

LEADING FOR RESPECT



COMPETENT CULTURE

High Performance



Cultural Competence for Prevention and Response:

Perceptions of...



Concept of Safety

- We are mindful of *physical* safety because it is essential to organizational and individual performance
- It is so important it is legislated!
- Your employers required to ensure your *physical* safety.



Safety
First



Psychological Safety

- The reduction of psychological fear in the workplace
- What does that look like?



The Costs of Fear

- How have you seen fear affect people in the workplace?



FEAR



Fear at Work

Unreported errors or problems snowball into large problems or errors

People waste time and energy on workarounds

The stress of ongoing fear is a neurotoxin that limits creativity and problem solving

Fear results in fight, flight, or freeze, which, when sustained, means leaving, acting up or failing to perform

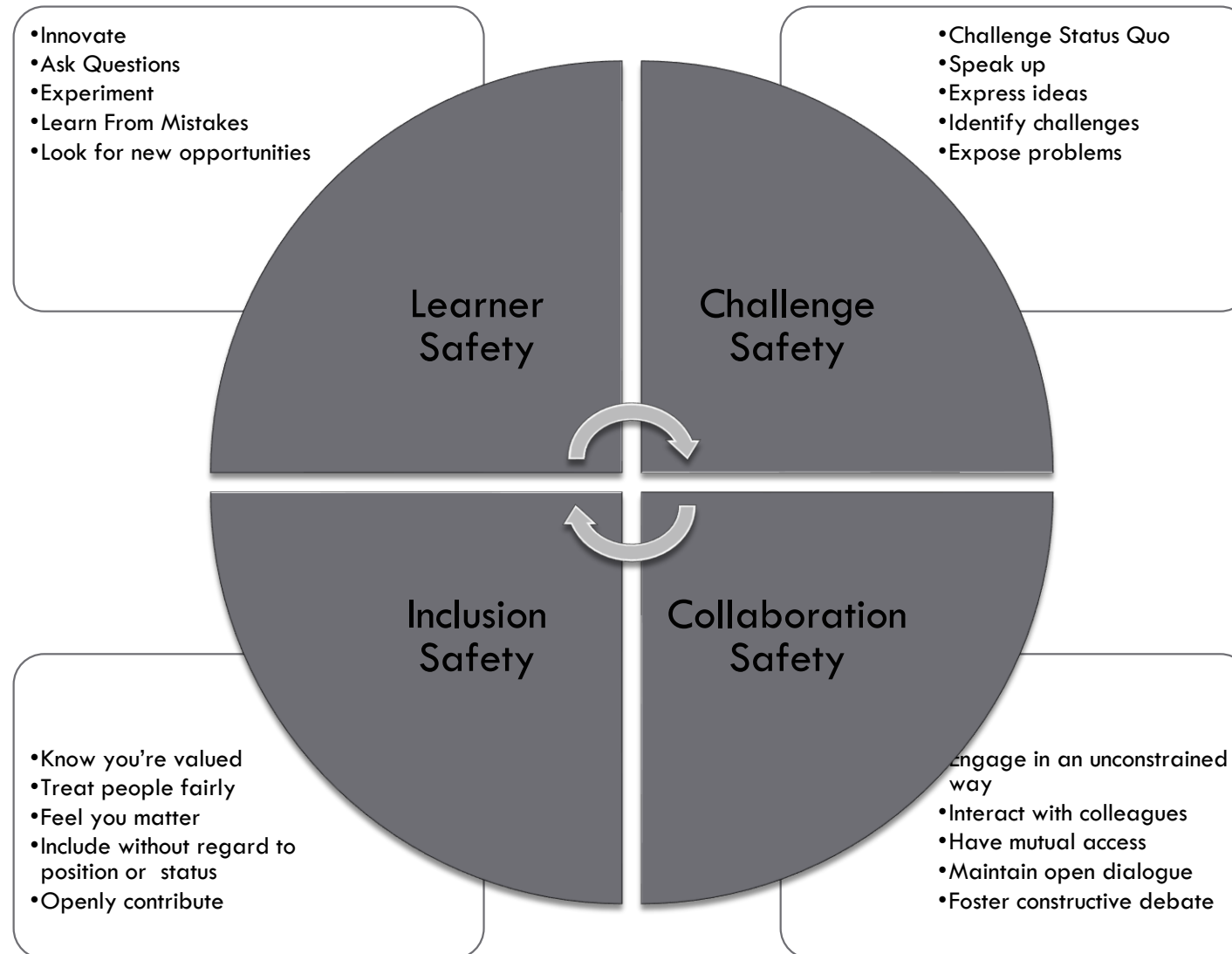


Edmondson's Matrix

	Low or No Standards	High Standards
High Psychological Safety	Comfort Zone	Learning and High Performance
Low Psychological Safety	Apathy	Anxiety and Fear



Quadrants of Psychological Safety



Creating Psychological Safety

- Explicitly discuss the qualities and behaviors that are valued: think about the characteristics and behaviors of people around whom they can be unguarded, feel comfortable bringing up difficult issues with or giving feedback to without fearing the consequences



Creating Psychological Safety

Establish and
model ground
rules and
expectations

What happens on
our team that
results in fear,
exclusion or harm?



Foster a Culture of Curiosity and Questions

- Balance inquiry with advocacy
- Seek to understand



Model Behavior

Demonstrate
vulnerability

Embrace tough
feedback and bad
news as a gift

Use Cues

Accountability for
poor behavior

Create practices and
structures that give
voice (i.e the 2
minute rule)

Increase your own
sense of security and
safety by taking risks
and succeeding!



Leading for Psychological Safety

- ❑ Assure structures ensure all voices are actively solicited and heard
- ❑ Create “feedback rich” environment
- ❑ Reframe errors or failures
- ❑ Identify individual needs for safety





Fairness



Think of a Time You Were Treated Unfairly At Work



What was the situation?



How did you react?



If the unfairness was not remedied quickly, how did your experience of your workplace change?



Perceptions of Unfairness are Expensive

Counterproductive
Behavior

Sabotage

Aggression

Leaving

Badmouthing

Stealing

Stirring the Pot

Suing/Claiming





Understanding Fairness

- Outcome Fairness:
 - ▣ Fairness of outcomes from decision making
 - Equity
 - Equality
 - Need



Understanding Fairness

How the decisions get made

Procedural Fairness

Fairness of the process used to make decisions

- VOICE
- Consistency
- Lack of Bias
- Accuracy
- Correctability
- Ethics



Understanding Fairness

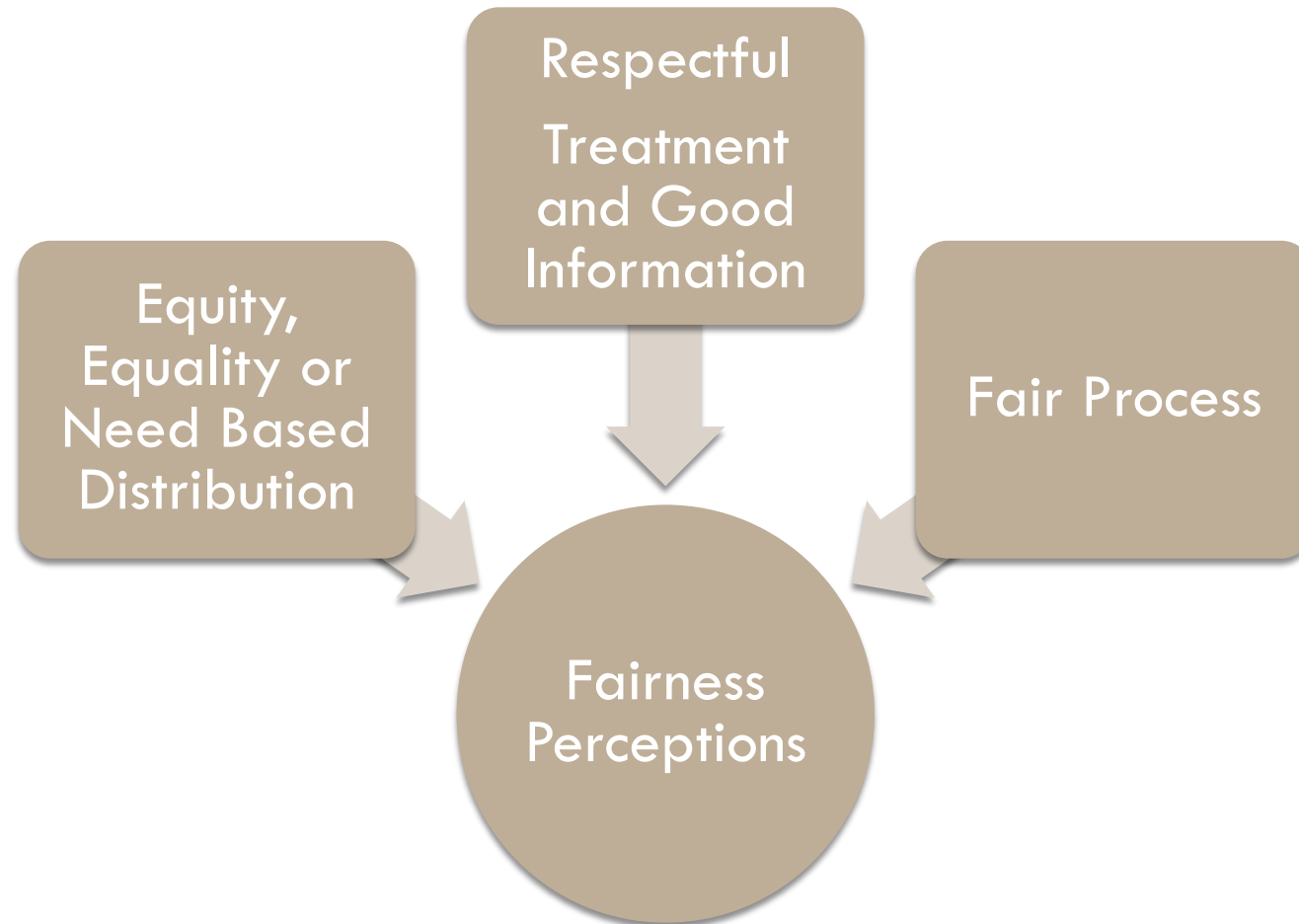


- Interactional Fairness
 - Appropriateness of Treatment by Those in Authority
 - Respect and Dignity
 - Information



Even if Outcomes or Actions are Poor

Even one form
of fairness
results in better
outcomes.



Expectations of Unfairness

- Prime for
 - ▣ Sensitivity to words
 - ▣ Sensitivity to slights
 - ▣ Sensitivity to attention
 - ▣ Sensitivity to defensiveness



The Tools of Fairness



Explanations



Voice



Apologies

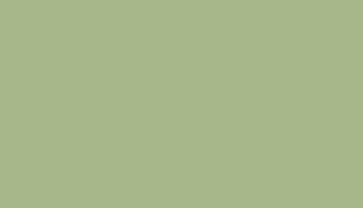


Transparency



Listening





Respect



Respect Index

- ☐ Do I feel respected at work?
- ☐ Does my employer value me?
- ☐ Does my work matter?



Most Importantly

- If employees truly believe 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; and
 - ▣ The work environment becomes inclined to self-correct.



The Transmission of Respect or Disrespect is Both Explicit and Subtle



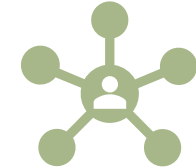
We scan for and perceive
intentional and
unintentional cues



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?

What are people doing and saying in your work environment to demonstrate respect for one another?



