

Building a Culture That Thrives: Preventing Retaliation Transcript

Slide 1: Building a Culture that Thrives

[Slide Information]

Building a Culture That Thrives: Preventing Retaliation

Begin 25 minutes

Slide 2: Learning Objectives

[Slide Information]

Learning Objectives

At the University of Michigan, we want to be a place where everyone feels included and valued. We want to have a positive culture with the best working and learning environments possible.

Cultures that support those who voice concerns create an environment of inclusion and safety where all can thrive. We collectively want U-M to be free of misconduct and wrongdoing. We can only reach this goal if people feel safe to report their concerns without fear of retaliation.

In this module, you will explore:

1. Why a speak-up culture is important, especially when it comes to raising concerns about wrongdoing
2. The University of Michigan's commitment to protecting our community from retaliation and the Protection from Retaliation Policy
3. Resources available to you if you know of or have experienced retaliation

Slide 3: Why is this Course Needed?

[Slide Information]

Why is this Course Needed?

Sometimes actions in our community keep us from being at our best. We may witness or have knowledge of things in our community that are not ethical, not safe, or go against a university policy. We then have to decide. Will we say something or do nothing?

What do we do when we notice something is wrong? We'll address this question and more throughout the course.

This module will focus on:

1. Discovering what retaliation looks like, as well as why and when to raise concerns about suspected wrongdoing.
2. Learning about the new policy to protect you from retaliation.
3. Identifying where to go to ask confidential questions when wrongdoing is suspected, and explore where to report observed or experienced retaliation if it occurs.

Slide 4: Knowledge Check

[Slide Information]

Knowledge Check

Which of these is not an objective of this module?

Answer choices:

- A. To discover what retaliation might look like.
- B. To raise your awareness of the resources available to you if you suspect you notice retaliation or wrongdoing.
- C. To familiarize you with the Protection from Retaliation Policy.
- D. To increase your knowledge about employment law.

Feedback when correct:

We want you to know what retaliation might look like, where to go for help

if you think you or someone else has experienced it, and to understand that we have a policy protecting us from retaliation. We don't expect you to be a legal expert in employment laws from this one module!

Feedback when incorrect:

The correct answer is D. We want you to know what retaliation might look like, where to go for help if you think you or someone else has experienced it, and to understand that we have a policy protecting us from retaliation.

We don't expect you to be a legal expert in employment laws from this one module!

Slide 5: What is Retaliation?

[Slide Information]

Retaliation is when someone treats another member of our community (members of our community includes students, employees or former employees, donors, suppliers and visitors) or us unfavorably in response to a good-faith report of wrongful conduct.

Wrongful conduct can take many forms. Review examples of wrongdoing:

- 1. Examples of Wrongdoing
 - a. Unauthorized use of university resources
 - b. Fraud
 - c. Academic or research misconduct
 - d. Dishonest financial reporting
 - e. Harassment and all forms of prohibited discrimination
 - f. Bullying
 - g. Health and safety violations
 - h. Abusive or intimidating behavior by supervisors, advisors, or others in leadership
 - i. Other Behaviors that threaten the health, safety, and learning opportunities of our community

Retaliation can happen because we:

- 1. Reported wrongful conduct, including research misconduct

2. Are a participant in an investigation about wrongful conduct
3. Asserted our rights under various employment laws
4. Engaged in active bystander behavior
5. Sought assistance from university officials when we suspect that wrongdoing may be occurring

Is it obvious?

Retaliation may occur in one incident or a series of incidents. It is not always obvious or direct and may instead be more subtle. It's important that you are aware of what retaliation looks like for two reasons:

1. You can report it if it happens to you, or to someone else
2. You can avoid retaliating against someone

Slide 6: Spotting Retaliation

[Slide Information]

Retaliation can be subtle. It may not always be easy to spot. Decisions made about selection for promotion, overtime assignments, performance evaluations, or even dismissal that we disagree with can be completely legitimate.

However, they can be considered retaliatory when these actions happen because a person raised a concern about wrongful conduct.

Explore examples of actions that the university could consider retaliation if they happened to someone who raised a concern or filed a complaint.

