



Great West Life Centre of Mental Health in the Workplace

Mental Health in the Workplace Research

August 2012





Methodology



- The methodology for this research involved an online survey among employed Canadians.
- A total of n=6,624 surveys were completed from July 18th to July 24th, 2012.
 - ⇒ This includes a total of n=4,307 surveys among employees and n=2,317 among managers/supervisors.
- The sample for this study was drawn from the Ipsos Reid Household Panel. Quota sampling and weighting were employed in order to balance demographics and ensure that the sample's composition reflects that of the actual employed Canadian population according to Census data.
- The precision of Ipsos online polls is measured using a credibility interval. In this case, the poll has a credibility interval of +/- 1.7 percentage points for employees and +/-2.3 percentage points for managers and supervisors. For more information on credibility intervals, please visit the Ipsos website at http://ipsos-na.com/dl/pdf/research/public-affairs/IpsosPA_CredibilityIntervals.pdf
- *A note on reading this report: In this survey some questions were asked among managers/supervisors, some among employees (i.e. non-managers/supervisors), and some among all respondents. Throughout this report, 'managers/supervisors' refers to questions asked among managers/supervisors, 'employees' refers to questions asked among non-managers/supervisors, and 'managers/employees' refers to questions asked among all respondents.*



Managing Emotions

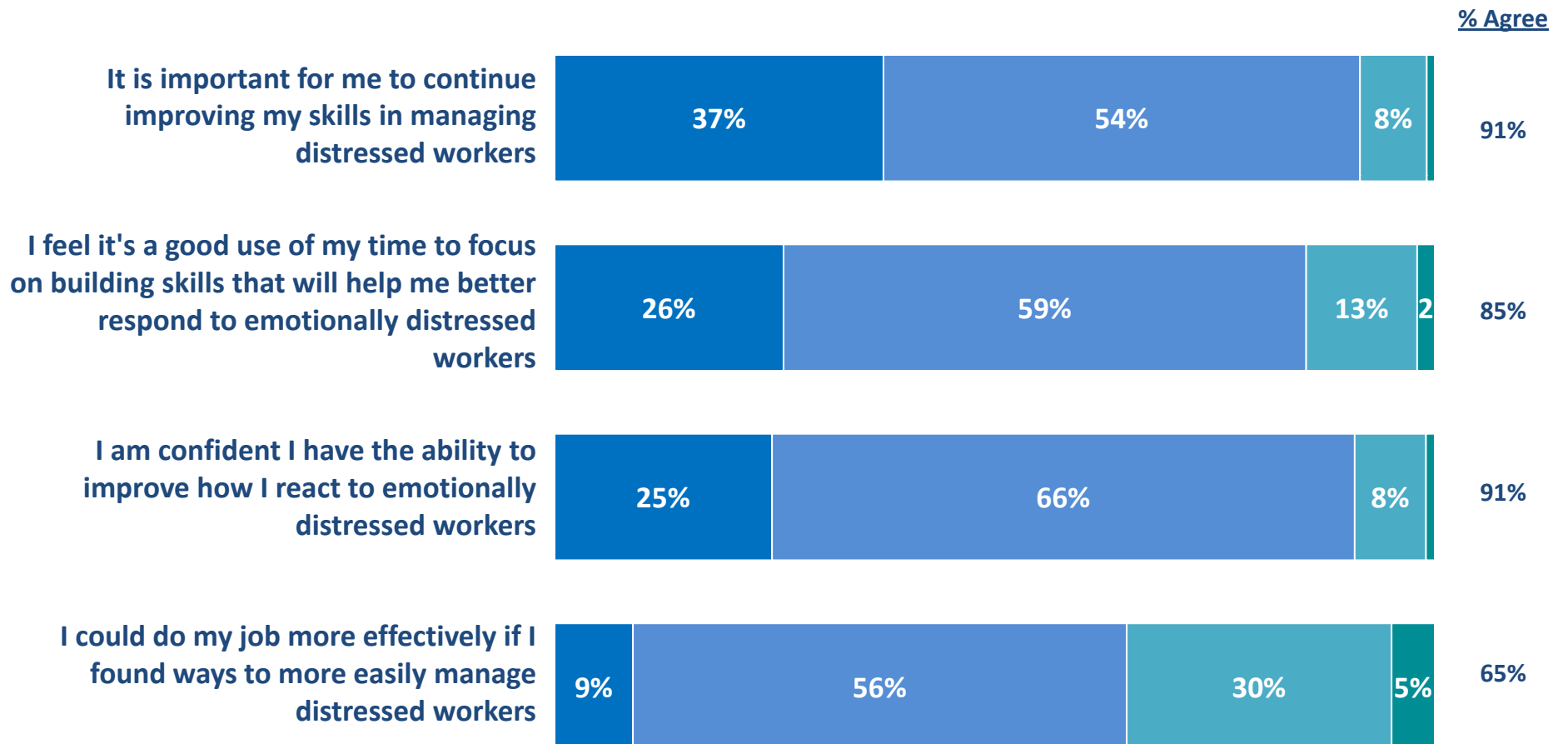


Managing Emotions: Questions One to Four



9 in 10 managers/supervisors indicate that it is important for them to continue improving their skills in managing distressed workers.

■ Strongly agree ■ Somewhat agree ■ Somewhat disagree ■ Strongly disagree



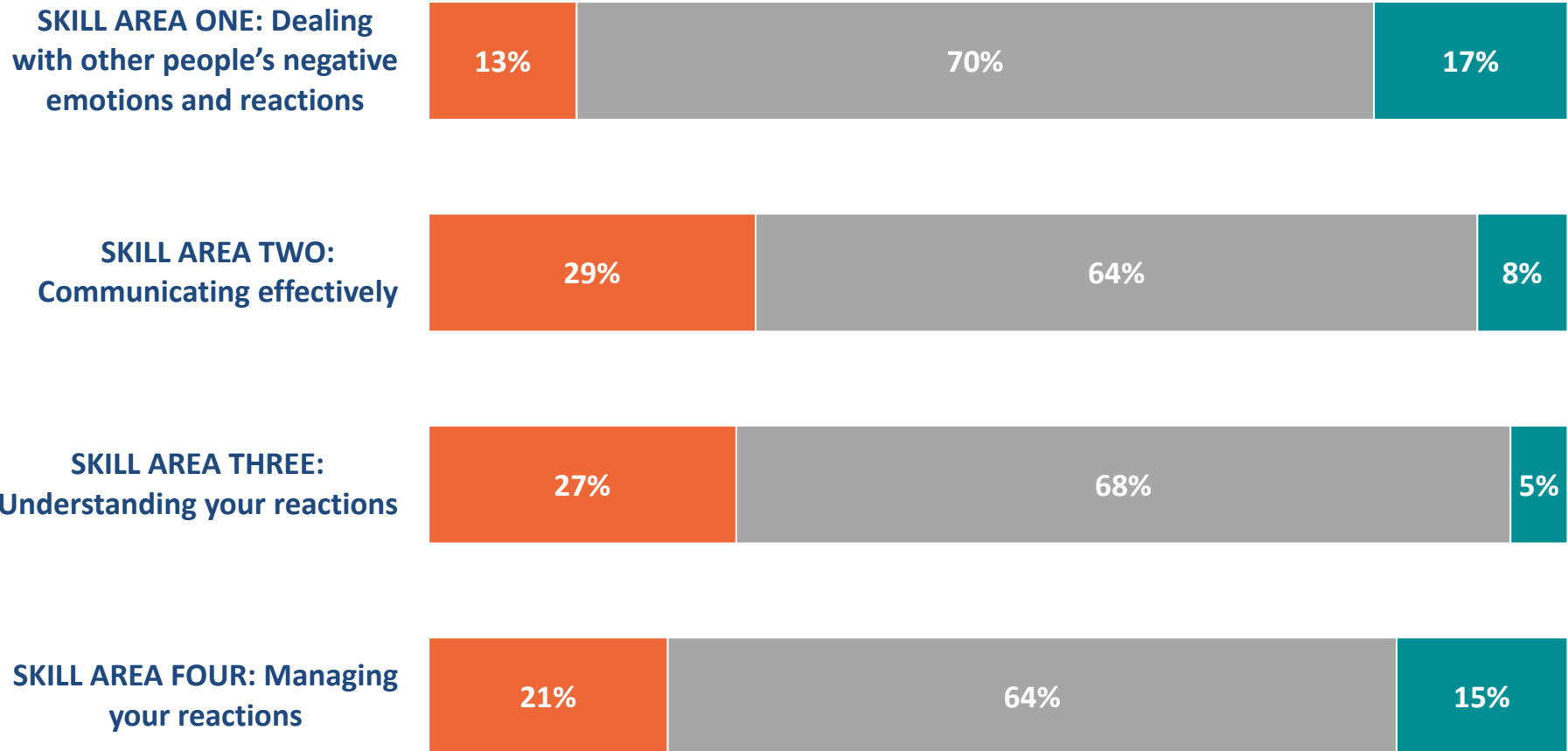
QM1. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement.
Base: Managers/supervisors n=2,317



