

***CIVILITY IN THE WORKPLACE***



**INSTRUCTOR GUIDE**  
**1-DAY COURSE**

**HRDQ<sup>®</sup>**

***CIVILITY IN THE WORKPLACE***

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# Instructional design and learning philosophy

We are committed to providing the best core skills content possible for Instructor-Led Training (ILT). The following principles are applied in the development of programs:

## Sound Instructional Design

All course content is developed using a variety of research techniques. These include:

- Brainstorming sessions with target audience
- Library research
- Online research
- Customer research (focus groups, surveys, etc.)
- Subject Matter Experts (SME)
- Interviews with trainers

Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:

- Learning objectives — effective tools for managing, monitoring and evaluating training
- Meaningfulness — connects the topic to the students' past, present and future
- Appropriate organization of essential ideas — helps students focus on what they need to know in order to learn
- Modeling techniques — demonstrate to students how to act and solve problems
- Active application — the cornerstone to learning — helps students immediately apply what they have learned to a real-life situation
- Consistency — creates consistent instructions and design to help students learn and retain new information
- Accelerated learning techniques — create interactive, hands-on involvement to accommodate different learning styles









## Application of Adult Learning Styles

Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions and lectures within each course. This ensures that the learning will appeal to all learning styles and will be retained.

▪

# Course timing

## Module One: Understand the Problem

Type of Activity	Segment	Time
	Objectives	5
	What is uncivil behavior?	10
	Deal with difficult personalities	15
	Real-world application	10
	Who is a Target?	5
	Overcome the "victim" mentality	10
	Recover and move forward	10
	Lessons learned	5



Reading



Written  
Exercise













Facilitate



Group  
Activity

## Course timing

### Module Two: Benefit From Experience: Strategies to Prevent Uncivilized Behavior

Type of Activity	Segment	Time
	Identify the warning signs	5
	Risk assessment: How safe is your workplace?	5
	Create a change in perspective	10
	Effectively resolve conflict	20
	Check, balance, and reframe communication	15
	Real-world application	10
	Develop a community of shared trust	10
	Establish a comfort zone	10
	Successfully handle false alarms	10
	Real-world application	5



Reading



Written Exercise



Facilitate



Group Activity

# Course timing

## Module Three: Make It Official

Type of Activity	Segment	Time
	Discipline and discharge with confidence	10
	Stay within the law	10
	Real-world application	5
	Limit company liability with policies and procedures	10
	Lessons learned	5



Reading



Written Exercise



Facilitate



Group Activity

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## Course objectives

Successful completion of this course will increase your knowledge and ability to:

Identify the different types of disruptive workplace behavior types and develop personal strategies for overcoming it

Develop effective conflict resolution skills that can help bridge differing points of view

Spot and eliminate potential bullying, mobbing, harassing, and violent incidents before they happen

Create and implement organizational communication strategies that will help redefine the organizational culture into one of trust and teamwork

Assertively handle false accusations of bullying and harassment before they grow out of control

Discipline and discharge uncivil offenders with confidence and with the support of the law

Check policies and procedures to make certain they clearly define the organization's policy, procedure, and consequential results for uncivil behavior in the workplace

# ModuleOne



## ***UNDERSTAND THE PROBLEM***

**Activity:** Place pieces of flip chart paper around the room and ask that participants list all of the words that come to mind when they hear the words “uncivil behavior.”

Debrief by asking representatives from each group to read the list of words that have been generated. Follow this activity with a discussion of what uncivil behavior really is.

**Explain** how uncivil behavior encompasses three types of behavior: petty, abusive or bullying, and physical violence.

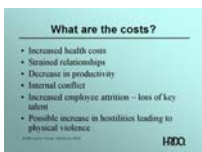


**Note** that uncivil behavior is an international problem.

**Activity** – have participants think of TV shows that are based on arguing, polarizing, and de-personalizing – “Politically Incorrect”, “Jerry Springer”, “People’s Court”=type shows.

Competitive profiling – individuals are recruited who have shown high success in competitive industries. This characteristic, and the need to excel at a new job, can create unhealthy internal competition.

**Review** -- the costs are high to both the individual and the company.



## What is uncivil behavior?

Repeated intentional and malicious abuse of a targeted person by another person (also called “bullying”)

Abusive – using words or deeds to disempower, harm the spirit of the target, their dignity, reputation, or integrity

Lack of manners

Psychological or physical violence

Animosity and a lack of respect for individual value

Attempt to control another person

## The causes

Downsizing and competition to survive

Love of “the game” – an inherent desire to stay in control of others and a sense of one-upmanship

Heavy workload

Lack of resources

Competing priorities

Personal inadequacies or prejudices

Lack of consequences for inappropriate behaviors

# Deal with difficult personalities

## The Bully

Characteristics	How to handle the Bully
Blames others for mistakes Criticizes ability and accomplishments Insulting, patronizing and puts others down Questions and cross-examines unnecessarily	Use humorous self-talk Validate yourself Ask a close colleague or friend for a second opinion
Makes unreasonable demands	Explain why you cannot meet them and ask for assistance
Withholds information from or shuts others out	Schedule an informal meeting and address the issue
Makes nasty or hostile remarks to Target while being "nice" in front of others Sabotages work by giving misinformation or direction	Bring up problems immediately Use a team approach to resolving problems Ask for clarification of instructions – write it down

**Setup:** one or more of four basic personality types usually perpetuates workplace abuse.



The Bully is by far the most prevalent. The Bully uses his/her power (Bullies are most often bosses) to control the Target.

**Review** the characteristics and techniques for handling the Bully.

**Ask** participants to write down the name of someone they think is a Bully (use a code name if that makes you feel more comfortable). **Instruct** participants to think of a situation when that person bullied them. Ask them to write down how it felt at the time and what they could have done differently in that encounter.

Follow this activity with a discussion of how different participants would have changed their actions when dealing with a Bully. Ask for more examples of ways to handle a Bully.

**Transition:** Workplace bullies use intimidation to control the Target. They are more easy to spot, and then deal with. However, one personality type that is not so easy to spot and deal with is Mobbing, or Group Think.

**Setup:** One personality group is one that acts within a group. People subject to Mobbing/ Group Think usually are less aggressive unless in a group that gives them support. They jump on the wagon and are eventually blinded to inappropriate behaviors – seeing nothing wrong with what they are doing. They see it as “truth.”



Discuss characteristics and techniques for handling situations of M/GT.

Ask participants to think of a current event situation that demonstrates M/GT. Ask them to list adjectives describing the event.

Debrief by asking for examples. Then ask the group to identify the trigger or underlying emotion that caused the situation.

M/GT that occurs in the workplace is similar to those we see outside of work, just less violent. **Note** that when people get caught up in the emotions of a group, they tend to lose perspective and do things they would not otherwise do alone.

To prevent becoming a part of M/GT, employees need to recognize it and step back from the crowd.

If a Target of M/GT, identify the key leader and try to “talk it out” or develop a friendly focused working relationship.

M/GT can create a toxic workplace. Learning how to respond to it is critical.

## Deal with difficult personalities (cont.)

### Mobbing and Group Think

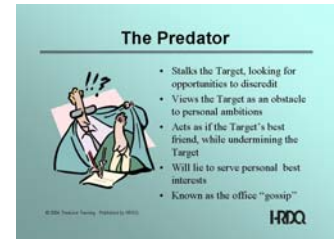
Characteristics	How to handle them
Initiates innuendo and rumors Publicly discredits the Target	Address it immediately
Enlists the help and emotions of others – involves management	Enlist support from others
Negative, abusive communication Ridicules Target personally Sends verbal and written threats	Maintain your calm Restate using “I” statements Ask for respect Feed your self-esteem Don’t weigh in – keep a record
Displays aggressive, physical action that escalates	Take it to a higher level or to authorities
Isolates Target from others Brands Target as “difficult”	Identify ways to maintain contact in a positive mode Don’t complain, keep your dignity Develop an exit strategy
Takes work away and gives Target insignificant tasks to do Assigns work with little or no direction – sets up failure	Provide excellent work quality Get direction in writing; ask questions

