

**DIGNITY AT WORK
ENHANCING WORKPLACE RELATIONS**

SAMPLE

**WHOLE STAFF WORK SHOP 2
DIGGING DOWN
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- **Being calm** is a super power.... (Brené Brown)
- Huge demands on you in school to remain calm - 'if Mom ain't..'
- It takes practice
- We are more likely to be our best selves when we are **well, calm** and **ask questions!**
- Breathing great way to re group - **7/11 Breathing**



CHECK IN CIRCLE

CHECK IN

- Name
- Scale your energy 1-10
- A Favourite TV Show as a child



DIGNITY AT WORK

DIGGING DOWN

WHOLE STAFF SESSION 2

MAY NEED TO BE SPLIT INTO 2 SESSIONS

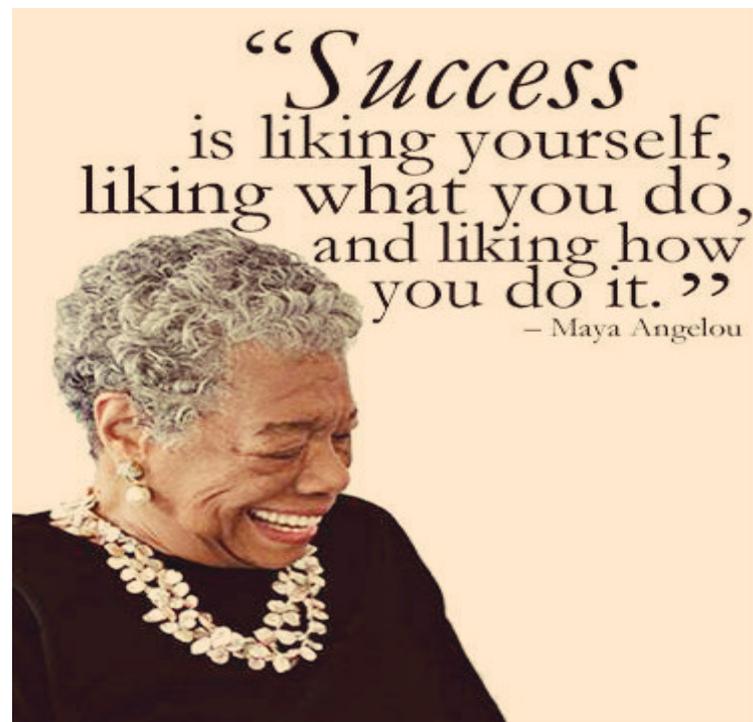
ACTIONS AGREED AT END OF LAST SESSION

- Form Committee made up of full staff representation
- Agree date of first committee meeting
- Agree next full staff DaW session
- Committee Take Work Place climate Questionnaire and collate
- Committee circulate actions agreed on connecting more
- Values - all staff submit their top 5 values by....end of next week?
- Was this done????
 - What needs to be addressed that was not done?

Let's **DO** this

WHY VALUES ARE CRUCIAL

- We are always happiest when we are living our best selves.
- Doing this means being true to ourselves and living our Values.
- This often requires Courage



WHAT DO YOU LOOK LIKE WHEN YOU ARE BEING YOUR BEST SELF ?

Activity - Personal Reflection for whole staff - 2 mins

- Self Care as a culture not an add on - must be to be nurtured by us all
- Stressed Self - never our best self
- What words would you use to describe yourself when you are being the best version of you?
- At your best what values are you exhibiting ?



REALITY CHECK

Our Values are where we **actually** spend our time, energy and money.



WHAT ARE YOUR OWN CORE VALUES?