Managing Emotions: Skill Areas One to Four



■ 12-30 (Challenge Area) ■ 31 - 39 (Moderate Strength Area) ■ 40 - 48 (Strength Area)



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Managing Emotions: Skill Areas One to Four

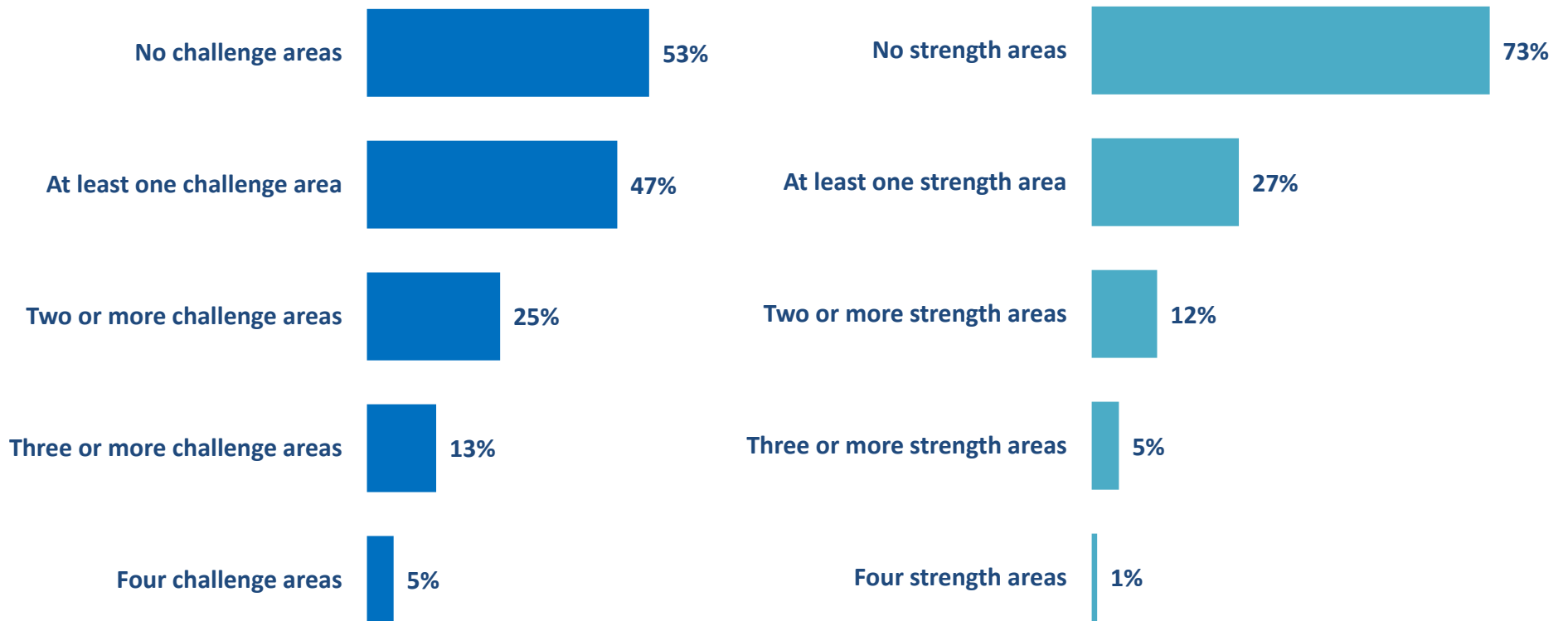
Managers and supervisors with multiple challenge or strength areas



Managers and supervisors were more likely to have reported multiple challenge areas (47%) than strength areas (27%). Those who reported no challenges in either of the four skill areas tended to be female (58% vs. 50% of males), working for organizations that are larger (60% vs. 51% of those in companies of less than 100 employees), public (60% vs. 50% of those in private companies), not-for-profit (63% vs. 50% of those in for-profit), and in the health care and social assistance industry (61%) or educational services (65%).

Managers with multiple challenge areas

Managers with multiple strength areas



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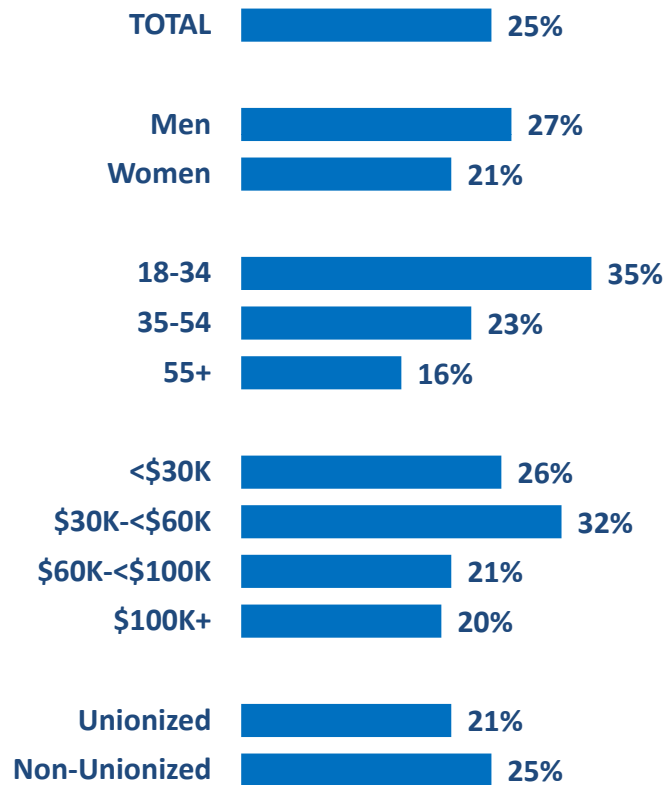
Managing Emotions: Skill Areas One to Four

Managers and supervisors with multiple challenge or strength areas



One in four (25%) of all managers and supervisors experienced challenges in two or more of the skill areas assessed. Men (27%) were more likely than women (21%) to have two or more challenge areas, along with 18-34 year olds (35%), moderate income earners (32%), and junior-level staff (33% compared to mid and senior-level staff at 22% and 23% respectively).

Managers with two or more challenge areas



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Base: Managers/supervisors n=2,317



Managing Emotions: Skill Areas One to Four

Managers and supervisors with multiple challenge or strength areas



Those working for moderate-sized companies of 100-499 employees (29% vs. 20% of those in larger companies), in the private (26% vs. 19% of public) and for-profit (26% vs. 18% of those in not-for-profit) sectors were more likely to experience two or more challenge areas out of the four skill areas assessed. Likewise, those working in the wholesale trade industry (36%) were more likely to report two or more challenge areas.

Managers with two or more challenge areas



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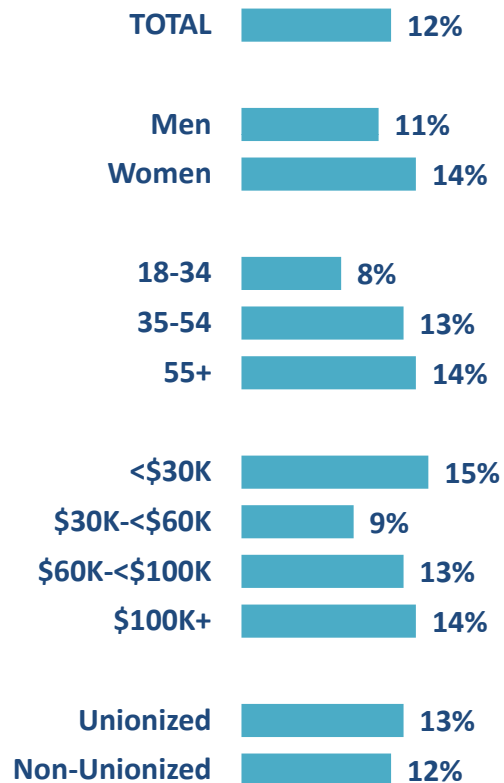


Managing Emotions: Skill Areas One to Four Managers and supervisors with multiple challenge or strength areas



Women (14%) were more likely than men (11%) to report two or more areas of strength in the four skill areas assessed. Those aged 18-34 (82%) were more likely to report no areas of strengths at all, compared to the older 35-54 year olds (70%) and 55+ year olds (69%).

