WORKING IN A RESPECTFUL ENVIRONMENT
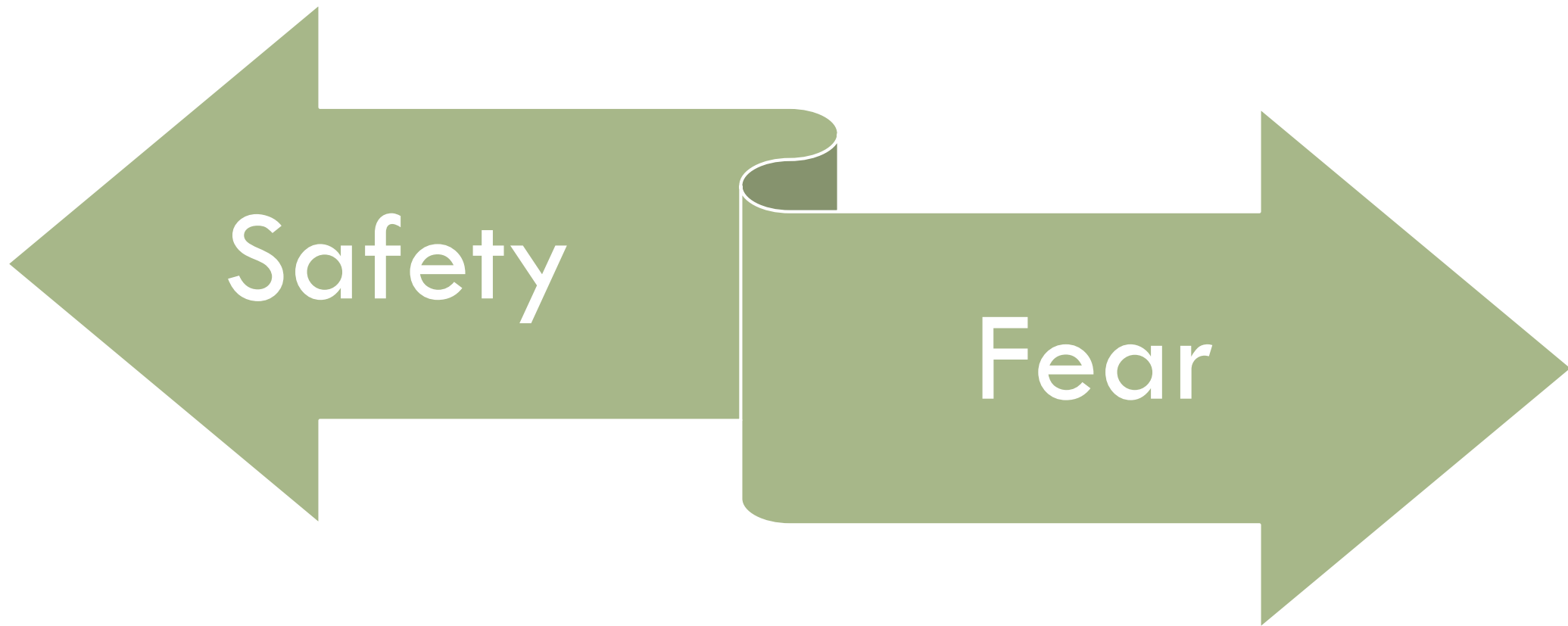
RESPECT

Module 1

Assumption

- Whether we anticipate being safe and respected affects how we show up at work

- How we show up at work affects our work climate

- Our work climate in turn helps us to take the steps necessary to assure the safety and respect of our colleagues

Safety at Work

How Does Fear Affect People in the Workplace?

What would it be like if we could reduce or eliminate fear?

Respect Index

- Do I feel respected at work?

- Does my employer value me?

- Does my work matter?

Most Importantly

- If someone truly believes they are valued and respected, and that their contributions are also respected and valued

- They will know that it is acceptable to raise concerns about things that interfere with their safety, productivity or well-being.

- We begin to talk to each other when problems are small

The transmission of respect or disrespect is both explicit and subtle

- We scan for and perceive intentional and unintentional cues

- We compare the cues we get to the **norms** we observe

- From this we deduce our stature in the eyes of others

- This forms the foundation of our organizational experience

What are the cues that signal respect?
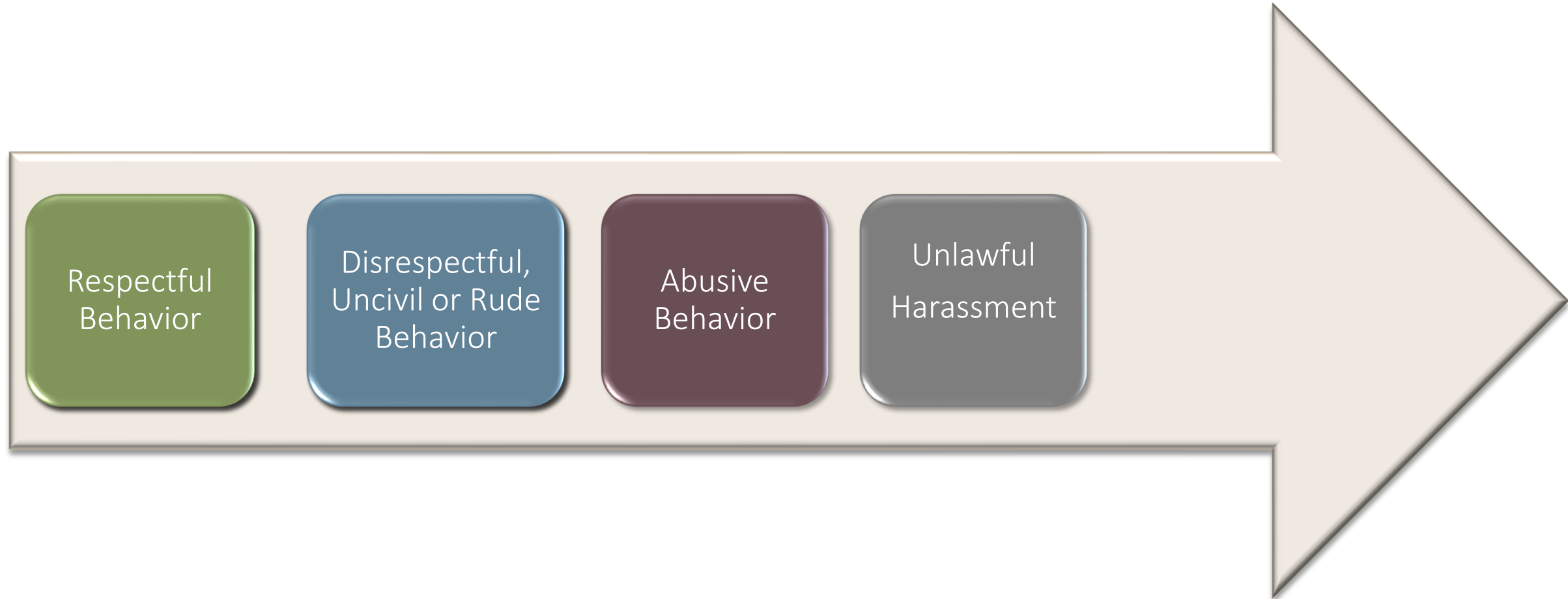
The Question

Respect as a Baseline

- Demonstrating cues that communicate respect is a baseline expectation to create a positive culture

- Variance in explicit cues is counter productive

Continuum

DERAILING RESPECT: WHAT GOES WRONG

Module 2

Rude or Disrespectful Behavior

☐ Occasional

☐ Persistent

☐ Disproportionate

The Opposite of Respectful Cues

- Uncivil Behavior
  - Can be Subtle
  - The Experience is Significant
  - Cumulative
  - Corrosive

Examples of Common Incivility

- Sarcasm
- Eye Rolling
- Criticism that is not constructive or timely
- Disrespectful talk about someone not present
- Repeatedly forgetting someone's name
- Not giving "face" during discussions and meetings
- Interrupting or denying floor time
- Baiting
- Being intentionally unavailable
- "Forgetting" to include

We are more likely to be uncivil towards those who have qualities that trigger our biases

- Implicit Bias
  - Unconscious
  - Not a Choice
  - Lead to preferential treatment to those "like us"
  - Lead to casual disregard of those who differ

Incivility is the Output of "System One Thinking

- System 1 is rapid, intuitive and error prone

- System 2 is more deliberative, calculative, slower and more likely to be error free

  - Tendency to use system 2 for our substantive work and system 1 for interactions, but not always

A ball and bat together cost $1.10

Separately, the bat costs one dollar more than the ball. What does the ball cost?

Reducing Incivility

- How do we get to system 2 thinking?

- An intentional pause

Mindful Respect

- Be mindful of your own relative comfort with individuals and how it affects your interaction
  - You are responsible for the impact of your cues
- Use micro affirmations (see cues for respect)
- Seek and accept feedback regarding your behavior as perceived by others
- Provide feedback to others in order to help them understand their own "blind spots."

Case Study

In a meeting being held to discuss a new program, Max, a new employee, asks a question about the program's origins. Jo, who heads up the initiative briskly tells Max that perhaps, as a newcomer, Max should listen and learn rather than ask questions.

□ What should happen?

□ Who should act?

