METAMORPHOSIS: INDIVIDUAL AND ORGANIZATIONAL STRATEGIES FOR ADAPTING TO THE EVERCHANGING WORKPLACE
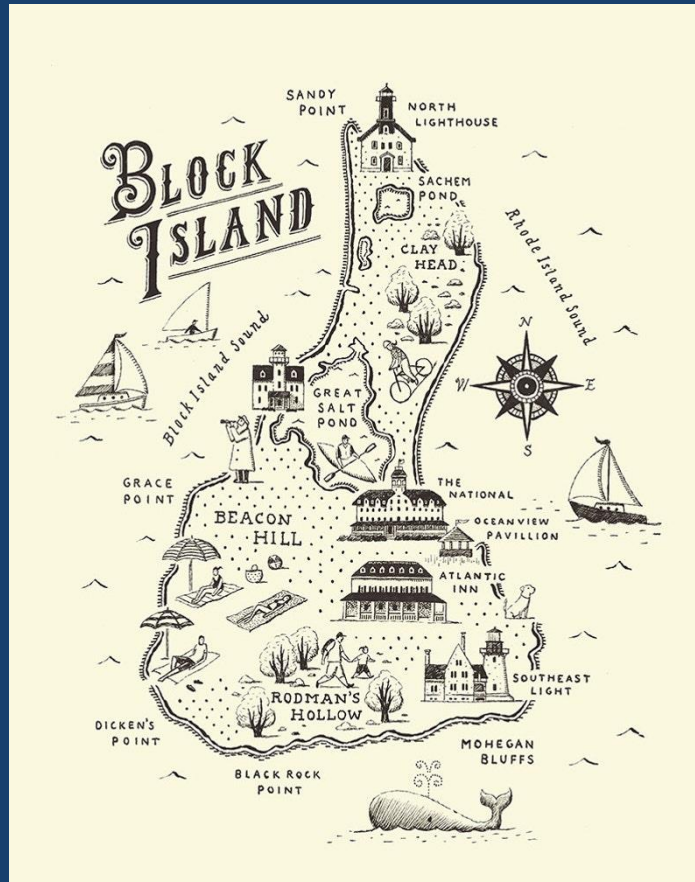
AAPSE

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GETTING TO KNOW YOU

Happy Rhode Island Day!

WORKSHOP OBJECTIVES

In this interactive workshop, participants will:

- Reflect on individual personality strengths, habits, and characteristics
- Understand how personality strengths and characteristics affect workplace relationships
- Learn how values mediate how they contribute to the workplace culture
- Discover basic active listening, communication, and conflict resolution skills for the workplace
- Consider individual and organizational change management through the lens of effective goal setting and success strategies
- Find out what creates an effective workplace and team climate

PSYCHOLOGY OF ADJUSTMENT: ADJUSTMENT AND CHANGE TAKES TIME

Definition of Psychology

THE STUDY OF BEHAVIORS (WHAT WE DO) AND MENTAL PROCESSES (HOW WE THINK, FEEL, AND PERCEIVE).

HUMANS MUST ADJUST THEIR MENTAL PROCESSES (MINDSET) AND BEHAVIORS (STRATEGIES) TO BE SUCCESSFUL IN VARIED ENVIRONMENTS

Developmental Stages

- What we value changes through our life stages:
  - Emergent Adulthood
  - Young Adulthood
  - Middle-Adulthood
  - Late Adulthood

