## **Leading for a Respectful Environment**

"Every human being, of whatever origin, of whatever station, deserves respect. We must each respect others even as we respect ourselves." – Ralph Waldo Emerson

Respect is a foundational assumption in a well-functioning workplace.

- Biases impact the way we show respect
- Conscious and Implicit

### **Supervisors**

"If you have some respect for people as they are, you can be more effective in helping them to become better than they are." – John W. Gardner

Respect is the secret ingredient of organizational performance. Impact:

"Respect yourself and others will respect you." - Confucius

Respectful Cues: "Cues" are normative behaviors and words that signal meaning.

- What are people doing and saying to demonstrate respect?
- 3 Questions that tell the truth:
- What can I as a leader do to get people to yes?
  - ✓ Daily
  - ✓ Frequently
  - ✓ Occasionally

| Derailing Respect: \ | What | goes | wrong? |
|----------------------|------|------|--------|
|----------------------|------|------|--------|

Rude and Uncivil Behavior Examples:

Abusive Behavior Examples:

| Appropriate Supervision vs   | Abusive Behavior  |  |
|--|---|--|
| There is an agreed upon standard   | There is no agreed upon standard or no standard at all. |  |
| There is a verifiable deviation from the standard.                             | The problem or deficit is largely subjective.           |  |
| Communications focus on the gap between expectations and behavior/performance. | Communication is largely focused on blaming or shaming. |  |
| What needs to happen to "right the ship" is clear.                             | There is no clear path to corrective action.            |  |

# **Types of Workplace Discrimination**

- Hostile Work Environment Harassment
- Quid Pro Quo
- Protected Classes and Activity

Harassment is Unlawful When it is . . .

Examples of Unlawful Harassment:

## Considerations for Avoiding or Mitigating Liability:

- Knew or should have known standard
- Your response to complaints or reports must be prompt, appropriate, and effective.
- Investigations

# "Fairness does not mean everyone gets the same. Fairness means everyone gets what they need."

# - Rick Riordan, The Red Pyramid

- · Fair handing of complaints
- Employee's perception of fairness results in compliance and cultural change
- · Respect and Fairness go hand in hand
- If you don't take it seriously, they will find someone who does.
- Confidentiality: Never promise confidentiality
- Retaliation
- If it is not written down, it never happened.

# "Fairness is man's ability to rise above his prejudices." - Wes Fessler

Employees who report inappropriate or concerning conduct are giving you a gift.

## Gift-Getting Behavior

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

#### **ALWAYS**

- Thank you.
- I appreciate your trusting me enough to bring this to my attention.
- We take these things seriously.
- If what you describe is happening, it shouldn't be.
- We will take steps to get to the bottom of this right away.

#### **NEVER**

- Why are you just bringing this forward now?
- I have a hard time believing...
- What was your part in it?
- Why do you think they did those things?
- Have you told them to stop?

### Goals of Complaint Handling

- Let the employee know you will take the seriously.
- Let the employee know that how they feel matters.
- Let the employee know that, if what they describe is happening, it will stop.
- Let the employee know you will act.

"It is not fair to ask of others what you are unwilling to do yourself." – Eleanor Roosevelt

## **Coaching for Behavior Change Model**

- 1. Set the Tone: State a positive intention.
- 2. Be Specific: Identify the standard/expectation and the observed/reported behavior that deviates from the standard/expectation.
- 3. *Identify the Gap:* Allow explanations not excuses, set the expectation. Ask the employee to help you understand the context (no need for admission). Confirm that the employee sees a gap.
- 4. *Identify natural and real consequences if the conduct does not stop:* Discuss the likely impact of the gap on relationships, performance and effectiveness. Reiterate the standard and confirm your expectation for change.
- 5. Ask and Plan: Ask the employee what is needed to make a change. Put together a short-term plan with no more than three steps and a check in date.
- 6. Reset: Restate your positive intention. Thank the employee his/her commitment.

"Respect is an appreciation of the separateness of the other person, of the ways in which he or she is unique." – Annie Gottlieb

Notes: