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Slide 1

**MHN**

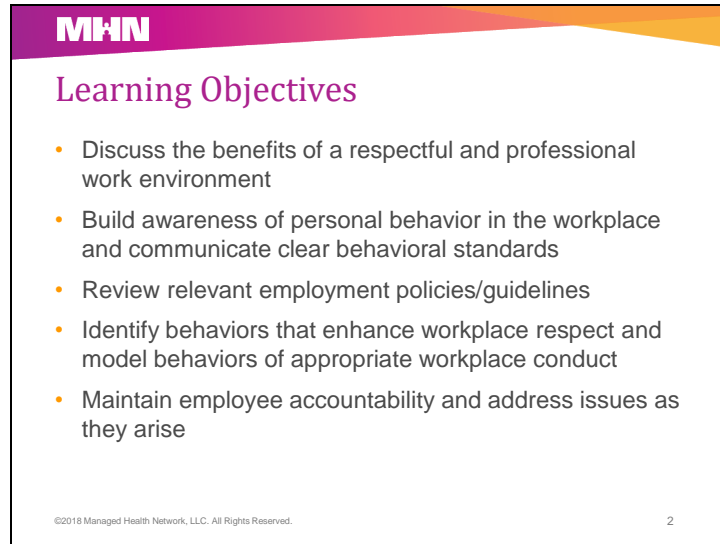
**Creating a Respectful &  
Professional Work  
Environment**  
for Supervisors/Managers

Presentation by:  
MHN Training & Development

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## ***Participant Handbook***

## Slide 2



Slide 2 features a purple and orange gradient header with the MHN logo. The title 'Learning Objectives' is in purple. The slide contains a bulleted list of five objectives. At the bottom, there is a small copyright notice and the number 2.

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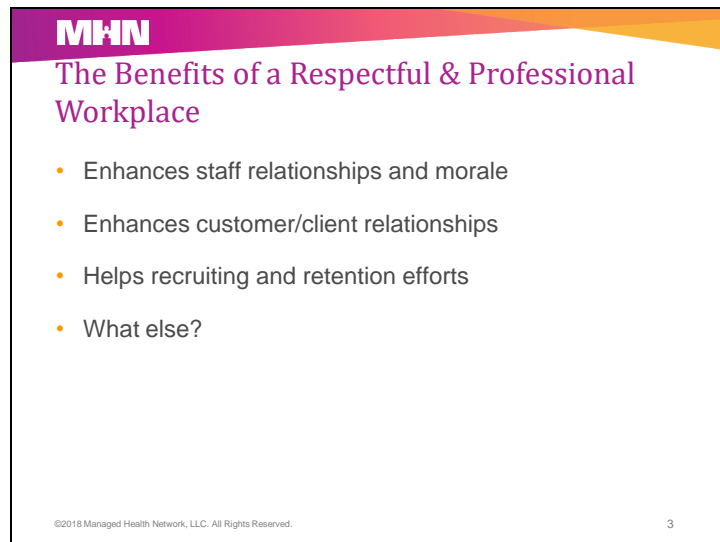
### Learning Objectives

- Discuss the benefits of a respectful and professional work environment
- Build awareness of personal behavior in the workplace and communicate clear behavioral standards
- Review relevant employment policies/guidelines
- Identify behaviors that enhance workplace respect and model behaviors of appropriate workplace conduct
- Maintain employee accountability and address issues as they arise

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## Slide 3



Slide 3 features a purple and orange gradient header with the MHN logo. The title 'The Benefits of a Respectful & Professional Workplace' is in purple. The slide contains a bulleted list of four benefits. At the bottom, there is a small copyright notice and the number 3.

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### The Benefits of a Respectful & Professional Workplace

- Enhances staff relationships and morale
- Enhances customer/client relationships
- Helps recruiting and retention efforts
- What else?

