

The International Behaviorology Institute Syllabus for BEHG 435 Performance Management and Preventing Workplace Violence

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This syllabus provides course-specific information for a course that The International Behaviorology Institute (TIBI) offers. For guidance on enrolling, procuring required materials, and working through courses, as well as general school related information, see “General parameters and procedures for courses from The International Behaviorology Institute” available online at www.behaviorology.org or in the Spring 2015 issue (Volume 18, Number 2) of *Journal of Behaviorology*. Ledoux (2015) provided the core material for the course description. Also, this TIBI course, number, and syllabus evolved from a previous iteration of this course (see Ledoux, 2005).

Course Title: BEHG 435 Performance Management and Preventing Workplace Violence

Credits: 3 TIBI credits

Prerequisites: BEHG 211 Introduction to Behaviorology II

Course Format: Distance (online and offline options)

Time Frame: Commences upon enrollment. Self-paced within specified limits (estimated 150 hours; 3–15 weeks)

Professor: Assigned upon enrollment, with contact information

Required Resources

Sidman, M. (2001). *Coercion and its Fallout Revised Edition*. Boston, MA: Authors Cooperative. (ISBN 978-1-888830-01-8)

(In progress). *Study Questions for Sidman’s Coercion and its Fallout (Revised Edition)*. Ottawa, Canada: BehaveTech Publishing.

Daniels, J. E. & Daniels, A. C. (2014). *Performance Management: Changing Behavior that Drives Organizational Effectiveness (Fifth Edition)*. Pittsford: Performance Management Publications. (ISBN 978-0937100257); Available at <http://aubreydaniels.com/performance-management>

(In progress). *Study Questions for Daniels and Daniels’ Performance Management (Fifth Edition)*. Ottawa, Canada: BehaveTech Publishing.

Recommended Resources

Mountain States Employers Council (MSEC) & Nicoletti-Flater Associates. (1994). *Violence Goes to Work*. Denver, CO: MSEC.

Course Description

BEHG 435 Performance Management and Preventing Workplace Violence covers the application of behaviorology to non-coercive workplace management skills and their relation to preventing workplace violence. After reviewing the role that punishment and coercion play in prompting violence of all types throughout society, the course focuses on the effectiveness of the non-coercive skills that performance management applies in the full range of workplace settings to replace the unscientific emphasis on coercive management practices thereby *preventing* the violence such practices may themselves induce. The course also compares, applies, and evaluates various recommended policies and procedures for *detering* the actual occurrence of workplace violence in various workplaces (e.g., industrial, manufacturing, organizational, marketing, financial, institutional, or retail business settings).

Broadly, BEHG 435 covers the following topic areas:

- ❧ Problems generated by coercive methods present anywhere, including in workplaces;
- ❧ Basic laws of behavior and their applications that manage performance in workplace settings while also preventing violence in the workplace; and
- ❧ Replacing coercive practices with effective, comprehensive, and systematic science-based practices for more productive and safe workplace operation.

Course Objectives

The primary objective of this course is to expand the student’s repertoire of behavior measurably in relevant areas of behaviorological course content. The student will:

- ❧ Summarize the scientific analysis of punishment and coercion, and its implications for contingency engineering efforts, especially as related to workplace violence;

- ✦ Demonstrate the behaviorological knowledge and skills relevant to changing the circumstances that lead to workplace violence so as to prevent its occurrence;
- ✦ Compare the range of best practices available to resolve problems in particular cases;
- ✦ Apply appropriate strategies for similar cases in different settings;
- ✦ Evaluate the outcomes of various violence-prevention methods;
- ✦ Analyze the dynamics, indicators, types, and triggers of workplace violence;
- ✦ Adapt or develop appropriate policies and procedures for a particular type of workplace setting;
- ✦ Evaluate the effectiveness of various policies and procedures in deterring imminent workplace violence in a range of settings; and
- ✦ Incorporate contingency engineering into the policies and procedures to deter the imminent occurrence of workplace violence.

Topic Paper

This assignment pertains to students who are in TIBI's records as having already satisfactorily completed the *Coercion and its Fallout* text, and either its study questions or book review assignment, in another course: Complete the *Performance Management* text assignments, then proceed with this written assignment: The course texts raise numerous topics that may evoke interest in the student, and the topic paper assignment provides the student an opportunity to explore one of these topics in greater depth. Get approval for your topic preference by discussing it with your professor, which also provides you the opportunity to review your thesis statement, and even outline, before you begin writing.

Prepare an essay of no fewer than ten pages and no greater than 15 pages, not including front matter and references, double spaced with one-inch margins, on the agreed upon topic. It may be argumentative or expository and should explore the issue in a depth beyond that which was presented in the course. This will require research beyond the course texts. Cite at least five sources, two of which may be the course materials and at least one of the others must be a primary source.

Assignment Sequence & Time Management

The following checklist provides students with the sequence in which the assignments are to be completed with pacing to fit into the 15-week semester time frame. Progressing more slowly than this schedule, assignments

could easily get backed up to the point where insufficient time remains to complete them in a satisfactory manner. Students may use this sample schedule to help ensure that they remain on track. We estimate that each weekly assignment load will take approximately 9–10 hours to work through, assuming it takes 150 hours to work through all of the material. Students should expect and plan to put in at least 10 hours per week and use that to gauge whether they will need more or less time in the weeks to come. Students may check the box next to each assignment as they complete and submit it.

Check Week Resource Component

<input type="checkbox"/>	1	<i>Coercion and its Fallout</i> and related Study Questions (SQs)	Intro & Chapters 1–2
<input type="checkbox"/>	2	<i>Coercion and its Fallout</i> and related SQs	Chapters 3–6
<input type="checkbox"/>	3	<i>Coercion and its Fallout</i> and related SQs	Chapters 7–9
<input type="checkbox"/>	4	<i>Coercion and its Fallout</i> and related SQs	Chapters 10–13
<input type="checkbox"/>	5	<i>Coercion and its Fallout</i> and related SQs	Chapters 14–16
<input type="checkbox"/>	6	<i>Coercion and its Fallout</i> and related SQs	Chapters 17–19
<input type="checkbox"/>	7	<i>Performance Management</i> and related SQs	Preface & Chapter 1
<input type="checkbox"/>	8	<i>Performance Management</i> and related SQs	Chapters 2–5
<input type="checkbox"/>	9	<i>Performance Management</i> and related SQs	Chapters 6–8
<input type="checkbox"/>	10	<i>Performance Management</i> and related SQs	Chapters 9–11

☐	11	<i>Performance Management and related SQs</i>	<i>Chapters 12–14</i>
☐	12	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapters 15–17 (Topic/Thesis approval)</i>
☐	13	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapters 18–20 (Research)</i>
☐	14	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapters 21–22 (Research & draft)</i>
☐	15	<i>Performance Management and related SQs (& if Topic Paper assignment applies, then:)</i>	<i>Chapter 23 (Refine for final product)</i>

Please contact TIBI at www.behaviorology.org with any questions about the content of this syllabus or the *General Parameters & Procedures for Courses from The International Behaviorology Institute*.

References

Ledoux, S. F. (2005). TIBI online syllabus for BEHG 420 Performance Management and Preventing Workplace Violence. *Behaviorology Today*, 8 (1), 37–41.

Ledoux, S. F. (2015). Appendix 3 Addendum—Curricular courses and resources after 25 years (1990–2015). In S. F. Ledoux. *Origins and Components of Behaviorology—Third Edition* (pp. 314–326). Ottawa, Canada: BehaveTech Publishing. 📄