

ETHICAL EXPECTATIONS



A Practical Guide to
Fostering an Ethical Culture at MC

INTRODUCTION

The Ethical Expectations materials provide frameworks for the seven expectations outlined in the Montgomery College Code of Ethics, **Policy and Procedure 31000**.

This work is grounded in one of the 2018 recommendations from the Ombuds: *"Commit to identifying and operationalizing concrete ways to achieve the purpose of the Code of Ethics and Employee Conduct to ensure that all employees uphold the ethical standards within the Code by convening a group of stakeholders to brainstorm and make decisions on this matter."*

This recommendation was adopted with modification by Dr. Cain, as the acting president, and a workgroup of employee stakeholders was convened in spring 2019.

"The group's charge is to refine the ethical standards as articulated in the relevant policy and procedure, make them measurable, reviewing existing policies, procedures, and practices that hold employees accountable for one or more of the stated ethical standards, and find additional ways to embed the ethical standards within the Montgomery College culture."

This workgroup carried out the charge by developing representative observable behaviors, warning signs of problematic behavior, resources, and scenarios.

MORE INFORMATION

Please contact ethics@montgomerycollege.edu with any questions.

Additional updates and materials about the Ethical Expectations can be found on the

Ethics Website

www.montgomerycollege.edu/ethics

Equity and Inclusion Website

www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html

Ombuds Website

www.montgomerycollege.edu/ombuds

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PRACTICING ACCOUNTABILITY AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR ACCOUNTABILITY

1. Fully completes task assigned by deadline.

- a. Informs supervisor if employee identifies something else to be considered or included in a task, such as extra step in process, input from another person/unit, and/or additional time, materials, and resources.
- b. If assignment cannot be completed by due date, informs supervisor and asks for direction on how to reprioritize workload or for a time extension. The conversation occurs before the due date.
- c. Periodically verifies work is on track.
- d. Supervisor asks employee if he or she has everything needed to be successful, including establishing realistic due dates.

2. Takes responsibility for outcomes.

- a. Accepts responsibility for errors.
- b. Does not blame others or offer excuses due to surrounding circumstances.
- c. Corrects the error, learns from mistakes, and says what will be done differently in the future to avoid the mistake.
- d. Supervisor uses a mistake as a positive and constructive teachable moment.

3. Acts with integrity.

- a. Acts as a role model by doing what he or she commits to do.
- b. Supervisor accepts responsibility for directing an employee to perform a task that receives negative attention or outcome, instead of blaming the employee or remaining silent on the issue.

4. Understands that decisions and results are connected.

- a. Takes initiative to influence process instead of letting things happen that interfere with effective and successful outcomes.
- b. Uses data in decision-making process.

5. Acknowledges personal and professional boundaries and limitations.

- a. Is willing to take on stretch assignments and discuss concerns about assignments beyond his or her capacity.
- b. Knows what decisions are and are not within his or her purview.
- c. Supervisor communicates parameters for employee decision-making.

6. Completes performance evaluations as determined by the bargaining agreements and College Policies and Procedures.

- a. Supervisor provides honest and fair feedback to employees in a timely manner, especially when performance can improve.
- b. Supervisor provides clear feedback on deficiencies and offers employee opportunities to improve in advance of performance evaluation, so that employee does not learn of deficiencies for the first time in the performance evaluation process.

7. Supervisor initiates corrective personnel action.

- a. Supervisor initiates and follows through with corrective actions for an employee who has made consistent, multiple errors, and has not met job expectations over time.

8. Acknowledges responsibility to others.

- a. Arrives on time to work and work commitments.
- b. Is prepared for work, meetings, and team projects and follows up on deliverables.
- c. Serves the needs of College customers.

ACCOUNTABILITY

College employees will fulfill their roles and responsibilities to the best of their abilities. College employees will be personally accountable for the highest standards of moral and ethical behavior in all aspects of their work.

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR ACCOUNTABILITY

1. Does not complete assigned work responsibilities.

- a. Does not meet due dates on tasks without notice.
- b. Does not do what he or she commits to do.
- c. Supervisor assigns work without clearly setting SMART goals.
- d. Employee accepts work without asking for clarification and clear expectations.
- e. Employee does not utilize posted and/or known best practices or leading industry standards.

2. Demonstrates lack of personal responsibility.

- a. Blames others, blames external forces, and/or does not take personal responsibility. If an error is made, does not take ownership of the task and the employee considers him/herself blameless.
- b. Hides mistakes. For example, employee refuses to admit that he or she provided incorrect data from which an incorrect decision was made.
- c. Repeats mistakes without trying to change or improve outcomes; does not learn from mistakes.

3. Does not take responsibility for full participation in work assignments.

- a. Refuses to participate and then offers alternative ideas at an untimely point.
- b. Complains about the outcome although he or she contributed little to the work.
- c. Overcommits and then tries to cover up by making excuses.
- d. Refuses to apologize for any action, despite numerous opportunities when that would be appropriate.