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## Slide 4



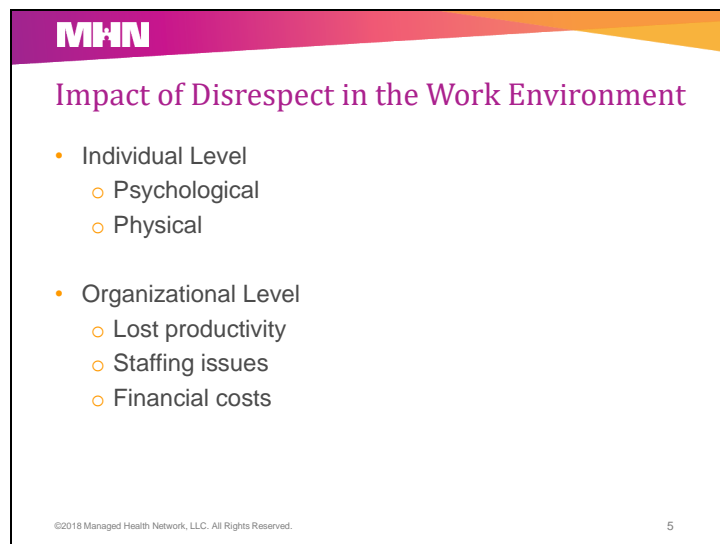
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## Forms of Workplace Disrespect

- Incivility
  - Intention
    - Purposeful versus unintentional
  - Acts of omission
  - Acts of commission
- Bullying
- Harassment
  - Hostile work environment
- Violence in the Workplace

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## Slide 5



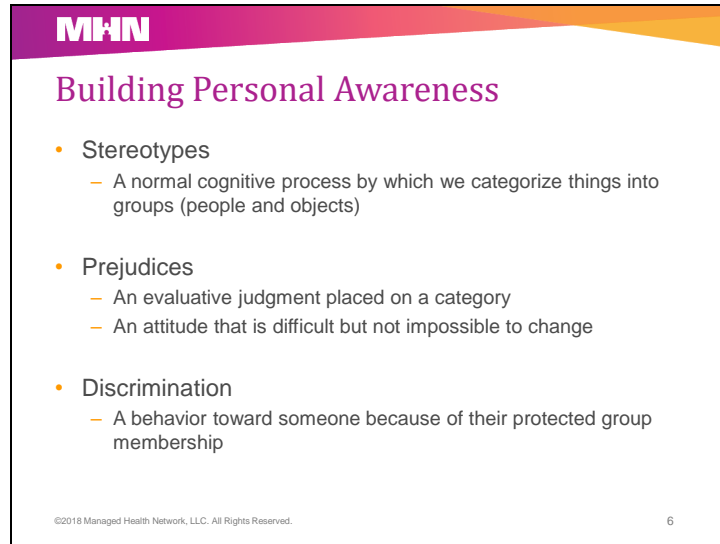
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## Impact of Disrespect in the Work Environment

- Individual Level
  - Psychological
  - Physical
- Organizational Level
  - Lost productivity
  - Staffing issues
  - Financial costs

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## Slide 6



Slide 6 features a purple and orange gradient header with the MHN logo. The title 'Building Personal Awareness' is in purple. The content includes three bullet points: Stereotypes, Prejudices, and Discrimination, each with a sub-point. The footer contains the copyright notice and the slide number 6.

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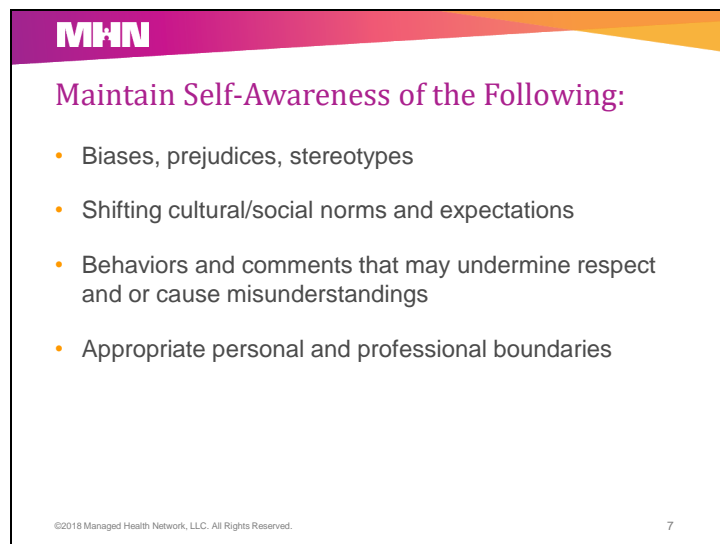
### Building Personal Awareness