- Notifying other potential employers that an applicant should not be hired.
- Refusing to consider applicants for employment who have reported concerns to previous employers.
- Demoting
- Denying benefits
- Denying overtime or promotion
- Disciplining
- Failing to hire or rehire
- Firing or laying off
- Intimidation
- Making threats
- Reducing pay or hours
- More subtle actions, such as:
 - Isolating, ostracizing, mocking, falsely accusing the employee of poor performance
- Reassignment to a less desirable position or actions affecting the prospects for promotion
- Excluding an employee from training meetings
- Encouraging others to engage in any of the above actions

Slide 7: Knowledge Check 2

[Slide information]

Knowledge Check

Which of the following options is correct?

Retaliation is when someone treats us or a member of our community unfairly because we:

Are not being a team player

Came in to work late

Reported/raised a concern or filed a complaint

None of the above

Feedback when correct:

That's right! Retaliation occurs when someone is treated unfairly because they raised a legitimate concern and/or filed a complaint.

Feedback when incorrect:

The correct answer is C. Retaliation occurs when someone is treated unfairly because they raised a legitimate concern and/or filed a complaint.

Slide 8: Knowledge Check 3

[Slide Information]

True or False

Retaliation is always easy to spot when it happens.

Feedback when correct:

That's right! Retaliation is not always obvious or direct and may instead be subtle.

Feedback when incorrect:

You did not select the correct response. The correct answer is False. Retaliation is not always obvious or direct and may instead be subtle.

Slide 9: Knowledge Check 4

[Slide information]

True or False

When you don't receive a promotion, have to take on overtime assignments or get a poor performance evaluation, it is always due to retaliation.

Feedback when correct:

That's right! There are real reasons for not receiving a promotion, taking on an overtime assignment, or getting a poor performance review. If these decisions are made because we filed a complaint or raised a concern, then it could be due to retaliation.

Feedback when incorrect:

The correct answer is False. There are real reasons for not receiving a promotion, taking on an overtime assignment, or getting a poor performance review. If these decisions are made because we filed a complaint or

raised a concern, then it could be due to retaliation.

Slide 10: Can I Make a Difference

[Slide Information]

Can I Make a Difference?

You may assume that you won't make a difference by speaking up. If you are aware of an issue, don't assume that others are coming forward. Even if they are coming forward, you may have different information than they do that can help. Speaking up when we notice wrongdoing can prevent further harm from happening.

Harms resulting from Fear of Speaking Up

- Mental & Physical Health
- People Leaving
- Eroded Trust
- Creating a Culture of Fear
- Reputational Harm
- Low Morale

Slide 11: How Can I Prevent Retaliation from Happening

[Slide Information]

How Can I Prevent Retaliation from Happening?

We want every member of our community to feel safe and raise their concerns if they see something wrong. When individuals report concerns, it helps us to look into and prevent actions that violate the law or our university policies. Speaking up helps to ensure a safe working and learning environment for all.

Retaliation is preventable. Each of us has a role, and a responsibility to be mindful of our own behavior and to take steps when others retaliate.

For Our Leaders

If you lead, supervise or manage people, you are vital to ensuring that the areas you lead are places where everyone feels included and valued.

How can you prevent harassing and discriminatory behavior?

- Be available and supportive
 - Let those you lead know you will listen to any concerns they may have. When someone raises a concern about misconduct, let them know that you will remain available to them throughout the reporting process and that they should come to you if they experience retaliation.
- Take action quickly.
 - Have difficult conversations to address issues if an employee who has made a report feels ostracized or mistreated. Waiting to address inappropriate behaviors and comments may give the message of approval or inaction.
- know when to elevate.
 - If you are unsure how to handle a situation or if the situation escalates, reach out to resources who can provide support and help. The Equity, Civil Rights, and Title IX Office, Human Resources, and the University

Ombuds are all available to answer your questions and provide you with guidance.