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GENERATION Y TO Z

People born before 1946 were called **The Silent Generation.**

People born between 1946 and 1959 are called **The Baby Boomers.**

People born between 1960 and 1979 are called **Generation X**

People born between 1980 and 2010 are called **Generation Y.**

- **Why do we call the last group Generation Y?**
  Y should I get a job?
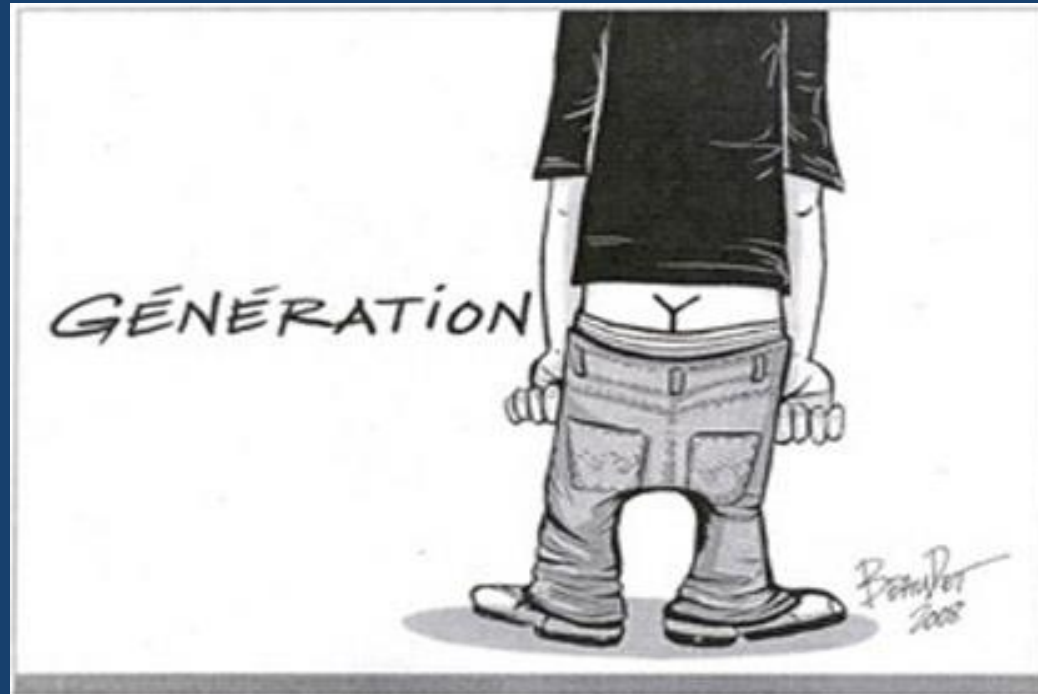 Y should I leave home and find my own place?
  Y should I get a car when I can borrow yours?
  Y should I clean my room?
  Y should I wash and iron my own clothes?
  Y should I buy any food?

A CARTOONIST SUMS IT UP: GENERATIONAL DIFFERENCES

DEFINITION OF PERSONALITY

The study of why people are they way they are

Systematic effort to discover and explain regularities in the thoughts, feeling, and over behaviors of people as they live their daily lives

Through regularities, exploring individual difference

RECIPROCAL DETERMINISM: THE PERSON/ENVIRONMENT INTERACTION

Social Cognitive Theorist: Albert Bandura

Behavior, internal personal factors, and environmental influences all operate as interlocking determinants of each other

- Different people choose different environments
- Our personalities shape how we interpret and react to events
- Our personalities help create situations to which we react

Openness is reflected in a strong intellectual curiosity and a preference for novelty and variety.

Conscientiousness is exemplified by being disciplined, organized, and achievement-oriented.