Managers with two or more strength areas



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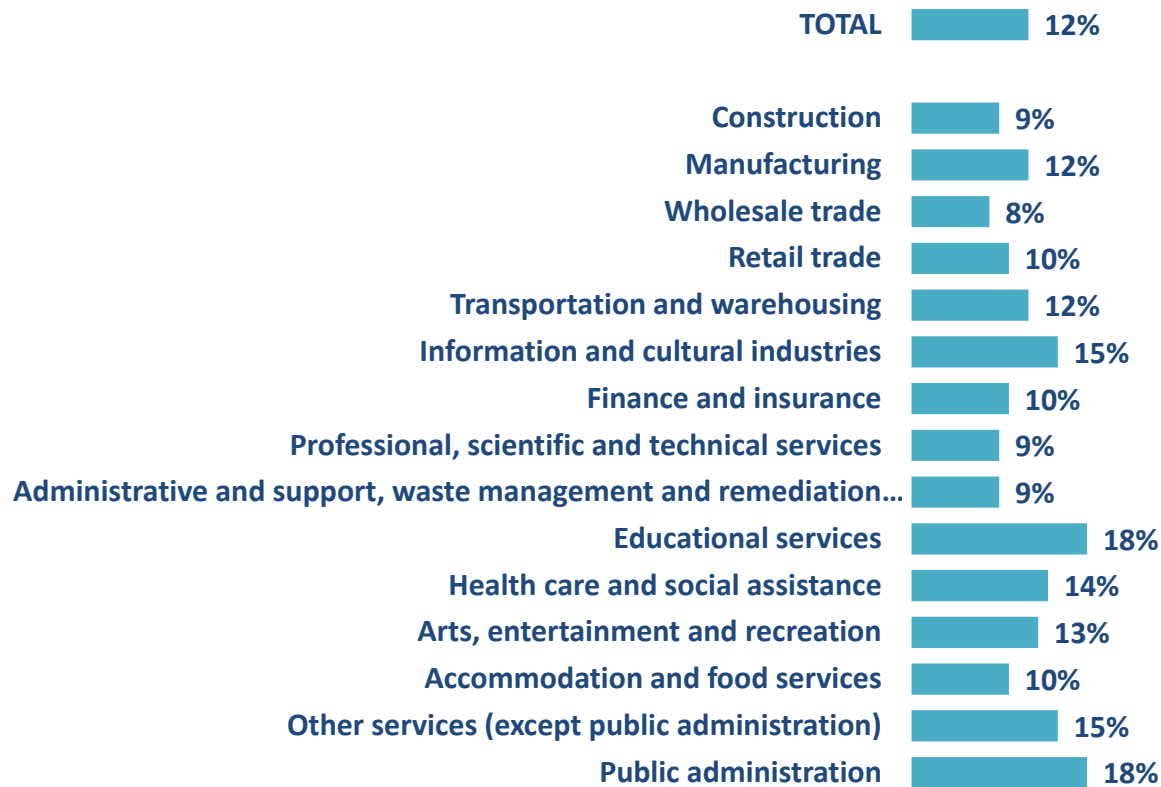
Managing Emotions: Skill Areas One to Four

Managers and supervisors with multiple challenge or strength areas



Managers and supervisors who were more likely to report two or more areas of strength tended to work in larger companies of 500+ employees (15% vs. 10% of smaller companies of 1-99 employees), in the not-for-profit sector (17% vs. 11% of for-profits), and in the education and public administration industries (18%).

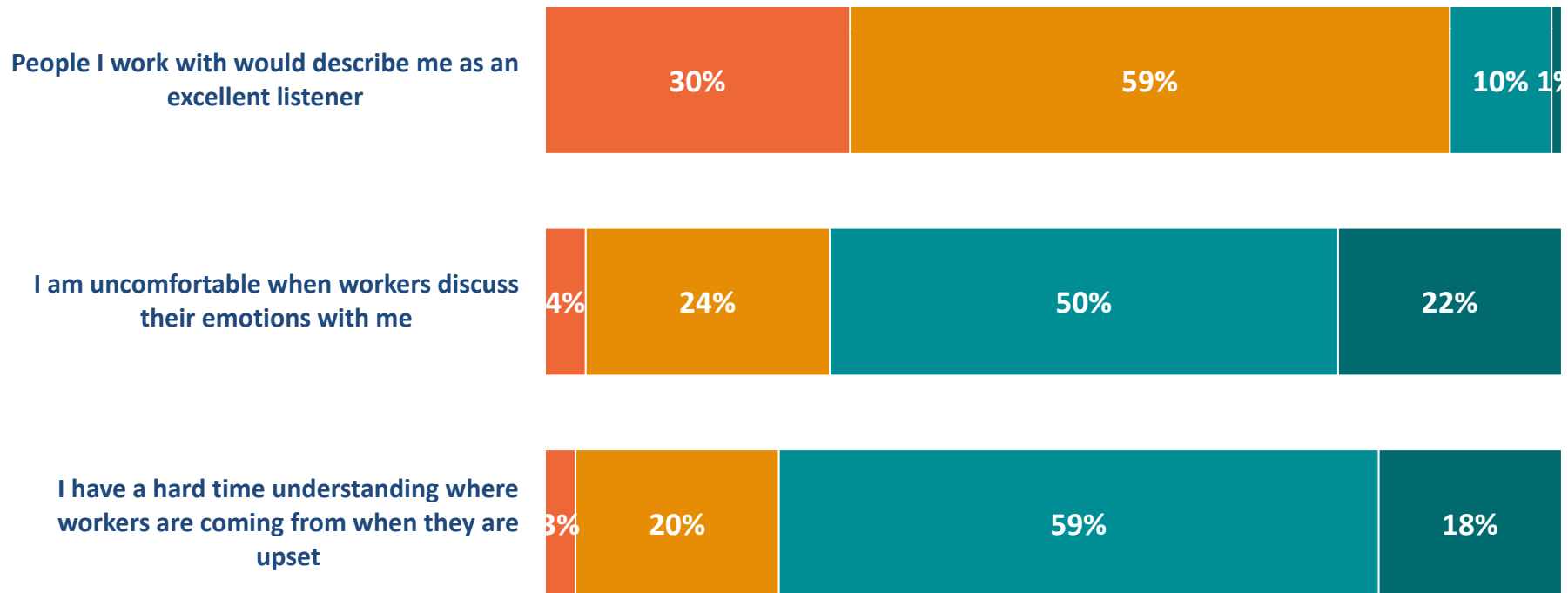
Managers with two or more strength areas



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Part 1: Understanding Other People’s Emotions: Recognizing and understanding the meaning, function and motivation behind other people’s emotions and feelings. Engaging in non-judgmental, active and reflective listening to better understand what a worker is trying to communicate and why. Effectively expressing empathy, respect and appreciation, both verbally and non-verbally.

■ Strongly agree
 ■ Somewhat agree
 ■ Somewhat disagree
 ■ Strongly disagree



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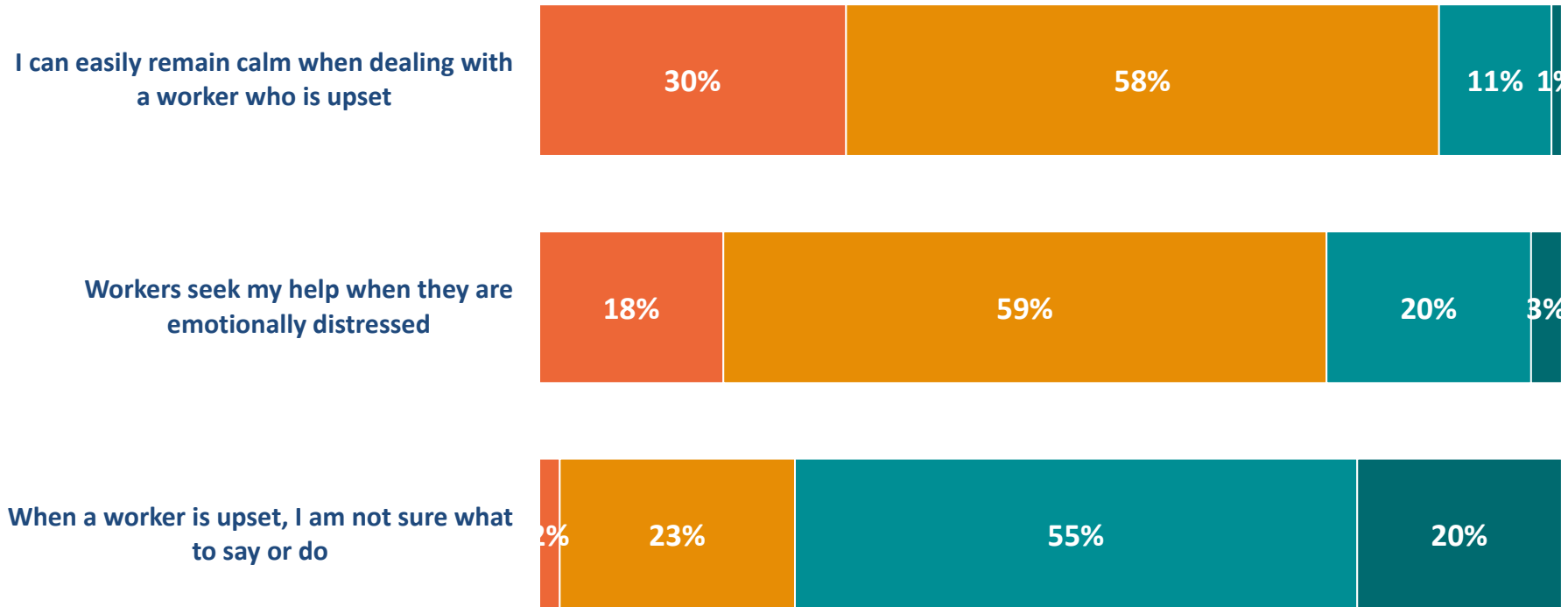


