

Workshop:

The Supervisor's Role in Creating a Positive Work Environment

Supervisor's Influence - The relationship with a manager/supervisor is essential to **employee satisfaction, engagement and performance.**

Supervisory Practices that Promote Positive Work Environments	Self-Reflection Questions	Yes	I could practice or learn more
Self-Awareness & Role Modeling	1. <i>Am I aware of my strengths and challenges as a leader?</i>		
	2. <i>Am I aware of the impact that my behavior has on others regardless of my good intent?</i>		
Effective Communication & Performance Management	3. <i>Do I communicate respectfully?</i>		
	4. <i>Do I role-model the behaviors I expect from others?</i>		
	5. <i>Do I respectfully address performance and behavior issues?</i>		
Acknowledgement & Appreciation of Good Work	6. <i>Do I regularly acknowledge good work and express appreciation?</i>		
	7. <i>Do I seek feedback and opportunities to develop my skills as a leader?</i>		

Self-Awareness and Role-Modeling

- Practice behaviors you expect from others.
- Reflect on your strengths and challenges as a leader and identify areas where you can develop your abilities and skills further.
- Seek feedback from others to learn more about how others perceive your actions.
- **Remember: Intent versus Impact**
 - Are you ever misunderstood?
 - Do others perceive your behavior in the way you want them to?

Effective Communication

Use Dialogue Skills

Suspend Assumptions

Suspending assumptions means LISTENING to LEARN as you stay open-minded and holding off responding until the sender has completed the message.

- Avoid making assumptions.
- Avoid preparing your response instead of LISTENING to LEARN.
- Avoid interrupting the other person.
- Ask questions and/or paraphrase to learn more and to clarify your understanding
“Seek first to understand, then to be understood.” ~ Stephen Covey
- Respond as appropriate when it's your turn.

Attribute Positive Intent

Assume others have positive intentions. Look for the most respectful interpretations of the person's behavior and intentions. Recognize that we have a choice in attributing intent.

Balance Inquiry with Advocacy

In your own communication style, observe to learn whether you tend to ask questions or make statements more. Every conversation is different and not all lend themselves to a perfect balance of these two skills. However, crucial conversations DO require more inquiry than a regular conversation in order to reach a positive result.

- Inquire (ask questions) in ways that make it safe to respond.
- Advocate (state your need/perspective) in ways that make it safe to share.

Show Empathy and Respect

Showing empathy requires being attuned to the other person's emotional state and understanding the position they are advocating (even if you don't agree with it).

- Pay attention to the person's emotional state.
- Pay attention to the position they are taking and their reasons.
- Hold the person at a higher level of importance than the problem.

Establish Mutual Purpose

Find the common ground between you and the person with whom you are having a crucial conversation.

- Use inquiry skills to understand their position. What do they perceive as the 'purpose'?
- Make statements that indicate where you have common ground, even if that common ground is much larger in context than the issue you are discussing.

Effective Performance Management

Role model expected behaviors and address issues promptly and respectfully.

Use the **Conversation Model** (see attached handout) for preparing for and facilitating respectful conversations when addressing issues.

Performance Issue Examples	Behavior Issue Examples
<ul style="list-style-type: none">• Tardiness• Not following procedures• Making errors• Late in completing assigned tasks• Ineffective communication	<ul style="list-style-type: none">• Behaving unprofessionally (e.g. dress, language)• Working ineffectively with co-workers• Not being respectful of others• Bullying others

Defining and Recognizing Bullying

In our society, we are becoming more aware of behaviors that constitute bullying. These behaviors are at times challenging to identify so here is some information to assist.

Bullying occurs at work when a person or group of people **repeatedly** behave(s) **unreasonable** towards a worker or a group of workers i.e. the **target(s)**.

- A form of violence (usually verbal)
- Looks like two people in conflict, but these are not two people with equal power who simply hold different opinions.
- The targeted individual often feels unable or unwilling to respond reasonably to the perpetrator's aggressive behavior.
- Nonverbal cues coupled with verbal abuse and the tactics of exclusion are delivered by perpetrators repeatedly toward the targeted individuals.
- There is no law in the U.S. against bullying.

Potential Bullying Behaviors Examples

- Verbal abuse (e.g., being sworn at, being shouted at, being called demeaning names)
- Aggressive, intimidating, or threatening conduct
- Blame without factual justification
- Excessive monitoring or micro-managing
- Being given unrealistic deadlines
- Belittling or humiliating comments
- Work interference (sabotage)
- Spreading malicious rumors
- Belittling or humiliating comments
- Teasing, practical jokes or 'initiation ceremonies'
- Pressure to behave in an inappropriate manner
- Many Others

Supervisor's Responsibilities regarding Bullying

- Supervisors are responsible for keeping their workplace free of bullying behaviors.
- If supervisors are aware of potential bullying, they must take action to ensure it stops and does not start again.
- Supervisors should monitor their own behavior to ensure they are not perceived as bullying. Remember **Intent vs Impact**.

Acknowledgement & Appreciation of Good Work

- Let direct reports know when you observe them doing good work.
- Tell them specifically what you observed (i.e., what they did) and how their efforts positively affect workplace objectives, you or others.

Examples

- “Thank you for gathering the information so quickly! It will help us complete this task much better.”
- “I really appreciate it when you keep the common work space organized. Doing that makes it easier for all of us to work there. Thanks again!”
- Send thank you notes (consider handwriting notes). Be specific.
- Institute an “Appreciation Board” where colleagues can recognize other colleagues for good work.
- When appropriate, recognize in front of others a direct report's good work. (Ensure the employee is comfortable with the attention.)

Conversation Model

Use this model to prepare for effective conversations that maintain respectful relationships. Beneath “**What you might say.**” fill in the parentheses with information that is relevant to your conversation.

Consider the Dialogue Skills below in your preparation. These elements of dialogue are integrated into the model and explained beneath “**Your reason for saying it.**”

Dialogue Skills – Ask yourself: How will I practice each dialogue skill in this conversation?

- Suspend Assumptions
- Attribute Positive Intent
- Balance Inquiry with Advocacy
- Show Empathy and Respect
- Establish Mutual Purpose

	What you might say.	Your reason for saying it.
1.	<i>Is now a good time to talk?</i>	Ask for permission to display respect .
2.	<i>Thank you for taking the time to speak with me right now.</i>	Express respect and appreciation for the person.
3.	<i>My purpose in talking with you is I want to ensure that we (mutual goal).</i>	Identify a mutual purpose/goal related to the conversation. (effective customer service, safety, efficiency, timeliness, teamwork etc.)
4a.	<i>When we were (specific situation), and you (their behavior/performance)...</i>	Describe the specific situation , and their specific behavior or performance issue you are speaking about. {DO NOT state your judgement of the behavior, but simply state what they did, i.e., the actual action/behavior.}
4b.	<i>....I observed (describe impact on colleague, workplace or customer.) OR I felt that (describe the impact on you.)</i>	Describe the impact the behavior/performance had on the workplace objectives, customers, colleagues, or you .
5.	<i>Can you tell me more about how you understood what happened? Perhaps I am not seeing everything.</i> Or <i>What was your perspective on the situation?</i>	Be curious. Use inquiry (i.e., ask questions). Suspend assumptions Listen to learn more with an open mind.

Workshop Handout: The Supervisor’s Role in Creating a Positive Work Environment

6.	<i>I understand that you may have thought that (a rational perspective they might have had.)</i>	Give the benefit of the doubt and attribute positive intent . Show empathy expressing that you could understand why they might have done what they did.
7.	<i>I need for you (state the expected behavior.)</i> OR <i>It would be helpful next time if you would (state the behavior you would appreciate.)</i>	Advocate for what you need. State the expectation.
8.	<i>Doing this will help us/you to (restate the mutual goal.)</i>	Clarify the mutual goal . Confirm that you both have some common ground.
9.	<i>What do you need from me to help make this easier?</i> OR <i>Is there anything I can do to help?</i>	Display teamwork. Shows that you are willing to assist if needed.
10.	<i>I appreciate you time and attention during this conversation. Thank you for speaking with me.</i>	Affirm the relationship and express appreciation. This displays respect .

Here are some other questions and statements that may be useful when appropriate.

- You are an important member of our team.
- I want to see you succeed in this area.
- To ensure we are on the same page, can you tell me your take away from our conversation? What is your understanding?
- What might get in the way of you doing what we have discussed? Do you see any roadblocks?
- How can we assure this happens next time?
- So, will you do it? (with a smile and encouraging attitude)
- I feel confident in your ability to do this.
- I know this was a challenging conversation. Thank you for your attention.

Your Developmental Resources

1. **Your Direct Supervisory/Leader**
2. **Other Organizational Leaders** that you respect. You can invite them to coach or mentor you.
3. **Peer Supervisors/Leaders - Your Colleagues** – for peer coaching
4. **Your Human Resource Consultant (HRC)**
5. **Professional and Organizational Development (POD)** – University of Washington
What is POD?
A team of trainers, consultants, and administrative professionals whose mission is to foster positive change in individuals and organizations at the University of Washington. We accomplish our mission by partnering with organizations across the University and by providing training, coaching, and consulting to hundreds of UW leaders, staff, and faculty each year.

POD provides a Supervisory Skills Certificate program, a Strategic Leadership Program (SLP) and other classes for University of Washington employees.

POD contact information

Phone: (206) 543-1957 Email: pod@uw.edu

Website: On the UW website, search for POD

6. **Organization Development and Training (OD&T)** – only serves UW Medicine employees
What is OD&T?
A team of trainers and consultants that serve employees at UW Medicine. We provide leadership coaching, consultation and classes for employees that focus on leadership development, performance management and service skills. We consult with organizational leaders, groups, teams, departments and units and participate on various initiatives within UW Medicine.

OD&T contact information

Phone: (206) 598-6118 Email: odtreg@uw.edu

Website: On the UW Medicine Intranet, search for OD&T

7. **Workshop handouts:**
 - Conversation Model
 - Dialogue Skills information
8. **Book recommendation:**
Crucial Conversations: Tools for Talking when Stakes Are High. Patterson, Grenny, McMillan, Switzler, 2012.

My Supervisory/Leadership Developmental Challenge

Considering today's presentation, my self-assessment and my conversations with colleagues, I will do the following as a supervisor/leader to increase my skills in creating positive work environments.

TWO PRACTICES I will begin to do more of will be . . .

1.

2.

TWO SKILLS I will seek to develop more fully will be . . .

1.

2.

RESOURCES to consider for my learning/development of these practices/skills (e.g., classes, my supervisors, peer supervisors, books, ideas from colleague participants in the workshop).