4. Supervisor does not act when employees fail frequently.

- a. Supervisor does not coach, train, or prepare employees for work assignments.
- b. Supervisor does not document employee's problematic behavior when appropriate.
- c. Supervisor does not hold some employees accountable for their behaviors; selective accountability leads to favoritism and allows for inconsistent expectations.
- d. Supervisor delegates responsibility and does not provide the necessary tools or skills for others to be successful.

5. Uses College resources inappropriately.

- a. Uses equipment and supplies for personal use or takes supplies home.
- b. Uses time for personal business or pleasure. For example, has lengthy phone calls, visits with friends or family while on work time, and/or does personal work.

ACCOUNTABILITY RESOURCES

BOOKS

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

Patterson, Kerry. New York: McGraw-Hill, 2013.

<http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4161969&site=eds-live&scope=site>

CLASSES

Crucial Accountability

A one-day class that follows Crucial Conversations, a two-day class and a prerequisite. Class is offered by Professional Development-ELITE.

VIDEOS

"How Leaders Hold Employees Accountable" John Eades (2:21)

<youtu.be/BD0S0eCulHc>

"5 Ways To Improve Accountability In The Workplace" (4:28)

<youtu.be/ijtudlQjVg8>

LinkedIn Learning:

- **Building Accountability into Your Culture**

www.linkedin.com/learning/building-accountability-into-your-culture/your-role-as-a-leader-in-driving-accountability?u=2372602

- **Executive Leadership: Accountability**

www.linkedin.com/learning/executive-leadership/accountability?u=2372602

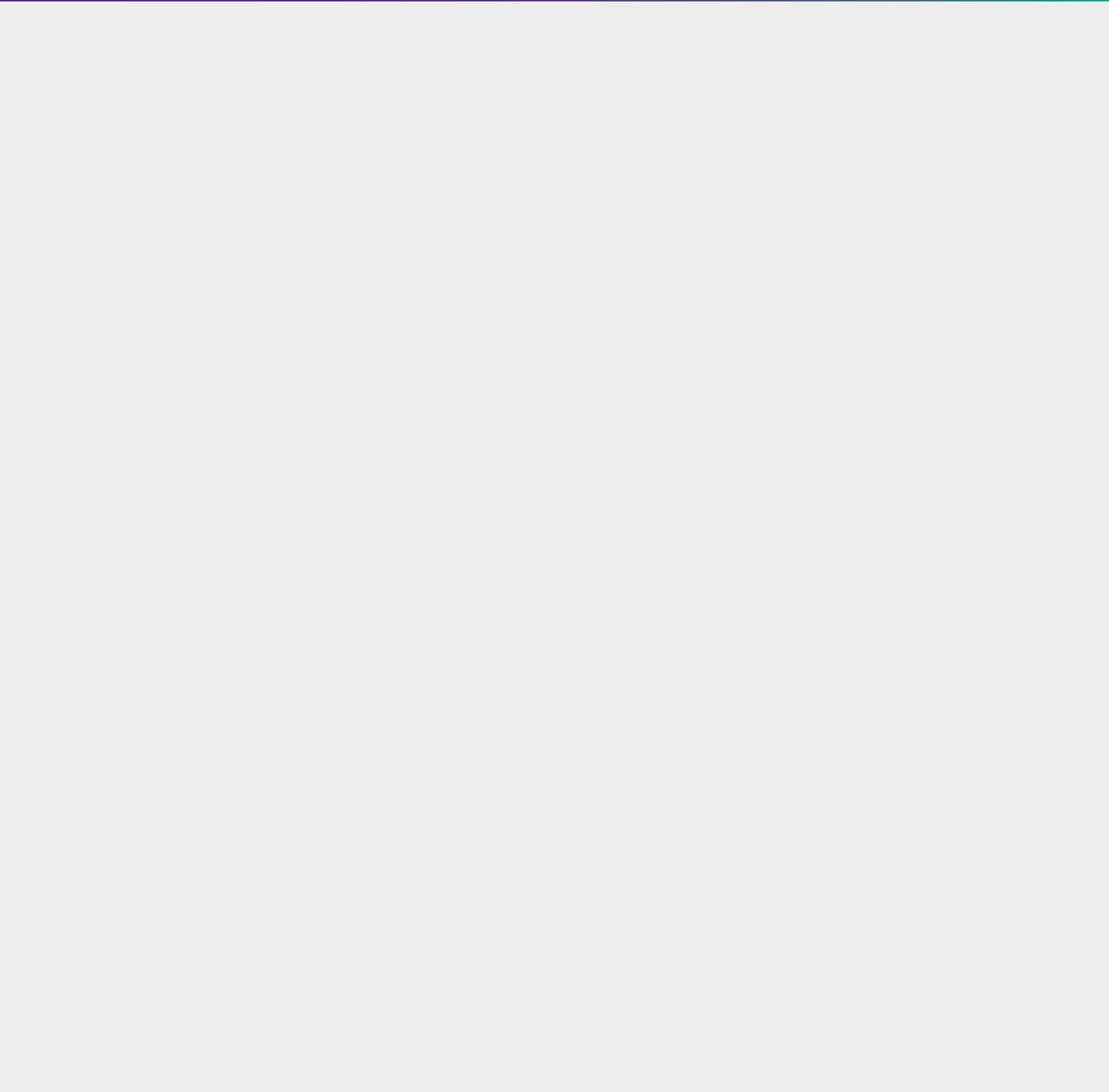
WEBSITES

Employer and Worker Responsibilities Under OSHA

www.osha.gov/as/opa/worker/employer-responsibility.html

USEPA Website where you can check compliance status of facilities in your area

www.epa.gov/compliance



PRACTICING CIVILITY AND COLLEGIALITY AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR CIVILITY AND COLLEGIALITY

1. Uses good manners.

- a. Greets people.
- b. Uses formal language.
- c. Welcomes newcomers and outsiders.
- d. Shows interest in different experiences and accomplishments.

2. Respects differences.

- a. Shows admiration for what colleagues do.
- b. Supports the opportunity for others to express their suggestions and ideas.
- c. Shares diverse experiences.
- d. Attends lectures and social events that explore differences.

3. Listens effectively to others.

- a. Allows others to complete their thoughts when speaking.
- b. Listens objectively without making assumptions.
- c. Asks clarifying questions as needed for more details or information.

4. Works well with colleagues on committees, teams, and projects.

- a. Completes his or her share of the work of the group.
- b. Is willing to consider compromise.
- c. Contributes ideas and suggestions.
- d. Gives constructive feedback.
- e. Accepts leadership roles.

5. Collaborates effectively across units, departments, campuses.

- a. Serves on collegewide committees as workload permits.
- b. Works on projects related to the College's mission.

6. Considers how words and actions affect others.

- a. Is aware of how body language changes when speaking with individuals from different backgrounds, which can indicate respect or disrespect.
- b. Is aware of how changes in tone of voice, use of slang, unfamiliar jargon, or the context can show respect or disrespect for others.

7. Civility Norms Montgomery College Office of Equity and Inclusion

- a. We aspire to be welcoming, equitable, inclusive, and culturally competent.
- b. We are polite in our interactions by:
 - greeting and acknowledging others;
 - saying please and thank you;
 - respecting others' time, space, and individuality;
 - being direct, sensitive, and honest.
- c. We listen for common ground.
- d. We treat each other with respect by:
 - welcoming feedback with an open mind and giving others the benefit of the doubt;
 - acknowledging the contributions of others and recognizing successes;
 - acknowledging the impact of our behavior on others with a caring heart.
- e. We address incivility in a polite, courteous, and responsible manner.

Inspired by *Mastering Civility* by Christine Porath

Equity and Inclusion Website: www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html

CIVILITY AND COLLEGIALITY

College employees will work together to create a culture of civility and inclusion built on trust, respect, and dignity for all.

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR CIVILITY AND COLLEGIALITY

1. Uses inappropriate behavior.

- a. Uses profanity.
- b. Shares racial, ethnic, or sexist jokes or comments in any format.
- c. Shouts or uses an aggressive tone of voice.
- d. Inappropriately touches another person.
- e. Does not provide enough personal space when talking with others.

2. Brings excessive attention to oneself.

- a. Talks loudly in a setting that is disruptive or distracting to others.
- b. Talks repeatedly about how he or she does things, rather than how things should be done according to College **Policies and Procedures** or established practices.
- c. Overshares information about personal life during work time.

3. Devalues others.

- a. Dismisses the ideas of others without consideration.
- b. Devalues the contributions of others by lack of acknowledgement or assuming credit.
- c. Refuses to work with someone.
- d. Disregards the input of a member of a shared work effort.

4. Displays negativity.

- a. Speaks negatively about his or her work load, office, colleagues, or the College without offering constructive suggestions.
- b. Consistently assumes pessimistic outcomes.
- c. Discourages others from trying to make something successful.

5. Does not participate in team assignments.

- a. Does not show up for committees or assigned work groups.
- b. Refuses to accept leadership roles even when experience and skills are logical for a leadership role.

CIVILITY AND COLLEGIALLY RESOURCES

ARTICLES

Policy to Foster Civility and Support a Healthy Academic Work Environment

Clark, C. M., & Ritter, K. (n.d.). *Journal of Nursing Education*, 57(6),

Ethics and Civility: The Code We Live By

Russell, M. (2019). *Journal of the Academy of Nutrition and Dietetics*.

The Importance of Civility in the Workplace

<https://smallbusiness.chron.com/importance-civility-workplace-43590.html>

Four Steps Proven To Cultivate Workplace Civility

www.forbes.com/sites/forbescoachescouncil/2017/04/14/four-steps-proven-to-cultivate-workplace-civility/#31dcfde737cf

Defining and Practicing Deep Civility on College Campuses

www.higheredtoday.org/2018/12/10/defining-practicing-deep-civility-college-campuses

Civility and Academic Freedom: Who Defines the Former (and How) May Imperil Rights to the Latter

McDonald, T. W., Stockton, J. D., & Landrum, R. E. (2018). *College Quarterly*, 21(1). Retrieved from <https://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=eric&AN=EJ1169339&site=eds-live&scope=site>

BOOKS

Creating Healthy Workplaces: Stress Reduction, Improved Well-Being, and Organizational Effectiveness

Biron, C., Burke, R. J., & Cooper, C. L. Burlington: Gower Pub., 2014.