Slide 12: Protection from Retaliation Policy

[Slide Information]

Protection from Retaliation Policy

Please review the full policy before continuing with the module:

Policy website: <https://spg.umich.edu/policy/601.90>

POLICY STATEMENT

The university is committed to protecting university community members from retaliation, both in the short term and over the course of their education and/or professional career at the university. Retaliation against any member of the University of Michigan community who in good faith reports or participates in an Inquiry or investigation into wrongful conduct is prohibited. The university's culture of excellence is sustained when members of the community are accountable for behavior that conforms to legal, policy and other expectations. Members of the university community will not be retaliated against when reporting their good faith belief that these expectations have been compromised. A culture without sufficient support for those who voice their concerns is harmful to the individual and to the university community.

Owner: President

Primary Contact: University Human Resources

Slide 13: Knowledge Check 5

[Slide information]

It is important that we are aware of what retaliation is so that we can:

(choose the answer that applies)

- A. Understand the qualifications of being a covered individual.
- B. Understand the legal elements of retaliation.
- C. Report it when we think we see it.
- D. Avoid mistakenly retaliating against someone else.
- E. Both C and D

Feedback when correct:

That's right! It's important that we are aware of what retaliation is so that we can report it and also avoid mistakenly retaliating against someone else. We can leave A and B up to the experts!

Feedback when incorrect:

The correct answer is E. Both C&D. It's important that we are aware of what retaliation is so that we can report it and also avoid mistakenly retaliating against someone else. We can leave A and B up to the experts!

Slide 14: Support for Speaking Up

[Slide Information]

We realize that speaking up about misconduct may not be easy. It takes a lot of courage to do so. We want people who bravely speak up to feel safe when they tell someone.

People who come forward with information to their supervisor, an appropriate reporting channel, or a hotline should be able to do so without worrying about unfair treatment.

Speaking Up to Dismantle Cultures of Fear

The university recognizes that when members of our community come forward about wrongdoing, it helps to shed light on the harm we otherwise would not know about.

Cultures that support those who voice concerns create an environment of inclusion and safety where all can thrive. We collectively want U-M to be free of misconduct and wrongdoing. We can only reach this goal if people feel safe to come forward and report their concerns without fear of retaliation.

We want you to have the information and resources to support you when speaking up.

Slide 15: Confidential Resources Available to You

[Slide Information]

Confidential Resources Available to You

If you notice something you feel is wrong or experience or witness harmful actions, you may be unsure what to do about it. Confidential resources are one way to ask questions or explore options without a possible obligation to report an incident. You can learn more about the Office of the Ombuds by reviewing the video.

Review the available confidential campus resources.

1. Ann Arbor & Michigan Medicine Office of the Ombuds
 - a. Faculty Ombuds - Michele Hanoosh and Robert Ortega, (734)763-2707, facultyombuds@umich.edu
 - b. Staff Ombuds - Jacqueline Bowman, (734)936-0600, staffombuds@umich.edu
 - c. Student Ombuds - Thomas Lehker (734) 763-3545, umstudentombuds@umich.edu
 - d. Compliance Hotline - To make a report via phone to The Compliance Hotline, call 866-990-0111 or visit the <https://secure.ethicspoint.com/domain/media/en/gui/55302/index.html>
2. Dearborn Office of the Ombuds
 - a. Faculty Ombuds - Kim Killu, (313)593-5240, kimkillu@umich.edu
 - b. Staff Ombuds - Jacqueline Bowman, (734)936-0600, staffombuds@umich.edu
 - c. Student Ombuds Lee Savage, (313)593-5440, dearborn.ombuds@umich.edu
 - d. Compliance Hotline - To make a report via phone to The Compliance Hotline, call 866-990-0111 or visit the <https://secure.ethicspoint.com/domain/media/en/gui/55302/index.html>
3. Flint Office of the Ombuds
 - a. Faculty Ombuds - Thomas Wrobel, (810)762-3424, twrobel@umich.edu
 - b. Staff Ombuds - Jacqueline Bowman, (734)936-0600, staffombuds@umich.edu
 - c. Compliance Hotline - To make a report via phone to The Compliance Hotline, call 866-990-0111 or visit the <https://secure.ethicspoint.com/domain/media/en/gui/55302/index.html>

Get to Know -University of Michigan-Office of the Ombuds Video

00:00:07.100 --> 00:00:11.600

I'm Robert M Ortega, University Faculty Ombuds.