Respectful Cues and Brain Response

- Cues provoke “squirt” of serotonin and oxytocin, encouraging trust, receptivity, and general positivity.
- ▣ This becomes generalized in work climate when cues are regular and well distributed



Respect as a Baseline

THE MAGNIFIER



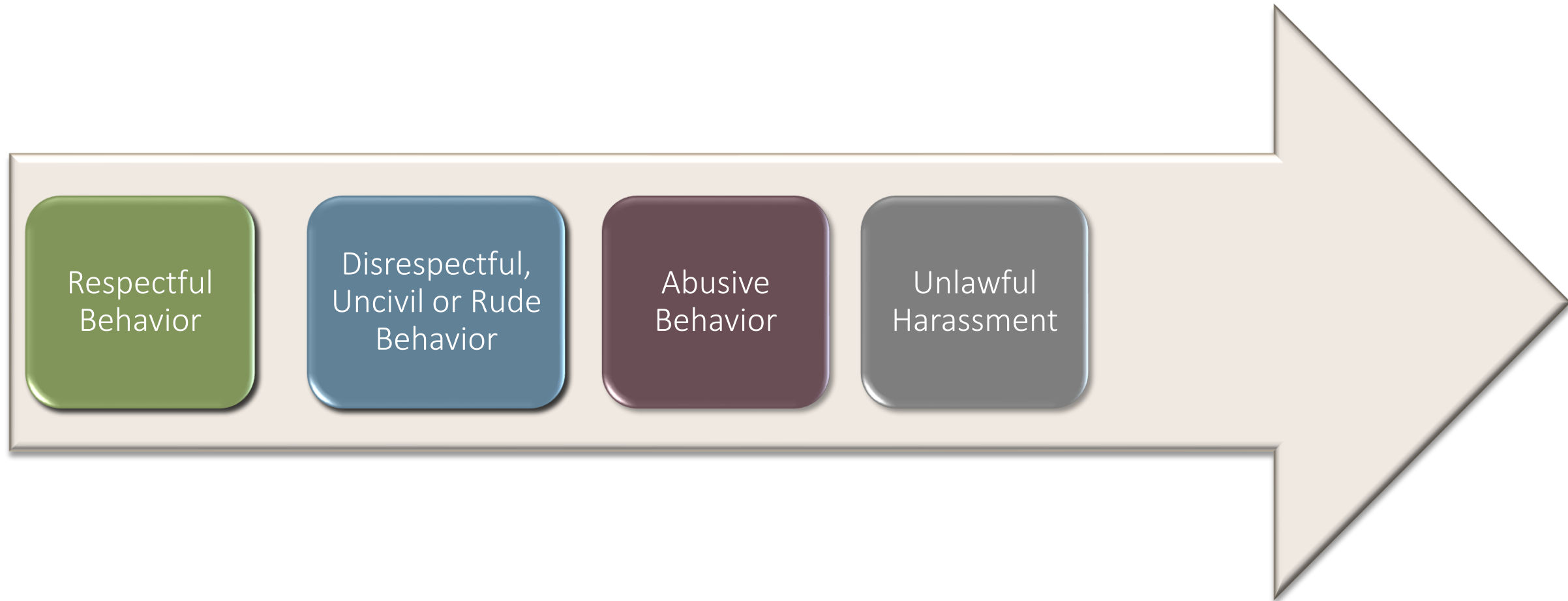
Demonstrating cues that communicate respect is a baseline expectation to create a positive culture



Variance in explicit cues is counterproductive, particularly by leadership.



Continuum



Do You Have a “That’s Just...” Problem

- Incivility is not a fundamental part of personality
 - ▣ Rather, it is acquired habitually when a lack of empathy has no discernable consequences
 - ▣ Or
 - ▣ Where it has been mobilized to boost the status or perceived value of the uncivil individual



Rude and Uncivil Behavior

- ❑ Lawful
- ❑ Rarely Violates Policy
- ❑ Toxic and Long Lasting: Neurotoxin
- ❑ Contagious



