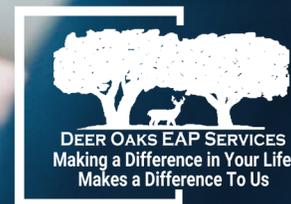




# THE SUPERVISOR/HR NEWSLETTER



HELPFUL RESOURCES FROM YOUR  
EMPLOYEE ASSISTANCE PROGRAM

Sept.  
2020

## SEPTEMBER ONLINE SEMINAR

### *The Secret to Work-Life Balance*

Uncover the secret to securing a healthy work and family balance.

Available on-demand starting  
September 15th at  
[www.deeroakseap.com](http://www.deeroakseap.com)

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## Deer Oaks 2020 Supervisor Excellence Webinar Series *Employee Engagement*

*Advanced Communication Skills that Improve Employee Motivation*  
February 3rd, 1:00 – 2:00 PM CT

Register: <https://attendee.gotowebinar.com/register/794103984746779139>

*Successful Approaches to Difficult Employee Conversations*  
May 4th, 1:00 – 2:00 PM CT

Register: <https://attendee.gotowebinar.com/register/444956266369821443>

*Maintaining Effective Communication Channels*  
August 3rd, 1:00 – 2:00 PM CT

Register: <https://attendee.gotowebinar.com/register/5196350630268998915>

*Advanced Coaching Skills for Leaders*  
November 2nd, 1:00 – 2:00 PM CT

Register: <https://attendee.gotowebinar.com/register/8703449675246617347>

# Microaggressions

Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults—whether intentional or unintentional—that communicate hostile, derogatory, or negative messages to individuals based solely upon their marginalized-group membership. Microaggressions repeat or affirm stereotypes about a minority group, and they tend to minimize the existence of discrimination or bias, intentional or not.<sup>1</sup>

Microaggressions can be verbal, nonverbal, or environmental. Three types include microinsults (usually unconscious and convey rudeness/insensitivity); microassaults (often conscious and are deliberate and derogatory); and microinvalidations (usually unconscious and exclude the thoughts, feelings, or experiences of a minority group).

## Examples of Microaggressions

- Saying to an Asian person, “You must be good in math, can you help me with this problem?”
- “As a woman, I know what you go through as a racial minority.”
- A faculty member of color is mistaken for a service worker.
- Use of the pronoun “he” to refer to all people.
- An advisor sends an email to another work colleague describing another individual as a “good Black scientist.”

## What does research say?

A leading social scientist in this area, Derald Wing Sue, notes that microaggressions typically fall below the radar of well-intentioned members of a dominant culture. They are distinct from deliberate acts of bigotry, because typically people are unaware of the interpretation and/or harm on an individual from a minority group.<sup>2,3</sup>

## What can be done to counter microaggressions?

For helpful tips to recognize and avoid microaggressions, take a look at this interactive tool developed by the University of California, Los Angeles for diversity and faculty development purposes.<sup>1</sup> It categorizes microaggressions into various areas, provides examples, and explains the messages they convey.

<https://equity.ucla.edu/wp-content/uploads/2016/06/DiversityintheClassroom2014Web.pdf>

## References

1. University of California, Los Angeles (UCLA), Diversity & Faculty Development. (2014). Diversity in the classroom. Retrieved July 7, 2020, from <https://equity.ucla.edu>
2. Constantine, M.G., & Sue, D.W. (2007, April). Perceptions of racial microaggressions among black supervisees in cross-racial dyads. *Journal of Counseling Psychology*, 54(2), 142–153.
3. Wong, G., Derthick, A.O., David, E.J.R., Saw, S., & Okazaki, S. (2013, 24 October). The what, the why, and the how: A review of racial microaggressions research in psychology. *Race and Social Problems*, 6, 181–200.

*Source: National Institutes of Health (NIH), Office of the Director Scientific Workforce Diversity. (Updated 2016, December 9). Microaggressions. Retrieved July 7, 2020, from <https://diversity.nih.gov>*

# Five Key Traits of Resilient Leaders

As a leader, you are bound to face many roadblocks on your way to achieving your goals. It is important that you set yourself up for success by focusing on building your resilience while encouraging the same among your team members.

Being a resilient leader means that you are able to recover from adversity and adjust to change to emerge stronger after a setback. Read on to learn the key traits that resilient leaders exhibit and how mastering these traits can make your business stronger.