SKILL AREA 1: Dealing With Other People's Negative Emotions & Reactions



Part 2: Managing Others Who are Distressed: Responding effectively to workers who are distressed, or, at minimum, avoiding reactions that make a situation worse.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree



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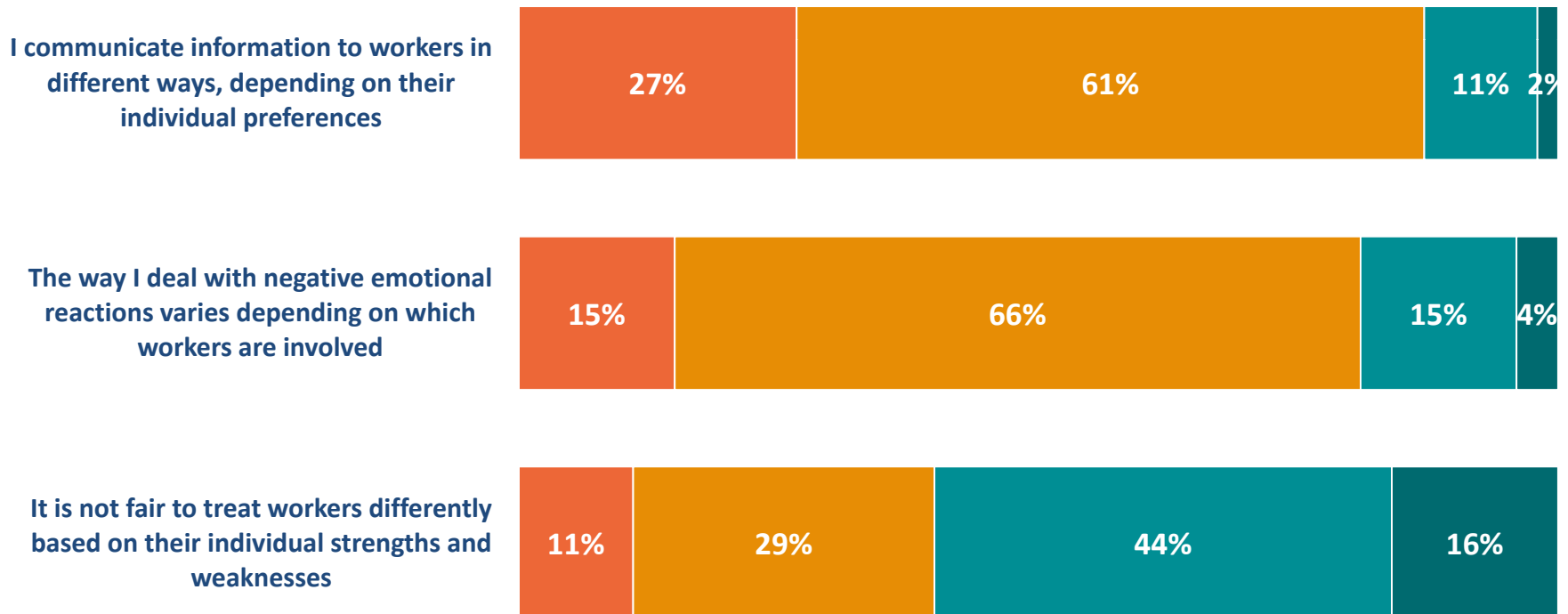


SKILL AREA 1: Dealing With Other People's Negative Emotions & Reactions



Part 3: Being Flexible & Adaptable: Using approaches that consider workers' age, sex, health (including mental health), and other differences. Being aware of individual differences when acknowledging and addressing workers' emotions and feelings.

■ Strongly agree ■ Somewhat agree ■ Somewhat disagree ■ Strongly disagree



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SKILL AREA 1: Dealing With Other People's Negative Emotions & Reactions



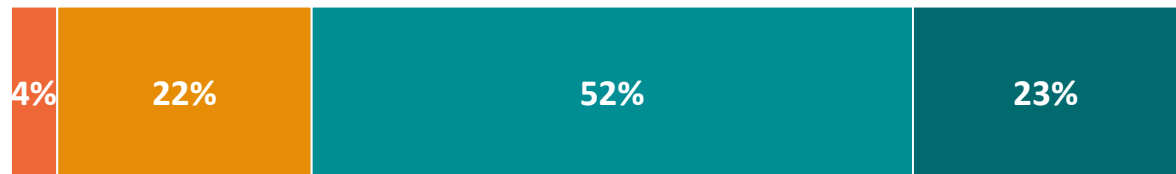
Part 4: Overcoming Barriers to Action: Understanding common barriers to responding effectively to emotionally distressed workers (e.g., uncertainty about what to say or do, lack of clarity about appropriate role, lack of organizational support).

Strongly agree Somewhat agree Somewhat disagree Strongly disagree

I do not acknowledge a worker's emotional distress unless they inform me directly that they are upset



Workplace policies discourage me from speaking to workers about their emotional reactions



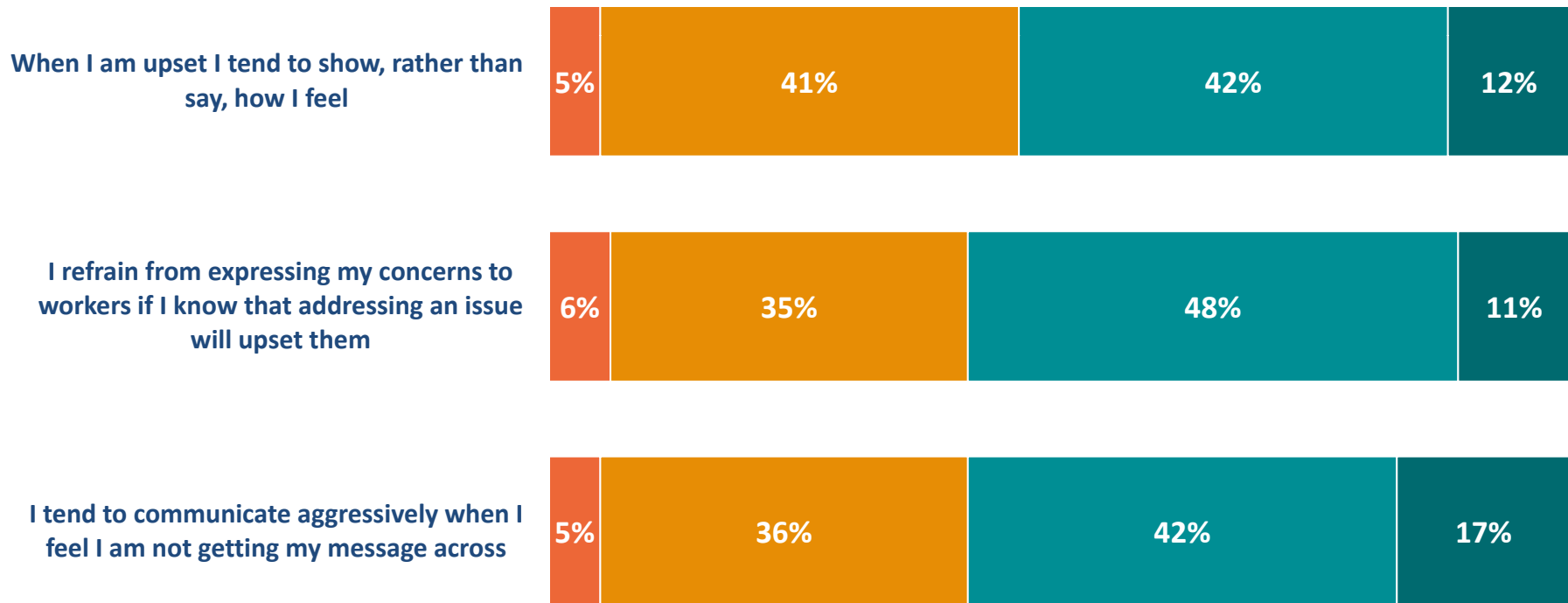
It is not my responsibility to provide support to distressed workers



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Base: Managers/supervisors n=2,317

Part 1: Communicating Assertively: Engaging in assertive, non-defensive communication that avoids aggressive, passive or passive-aggressive behaviours.