- Stereotypes
  - A normal cognitive process by which we categorize things into groups (people and objects)
- Prejudices
  - An evaluative judgment placed on a category
  - An attitude that is difficult but not impossible to change
- Discrimination
  - A behavior toward someone because of their protected group membership

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## Slide 7



Slide 7 features a purple and orange gradient header with the MHN logo. The title 'Maintain Self-Awareness of the Following:' is in purple. The content includes four bullet points: Biases, prejudices, stereotypes; Shifting cultural/social norms and expectations; Behaviors and comments that may undermine respect and or cause misunderstandings; and Appropriate personal and professional boundaries. The footer contains the copyright notice and the slide number 7.

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### Maintain Self-Awareness of the Following:

- Biases, prejudices, stereotypes
- Shifting cultural/social norms and expectations
- Behaviors and comments that may undermine respect and or cause misunderstandings
- Appropriate personal and professional boundaries

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## Slide 8

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### Protected Employment Categories

- Age (40 and over)
- Ancestry
- Color
- Religious Creed (including religious dress and grooming practices)
- Denial of Family and Medical Care Leave
- Disability (mental and physical) including HIV and AIDS
- Marital Status
- Medical Condition (cancer and genetic characteristics)
- Genetic Information
- Military and Veteran Status
- National Origin (including language use restrictions)
- Race
- Sex (which includes pregnancy, childbirth, breastfeeding and medical conditions related to pregnancy, childbirth or breastfeeding)
- Gender, Gender Identity, and Gender Expression
- Sexual Orientation

Source: [http://www.dfeh.ca.gov/Publications\\_FEHADescr.htm](http://www.dfeh.ca.gov/Publications_FEHADescr.htm)

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## Slide 9

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### Creating Respect & Professionalism in the Workplace

#### Basic Rights

- You have the **right** to be treated with respect and professionalism at work
- You have the **right** to set reasonable limits and boundaries

#### Basic Responsibilities

- You have the **responsibility** to treat others with respect and professionalism at work
- You have the **responsibility** to respect the limits and boundaries of others

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## Slide 10



Slide 10 features a purple and orange gradient header with the MHN logo. The title "Who is Responsible for Workplace Respect?" is in purple. The list of responsibilities is in black. The footer contains the copyright notice and the slide number 10.

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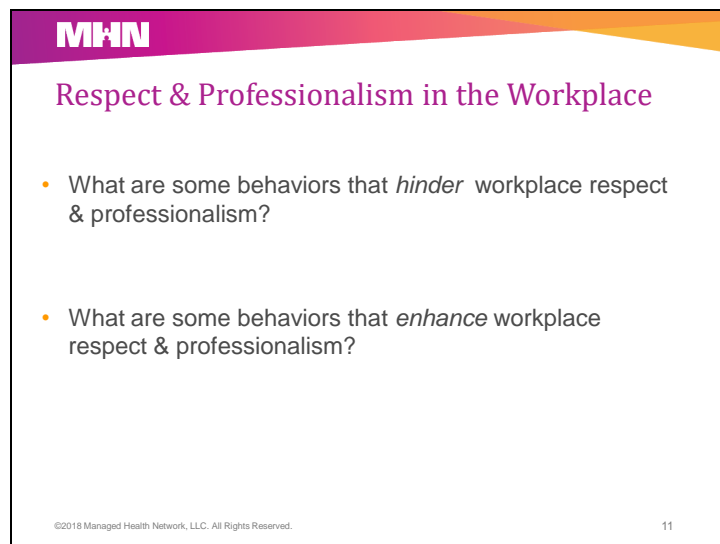
### Who is Responsible for Workplace Respect?

