COURSE OUTLINE

ABAP 455 - PERFORMANCE MANAGEMENT AND PREVENTING WORKPLACE VIOLENCE

Prepared By: Dr. Stephen F. Ledoux
A. **TITLE:** PERFORMANCE MANAGEMENT AND PREVENTING WORKPLACE VIOLENCE

B. **COURSE NUMBER:** ABAP 455

C. **CREDIT HOURS:** 3

D. **WRITING INTENSIVE COURSE:** No

E. **COURSE LENGTH:** 15 weeks face–to–face or asynchronous

F. **SEMESTER(S) OFFERED:** Fall or Spring

G. **HOURS OF LECTURE, LABORATORY, RECITATION, TUTORIAL, ACTIVITY:**
   3 lecture hours per week

H. **CATALOG DESCRIPTION:**

   This course examines the application of the natural science and technology of behavior, behaviorology, to the understanding, prevention, and deterrence of workplace violence, and does so on three levels: The course examines the scientific analysis of punishment as punishment informs many practices present in workplace settings that match the violence–prone profile. Next, the course emphasizes the acquisition and application of the behavior management–related knowledge and skills, known as performance management, that are relevant to changing the circumstances that lead to workplace violence so as to prevent its possible occurrence. Then the course extends its systematic and data–based orientation from the understanding of workplace violence, and its prevention, to developing, comparing, applying, and evaluating policies and procedures to intervene in the dynamics, indicators, types, and triggers of workplace violence to deter its imminent occurrence. These three levels are considered for all workplaces including those in industrial/manufacturing, organizational, marketing, financial, institutional, or retail business settings.

I. **PRE-REQUISITES/CO-REQUISITES:**
   a. Pre-requisite(s): Introduction to the Science and Technology of Behavior (ABAP 245) or Human Resources Management (BSAD 310) or Management Communications (BSAD 340) or Organizational Psychology (PSYC 360), or permission of instructor.

   b. Co-requisite(s): none

J. **GOALS (STUDENT LEARNING OUTCOMES):**
   By the end of this course, the student will be able to:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>Institutional SLO</th>
</tr>
</thead>
<tbody>
<tr>
<td>a. Summarize the scientific analysis of punishment and coercion, and evaluate the implications of that analysis for behavior engineering efforts, especially as related to workplace violence</td>
<td>1. Communication</td>
</tr>
<tr>
<td></td>
<td>2. Crit. Thinking</td>
</tr>
<tr>
<td></td>
<td>3. Prof. Competence</td>
</tr>
</tbody>
</table>
b. Demonstrate the acquisition of both the behaviorological knowledge regarding the circumstances that lead to workplace violence, and the behaviorological skills relevant to changing those circumstances, including performance management principles and practices, so as to prevent the occurrence of even tendencies towards workplace violence

c. Evaluate the outcomes of various violence-prevention methods

d. Incorporate behavior engineering into policies and procedures to deter the imminent occurrence of workplace violence

|-------------------|-------------------|---------------------|-----------------------------|

K. TEXTS:

• One articles by Dr. Murray Sidman: Preface to Coercion and Its Fallout.
• Another articles by Dr. Murray Sidman: Reinforcement in diplomacy: More effective than coercion.
• Performance Management by A. C. Daniels and J. E. Daniels
• Violence Goes to Work by Mountain States Employers Council and Nicoletti–Flater Associates
• Supplemented by other books and articles as appropriate.
  (See references.)

L. REFERENCES:

M. **EQUIPMENT:** Smart classroom.

N. **GRADING METHOD:** A-F

O. **MEASUREMENT CRITERIA/METHODS:** To be determined by the instructor.

Possibilities include but are not limited to:
- assigned homework completion
- research papers
- book reports
- group oral/written reports
- individual oral/written reports
- essays
- class participation
- projects
- journals
- quizzes
- tests
- exams

P. **DETAILED COURSE OUTLINE:**

I. Scientific analysis and implications of punishment and coercion, especially as related to workplace violence.

   A. Behaviorological foundations.
      1. Natural science analysis.
         b. Laboratory contributions to knowledge.
      2. The coercive side of reality.
         a. Hostile community.
         b. Hostile environment.
      4. Coercion research.

