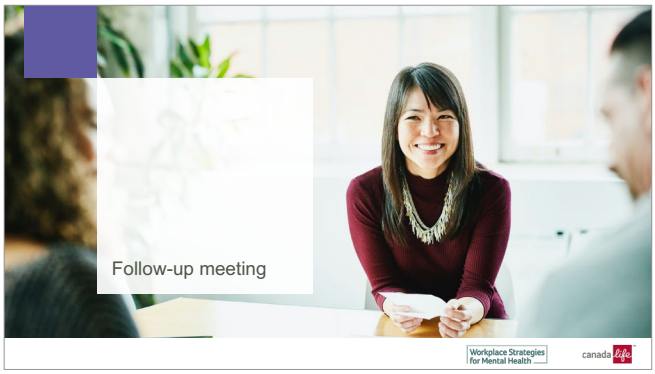
You can see the solutions you came up with vary from person to person. This happens when we support the employee to come up with the solution rather than impose ours upon them. It's human nature for us to be more committed to a solution we helped to create. For those of you who were in the employee role, did you feel supported to be successful?

## Transition

Now that we have a plan to put into action, it's important we set up a follow-up meeting.

## Notes

Slide 10 3 minutes




# Follow-up meeting

- What supported or hindered your success in completing this task?
- How did you measure success?
- What will you do differently so you can be successful next time?

## Suggested wording

The follow-up date is dependent on the ability of the employee to complete the task successfully. Your meeting should be as soon as possible after the agreed upon due date. A couple days before, send a reminder to ask your employee to bring the time log and list of challenges and supports they recorded for the task. It's also important to know how success or quality was objectively measured by the employee.

Following up will help you to either celebrate success or take further corrective action. There's also a paper trail you can use if your next step is progressive discipline or ongoing performance improvement.

In your task improvement process document, you're provided with questions you might ask at the follow up meeting, including:

- What supported or hindered your success in completing this task?
- How did you measure success?
- What will you do differently now so you can be successful next time?

If the first attempt was successful, set up another time to see if they're able to continue with the same level of success. Remember to recognize the employee's effort.

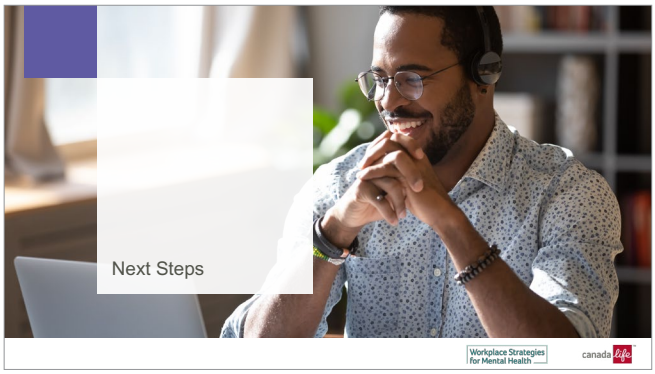
Stay supportive for one or more additional follow-ups to show your intention to be supportive.

## Transition

But what if none of this is successful?

## Notes

Slide 11 3 minutes




# Next steps

## Suggested wording

If the first attempt wasn't successful, you can go through the entire discussion again. Make any adjustments the employee feels they need. The question(s) to add to this subsequent discussion could be:

- Is there anything else you think might get in the way of you being successful this time?
- What do you think should be our next step if this attempt isn't successful?

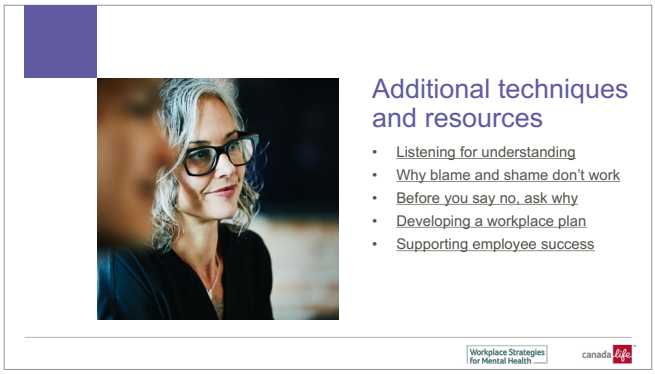
If progressive discipline will be part of the process, let the employee know you're giving them another chance to work through this before you begin the formal process.