## Knowledge Seeking

Leaders who are resilient are consistently trying to seek knowledge to grow their businesses and better adapt to change. Continuous learning permits you to expand your skills. Once you focus on obtaining that new knowledge, you will be able to adapt to change more easily and more confidently. You will also be able to share these new skills with your team.

## Adaptable

Rather than dwelling on the frustrations of a challenge, resilient leaders are adaptable and adjust to their circumstances in new and creative ways. For example, if your business is unable to open its storefront, moving to an online shopping environment can be an effective way to continue operations. You could consider new customers or new ways to reach them, or you could offer related products or services that may be in greater demand. Adapting to change is essential to being resilient and having a successful business.

## Risk Taking

Resilient leaders understand that risk taking can be worthwhile, because they will recover and readapt as necessary. They are willing to be bold and try new, innovative ideas. As markets change and as roadblocks come and go, organizations need to adapt and take appropriate risks and adjustments. A resilient leader is not afraid to do so.

## Optimistic

Resilience means rethinking what appears to be a negative setback and realizing that it can be a catalyst for future growth and success. Remaining hopeful that you will come out on top will help you prepare for any setback with confidence.

## Driven

If you don't believe in your ideas and your business, no one else will. When you are passionate about what you believe in, and driven to achieve your goals, you stand ready to withstand any upcoming roadblocks that you may face.

Not all leaders will lead in the same way, and they shouldn't. Diverse leadership styles produce quality work. But these key traits should be consistent in your style and should be continually practiced. By continuing to learn, adapt, take risks, and exhibit optimism and drive, you can make sure that you are leading in a more effective and positive direction, and your team will follow suit.

*Source: Saunders, J. (n.d.). 5 key traits of resilient leaders. Retrieved July 7, 2020, from the Young Leaders of America Initiative (YLA) website: <https://ylai.state.gov>*

# Ask Your EAP!

**The following are answers to common questions supervisors have regarding employee issues and making EAP referrals. As always, if you have specific questions about referring an employee or managing a workgroup issue, feel free to make a confidential call to the EAP for a management consultation.**

*Q. Many employees are now working remotely. Is it appropriate to offer tips and guidance on being productive at home, even if those ideas involve me telling the worker how to engage with family members to keep them from undermining productivity?*

A. Supervising remote workers may have suddenly become more commonplace throughout the world, but it is nothing new. The supervisor-supervisee relationship is unique in each circumstance, so the relationship and quality of communication established with your employee should guide your discussions and the degree to which you offer directive guidance in dealing with work problems at home that may be attributed to family members. The last thing you should do is offer guidance or tips that pit the worker against his or her family. This is one battle you won't win. When you sense family members are non-supportive or distracting to productivity, consider recommending the EAP. Resist invitations to process the employee's frustrations and conflicts with family members. But general tips about workflow, meeting objectives, managing time, getting things done, and overcoming distractions are all fair-game topics for supervisors.

*Q. Can I make a formal supervisor referral of an employee who has anxiety about COVID-19 but is ambivalent about reaching out to the EAP?*

A. Formal supervisor referrals to an EAP are always based on job performance, so you may wish to consult with the EAP to discuss this situation prior to your next step. The key would be to identify the performance issue that makes a formal referral appropriate. Is your employee behaving in a way that interferes with productivity? A formal referral is conceivable if anxiety prompts the employee to repeatedly spend unacceptable amounts of time engaging with coworkers and interfering with their work. A strongly encouraged self-referral may be all it takes, but let the EAP help you with the proper approach or dialogue for doing it. Formally referring employees to the EAP for problems unrelated to performance can cause concern among employees and unwittingly encourage them to hide symptoms of their personal problems.

*Q. Many supervisors don't appreciate the value of performance reviews in developing workers. Many view the process as a chore, which leads to its being postponed or delayed. What can help supervisors feel excited or feel more urgency about completing them?*

A. All employees have unique gifts and skills waiting to be discovered. Much of this is a lifelong process of discovery, and supervisors are in a unique position to spot these abilities and encourage and develop them. Reviews offer these opportunities, and employees are cheated without an effective relationship with the supervisor that helps discover their true potential. Many employees will not spot how much they have learned, be able to articulate their skills, or grow in confidence without feedback. The payoff for the company is having employees who desire to take more initiative, along with increased willingness to take risks, including bringing forth their own great ideas to solve problems. In addition, review time invariably brings up the topic of roadblocks, and often these are personal. The EAP can then be a resource for problem resolution.

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