   B. Punishment, escape, and avoidance.
      1. Punishment facts.
         a. Punishing stimuli.
         b. Punishment control.
2. Punishment side-effects.
   a. Short range (physiological responses).
   b. Long range (physical responses).

3. Escape facts.
   a. Learning escape.
   b. Subtracted reinforcement and escape.

4. Escape routes.
   a. Tuning out (of interest, responsibility, etc.).
   b. Dropping out (of school, family, religion, society, life).

5. Avoidance facts.
   a. Causes.
   b. Prevention.

6. Avoidance results.
   a. Slow learning.
   b. Superstitions.

7. Avoidance techniques.
   a. Turning inward.
   b. Whistle blowing.

   a. Phobias.
   b. Anxiety.
   c. Amnesia.

C. Coercion problems and alternatives.
   1. Coercion and conditioned suppression.
      a. Becoming careless, then callous, then cruel.
      b. Economics of anxiety.
   2. Coercion and conscience.
      a. Conscience origins.
      b. Conscience control.
   3. Coercion breeding coercion.
      a. Aggression.
      b. Counteraggression.
   4. Changeable independent variables of coercive behavior.
      a. Know thyself.
      b. Know thine environment.
   5. Local alternatives to coercion.
      a. General level of added reinforcement.
      b. Added reinforcement in home and school.
   6. Global alternatives to coercion.
      a. Added reinforcement in diplomacy.
      b. Added reinforcement in society and law enforcement.

II. Acquisition and application of behaviorological knowledge and skills relevant to changing the circumstances that lead to workplace violence so as to prevent its possible occurrence.

A. Principles of performance management.
   1. Introduction to performance management.
      a. Performance management defined.
b. Reasons and responses why some companies are not using performance management.
c. The value of performance management to organizations.

2. Antecedents—behaviors—consequences (ABC) analysis in management.
   a. ABC Model of behavior change.
   b. ABC as a diagnostic and problem-solving tool.
   c. Seven-step ABC analysis.
   d. Benefits of ABC analysis.

   a. Antecedents defined.
   b. Characteristics of antecedents.
   c. Managerial overreliance on antecedents.
   d. Selecting antecedents.
   e. Antecedents vs. consequence control.

   a. Consequences defined.
   b. Effects of consequences.
   c. Types of consequences.
   d. Delivery of consequences.
   e. Positive consequences preferred.
   f. “Doing nothing” is doing something.

5. Reinforcers as consequences of performance.
   a. Reinforcers defined.
   b. Reinforcer classes.
   c. Types of reinforcers in the work world.
   d. Locating effective reinforcers.
   e. Characteristics of effective reinforcers.
   f. Values and benefits of added reinforcement in managing organizations.

B. Methods used in applying principles of performance management.

1. Delivering reinforcement.
   a. Guidelines for effective delivery.
   b. Delivery systems.
   c. Delivery problems.
   d. Avoiding delivery problems.

2. Scheduling reinforcement.
   a. Schedules defined.
   b. Continuous vs. intermittent schedules.
   c. Intermittent schedules in the work world.

3. Using schedules of reinforcement in the work place.
   a. Appropriate use.
   b. FI overuse.
   c. Vary schedule use.
   d. Schedules and extinction.
   e. Changing/thinning schedules.
   f. Tangibles and thinning schedules.
   g. Scheduled reinforcement kept contingent on performance.

   a. Pinpointing defined.
b. Characteristics of pinpoints.
c. Pinpointing both behaviors and results.
d. Benefits of pinpoints.
e. Job mission identification.
f. Pinpointing behaviors vs. pinpointing results.
g. “Managing by wandering around.”

   a. Measurement defined.
   b. Measurement justified.
   c. Measurement barriers.
   d. Measurement categories.
   e. Effective measurement point systems.
   f. Performance management matrix point system.
   g. The behavior of measuring (collecting data).
   h. Counting and judging.

   a. Graphing as feedback.
   c. Characteristics of publicly displayed group graphs.
   d. Evaluating performance changes indicated by graphs.