Examples of Common Incivility

- ❑ Sarcasm
- ❑ Eye Rolling
- ❑ Criticizing unproductively
- ❑ Snark, condescension or “the look.”
- ❑ Not giving “face” during discussions and meetings
- ❑ Interrupting or denying floor time
- ❑ Baiting
- ❑ Being intentionally unavailable
- ❑ “Forgetting” to include



This is Where We Must Start

- ❑ Rude and uncivil behavior can lead to dissatisfaction, conflict and ultimately, powerful inequities.
- ❑ When informed by implicit bias, it is a gateway drug to more serious problems in the workplace and specifically a precursor to discrimination



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Implicit (Unconscious) Bias

- Bias by individuals who are motivated by egalitarian values but also harbor negative identity-related perceptions
- Stereotypes harbored by individuals which influence automatic and unintentional expressions.
- Societally reinforced schemas associated with particular identities
- Implicit biases are activated involuntarily and beyond our awareness or intentional control.



Bias



We Think in Schemas

- Bundled, efficient impressions and ideas about people, actions, things



What do you see?



Explicit Bias

- ❑ Strongly held views about a group or class of people
- ❑ Manifests in negative feelings or behavior towards subject
- ❑ Will sometimes “evangelize” to others about perspective to normalize the bias
- ❑ Can lead to bullying, shunning, discrimination and violence
- ❑ Manifestations of explicit bias based on protected class prohibited in civil society (not always enforced)



Defining Implicit Bias

- Bias by individuals who are motivated by egalitarian values but also harbor negative identity-related perceptions
- Stereotypes harbored by individuals which influence automatic and unintentional expressions.



Implicit Bias

- Substantial data collected through the Implicit Association Test (IAT)
- Intergroup discrimination less and less likely involves explicit acts of aggression towards the “out group” and more likely to involve everyday acts of helping the “in group.”
- The flimsiest of group identities shifts behavior profoundly. Individuals in pretext-based groups still willing to discriminate in allocating resources, giving more to their own group.



Incivility as a “Gateway Drug” to Discrimination

- ❑ Implicit bias is pervasive
- ❑ Incivility is directed to those perceived as “less deserving” of respect
- ❑ Those more susceptible to bias experience disproportionate rudeness and incivility.
- ❑ The work environment is less hospitable
- ❑ Greater incidence of “microaggressions.”



Incivility is Often 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
- A deliberate decision
- Practice by exposing ourselves to challenges and setting goals



Mindful Respect

- Be mindful of your own relative comfort with individuals and how it affects your interactions
 - ▣ You are responsible for the impact of your cues
- Praise behavior that is respectful and inclusive
- 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.”



Unconscious Biases Thrive on Mindlessness

- Daniel Kahneman: Dual System Thinking



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The Hidden Equation

- Implicit Bias + System One Operating
=Microaggressions
- Microaggressions are cumulative and toxic
- It is easy to minimize them or see them as worthy of a simple apology
- Consider the impact of daily microaggressions



Reducing Incivility

- How do we get to system 2 thinking?
- Establishing shared norms
- An intentional pause
- A deliberate decision
- Practice by exposing ourselves to challenges and setting goals



Abusive Behavior



Abusive Behavior: Lawful Harassment

- 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



Bullying and Abusive Behavior Can be Discriminatory but Not Unlawful

- ☐ Stature
- ☐ Size
- ☐ Relative Attractiveness
- ☐ Youth
- ☐ Personality
- ☐ Taste or Style
- ☐ Vocal Tone



Abusive Behavior Can Be

□ Loud

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



□ Quiet

- ▣ Manipulation and Untruthfulness
- ▣ Sharing Information inappropriately
- ▣ Shunning
- ▣ Privately tormenting, publicly supporting



Case Studies: Incivility and Abusive Behavior

Bystander/Supervisor Lens



- Reese is a long-time administrative employee that supports a busy department. Reese has just completed onboarding Sawyer, an ambitious new young staff member with multiple professional degrees. Today, Sawyer requested that Reese assist Sawyer in arranging travel. Reese clarified that members of the group were responsible for making their own arrangements. Sawyer told Reese, “that’s ridiculous. Our time is so much more valuable than yours,” and walked away with an obvious rolling of the eyes.
- -What should Reese do?
- -What should you do now that you know about it?