My name is Michele Hannoosh. I am the University Co-ombuds.

I'm Jacquie Bowman. I'm the University of Michigan's Staff Ombudsman.

I am Tom Lehker. And I am Student Ombuds here on campus.

00:00:35.200 --> 00:00:38.600

What is an ombuds?

Robert Ortega speaks - An ombuds is a representative of the University that provides an opportunity for a member of the community who has any concerns, disputes or if they just aren't sure about the opportunity to talk about their matters in a way that where they feel valued supported, where they have a sense that they're respected for whatever their concerns are.

00:01:04.400 --> 00:01:07.900

Tom Lehker speaks - So I would say one of the biggest things to help understand the ombuds role and how it's maybe different from other roles is I am an informal resource. So I don't have any formal authority to tell anybody what to do. I don't tell students what to do. And I also really can't tell anybody else in the University what to do. But what I hope is that in having conversations with me and my understanding more about the situation and how campus kind of works, that I can help get to the places and the people that they need to be talking to to help resolve the situation.

Michele Hannoosh speaks - What we can do, there are many things so we can of course. Listen. That's an important part of what we do. We can help them sort out what the main problems are that they're facing and what possible solutions there might be to those.

00:01:52.800 --> 00:01:55.100

Jacquie Bowman speaks - Organizational ombuds typically report as high up as possible within the organization. That actually protects confidentiality. they're independence to do the job, and the informal structure.

Michele Hannoosh speaks - Anyone can contact us even if they don't know whether the Faculty Ombuds Office is the appropriate place for them to to contact they should just contact us and we will point them to the right place. That's part of what we do.

University of Michigan logo.

Slide 16: Learn More About the Office of the Ombuds

[Slide Information]

Learn More About the Office of the Ombuds

The Office of the Ombuds is a confidential resource for you to go to ask questions, explore options and find out what next steps you might take. They can answer questions about the reporting process and address any concerns you may have. **All discussions with the ombuds are confidential.** Based on your role at the university (faculty/staff/student) and location, there is an Ombuds Office to help you.

[The Principles of University of Michigan's Office of the Ombuds Video](#)

00:00:11.200 --> 00:00:14.400

Tom Lehker speaks - Ombuds like me and the others on campus adhere to four principles of service. And these are really important to help understand what an ombuds does and what an ombuds doesn't do. And these principles come from the International Ombuds Association.

00:00:25.300 --> 00:00:28.900

Jacquie Bowman speaks - Confidentiality is the heart of the work of ombuds. It's the way we've operated. It's the way we do business. We offer strict confidentiality unless there's some imminent threat of harm to oneself or to others. But otherwise when any visitor comes to the ombuds, we will protect identity. We do not maintain records. And confidentiality is a way to ensure that individuals can come and in a safe and very private setting talk through an issue, raise concerns and then look at options that will be provided. It's up to the visitor.

Robert Orgega speaks - The principle of informality essentially means off the record it would be an opportunity to say things talk about things even for the first time where you know, the ombuds would hear it, reflect on it, clarify it maybe identify issues and then maybe suggestions about potential resources or ways of handling it. Probably the most important part of informality is the opportunity to make suggestions about how to manage those concerns. For example, we might recommend facilitative discussion. We might be involved in shuttle diplomacy. We might even suggest a formal resolution to a complaint. So this idea of informality sort of looks at, you know, all the possibilities but in a way that doesn't, you know, sort of like hold us accountable to anything that we feel is maybe within sort of like a restriction of the University.

00:02:21.500 --> 00:02:24.500

Tom Lehker speaks - Ombuds are independent. So all the ombuds report to different executive officers at the University and that's really designed to give us the access when we need it. I am never obligated to report anything. Independence also means that that there's no undue influence and how I do my work. So I really have the autonomy to decide if I get involved and how I get involved.

Michele Hannoosh - Our impartiality helps everyone the fact that everyone on whatever side of the issue they are can count on the fact that we are casting an impartial eye on the issue and that whatever proposal or advice we make is impartial gives everyone confidence that they are getting good advice. I feel that it's really one of the most important of the principles, they're all important. But that is an especially important one, I think, for the effectiveness of our work. Because it does inspire confidence in the various parties to the question that we are giving impartial advice that will potentially benefit everyone.

00:03:33.700 --> 00:03:36.400

Jacquie Bowman speaks - I really really hope that when individuals leave the office that they could say "I had a place to talk through issues. I got good options so I can best figure out my next step."

Robert Ortega speaks - This is an opportunity for them to it could be their first step. Right? It could be the last resort, or it could be anywhere along the continuum so that we're willing to engage with them wherever they are. However, they come into our office.

University of Michigan Logo

Slide 17: Options for Reporting Concerns

[Slide Information]

Options for Reporting Concerns

What if you think you or someone you know may have experienced wrongful conduct or retaliation? What if you are ready to file a report? In that case, you have multiple options for reporting concerns.

If you know or think you've experienced wrongful conduct or retaliation, you are encouraged to report your concerns to the university resources below. They can provide you with guidance and help or refer you to where you need to go for help.

Review the available resources.

- **Compliance Information** - If you have a question about retaliation or compliance with a university policy or

federal, state, or local law, you can find help by:

- Submitting a question via the Ethics, Integrity, and Compliance web page. Their website page is: <https://compliance.umich.edu/>
- Contracting a compliance specialist who works in the area relevant to a university community member's concern - on the Topics & Contacts - Compliance page. Their website page is: <https://compliance.umich.edu/>
- Visit the Ask a Question page on the Ethics, Integrity and Compliance website. Their website page is: <https://compliance.umich.edu/ask-a-question/>
- To make a report via phone to The Compliance Hotline, call 866-990-0111 or visit the Compliance Hotline Website. Their website page is: <https://secure.ethicspoint.com/domain/media/en/gui/55302/index.html>
- **Local Resources** - Many issues can be promptly resolved locally (faculty, staff, or student environments), including by applicable resources:
 - A supervisor or high-level manager/administrator
 - Unit or school Human Resource Officer
 - Principal Investigator
 - School/College Student Services
 - Sponsored Organization Leadership or Faculty Advisor
- **University Central Office Resources**
 - **Ann Arbor Campus including Michigan Medicine**
 - For Students: The Dean of Students Office (DOS) (734)764-7420
 - For Faculty: Academic Human Resources (734)763-8938
 - For Staff: Staff Human Resources (734)763-2387
 - For Michigan Medicine Staff: Michigan Medicine Human Resources (734)647-5538
 - Dearborn Campus
 - For Students: Center for Social Justice and Inclusion (313)583-6445
 - For Faculty and Staff: Human Resources (313) 598-3568
 - Flint Campus
 - For Students: Dean of Students Office (810)763-5728
 - For Faculty and Staff: Human Resources (810)762-3150
- **Equity, Civil Rights and Title IX Office Resources** - The **Equity, Civil Rights and Title IX Office (ECRT)**(ecrt.umich.edu) on each campus is responsible for providing supportive measures, advice, and guidance to University Community Members and, when appropriate or required, investigating:
 - Student sexual and gender-based misconduct issues
 - Sexual and gender-based misconduct issues involving faculty, staff, and third parties
 - concerns of persons connected with the University of Michigan who believe they have experienced prohibited forms of discrimination and harassment
 - Retaliation regarding any of the above matters

Slide 18: What if a Complaint Is Filed Against Me

[Slide Information]

What if a Complaint is Filed Against Me?

The university is committed to implementing a fair and objective process to understand the facts. To that end, we want to be sure you are fully informed and aware of next steps.

Visit the Office of the Ombuds or the investigating office with any questions or concerns you might have.

DO

- Do keep it confidential. Avoid sharing information with any other coworkers or subordinates.
- Do be mindful. Make sure that you are not isolating the person who filed the complaint. Ask yourself, "Am I treating this person the same as I am treating others?"
- Do reach out if you have questions. The university is committed to implementing a fair and objective process to understand the facts. To that end, we want to be sure you are fully informed and aware of next steps.