Staff Activity - Personal Reflection - 1 min

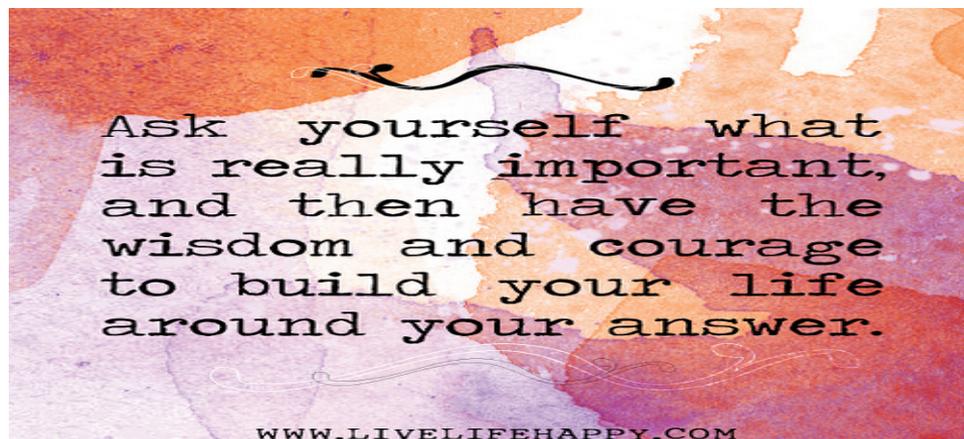
- What are your own core values
- Top 5 Do they meet the basic needs?
- Are they alligned to your school's Values?
- What happens when personal and professional collide?

- (Love, Kindness, Truth, Respect, & Laughter)

OUR SCHOOL'S CORE VALUES

Would they include?

- Trust
- Respect
- Kindness
- Courtesy
- Fairness
- **Courage***** - (to speak out, listen and be heard!)
- What else might they include?
- Are we our values in action - are these modelled by all?
- Where's the evidence – what does that look like?



LESS IS BEST

10 - 15 Mins Staff Discussion - Record - Flip chart

- What are the Values we want to be known for?
- How many do we want? How many would be enough?
- Are Values known, understood and accepted by whole school community?
- What actions are needed to make this a reality? (Who, How by When?)
- How are we on teaching & **modelling the agreed Values** to our pupils?
Can we do better?
- Do we agree these are the values on which we hold one another to account?
- How are we when the going gets awkward & tough?
- Would an agreed conflict solving structure be helpful?



STRESS TEST YOUR VALUES



- How are you going to live your values?
- Living your values takes courage, can make you unpopular
- Let's have a look at some Scenarios.....

SCENARIOS TO STRESS TEST YOUR VALUES



4 Groups – one Scenario each - 5 mins. discussion and then Feedback

Vital to ask - Who is responsible for holding to account?

➤ **Scenario 1: Gossip/Language/Reputational damage....Dignity At Work**

member of staff comes into the staff room, clearly very annoyed and proceeds to, yet again, start giving out reams about another member of staff. The language being used and the whole situation is making you uncomfortable.

What do you usually do? What can you do? What will you do? Who is responsible for holding to account?

A

➤ **Scenario 2: Trust, Professionalism, Punctuality...**

of staff is, yet again late. He does not have a mainstream class and feels he can, even after arriving late, go to the staff room and take his time before starting work.

What do you

usually do? What can you do? What will you do? Who is responsible for holding to account?

➤ **Scenario 3: Leave, Rights, Roles & Responsibilities.**

You have a routine appointment with the dentist and you want time off? It is questioned and then refused.

How will you feel? How will you manage your feelings. What can you do? Who should be held to account?

➤ **Scenario 4: Class Preference**

You have been given the toughest, or perceived toughest, class in the school. You did not get your first preference last year either. Less senior members of staff have received 'nicer' options.

How are you feeling? What can you do? What will you do? Who should be held to account?

➤ **Expectation, Context and Role - hugely inform the opinions**

**“People will forget
what you said,
people will forget
what you did,
but people will
never forget how
you made them feel.”**

-Maya Angelou

IF MOM AIN'T HAPPY - AIN'T NOBODY HAPPY

HAIM GINNOTT

“I’ve come to the frightening conclusion that I am the decisive element in the **class room**. It’s my personal approach that creates the climate. It’s my daily mood that makes the weather. As a **teacher**, I possess a tremendous power to make a **child’s** life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or heal. In all situations, it is my response that decided whether a crisis will be escalated and a child humanized or dehumanized.”

- Substitute words in red for **home, staffroom, parent, colleague**
- Having DaW charter allows us hold each other/ourselves to account if our behaviour falls short of our values

A GREAT PLACE TO WORK

‘ A great place to work is one in which you **trust** the people you work for, have **pride** in what you do, and **enjoy** the people you work with.’

