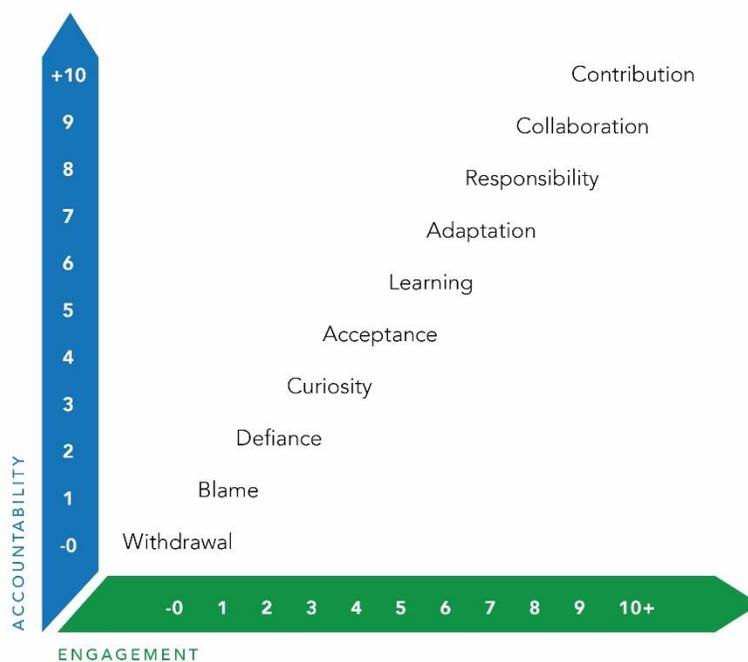


CIVILITY EXPERTS INC.

Worldwide

The Culture Indicator Continuum

BY MASOTTI & BAYER



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The Culture Indicator Continuum is an assessment tool devised by Masotti & Bayer in 2019. The tool enables organizations to understand how common behaviors observed on the manufacturing floor (and/or in other workplaces), correlate with overall measures of civility.

Based on previous work completed by the Civility Experts team (and validated by research conducted by Watson & Wyatt¹, it has been established that incivility has direct and measurable impact on retention, safety, productivity, morale, and the bottom line.

¹ <https://www.webershandwick.com/wp-content/uploads/2018/06/Civility-in-America-VII-FINAL.pdf>

Building on this research, via independent field work over 20+ years, Civility Experts Inc. has identified that when trust is low, engagement is low. **Engagement** according to Civility Experts Inc. definition refers to intentional, conscious “buying-in” on the part of employees such that because they trust the organization, they choose to come to work, to contribute in a meaningful way, to do more than they are required to, to support their coworkers, and to believe in what the organization stands for and is trying to achieve, even when things are difficult. According to Lew Bayer, CEO Civility Experts Inc., low trust is often a result of incivility, and the research also shows that when trust/engagement is low, people will be less accountable. Over 20+ years in the field, the team at Civility Experts Inc. has identified specific behaviors and listed these on a civility continuum. These include from positive to negative and reflect level of engagement. :

Generally, the more civil a workplace is, the more + positive behaviors are observed.

A few general notes on the Engagement Continuum:

- **Contribution** means meaningful involvement in achieving specific goals.
- **Collaboration** means recognizing one’s own and others’ skills and talents and opting to contribute (sometimes contributions are not equal)
- **Responsibility** means taking control of one’s own choices and managing the consequences of same
- **Adaptation** refers to ability to change e.g., readiness, hardiness, resilience, and self-management basics
- **Learning** means self-directing, and/or adopting opportunities to learn and grow – this stage requires a recognition that one is deficit in a skill area and there is a recognition of the value of addressing that gap
- **Acceptance** is a neutral stage where one identifies what he/she can control and a recognition that he/she can choose to go forward or go backward

NOTE: Learning and Acceptance phases represent a “thinking hinge” or a mindset shift.