- An employee reported concerns about bullying to you some time ago, urging you to just listen and not to act on it. When you insisted that you could not learn of such a situation without acting, the employee told you, “well, nothing is happening then.” Because of this, you have checked in with the employee multiple times and they have told you everything is fine. Your gut, however, tells you otherwise. The employee is losing weight, looks exhausted and acts like a deer in the headlights every time you check in.



Leader as Bystander

- Peer intervention is as effective and likely more critical than reporting
- Early intervention can reduce liability for the organization and risk to the individual
- Peers more likely to trust peers than superiors or HR when it comes to a split between self-image and impressions formed by others
- Can be private, public, direct or indirect
- Spotlighting, naming, suggesting alternatives, providing timely and constructive feedback are all effective.
- You are being magnified, whether you like it or not.



Unlawful Harassment



AS A LEADER, NO LEGAL ANALYSIS IS NEEDED

- If it is disruptive, unprofessional, offensive, unwelcome, hurtful or inconsistent with your organization's values, address it.
- Your personal yardstick should not be a question of actionable conduct but what is best for the culture of the firm



Handling Employee Complaints for Fairness



Fear Delays Reporting

- The longer perceived misconduct continues, the harder it is to effectively address.
 - ▣ Create “spin” around trustworthiness and fairness
 - ▣ Build effective first responder skills



Cumulative Conflict

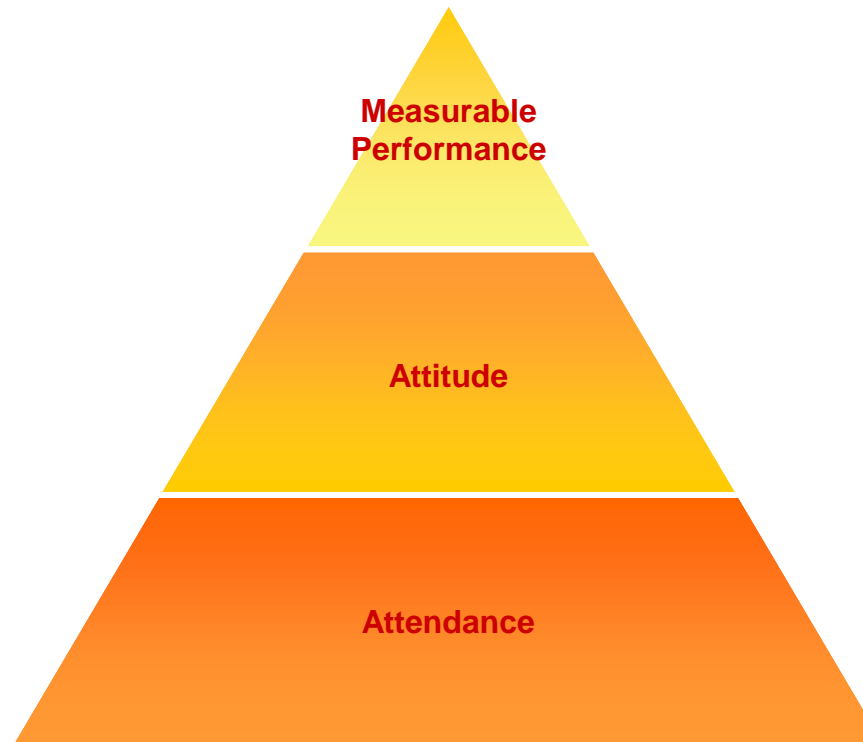
Diminished Functioning

Stress

Equilibrium



The Employee Issue Triad



Please Do Not Tell Anyone: Request for Confidentiality

- Attempting to “release” cumulative stress without releasing control of issue
 - ▣ Respond honestly but assertively
 - ▣ Problem unlikely to solve itself
 - ▣ Likely to get harder and create more stress
 - ▣ Would like to help