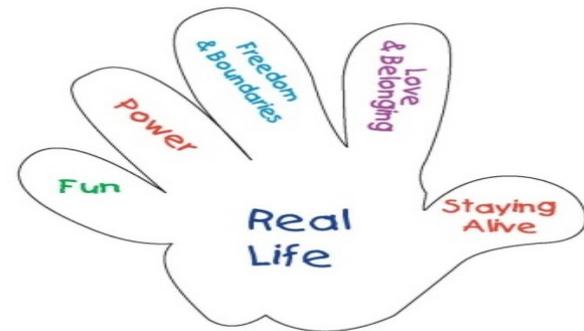
Robert Levering Great place to work - Co Founder



- The goal of every school should be to make their school the best place to work?
- We are modelling Values - Haim Glnott

REMINDER: ARE WE MEETING NEEDS?

- Survival - Old Brain (Amygdala)
- Love & Belonging
- Power & Value
- Freedom
- Fun



- Remember**Behaviour is driven by our unmet needs**
- Are your OWN needs being met?
 - Thriving Vs Surviving?
 - Self Care - Flourishing... 3:1 OR 5:1
- Is your, school/staffroom/classroom a need fulfilling environment for all?
- The survey shows up the needs that require more nurture.

KEY AREAS IN WORK CLIMATE SURVEY

Scaling - powerful tool - allows for improvement, perspective

Areas to Survey 1- 10

- Warm Friendly Atmosphere
- Open and Inclusive Communication
- Minimal Internal Competition
- Discussion & Resolution of Conflict
- Collaborative Supportive Management
- Recognition and Feedback
- Innovation & Initiative welcomed
- Fair & Equal valuing of all staff
- Laughter and Fun



MEETING NEEDS - WILLIAM GLASSER

- Survival - Old Brain (Amygdala)
- Love & Belonging
- Power & Value
- Freedom
- Fun



- Is your school/staffroom/classroom a need fulfilling environment for adults as well as children?
- Take a moment to reflect what needs need more nurturing
- Keep these needs on your radar as we go...

LOOK AT SURVEY THROUGH 'NEEDS MEETING' LENS

- Warm **Friendly** Atmosphere
 - Open and Inclusive **Communication**
 - **Co-operation** - Minimal Internal Competition
 - Discussion & Resolution of **Conflict**
 - Collaborative **Supportive** Management
 - **Recognition** and Feedback
 - Innovation & **Initiative** welcomed
 - **Fair** & Equal valuing of all staff
 - **Laughter and Fun**
- Love & Belonging
 - Freedom+
 - Power & Value+
 - Fun

Doing the Survey - Huge Learning/Improvement opportunity

BUT.... It takes courage

MOVING INTO DEEP END



THE SURVEY SAID....

- ❑ Doing the Survey - STEN standards apply
- ❑ Spectrum - best to worst
- ❑ Focus on the positive
- ❑ Areas to work on
- ❑ Courage



LOOK AT SURVEY THROUGH 'NEEDS MEETING' LENS

- Warm **Friendly** Atmosphere - L & B
- Open and Inclusive **Communication** - Freedom
- **Co-operation** - Minimal Internal Competition - P & V
- Discussion & Resolution of **Conflict** - P & V
- Collaborative **Supportive** Management - P&V
- **Recognition** and Feedback - P&V
- Innovation & **Initiative** welcomed - P&V
- **Fair** & Equal valuing of all staff - P&V
- **Laughter and Fun** - Fun

Doing the Survey - Huge Learning/Improvement opportunity

ADDRESS MATTERS ARISING IN SURVEY

EXAMPLES – AREAS FOR TEASING OUT & DISCUSSION

- **Trust**
 - Leave/Time off (no real discretion - head vs heart)
 - Toilet Break - is there someone with your class? - **SAFETY/ INSURANCE**
 - Punctuality - Professionalism, Collegiality
- **Gossip - Personal Dignity & Reputation**
 - Language
 - Confidentiality – Why does this look like?
- **Roles, Rights & Responsibilities**
 - e.g. Class Preference
- **Fair play**
 - Even treatment & recognition



PERCEPTION IS REALITY...

True or False?