- Individual Employee or Associate
- Co-Workers
- Managers and Supervisors
- Company or Organization

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## Slide 11



Slide 11 features a purple and orange gradient header with the MHN logo. The title "Respect & Professionalism in the Workplace" is in purple. The list of questions is in black. The footer contains the copyright notice and the slide number 11.

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### Respect & Professionalism in the Workplace

- What are some behaviors that *hinder* workplace respect & professionalism?
- What are some behaviors that *enhance* workplace respect & professionalism?

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## Slide 12

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### Basic Manners and Courtesy in the Workplace

- Treat everyone with respect & professionalism
- Be aware of personal biases and prejudices
- Extend common courtesies: please, thank you, etc.
- Maintain appropriate personal/professional boundaries
- Refrain from gossip and spreading rumors
- Refrain from swearing or using profanity

Be mindful of **both** the Golden Rule and the Platinum Rule:

- ~ Golden Rule: Treat others as **you** want to be treated
- ~ Platinum Rule: Treat others as **they** want to be treated

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## Slide 13

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### The Manager's Role in Maintaining Workplace Respect

- Communicate clear behavioral standards
- Model behaviors of appropriate workplace conduct
- Address uncivil or disrespectful behaviors as soon as is reasonable
- Maintain employee accountability for respectful workplace standards
- Hold every team member to the same standards of behavior

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### Social Conversations in the Workplace

- Social interaction can enhance workplace relationships
  - Creates feelings of belonging and connectedness
  - Contributes to team well-being and collegiality
  - Helps build rapport for professional collaboration
- Casual conversations should not
  - Interfere with work getting accomplished
  - Contribute to negative attitudes or feelings
  - Exclude team members based on their opinions and views, expressed or not
- Keep all social interactions professional and respectful

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### Discussing Sensitive Non-Work Issues

- Many “sensitive issues” are personal matters, not professional ones
- Types of discussions about sensitive issues can include:
  - Politics
  - Religion
  - “Hot topic” social issues
  - Activities outside of work
  - What else?
- Avoid “sensitive issues” conversations at work, because:
  - It's your private business
  - It can negatively impact productivity
  - It can create bias amongst co-workers
  - It can contribute to perceptions of workplace bullying or a hostile work environment

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### Political Activity and Discussions

- Some types of political expression are legally protected
  - National Labor Relations Act
  - Collective bargaining or other mutual aid or protection
- Employee rights
  - Display of union buttons or insignia
  - Solicitation for political causes, but not in working areas nor during working time
  - Use of social media to express political beliefs
- Employer responsibilities
  - Avoid any actions that may be perceived as retaliatory
  - Ensure that political speech does not contribute to creating a hostile workplace environment
  - Create a workplace culture that is free of harassment, intimidation, bias and unlawful discrimination

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### Addressing Interactions on Sensitive Topics

- Model behaviors of appropriate workplace interactions and discussions
- Redirect or limit conversations that veer into sensitive issues
- Discuss the possible impacts that these types of conversations may have on workplace relationships
- Maintain employee accountability for respectful workplace interactions
- Designate points of contact so employees know where to turn for help, as needed

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### Building Bridges and Strengthening Relationships

- Use recognition, humor and friendly conversation to build personal rapport
- Use co-workers as a sounding board to give credibility to ideas and knowledge
- Work along with them on a shared interest or concern
- Ask for assistance when you need it
- Hold honesty, consistency and integrity as important virtues – build trust
- What else?

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### Effective Communication Model

This model is very effective in addressing respectful interaction issues for everyone.

If issues arise in the workplace, coach your team members to communicate with one another using these guidelines:

- Direct: go **directly** to the person with whom you need to talk
- Honest: be **honest** about your feelings, thoughts, and concerns
- Respectful: maintain **respect** for yourself and the other person

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### Giving and Receiving Feedback

- Giving Feedback
  - Provide specific, descriptive behaviors
  - Speak for yourself; use “I” statements
  - Avoid an accusatory tone
  - Phrase issues as a statement, not a question
  - Limit feedback to what you know for certain or have observed directly
- Receiving Feedback
  - Welcome critical feedback from direct reports
  - Breathe and stay calm
  - Listen carefully; paraphrase
  - Ask questions to clarify
  - Acknowledge valid points

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### If Negative Behaviors Keep Occurring...

- Remember that it takes time for newly acquired behaviors to become habit
- Anticipate the need to reiterate respectful workplace behaviors
  - During times of workplace stress
  - Individual duress, either personal and/or professional
- Provide coaching and support
- Maintain employee accountability
- Be willing to move to a progressive disciplinary process, if needed

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### Encouraging Respectful Team Interactions

- Encourage team members to attempt resolving low-level issues between themselves
- Coach the work group on respectful and assertive communication
  - Use the Assertive Communication Model
    - Direct
    - Honest
    - Respectful
- Intervene only if the conflict cannot be resolved by the team members involved
- Assist the team members in positive and proactive action planning

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### What is a Respectful Workplace?

- Employees are valued
- Communication is polite and courteous
- People are treated as they wish to be treated
- Conflict is dealt with in a positive and respectful manner
- Disrespectful behavior and harassment are addressed
- Managers model respectful behavior and hold others accountable

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## Slide 24




### Putting it All Together

- Set the tone for professional, respectful workplace interactions
- Value a respectful workplace (for yourself and others)
- Follow workplace policies and guidelines
- Set and maintain behavioral expectations
- Hold team members accountable
- Keep lines of communication direct, honest and respectful
- Use resources for assistance

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### Next Steps

- What support do you need to receive?
- What is your personal action plan?
  - Commitment to respectful & professional workplace behavior
  - Commitment to effective communications in the workplace

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## Slide 26



Slide 26 features a purple and orange gradient header with the MHN logo. The main content area is white with a purple border. The title 'Resources' is in purple. The content is organized into two main bullet points: 'Internal' and 'External', each with three sub-bullets. The 'Internal' sub-bullets are 'Human Resources', 'Direct Supervisor/Manager', and 'Who Else?'. The 'External' sub-bullets are 'MHN Online' (with a link to [www.MHN.com](http://www.MHN.com)), 'MHN EAP Clinical Services', and 'Who Else?'. The footer contains the copyright notice '©2018 Managed Health Network, LLC. All Rights Reserved.' and the slide number '26'.

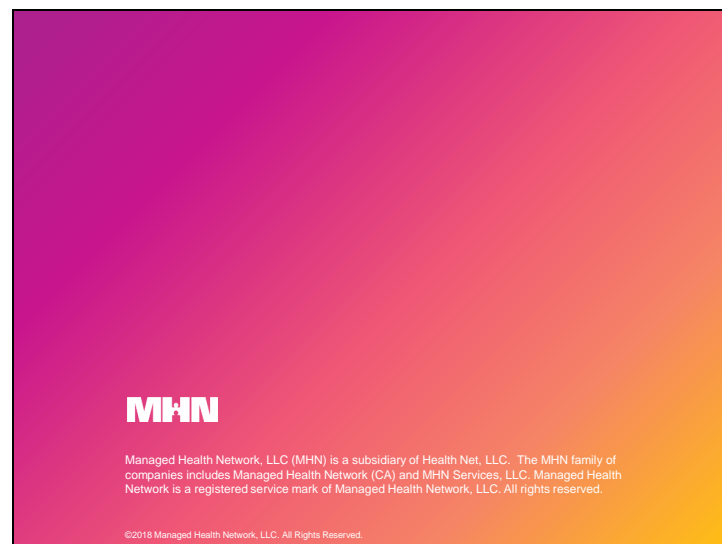
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### Resources

- Internal
  - Human Resources
  - Direct Supervisor/Manager
  - Who Else?
- External
  - MHN Online [www.MHN.com](http://www.MHN.com)
  - MHN EAP Clinical Services
  - Who Else?