- **Curiosity** can stem from motivation to get even or to compete or other motivations, but there is interest in knowing more
- **Defiance** is about being angry, refusal to acknowledge authority, maintaining a self-righteous or indignant attitude, not ready to change
- **Blame** refers to a lack of accountability, playing the victim, failing to recognize one’s own shortcomings, low skills, bad habits, social incompetence etc.
- **Withdrawal** refers to complete disengagement, inability to perform to required standard

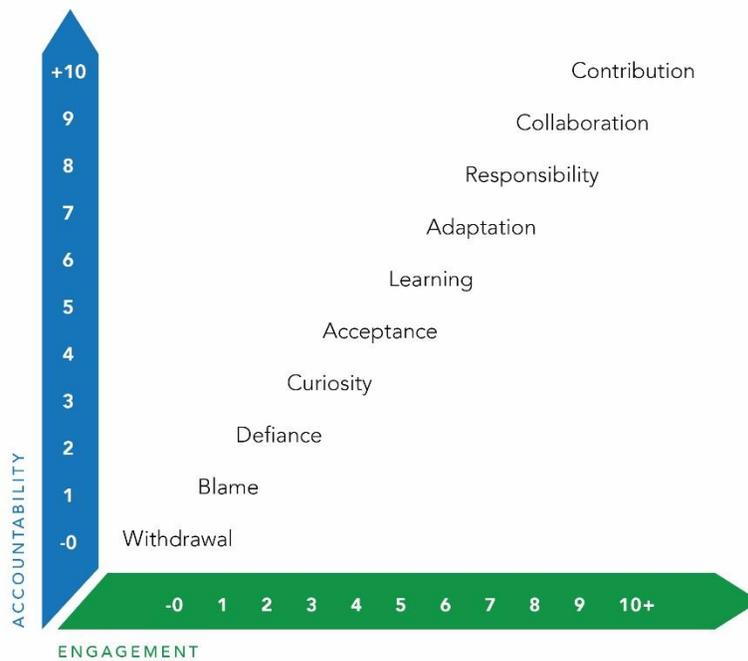
Over 20+ years in manufacturing, I(, Christian Masotti) have also identified that there are specific indicators which when observed, can hint at, or predict overall accountability, e.g., using manufacturing metrics such as error rates, time to complete tasks, safety considerations, absenteeism, quality controls, overall productivity, etc. Generally, supervisors are accountable for managing the people-side of manufacturing

and so teaching supervisors how to identify, assess, and address the indicators, and then learning root cause of those indicators can help manage performance, and change workplace culture.

IMPORTANT TO KNOW: Combining the aspects of trust/engagement and accountability results in a predictive continuum.

The Culture Indicator Continuum

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How do you use the Continuum?

For each of the 10 states on the continuum, there are typical behavioral indicators including verbal and nonverbal gestures. The best approach would be to first assess supervisors and managers to see where they sit on the continuum. Clearly, leadership should strive to, and be required to, score high in the upper right quadrant- e.g., on collaboration and contribution.

Next, supervisors/managers would OBSERVE employees on the job and watch for indicators.

State/ Behavior	Indicators	Possible Causes for State/Behavior In individual	Possible contributing conditions, e.g., behavior of leader or context	Skills to Teach to Offset (low end of continuum) or Reinforce (high end of continuum)
Withdrawal	Avoiding eye contact Don't say hello Sabotage Calling in sick Disengaging from optional and/or social activities at work Backing away Being silent Avoiding Say "I don't know" Not performing Increased errors	Low confidence Social anxiety Illness Depression Passive aggression Embarrassment	"human" needs not met, e.g., Maslow's Hierarchy Ignoring Unnecessary punishment Leading by fear Cultural nuances Shaming or embarrassing Personal bias	Safety Fair wages Communication Self-management basics Systems-thinking e.g., related to consequences/impact to team Assessments, e.g., related to competence Teach SOPs
Blame	Calling someone names Pointing fingers (literal) Accusing Deflecting Making excuses Criticizing Yelling Murmuring under breath Filing complaints Feigning injuries Give part of information Withhold details Poor quality output Increased errors Taking too long to complete tasks Focus on problem Red face Strong gestures Wide stance	Low competence Anger Disappointment Misunderstanding of conditions/situation Poor team relationships Lack of clarity about responsibilities	Focus on fault-finding versus looking for resolutions Favoritism Lack of clarity in delegation Setting people up to fail	Systems thinking Responsibility Asking questions Relational impact, e.g., of shirking responsibility Building trust Clarify roles and expectations Encourage clarifying questions Hold people accountable, e.g., consequences
Defiance	Sighing Gesturing widely gestures Harrumphing Stomping foot Walking away	Low respect for authority Ego, e.g., getting even Anger Disappointment Peer pressure	Low trust Poor rapport Ego-orientation Unfair treatment	Systems thinking Social IQ Emotional IQ Anger management Communication skills e.g., crucial conversations

	<ul style="list-style-type: none"> Turning one's back Averting eyes Hiding tools Not showing up for work Speaking negatively Breaking rules Not following processes Working slower or not at all Swearing Not wearing required safety items Give short, incomplete answers Word splice, e.g., look for a reason not to be direct or truthful Glaring Clenched fists or jaw Physical aggression 		<ul style="list-style-type: none"> Failure to explain reasons for things fully Aggression or assertive demeanor Body language or posture is overpowering Bullying behavior Failing to apologize 	<ul style="list-style-type: none"> Define respectful behavior related to defiance
Curiosity	<ul style="list-style-type: none"> Asking questions Smiling Actively listening Observing others Snooping Reaching out to new people he/she usually doesn't Asking for more work Coming early Staying late Interest in solution Increased patience/stamina/persistence 	<ul style="list-style-type: none"> Genuine interest Need to improve 	<ul style="list-style-type: none"> Approachable style Makes information available Encourages questions Answers truthfully Transparency Learn about team 	<ul style="list-style-type: none"> Finding information Continuous learning strategies Asking questions Listening skills Self-directed learning strategies Social radar Open responses to facts Provide learning opportunities
Acceptance	<ul style="list-style-type: none"> Being silent Nodding Smiling Stating agreement or acceptance 	<ul style="list-style-type: none"> Contentment Satisfaction with job assignment Respect for position Respect for authority 	<ul style="list-style-type: none"> Trust Accurate skills assessment History of honesty Shows genuine care 	<ul style="list-style-type: none"> Mentorship, e.g., how to teach others Treat as adults Show appreciation for trust Are action oriented

	<ul style="list-style-type: none"> Interacting positively with others Speaking positively about issue/people Showing appreciation Recognizing others – e.g., when good things happen Improvements in health Seems less stressed 		<ul style="list-style-type: none"> for employees, e.g., psychological and physical safety Be positive Focus on benefit but be truthful about risks and impact 	
Learning	<ul style="list-style-type: none"> Asking questions Studying /reading Collecting information Attending training Observing others Practicing Tries new things Offers solutions Shares information and learning 	<ul style="list-style-type: none"> Understanding that change is inevitable Wanting to succeed Vying for new position Genuine interest 	<ul style="list-style-type: none"> Coaches Provides opportunities to learn Adapt to communication and learning styles Offers full explanations Allows others to learn from mistakes Celebrates achievement Cross trains Good communication skills 	<ul style="list-style-type: none"> Continuous learning strategies Coaching skills Provide opportunities to learn
Adaptation	<ul style="list-style-type: none"> Asking questions Managing stress e.g., stays calm Seeking to understand, e.g., listens and asks questions Showing resilience Expressing positive attitude about change Learning from others Seems calm 	<ul style="list-style-type: none"> Trusts leaders Believes in organizational goals Support team Willing to learn and bend to keep job 	<ul style="list-style-type: none"> Provides full information when possible Teaches stress management Encourages hardiness and resilience (and exhibits it) Builds trust Addresses Maslow needs Monitor tone on radio and in person- show restraint 	<ul style="list-style-type: none"> Reward and/or incentive Create safe place, e.g., psychological Manage change fatigue Be transparent