- **How I Communicate affects all my relationships?**
- **Awareness** of how I am being/behaving is crucial.
- Everyone has feelings? Sauce for the goose....
- **Self Care is key** - 'Cannot pour from an empty bottle'
- Relationships need **building, maintaining and restoring** - RP
- Staying **connected** is the life blood of relationships.
- **Positive relationships** - Cannot be left to chance.

Activity

- What can I/We do to build and sustain positive connections?



GROW**OPTIONS** & **WAY FORWARD** **SWOT OUR RELATIONSHIPS**

CONNECTION BUILDS EMPATHY & FUELS POSITIVE RELATIONSHIPS

As Colleagues....

- **List the many things you do already to build connection. Gr. 1**
- **List simple things you will do each day to build connection Gr. 2**
- **List simple things you will do each week to build connection Gr. 3**
- **List 3 things you can do each month to build connection Gr.4**
- **List 4 things you could do each term to build connection ALL**

RECORD

See Sample next Slide



DAILY PRACTICE OF CONNECTING

What it might look like in action... *walk the talk.*

- Smile and say 'hello'
- Greet everyone in the room you visit - within reason!!
- Rotate staffroom seats
- Acknowledge people who join the room, group etc
- Take interest in other people's lives
- Sit with those you wouldn't normally sit with - at least once a week - consider a 'Switch up Tuesday'

Little changes we will make to improve interpersonal relationships within the school

Sample school...

YEARLY

- Consciously shuffle where you sit
- Get involved in extra-curricular activities-boot-camp, walks, operation transformation etc.
- Contribute to social media/what's App group
- General interest in each other's wellbeing-ask questions and show concern
- Annual staff hike.Mystery tour

TERMLY

- Have a **whole** staff meeting
- Have fun days where we are a little less serious
- Wider range of casual social events -coffee dates – ensure everyone knows about event
- More gel time after school in the staffroom-eg **book club**, chill time for chats

MONTHLY

- Gel time after school - monthly cuppa after school
- Change the groupings for the small staff room once per month

WEEKLY

- Call into room you would not normally visit for a chat
- Shake up Tuesday
- Goodies day

VISION vs MISSION (WANT VS WILL)

- **Both should be short and punchy**
- **Vision** inspires - reflects our values
- **Vision says what we want and aspire to do.**
- **Vision Statement - examples**
 - **Google** (want) “to provide access to the world’s information in one click.”
 - **US Railroad Co.** : Safest, most customer focused and most successful transportation Co. in the world
- **Mission is factual and says ‘we will’ - states what we do & how we do it.**
- **Mission statement examples**
 - **Google** (will) “ organize the world’s information and make it universally accessible and useful.
 - **USA Tennis Assoc:** ‘ promote and develop Tennis in the USA



POWERFUL VISION STATEMENTS

Examples

- **Harley Davidson** : To Fulfil dreams through the experiences of motorcycling
- **Disney** : To make people Happy
- **Instagram**: Capture and share the world's moments
- **Hotel Europa**: Ladies and Gentlemen serving Ladies and Gentlemen

- Now think about your School's Vision....
 - Does it measure up?
 - Does it have an impact



STAFF DISCUSSION IN GROUPS

- **Is your Vision Magnetic, Compelling, Inspiring and Exciting?**
- Look at the Values you prioritised - do they inform the Vision, are they reflected in it?
- Is the Vision theory or practice?
 - Is it known?
 - Are you living it?
 - Can it be felt?
 - What needs to happen to make it come alive?



Staff Discuss - 10 Mins

'Red Bull' our Vision - give it wings!

STAFF DISCUSSION IN GROUPS

- Look at the Values you prioritised - do they inform the Vision?
- Is the Vision theory or practice? Are you living it? Can it be felt?
- What needs to happen to make it come alive?
- What values do you want reflected in your vision?

Staff Discuss - 10 Mins

'Red Bull' our Vision - give it wings!



RECAP & CHECKLIST - NEXT STEPS

- DaW committee – representatives across all roles in school
- Conduct Work Place Survey
- Link results to needs - Identify Gaps
- Identify areas for improvement - daily, weekly, monthly and yearly
- Clearly identify Values - easier then to hold to account
- Make values known - whole school Community
- Strengthen Vision - if appropriate – and align with values
- Committee look at Simple mechanism for addressing conflict to bring to staff
 - See available Draft DaW Policy and Mechanism Supplied
- Organise next whole staff session