

There's More to RESPECT: Employees and Students Report "Regard Matters in the Workplace".

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ABSTRACT

In this paper, we operationalize caring for two groups of working students in undergraduate (N=110) and advanced (N=44) management courses to determine what constitutes caring for them. Regard is shown to be the key ingredient that creates an environment for human flourishing in the workplace through its power of connectivity. Reward in the form of "Professional Acknowledgement" was most frequently reported (15% of responses) as the way that individuals feel 'cared for' at work. However, Regard, expressed as "Valued Thoughts and Opinions", "Personal Acknowledgement", "Friendliness" and "Personal Interest and Connection" is a more important construct for feeling cared for at work than either Respect or Reward. We conclude that Regard plays a deep and fundamental role in human motivation in the workplace.

INTRODUCTION

Respect and reward, also known as 'hygiene factors' and 'motivators,' have been the by-words of motivational theory since Herzberg stepped away from Frederick Taylor and Scientific Management early in the 20th Century. Respect and reward have played a big part in promoting productivity in organizations into the 21st Century. But today's millennial and Gen-Y workers are reporting that they feel "connection or caring" in the workplace when they are "positively regarded" and that this regard motivates and means more to them than do the transactional management responses associated with reward and respect. This paper investigates the hypothesis that employees genuinely perform better when they are doing "work that matters for people who care." It also expands on the work of Herzberg (Herzberg, Mausner, Peterson, & Capwell, 1959; Herzberg, 1966, 1976), Maslow (1998), Deming (1988), and Hackman and Oldham (1980) by including recent findings about 'caring' from developmental psychology by Eccles and her colleagues at the University of Michigan (Eccles & Midgley, 1993; Eccles et. al., 1998; Eccles & Gootman, 2002) and by analyzing the details of how individuals report feeling 'cared for' at work. In this paper we argue that effectively recruited and validly selected

employees with strengths and interests congruent with assigned tasks bring their intrinsic motivation to the “hygiene” of the environment where their intrinsic motivation then gets mediated by factors associated with caring. In this paper, we begin the process of operationalizing caring for working students in undergraduate and advanced management courses to determine their daily experience of being cared for in the workplace. After separating caring into 33 constructs, the responses were evaluated for their respect, regard, and reward content in order to determine the relative “power” of each factor in creating an ‘environment of caring’ as experienced by employees. Based on these results, the second hypothesis was developed, stating that the existence of respect, regard, and reward support human flourishing and create an atmosphere where learning and growth is likely to occur (Hill, 1999).

Motivation to Study Respect, Regard, and Reward

The renaissance of “people-centered” customer service and its concomitant expression in superior financial results is nowhere more evident than in the popularity associated with Kaplan and Norton’s Balanced Scorecard™ (Kaplan & Norton 1996). This trade-marked rubric identifies “learning and growth” as the key, sustaining element of integrated planning, strategy, and growth. The objective of this focus is to create an atmosphere where motivated and prepared employees are engaged in improving business processes. However, Kaplan and Norton fall short of explaining the “how and why” of the basis of this aspect of the balanced scorecard, especially as it applies to Millennial and Gen-Y workers—those born between 1979 and 1999. Maslow (1998) is prescient when he penned the words, “Proper management of the work lives of human beings, of the way in which they earn their living, can improve them and improve the world and in this sense be a utopian or revolutionary technique.” This speaks to the widely discussed but

not well-defined concept of “the respect that goes beyond respect”. For this study we have adopted the label “regard”, and it is expressed through individual values, connection with others, and the desire to transform both lives and business processes.

Integration of Values and Life with Work or, Why Work-Life is not a Balance

Although it has not been widely studied, elements of regard in the workplace have been acknowledged in a number of recent treatments of effective organizational practices. For example, in her book, “Managing with Aloha”, Rosa Say (2004) addresses the power of regard through the expression of eighteen Hawaiian cultural values which strengthen both employees’ confidence in themselves and their commitment to the “Ohana” or family-centered customer service. Bailyn and her colleagues at the MIT Sloan School, (Bailyn, Fletcher, and Kalb, 2003) provide evidence that the most powerful question and the one that produces the highest increases in productivity in the workplace is “What can we do at work to help you make your life better?” According to Bailyn, the act of asking and responding to that question is effective in moving people toward higher levels of connection, engagement and ‘mind-share’ with others in the workplace. The study cites productivity increases of 20% to 80% in workplace environments which followed that course of question asking and listening. Bailyn concludes that the manager’s listening and acting imparted an element of caring in the workplace. In attempting to understand the impact of positive psychology in the workplace, Jane Dutton (2006), concludes that there is clear evidence available from numerous disciplines that treating people well is good for the bottom line. Importantly, this ‘treating people well’ prescription is shown to apply to all people at all levels of the organization. In her book “Respect”, Sarah Lawrence–Lightfoot (1998) outlines the classical definition of respect as ‘deference to status, rank, or position’, then

goes on to describe six key components (Empowerment, Healing, Dialogue, Curiosity, Self-Respect, and Attention) that go beyond mere respect, and turn respect into regard when they are taught and shared. She presents these qualities as the keys for building character in oneself and others. In his now classic book “Good to Great”, Jim Collins identifies the key characteristics of CEOs responsible for great turnarounds: humility for self and ambition for the company, where high regard for others in the organization takes precedence (Collins, 2001).

Motivation and Strengths based Psychology in the Workplace.

In considering what motivates employees and increases their commitment in the workplace, the foundational work of Maslow (1998) and Herzberg (1966), along with the empirical developments of Hackman and Oldham (1980) are critical. More recently in discussing emotional intelligence, Daniel Goleman (1997) suggests that willingness to be engaged can be increased by working on our perception of the world as it relates to our values. Deming, in his Fourteen Principles, (1988) has four of those fourteen elements that speak directly to translating “hands-on” attention to the employees to what we are calling regard: (institute training on the job, institute leadership, drive out fear, break down barriers, and eliminate exhortations). The last of these, “eliminate exhortations” finds considerable support in the research of Burgess and colleagues (2004), where employee ownership of deadlines promotes productivity.

The Gallup Organization’s popular “Strength Finder 2.0” (Rath, 2007) and “Now Discover your Strengths” (Buckingham & Clifton, 2001) address an innate need to work congruently with ones strengths, and that, when that congruency occurs, less stress and more empowerment is experienced. In the ‘caring environment,’ we often find the presence of hands-on training or one on one feedback which strengthens both weaknesses and strengths. These characteristics of an

environment which builds character, have been well documented in developmental psychology studies at the University of Michigan by Dutton and her colleagues (Dutton, 2006).

Within the field of developmental psychology, Jacquelynne Eccles at the University of Michigan, (Boisjoly, Duncan, Kremer, Levy, and Eccles 2005) has identified what works for students in transitioning from elementary school through college to employment. Eccles clearly identifies how achievement-related outcomes are directly related to such characteristics as ‘warmth in the home’, ‘the presence of good parental modeling’, and ‘connection, autonomy, and regulation’ all of which help to motivate students as well as employee. In this paper, we intend to show how good leaders and managers can craft an environment that helps people want to be engaged in their work on behalf of the enterprise.

The first proposition tested (H1) is that in today’s organizations employees want to do work that matters to them for people and bosses who care about them as people. We then advance the notion in the second hypothesis (H2) that respect, regard, and reward are the enablers that people recognize when they report that they “feel cared for” in the work environment. We contend that these “Three R’s” form the basis of an environment where employees flourish, thrive, want to learn and grow and delight customers so that they can improve business processes and create sustainable competitive advantage. In doing so, we seek to identify how and why motivated and prepared employees sustain the indispensable base of human flourishing and employee thriving that supports high performing companies.

METHODOLOGY

This present study examines several traditional concepts in a new way and proposes that the presence of respect, regard, and reward provide an important explanation for the superior level of engagement found in high performing companies. Identifying how people feel ‘cared for’ at work is a step toward harnessing human flourishing in the workplace. To do this requires defining what is meant by “caring” in the environment. To accomplish that task, we surveyed students enrolled in business courses in a mid-sized west coast public university (13,000 student enrollment), known for its ethnic and social diversity. Working students in two upper-division and one graduate management class were asked to report on experiences at work when they felt cared for. The survey process was confidential and the questions were open-ended, allowing students to freely express their experiences of being cared for. The survey requested specific events with examples of working conditions. Data was collected in three separate studies over the course of a school year. Two of the studies focused on the request, “Fill in the statement, ‘I feel cared for at work when.....’” This same study was applied with a group of upper division undergraduates (average age 23.4) and a group of upper division graduate students (average age 29). In the third study results of the previous studies were analyzed to determine whether the statements ‘mapped’ into the constructs of respect, regard, and reward.

Study #1

Student participants were asked to respond to the statement “I feel cared for at work when.....”

The objective of this study was to determine whether the elements of ‘feeling cared for’ at work could be operationalized and whether adequate constructs could be extracted from the answers.

A second objective was to determine whether there were measurable distinctions between respect, regard, and reward in the student responses, and to evaluate the impact of gender, age, and ethnicity.

Students in two business courses were surveyed. There were 110 undergraduates in an International Business class and an Introduction to Management class (N = 110). Each respondent was asked to give up to five examples of when they felt cared for at work. They produced 563 responses, 547 of which were complete responses with respect to age, ethnicity, and gender. The average age of the undergraduates was 23.4 years. There were 272 complete responses from males and 275 complete responses from females. The responses were copied verbatim into an Excel spreadsheet and categorized into 31 separate constructs. This operationalization was completed by trained researchers and cross-checked by the investigators for consistency. Among the undergraduates, there were 219 Asian responses, 46 Black responses, 93 Hispanic responses, 60 multi-ethnic responses, and 145 White responses.

Study #2.

In Study #2 the identical question was asked of upper division graduate students (N= 44). They generated 187 responses, 185 of which were useful. The average age of the graduate students was 29. There were 97 males, 49 of whom were Asian, and there were 88 females, 71 of whom were Asian.. In this study, there were no blacks, 16 Hispanics, 9 multi-racial respondents (all male), and 39 white respondents.

Study #3.

In Study #3, the results from Study #1 and 2 were examined to determine whether the responses contained identifiable levels of respect, regard, or reward. They were characterized as one of the three R's by 33 individual evaluators and six groups of five to seven evaluators. This was done in order to create reliability in evaluation to the process. Each response was labeled with the majority vote of the evaluators. If a significant majority of the evaluators labeled an item as regard, then it was determined to be a regard statement. In their report on items, groups of evaluators were required to reach unanimous agreement on the. This resulted in 41 separate evaluations of the content of the response to the statement, "I feel cared for at work when....." for the underlying content of respect, regard, or reward. The percentage frequency of occurrence of the response was then multiplied by the content of the response to determine the "power" of each of the three elements of motivation. The results of each study are reported below.

RESULTS

Study #1 Results

The results of operationalizing and analyzing the responses from Study #1 (undergraduates) are shown below in Figure 1. Approximately 16 percent of the responses from both male and female undergraduates show that they feel cared for at work when they get some sort of professional acknowledgment. Responses from the survey indicated that the statements "I feel cared about at work when my supervisor singles out my accomplishments in front of the team", "When my colleagues recognize my contributions", and "When I am praised for my accomplishments" are associated with experiences of regard.

Insert Figure 1 Here

Male and Female Undergraduate Responses show Female Preference for Regard.

Both males and females felt cared for when their opinions were valued and their thoughts were sought out, when they were acknowledged for their presence as a person, although females valued this about 40% more than males (10 % of the responses for males, 14% of the responses for females). Both males and females felt cared for when they were appreciated, but females again, by a margin of about 66% (males 6%, females 10%) felt cared for when there was a personal interest and connection shown to them, their family, their pets, their personal life outside of work. Females valued friendliness in the workplace 75% more than males (4% for males, 7% for females), whereas by a factor of 2 to 1 males felt that professional growth and development was a key factor in having them feel cared for at work (females 3% and males 6.5%). Figure 1 shows the top 14 factors extracted from the 547 responses. There are 31 factors identified. Figure 2 shows all factors, along with their percentages of presence in the survey results.