# Deal with difficult personalities (cont.)

## The Predator

Characteristics	How to handle them
<p>Actively seeks ways to discredit the Target</p> <p>Publicly interrupts or corrects</p>	<p>Respond assertively with facts and figures</p> <p>Address it in private</p> <p>Wait them out, then finish your thoughts or statements</p>
<p>Steals credit for the Target's work</p>	<p>Sign your work</p> <p>Deliver it via e-mail</p>
<p>Keeps running tally of every error and mistake; does not balance performance with successes</p> <p>Sets unreasonably high standards that cannot be met</p> <p>Denies promotions or other opportunities</p>	<p>Keep your own record, and blow your own horn at performance appraisal time</p> <p>Point out feasibility of meeting unreasonable standards; ask for compromise</p> <p>Copy performance review disagreements in writing to Human Resources</p>
<p>Attacks Target's personal life, insinuating impact on professional performance</p>	<p>Don't volunteer information regarding personal difficulties</p> <p>Ask for clarification on how the personal issue impacted performance</p>

**Setup:** The Predator is the most underhanded of the personality types. The Predator can be a boss or a co-worker.



**Review** the characteristics of and the techniques for handling the Predator. **Note** that the Predator makes it very personal by attacking the Target's personal life, their abilities, and their credibility.

The Predator acts behind the scenes and is often well liked or respected by others. A Predator would be the most likely candidate for leading a mob or contributing to a Group Think environment.

**Activity:** Ask participants to write down the name of a Predator they know (or use a code name). Ask them to think of a situation where they had to interact with a Predator and how they handled it.


After a couple of minutes, debrief this exercise by asking the participants to share their situation. Ask the group to identify what could have been done differently or how to better handle the Predator in the future.

The Predator is difficult to recognize but is usually the only one to step down from abusive behavior once they have achieved their goal.

Transition: The Time Bomb is considered to be the most aggressive and potentially violent of the personality types.

**The Time Bomb**

- Yells or screams when upset; hair-trigger temper
- Throws things, can escalate to physical violence
- Usually targets more than one person at a time
- Isolates the Target and threatens job loss
- Uses emotions to intimidate
- Derides the Target 24/7
- Creates a toxic work environment



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Discuss the characteristics and techniques for handling the Time Bomb. Ask participants to provide more suggestions for how to handle them.

Note that the biggest hold the Time Bomb has over a Target is the fear of retaliation should the Target report the behavior of the Time Bomb. Consequently, when the Target fails to report or confront the behavior, the Target sees him/herself as ineffective and a failure – buying into the Time Bomb’s blame on the Target for the behavior of the Time Bomb.

The Time Bomb is one of the most easily recognized personalities. This person does not handle stress well and is often someone who has been put into a management position because they were good at their job. The Time Bomb rarely receives adequate management training, and the pressures of the job can cause them a tremendous amount of stress.

The Time Bomb is also one of the few personalities that upper management will recognize as a problem. Their behavior is so overt that it can't be missed.

Successfully learning how to respond to the different personality types is critical to job success and satisfaction.

## Deal with difficult personalities (cont.)

### The Time Bomb

Characteristics	How to handle them
Threatens to fire Loses control – yelling and in-your-face behavior Has recognized “trigger” events that staff and co-workers avoid Uses excessive gestures	Silence Speak softly Respond assertively, without anger Detach emotionally – focus on what is being said and the “why” behind the emotions Write down your feelings
Slams or throws things Curses or threatens	Report it to a higher manager Remove yourself – explain that you’re willing to talk when things are calmer (be prepared to do so)
Blames Target for their behavior	Don’t fall into believing this; use positive self-talk Respond, don’t react emotionally
Physically touches or threatens the Target	File a formal complaint

## Case study – the narcissist supervisor

Karan has worked for a graphic design company for seven years. Under her previous boss, Karan flourished, and she won several awards for her graphic designs. However, Mike, Karan's boss, recently resigned and Steve, one of Karan's co-workers, has been hired over Karan to replace Mike and supervise the design team. Steve received the job over Karan because of his production house experience. Steve does not have the design experience Karan has, but he assures her that while his experience made him the "man for the job," her experience makes her a valuable part of the team.