The Construction of Civility in Multicultural Organizations

Kisselburgh, L. G., & Dutta, M. J. In P. Lutgen-Sandvik & B. D. Sypher (Eds.), **Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing**. (pp. 121–142). New York, NY: Routledge/Taylor & Francis Group, 2009.

<http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.986598&site=eds-live&scope=site>

Mastering Civility

Porath, C. New York, NY: Grand Central Publishing, 2016.

<http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4076860&site=eds-live&scope=site>

CLASSES

ELITE Workshops

Many of the ELITE workshops have an applicable piece to them that may have a civility quality which can be applied.

- **Leadership Development Institute** (PDF)
www.montgomerycollege.edu/_documents/offices/elite/leadership-development-institute.pdf
- **MC Management** (PDF)
www.montgomerycollege.edu/_documents/offices/elite/mc-management.pdf

VIDEOS

"Civility in the Workplace" (5:25)

youtu.be/FY5fXd2-iKI

LinkedIn Learning

- **Teaching Civility in the Workplace**
www.linkedin.com/learning/teaching-civility-in-the-workplace/training-for-a-civil-workplace?u=2372602

WEBSITES

The Virtues Project

<https://virtuesproject.com>

PRACTICING COMPLIANCE AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR COMPLIANCE

1. Abides by established rules.

- a. Reviews College Policies and Procedures for guidance in work matters.
- b. Follows direction per College Policies and Procedures.
- c. Reviews unit guidelines and protocols.
- d. Follows unit guidelines and protocols.
- e. Is compliant with the rules in settings with little to no oversight—does the right thing even when no one is watching.
- f. Seeks guidance from supervisor or other responsible person when uncertain.
- g. Completes required training.

2. Identifies and avoids conflicts of interest.

- a. Recognizes a potential conflict of interest.
- b. Does not engage in activities or decisions that create a potential conflict of interest.
- c. Seeks guidance from supervisor or other responsible person when uncertain of whether a conflict of interest might exist.

3. Maintains awareness of and carries out regulatory compliance-related job responsibilities.

- a. Identifies compliance-related requirements within his or her job.
- b. Meets compliance-related requirements of their job.
- c. Provides prompt and advance notice to direct supervisor if there is the potential that a compliance requirement (within that employee's job responsibilities) is behind schedule or unlikely to be met.
- d. Maintains current knowledge of industry specific compliance requirements and shares the information with their supervisor and colleagues.
- e. Escalates potential compliance gaps.

4. Reports suspected wrongdoing.

- a. Reports concerns to direct supervisor, the College's confidential reporting line (EthicsPoint www.montgomerycollege.ethicspoint.com), or other appropriate office.
- b. Does not begin to investigate or gather facts regarding suspected concern.
- c. Does not share the suspected concern with other employees.
- d. Checks back with the person or office to whom the concern was escalated if suspected concern sustains over time.
- e. Provides guidance to a colleague to appropriately escalate a concern when a suspected incident of wrongdoing is shared. Does not communicate the concern to other employees.

COMPLIANCE

College employees will understand and comply with the codes, laws, regulations, policies, and procedures that govern our College activities, as well as any standard of conduct and ethics required by professional associations of which the College or employee is a member.

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR COMPLIANCE

1. Disregards established rules.

- References College policies and procedures selectively when doing so is to their advantage, but rarely applies policies and procedures to their own conduct.
- Makes decisions without consulting policies or procedures.
- Uses College time inappropriately.
- Misuses College property or appropriates it for personal use.
- Fails to complete required training.
- Takes an action that gives rise to an actual or perceived conflict of interest.

2. Does not actively maintain awareness of and necessary competency in regulatory compliance-related job responsibilities.

- Misses a deadline driven by an oversight body.
- Disregards compliance requirements.

3. Fails to promptly report suspected wrongdoing.

- Ignores wrongdoing.
- Fails to escalate wrongdoing when appropriate.
- Interferes with or dissuades colleagues from bringing forward suspected wrongdoing.

COMPLIANCE RESOURCES

ARTICLES

U.S. Department of Justice Criminal Division Evaluation of Corporate Compliance Programs

Guidance Document (2019)

www.justice.gov/criminal-fraud/page/file/937501/download

BOOKS

Building a World-Class Compliance Program: Best Practices and Strategies for Success

Biegelman, Martin T., and Daniel R. Biegelman.

Hoboken, N.J.: John Wiley & Sons, 2008.

Retrieved from <http://search.ebscohost.com>.

montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cab04258a&AN=MCL.4120563&site=eds-live&scope=site

CLASSES

MC Learns: e-Course Catalog—Compliance, Ethics
Courses include:

Bridges: Building a Supportive Community

Child Abuse and Molestation Awareness
and Prevention in Maryland

Ethics@MC: Code of Ethics and Employee
Code of Conduct

WEBSITES

Ethics and Compliance Initiative

<https://ethics.org>

Higher Education Compliance Alliance

<https://higheredcompliance.org>

Montgomery College Office of Compliance, Risk, and Ethics Webpages

www.montgomerycollege.edu/offices/compliance-risk-ethics

Society for Corporate Compliance and Ethics

www.corporatecompliance.org

PRACTICING **FAIRNESS** AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR FAIRNESS

1. **Communicates honestly.**

- a. Listens to others' points of view by being open to their perspectives.
- b. Considers decisions that are best for the College, which may not be an individual's preference.

2. **Treats others equally, which does not mean undifferentiated.**

- a. Equitably meets the needs of individuals, which may not mean each person receives the same treatment.
- b. Considers what is best for the group when necessary.
- c. Protects the rights of others.

3. **Considers how words and actions affect others.**

- a. Is aware of how body language changes when speaking with individuals from different backgrounds, which can indicate respect or disrespect.
- b. Is aware of how changes in tone of voice, use of slang, unfamiliar jargon, or the context can show respect or disrespect for others.

4. **Empowers employees.**

- a. Supervisor provides work assignments and development opportunities based on employees' strengths, talents, and skills.
- b. Supervisor encourages employees to provide constructive feedback.
- c. Supervisor considers and responds to feedback.

5. **Makes decisions impartially.**

- a. Convenes the appropriate subject matter experts gives clear direction and expectations, and respects the recommendations of the workgroup.
- b. Gathers information from various stakeholders before making decisions.
- c. Offers employees opportunities to voice their perspectives.
- d. Provides adequate responses to the points, issues, or recommendations offered by employees.
- e. Uses data in decision making when appropriate.
- f. Provides employees information about decision making: factors considered, why decisions were made to the specific outcome, and who made the decision.
- g. Provides clear rationales for decisions, especially those that may be unpopular and uncomfortable to discuss.

6. **Acts in an unbiased manner.**

- a. Reserves judgment until facts and other points of view are considered.
- b. Considers multiple points of view and available facts before drawing a conclusion.

FAIRNESS

College employees will follow and execute the policies, procedures, and standards with objectivity and consistency, without discrimination or favoritism.

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR FAIRNESS

1. Makes decisions unilaterally, disregarding the input of others.

- a. Fails to accept or consider input from knowledgeable workers in making a decision, especially one that impacts employees' field of responsibility.
- b. Refuses to consider relevant input from subject matter experts when developing materials, such as presentations, especially when the manager is not well versed.
- c. Makes decisions that are not logical or impartial.

2. Does not give appropriate regard to individual differences, skills, or needs.

- a. Does not adjust communication style to meet the needs of individuals.
- b. Does not apply College policies or procedures consistently.
- c. Fails to identify and acknowledge effective leadership skills.
- d. Assigns work independent of experience or aligned skill sets.

3. Shows favoritism.

- a. Gives preference to one person over another, ignoring how individual skills align to the requirements of the assigned work.
 - For example, gives a favored person first chance/choice frequently even though another person is more qualified.
 - For example, assigns disproportionate work to people who are results oriented, while others are given fewer tasks.
- b. Demonstrates a bias by responding differently to similar circumstances from person to person.

4. Misuses power and authority.

- a. Expects special treatment, believing to be either "above the rules" or "a victim."
- b. Delegates beyond scope of work or position.
- c. Reverses decisions for individual gain rather than department needs.
- d. Directs employees not in accordance with College Policies and Procedures.
- e. Asks employees to overlook wrongdoing.

5. Takes credit for work that others complete.

- a. Does not attribute the contributions or creation of a work.

FAIRNESS RESOURCES

ARTICLES

Research Notes: Preparing Potential Leaders: Facilitating a Learning Experience on LMX and Fairness in the Workplace

Ross, J., Valenzuela, M., Intindola, M., & Flinchbaugh, C. (2017). *International Journal of Management Education*, 15, 84–97.
<https://doi.org/10.1016/j.ijme.2017.01.006>

Psychology Today: It's Not Fair! But What Is Fairness?

www.psychologytoday.com/us/blog/am-i-right/201205/its-not-fair-what-is-fairness

Psychology Today: The Neuroscience of Fairness and Injustice

www.psychologytoday.com/us/blog/the-mindful-self-express/201408/the-neuroscience-fairness-and-injustice

VIDEOS

"How to Create a Fair Workplace" (1:16) showcases how being sincere, a role model, not having favorites, empathy, and being quick to praise are the best habits to practice within a fair workplace

youtu.be/PSryTuirbOw

"Improving Motivation with Adam's Equity Theory" (5:16)

youtu.be/1pAqtlkT9GQ

LinkedIn Learning

- **Practicing Fairness as a Manager**

www.linkedin.com/learning/practicing-fairness-as-a-manager/welcome?u=2372602

- **Being Fair** (1:25) from the course **Management: Top Tips**

www.linkedin.com/learning/management-top-tips/being-fair?u=2372602

WEBSITES

Maryland Ethics Commission

<https://ethics.maryland.gov>

Equal Opportunity Commission Federal

www.eeoc.gov

State of Maryland Commission on Civil Rights

<https://mccr.maryland.gov>

State and Local Agencies List

www.eeoc.gov/field/baltimore/fepa.cfm

Ethical Systems.org: Business Integrity through Research

www.ethicalsystems.org/content/fairness

Institute for the Study of Human Flourishing, University of Oklahoma

www.ou.edu/flourish/virtues/civic-virtues/fairness

The Virtues Project

<https://virtuesproject.com>

PRACTICING **HONESTY** AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR HONESTY

- 1. Reports time worked accurately.**
 - a. Submits time sheets accurately, including reporting leave used.
 - b. Requests leave, in accordance with departmental processes.
 - c. Accounts promptly for variances between submitted time sheet and actual time worked.
- 2. Uses College time and resources in the best interests of the College, rather than for personal benefit.**
 - a. Holds class for the full amount of time as indicated on the schedule.
 - b. Uses information technology resources for work-related tasks.
 - c. Does not compromise security by downloading items for entertainment purposes.
- 3. Communicates in a forthright manner.**
 - a. Articulates an accurate performance review reflective of his or her true performance.
 - b. Reports accurately what he or she contributes to the unit.
 - c. Communicates the positive and the negative to ensure accurate messages are sent.
 - d. Addresses concerns with co-workers in a constructive way.
- 4. Demonstrates integrity in accounting for College time.**
 - a. Arrives punctually even when his or her supervisor is absent.
 - b. Fills out an accurate timesheet every pay period.
 - c. Uses lunch and break periods appropriately, without "padding" or lengthening them.

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR HONESTY

- 1. Uses College time or resources without conscious consideration of College's best interest.**
 - a. Uses office supplies for non-College use (e.g., printer paper, ink cartridges, etc.)
- 2. Demonstrates carelessness or lack of accuracy in accounting for time.**
 - a. Records time worked in error.
 - b. Misuses leave (e.g., by taking sick leave when policy dictates personal or annual leave should be taken).
 - c. Neglects regularly to maintain published office hours for the course.
 - d. Promises to make up course office hours not held in a given week the following week, but does not follow through with additional hours the next week.
 - e. Takes leave during professional week every semester, then submits for a fraction of the time taken and argues that he or she did not take leave.
 - f. Changes office hours frequently to make it difficult for the department chair to keep track of office hours held.
- 3. Communicates what is in his or her self-interest, rather than presenting a balanced account.**
 - a. Exaggerates things to co-workers to get them upset about situations or have them adopt a certain viewpoint.
 - b. Neglects to share pertinent information that should be considered, but that may not help his or her self-interest.

HONESTY

College employees will be open, honest, and direct.

HONESTY RESOURCES

ARTICLES

Honesty-Humility and Perceptions of Organizational Politics in Predicting Workplace Outcomes

Jocelyn Wiltshire, Joshua S. Bourdage, & Kibeom Lee. (2014). *Journal of Business and Psychology*, 29(2), 235.

Retrieved from <https://search-ebshost-com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=edsjsr&AN=edsjsr.24709857&site=eds-live&scope=site>

BOOKS

The (Honest) Truth About Dishonesty: How We Lie to Everyone—Especially Ourselves

Ariely, D. (2012). Harper.

Retrieved from <https://search-ebshost-com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.1610230&site=eds-live&scope=site>

VIDEOS

“Workplace Ethics” (2015). Kanopy Streaming.

Retrieved from <https://search-ebshost-com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4098560&site=eds-live&scope=site>

LinkedIn Learning

- **Behaving with Honesty** (3:14) video describing the characteristics of honest communication.
www.linkedin.com/learning/project-management-foundations-ethics-2/behaving-with-honesty?u=2372602
- **Find the Honest Balance** (2:03) video describing Radical Candor.
www.linkedin.com/learning/radical-candor-blinkist-summary/find-the-honesty-balance?u=2372602

WEBSITES

The Virtues Project

<https://virtuesproject.com>

Steven Gaffney's Communication Blog

www.stevengaffney.com/?s=honesty

Examples of Integrity in the Workplace

Small Business - Chron.com. Scott, Sherrie. (2019, January 22).

Retrieved from <http://smallbusiness.chron.com/examples-integrity-workplace-10906.html>

How to Create an Atmosphere of Honesty in the Workplace

Long, N. Small Business—Chron.com.

Retrieved from <https://smallbusiness.chron.com/create-atmosphere-honesty-workplace-10098.html>

PRACTICING **RESPECT** AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR RESPECT

1. Demonstrates punctuality and values others' time.

- a. Arrives on time for the work day and for meetings.
- b. Is present before class starting time.
- c. Returns phone calls and emails promptly.

2. Acknowledges people.

- a. Greets people appropriately.
- b. Uses a person's name when known, and makes an effort to learn names.
- c. Welcomes newcomers and visitors.
- d. Uses appropriate salutations to show respect for the person's position.

3. Provides appropriate feedback.

- a. Responds to work of others when asked.
- b. Participates in discussions on projects.
- c. Completes surveys.

4. Considers how words and actions affect others.

- a. Is aware of how body language changes when speaking with individuals from different backgrounds, which can indicate respect or disrespect.
- b. Is aware of how changes in tone of voice, use of slang, unfamiliar jargon, or the context can show respect or disrespect for others.

