Climate Assessment Toolkit

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The Climate Assessment Toolkit was developed for the 2020 Creating and Sustaining a Respectful Work Environment Series.

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INTRODUCTION

This toolkit will help leaders at Michigan State University identify and explore the workplace's climate, culture, and learning environment. By understanding these elements, leaders can develop practical tools to support their teams and meet the unit's goals.

Throughout the toolkit, climate and culture are frequently used. These terms are interrelated and yet unique. For this toolkit, these terms are defined as follows:

> Culture: Sum of the values, traditions, beliefs, interactions, behaviors, and attitudes. Often deeply ingrained and more stable over time.

> Climate: Perception about the work/learning environment, how people feel at work/class, the "artifacts" or observable elements. Often easier to assess and change.

The toolkit is intended as a workbook that can be revisited again and again during your leadership journey. The toolkit is intended as a tool to conduct a self-guided climate assessment. In each section, there are exercises, activities and opportunities for self-reflection.

The toolkit is organized into three sections:

LEADER SELF-ASSESSMENT: BELIEFS AND BEHAVIORS

UNDERSTANDING THE CURRENT CLIMATE ON YOUR TEAM

UNDERSTANDING THE SURROUNDING CLIMATE

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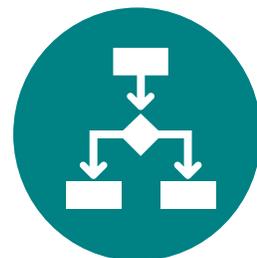
Leader Self-Assessment: Beliefs and Behaviors

As a leader, starting with self-assessment of your beliefs and behaviors can help inform your goals, motivations, and ways that you can support your team. Whether you are a seasoned leader or new to a leadership position, conducting regular self-assessments can help you continue to improve in your role.

SELF-ASSESSMENT

It is essential to recognize that the leader is not neutral in creating and maintaining a unit's climate and culture. When conducting a self-guided climate assessment, self-reflection should be the first step. Leaders often have more influence on the climate than they may recognize. Based on positional power within the unit, leaders are always in a position of role-modeling attitudes and behaviors, whether consciously or unconsciously.

Self-reflection questions are provided below, with space for journaling. You may also consider consulting with trusted mentors and colleagues to assist in your self-reflection process to help identify areas where you may lack awareness. The self-assessment process works best if you are honest in your responses. Be thoughtful about situations you've experienced in the past and how you've responded. Be reflective of the qualities you have as a leader now and the qualities you hope to develop.

What are my strengths as a leader?

Where are my areas of growth as a leader?

What are my top 5 personal values that drive me as a leader? *(visit page 5 for a sample list of personal values)*

What are the unit's values?
(NOTE: If you are new to the unit, these can often be found in "mission, vision, values" documents, on the unit's website or in the unit's bylaws/handbooks. If you do not have access to, or cannot easily find the unit's identified values, this may be a place to start in your leadership. Otherwise, you can answer this question based on what you sense the values to be, based on your experiences in the unit thus far).
- **How do my personal values align with the unit's values?**
- **Where do my personal values diverge from the unit's values?**

For each of the values listed above, provide examples for how you model these values.

What is my conflict resolution style? (e.g. avoidance, confrontation, debate, appeasing, etc.)

In what situations does this conflict resolution style typically work well? In what situations does this conflict resolution style typically not work well?

How do I typically handle interactions with people I am having difficulty with?
- **Difficult situations?**
- **Difficult decisions?**

What is my current sense of the climate within this unit?
- **Where did I gather this information (e.g. observation, personal assumptions, unit reputation, colleagues, etc.)**

How would I describe people's sense of belonging within the unit (faculty, staff, students, volunteers, alumni)?
- **Where did I gather this information? (e.g. observation, personal assumptions, unit reputation, colleagues, etc.)**

What mechanisms do I employ to provide people positive feedback/accolades?
- **What mechanisms do I employ to provide people with constructive feedback?**
- **What are my skills/areas for growth around empowering people to put forth their best work?**

What would I like the climate and culture to be in the unit?
- **If that is the climate I am striving for, in what ways am I demonstrating this through my behavior to achieve that goal?**
- **Who can I rely on to provide me with honest feedback about my behavior? (*Tip: consider having a variety of peers you can call upon to help assure your impact matches your intent).*

CORE VALUES LIST

Understanding your core values as a leader can help you know what drives you. By being aware of your leadership values, it will assist you in connecting with your team, working towards the goals of the unit, and becoming a more effective leader.

Below is a short list of common core values. When considering your values as a leader, try circling **all** of the values that resonate with you. Then select your top 10. Once you have 10 identified, select the five (5) that feel the most poignant to you as a leader - think specifically about the role you are in, your responsibilities, and the leader you are striving to be.

Accountability	Empathy	Optimism
Adaptability	Equity	Passion
Ambition	Excellence	Patience
Authenticity	Flexibility	Perseverance
Bravery	Focus	Personal Development
Caring	Growth	Rationality
Commitment	Hard work	Reliability
Community	Honesty	Respect
Connection	Independence	Resilience
Consistency	Influence	Risk-Taking
Courage	Innovation	Service
Creativity	Integrity	Sustainability
Dedication	Legacy	Teamwork
Dependability	Loyalty	Transparency
Discovery	Mindfulness	Trust
Education	Motivation	Vision
Efficiency	Openness	Wisdom

Understanding the Current Climate on Your Team

After conducting self-assessment and personal reflection, it's time to get to know your team members and to intentionally commit to understanding each of them as professionals in your unit. Concurrently, you will want to assess the climate within the unit to determine what is working well and what areas may require additional attention.

STAY INTERVIEW QUESTIONS

Rather than waiting for employees to leave their jobs and conducting exit interviews, managers are better served by asking "stay interview" questions to current employees. Used throughout the course of employment, these questions can help to increase engagement, understanding, productivity and career development.

If you are new to your supervisor position, it is important to get to know the people you are supervising; what are their goals? What inspires them and engages them in their work? By scheduling time with each individual you supervise, it can help build trust and set a foundation for how you work together to achieve the unit's goals.

Below are many options for "stay interview" questions. **Pick a few of these questions to ask during check-ins and one-on-one meetings with your team members**.

STRUCTURAL
- If you could create your own schedule, what would it be?
- If resources were unlimited, what would you want to do or propose to do in your role?
- Is there something you need to do your job more effectively?

CONNECTION TO WORK
- What skills are you using that you enjoy?
- What is one thing you like that we are currently doing?
- What is one thing we are doing that you would change?
- What is one thing you would add to what we are currently doing?
- Is there another position in this office you would rather be doing? If so, what elements of that job do you like?
- Is there anything about your job that makes you nervous?
- If you could change one thing about your job, what would it be?
- What is your favorite part of your job?
- What do you say when your significant other or friend asks you, "How do you feel about your job?"
- What causes you to disengage at work?
- If you had the best job on campus, what would you tell your friends it was like?
- Why have you chosen to stay in this job?
- What do you look forward to each day when you come to work?
- If you won the lottery, what would make you stay?
- What is the most frustrating aspect of your job?
- What is one thing about your job that you dread?
- What is an easy change that would improve your job?
- If you had to get rid of one component of your job, which would it be?
- If you had to give away all components of your job except one, which would you keep?
- What do you see after hours that we don't see that we should know about to make the workplace better?
- What motivates you?
- What is your favorite part of the job?
- What is one thing in the last month that you're proud of?
- What 3 words would you use to describe the work environment?
- What do you tell other people about your job?
- Describe your perfect day.
- What would make you choose to stay another year?
- If this position was opened again, would you reapply? Why or why not?

INTERPERSONAL & LEADERSHIP
- What could I do better?
- What is one thing I do that is frustrating for you or makes your job harder?
- What is one thing about the way I manage that you would change?
- What can I do to make your job/experience better?
- What makes you feel appreciated?
- What is the best way for me to give you feedback?
- Who do you respect & why?
- If you could have dinner with anyone, who would it be and why?
- Do you feel comfortable sharing opinions with me? With the team?
- Do you feel like an integral part of the team?

CAREER
- What is the most valued skill that you've learned here?
- What do you need from this position to help prepare you for your next position?
- What is your 5-year plan, and what are we doing to get you closer to your goals?
- What can I do to help you accomplish your goals?
- What attracted you to this job (why did you choose this job)? Does it still apply?
- What do your colleagues do that you'd like to learn?
- How is this job benefitting you?
- What other experience do you want to gain?
- Are you interested in advancement? Leadership?

SELF-REFLECTION:
You may want to consider scheduling stay-interviews with each of your direct reports on a consistent basis. This is different than performance reviews, and can be conducted in more informal ways.

BELOW, WRITE YOUR PLAN FOR CONDUCTING STAY-INTERVIEWS WITH YOUR TEAM.

UNIT ANALYSIS

Once you've spent time understanding the individuals on your team, some general analysis of the unit may also be helpful. There are many elements to creating a strong work team and productive organization. Below are many of the categories you can consider and tools for assessing your organization.

Mission/Charter Statement
A guiding tool for the individuals of the organization that describes what you do, how you add value and for whom. It helps people make decisions and know what course of action to take. It provides consistent focus and purpose. What is your unit's mission statement? How does it align with the university's priorities?

Vision Statement
A clear and measurable image of the preferred future. An image/view of how we see the purpose (Mission) unfolding.

Organizational Values
Characteristics or qualities that guide behavior. What is necessary to accomplish Mission/Vision. Reminder that these are organizational values, not personal values. Ground the conversation in the mission and vision of the organization.

Behaviors
Once values are identified, what are the behaviors that you can observe that tell you the values are being lived in the organization? Consider ways for incorporating conversations about these behaviors in one-on-one meetings with team members and during unit meetings.

Assessing Your Unit:

Two commonly used techniques to assess an organization or a team are SWOT and SOAR. Both offer powerful engagement with participants and invite all to share. Simple four-quadrant data gathering can be facilitated externally or internally and can be used at any level of the organization.

SWOT Analysis:
Technique used to help identify internal and external forces to capture strengths, weaknesses, opportunities, and threats of the organization to use as a foundation for strategic planning, as well as the creation or revision of an organization's mission. SWOT is based on where your organization is right now. Typically, is a top-down approach but can be used at any level of the organization and can be an excellent tool to develop with different teams.

- **What are the Strengths of our organization, our uniqueness?**

- **What are our internal Weaknesses that if left unchallenged will do us harm?**

- **What are the Opportunities we have for improvement of the current environment?**

- **What are the Threats that challenge our ability to deliver on our mission and vision?**

SOAR Analysis:
Like SWOT, the SOAR is more aspirational and grounded in appreciative inquiry—where do you want the organization to go and is entirely future focused. Accountability is introduced through the Results-how will you measure the desired outcomes. The categories are Strengths, Opportunities, Aspirations and Results. Questions:

- **What are the Strengths of our organization? What are we proud of?**

- **What are the Opportunities for our organization? People, process, practice?**

- **What future do we want? What do we care about? What would we do?**

- **What will we measure to tell us if we have achieved our vision?**

Values & Behaviors to Support the Mission/Vision:
Core values are one important aspect of creating a strong culture. Along with behaviors, core values define who we are (mission), who we want to become (vision). How do we ensure our core values align with the unit's future vision?

- Values are an essential part of culture and are needed to describe the culture at its deepest level.
- Values are easy to express conceptually in one word.
- Behaviors are what translate values into tangible, observable and measurable elements that can be implemented, assessed, and improved.
- Behaviors can be observed; they are what people DO.

Values and behaviors are personal and represent everyday living. Values and behaviors describe how an individual actively contributes in a meaningful way to culture. Organizations function best when there is an identified set of shared values, clarity as to their meaning, accountability for upholding them, and humbleness when there is a stumble.

Team Values Activity

1. Individually, have employees review the list of values from page 5 and select their top ten.
2. Gather all this data and incorporate it so that the organization can begin to notice the shared values.
3. Invite discussion on the all the values, particularly the shared ones—you don't want to discard a value without talking about what it means—what are the behaviors associated with this value? Capture this information. There is not a "set" number of values.
4. Gather what the top values are and associated behaviors and put these back out to the organization for feedback and questions.
5. Formally adopt the values and behaviors by incorporating them into individual performance and evaluation goals as well as using them to evaluate completion of organizational goals.

As a team, reflect on and revisit these team values regularly and discuss how they are supporting the mission and vision of the organization.

NOTICING RED FLAGS

"Red flags" are behaviors and dynamics that negatively impact the work team. These are all issues that affect the unit's climate and often worsen the longer they remain unaddressed. As the unit leader, you have a responsibility to address red flags that may be present actively. Below are several red flags that require action:

- Harassment/Hostile Environment
    - Bullying - (for more information go this [this website](#) from the University of New Brunswick)
    - Incivility - low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect
    - Talking over each other in meetings
    - Grudges
    - Emails with vulgar or suggestive language
    - Asking questions about colleague's sex life
    - Displaying offensive or graphic material
    - Unwelcome physical contact
    - Talking about TV show or movie in a graphic way
    - Flirtatious texts or notes
    - Ogling
    - "Whisper networks" that warn people away from serial harassers

- Structural Concerns
    - Lack of diversity in the group, which may result in minority members feeling isolated
    - Seating isolates specific people
    - Unfair hiring practices

- Identity-based divisions
    - Insults based on a person's identity (particularly protected categories as outlined in the anti-discrimination policy)
    - Verbal and nonverbal behaviors that convey hostility, exclusion, or second-class status about members of a particular group
    - Microaggressions
    - Refusal to use preferred pronouns

- Team Dynamics (competition, scarcity mindset, etc.)
    - Gossip
    - People being intentionally left off projects, particularly ones that could potentially advance the person's career
    - Sabotage
    - Cliques (with intentional exclusion)
    - "Gut feeling/something just feels a little off"

- Leadership Style
    - Appears to favor certain employees
    - Rigidly hierarchical
    - Pushes to keep "dirty laundry" a secret
    - Requests or tolerates unethical or illegal behavior
    - Unrealistic demands leading to high stress & burnout
    - Fails to hold others accountable
    - Limited or inconsistent communication
    - Does not provide meaningful feedback

WORKPLACE ISSUES THAT MAY INCREASE RISK

While problematic behavior and structures can occur anywhere, here are situations where risk tends to be high:

- Homogenous workforce – There is a lack of real diversity in this work group. Any employees who find themselves members of a minority group can feel isolated and may be vulnerable to pressures from others.

- Workplaces where some employees do not conform to workplace norms – An example of this would be a single-sex work environment where one gender outnumbers other genders. For example, skilled trades are a heavily male-dominated work industry. Employees in the minority may be viewed as weak or susceptible to abuse. Managers can improve this type of situation by creating a culture of respect and civility.

- Culture and language differences in the workplace – New employees may join the work team from different cultures or nationalities. Unintentional segregation of employees with different cultures may occur. In this type of situation, employees from a different culture may be less aware of laws and workplace norms. Employees who do not speak English may not fully understand their rights and could be subject to exploitation. The best way to fight this is to ensure that culturally diverse employees fully understand laws, policies and workplace norms by presenting them in a language they know, and by training employees in inclusive practices.

- Coarsened social discourse outside the workplace – This could occur during times when current events outside of the workplace are increasingly being discussed with extra conviction or passion. For example, this could take place around an important election. When discourse outside of work becomes coarse, it can likely affect how employees relate to one another at work. Be proactive about when this could occur and remind your employees of the type of conduct that is and is not appropriate at work.

- Young workforces – There are a significant amount of teenage or young employees in this scenario. Employees who are new to the job force may be unaware of workplace norms and policies. They may also lack the confidence to resist unwelcome advances or challenge any type of conduct that makes them uncomfortable. Young employees are also more likely to be taken advantage of by older, more experienced employees. On the flip side, young employees can be more likely to engage in harassing behaviors because they lack experience in work settings. Managers can provide targeted outreach to younger employees and emphasize that they are open to hearing about any complaints or issues.

- Workplaces with "high value" employees – These include executives and senior managers. Sometimes, management will be reluctant to handle a problem employee if they are perceived to have high value to the organization. These individuals can also see themselves as exempt from policies and norms. Apply workplace rules uniformly and make sure senior execs know that they are not exempt—they will be disciplined or discharged for poor behavior.

- Isolated workplaces – Employees work alone or in very small groups and have little interaction with others, which can give harassers easy targets because there are generally no witnesses. Consider restructuring work environments to reduce this risk. Ensure that workers who do work in isolated environments understand complaint procedures.

- Decentralized workplaces – This refers to central offices removed from front line employees. Managers may feel unaccountable for their actions and may act outside of workplace norms. Additionally, managers may be unsure of how to handle harassment issues without the guidance of senior executives. Ensure that compliance training reaches all levels of the organization and develop systems for employees to connect and communicate.

- Male-dominated leadership – Most department chairs, deans, provosts and presidents are men. Most principal investigators are men. This is not to suggest that all or even most men are perpetrators of sexual harassment, but that this situation of majority male leadership can, and has, resulted in minimization, limited response, and failure to take the issue of sexual harassment or specific incidents seriously. Thus, this underrepresentation of women in positions of leadership can create a high-risk environment for sexual harassment.

- Rigid hierarchies, particularly in circumstances of spatial or geographic isolation. According to the report, power structures that are led predominantly by men, with power "highly concentrated in a single person, perhaps because of that person's success in attracting funding for research," can exacerbate risks of harassment. "When hierarchy operates out of habit rather than as something that is constantly reflected on and justified due to experience or expertise, misuses of power can increase." Risks increase when coupled with isolation in the field, on research ships, in labs, or in medical students' night shifts.

- The organization does not communicate well (or often) with employees. Especially if there are any rumors of problems, layoffs, or reorganizations, a regular cadence of communication is a must. Speculation can breed fear and resentment.

- There is a general feeling promoted by those in charge that employees should feel fortunate to work there, even without the accompanying work/life balance and benefits commensurate with a great workplace. This type of sentiment from management can quickly build resentment among employees if the working conditions are not such that the employees themselves actually do feel fortunate to have a place in the organization.

- Problem employees are kept on board too long. This is a problem in and of itself, as a problem employee can cause issues for others. They may cause missed deadlines, frustrated customers, or even safety issues. But this situation can also lead to a drop in morale among all other employees who don't feel as though their concerns are being heard or that their safety is being valued.

SELF-REFLECTION:

What, if any, red flags have you noticed in your workplace?

What action have you already taken to address the issues?

What actions do you plan to take around these issues?

Who else may need to be involved and/or notified? (*Consider reporting requirements, safety concerns, etc.*)

Sources can be found on page 21.

RESPONDING TO CONCERNS

When there are red flags or concerns in the workplace, there are many tactics that can be employed in order to resolve the issues.