DO NOT

- Do not take it personally. It is human nature to want to react to someone who files a complaint against you. However, take special care not to deny the person information, equipment and other benefits that are available to others.
- Do not interfere with the process. Let those investigating the complaint do so without interference. Participate by providing clear and accurate information about the situation.
- Do not threaten or intimidate those who file a complaint or are involved as witnesses in the investigation.

Slide 19: Knowledge Check 6

[Slide information]

True or False

You don't need to speak up when you notice something is wrong. Other people will notice and do something about it.

Feedback when correct:

That's right! If you are aware of an issue, don't assume others are coming forward. Even if other people have said something, you may have additional information that can provide help. Also, when we speak up, we can help prevent more harm from happening.

Feedback when incorrect:

The correct answer is B. False. If you are aware of an issue, don't assume others are coming forward. Even if other people have said something, you may have additional information that can provide help. Also, when we speak up, we can help prevent more harm from happening.

Slide 20: Knowledge Check 7

[Slide information]

True or False

The four main principles of the Office of the Ombuds are confidentiality, impartiality, informality, and independence.

Feedback when correct:

That is right!

Feedback when incorrect:

The correct answer is A. True.

Slide 21: Putting it All Together

[Slide Information]

Putting It All Together

This section contains scenarios to review and decide what you think about the situation.

After reviewing the scenario, you will have the opportunity to apply what you have learned. You may review as many of the scenarios as you would like.

Academic Scenario

Jonathan, a junior faculty member, was asked to be a witness in an Equity, Civil Rights, and Title IX Office (ECRT) investigation. When Jonathan's chair became aware of his participation in the investigation, he confronted Jonathan. He told him how "shocked and disappointed" he was that Jonathan testified. The chair mentioned that "there were some concerns" about Jonathan's commitment to the department. He also mentioned that since some tenured faculty viewed Jonathan's tenure case as "borderline," he should "keep his head down" and "not rock the boat."

In his next evaluation after his testimony, his rating changed from "exceptional merit" to "merit" despite a new award he had won for research excellence. Jonathan wonders if the change in his rating is retaliation.

Which of the following is the best answer?

The behavior of the chair could be retaliation if the evaluation rating changed because

Jonathan was a poor performer.

Jonathan participated in an ECRT investigation.

(This is the correct answer. Participation in an investigation about wrongful conduct is not a reason to lower a performance rating and could be considered retaliatory.)

Healthcare Scenario

Justin is working with his colleague Maurice. Maurice tells Justin he has met someone on an online dating site. Maurice and his date, Lauren, plan on meeting in person for the first time this weekend. Maurice then tells Justin that he searched the electronic health records and found Lauren's chart. He found out Lauren was five years older than she told him online! Now Maurice isn't sure he still wants to keep the date.

Justin knows that Maurice has committed a HIPAA violation. **Which is the best selection for Justin to confidentially ask questions about where to report?**

1. The Equity, Civil Rights, and Title IX office
2. Michigan Medicine Human Resources
3. The Office of the Ombuds

The correct answer is

3. The Office of the Ombuds is a confidential resource where Justin can confidentially ask questions and learn more about where to report the violation.

Research Scenario

Charlie is a doctoral student who works in a research lab. They are assisting their graduate advisor, Professor Smith, with a study about a new, promising medication. Charlie is excited that Professor Smith will list them as one of the study's authors.

One day in the lab, Charlie notices that Professor Smith's data for the study includes a data set for an experiment that was never conducted. The data set shows that the medication is highly effective, surprising to Charlie. His experiments and data found that the medication did not differ from a placebo medication.

Charlie realizes the data is false and brings it to the attention of the Research Misconduct Office.

Six months later, Charlie asks Professor Smith for a letter of recommendation for a post-doctoral program at another university. Charlie is surprised when Professor Smith refuses to write a letter of recommendation for him but has written letters for the other students in the lab.

Professor Smith's decision to not write a letter of recommendation for Charlie **would be considered retaliatory if it was made because...** (choose the best answer below)

1. Charlie had a problem with showing up to work at the lab.

Why this is not the correct answer:

It is not retaliation if Professor Smith decides not to write a recommendation letter based only on Charlie's attendance issues.

