

Disruptive Conduct Continuum

| Focus | Early | Escalating | Extreme |
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| Disruptive Person | <ul style="list-style-type: none"> • Eye rolling • Dismissive gestures • Ignoring • Sarcastic comments • Interrupting others • Micromanaging • Takes credit for others work | <ul style="list-style-type: none"> • Gossip • Blaming • Ostracizing • Inappropriate assignments (personal errands) • Swearing • Poor performance review of target • May overload target's work assignments • Sarcasm increases • Undermining • Yelling • Withholding resources • Inviting spying of target • Relocating target's office to undesirable location | <ul style="list-style-type: none"> • Public criticism • Humiliation • Degradation • Name calling • Threats escalate • Taunting • Personal attacks • Intimidates • Alienates • Instills fear |
| Target | <ul style="list-style-type: none"> • Anger • Hurt • Frustration • Embarrassment • Self-blame • Helpless • Shame | <ul style="list-style-type: none"> • Isolation / shunning • Feeling unsupported • Feeling betrayed by abrasive, work group and organization • May be butt of cumulative jokes • Confused / vulnerable • Disempowered • Withdrawal • Social media comments | <ul style="list-style-type: none"> • Increased absences • Increased FMLA • Increased turnover • ↓Productivity • ↑Apathy • Betrayal feelings intensify • May file complaint w/HR or external sources • Leaves organization <ul style="list-style-type: none"> - Voluntary or involuntary • May become scapegoat • Increased EAP utilization • Management knows and is doing nothing • Social Media |

Work Unit

| comments ↑ | | |
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| <ul style="list-style-type: none"> • Shock • Mirroring behavior of abrasive • Relief (not the target) • Duck (hiding) | <ul style="list-style-type: none"> • Bystander silence • Withdrawal from target • Coalitions form • May align with abrasive • May blame target • Accept status quo • Knowing & not knowing (bystanders) • Social Media comments • Involved in target spying • May enjoy suffering of target | <ul style="list-style-type: none"> • Disengaged • Fearful • ↑Turnover • ↓Productivity • Tribalism • Mobbing potential • Doing and not doing • Increased EAP utilization • Management knows and is doing nothing • Social Media comments escalate |

Organization

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| <ul style="list-style-type: none"> • Denying • Avoiding • Minimizing • Distracting • Self-focus – “The situation will get worse if addressed” – “I’ll lose my job” | <ul style="list-style-type: none"> • Excuses – “He/she brings in \$\$” – “He/she under a lot of stress” “He/she high producer • No candid feedback to abrasive • No documented history of disruptive behavior in the work group • No consequences stated to abrasive • May blame target • Poor or no leader accountability | <ul style="list-style-type: none"> • Formal complaints • Lawsuits • Abrasiveness viewed as institutionalized – organization condoning • Organizational distrust high • Leader accountability engaged OR missing • ↓Organizational credibility • Organization’s brand = abrasiveness is accepted here • ↓Quality of recruiting candidates • Defections system wide |
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| | Remedial ¹ | Responsive ² | Restorative ³ |
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| Intervention S: | <p>Target:</p> <ul style="list-style-type: none"> • Teach professional blocking responses² • Teach S-B-I process (situation-behavior - impact)² • Teach boundary setting techniques² <p>Workgroup:</p> <ul style="list-style-type: none"> • Setting group expectations, standards and norms re: behaviors³ • Provide Anti-Bullying training² <p>Institution:</p> <ul style="list-style-type: none"> • Performance feedback¹ • Initiate progressive discipline¹ • Create a process for complaints¹ • Create a policy² • Create & communicate expectations for conduct² • Abrasive education for leadership awareness² • Leader involvement early² • Clarify freedom | <p>Target:</p> <ul style="list-style-type: none"> • Hot line for complaints¹ • Target provides specific data – who, what when, where etc.² • HR investigation and documentation² • EAP² • Review policy, standards & process with target² <p>Workgroup:</p> <ul style="list-style-type: none"> • Hot line for complaints¹ • Group complaint¹ • Education re: policy, process, standards of conduct and disruptive behaviors² <p>Institution:</p> <ul style="list-style-type: none"> • Create a No Retaliation Statement² - Link words of retaliation statement with specific actions that show retaliation is not tolerated • Process for complaints¹ • Internal managerial | <p>Targets:</p> <ul style="list-style-type: none"> • EAP³ • Pulse check with target² • Provide specialized coaching³ <p>Workgroup:</p> <ul style="list-style-type: none"> • 1:1 interviews³ • Pulse checks³ • Forgiveness conversations³ (must be trained facilitator) • Provide work group team building, culture & values training³ <p>Institution:</p> <ul style="list-style-type: none"> • Consolidated reporting² • Pulse check w/workgroup interviewees² • Policy review³ • Process review³ • Candid feedback & consequences with abrasive³ • Documentation w/timeline³ • Specialized coaching³ • Performance coaching³ • Review metrics^{2&3} |

- of speech and academic freedom vis-à-vis tenured faculty conduct²
- Provide support group for bystanders to come forward in a safe, non-confrontational way³
 - Assign a buddy to the target – someone who will listen & console²
 - Review metrics & measurements²
- coaching re: providing candid feedback & consequences to abrasive²
- Entry portal reporting²
 - Departmental documentation¹
 - Institutional reassignments²
 - Policy Review²
 - Deliver candid feedback & consequences to abrasive²
 - Performance planning²
 - Specialized coaching²
 - Facilitate forgiveness conversation² (must be trained facilitator)
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NOTES: