

# Creating a Healthy Workplace

Community Workshop Program



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# Introduction

This community workshop program is a collaboration between the Law Society of Nunavut and Nunavut communities and aims to educate Nunavummiut about how to create healthy workplaces free of sexual and other forms of harassment. The Law Society of Nunavut oversees the legal profession and provides public legal education and information to Nunavummiut to improve their access to justice. Participants will be able to meet privately with a lawyer for free legal advice about harassment and other work issues after the workshop. The community workshop program and free legal advice are funded by Justice Canada under its Justice Partnership and Innovation Program.

## Goal

To help create healthy workplaces for Nunavummiut through education about sexual harassment and other forms of harassment.

## Objectives

1. To understand and share Inuit and Western ways to help make workplaces healthy
2. To provide education about the rights of workers and obligations of employers and workers when it comes to sexual harassment and other forms of harassment in the workplace
3. To make people aware of help that is available and to make it easier for workers facing sexual and other forms of harassment to get legal and health supports

## Stakeholder Consultations

The workshop topics address education needs identified by community organizations, businesses, government, front-line workers, and Elders during consultations by the Law Society of Nunavut in the fall of 2019 and in 2020.

## Workshop Modules

The workshop is designed to provide education, encourage discussion, and relationship building between the community and the Law Society of Nunavut. It consists of three modules that advance the objectives and overall goal of the workshop. Communities can choose one or more modules.

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<b>Module 1:</b>	Inuit and Western approaches to creating a healthy workplace
<b>Module 2:</b>	Laws that address violence and harassment in the workplace
<b>Module 3:</b>	Workplace violence and harassment policies and procedures

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# Workshop Framework

The workshop is based on a framework for exploring Inuit and Western ways of knowing, sharing and learning together. This approach reflects the ways in which communities and the Law Society of Nunavut are working with each other. The framework brings together the Inuit Qaujimagatuqangit Education Framework (Table 1) with the revised Bloom's taxonomy of learning (Table 2) to encourage:

1. Collaborative learning (i.e. piligarinaq or “working together for common purpose”);
2. Inclusion of participants at various stages of learning; and
3. A holistic and accessible approach to knowledge and learning.

Participants will be involved in activities that improve collaborative learning, bring in previous knowledge and experience, and help people see and understand the different ways of dealing with workplace violence and harassment using both Inuit and Western approaches.

## Learning Outcomes

At the end of the workshop participants will:

- Understand the role of Inuit and Western ways for creating a healthy workplace;
- Understand that there is a legal framework for workplace harassment that is made up of a number of laws, legal definitions, and employer and worker obligations;
- Be able to recognize violence and harassment in the workplace, know when the decisions of a boss are necessary to a job and when they are workplace harassment, and understand the right to refuse unsafe work;
- Understand that there are workplace violence and harassment policies and procedures that guide reporting and making violence and harassment complaints, and set out what happens after a complaint is made, and how violence and harassment in the workplace are investigated;
- Be able to tell when behavior is or is not workplace harassment from realistic descriptions of work situations; and
- Be aware of resources, legal and health supports available for people experiencing workplace harassment.



# Program Description

The following is an overview of the objectives, topics, activities, Inuit stages in learning, knowledge level and learning processes of the three workshop modules.

<b>Module</b>	<b>Module 1</b>	<b>Module 2</b>	<b>Module 3</b>
	<b>Inuit and Western approaches to creating a healthy workplace</b>	<b>Laws that address violence and harassment in the workplace</b>	<b>Workplace violence and harassment policies and procedures</b>
<b>Primary Objectives</b>	#1	#2 & #3	#2 & #3
<b>Secondary Objectives</b>	#2 & #3	#1	#1
<b>Topics</b>	<p>What is a healthy workplace?</p> <p>The role of Inuit Qaujimagatuqangit (“IQ”) in creating a healthy workplace</p> <p>The role of the law in promoting and ensuring a healthy and safe workplace</p> <p>Discussion: How can IQ and the law work together to make a healthy workplace?</p> <p>Core of Modules 2 and 3</p> <p>Resources, legal and health supports</p>	<p>Laws and regulations in Nunavut that address workplace violence and harassment</p> <p>Legal definitions of workplace violence and harassment</p> <p>What employers and workers must do to maintain safe workplaces</p> <p>Scenarios: Is this harassment?</p> <p>Core of Modules 1 and 3</p> <p>Resources, legal and health supports</p>	<p>Lived experience</p> <p>Management decisions vs harassment</p> <p>The right to refuse unsafe work</p> <p>Reporting, complaints and investigations of workplace violence and harassment</p> <p>Scenarios: What should I do about this harassment?</p> <p>Core of Modules 1 and 2</p> <p>Resources, legal and health supports</p>
<b>Activities</b>	Community panel and lawyer presentation, discussion, reflection, evaluation	Lawyer presentation, small group work or large group discussion, reflection, evaluation	Sharing circle, lawyer presentation, small group work, reflection, evaluation
<b>Stages in learning (Inuit Qaujimagatuqangit Education Framework)</b>	Emergent, transitional, communicative, confident	Emergent, transitional, communicative, confident	Emergent, transitional, communicative, confident
<b>Knowledge level (Revised Bloom’s Taxonomy)</b>	Factual, conceptual	Factual, conceptual	Factual, conceptual, procedural
<b>Learning processes (Revised Bloom’s Taxonomy)</b>	Understand, analyze	Understand, analyze	Understand, analyze

# Module 1 - 3: Programs

## Module 1: Inuit and Western approaches to creating a healthy workplace

In Module 1, participants will learn what makes a healthy work environment, the role of Inuit Qaujimagatuqangit and the role of the law in creating a healthy and safe workplace. Participants will also learn core information from Modules 2 and 3.

### Primary Objective

- To understand and share Inuit and Western ways to help make workplaces healthy

### Secondary Objectives

- To provide education about the rights of workers and obligations of employers and workers when it comes to sexual harassment and other forms of harassment in the workplace
- To make people aware of help that is available and to make it easier for workers facing sexual and other forms of harassment to get legal and health supports

### Learning outcomes

Participants will have an understanding of Inuit and Western approaches to creating a healthy workplace. They will also understand that laws, policies and procedures exist to address workplace violence and harassment.

Duration – 1:15	Topics for Module 1
5 min	Welcome and introductions
20 min	Community panel: The role of Inuit Qaujimagatuqangit in creating a healthy workplace
10 min	Lawyer presentation: The role of the law in promoting and ensuring a healthy and safe workplace
15 min	Discussion: How can IQ and the law work together to make a healthy workplace?
5 min	Lawyer presentation: Nunavut laws about workplace violence and harassment (Core of Module 2)
10 min	Lawyer presentation: Reporting, complaints and investigations of workplace violence and harassment (Core of Module 3)
10 min	Wrap up: Community reflection, resources/supports, and evaluation

## Module 2: Laws that address violence and harassment in the workplace

Module 2 provides an opportunity for participants to learn about the legal framework in Nunavut for addressing violence and harassment in the workplace. Participants will also learn core information from Modules 1 and 3.

### Primary Objective

- To provide education about the rights of workers and obligations of employers and workers when it comes to sexual harassment and other forms of harassment in the workplace
- To make people aware of help that is available and to make it easier for workers facing sexual and other forms of harassment to get legal and health supports

### Secondary Objectives

- To understand and share Inuit and Western ways to help make workplaces healthy

### Learning outcomes

Participants will understand that workplace harassment is addressed by several laws, become familiar with employer and worker obligations to keep the workplace safe, and appreciate the role of Inuit cultural knowledge in creating a healthy workplace. Participants will also learn that there are workplace violence and harassment policies and procedures that guide reporting, complaints and investigations.

<b>Duration – 1:15</b>	<b>Topics for Module 2</b>
<b>5 min</b>	Welcome and introductions
<b>10 min</b>	Lawyer presentation: Nunavut laws dealing with workplace violence and harassment
<b>5 min</b>	Lawyer presentation: Legal definition of harassment, sexual harassment and violence
<b>10 min</b>	Scenarios/small group work: Is this harassment?
<b>10 min</b>	Lawyer presentation: Employer and worker obligations
<b>10 min</b>	Lawyer presentation: Reporting, complaints and investigations of workplace violence and harassment (Core of Module 3)
<b>15 min</b>	Community presentation: The role of Inuit Qaujimagatuqangit in creating a healthy workplace (Core of Module 1)
<b>10 min</b>	Wrap up: Community reflection, resources/supports, and evaluation



## Module 3: Workplace violence and harassment policies and procedures

In Module 3, participants will learn what violence and harassment in the workplace can look like, about the right to refuse unsafe work, and about reporting, complaints and investigations of workplace violence, and harassment. Participants will also learn core information from Modules 1 and 2.

### Primary Objective

- To provide education about the rights of workers and obligations of employers and workers when it comes to sexual harassment and other forms of harassment in the workplace
- To make people aware of help that is available and to make it easier for workers facing sexual and other forms of harassment to get legal and health supports

### Secondary Objectives

- To understand and share Inuit and Western ways to help make workplaces healthy

### Learning outcomes

Participants will recognize violent and harassing behaviour in the workplace and understand the difference between management decisions and harassment. Participants will learn that laws, policies and procedures exist to address workplace harassment. Participants will become familiar with how to report and make violence and harassment complaints, and about investigations. Participants will also have an understanding of the role of Inuit cultural knowledge in creating a healthy workplace.

Duration – 1:15	Topics for Module 3
5 min	Welcome and introductions
15 min	Sharing circle: Recognizing violence and harassment in the workplace
10 min	Lawyer presentation: Management decisions vs workplace harassment
5 min	Lawyer presentation: The right to refuse unsafe work Scenarios/small group work: What should I do about this harassment?
10 min	Lawyer presentation: Reporting workplace violence, violence and harassment complaints, and investigations
5 min	Lawyer presentation: Nunavut laws about workplace violence and harassment (Core of Module 2)
15 min	Community presentation: The role of Inuit Qaujimaqatunqangit in creating a healthy workplace (Core of Module 1)
10 min	Wrap up: Community reflection, resources/supports, and evaluation

## Table 1 Inuit Qaujimagatuqangit education framework: Stages in the learning continuum

(Nunavut Department of Education. Iqaluit. 2007).

	<b>Legal and Health Supports</b>
<b>The Emergent Learner</b> ( <i>Qaujilisaaqtuq</i> )	Learners begin by listening, observing and looking for patterns while beginning to build relationships with other learners and the materials.
<b>The Transitional Learner</b> ( <i>Tukisiliqtuq</i> )	Learners become more actively engaged and begin to use new information and skills.
<b>The Communicative Learner</b> ( <i>Tukisinaqsiliqtuq</i> )	Learners show growing confidence, resourcefulness and reflection regarding content and concepts and become more open and detailed in communicating and relating the information to others.
<b>The Confident Learner</b> ( <i>Pinasugunnaqsijuq</i> )	Learners are confident and in control of their learning. They apply new knowledge to multiple contexts in order to gain deeper understanding and awareness while relying heavily on dialogue and collaborative relationships.
<b>The Proficient Learner</b> ( <i>Pijunnaqsijuq</i> )	Learners are interpreting information and building appropriate language to use in their relationships to deepen meaning and understanding, pushing forward in their application of the material, information and skills.

## Table 2 Revised Bloom's taxonomy: Levels of knowledge and learning processes

(Krathwohl DR. A revision of Bloom's taxonomy: An overview. *Theory into Practice*. 2002;41:212-218)

	<b>Legal and Health Supports</b>
<b>The Emergent Learner</b>	
Factual Knowledge	Basic elements that learners must know to be familiar with subject area or to solve problems in subject area (e.g. knowledge of terminology)
Conceptual Knowledge	The interrelationships among basic elements within a larger structure that enable them to function together (e.g. knowledge of classifications)
Procedural Knowledge	How to do something and methods of inquiry (e.g. Knowledge of specific steps or skills)
<b>Learning Processes</b>	
Understand	Determining the meaning of instructional messages, including oral, written and graphic communication (e.g. interpreting, classifying, summarising and explaining)
Apply	Carrying out or using a procedure in a given situation (e.g. executing and implementing)
Analyze	Breaking material into parts and detecting how the parts relate to one another and to an overall structure or purpose (e.g. differentiating, organising and attributing).

This workshop brings together the Inuit Qaujimagatuqangit Education Framework with the revised Bloom's taxonomy in the manner described in Ferrazzi, P., Christie, P., Jalovic, D., Tagalik, S., & Grogan, A. (2018). Reciprocal Inuit and Western research training: facilitating research capacity and community agency in Arctic research partnerships. *International Journal of Circumpolar Health*, 77(1), 1425581. Available at <https://www.tandfonline.com/doi/full/10.1080/22423982.2018.1425581>

## Resources and Support

### Creating a Healthy Workplace/Harassment

Government of Canada: People to People Communication-Preventing and Resolving Harassment for a Health Work Environment

<https://www.canada.ca/en/government/publicservice/wellness-inclusion-diversity-public-service/harassment-conflict-resolution/people-to-people-communication-preventing-resolving-harassment-healthy-work-environment.html>

Government of Canada: Is it Harassment? A tool to Guide Employees

<https://www.canada.ca/en/government/publicservice/wellness-inclusion-diversity-public-service/harassment-conflict-resolution/harassment-tool-employees.html>

Canadian Labour Relations: Creating Positive Employee Relations

<http://www.canadianlabourrelations.com/>

Government of Nunavut, Harassment Free Workplace

<https://www.gov.nu.ca/human-resources/information/harassment-free-workplace>

Canadian Labour Relations: Sexual Harassment in the Workplace

<http://www.canadianlabourrelations.com/sexual-harassment-in-the-workplace.html>

Canadian Human Rights Commission: What is Harassment?

<https://www.chrc-ccdp.gc.ca/eng/content/what-harassment-1>

### Legal and Health Supports

Human Rights Act, S Nu 2003 c.12

Safety Act, RSNWT (Nu) 1988 Cs-1

Occupational Health and Safety Regulations, Nu Reg 003/2016

Law Society of Nunavut

<https://www.lawsociety.nu.ca/>

Nunavut Legal Aid

<http://nulas.ca/en/law-line/>

Nunavut Human Rights Tribunal [http://www.nhrt.ca/english/general\\_information](http://www.nhrt.ca/english/general_information)

Nunavut Department of Justice: Victim Services

<https://www.gov.nu.ca/justice/programs-services/victim-services>

Government of Nunavut Employee and Family Assistance Program

<https://www.gov.nu.ca/human-resources/information/employee-and-family-assistance-program>

Nunavut Department of Health

<https://www.gov.nu.ca/health-centre/igaluit>

Embrace Life Council

<http://inuusiq.com/resources/mental-health/overview/>

<http://inuusiq.com/resources/suicide/>

# Evaluation: Participant Exit Survey

Thank you for participating in this Public Legal Education and Information (PLEI) workshop regarding workplace harassment and other issues or barriers to a healthy work environment.

We would like to learn more about participants to help us provide the best education and information possible and to better understand the kinds of people who are interested in this workshop. Please consider answering some or all of the questions below. Feel free to leave any questions you do not wish to answer. We will not ask for your name or employer, so please feel free to answer as honestly as possible. Your answers will be used for our project monitoring and reporting purposes and will not be shared directly with your employer.

Date (day/month/year): \_\_\_\_\_ / \_\_\_\_\_ /20\_\_\_\_

Community: \_\_\_\_\_

Gender (circle): Male                      Female                      Other                      Prefer not to say

Age group (circle):              13-17 years              18-64 years              65+ years

Which of the following best describes your job? (circle all that apply):

- a. Work for yourself
- b. Work for someone else
- c. Not working at this moment
- d. Volunteering
- e. Student

Do you consider yourself to belong to any of the following groups? (circle all that apply):

- a. Woman in a male-dominated profession
- b. Visible minority
- c. Person with disability
- d. First language is not English, French or Inuktitut
- e. Newcomer (to Canada)
- f. Indigenous person
- g. LGBTQ2S+ person
- h. Employee in employment that is not secure

What are your expectations in attending this event? (circle all that apply):

- a. To learn more about sexual harassment in the workplace
- b. To learn more about other forms of harassment in the workplace
- c. To learn more about having or creating a healthy work environment
- d. To get support for your health
- e. To meet people or to socialize
- f. To meet a requirement set by my employer
- g. Not sure what to expect
- h. Other \_\_\_\_\_

**Read the statements below and select the response that best describes your feelings about the PLEI workshop. Circle your choice.**

A. During this workshop, I felt comfortable and safe:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I <b>strongly disagree</b>	I <b>slightly disagree</b>	I <b>neither agree nor disagree</b>	I <b>slightly agree</b>	I <b>strongly agree</b>

B. During this workshop, it was acceptable for participants to ask questions and share ideas openly:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I <b>strongly disagree</b>	I <b>slightly disagree</b>	I <b>neither agree nor disagree</b>	I <b>slightly agree</b>	I <b>strongly agree</b>

C. During this workshop, the thoughts and questions shared by participants were acknowledged and taken seriously:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I <b>strongly disagree</b>	I <b>slightly disagree</b>	I <b>neither agree nor disagree</b>	I <b>slightly agree</b>	I <b>strongly agree</b>

D. During this workshop, participants were treated respectfully and in a culturally appropriate manner:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I <b>strongly disagree</b>	I <b>slightly disagree</b>	I <b>neither agree nor disagree</b>	I <b>slightly agree</b>	I <b>strongly agree</b>

E. After this workshop, my understanding about my rights and responsibilities about workplace sexual harassment has improved:

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
I <b>strongly disagree.</b> (I understand <b>much less</b> than I did before)	I <b>slightly disagree.</b> (I understand <b>slightly less</b> than I did before)	I <b>neither agree nor disagree.</b> (There has been <b>no change</b> in my understanding)	I <b>slightly agree.</b> (I understand <b>slightly more</b> than I did before)	I <b>strongly agree.</b> (I understand <b>much more</b> than I did before)

F. After this workshop, the expectations I identified on page 1 of this survey have been met (circle one):

<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>
My expectations were <b>not at all met</b>	My expectations were only <b>partly met</b>	I <b>neither agree nor disagree</b>	My expectations were <b>completely met</b>	My expectations <b>were exceeded</b>



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