■ Strongly agree
 ■ Somewhat agree
 ■ Somewhat disagree
 ■ Strongly disagree



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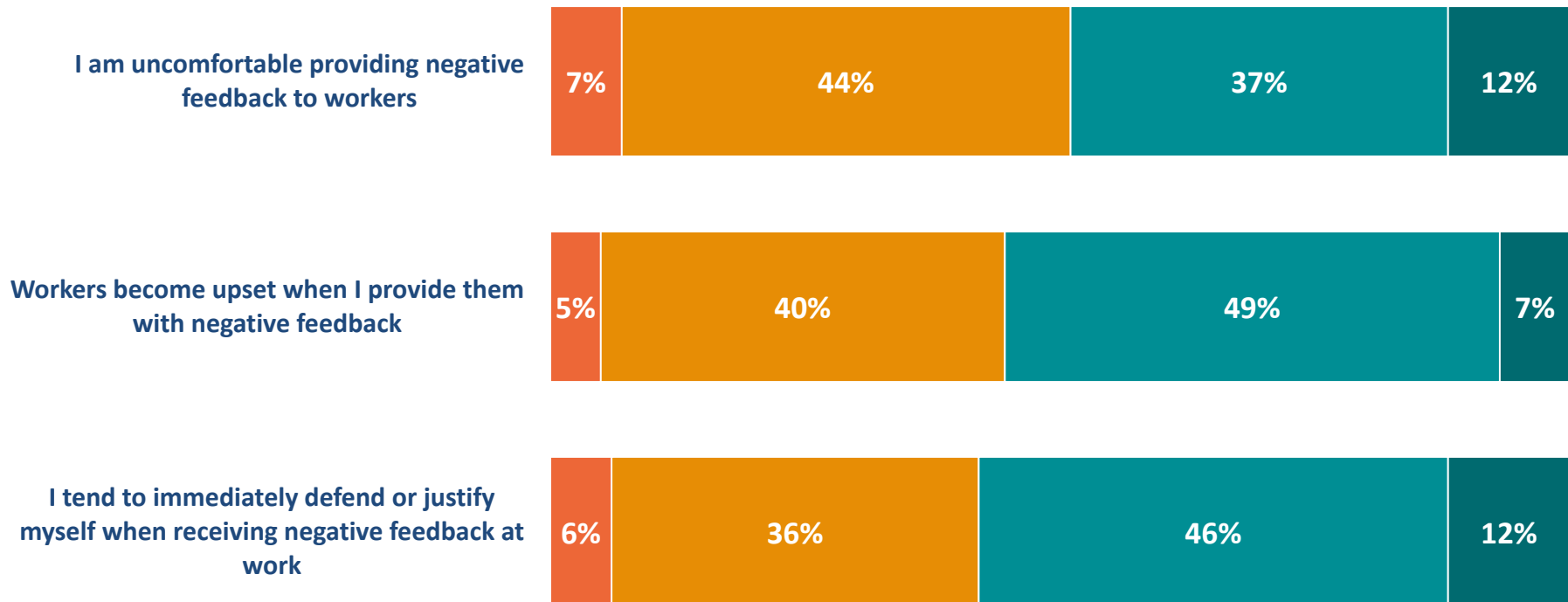


SKILL AREA 2: Communicating Effectively



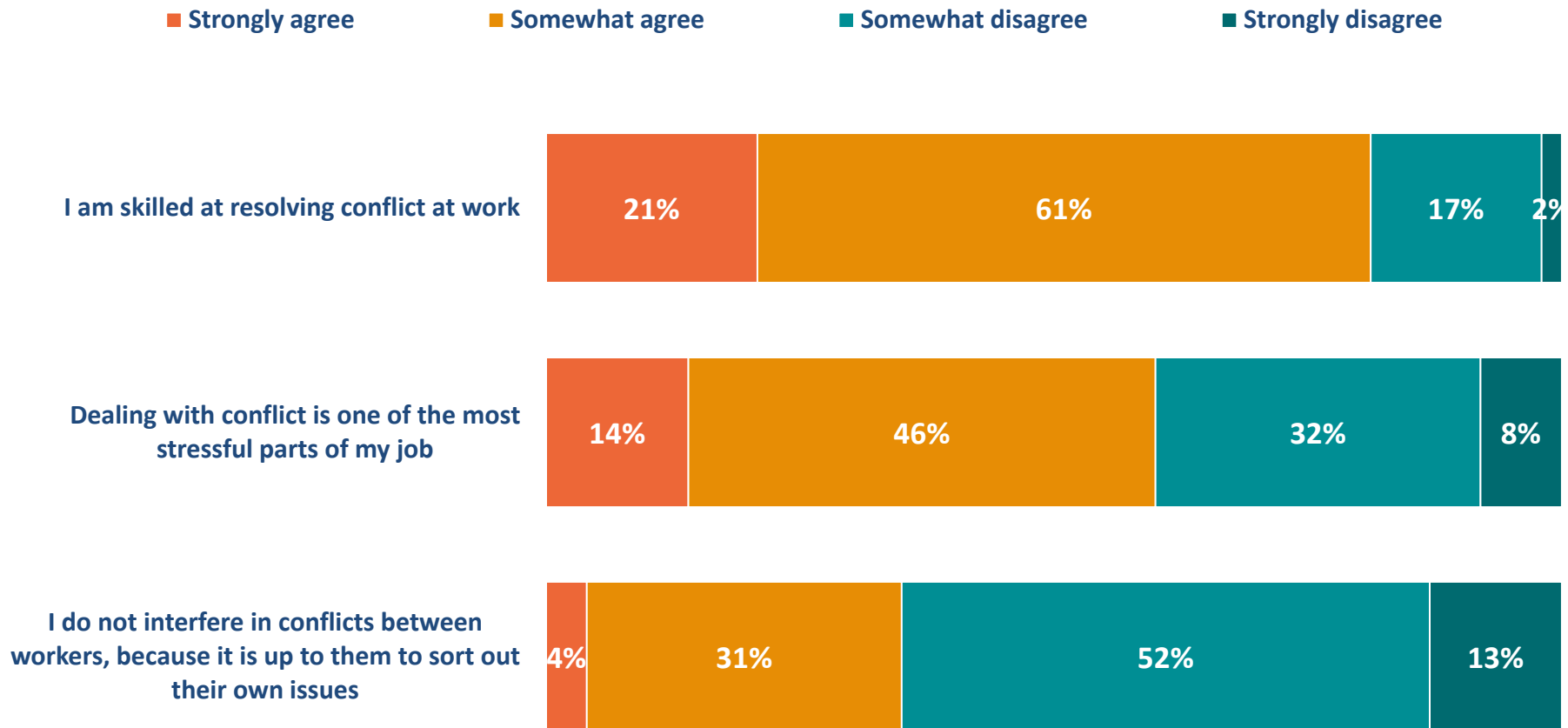
Part 2: Providing & Receiving Negative Feedback: Providing and receiving negative feedback in a constructive and respectful manner to help minimize your own and other people's negative emotional reactions and responses.

Strongly agree Somewhat agree Somewhat disagree Strongly disagree



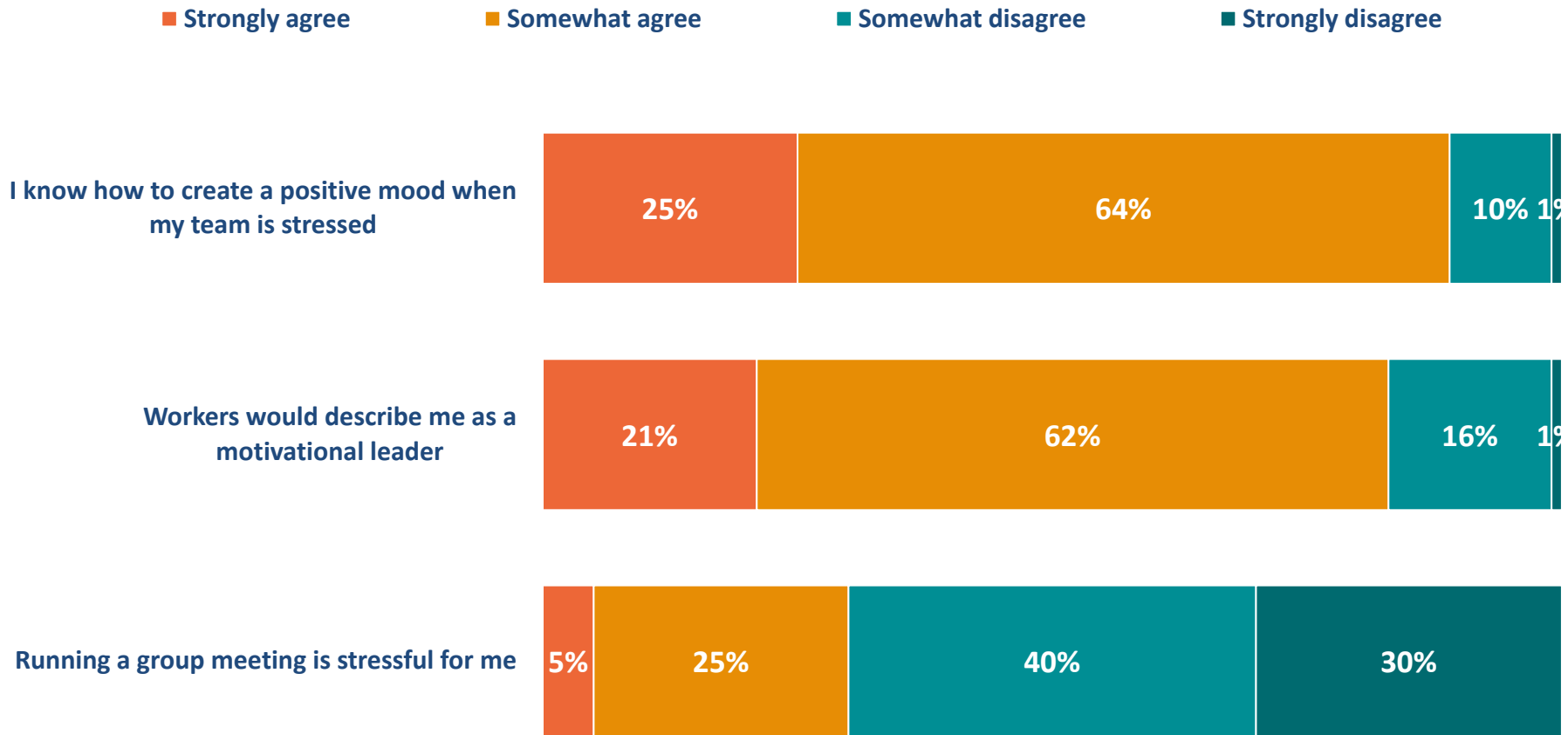
QM1. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement.
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Part 3: Managing Conflict: Effectively negotiating and resolving emotionally charged disagreements between and with workers.