C. Advanced parameters of performance management.
   1. Feedback on performance.
      a. Feedback defined.
      b. Characteristics of effective feedback.
      c. Benefits of feedback.
      d. Feedback differentiated from consequences (reinforcement).
      e. Relationship of feedback to antecedents and reinforcements.
   2. Setting and attaining performance goals.
      a. Setting goals.
      b. Information and data for setting goals.
      c. Attaining goals.
      d. Performance management and graphs for attaining goals.
   3. Handling counterproductive performance.
      a. Defining correction and punishment.
      b. Using correction and reinforcement.
      c. Avoiding punishment.
      d. The problematic popularity of punishment.
      e. The negative side-effects of punishment.
      f. Differential reinforcement of incompatible performance, and other alternatives to punishment.
      g. Discipline and performance management.
      a. Performance improvement plans (PIPs).
      b. Interrelating performance management across organizational levels as well as across related home, work, and professional organizations.

III. Developing, comparing, applying, and evaluating policies and procedures to intervene in the dynamics, indicators, types, and triggers of workplace violence to deter its imminent occurrence.
A. Workplace violence dynamics (TOADS).
   1. Time.
   2. Opportunity.
   3. Ability.
   4. Desire.
   5. Stimulus.

B. Categories of abusive/violent behavior.
   1. Verbal abuse.
      a. Compliant.
      b. Negative.
      c. Abusive.
      d. Derogatory.
      e. Verbally assaultive.
   2. Physical abuse.
      a. Compliant.
      b. Passive resistant.
      c. Active resistant.
      d. Assaultive.
      e. Deadly assaultive.
      a. Workplace concerns.
      b. Warning signs of abuse.
      c. Four stalking phases.
         i. Obsession.
         ii. Surveillance.
         iii. Harassment.
         iv. Extermination.

C. Violence triggers.
   1. Covert response patterns (perceptions).
   2. Personal life changes or crises.
   3. Interpersonal/emotional changes or crises.

D. Analysis of warning signs, threats, and violence potential.
   1. Threatening behaviors.
      a. Direct.
      b. Conditional.
      c. Veiled.
   2. History of violence.
   3. Poor impulse control.
   4. Unsuccessful personal history.
   5. Injustice history.
   6. Obsession.
   7. Substance abuse.
   8. Interest in weapons.
  10. Situational variables.

E. Deterrence strategies.
1. Duty to warn!
2. Preparation.
3. Policy development.
   a. Threats and violence policy.
   b. Searches policy.
4. Investigation of threats and of violence incidents.
   a. Plan the investigation.
   b. Prepare for interviews.
   c. Develop interview questions.
   d. Conduct the investigation.
   e. Document the investigation.
   f. Evaluate the evidence.
   g. Take appropriate corrective action.
5. Human resource programs.
   a. Job specifications.
   b. Pre–hire screening.
   c. Testing.
   d. Pre–hire interviews.
   e. Background checks.
      i. Criminal records.
      ii. Credit history.
      iii. Worker’s Comp histories.
   f. Reference checks.
   g. Training.
      i. Recognizing intimidating/aggressive behavior.
      ii. Identifying violence warning signs.
      iii. Resolving conflicts and effective communication.
      iv. Workplace/personal security.
   h. Coaching.
   i. Employee problem solving.
   j. Documentation/discipline.
   k. Suspension.
   l. Downsizing: Change phases.
      i. Hypervigilance.
      ii. Anticipatory anxiety.
      iii. Reactive behaviors.
   m. Discharge.
   n. Exit interviews.
   o. Security.

   1. Team responsibilities.
   2. Standard operating guide.

G. Violence aftermath.
   1. Survivors and families.
   2. Work environment issues.
   3. Media interaction/communication.
H. Legal liability considerations.

1. Statutory principles of employer liability.
   a. Occupational Safety and Health Act.
   b. Workers compensation.
   c. Case law.
      i. Third party injures employee.
      ii. Employer injures an employee.
      iii. Employee injures co–worker.

2. Employer liability and common law theories.
   a. “Respondeat Superior.”
   b. Negligence.
      i. In hiring.
      ii. In retention.
      iii. In supervision.
   c. Case law.
      i. Employee injures third party.
      ii. Third party injures employee.
      iii. Employee injures co–worker.

3. Steps to minimize liability.
   a. Minimize statutory liability.
   b. Minimize common law liability.
      i. Defamation.
      ii. Invasion of privacy.

Q. LABORATORY OUTLINE: No laboratory