Extraversion is displayed through a higher degree of sociability, assertiveness, and talkativeness.
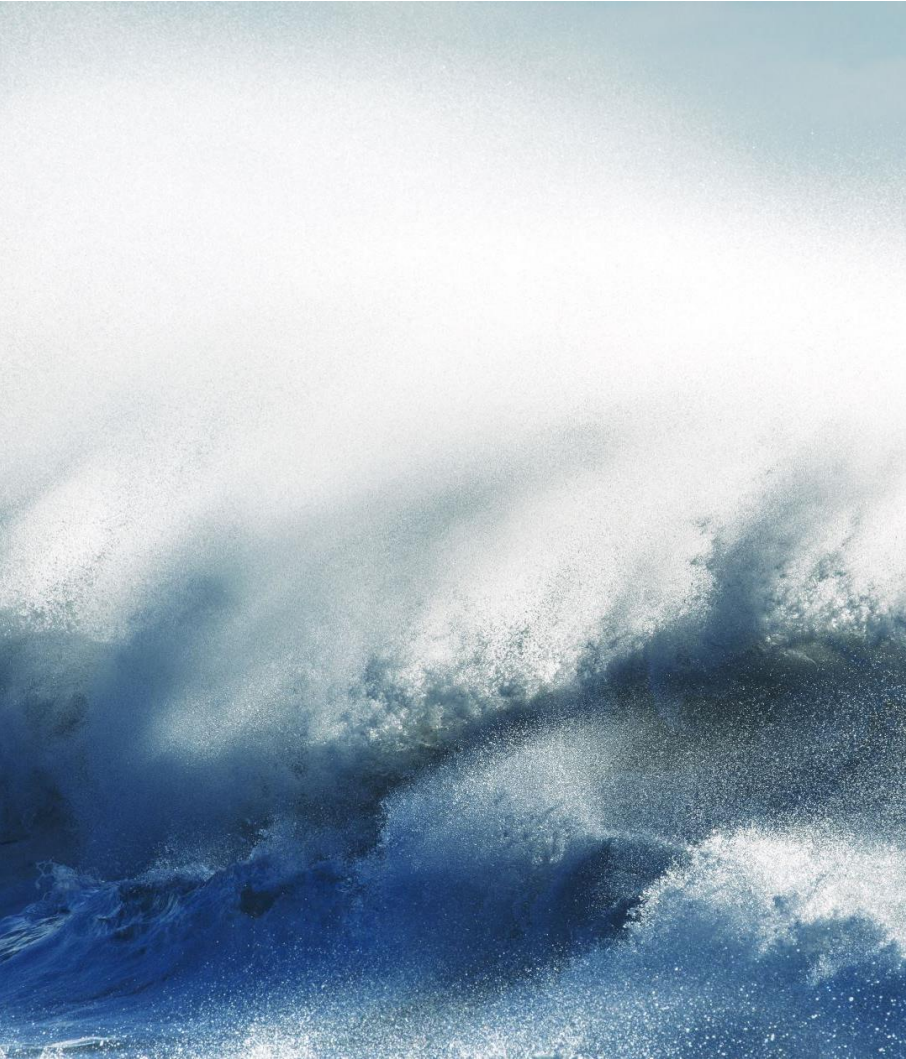
Agreeableness refers to being helpful, cooperative, and sympathetic towards others.

Neuroticism refers to degree of emotional stability, impulse control, and anxiety.

OCEAN: THE "BIG FIVE" FRAMEWORK

OCEAN ACTIVITY

- Reflect on your "BIG FIVE" scores

- Observe where you fall on the continuum

- Pair and Share
  - How does your score affect your behavior in social situations?
  - How do the findings indicate how you might behave in the workplace?
  - How does your personality mediate how you react to novel situations and change?

RESEARCH ON THE BIG FIVE

https://www.floridatechonline.com/blog/business/how-the-big-five-personality-traits-influence-work-behavior/

OPENNESS

CONSCIENTIOUSNESS

High Scores Indicate

- More effort
- More drive
- Better discipline and organization

Workplace Behavior Effects

- Better job performance
- Inherent leadership ability
- Less likely to leave

CONCIENTIOUSNESS

EXTROVERSION

High Scores Indicate
- Easily relates to others
- More emotional
- Dominates socially

Workplace Behavior Effects
- Better job performance
- Strong leadership skills
- Less likely to leave

