



RECOGNIZE RESPECT VITAL SIGNS

FACT SHEET

People are following the rules – They understand that written rules are a safety net for work conduct. They understand, however, that thoughtlessly following the rules isn't the goal – they have figured out how to comply with the written rules in a way that meets the spirit of the rules rather than the letter of the rules.

People are participating – They are interested in what is happening, in the projects and initiatives that are being pursued. They give credit to those who do the work and to those who help out.

People are attempting to resolve problems locally – any day-to-day disagreements and hiccups in the way they get along – They identify poor behaviour respectfully and directly. They have high expectations of each other. They invest time and effort in helping each other get along. When they see things getting out of control, they step in and help each other out.

People are performing – They meet reasonable productivity, effort, quality, effectiveness and efficiency expectations. They talk frequently about what they do and how they are doing it. They say colleagues do a good, high-quality job.

People are challenging unwritten rules – They openly speak out against any unhelpful unwritten rules.

People are working cooperatively – They share information. Those who have important knowledge or experience relevant to the issue are involved in decision making and support each other in getting the work done. They consider the expertise and experience of others, and ask each other the tough questions – regardless of rank.

People are talking to each other respectfully – They make eye contact, they listen attentively, and they get to finish their sentences.

People are getting along with each other – They greet each other and are polite and courteous. They include people in conversations, events and coffee breaks. They have social conversations as well as work conversations. They do what they say they will do – when they say they will do it.

People are speaking up – They make suggestions, they raise problems, they are not afraid to put across their point of view. They can back their ideas with some considered thought.

People are running good meetings – They are more concerned about making the best decision than protecting/expanding their turf. Meeting outcomes are documented and actions arising are followed up. Meetings are held frequently and they are an effective and efficient use of time. People turn up to meetings.

People have very clear expectations – They understand their job, they are able to do it and they have the resources necessary to meet the expectations. They are encouraged to develop in their job.

People are giving and taking feedback – frequently and respectfully – They compliment and praise each other in public. They have the tough conversations about performance and behaviour in private.

Build more respectful behaviour between people.

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Praise respectful behaviour – do the right thing

BUSINESS BENEFITS

Greater productivity and profitability

Closing the Engagement Gap:
A Road Map for Driving
Superior Business Performance
Towers Perrin Global Workforce
Study 2007-2008

<http://www.towersperrin.com>

Customers use your products more

Forum for people performance
management & measurement
Northwestern University

http://www.performanceforum.org/fileadmin/pdf/employee_engagement_study.pdf

Lower incidence and cost of injuries

Psychological injury in the
workplace

Dr Peter Cotton FAPS
Health Services Australia
& Insight SRC

http://www.psychology.org.au/inpsych/psych_injury/

SIX STEPS TO PRAISE

1. State the purpose of the conversation; for example:

"Hi – I have some positive feedback on the way you are interacting with your colleagues. Can we get together to talk about that at 11 am?"

2. Describe the behaviour specifically; for example:

"I noticed today, when you spoke to Hamish about the way he handled the policy unit's objection to bringing forward the report deadline. You were very reassuring and let Hamish know his interactions with the policy unit were respectful: he listened to the policy unit's concerns."

3. Describe the effect of the behaviour on you; for example:

"I particularly liked that you asked Hamish a couple of questions:

'Hamish – what do you see as the policy unit's objection to bringing forward the deadline?'

'Hamish – what did the policy unit's objections tell you about how the change in the deadline affected the unit's work?'

"Holding Hamish accountable for focusing on the facts about the policy deadline and not getting caught up in vague generalizations and gossip is a great skill in helping Hamish to act on evidence and not on his feelings.

"Plus, you did not volunteer to take the problem away from Hamish.

"You avoided stepping in like a hero to solve his concerns.

"You left it with him to figure it out.

"Holding him accountable, leaving the challenge to him and being supportive are three vital leadership skills. And today I heard you display them all – that is the way we can develop our talent."

4. Give the other person an opportunity to respond; for example:

"What did you make of the conversation when you were speaking to Hamish about the policy unit's objection?"

5. State what you would like them to do; for example:

"I'd like you to continue giving your team space to solve problems – it makes them more effective.

I find myself sometimes jumping in to solve a problem rather than leaving the responsibility with the person who has it; if I do that with you, please let me know."

6. Return responsibility to the person – offer support; for example:

"Is there anything I can do in terms of training or other options to help you improve your influencing skills even further?"

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