The company has contracted to develop a new marketing piece for a pharmaceutical company. During the course of the project, Steve asks Karan for input and graphic storyboards for the new piece. On several occasions, he challenged her recommendations by saying, "Where did you come up with that idea?" or "That's ridiculous, why would we want to do something like that?" and then proceeded to direct changes with his own suggestions. Further, Steve has neglected to tell Karan of key concept meetings, and others have commented on her absence.

At the client contact meeting, Steve presents the design concept as his own. When the client rejects the piece, Steve states that the team relied heavily on Karan's suggestions and direction.

1. What type of personality is Steve?
2. How should Karan address the situation(s) with Steve?

**Group activity:** Have participants read through the case study. Then ask them to form small groups and answer the questions.

Give the participants 5-10 minutes to complete the exercise.

Debrief the exercise by bringing participants back together as a large group. Ask for responses to the questions. Point out that each group answered question two slightly differently.

**Note** that Steve's behavior falls into the "Bully" category (Steve withholds information and resources from Karan).

Karan needs to confront Steve and tell him that she wants to work together as a team, but that means she needs to be more in the information loop and have the resources she needs to get the job done. She also needs to confront him for stealing credit for her work.

**Debrief** by pointing out that when abusive situations arise in the workplace, it is essential that employees know how to respond to them.

Frequently the problem is not identifying that there is a problem until it's gone on for too long. The key is early recognition and confrontation.

**So What:** Failure to address abusive or uncivil issues that occur can be worse than actually avoiding them. Unchecked, the abuse will continue and grow – and the employee becomes more of a defined Target for the abuser.

**Setup:** Targets can be anyone. However, they have common characteristics worth noting.

**Discuss** the characteristics at the top of the page. Note the higher percentage of female workers and the statistics showing that education is not a filter. Tell participants that if they are female, 24-46 years old, nice, independent and talented/skilled, they are a prime target for being bullied or abused in the workplace.

Note that others who do not fall into the "profile" have a chance of being bullied as well if they possess even one of the characteristics.

**Discuss** the additional points on the overhead.



Being a Target can be deadly. Many Targets experience stress-related illnesses, even "burnout" breakdowns.

It is important that we recognize the symptoms in ourselves as well as in others. If you identify someone as a Target, provide emotional support, help bolster their self-confidence and direct them toward getting assistance.

**Note** the symptoms of a Target – these are classic and easily spotted. When managers identify a Target, action should be taken to remedy the situation by investigating the cause. Ask, is it a co-worker, the supervisor or a vendor? Take action, and remove the employee from the source whenever possible.

## Who is a target?

### Who, when, why...

Anyone, anywhere, for any reason

Typically female but not always (70 percent female, 30 percent male)

29.5 percent have a graduate or professional degree

27.5 percent have a four-year degree

78 percent are 24 to 46 years old

Refuses to be controlled or subservient

Too nice

Talent sets them apart and makes them the envy of others

Seen as "weak" or easy prey

Believe if they work harder, do better, they can overcome being a Target

### Symptoms of a Target

Decline in self-confidence, feel shame, guilt, and embarrassment

Increase in absences; show signs of stress-related illnesses

Mood swings, bursts of anger or tearfulness

Indecisive

Quality of work declines; Target has difficulty concentrating

Lack of motivation

Develops addictive habits (smoking, drinking, drugs, etc.)

Loss in sense of humor

Won't make eye contact

Suicidal, shows feelings of violence toward self or others

# Overcome the “victim” mentality

## Self-help strategies

1. Recognize that you are not invulnerable—anyone can become a Target and suffer abuse in the workplace.
2. Let go of self-blame and shame. Insist on being treated with dignity and respect—give it in turn to others.
3. Develop pride and find self-contentment from within. Don't let yourself be defined from outside influences.
4. Be assertive. Constructively confront abusive or uncivil behavior when it occurs.
5. Keep a written record of abusive behavior.
6. Identify when it's time to seek assistance. Take it to the supervisor. Ask for help.
7. Use the company grievance procedure, if applicable.
8. Show support for other Targets.
9. Focus on behaviors of others, not on your feelings of inadequacy.
10. Recognize that you are not powerless. Take it to an attorney, if appropriate.

**Setup:** Sometimes it's easier to spot other people who are a Target than it is to recognize the quality in us.

Human nature is to try and “fix” the problem, and if one cannot fix it, then the tendency is to self-blame. All of the personality types support self-blame by the Target.

**Discuss** the self-help strategies and the how-to instructions. Note that the only person who can end the cycle of being abused is the Target.

**Refer to** the cycle of abuse.



**Note** that the engagement stage is the period when the abuser gains the trust and the loyalty of the Target. During the Setup stage, the abuser will ask the Target to participate in unethical, even illegal, activities. The Target continues because at this point they are dependent on the abuser and are suffering the results of abuse. Thought processes are not rational.

During the final stage, the Trap, the abuser destroys any tendency of the Target to fight back, and here the abuser gains control over the Target.

The cycle of abuse can be broken at any stage. However, it requires the Target stepping back and viewing the situation rationally and without self-blame. Targets that follow the self-help strategies will be better equipped to fight back and retain their own identity. Only the Target can truly take control and make a change in how they handle abusive situations.

**Setup:** Once the abuse becomes so prevalent that the Target's work and personal life suffer, the Target needs to take action and control by creating boundaries.

**Discuss** the points listed on how to overcome the effects of uncivil behavior.

**Note** that the line in the sand represents an action point for the Target and the need to put it in writing.

Escape plans should be kept up to date, regardless of whether an employee is being abused. Escape plans represent on-going personal development. It is estimated that the average adult will change jobs 10 times in their work career. You want the decision to change to be yours and to be an upward move.

"Take-aways" are behaviors you observed that you would and would not want to emulate. Note that it is just as important to learn from a negative experience as it is from a positive one.

**Direct** participants to the exercise at the bottom of the page. Ask them to provide two behavior examples they observed that could be used as a take-away.

**Debrief** by asking participants to share. Provide your own business experiences.

**Take action**

- Build a portfolio of your work
- Network
- Increase your self-value by keeping a list of your accomplishments
- Don't burn your bridges

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Self-encouragement is an effective tool for overcoming uncivil behavior.

## Recover and move forward

Sometimes uncivil behavior is so abusive it leaves the Target emotionally decimated. The Target may feel anger toward the abuser, and at the same time, may have self-defeating feelings of failure or guilt for not being able to handle and defuse the abuse. It is critical that the Target takes control of the future and determines whether to stay or leave the organization.

### Overcome the effects of uncivil behavior

Determine the "line in the sand." Identify what you can, and cannot, tolerate. Be prepared to take a stand.

Develop an escape plan. Create a professional development plan and set goals. The plan will also enable you to make a "business decision" on whether to leave or stay.

Identify "take-aways" that you will use in your future career. Turn a negative experience into a positive learning point for you.

Build a support team. Recruit family and friends. Develop a circle of people who will provide encouragement and an objective ear.

Consult a professional. Meet with a therapist who will give balance and perspective on the situation.

Maintain your dignity and self-respect. Don't burn bridges. Act professionally, not emotionally.

Behavior I observed/experienced	Take-away from the experience
My boss did not stand up for me in company meetings	I will find ways to reward or recognize my employees publicly

# Lessons learned

Have you been the recipient of uncivil behavior or bullying?

List four adjectives to describe how you felt when you were bullied.

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_

What can you do to help change how you are perceived and quit being seen as a Target?

\_\_\_\_\_

\_\_\_\_\_

Write down a time you may have bullied or emotionally abused someone else. Identify two or three triggering events that may have led to your behavior.

Situation: \_\_\_\_\_

Triggering events: \_\_\_\_\_

What could you have done differently? \_\_\_\_\_

**Lessons learned**

1. Have you been the recipient of uncivil behavior or bullying?
2. List four adjectives to describe how you felt when you were bullied.
3. What can you do to change how you are perceived?
4. Write down a time you were bullied. Identify two or three triggering events.
5. Identify what you could have done differently.

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**Individual activity:**

Tell participants that they will be asked to spend a few minutes reflecting on what they have just learned. Allow 5-10 minutes of "process time" for this activity. Participants should work independently on this exercise.

This information will not be shared with other members of the class.

## Notes






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