EXTRAVERSION

AGREEABLENESS
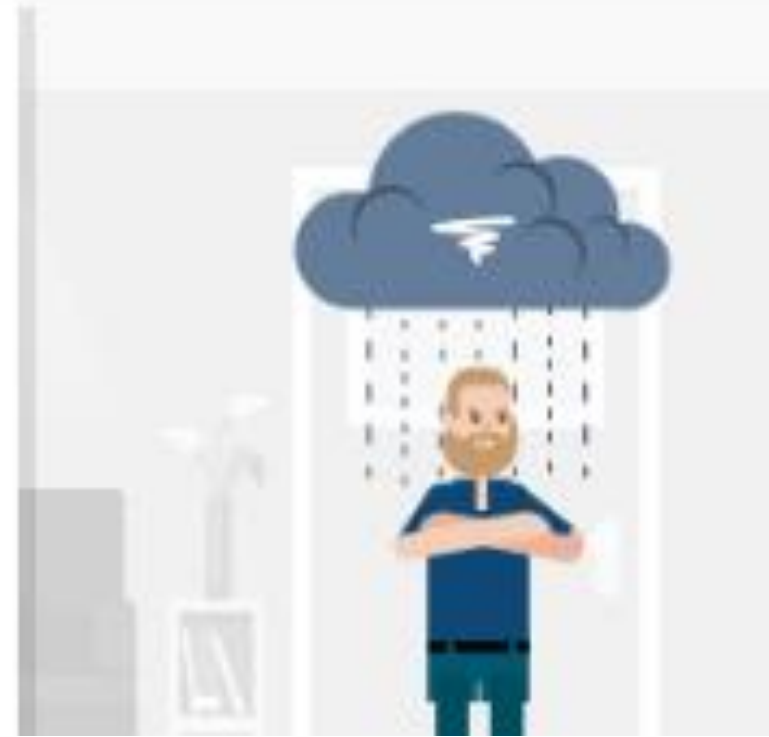
NEUROTICISM (EMOTIONAL STABILITY)

PERSONALITY TYPES AND VALUES

VALUES IN ACTION (VIA) TOP FIVE

- **Love:** valuing close relations with others

- **Fairness:** treating all people the same according to notions of fairness and justice

- **Leadership:** encouraging a group to get things done; maintaining good relations, organizing and seeing group activities through

- **Honesty:** speaking the truth; presenting the self in a genuine way; taking responsibility for feelings, and action

- **Social Intelligence:** Knowing what makes others tick; being aware of feeling of others and oneself; understanding social situations

VALUES IN ACTION REFLECTION

- Choose a group or organization you are a member of and reflect on your top five values.

- How do they manifest in this group or organization?

- How might they affect relationships within the group or organization?

- Discuss at your tables.

RELATIONSHIPS: WHY IS IT DIFFICULT FOR EMPLOYEES TO REAP THE BENEFITS OF WORKPLACE RELATIONSHIPS AND INTERACTIONS?

- Three Major Roadblocks:
  - Lack of Understanding of Group Dynamics
  - Challenges Self-Reflecting
  - Communication Skills

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CONSIDER YOUR ROLE WITHIN THE GROUP

Your first group:

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CONSIDER YOUR ROLE WITHIN THE GROUP

What's your communication style?

Are you a talker or a listener?

Are you aware of your speech rate and volume?

How do you know if you're understood?

Group Roles In Meetings

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TWO REFLECTION QUESTIONS

- Identify one communication habit that was established in your family and you still practice that habit today.

- Identify a piece of reflective feedback you have received about your communication style.

ESTABLISH GROUP NORMS~ EX) IN OUR MEETINGS, WE WILL AGREE TO:

Stick to the schedule

Give everyone equal time "on the floor."

Start on time, end on time

Encourage group discussion

Ban technology

Follow-Up

Encourage feedback

Stay focused

Keep minutes

Hold each other accountable

SELF-AWARENESS AND ACTIVE LISTENING

- Moving Closer To Active Listening
  - Effortful Processing
  - Levels of "Attending In Conversation"
    - <u>Microskills:</u> physical posture
    - <u>Body Language:</u> non-verbal communication
    - <u>Presence:</u> showing care and commitment

MICROSKILLS

- SOLER

  - SQUARELY: "I'm available to you."

  - OPEN: OPEN POSTURE Is NON-DEFENSIVE

  - LEAN: "I'm interested in what you have to say."

  - EYE CONTACT: "I'm with you."