INTERPERSONAL
- Bystander Intervention (*visit page 15 for additional information*)
    - Concerns may need to be addressed in the moment and bystander intervention skills can help intervene in those situations.
- One-on-one meetings
    - When problematic behavior occurs, the leader should not ignore the situation. By engaging in a one-on-one conversation with the person who exhibited the behavior, setting expectations with them, and discussing their performance can resolve and prevent future behavior of this kind.
        - If behavior does not improve, it may be necessary to address this in the employee's annual performance evaluation.
    - One-on-one meetings may also be necessary with the person/people who may have been impacted by negative behavior. Checking in with team members who were targets of the behavior can help establish what types of supports they may find helpful.

STRUCTURE & PROCESSES
- Hiring
    - Review your typical hiring process. Is an effort being made to attract diverse candidates? Do you have a protocol to minimize bias in recruitment and hiring?
- Meetings
    - Look for ways to increase engagement. Do all team members participate and offer ideas? Can people respectfully disagree with each other? Are some perspectives regularly being ignored?
- Work Assignments
    - Take time to understand career goals of all employees. Think about how assignments can help them to grow, as well as benefit the unit.
    - Talk with employees about their bandwidth before assigning additional work.
    - Are social stereotypes influencing work assignments and tasks?
- Recognition
    - Find out how each team members prefers recognition for their work. (e.g. public accolades vs. private recognition).
    - Does all types of work receive recognition within your unit?
- Seating & layout
    - Are any team members particularly isolated or left out of discussions? Have you explored other seating options for people who may be in conflict with one another?
    - Consider workspace layout options that may support improved collaboration.
    - Remote work impacts: how are you addressing these concerns in the remote environment?

REPORTING & SEEKING ASSISTANCE
Sometimes, red flags, concerns and behaviors must be reported, and additional assistance may be required to adequately address the situation. As the leader, you are responsible for knowing what is covered by university policies, employment contracts and other expectations across the institution. For more information, you can contact Human Resources and/or Academic Human Resources for assistance.

BYSTANDER INTERVENTION

Setting expectations is one of the many responsibilities of a leader. Expectations can be set formally, such as through bylaws, policies and protocols, and informally, such as through role-modeling behavior, group discussions, and bystander intervention.

Bystander intervention is a tool that can be used to address problems or harm occurring in the moment or shortly thereafter. These are skills that you can use when situations arise. As the leader of the unit, you could also encourage the use of these skills among your team.

There are three effective methods to bystander intervention: Direct, Distract, and Delegate. The method that is used may be determined by your leadership style, the context and severity of the situation, among other considerations.

Direct	• Directly getting involved in the event; putting yourself into the situation and addressing the problem
Distract	• Deescalating the situation without bringing up the problem; breaking the tension
Delegate	• Asking another person to help with the situation
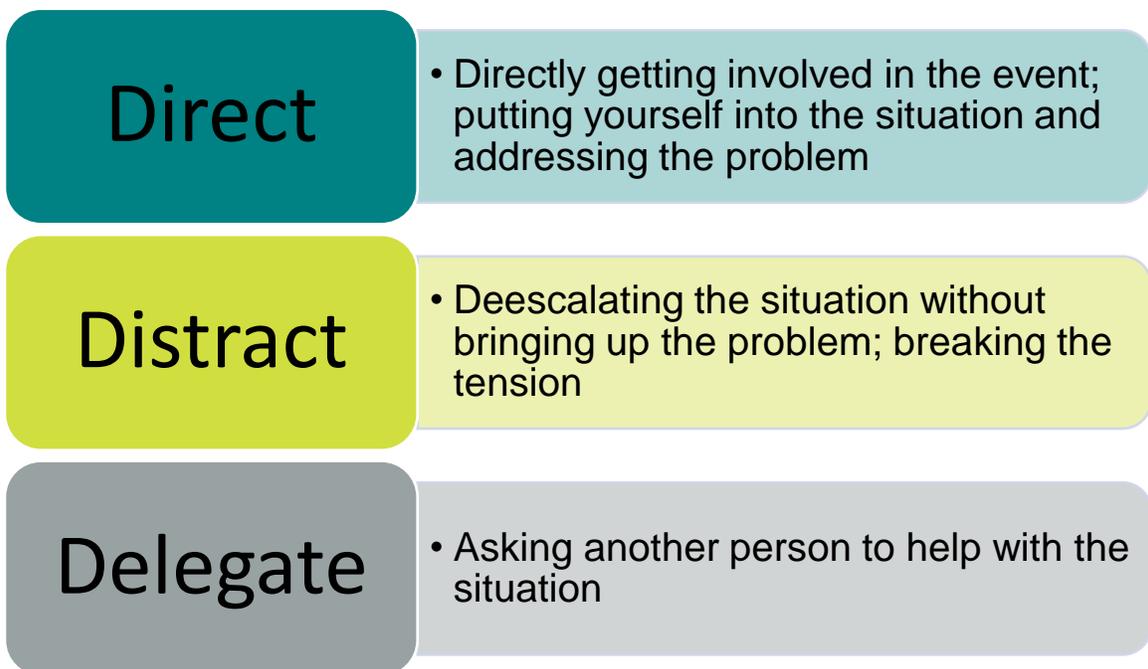
For each of the methods, we will use the following scenario in order to help provide context for how each method might be activated in a given situation.