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## Slide 27



Slide 27 features a purple and orange gradient background. The MHN logo is centered in the lower half. Below the logo is a paragraph of text explaining that Managed Health Network, LLC (MHN) is a subsidiary of Health Net, LLC, and that the MHN family of companies includes Managed Health Network (CA) and MHN Services, LLC. The text also states that Managed Health Network is a registered service mark of Managed Health Network, LLC. The footer contains the copyright notice '©2018 Managed Health Network, LLC. All Rights Reserved.'.

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## Handout A. Examples of Bullying

This list is included as a way of showing *some* of the ways bullying may happen in a workplace. Also remember that bullying is usually considered to be a pattern of behavior, where one or more incidents will help show that bullying is taking place.

Examples include:

- spreading malicious rumors, gossip, or innuendo that is not true
- excluding or isolating someone socially
- intimidating a person
- undermining or deliberately impeding a person's work
- physically abusing or threatening abuse
- removing areas of responsibilities without cause
- constantly changing work guidelines
- establishing impossible deadlines that will set up the individual to fail
- withholding necessary information or purposefully giving the wrong information
- making jokes that are 'obviously offensive' by spoken word or e-mail
- intruding on a person's privacy by pestering, spying or stalking
- assigning unreasonable duties or workload which are unfavorable to one person (in a way that creates unnecessary pressure)
- underwork - creating a feeling of uselessness
- yelling or using profanity
- criticizing a person persistently or constantly
- belittling a person's opinions
- unwarranted (or undeserved) punishment
- blocking applications for training, leave or promotion
- tampering with a person's personal belongings or work equipment.

If you are not sure an action or statement could be considered bullying, you can use the "reasonable person" test. Would most people consider the action unacceptable?

## Handout B. Stereotypes

### Stereotype Rigidity

- Stereotypes are often subconscious.
- It's impossible to avoid them completely.
- What is the key skill needed in handling stereotypes?
  - The ability to change stereotypes when confronted with disproving evidence.

### What You Need to Know About Stereotypes

- Stereotypes are commonly held in our subconscious mind.
- We **all** have stereotypes (all = everyone in the world)!
- Stereotypes may unintentionally affect our decision making.
- Stereotypes begin forming when we are very young; we learn them from our environments (i.e., parents, teachers, friends and family, the media)



## Handout C. Organizational Actions: Containing, Correcting, and Curtailing Incivility

(From: Pearson, C.M. & Porath, C.L. (2004). On the Nature, Consequences and Remedies of Workplace Incivility. *Academy of Management Executive*, 19, 7-18.)

- 1. Set Zero-tolerance Expectations for Incivility.** Expectations for organization-wide civil interactions should be initiated from the top of the organization and they should be repeated regularly, both verbally and in writing.
- 2. Take an Honest Look in the Mirror.** Once the norm for civil behavior has been set, all layers of the organization (including management and executives) must live by it. Peer, subordinate and consultant feedback can provide candid perspectives. Conducting anonymous 360-degree feedback or organizational climate surveys can assist in this feedback process.
- 3. Weed out Trouble Before it Enters Your Organization.** One of the best ways to foster and reinforce civility is to hire civil employees. Make respectful and civil behavior as part of the job requirements for any role within your organization, and hold all employees accountable for appropriate conduct.
- 4. Teach Civility.** Provide training programs to employees to develop and enhance civility-based skill sets. Expectations regarding these skills should be tied to performance and career advancement.
- 5. Put Your Ear to the Ground and Listen Carefully.** Get as much information from all levels of the organization as you can. Again, conducting 360-degree feedback or organizational climate surveys can assist in this feedback process. By soliciting anonymous bottom-up input, managers and executives can build honest viewpoints about instigators and detect patterns of incivility.
- 6. When Incivility Occurs, Hammer It.** Incivility that is ignored can fester. Incivility condoned can spawn additional incivility, whether by the original instigator or by others. At all levels of the organization, incivility should be dealt with swiftly before it has time to spiral or cascade.
- 7. Heed Warning Signals.** Incivility thrives in environments where input from employees is squelched. If employees learn that no one will bother to investigate, correct, or curtail instances of uncivil behavior, they soon recognize that by speaking up they may actually increase the risk of repercussions by the instigator. If there are multiple reports about incivility about an employee or group of employees, take action by gathering more information and working to correct behavior.