Insert Figure 2 Here

Results of Operationalizing Constructs for “I Feel Cared about at Work When.....”

Results reported from Herzberg’s 1957 study in which accountants and engineers were asked to respond to the statement, “Tell me about a time when you were happy in your job and when you were unhappy in your job,” showed that Achievement garnered 38% “high” feelings, 4% low feelings, Recognition rated 34% high feelings, and 17% “low” feelings, Advancement 27% high and 13% low, Responsibility 17 % high and 7 % low, Company policy and administration 2% high and 37% low, Supervision 2% high and 18% low, Relationship with superior 3% high and 18% low, working conditions 0% high and 13% low, and Personal Life 0 % high and 7% low. (Herzberg, 1959). Herzberg named the top four “motivators” and the lower five “hygiene factors”. He argued that the motivators could lead to higher performance, but the presence of the negativity of the lower five could ‘poison’ the atmosphere or environment.

Connection as an element of caring in the work environment. What is important for this group of undergraduates is that in their reporting, Categories 2 through 10 all show an element of connection. They account for about 80% of the total responses and indicate that this element of connection is important to leaving them feel cared for in the work environment. Webster defines regard as respect plus affection, and in the business environment, we now recognize that this regard parameter transcends respect and contains this element of connection. Respect is a

necessary but not sufficient construct for enabling real productivity in the workplace, and it needs to be in place before true regard can be experienced. It is this regard, then, that enables respect and the other key elements of trust, communication, and openness to enrich the lives of individuals and create in them the desire to want to engage in work.

Study #2 Results

To test this Hypothesis 1, we used a second set of data obtained from students in a capstone course in the graduate program. We asked students to complete the phrase, “I feel cared about when.....” The responses were then categorized using the factors derived from the undergraduate study. However, during factor analysis, we determined that two constructs should be added. One was “a sense of fairness or equity” and the other was “meaningful work”. These two, added to the original thirty one factors created the final thirty-three factors which provided the basis for further investigation, questionnaire generation, and study.

Comparison to Herzberg’s findings. While neither cohort in this survey was as old as the 40 to 65 year old group analyzed in the Herzberg study, and there were significantly more women and minorities in this sample, we found among the older graduate students that identification of the “work itself” and “equity” as motivators corresponded to Herzberg’s results. According to Herzberg, women in high level professional positions report that Achievement provides 66% positive and 21% negative feelings, The Work Itself provides 48% positive and 15% negative feelings, that Responsibility provides 42% positive and 18% negative feelings, Recognition 39% positive and 11% negative, Relationship with Peers is 27% positive and 7% negative, Relationships with Subordinates 15% positive and 4% negative. It might be noted that only in

this female supervisor data (Herzberg 1959, pg 104) that the presence of relationships becomes manifestly more important than in any other of the Herzberg reported data. Among our Millennial Gen-Y subjects, relationships figure much more prominently. Herzberg went on to report that Company Policy and Administration provided 13% positive and 64% negative feelings, Working Conditions 6% positive and 37 % negative, and Personal Life was 3% positive and 16% negative for these professional women in 1959.

Categorizing the response data and operationalizing caring for the graduate students was carried out in the same way as was done for the undergraduate students. Comparisons were then made of the frequency of responses for each group of students. The results are provided in Figure 3.

Insert FIGURE 3 Here

Comparison of Undergraduate and Graduate Student Responses

Key considerations in comparing these two sets of data is whether the populations are similar, whether the classification or constructs were done consistently, or whether there is a significant difference in age, socio-economic status, development pathway, or educational levels. Results from this study indicate that both undergraduates and graduate students believe that being cared for at work involves a considerable element of regard. Note that the top element of feeling cared for is Professional Acknowledgment, but that for the next nine categories, regard is a key component of feeling cared for among both undergraduates and graduates. That led to

comparing the strength of respect, regard, and reward in the workplace relative to ‘feeling cared for at work’, and to the analysis of Study #3.

Study #3 Results

Study #3 relates the constructs of feeling cared for to respect, regard, and reward. This answers the question of whether respect, as defined by Lawrence-Lightfoot (2000), or regard—an intensive, one on one connection that follows respect, or whether reward, the extrinsic, salary, perks, or psychological recognition matters most in the caring environment which we asked our subjects to consider. Thirty three individuals and six groups of five to seven individuals evaluated each of the responses according to whether they represented respect, regard, or reward. The purpose of this analysis is to determine whether respect can be differentiated from regard, whether there are elements of respect, regard and reward that are distinguishable, and whether the elements of respect, regard and reward can create the engagement that high performing companies seek.

Respect, regard, and reward, and the notion of Human Flourishing. The entire volume 16 of “Social Philosophy & Policy” is dedicated to Human Flourishing (see for example, Hill, 1999) and points us to the dimensions of human flourishing in life and the workplace. Study #3 then, is about whether we can construct and deploy measures of respect, regard, and reward that are consistent with current research practice in psychology, organizational development, organizational behavior and current management theory and practice. Further, can we relate these measures to achievement related outcomes like worker engagement and financial measures such as profitability. The key discriminator in these studies continues to be regard, the sense of respect plus connection that values opinions, people, thoughts, presence. In giving a nod to the

Kantian philosophy, “People are to be regarded as ends in themselves, never as means to an end”, this second study looks at the impact of a different age group, with similar demographics, greater work experience, and higher academic achievement.

You know what it is, and you’ve seen it whether you’ve been mis-treated as a child, student, spouse, or employee or whether you’ve simply been ignored. Whitlock, in her study (Whitlock 2006) reports that out of school children feel ignored, or ‘looked right through’, devalued and discarded. Unfortunately, it’s all too common that the elements of disrespect, disregard, and reward’s opposite punishment, get center stage in our work places, our lives, in the media we watch, and the books we read. When these elements get factored into their lives, human beings remember it for a long time. Typically, in our management classes, we ask students to recall a time when they were at their best. This is a technique used by Drs. Barry Posner and Jim Kouzes at the University of Santa Clara in their studies on the Leadership Practices Inventory or LPI. (Posner & Kouzes, 1997)

We find repeatedly that the students have some small difficulty in recalling a time when they were ‘at their personal best’, and they need some prodding or encouraging, or at least some extra time to figure it out. This does not happen with the alternative question—tell us about a time when you were taken advantage of, hurt unnecessarily, or treated unfairly. We can learn a lot about respect, regard, and reward, from their opposites. The Michigan work (Eccles 1993) often asserts that we know a lot about what de-motivates children and employees, but not a lot about where that spark of ambition comes from that motivates them. We look to see if we can use

respect, regard, and reward to motivate people to want to do the tasks at hand, not just make them do it.

