



How to Address Disruptive Employee Behaviors

Examples of Disruptive Employee Behaviors

- Talks a good game but rarely delivers
- Complains all the time without offering any solutions
- Gossips
- Bad Mouths Others
- Steal Credits from Others
- Becomes visibly agitated at meetings
- Always has to be right
- Indiscreet
- Does as little as possible
- Snaps like a dry brittle twig!
- Caustic Outbursts
- Avoids the details
- Obnoxiously aggressive
- Has quit yet continues to work here!

Many managers are adept at the *objective* parts of performance reviews, but nearly all of them dread initiating conversations about *personal* issues such as behaviors and attitudes. The traditional method by which they are taught to provide performance feedback to employees, sometimes referred to as "constructive criticism," is often the very reason they avoid, water down or delay giving feedback in the first place.

That kind of appraisal typically sounds like "here's the problem, here are the examples of your shortcomings and this is the negative impact." Inherent limitations with this kind of communication frequently manifest as follows:

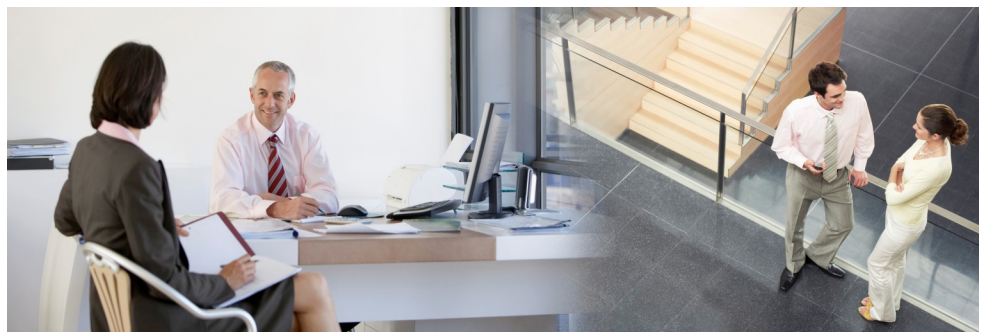
- From the employee's perspective performance discussions often come across as finger pointing, fault finding and disciplinary.
- Nearly all managers dread initiating performance conversations, particularly if the issue relates to an unproductive or disruptive behavior.
- Performance issues are ignored or handled poorly, so the resulting issues usually land on the doorstep of HR.

So what can managers do about it? ***How can they create talking points that are honest, not watered down yet hearable and sayable?***

Understanding Uncensored Perceptions is the key. These are the real feelings about a person or circumstance, which would be inappropriate to share in their raw form. "He's so high-maintenance", "She's a slacker" and "I can't stand it when they do that" are examples of feelings managers might have but are appropriately unwilling to share.

That's probably a good thing, yet most often the manager simply won't say anything at all so the person who should be receiving feedback misses out on the opportunity to gain some awareness around a key issue.

We specialize in teaching managers candidly and comfortably talk about behavior based issues.





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If you are a manager experiencing this sort of problem, **try taking your negative thought and translating it into language that describes the exact opposite**. The result should be that you are thinking and talking in terms of *what you want to have happen* as opposed to talking about the problem behavior or performance (a surefire way to get the person on the receiving end to react defensively).

Here are some examples of negative thoughts translated into “develop the ability to” statements:

Uncensored Perception	Turn Around Statement
Excuse Expert	Put your energy into identifying solutions
Doesn't take responsibility	Take Responsibility for... Take Full Responsibility for Take Ownership of...
Lack of confidence	Develop the confidence to...(fill in the blank)
Ends justifies the means	Means is just as important as the end
Rude and nasty to co-workers	Interact respectfully with co-workers
Lacks willingness to adapt	Readily adapt when it comes to (fill in the blank)... Focus your energies on adapting to...
Tattle tale	Overlook issues that are outside of your control
Interruptive	Allow others to finish expressing their thoughts
No desire to learn on their own	Take the initiative to add to your job knowledge
Asks but doesn't want to listen to answers	When asking a question to listen thoroughly to the answer
My way or the highway	Be open to considering other approaches
When the going gets tough they get going	Stick with and deal with difficult problems
Makes assumptions	Make conclusions based on facts
Sweats the small stuff	Put things into perspective by sorting through the big things and setting the smaller things aside
Liar / Dishonest	Communicate information that is based on fact
Condescending to those who are less experienced	Use your experience and knowledge to mentor those with less experience

The lesson here is that anything we don't like or have a problem with can be translated into a future-focused thought that describes “what could and should be”.

Another component of the conversation is adding to the Turn Around statement to illustrate exactly what you mean. For example, if you say “I'd like to see you use your experience and knowledge to mentor those with less experience”, you would then want to follow with something like, “can we talk about what that would look like?” or “I'm thinking of a few ways that this could be done, can we put our heads together and talk about some of those ideas?”