Scenario: During a full staff meeting, one employee repeatedly interrupts another employee and continuously makes rude "side comments" about that employee whenever they try to contribute their ideas.

Direct:
Direct intervention in the scenario: As the leader, you are likely to be the one who is hosting the full staff meeting. In this situation you might say directly to the employee who is interrupting, "[Name], I am noticing that you have repeatedly interrupted [other employee] and have been making side comments. This is disruptive to our meeting and not conducive to dialogue."

Distract:
Distract method in the scenario: Sometimes, it does not feel appropriate to directly address a situation. For instance, if there is a risk that a direct method would escalate the situation. In this scenario, a distract method might be to say, "I know we all have a lot to contribute around this topic, I want to make sure we are staying on track with our agenda." This could bring attention to the situation without addressing it directly. As the leader, in this situation, it would likely be a good idea to talk to the interrupting employee after the meeting about the observed behavior and set expectations for their behavior moving forward. You may also want to check in with the person who was being interrupted to determine if there is any support they need.

Delegate:
Delegate method in the scenario: Although this situation may appear to be a simple scenario, delegation might be required in instances where verbal threats are being made, comments are in violation of the Anti-Discrimination Policy and/or Relationship Violence and Sexual Misconduct & Title IX Policy, or if you are not the one leading the meeting. Delegation may be required to involve other necessary units and/or supervisors.

Consider the common types of situations you encounter in your role as a leader. List below the types of situations that would best be served by each of the bystander intervention methods.

Direct:

Distract:

Delegate:

For more information or professional development around Bystander Intervention, contact the Prevention, Outreach and Education Department (poe.msu.edu).
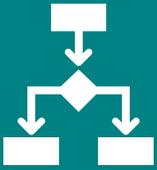
Understanding the Surrounding Climate

The climate and culture within the larger context may also influence the climate and culture within your unit. These outside factors may be critical to understanding some of the dynamics that may be present within your unit. For instance, the leadership team you are part of, the university's goals and priorities, and the support of your peers can all affect how you approach the climate in your unit.

THE SURROUNDING CLIMATE

YOUR LEADERS AND PEERS:
- How intentional are the leaders above you about culture & climate?
    - How intentional are your peers about culture & climate?

- Do your leaders and peers model what you are striving for? If so, how? If not, why not?

- How does the behavior of the leader(s) above you and peers impact you and your team?

- What steps can you take if you notice red flags across the leadership structure?

INFLUENCING UP & ACROSS
Below are action steps to consider not only with your leadership team, but other groups or committees you participate in across the university.