Values and respect during times of transition: Vision springs from values, and it is in talking about topics which the other person values that you can begin the conversation of values, mission, and vision that will eventually lead to trust. Trust allows you to identify and use channels of communication that improve the other person's ability to 'hear what you are saying' when it comes to communicating mission, vision, goals, and objectives, or your (company) values. Plenty of research shows that as students, our children go through transitions in life and at school that put them into differing environments of class size, class composition, number of teachers, and levels of the buildings in which school is held. Optimum developmental fit for the students' varies as the students matures, but it is especially crucial for students transitioning through the sixth to ninth grades and also into college, to have an environment that meets, fits, or matches the needs of the student. Studies show that failure to respect and regard and reward these needs results in greater number of school absences, diarrhea, headache, upset stomach, and inappropriate behavior. Our employees suffer the same thing when these characteristics are removed from their daily diet. In this case, 100% of the responses can be attributed to the consensus constructs of respect, regard, and reward.

When this data is analyzed for content, that is, when we determine what percent of each factor of caring was contributed to by respect, regard, and reward, we get a chart similar to the chart shown in Figure 4 , in which the categories from Professional Acknowledgement to Friendliness are analyzed for their piece-wise contributions as seen by the evaluators. For Personal interest

and connection, for example, our evaluators had no problem in determining that was 100% regard. Or, if you want to boost regard in your organization, try personal interest and connection—it will make some employees feel cared about in the work place and they will also feel regarded, valued, and connected. At least, that’s the way our evaluators saw it.

PUT FIGURE 4 ABOUT HERE: **Evaluators determine the content of Respect, Regard, or Reward for each Caring Construct**

For group evaluations, then, various amounts of respect, regard, and reward, are ‘contained’ within the key elements of caring, such as professional acknowledgement—approximately 75% reward, and Personal interest and connection—100% Regard. It is important to note that the amount of “respect and regard” in this hypothesis (H-2) contain the elements of connection that are so important to establishing the right atmosphere for human flourishing. It is also important to note that this particular group evaluation, accomplished by graduate students, generally going to school and working at the same time, will rate different amounts of respect, regard, and reward to each of the categories or constructs for caring. The content of respect, regard, and reward for each of the reported constructs of caring at work is reported by the Coders, who themselves were the respondents. They knew what they meant in each case . Thirty three individual coders and six groups of five to seven coders each reported on the content of respect, regard, and reward for each of the constructs. The important part of this analysis is not just that regard is present in the items, but that it is importantly present in the items that the individuals

report as important. So, when one combines the importance, as represented by frequency of being reported as one of the key elements of feeling cared for (see previous graph) by the content of regard, the following obtains. This chart shows the power of regard in the workplace. Respect and reward are not enough. Regard almost seems to be the non-linear catalyst that differentiates truly remarkable workplaces from workplaces that are merely engaged.

PUT FIGURE 5 ABOUT HERE

For the larger sample, the undergraduates whose age most represents the age of our Millennials and Gen-Y generation, we plotted the cumulative effect of respect, regard, and reward versus the categories which are arranged from the most frequently reported (Professional Acknowledgement) to the least frequently reported, (not work related), and the content of each of the elements (see chart above) is multiplied by the frequency of occurrence to obtain an equivalent Power number. By the time that the first two categories are evaluated, regard passes reward and never dips below again. Regard is above respect for all cumulative categories. In total, regard is reported 40% to reward's 35% and to respect's 25%. Thus, regard is nearly twice as 'important' to the Millennials when it comes to establishing a working environment where "caring" and "connection" are hallmarks of that environment. This preference on the part of our next generation of working adults needs to be, in and of itself, respected by Human Resource Managers, Managers, Supervisors and other informal leaders for innovation and creativity to grow in the workplace.

We used the graduate students where Asians comprised nearly 70% of the reporting population to determine whether there was a significant difference between Males and Females for one or another of the characteristics of respect, regard, and reward. We determined that Asian women reported a preference for regard based caring in the workplace by a rate of 42%, compared to the Asian men's reported preference for regard based caring in the workplace at a rate of 30%. That is, Asian women's frequency of reporting feeling cared for in the workplace was about 1.3 times greater than that of their male counterparts. Just as in the Herzberg study, at least as Herzberg reports the D.W. Walt data, (Herzberg 1976) the presence of the women in the workplace forces a higher level of the value of regard, at least when the question is framed around 'feeling cared for' at work.

This first look at respect, regard, and reward in the workplace leaves open to investigation the elements and effects of Gender, Ethnicity, Culture, Age, Socio-Economic Status, and other variables, both moderating and mediating on the way that Regard might work in different environments. Suffice it to say that the right level of each of the three constructs for the right person at the right time will enhance elements such as proactive, creative engagement (something we call mind-share) in different individuals and create human flourishing so that the base of the Balanced Scorecard™ pyramid of Learning and Growth can be enhanced. This will eventually create Improved Business Processes, Delighted Customers, and sustainable competitive advantages which mean long term earnings and growth potential for the enterprise.

DISCUSSION OF RESULTS

“Research suggests that in higher-quality relationships people have subjective experiences with a particular pattern – when in these relationships members experience vitality, positive regard, and mutuality (Dutton & Heaphy, 2003). This study concentrates on the twin experiences of positive regard and mutuality in the relationship. Positive regard denotes the extent to which individuals experience a sense of being known or loved (Rogers, 1951). In our study, this is very close to ‘feeling cared for at work’, but with the exception that we allow the subjects to define what ‘being cared for’ means, and from that, we derive the elements of Respect, regard, and reward.