Abusive Behavior

Abusive Behavior

- Repeated, targeted mistreatment of one or more people by one or more people that includes any of:
  - Physical intimidation
  - Verbal Abuse
  - Psychological Mistreatment such as gas lighting, humiliating or scaring
  - Sabotage of Work Product
- When it affects people's ability to perform their job or to come to work

Abusive Behavior Can Be

- Loud
  - Yelling and Screaming
  - Overtly harassing someone
  - Being chronically negative and critical

- Quiet
  - Manufacturing Drama
  - Sharing Information inappropriately
  - Shunning

Case Study

Deborah is an individual contributor. She is known to be a high performer with meticulous work habits, stellar attention to detail and an ability to be highly productive. When deadlines come around, she is prone to mood swings that involve raising her voice, slamming her drawer, and making frequent comments to her coworkers about what she perceives as their inadequate efforts. Her coworkers have complained about this and she has been spoken to, but the pattern persists. Your friend works with Deborah and is resentful that no one seems to care that Deborah terrorizes them regularly.

What should happen?

Who should act?

STEPPING UP AND STEPPING IN

Module 3

Active Bystander Process: Pay Attention

□ Overhear

□ Observe

□ Hear about

□ Consider the impact on the target, on you, on the work environment and culture.

  ▫ Don't diminish little things – microaggressions and subtle ism's need intervention.

Don't Rescue

- ☐ Focus on your reaction and response

- ☐ Get data if you perceive someone is being exploited or harmed

Assess Context and Level of Influence

- Can I **safely** influence this behavior

  - Consider relationship: Trust? Familiarity? Respect?

  - Consider power, status and authority: Are you the best one to respond?

  - What are you worried about?

    - If your worries involve safety and well being, look at indirect interventions

Intervention Strategies

- Disrupt, Distract, Deflect

- Support

- Address (directly or indirectly)

- Report

Disrupt, Distract, Deflect

- Change the subject or steer conversation back to original subject

- Interrupt

- Use gentle humor (carefully)

- Ask a question

- Redirect

- Use a non sequiter

Support

- Offer support privately

- Spotlight or affirm

- Seek impressions of allies

- Actively listen

- Inquire about ways to help

- Provide advice as appropriate

- Role play self help

- Offer to accompany for conversation or report

Confront

- Provide private feedback

- Write a note or an email

- Partner with an Influencer (delegation)

- Speak up in the moment
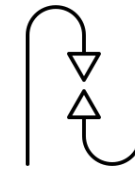
Report

- Report to security, HR, or other authority

- Accompany target to report

- Anonymously report

- Third party report

Bystander Case

- During a meeting, a male identified employee consistently interrupts and asks challenging questions of the female identified presenter. While the questions are not unreasonable, the frequency and tone of them are clearly making some other people uncomfortable. At other points in the meeting, the employee interjects and responds to questions posed to the presenter. The responses are factually correct. The presenter appears to be getting frustrated, and the atmosphere is not feeling productive.

Bystander Case

□ A member of the leadership team has presented a new sales initiative to the assembled staff. When one of the staff asked a question, the member of the leadership team got visibly frustrated and said, "this is how we're doing things, if you don't like it, you don't have to work here." You think the question was perfectly reasonable, and can see that everyone has become uncomfortable.

Remember

☐ Derailer behavior usually gets worse without someone doing something

☐ It does not go away on its own

☐ It is always an option to report to management

☐ The goal is always to stop the behavior

FEEDBACK: GETTING THE GIFT

Module 4

We have to practice getting feedback to be ready to receive it well.

- Seek feedback actively
- Integrate feedback into regular activities

Gift-Getting Behavior

☐ Thank You

☐ I appreciate it

☐ I know just what I'll do with it

Gift Giving Behavior

- ☐ Begin with a positive intention

- ☐ Be specific about behavior

- ☐ Be specific about impact

- ☐ Focused on a desire to have the behavior stop/change

Gift Getting Behavior

- Thank them
  - Show appreciation
  - Admire the gift: tell them what you got.
  - Tell them you will do something with it
- Avoid
  - Striking back
  - Counter-grievance
  - Impugning them
  - Minimizing their concern or suggesting they misunderstood

Feedback Model

- Begin with a positive intention

- Be specific about behavior

- Be specific about impact

- Focus on a desire to have the behavior stop/change

- Restate positive intention

- Thank them
  - Show appreciation
  - Admire the gift: active listening
  - Tell them you will do something with it

Feedback Practice

- A is the giver
- B is the getter
- C is the observer

Feedback Practice

☐ You are aware that your colleague has been making critical statements about you to others, but has never come to you directly. It is time to tell your coworker that this in unacceptable.

☐ Consider what you might be worried about in providing this feedback.

☐ Recipient, consider how you might feel about this.

☐ Observer, note what is most effective

LEARNING

Module 4A

Please Note

- One key takeaway

- What you are going to do with it

With a Partner

1. Describe something you learned today that was new or particularly valuable

2. Record your partner's statement in writing

3. Explain one new thing you are going to do as a result of this session

4. Record your partner's statement on the learning sheet