- 8. Don't Make Excuses for Powerful Instigators.** Organizations may be reluctant to correct uncivil instigators because of their power within the company or that they possess special talents. All individuals should be confronted with accurate critical feedback and be held accountable for their actions, despite their clout.
- 9. Invest in Post-departure Interviews.** Research indicates that for every eight employees who see themselves as the targets of incivility, one is likely to exit. To complicate matters, most of those who leave because of incivility will not report the real reason that they are exiting. Many have reported that they remain silent because they believe that, in their organizations, the potential for negative repercussions outweighs the hope of any corrective actions. Organizations may want to consider conducting post-departure interviews, when targets of incivility have had the opportunity to distance themselves from the organization.

## Handout D. Using “I” Messages

*Use “I” messages instead of “You” messages to ensure that your message is heard and understood.*

### **Three parts of an “I” Message**

- 1. Honest feelings – the way it makes you feel**
- 2. Description of behavior that is unacceptable**
- 3. Consequences of the behavior**

For those of you who like a formula or recipe, this boils down to:

**“I think or feel X (my reaction), when you do Y (behavior),”**

The formula is even more effective when you take it a step further and move into problem solving:

**“It would be helpful to me if you could do Z instead.”** And you can also ask, “Would that work for you? What do you need?”

**AND/OR**, discuss the consequence of the unwanted behavior continuing, “If this behavior continues, Z will happen.”

**Example:** I feel frustrated when you arrived 30 minutes late for your shift every day this week. Being late for work puts the team’s work schedule behind for the entire day. Please begin your work shift on time. Continued tardiness will result in my needing to escalate this issue to our supervisor.

## Handout E. Sample Phrases for Effective Managerial Communication

The first words spoken in any interaction set the tone and determine in large part how successful and productive the outcome will be. The following are some sample phrases that can be useful in conversations with subordinates or co-workers when addressing performance or behavioral concerns.

### I. Sample phrases to introduce the issue:

“Do you have a few minutes? I’d like to talk to you about \_\_\_\_.”

“I have some concerns about \_\_\_\_\_ and I’d like to sit down and talk to you about it. When would be a good time for you?”

“I’ve observed some behavior/conduct that is of concern to me. I need to talk with you about it as soon as possible. When can we get together today?”

**Then,**

“I’ve observed that \_\_\_\_.”

“It’s been brought to my attention that \_\_\_\_.”

“I’m concerned about/troubled with/bothered by \_\_\_\_.”

**Then,**

“This is a concern because \_\_\_\_.”

“This is an issue/concern for the department because \_\_\_\_.”

“I think this compromises/hurts our ability to work together because \_\_\_\_.”

### Describing what you want/need to have happen/change:

“We need to get this resolved so we can all work well together/be successful on the job.” “What I’d like to see change/need for you to do is \_\_\_\_.”

### Sample phrases to elicit responses/participation:

“I’d like to hear what you think is happening/going on here.”

“What do you think is the cause/reason for the problem?”

“Where were you confused/unclear on the expectations/rules/policies, etc.?”

### II. Sample phrases to show acknowledgement/paraphrase:

“What I’m hearing you say about this is \_\_\_\_.”

“So you’re saying that you think the problem is (caused by) \_\_\_\_.” “Is that correct/accurate?”

**III. Sample phrases to redirect/summarize next steps:**

“I appreciate your feedback, and I think we’ve come to an understanding/agreement that the situation/behavior needs to change. This is what I’d like to see happen/expect you to do/work on changing \_\_\_\_\_.”

“Thanks for talking this out with me. Now I understand better what’s going on here. Here’s what I want you/us to do\_\_\_\_\_.

“I’m glad we had a chance to talk this out. Let’s review/make sure we both are clear on what we’ve/you’ve agreed to do.”

“I know you brought up some other related issues today and we can look into discussing/resolving them at another time. Right now I want to make sure we’re clear on how we’re going to go about correcting this one.”