  - RELAXED: non-distracting, "I am comfortable using my non-verbal language as expression

EVALUATE SOLER:
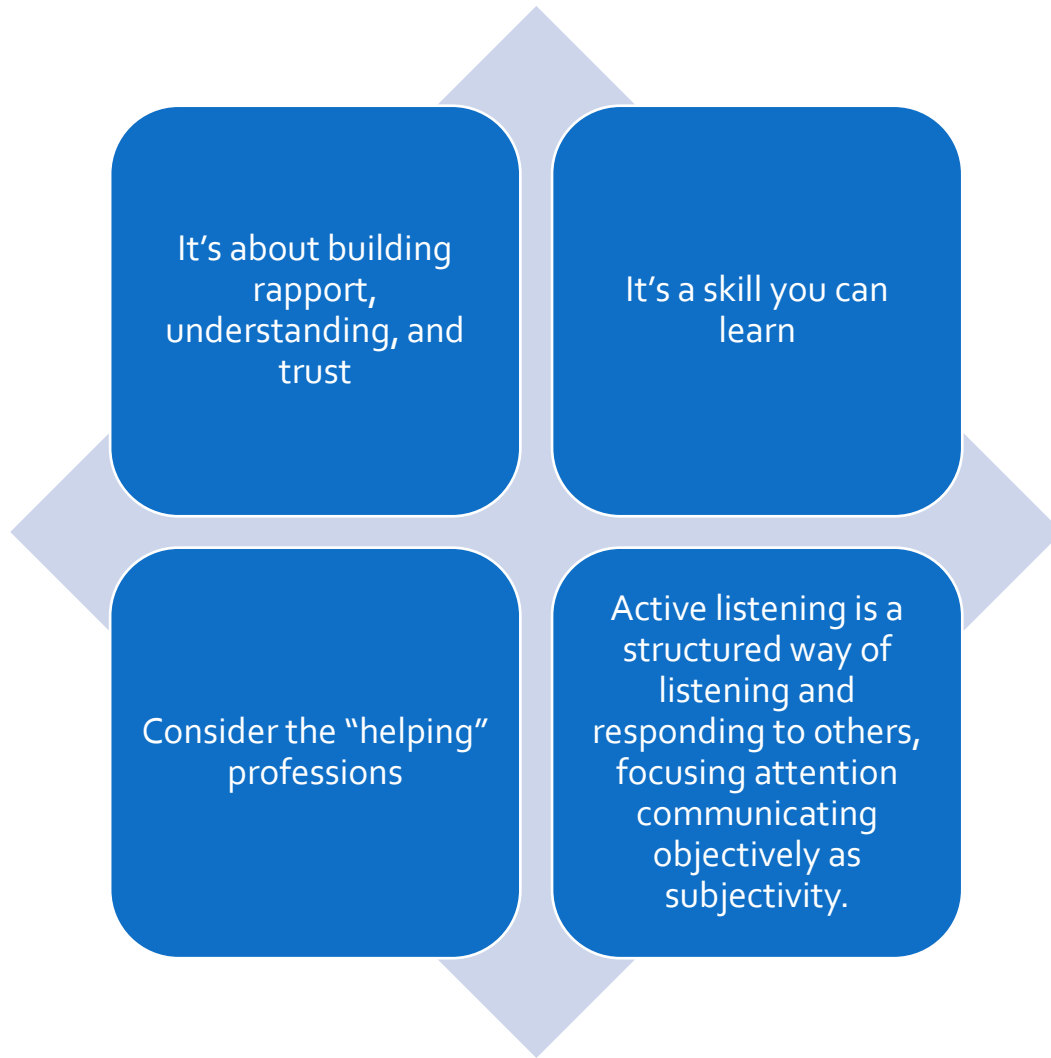
BECOMING A BETTER LISTENER (GROHOL, 2013)
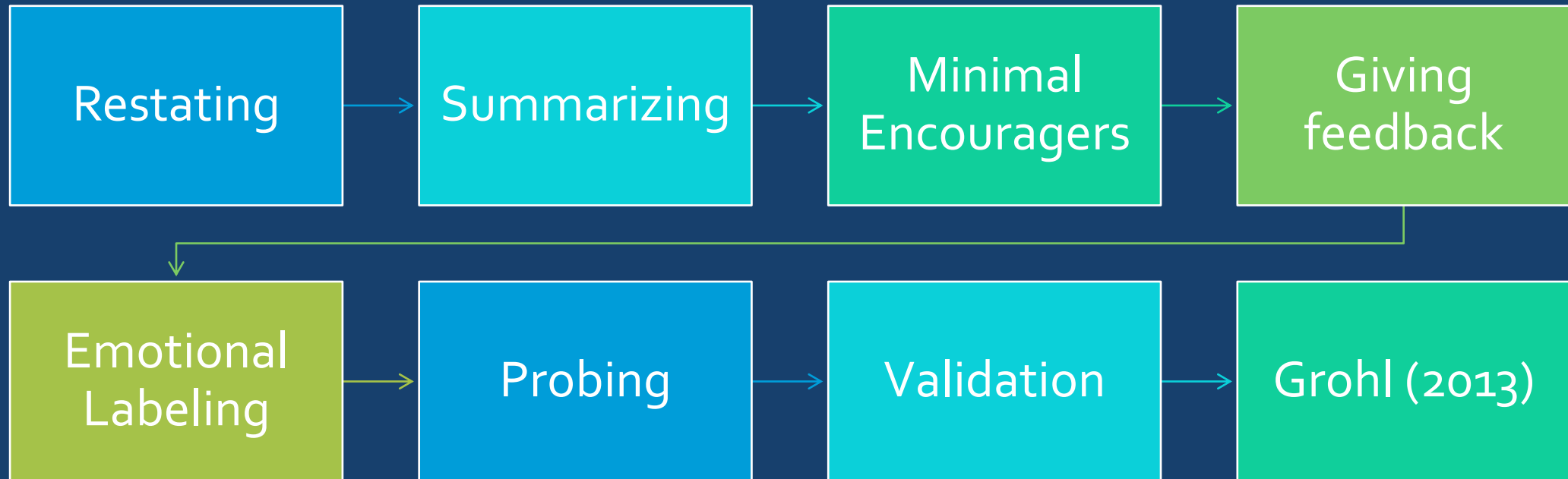
BECOMING A BETTER LISTENER