Dutton also reports that in higher quality relationships, levels of positive regard are greater. Mutuality indicates that individuals in a high-quality relationship actively contribute to one another’s development (Jordan, 1991). Together, positive regard and mutuality in a relationship mean that individuals in higher quality relationships find the connection to be pleasurable and motivating, keeping them in a state that is likely to make them more willing to process information and work through problems.

Although researchers have noted the importance of interpersonal relationships as a facilitator of learning at work, “its nature has often been left understudied” (Carmeli & Gefen, 2005, p. 41).” (Dutton 2006). When the importance of interpersonal relationships is studied, one finds that engagement or connection is often a result of good interpersonal relationships at work. The impact on the enterprise and its productivity has been documented.

The work by the Gallup Organization in documenting productivity and engagement has spawned a host of analysis and interpretations. In his book, *Getting Engaged: The New Workplace*

Loyalty, author Tim Rutledge (Rutledge, 2005) explains that truly engaged employees are attracted to, and inspired by, their work ("I want to do this"), committed ("I am dedicated to the success of what I am doing"), and fascinated ("I love what I am doing") This means that what you love to do, what you do well, and what you are extrinsically rewarded for constitute your 'sweet spot', and that, when you operate in your sweet spot (if the environment is not poisonous), your creativity and productivity will soar. The study done by the Gallup Management Journal (Buckingham and Clifton, 2001) has shown that only 29% of employees are actively engaged in their jobs. Those "engaged" employees work with passion and feel a strong connection to their company. Likewise, 54% of employees are not engaged in their work, meaning that they go through each workday putting time but no passion into their work.

The most striking finding is that there is nearly a 52% gap in operating incomes between companies with highly engaged employees and companies whose employees have low-engagement scores. New Century Financial Corporation, a U.S. specialty mortgage banking company, found that account executives in the wholesale division who were actively disengaged produced 28% less revenue than their colleagues who were engaged. Furthermore, those not engaged generated 23% less revenue than their engaged counterparts. It comes as no surprise, then, that engaged employees have been statistically linked with innovation events and better problem solving.

What's needed, according to Gallup workplace research, are the essentials of great management: setting clear expectations, caring for employees, providing recognition, and demonstrating to employees that their opinions count. But many organizations still view the quality of their managers' relationships with their employees as peripheral to financial success, so encouraging or requiring managers to engage their staff is not given a high priority.

Given the measurable business problems directly associated with low employee engagement -- absenteeism, low productivity, and high turnover -- it is perilous for organizations to assume that they can build a profitable and growing customer base if they can't develop strong relationships with their employees.

Because the nature of these interpersonal relationships has been 'understudied', the importance of these results must be explained.

IMPORTANCE OF RESULTS

Consider the two-by-two matrix of Work Mattering or Not Mattering, and People (the Boss, the environment) Caring or not caring: In the boxes, imagine the behaviors you might see in the work place when these conditions exist. We will start with a discussion of Category 4 behaviors (worst) and move along a positive trajectory towards those ideal behaviors of Category 1, which offer the greatest benefits to employer and employee alike.

Item	Work Matters	Work Doesn't Matter
People Care	Category 1 Behaviors	Category 2 Behaviors
People Don't Care	Category 3 Behaviors	Category 4 Behaviors

Category 4 Behaviors

The work doesn't matter to the individual and the boss or the environment does not 'care' for the individual, their family, or their values. In this quadrant we find plenty of evidence for health related issues, absences, upset stomachs, headaches, stress, corporate theft, vandalism, low

morale, lack of leadership, managers staying in their offices, not communicating with their employees, peers, or colleagues, sloppy customer service, lying, gossiping, cheating, clan behavior that's not supportive of the enterprise, and general lack of engagement at work.

Researchers from the Ford Foundation determined that about 15 to 20% of workers encounter these situations every day, and they are termed, "Actively Disengaged". Their productivity is -1X (NEGATIVE X) when normalized to category 2 and category 3 productivity. It is better for the enterprise if these situations/person/environment fits did not exist. They take away productivity from the company.

Category 3 Behaviors

The work matters to the individual, but the boss, environment, or colleagues don't care much.

Here, we find behaviors that result when the manager and Human Resources found the right person for the right job—they care for the work, and it matters to them, but the manager, boss, or social environment, does not carry the message to the employee that they matter as a person.

The example might be the worker on a lathe in a machine shop, who really cares about the accuracy of the machine work on which he's engaged, but when lunch time or quitting time comes, he's out of there, and the boss or the business can 'go fly a kite'. Researchers find that there is a great deal of 'outside' interest in these categories, employees find their 'relatedness' in their home or school, or church, or volunteer environments, not in their work environments.

Researchers term people in this situation/person/environment fit as 'engaged', and along with Category 2 individuals, they comprise about 56% of the workforce, and their productivity is normalized as +1X. This group represents the highest potential for 'game changing' behavior on the part of the 'boss' or environment. The hard work of matching the individual to the job type

has been done, but the transformational work of creating a caring environment has been left lagging. This group responds well to the most powerful question in the workplace today, “What can we do at work to help you make your life better?”

In asking that question and listening to the answers, then acting on them, people, colleagues, bosses, and subordinates all create productivity improvements—from 30 to 80 percent. This is entirely consistent with the movement of individuals from Category 3 toward Category 1 Behaviors.

Category 2 Behaviors:

The work doesn't matter much to the individual, but the environment gives the individual a feeling of being cared for, of mattering. Along with Category 3 individuals, these situations account for about 56% of the workforce, according to a Fortune 500 survey of 1500 individuals across 12 different industries, from software to manufacturing. These individuals experience situations of adequate productivity (+1X), but also suffer from quality issues as well as training and development issues. It's clear that the hard work in Human Resources hasn't been done to match the person with the tasks. Using Strengths Finder and top five strengths to help carefully match the tasks with the individuals and to create productive teams are hugely important here.

Rotating or re-assignment is most often indicated here, as the basic strengths and preferences that individuals bring to the workplace are hard to change. Finding the right person for the task may take time, but it is worth it in terms of productivity as we see when we look at Category 1 behaviors.