Responsibility	<p>Accepting one's role and contribution Exercising personal power, e.g., decision-making Contributing to the work and goals Smiles Eye contact Expresses pride in work Maintains high standard Adheres to policy Recognizes authority Doesn't question assignments Seeks to improve</p>	<p>Maturity Holding onto tenure Recognizes value re staying employees Wants respect of peers Personal values</p>	<p>Treats people like adults Sets and adheres to standards Is consistent Shows respect Leads by example Gives options Uses adult learning principles Manages privacy Sets clear expectations Rewards honesty and fair play Encourage mastery Allow for pride of work</p>	<p>Verbal praise Fair wage Personal privileges were acceptable Promotions</p>
Collaboration	<p>Identifying one's own skills and expertise Acknowledging skills and expertise of others Seeking to understand Willing to share credit Physical and verbal "pats" on the back Increased socialization</p>	<p>Feels valued Recognizes each individual can make a difference Has identified personal contributions Sees long-term benefits of working together</p>	<p>Identifies individual skills Acknowledges individual contributions Share goals Creates space for interaction Fosters positive communication Recognizes value of debate Doesn't micro-manage Thank for contribution</p>	<p>Benefits of respect Civil discourse Debating skills Social radar skills</p>
Contribution	<p>Seeing the value of the work Acknowledging work of others Accepting awards and recognition Expresses pride in work Speaks highly of organization in community</p>	<p>High engagement Values work team Respects leadership Respect for self Understands whole is greater than sum of the parts</p>	<p>Celebrates success Gives credit where credit is due Encourages initiative Creates positive environment</p>	<p>Give reward Offer acknowledgment Mentorship</p>

	Takes on social roles (unpaid) Refers others to organization Regular attendance Covers for others Stats at job even when there is no outside incentive		where people will engage Thank people Let people be autonomous when possible	
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To move individual employees through the continuum, supervisors and leaders must be able to:

- Set clear expectations for accountability, e.g., what behaviors are expected?
- Observe the employee on the job, e.g., set aside time specifically to watch people work
- Identify “off-standard” behavior, e.g., note symptoms indicating the extent to which an employee is, or is not, falling into a category on the continuum
- Assess the cause of the behavior, e.g., is it a skills gap, an attitude issue, or other factor, e.g., related to situation, equipment, or circumstance?
- Give feedback (positive or negative) e.g., to redirect behavior where necessary

In addition, the organization overall must support and require that leaders have a “learning mindset”. Specifically, supervisors/managers must adopt an attitude whereby they:

- assume they can (and will) learn something e.g., from someone else
- are willing to admit when they don't know something
- don't make assumptions about why people may or may not immediately help/support them, e.g., it may have nothing to do with the leader
- remember how important it is to earn trust
- agree that respect is something everyone is deserving of, e.g., it does not have to be earned
- acknowledge the intellect and experience of others
- ask how they can help the other person...e.g., "help him help you" (this is sometimes a test of one's integrity)
- speak in facts and info; avoid opinion
- thank people for trusting them and doing the right thing (but don't say, "hey, you did the right thing" could come off assumptive or condescending or parental, depending on the tone)
- credit (in presence and/or to others) those who support and help them

Once this civil attitude has been established and when it is exhibited consistently, leaders build trust with their teams such that they are more successful in their

communications and coaching and they are able to move employees along the continuum.

How to use the Continuum as a Continuous Learning Tool

1. The workplace can assess each supervisors team, e.g., identify where on the grid the individuals sit and identify a pattern.
2. Based on the pattern e.g., a cluster around a negative state, supervisors can be made aware of:
 - a. Behaviors or conditions that they are contributing to that are resulting in the indicators
 - b. Behaviors to watch for in individual employees
3. Leaders can be trained in what to watch for, what it means, and how to address it.
4. Employees can be trained in specific skill areas that will enable them to move through the stages.

A key message for supervisors and managers is that if your teams are not performing well, this is a direct reflection on you. A supervisor **MUST** be held accountable for these issues. Specifically, aspects of expectation for people management should be written right into Supervisors' performance evaluations.

As an example, if a manager tells a supervisor, "We need you to be more engaged", or "We need you to get your team more engaged". What does that mean? Supervisors need to understand what engagement is and what the indicators of engagement are. If their teams are not engaged, they need to figure out how they (the supervisor) is contributing to, or causing the disengagement, and/or they need to figure out what contextual or situational factors are contributing. And then they need to address this. From first-hand experience on the job, Christian Masotti says, *"I can state with certainty, that the more engaged people are, the more accountable they are, and the more likely you are to meet your key performance indicators, (KPIs)"*

Supervisor should do analysis of each person on his/her team and find out where they are on the continuum. The next step is to correlate and implement some corrective action. Improvements would be indicated by movement on the continuum so supervisors should assess, track, and analyze the data ongoing, e.g., as often as every month and work to improve the overall levels of civility continuously.