



## **Appendix A**

### **Guidelines for Collegial Resolution of Concerns in the Louis Riel School Division**

Constructive resolution of concerns or conflicts between staff members (sometimes of differing employee groups) is essential to the positive organizational culture and climate of the Louis Riel School Division.

#### ***Guiding Principles***

- All employees, irrespective of their roles, are responsible to resolve concerns or conflicts respectfully with other employees; accordingly, a perceived difference in role authority between the primary parties does not absolve either employee of the responsibility to
  - use appropriate processes to initiate resolutions to concerns
  - be receptive to efforts of other employees to resolve concerns with them
- Commitment to solution-focused conflict resolution recognizes that
  - differences of opinion can provide opportunities for greater understanding between colleagues
  - ethical and professional processes to address concerns begin with respectful dialogue between the primary parties
  - due process is essential to the authentic resolution of concerns or conflicts

#### ***Recommended Process for Discussion of Concerns***

The following elements are offered as helpful to effective conflict resolution:

- An employee who believes a concern must be resolved with another employee will communicate directly and in confidence to the other employee, to provide the latter with a reasonable opportunity to respond to the concern
- The process of conflict resolution should be marked by mutual respect for each person's dignity, commitment to active listening, and the acknowledgement of the rights of both parties to express their perspectives
- An important element of resolving a concern is the clear definition, by the person who initiates the discussion, of its nature and importance. The following questions may be helpful to initiate and focus a discussion:
  - Is the concern founded primarily in the collegial relationship?
  - Is the concern founded in the impact of an action on students, colleagues or other members of the learning community?
  - Is the concern founded on roles and responsibilities and/or divisional policy; including this policy's standards of conduct?
  - What are possible ways to resolve the concern?
  - What are the potential implications of not resolving the concern?



- If the concern is not resolved, either employee may elect to refer the concern to both employees' immediate supervisor, preferably following explicit communication to the other employee of the intent to do so (refer to ***Conditions for Exemption from Processes to Resolve Concerns***)
- Alternatively, a mutually agreeable third party might be accessed to facilitate further discussion
- Neither employee will bypass the immediate mutual supervisor to access higher authority

***Conditions for Exemption from Processes to Resolve Concerns***

Specific conditions can relieve a divisional employee of the responsibility to initiate discussion of a concern with another employee, before accessing immediate supervisory authority:

- A reasonable concern that an employee has caused a child or young person to be in need of protection (such reports in good faith relieve an employee of liability)
- A reasonable/justifiable concern that an employee may be culpable of behaviour that violates legislation and is of sufficient gravity to compromise the Division's reputation or the integrity of its educational purpose
- Previous attempts to resolve concerns with the same employee have resulted in negative responses and/or behaviours
- Important to note is that the **Guiding Principles** do not prevent any divisional employee from seeking confidential counsel from the appropriate CUPE Local, the Louis Riel Teachers' Association, and/or the Manitoba Teachers' Society.