Category 1 Behaviors:

The work matters to the individual and the individual perceives or receives a lot of care, regard, respect, and reward from the environment. In short, the work matters and the people care (about the employees). It is here we find ‘going the extra mile’ a common practice, we find innovation, speed, cost competitiveness, quality, high morale, people being involved in other’s lives in a good way, lots of personal and professional acknowledgement, people’s opinions valued and sought after, friendliness, openness, communication, high performance management and high performance teams ‘live’ here, and there is advisory communication rather than directive communication. Vision for the firm, group, or organization is clear to nearly everyone and values are shared, common, and supported. Clan behavior is present, but supportive of the enterprise, and the productivity numbers are astonishing. Research shows that productivity of +9X relative to the Engaged group of category 2 and 3 behaviors is the result here. These people are variously termed Engaged, or Actively Engaged, and in this theory, these behaviors come from an environment where work matters and the people care.

Recall in Category 3 behaviors, we posited that the answer to the powerful question “What can we do at work to help you make your life better?” improved productivity? This is the evidence. Category 1 behaviors come out of the knowledge that the individual has interesting work, support for efficacy and mattering, individual responsibility, good relations with their peers, opportunity for skill building, integration of family, school, job, and community efforts, positive social norms, supportive relationships, opportunities for belonging, and appropriate structure. Interestingly enough, these are identical to the “Features of Contexts That Promote Positive Development” as taken from the findings of the committee on Community-level programs for Youth (Eccles and Gootman, 2002), and this works for adults as well. The Center for Positive

Organizational Scholarship has begun to move into the documentation of these areas, and has found characteristics of positive mutual regard as important discriminators between organizations that promote healthy long-term relationships and those that have high turnover.

SUMMARY AND CONCLUSIONS:

In this paper we have shown that both undergraduates and graduate students feel that they are cared for at work when they are recognized for their accomplishments. However, they also feel cared for at work when they are valued as human beings, recognized as people, given responsibility, when friendliness and openness are present in the workplace and when their thoughts and opinions are valued. Consistent with research in human connections, this higher level of Respect is given a new term, "Regard". Respect, regard, and reward, are shown to be powerfully present in the workplace when people feel cared for at work, with Regard being more 'powerful' than either Respect or Reward for all genders, ethnicities and ages studied. We further showed that connected, or regarded, or engaged employees generally are found to experience productivities from two to ten times greater than the 'dis-engaged' employees. Firms who actively regard their employees have incomes and profit margins up to 50% greater than firms where employees are not thriving.

Further analysis of the results shows that it is Regard that constitutes the greatest potential for connection in the workplace for both sexes, and all ages and ethnicities surveyed. Regard is shown to be the key ingredient that creates an environment for Human Flourishing in the workplace through its power of connectivity. Reward in the form of "Professional

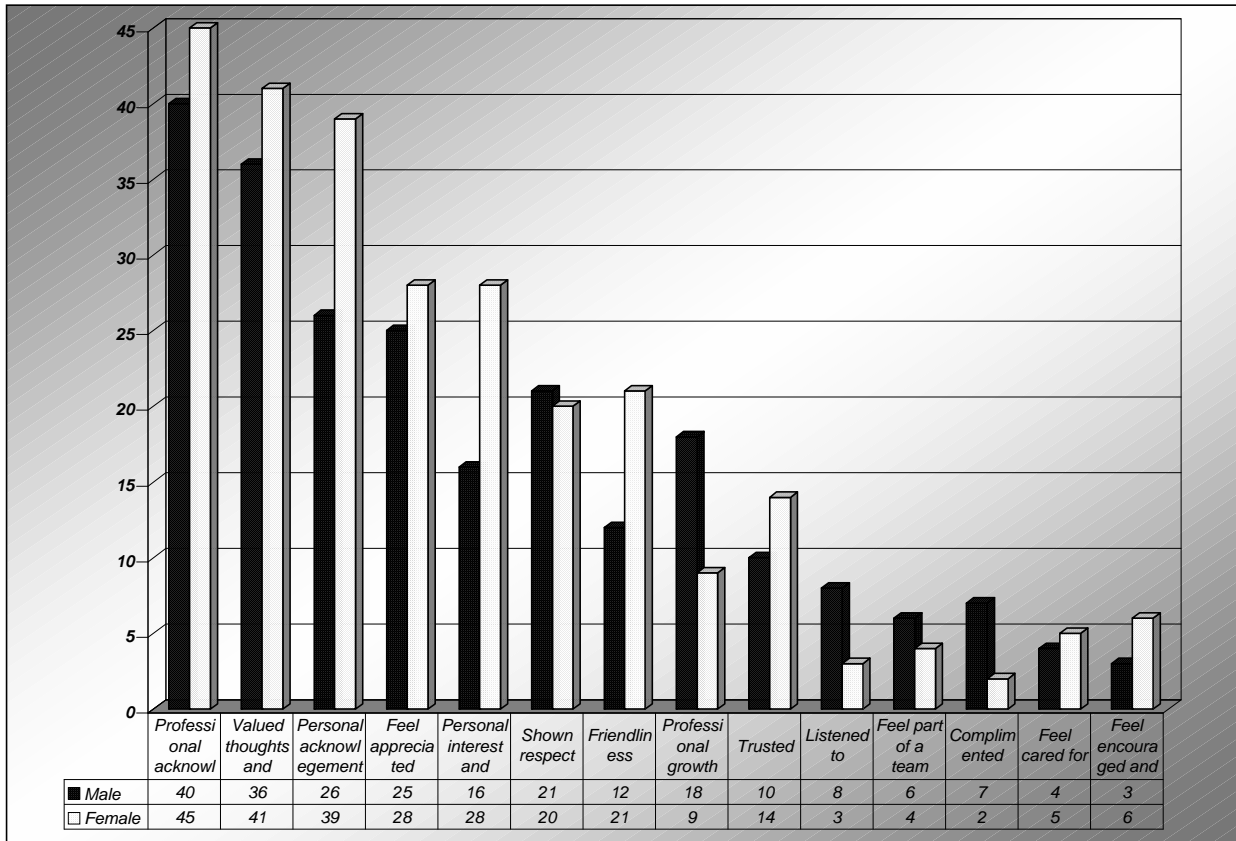
Acknowledgement” is still most frequently (15% of responses) reported as the way that individuals feel ‘cared for’ at work. However, Regard, in the form of “Valued Thoughts and Opinions”, “Personal Acknowledgement”, “Friendliness” and “Personal Interest and Connection” is a more important construct for feeling cared for at work than either Respect or Reward. Managers, and employees both, knowing this information, can now help move their workplaces toward high Regard if they want to work in a thriving and flourishing environment. Respect is not enough and although Respect was important to him, Immanuel Kant reminds us (Hill, 1999), we must “value people as ends in themselves, never just as means to an end”. We conclude that Regard plays a deep and fundamental role in human motivation that should be identified and displayed prominently in the workplace for our next generation of workers to “Do Work That Matters for People who Care”