The Complaint Handling Mindset



Gift-Getting Behavior

- ☐ Thank You
- ☐ I appreciate it
- ☐ I know just what I'll do with it



Gift Getting Behavior

- Thank them
 - ▣ Show appreciation
 - ▣ Admire the gift: tell them what you got.
 - ▣ Tell them you will do something with it



Elements of Effective Complaint Handling

- ❑ Listen. Listen more.
- ❑ Don't debate or argue.
- ❑ Name the feelings.
- ❑ Don't cast blame or assign responsibility
- ❑ Give them all the time they need and then some more.
- ❑ You are NOT problem solving
- ❑ Don't judge. Ask an open ended question until the impulse goes away.



Don't

- ❑ Ask "why."
- ❑ Rush to solve the problem
- ❑ Debate or Doubt
- ❑ Ask complainant to consider their part in it
- ❑ Ask closed ended questions
- ❑ Suggest they think about the impact of a complaint on anyone else



Time to Break into Groups of 3

- Count off ABC



Complaint Handling Exercise

- A** is the complaining employee: Lay it on!
- B** is the supervisor receiving the complaint:
Respond perfectly!
- C** is the assistant and observer: Provide
feedback



Complaining Employee Pick One

- ❑ My coworker is annoying, and you don't do anything to stop them from their interrupting, monopolizing people's time and not doing their share of the work.
- ❑ I am sick and tired of the swearing that is going on at our work site. I think some of the worst offenders need to be fired.
- ❑ I have asked for IT's help on a computer bug six times, and while they seem to respond to everyone else, I'm being ignored. I think it is because I'm (a woman, a person of color, living with a disability)



Ground Rules for Complaint Handling Simulation

- ☐ No problem solving
- ☐ No asking, “Why?”
- ☐ No closed ended questions
- ☐ 90-10



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Coaching for Behavior Change



What is Coaching

- ❑ A message of praise or development
- ❑ That encourages corrective action and;
- ❑ sustains favorable results



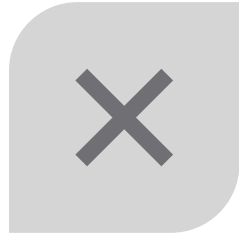
Coaching is Feedback

- If you've been working on psychological safety, feedback won't be a threat.
- If you've been working on respect, there will be an understanding that the work the employee does is valuable and that they matter to you.

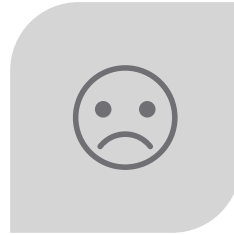


When Does Coaching Work?

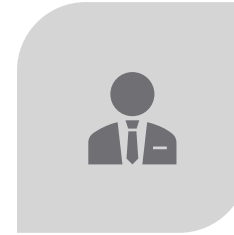
Coaching cannot fix
personality
disorders or serious
misconduct



LOW LEVEL, REPEATED
INCIVILITY



POOR SOCIAL
INTERACTIONS DUE TO
INATTENTION OR LOW
SKILL LEVEL



DERAILER BEHAVIOR OF
PROBATIONARY OR
NEWER EMPLOYEE



LEGITIMATE
CONSEQUENCES LIKELY
FOR STATUS QUO
BEHAVIOR



When Does Coaching Fail?



Denial of issue



Continued reward and
praise for work product
despite behavior



Lack of consequences
associated with
behavior



Long time behavior has
been accepted or
condoned



Lack of time or interest
on part of coaching
supervisor



Coaching is a Partnership

- ❑ You must show interest in the person
- ❑ Listen more than talk
- ❑ Approach resistance and reluctance to change with curiosity
- ❑ Use your insight into what motivates and individual
- ❑ Be willing to share your own growth and change stories.



Coaching Model



Leading for Respect

- ❑ Culture is important
- ❑ Language is important
- ❑ Modelling is important
- ❑ Stepping Up is important
- ❑ Commitment to communicating the value of respect is most important.



THANK YOU