Effective Pause	Silence	Redirecting
Consequences	Active Listening Sample	Grohol (2013)

PRACTICE CONFLICT RESOLUTION SKILLS

·I feel _____ when you_____.

COMMUNICATION BLOCKERS

1. "Why" questions

2. Quick reassurances

3. Advising

4. Digging for information

- Patronizing
- Preaching
- Interrupting

(Grohol, 2013)

QUESTIONING

Closed Questions: Do you like the new snow day policy?

Open-ended Questions: What were your reactions to the new snow day policy?

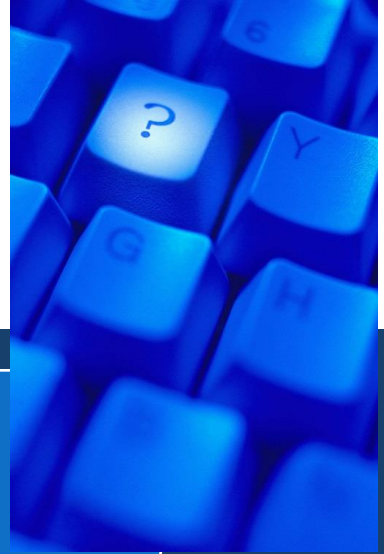**Leading Questions:** Can you tell me what you did/didn't like about the new snow day policy?

Reflective questions: What do you think about the new snow day policy?

BREAK INTO GROUPS

- Choose A Group Facilitator

- The purpose of the meeting is to gather feedback from each participant regarding the top three "take-aways" that resonated with them

- Each participant must choose one action item that they can implemented next week

- Determine a strategy to follow-up to determine if each participant implemented their action item

- Choose a spokesperson to communicate the findings to the larger group.

INDIVIDUAL VERSUS THE ENVIRONMENT: WHERE

Self-Regulating In The Age of Digital Distractions

https://www.youtube.com/watch?v=fpMZbT1tx2o

THE INTERNET IS AN INTERRUPTION SYSTEM

- Hypertext and different media comes at us simultaneously

- Research shows we read faster and less thoroughly as soon as we go on-line

- Email applications check for new messages every five to ten minutes

- Office workers check mail 30 to 40 times per hour

- Each glance breaks concentration and burdens working memory: the cognitive penalty severe

- Switching costs: every time we shift our attention, the brain must reorient itself, which further taxes our mental resources