We conclude that Regard is a powerful connection mechanism in the workplace, one whose presence can contribute to a powerful, sustainable competitive advantage when innovation, speed, cost competitiveness and quality are key discriminators for a business. Regard is shown to be the non-linear productivity multiplier, when present in the matrix of “Work that Matters for People who Care”. Productivity improvements are present in the innovation and connectivity of young people working in an environment where Regard is present. For Human Resource Managers, this means strengthening the training programs for managers and getting them into being interested in their workers as human beings. For Managers and Supervisors, this means that listening and talking to people with real regard for their value as human beings pays big dividends. For future researchers, proving the assertions and preliminary findings of this paper through actual experiments designed to test the efficacy of “regard” versus “no-regard” environments is a mandatory next step as well.

Biographical Notes

To be provided upon acceptance, thank you.

Figure 1: Male and Female Undergraduate Responses show Female Preference for Regard



Complete Results of Operationalizing Constructs for “I Feel Cared about at Work When.....”

Rank	Item	Count	Total Count	% Response	Cum %	Male	Female
1	Professional acknowledgement	85	85	15.098%	15.098%	40	45
2	Valued thoughts and opinions	78	163	13.854%	28.952%	36	41
3	Personal acknowledgement	66	229	11.723%	40.675%	26	39
4	Feel appreciated	54	283	9.591%	50.266%	25	28
5	Personal interest and connection	45	328	7.993%	58.259%	16	28
6	Shown respect	41	369	7.282%	65.542%	21	20
7	Friendliness	35	404	6.217%	71.758%	12	21
8	Professional growth and nurturing	28	432	4.973%	76.732%	18	9
9	Trusted	26	458	4.618%	81.350%	10	14
10	Listened to	11	469	1.954%	83.304%	8	3
11	Feel part of a team	10	479	1.776%	85.080%	6	4
12	Complimented	9	488	1.599%	86.679%	7	2
13	Feel cared for	9	497	1.599%	88.277%	4	5
14	Feel encouraged and supported	9	506	1.599%	89.876%	3	6
15	Not Work Related	9	515	1.599%	91.474%	4	5
16	Receive special treatment	9	524	1.599%	93.073%	4	5
17	Feel important	8	532	1.421%	94.494%	7	1
18	Allowed to help	7	539	1.243%	95.737%	5	2
19	Others are helpful	5	544	0.888%	96.625%	2	3
20	Feelings are taken into consideration	3	547	0.533%	97.158%	2	0
21	Allowed to lead	2	549	0.355%	97.513%	2	0
22	Asked for help	2	551	0.355%	97.869%	2	0
23	Given opportunity to do best	2	553	0.355%	98.224%	2	0
24	Increased responsibility	2	555	0.355%	98.579%	2	0
25	Productive	2	557	0.355%	98.934%	0	2
26	Cultural sensitivity	1	558	0.178%	99.112%	1	0
27	Input into decision making process	1	559	0.178%	99.290%	1	0
28	Open lines of communication	1	560	0.178%	99.467%	1	0
29	Praised	1	561	0.178%	99.645%	0	1
30	Regarded	1	562	0.178%	99.822%	1	0
31	Relaxed environment	1	563	0.178%	100.000%	0	1

Figure 2 Complete Results of Operationalizing Constructs for “I Feel Cared about at Work When.....”

Figure 3 Comparison of Undergraduate and Graduate Student Responses shows Older Graduate Students Respond more like Herzbergs early Studies.

Rank	Factor	Grad Students	UnderGrads
1	Professional acknowledgement	12.30%	15.10%
2	Personal interest and connection	9.63%	7.99%
3	Valued thoughts and opinions	9.63%	13.85%
4	Meaningful Work	5.88%	
5	Trusted	5.88%	4.62%
6	Feelings are taken into consideration	5.35%	0.53%
7	Professional growth and nurturing	5.35%	4.97%
8	Receive special treatment	4.81%	1.60%
9	Equity or Fairness evident	3.74%	
10	Feel appreciated	3.21%	9.59%
11	Feel part of a team	3.21%	1.78%
12	Friendliness	3.21%	6.22%
13	Listened to	3.21%	1.95%
14	Asked for help or opinion	2.67%	0.36%
15	Feel encouraged and supported	2.67%	1.60%
16	Increased responsibility	2.67%	0.36%
17	Shown respect	2.67%	7.28%
18	Others are helpful	2.14%	0.89%
19	Open lines of communication	1.60%	0.18%
20	Productive	1.60%	0.36%
21	Relaxed environment	1.60%	0.18%
22	Complimented	1.07%	1.60%
23	Feel cared for	1.07%	1.60%
24	Feel important	1.07%	1.42%
25	Input into decision making process	1.07%	0.18%
26	Praised	1.07%	0.18%
27	Allowed to help	0.53%	1.24%
28	Given opportunity to do best	0.53%	0.36%
29	Personal acknowledgement	0.53%	11.72%
30	Allowed to lead	0.00%	0.36%
31	Cultural sensitivity	0.00%	0.18%
32	Not Work Related	0.00%	1.60%
33	Regarded	0.00%	0.18%

Figure 4

Evaluators determine the content of Respect, Regard, or Reward for each Caring Construct