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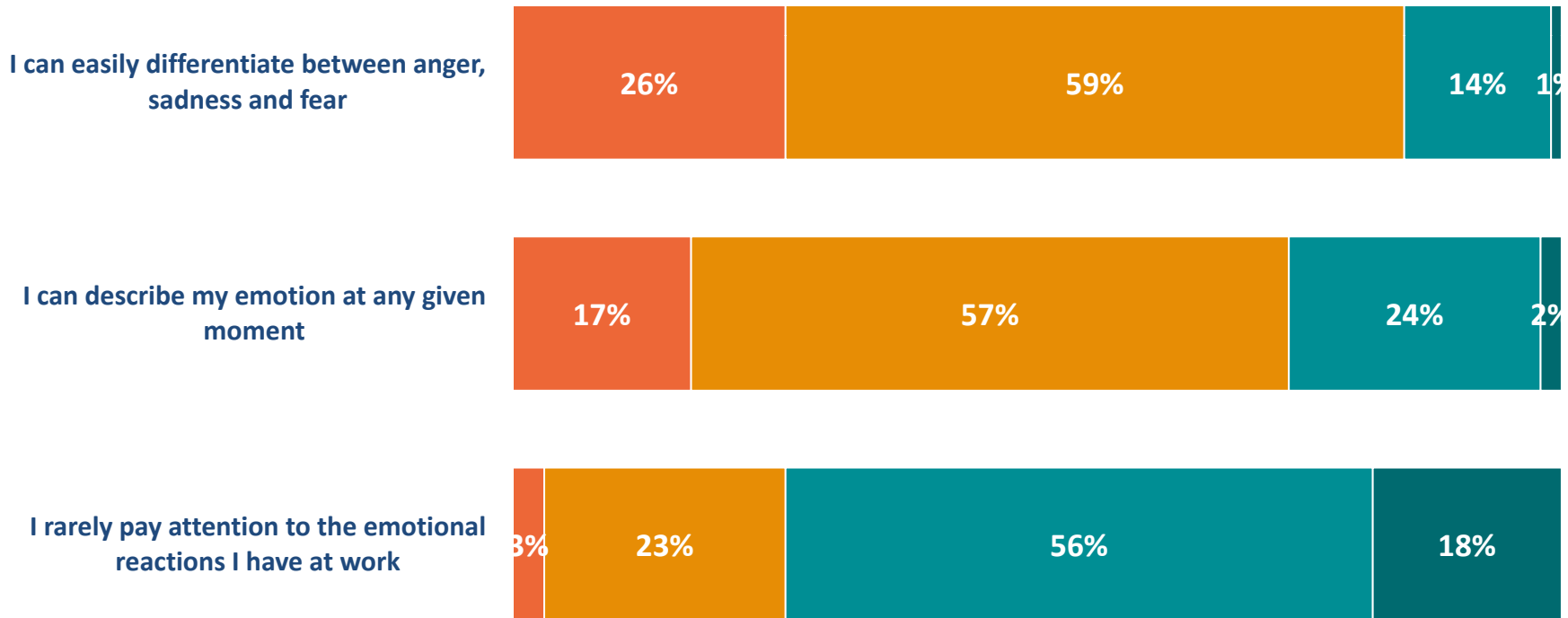
Part 4: Influencing Others Positively: Understanding how to effectively manage the emotional dynamics of a team or group.



QM1. Please indicate whether you strongly agree, somewhat agree, somewhat disagree, or strongly disagree with each statement.
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Part 1: Identifying Your Reactions Accurately: Identifying, labeling and differentiating between a range of reactions.

■ Strongly agree
 ■ Somewhat agree
 ■ Somewhat disagree
 ■ Strongly disagree



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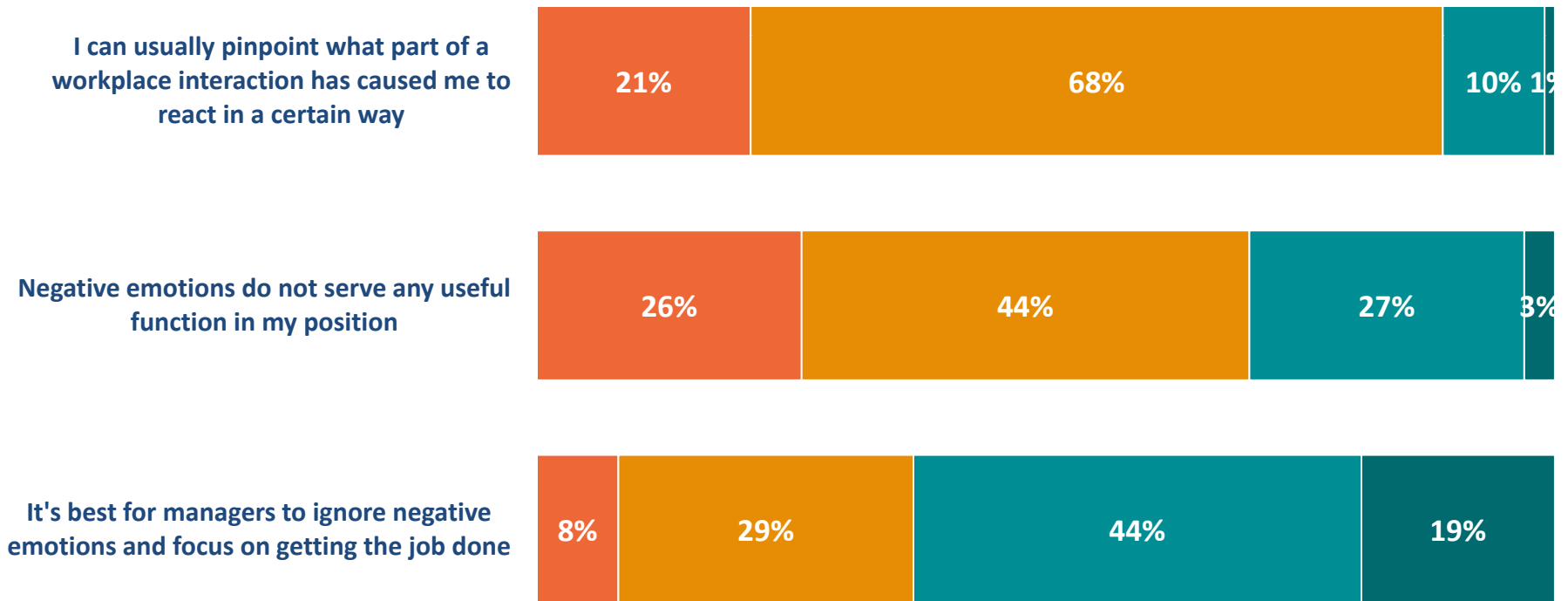


SKILL AREA 3: Understanding Your Reactions



Part 2: Understanding the Basis for Your Reactions: Understanding the potential causes and functions of reactions.