- Learn skills to engage in necessary crucial conversations
    - Explore professional development opportunities through MSU Human Resources
- Illuminate hidden victims and unconscious impacts
    - Help team members understand the impacts of behavior
        - Use "I noticed…" language to bring attention to negative impacts
- Work with allies to help address concerns
    - Who else on your leadership team shares your concerns? How can you work together to address the issue or behavior?
- Share victories and progress
    - In leadership meetings, share the work that your team is doing to improve the culture and increase engagement

ADDITIONAL ASSISTANCE
- Office for Faculty and Academic Staff Affairs
- Faculty Grievance and Dispute Resolution Office
- MSU Human Resources
    - Employee Relations
    - Organization & Professional Development
- Office of Civil Rights & Title IX Education and Compliance
    - Prevention, Outreach & Education Department
    - Office of Institutional Equity
- Office of Student Support & Accountability
- Misconduct Hotline – (800) 763-0764

TAKING ACTION

Utilize the Toolkit

Complete the workbook.

Network

Find your allies & your "kitchen cabinet".

Keep Learning

Stay up on these issues through reading, workshops, etc.

Model Behavior

Intentions only matter if behavior matches. Actively seek feedback.

Stay Vigilant

Reassess frequently.

RESOURCES

CULTURE AND CLIMATE

Organization & Professional Development – Live, online class

ElevateU

[Measuring Organizational Culture](#) (Video)

[Positive Atmosphere: Establishing a Positive Work Environment](#) (Course)

[HBR's 10 Must Reads on Building a Great Culture](#) (Audio Book)

[Shadow of the Leader](#) (Video)

Articles
[Culture Building: It's on All of Us](#)
[Employee Engagement in a Rapidly Changing Workplace](#)
[Compassionate Leadership: Awareness of Mental Health Needs as the Pandemic Continues](#)
[Leading by Example](#)

DIFFICULT CONVERSATIONS

Organization & Professional Development – Live, online class
Crucial Conversations – Check [OPD](#) for updated availability

ElevateU:
Crucial Conversations: Tools for talking When the Stakes are High
[Book](#)
[Audio Book](#)

Crucial Accountability: Tools for Resolving Violated Expectations, Broken Commitments and Bad Behavior (Book)

Navigating Difficult Conversations at Michigan State University (Course)

Emotional Courage Makes Difficult Conversations Easier (Video)

BIAS AND INCLUSION

Organization & Professional Development / Office of Inclusion & Intercultural Initiatives – Live, online class
Understanding Implicit Bias Certificate Series – Registration through [OPD](#) coming soon

Continued…

BIAS AND INCLUSION (continued)

ElevateU

Understanding Unconscious Bias (Course)

Overcoming your own Unconscious Biases (Course)

Recognizing Gender Bias (Video)

Managing Gender Bias (Video)

Unconscious Bias and its Role in Diversity (Video)

Unconscious Inclusion (Video)

Developing an Inclusive Environment (Video)

Building an Inclusive Organization: Leveraging the Power of a Diverse Workforce (Book)

Articles

Inclusive Leadership: Starting with Self-Reflection

Connected Through Crisis: Why an Interdependent Approach to Leadership is Vital

UNDERSTANDING RED FLAGS

Articles

Identify Red Flags that Increase Instances of Sexual Harassment in the Workplace

Does Your Institution Foster a Culture of Sexual Harassment?

9 Red Flags of a Toxic Workplace Culture

ADDITIONAL PROFESSIONAL DEVELOPMENT TRAINING OPPORTUNITIES

- Office for Faculty & Academic Staff Development
- Office for Faculty and Academic Staff Affairs
- Broad Executive Development Programs
- Health4U Program
- Gender and Sexuality Campus Center
- MSU Human Resources
- Office for Institutional Diversity and Inclusion
- Prevention, Outreach and Education Department
- WorkLife Office