MENTAL CONSEQUENCES

Some Cognitive Skills Strengthened

- Hand-Eye Coordination
- Reflex Responses
- Processing of Visual Cues
- Every medium develops some skill at expense of others
- Skimming
- "Multi-Tasking"

Patricia Greenfield, 2009

Some Cognitive Skills Weakened

- Deep processing
- Mindful Knowledge Acquisition
- Inductive Analysis
- Critical Thinking
- Imagination
- Reflection
- Reading
- Thinking Deeply

ANALYZE PROCESS OF WHERE YOUR WORK AND WHERE INTERACTIONS TAKE PLACE: THE ENVIRONMENT

- Home

- A Coffee Shop

- Office

- Cafeteria

- Library

- Classroom

- Meeting room

PRODUCTIVE WORK SPACE: WHERE

Work Space Activity:

- Analyze your work space.

- Is it effective?

- Choose an alternative work space.

- Use this new space for at least an hour to do some work.

- Were you more efficient in this new environment?

- Why/why not?

- What have you learned about selecting a productive work space?

BANDURA

- Social Cognitive Approach
- Cognitive Dissonance
  - Select A Goal
  - Monitor A Target Behavior
  - Change Settings
  - Establish Effective Consequences: Self-Chosen Incentives
  - Consolidating Gains: gradually remove need for artificial support
  - Social Support and Creating Accountability

WHY SHOULD INDIVIDUALS SET GOALS ?

- Research in business and general psychology has shown that goal setting works extremely well in enhancing performance.

- Goal-setting effectiveness has been demonstrated in studies with more than 40,000 participants using over 90 tasks and across 20 countries.

- Goals focus efforts, help with motivation, and prolong persistence

(Weinberg and Gould, 2010)

WHAT IS A GOAL?

- **Goal:**

  - The ability for people to anticipate the future and be self-motivated

  - The ability to organize behavior over an extended period of time

- **Competencies/Skills:**

  - **Cognitive:** ability to solve problems

  - **Behavior:** enact solutions

(Pervin & John, 1997)

GOALS MUST BE SMART

Specific   **Measurable**   **Attainable**   **Relevant**   **Time-based**

WHY DON'T WE REACH OUR POTENTIAL?

Roadblocks and Obstacles

- Identify the kinds of roadblocks that get in the way of you reaching your goals?

Replacement Activities

- Identify the kinds of activities you find yourself doing when you are avoiding a tasks?

A VICTIM OR A VOLUNTEER

Provide A Task You Are Currently Procrastinating About

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INTERNAL VS. EXTERNAL ROADBLOCKS AND REPLACEMENT ACTIVITIES

Internal

- These often come from within the student
  - Lack of "know how" or knowledge
  - Lack of motivation
  - Lack of interest
  - Time and behavior management issues
  - Procrastination habits
  - Low confidence and self-efficacy
  - Negative attitudes

External

- These often come from the environment
  - Friends
  - Family
  - Work
  - Co-Workers/Supervisor
  - Space and place
  - Social media
  - Activities
  - Over-scheduling

DISCUSSION

- Reflect on a success you had. Why did it work?

- Reflect on a challenge. What could you augment in your approach?

- Assess your goal setting strategies

FOCUSING ON SUCCESS

1. What do you want (to get out of this, hour, day, month, year)?

2. What are you doing now to get what you want? What are you doing today to get what you want?

3. Is it helping (you get closer to your goals)?

4. Examine your options and create a plan to do better.

5. Be aware of potential obstacles and never give up.

A SUMMARY OF TIPS FOR GOAL-SETTING

Understand your external and external roadblocks and obstacles

Figure out your replacement activities

Use them for a reward

Ask a friend for help or support

Figure out your time on task

Be realistic

Find an accountability partner

CONSIDERATIONS FOR CREATING AN EFFECTIVE TEAM CLIMATE

Social Support

- Listening Support
- Emotional Support
- Task Appreciation Support

Proximity

Distinctiveness

- Motto
- Uniforms
- Special Privileges
- On-Boarding/Initiation

Fairness

- Trust
- Communication

Similarity

- Level of Commitment
- Attitude
- Values

QUESTIONS?

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