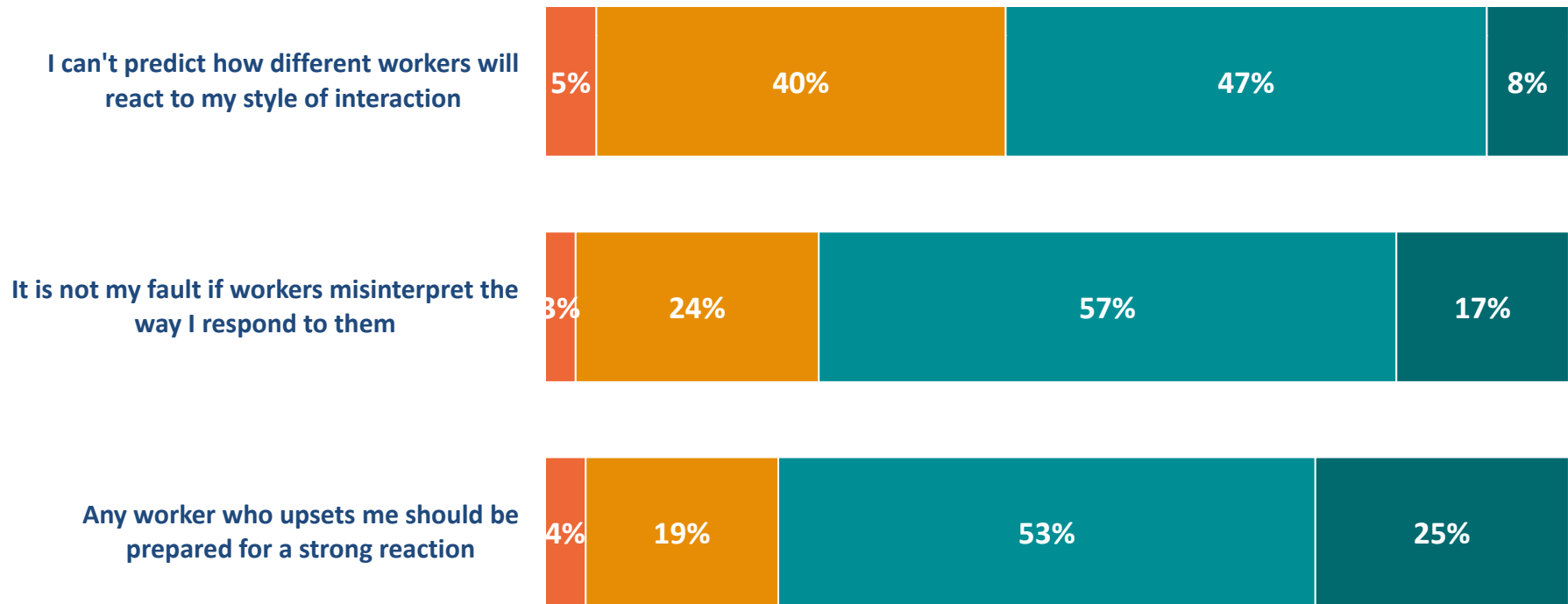
Strongly agree Somewhat agree Somewhat disagree Strongly disagree



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Part 3: Understanding How Your Reactions Impact Others: Understanding how what you say and do affects other people's reactions.

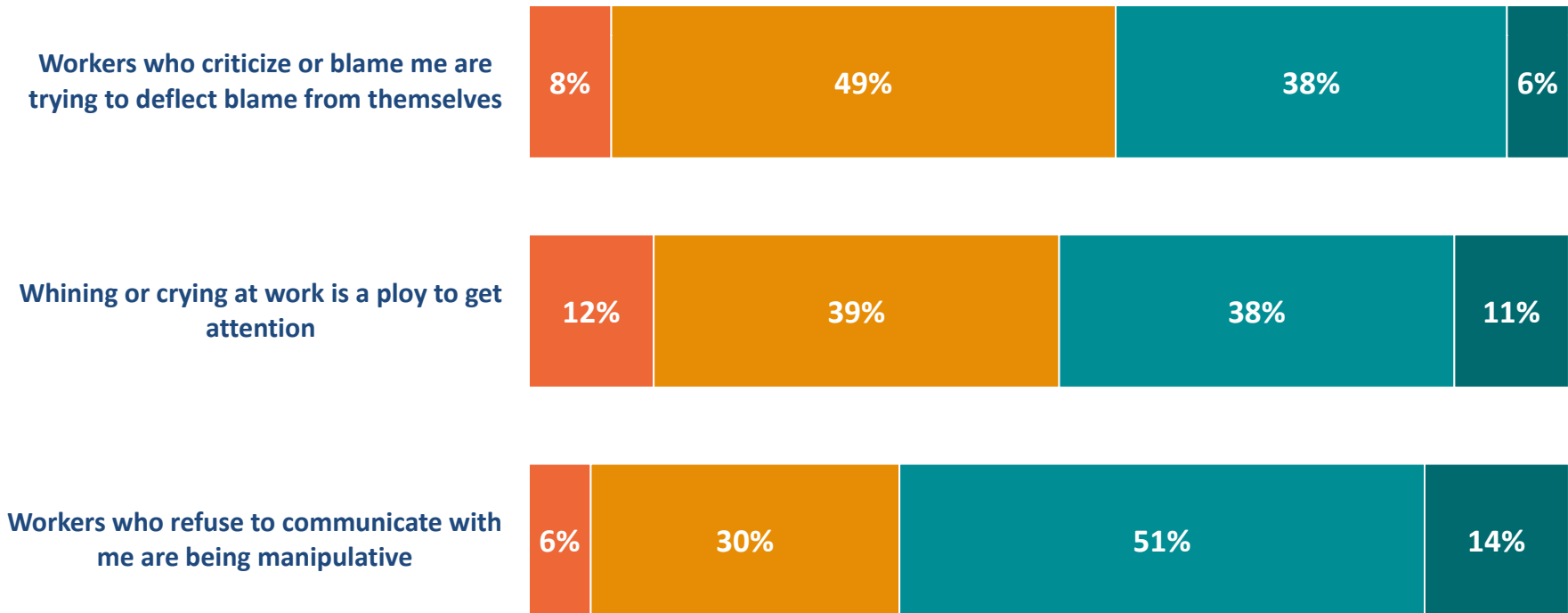
■ Strongly agree
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Part 4: Understanding How Other People’s Emotions Impact You: Understanding how you are affected by negative emotional reactions in the workplace.

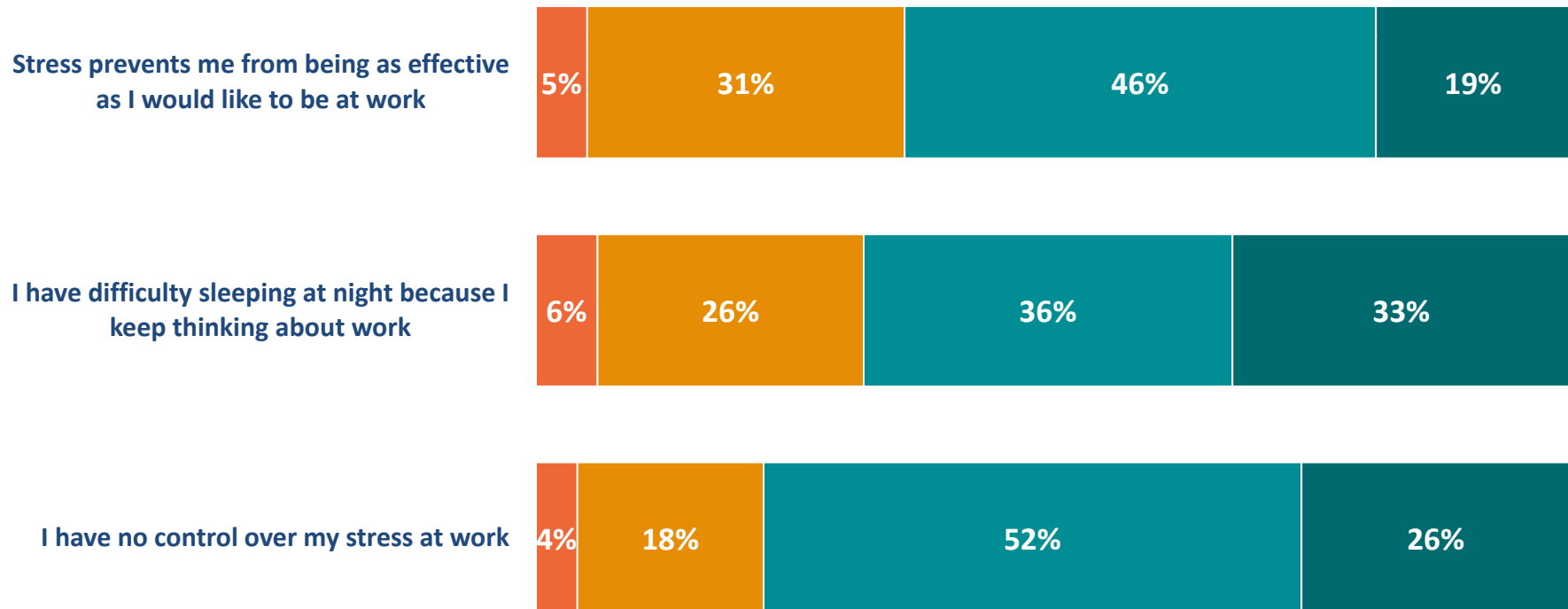
■ Strongly agree
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Part 1: Managing Stress: Effectively understanding, anticipating and managing personal and work-related stressors.