## Transition

There's much more we could cover if we had time.

## Notes

Slide 12 3 minutes




# Additional techniques and resources

## Facilitator notes

Due to time constraints you may only have time to read the points below and then go to the next slide. If you have more time, you can look up any of these techniques and teach them to your audience.

## Suggested wording

The Task improvement process and worksheet can help you support employee performance.

There's much more to learn about dealing with difficult situations. Many techniques and resources can be found for free on the Workplace Strategies website. Some of these include:

- Listening for understanding – Learn ways to hear what someone means beyond the words they say.
- Why blame and shame don't work – Recognize ways we might unintentionally make employees feel defensive or even angry.
- Before you say no, ask why – Give employees what they need to do their job when you can't give them what they ask for.
- Developing a workplace plan – Develop a workplace plan for complex situations that can support performance and hold people accountable.
- Supporting employee success – Use this comprehensive resource to help address issues such as:
    - Decision making
    - Tolerance of stressful environments
    - Dealing with work relationships

## Notes

Slide 13 10 minutes




# What will you do differently?

## Facilitator notes

It's nice if everyone can share, but time may not allow it. If you have limited time, ask people to write their answer, share at their table and then ask a few people to share their answer with the larger group. It's important for each person to write down their answer so they're more likely to commit to doing something differently.

## Suggested wording

Take a couple of minutes now to write down one thing you'll do differently at work as a result of today's discussion. It could relate to how you'll communicate or manage performance. It could be sharing the information you learned today with colleagues. Or it could be using the task improvement process with a specific employee. It can be something from the presentation or something discussed at your table. I'll ask you to share your answer when the time's up.

[**Once time's up, ask as many people to share as time allows.**]

## Transition

Thank you for sharing what you'll do differently. I hope this helps make your job easier.

## Notes

Slide 14 1 minute




# More information and resources

## Facilitator notes

On the back of the participant handout, there's a short list of some of the many free resources available. If you want your audience to read or use a particular resource, you may want to point it out at the end of your session. If you're short for time, you can skip this.

## Suggested wording

Go to Workplace Strategies for Mental Health for more information about strategies to resolve workplace issues or create a psychologically safe workplace. Everything on this site is available at no cost in both English and French. There are some examples of what they have to offer at the back of your handout.

**Thanks again and enjoy the rest of your day.**

## Notes

## Workplace Strategies for Mental Health



Workplace Strategies for Mental Health resources are:

- For all employers, people leaders, employees and facilitators of workplace psychological health and safety
- Available in English and French
- Evidence- or practice-based
- Available to anyone at no cost

## Examples of the resources available at clwsmh.com include:

Accommodation:
Use these resources to address the practical, personal and organizational issues so you can support effective accommodation of an employee with a disability.

Identifying workplace issues:
Learn the questions to ask yourself and the employee before a potentially sensitive discussion. Topics include:

- Considering your own needs
- How to focus on solutions
- Your own management style
- Addressing workplace and mental health stressors
- Creating a list of resources for these issues

Responding to issues:
Use these practical and action-oriented guidelines to address work issues, including:

- Conflict
- Performance
- Accommodation
- Dementia
- Impairment
- Return to work
- Violence

Supporting newcomers:
Help protect the psychological safety and facilitate the success of employees new to this country.

Supportive performance management:
Focus on solutions and employee success instead of problems and failings to help those dealing with life stressors, including mental health issues.

# We’d love to hear how you used this free resource!

Contact us through social media or at clwsmh.com

All Workplace Strategies resources are available to anyone at no cost, compliments of Canada Life.

Canada Life and design are trademarks of The Canada Life Assurance Company. 79-00339-07/20