5. Manages and reads body language.

- a. Makes eye contact when conversing.
- b. Learns about cultural differences regarding body language.

6. Uses technology in a way that shows esteem to others and full attention to the work at hand.

- a. Turns cell phone off during meetings, or puts away cell phone entirely.
- b. Does not answer cell phone when in the company of others.
- c. Gives full attention to colleagues in meetings rather than checking a cell phone (or other device) intermittently.

7. Follows up in a timely manner.

- a. When given an assignment, completes the work by the due date or earlier.
- b. Provides notice when an unavoidable work delay occurs.
- c. Makes contact with people the group wants to consult.
- d. Turns in reports of activities on time.

8. Accords due respect to cultural norms.

- a. Demonstrates an effort to learn about different attitudes, ideas, and approaches of other cultures.
- b. Considers perspectives that differ from his or her own.
- c. Respects the changes in American culture that have occurred for groups from different backgrounds.

9. Communicates honestly without compromising respect.

- a. Is tactful and refrains from making personal comments.
- b. Does not give opinions or make judgments in the absence of facts.
- c. Does not edit the truth about a situation.
- d. Is not selective about information shared to favor a preferred outcome.

RESPECT

College employees will consistently treat all people and College resources with respect.

10. Civility Norms Montgomery College

Office of Equity and Inclusion

- a. We aspire to be welcoming, equitable, inclusive, and culturally competent.
- b. We are polite in our interactions by:
 - greeting and acknowledging others;
 - saying please and thank you;
 - respecting others' time, space, and individuality;
 - being direct, sensitive, and honest.
- c. We listen for common ground.
- d. We treat each other with respect by:
 - welcoming feedback with an open mind and giving others the benefit of the doubt;
 - acknowledging the contributions of others and recognizing successes;
 - acknowledging the impact of our behavior on others with a caring heart.
- e. We address incivility in a polite, courteous, and responsible manner.

Inspired by *Mastering Civility* by Christine Porath

Equity and Inclusion Website: www.montgomerycollege.edu/about-mc/equity-and-inclusion/index.html

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR RESPECT

1. Talks about others unnecessarily or maliciously.

- a. Uses insulting remarks, personal criticisms, or judgments in speaking of others.
- b. Spreads gossip or rumors.
- c. Talks negatively about others in their absence.
- d. Shares unnecessarily negative information about someone with supervisors to prejudice or bias the supervisor's perception of the other person.

2. Excludes others.

- a. Does not affirmatively include someone in a conversation that is relevant to that person's work.
- b. Selectively responds to emails, phone calls, or requests for information.
- c. Keeps information to himself or herself to preserve an advantage or to appear more valuable to their supervisor by virtue of having specialized knowledge.
- d. Shows preference for a particular gender, age group, ethnic group, or race.

3. Disregards processes.

- a. Circumvents the proper authority to get something done.
- b. Does not address a person directly when there is an issue or problem.

4. Disregards others' time or talents.

- a. Accepts credit for the work of others, or accepts disproportionate credit for the work of a group.
- b. Does not accept responsibility for something that goes wrong, but allows another to be blamed.
- c. Does not fulfill responsibilities wholeheartedly, including not spending the full amount of time required in classes or on the job.
- d. Arrives frequently late to meetings.
- e. Cancels or reschedules meetings repeatedly on short notice.
- f. Talks at length in meetings, without regard for the business to be accomplished in the remaining amount of time scheduled.

RESPECT RESOURCES

ARTICLES

As a Leader in a Politically Correct Diverse Workplace, How Do You Establish a Culture of Respect?

Maeso, E. (2017). *Performance Improvement*, (3), 28. <https://doi.org/10.1002/pfi.21718>

Embedding Employees Early On: The Importance of Workplace Respect

NG, T. W. H. (2016). *Personnel Psychology*, 69(3), 599–633. <https://doi.org/10.1111/peps.12117>

Creating a Culture That Thrives: Fostering Respect, Trust, and Psychological Safety in the Workplace

Page, L., Boysen, S., & Arya, T. (2019). *OD Practitioner*, 51(1), 28–35.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=bth&AN=134060284&site=eds-live&scope=site>

BOOKS

Shared Goals, Shared Knowledge, and Mutual Respect—a Shared Mission

[electronic resource]. Parker, J. F., & Parker, J. F. (2010). FTPress Delivers.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4126112&site=eds-live&scope=site>

Great Workplaces are Built on a Foundation of Respect

Russo, D., & Russo, D. (2010). FTPress Delivers.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4125178&site=eds-live&scope=site>

The Respectful Leader

[electronic resource]. Ward, G., & Meyer, W. (2016). Wiley.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4148898&site=eds-live&scope=site>

CLASSES

ELITE Workshops

Many of the ELITE workshops have an applicable piece to them that may have a civility quality which can be applied.