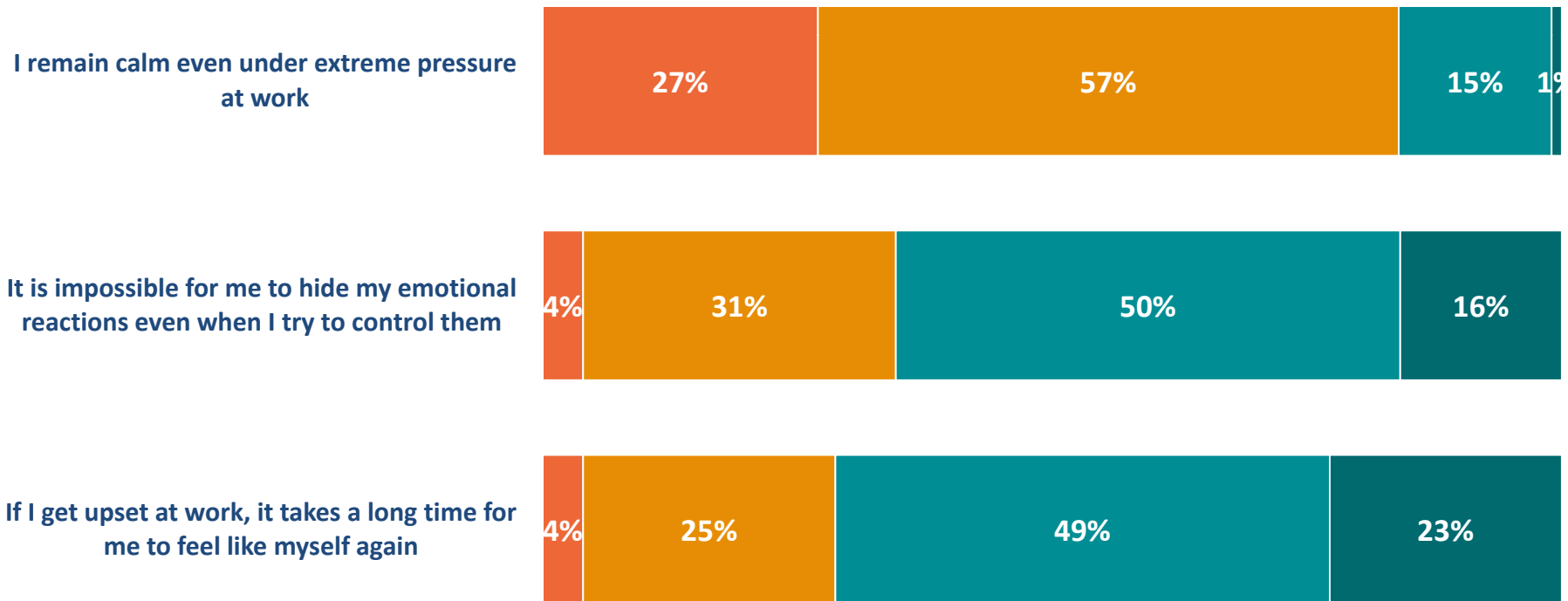
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Part 2: Self-Regulating: Being able to self-regulate and calm oneself, whether alone or with other workers.

■ Strongly agree
 ■ Somewhat agree
 ■ Somewhat disagree
 ■ Strongly disagree



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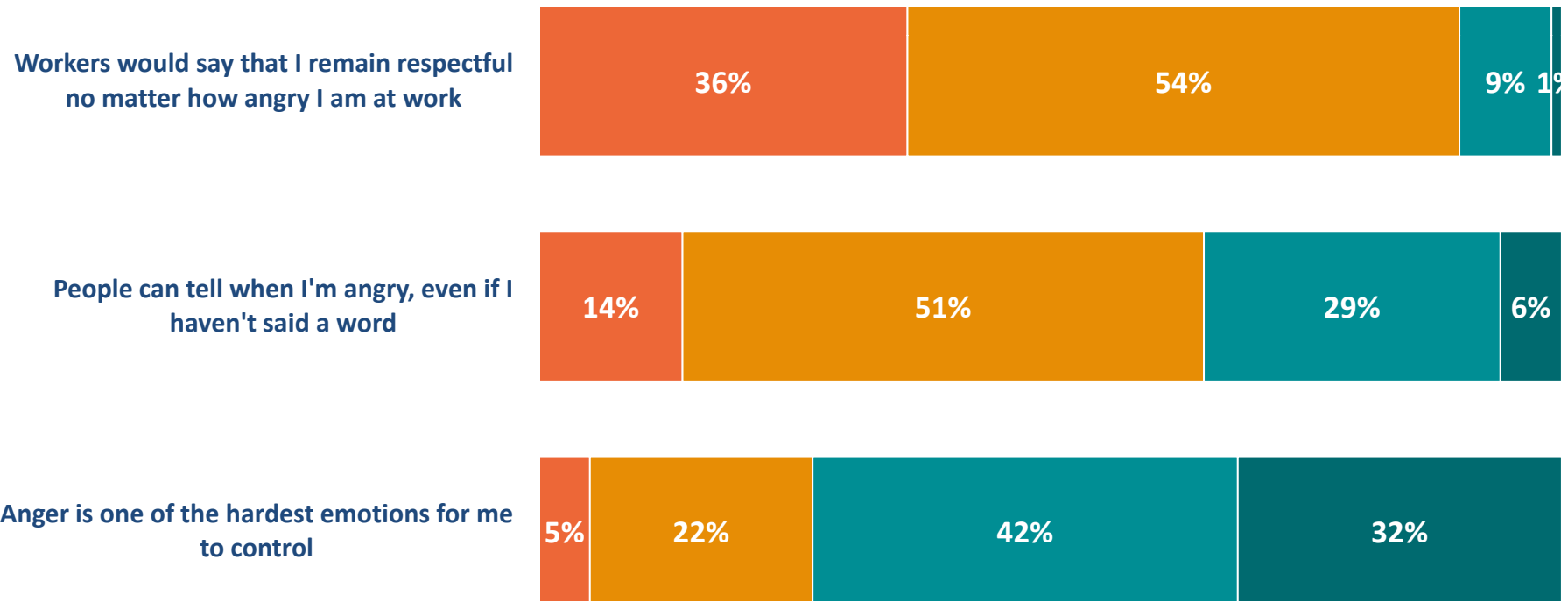


SKILL AREA 4: Managing Your Reactions



Part 3: Managing Anger: Being able to express anger appropriately, and being mindful of how your anger impacts others.

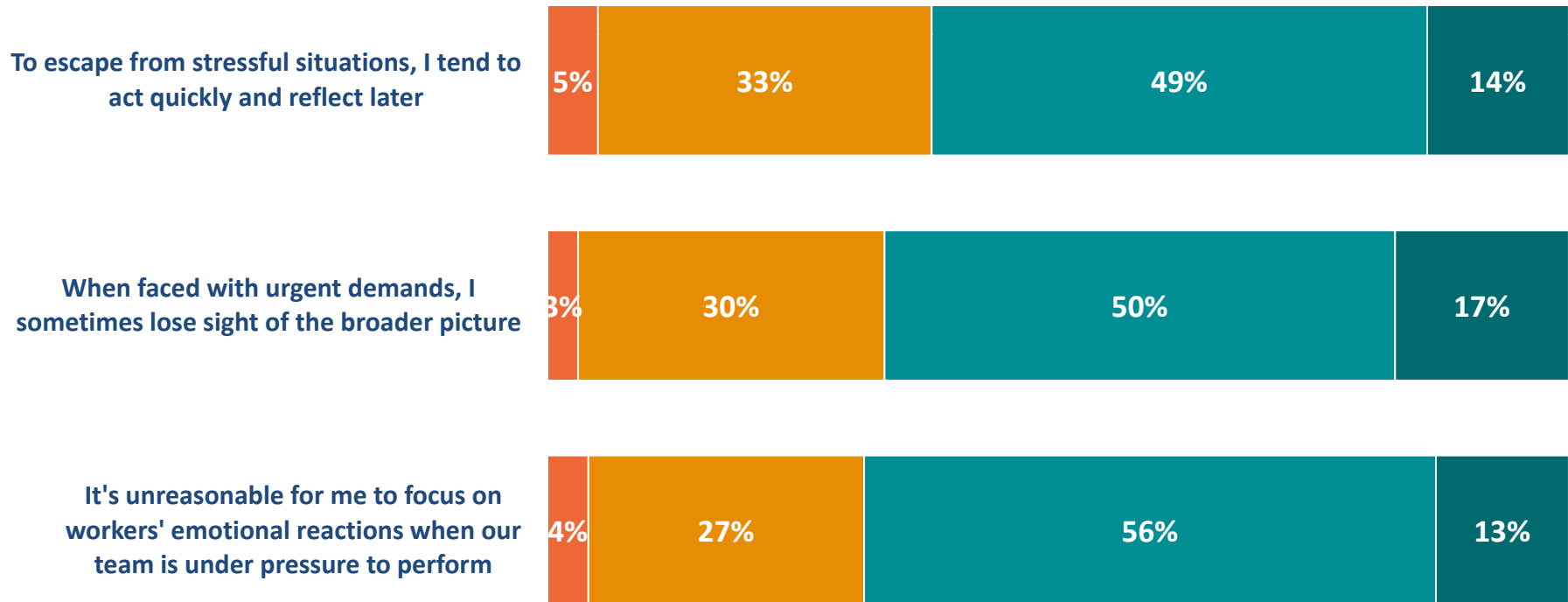
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Part 4: Making Decisions in Stressful Situations: Demonstrating self-discipline and impulse control in ambiguous or stressful situations.

■ Strongly agree
 ■ Somewhat agree
 ■ Somewhat disagree
 ■ Strongly disagree



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