



# QUIET QUITTING

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Quiet quitting is a new phrase to describe people who are not outright quitting their job, but quitting full engagement at work. They opt out of tasks beyond their assigned duties, do the bare minimum instead of their personal best, and/or become less psychologically invested in work. Quiet quitters increase the burden on their colleagues to take on extra work, diminish team morale and cohesion, decrease customer service, and undermine an organization's desired culture.

## PEPPERDINE AS THE ROLE MODEL

Quiet quitting is not reflective of our University's history or community. Our culture, identity, and mission require the full engagement of each employee. We are called to be ambassadors of the Pepperdine way of life, characterized in part by the pursuit of excellence, mutual edification, purposeful work, and a fervent desire to honor God in thought, word, and deed—going beyond mere transaction to complete this noble work.

## THE SUPERVISOR'S ROLE

Supervisors are responsible for the full engagement of their team members in service of our students and mission. This does not mean taking advantage of employees, but rather addressing the underlying issues causing disengagement: burnout, feeling underappreciated, an absence of accountability and teamwork, and a lack of pride in one's work, among others. We must restore the purpose and dignity of work, streamline processes to create efficiencies, show gratitude, help employees continually develop, and prioritize work/life integration. The supervisor and employee relationship is the key driver in determining employee engagement and, therefore, the key driver behind combatting quiet quitting.

## ACT IN NOVEMBER

### 1 Set expectations and hold employees accountable.

Set expectations for performance standards, as well as expectations for how each employee contributes to the team morale. This may include recalibrating employees' core job responsibilities to more accurately reflect what work is necessary. Coach employees to be successful by asking them questions and providing them feedback when they do not meet the expectations you provide. Since merit increases are based on performance, those who do the bare minimum should not be rewarded as much as those who exceed expectations.

### 2 Engage and shape the perspectives of your team members.

Remind employees of their significance on the team and why their daily work is crucial to realizing the University's mission. Restore the idea that work is a blessing in which we can find purpose and use the talents given to us. Help employees prioritize their workload so they enjoy time away from the workplace, even while they do their best when they are at work. Ask what is going well, what irritants you can help them overcome, what interests they have in pursuing, and what strengths they can leverage. Follow through on the concerns your employees express to maintain a strong supervisory relationship.

### 3 Create a model team culture.

Individual engagement is easier when the larger team is also engaged. Address team challenges to remove obstacles that lower morale. Prioritize community building and strengthening relationships of those who work most closely together on a daily basis. Refine your processes and systems to create accountability among every team member.