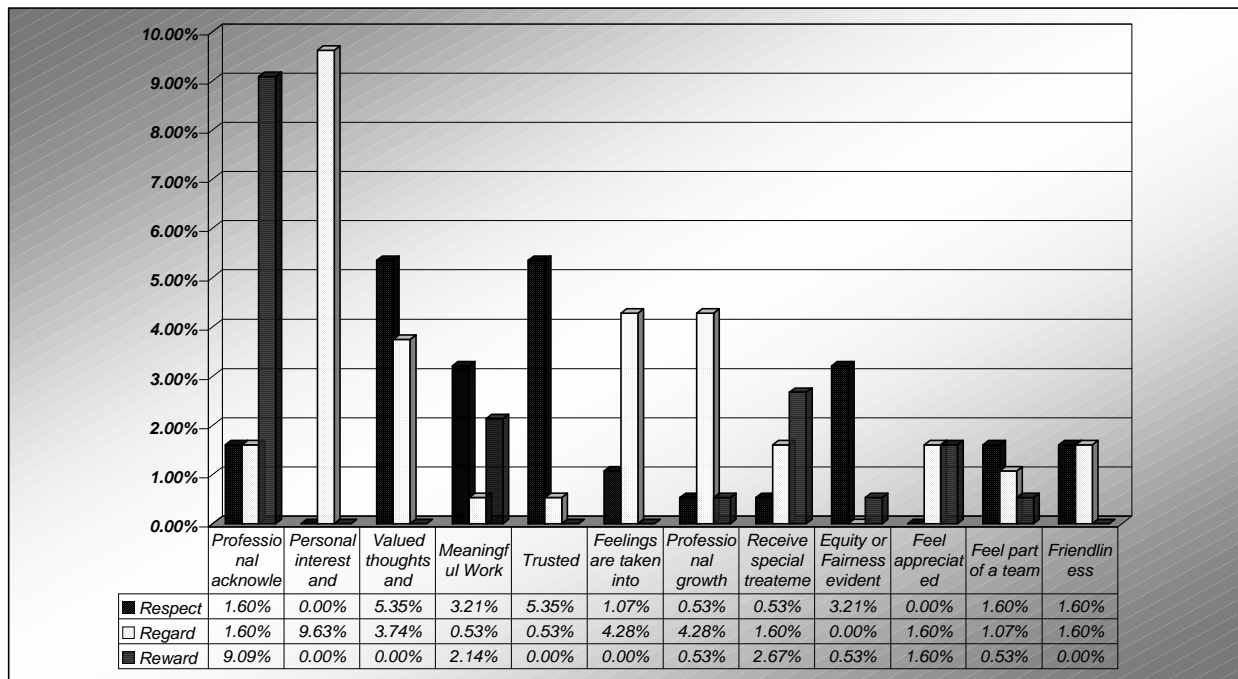
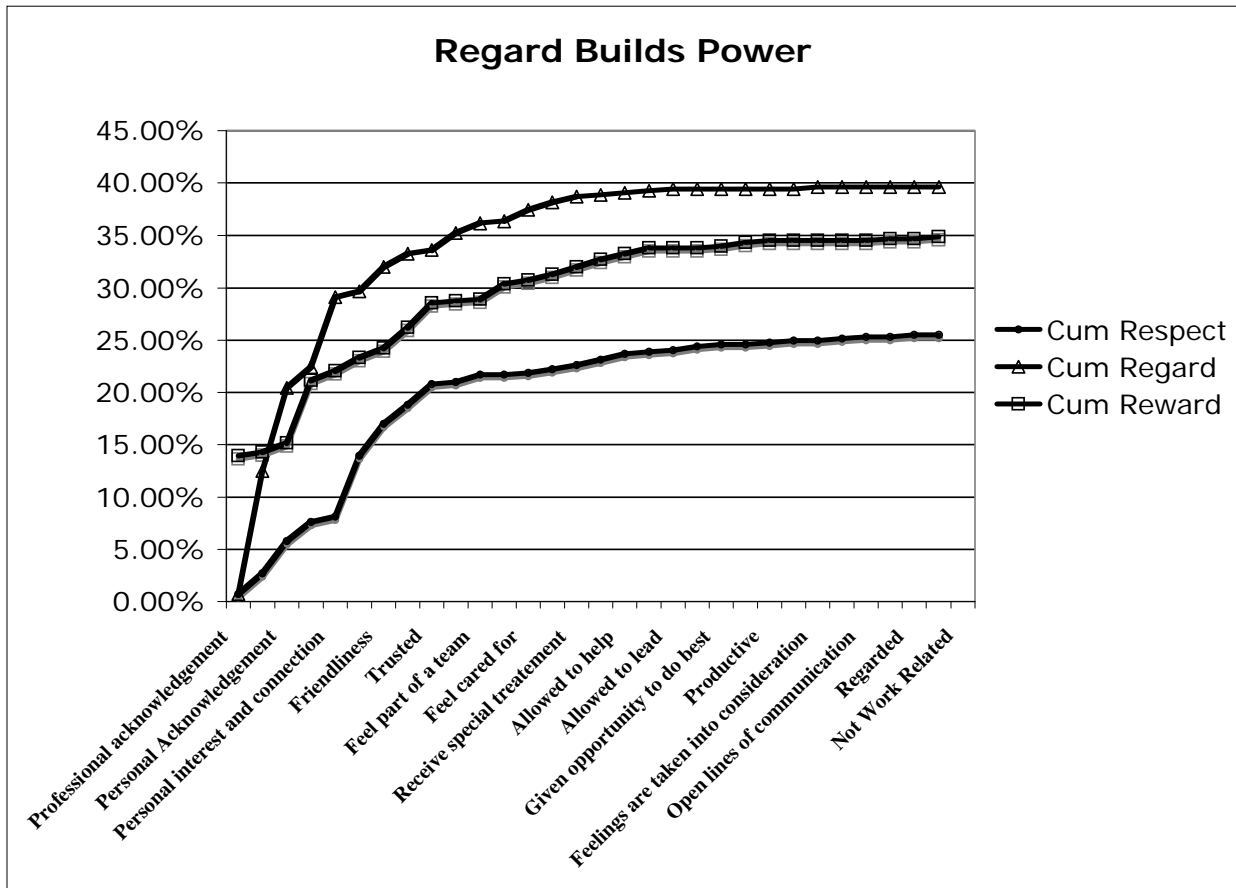


Figure 5: Regard Builds Power in the Workplace



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