2. Charlie wasn't as qualified as the other students in the lab.

Why this is not the correct answer:

It is not retaliation if Professor Smith decides not to write a recommendation letter because of the quality of Charlie's work or lack of qualifications.

3. Charlie reported Professor Smith's research misconduct via the appropriate reporting channel.

Why this is the correct answer:

If Professor Smith refuses to write a letter of recommendation because Charlie reported research misconduct, this could be considered retaliatory behavior.

Supervisor Scenario

Cheryl, a supervisor, is informed that one of her staff, Freya, has filed a report. Freya reported that she overheard her colleagues Rachel and Chris joking about and imitating her accent. When Cheryl talks to Freya about the complaint, Freya tells her that she is worried about Rachel and Chris finding out. She fears filing the complaint has put a target on her back. Cheryl decides to reassign Freya from the day shift to the afternoon shift. Cheryl realizes the move may make it harder for Freya to pick her kids up from school and that the afternoon shift is nobody's first choice. She feels it is more important, though, to protect Freya. Cheryl doesn't want Freya to be intimidated or made uncomfortable by Rachel and Chris.

Rather than moving Freya without telling her, Cheryl could have handled the situation better by:

1. Taking action quickly with Rachel and Chris to inform them that retaliatory behavior is unacceptable and prohibited.

2. Showing Support to Freya by letting her know that Cheryl is available to listen to any concerns she might have. Freya should also come to her if she suspects she is experiencing retaliation.

3. Asking the investigating office for guidance and resources to handle the situation correctly.

4. All of the above

The correct answer is: all of the above

Workplace Scenario

Jackie is a chronic complainer and is often disrupting her coworkers with her complaints. She complains that the office temperature is too cold. She doesn't like the selections in the vending machine. She wishes that the department would buy a different kind of coffee. What they use is too strong for her and makes her jittery. Jackie has also made it known that she does not appreciate her co-workers leaving their silverware and dishes to soak in the office sink. She reports these actions to her supervisor and makes sure to post notes in the kitchen about it. Jackie's constant negativity drains the energy of her co-workers.

Jackie's supervisor, Alex, has spoken with Jackie many times about how her complaints affect others in the office. Even though Alex has addressed Jackie's behavior, it has made little difference, so Alex puts her on a performance improvement plan. Jackie reports that Alex is retaliating against her.

What is the best answer about Alex's actions?

1. Since Jackie's complaints brought on the performance improvement plan, Alex is retaliating against Jackie.

(This answer is wrong: Alex's actions aren't retaliatory because Jackie has not reported "wrongful conduct" under the Retaliation Policy. As a supervisor, Alex is responsible for managing performance and giving feedback to those they lead.)

2. Alex's actions aren't retaliatory because Jackie has not reported "wrongful conduct" under the Retaliation Policy. As a supervisor, Alex is responsible for managing performance and giving feedback to those they lead.

(This answer is correct)

Slide 22: Conclusion

[Slide information]

Preventing wrongdoing and retaliation isn't as simple as saying, "Don't do it."

It requires a commitment from all of us to say something when we see something that isn't right or when we have concerns.

It requires trust that our complaints will be handled appropriately when we speak up.

It requires awareness from all of us to know what workplace retaliation looks like and our options for seeking help or guidance.

This module is the first small step to educating you about how to prevent retaliation.

By focusing on this issue and taking impactful actions against retaliation, the University of Michigan can build a culture where all of us can thrive.

Slide 23: Take-Aways

[Slide Information]

Take-Aways

If you have any questions about retaliation, please reach out to one of the resources provided in this module.

A complete list of compliance resources is available for you to bookmark under the resource tab.

Now that you have reviewed the content, we hope that you are able to:

- Understand what retaliation is
- Describe the University of Michigan's commitment against retaliation
- Summarize the New Anti-Retaliation policy
- Recognize the difference between direct and subtle retaliation
- Locate reporting channels for retaliation

- Identify support options

Slide 24: End of Module

[Slide Information]

You Just Reviewed

Building a Culture That Thrives: Preventing Retaliation. You may now close your browser window.