- **Leadership Development Institute** (PDF)
www.montgomerycollege.edu/_documents/offices/elite/leadership-development-institute.pdf
- **MC Management** (PDF)
www.montgomerycollege.edu/_documents/offices/elite/mc-management.pdf

VIDEOS

“As Simple as Respect: Diversity, Respect, and Inclusion in the Workplace”

(2004). ATS Media.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.304563&site=eds-live&scope=site>

“Do Respect” (2015). Kanopy Streaming.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4099062&site=eds-live&scope=site>

LinkedIn Learning

- **Establish a Relationship of Respect and Trust** (1:15)
www.linkedin.com/learning/bim-management-techniques-for-managing-people-and-processes/establish-a-relationship-of-respect-and-trust?u=2372602
- **Respect** (3:33)
www.linkedin.com/learning/agreements-for-success-in-global-projects/respect?u=2372602

WEBSITES

The Virtues Project

<https://virtuesproject.com>

PRACTICING STEWARDSHIP AT MONTGOMERY COLLEGE



REPRESENTATIVE OBSERVABLE BEHAVIORS FOR STEWARDSHIP

1. Demonstrates integrity in accounting for College time.

- a. Arrives punctually even when his or her supervisor is absent.
- b. Fills out an accurate timesheet every pay period.
- c. Uses lunch and break periods appropriately, without "padding" or lengthening them.

2. Identifies efficiencies and is cognizant of productivity.

- a. Is actively engaged in promoting positivity at work, which minimizes conflict and increases productivity.
- b. Tries to assist with problem solving when approached by co-workers to discuss negative behaviors or complaints.

3. Safeguards College resources.

- a. Is vigilant to look for signs of fraud.
- b. Reports suspected fraud.
- c. Looks for potential waste of resources; offers improvements to reduce waste.
- d. Encourages the development of paperless processes to reduce paper consumption.

4. Encourages employees to give back to the College and to assist in student success by participating in department and collegewide committees.

WARNING SIGNS OF PROBLEMATIC BEHAVIOR FOR STEWARDSHIP

1. Detracts from productivity.

- a. Causes unnecessary issues in the department for others, including allowing gossip to circulate.
- b. Refuses to do a task because it is not in his or her job description.

- c. Spends excessive time distracting others from doing their work.
- d. Is frequently off topic in meetings or in work assignments.

2. Uses College resources without appropriate care.

- a. Prints items unnecessarily (e.g., reports, emails, etc.)
- b. Allows or requests MC to pay for a laptop or cell phone when having one is not necessary to the job.
- c. Attends out-of-town conferences and neglects to participate in the educational activities.
- d. Uses College resources to shred personal documents (large quantities).

3. Acts without regard for burdens placed on others in the College community.

- a. Frequently uses sick and other leave, with little or no notice.
- b. Does not show up for his or her responsibilities in the unit or department.
- c. Does not honor departmental practices for shared space or resources. For example, neglects to clean up after self in the office or kitchen.

4. Uses College resources inappropriately.

- a. Uses equipment and supplies for personal use or takes supplies home.
- b. Uses time for personal business or pleasure. For example, has lengthy phone calls, visits with friends or family while on work time, and/or does personal work.
- c. Causes a paper jam in a communal printer and walks away without reporting it or attempting to fix it.

5. Engages in excessive outside commitments.

- a. Maintains a second job that interferes with College work assignments.
- b. Engages in College committees and extra activities to the detriment of the ability to fulfill his or her core job responsibilities.

STEWARDSHIP

College employees will be prudent and responsible stewards of College resources.

STEWARDSHIP RESOURCES

ARTICLES

Organizational Stewardship: Examining a New Measure in the Stress and Well-Being Framework

Simpkins, L., & Lemyre, L. (2018). *Canadian Journal of Behavioural Science / Revue Canadienne Des Sciences Du Comportement*, 50(3), 144–155.

Retrieved from <http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=edspdh&AN=2018-33445-004&site=eds-live&scope=site>

BOOKS

Stewardship: Choosing Service Over Self-Interest

Block, P. (1993). Berrett-Koehler Publishers.
<http://search.ebscohost.com.montgomerycollege.idm.oclc.org/login.aspx?direct=true&db=cat04258a&AN=MCL.4134741&site=eds-live&scope=site>

VIDEOS

LinkedIn Learning

- **Servant Leadership** (3:22) video describing the characteristics of a servant leader including stewardship.
www.linkedin.com/learning/leadership-foundations-leadership-styles-and-models/servant-leadership?u=2372602
- **Leading a Customer-Centric Culture:** A course that focuses on how to get employees obsessed with customer service.
www.linkedin.com/learning/leading-a-customer-centric-culture-2/get-employees-obsessed-with-service?u=2372602

WEBSITES

Leadership through Stewardship: A Foundation for Organizational Success Across Cultures

Nardizzi, S.
Retrieved from <https://nytimesineducation.com/spotlight/leadership-through-stewardship-a-foundation-for-organizational-success-across-cultures>

What Does Organizational Stewardship Mean?

Reader, C.
Retrieved from <https://bizfluent.com/info-10068779-organizational-stewardship-mean.html>

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Montgomery College is an academic institution committed to equal opportunity and diversity of its students, faculty, and staff.





MONTGOMERY COLLEGE

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