Performance Needs Analysis

Manage disruptive behavior in class

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Introductory Material

Context of the Project

The primary goal of teaching for lecturers at LaFortune University, similarly to any other university, is to transmit knowledge to their students without any disruptions in the classroom (Grapragasem, Krishnan, Joshi, Krishnan, & Azlin, 2015). Research suggests that classroom interruptions "are the biggest threat to a new teacher, and new teachers feel unprepared to deal with them" (Grapragasem et al., 2015). Supporting new teachers is vital to the success of educational institutions, which is why this performance improvement campaign at LaFortune University is specifically targeted towards new lecturers (who are full-time permanent non-tenure tack faculty) and clinical professors (who have a PhD and an industry background). The program was requested by, Sandro Canette, the Director of the Center for Faculty Development at the university.

The purpose of this performance improvement campaign is to improve classroom management among new lecturers through creating interventions that will solve the problem causing their poor performance rates.

Data Collection

Literature. Data was collected by looking over literature including peer-reviewed studies on classroom management.

Interview. Data was collected through an interview with the Teaching Consultant at the Centre for Faculty Development at LaFortune University.

Personal experience. Personal reflections were considered based on having been an English as a Second Language teacher to adults for eight years and having taught in higher education settings for five years.

Given additional time, interviews would have been administered with new faculty lecturers at LaFortune University and with the department heads from a few faculties. In addition, an anonymous online questionnaire would have been sent to new faculty members regarding their classroom management approaches and their perceived thoughts on the low performance rate.

Using information from a variety of sources and instruments will help triangulate the data, which will increase validity and information wealth (Andreu & Canos, 2006).

About the Problem

The Request

The Director of the Center for Faculty Development at LaFortune University has requested the development of a performance improvement campaign aimed at improving the management of disruptive behavior in class among new lecturers and clinical professors.

Business Need

The primary business need is to contain expenses associated with the high turnover of new faculty at LaFortune University. The university has been experiencing a

high turn-over of new non-tenured faculty because they feel like they are not prepared for the job as some have teaching experience in continuing education or corporate training, but most have no university teaching experience. Therefore, providing support to newly hired faculty will equip them with needed skills for university teaching and will decrease the high turnover.

Current and Ideal Performance

Job 1. New faculty lecturers manage disruptive behavior in their classes effectively. (Effectively: in a manner to produce the expected or desired result.)

Current performance. James Gamble is a new lecturer at LaFortune University and is not able to manage his students' disruptive behavior in class in a proper way. He is new to teaching in university as he recently obtained his PhD in Political Science and only worked as a teaching assistant for two semesters; this is his first full-time position. He is getting depressed because he feels as though he has lost control of his students and can no long hold their attention or interest. Amanda is constantly on her cellphone giggling to herself and uses her camera as a mirror to apply her lipstick. In another class, Raul often arrives late to class and whispers with his friend Fernando in Spanish throughout the lesson, which James finds very irritating. James has tried to use a few of the classroom management strategies he vaguely remembers having learned about in the workshop. For example, James tries the "reduce the distance" strategy by walking up and standing next to Amanda. She smiles, and looks back down at her phone once James starts to walk away.

James contemplates asking coworkers for advice on what to do to deal with these situations. He seeks advice from Carl Johnson who is a tenured professor and close to retirement. Professor Johnson's advice is to ignore the students and only teach to those who show interest in the course. Because the classes are large and lecture based, he says a few students should not bother him and his teaching. As this goes on more and more, James starts to lose more motivation and confidence in his teaching abilities. He becomes irritable in class and starts lashing out at disruptive students as he did in the past, often causing a scene.

Ideal performance. James Gamble is a new lecturer at LaFortune University and is able to resolve disruptive student behavior in his classroom. He is new to teaching in university as he recently obtained his PhD in Political Science and only worked as a teaching assistant for two semesters; this is his first full-time position. James has experienced a few disruptive students, but is confident that trying a few techniques will help him resolve these issues. For example, Amanda is constantly on her cellphone giggling to herself and uses her camera as a mirror to apply her lipstick. In another class, Raul often arrives late to class and whispers with his friend Fernando in Spanish throughout the lesson, which James finds very irritating. James consults his classroom management notes he learned about to find what would work best in these situations. He also runs his ideas by professor McLean who is always happy to provide advice.

Students have reacted positively to James' strategies as Amanda only checks her phone during the break as a result of the classroom rules added to the course outline including a no cellphone policy. Other students chime in as fellow classmates like Lina shush students who are talking. In addition, James asks to speak privately with Raul after

class, and he finds out the tardiness and chatting is due to Raul coming straight from work and trying to get up to speed with the material he missed at the beginning of the lesson. Raul now starts asking James questions during the break instead of confirming facts with his friend Fernando. Thus, James feels more confident in his teaching abilities and handles disruptions swiftly and appropriately.

Tasks in the Current and Ideal Performance
Current performance.

Lecturers' current performance.
- New lecturers fail to create a positive classroom culture.
- New lecturers allow disruptive behavior to impact the learning process.
- New lecturers address disruptive behavior using ineffective strategies.
- New lecturers have difficulty applying learnt strategies to new particular disruptive situations.
- New lecturers loose composure when dealing with disruptive students.
- New lecturers avoid asking faculty colleagues for advice on complex behavior issues.

Students' current performance.
- Students engage in unruly classroom behavior.
- Students engage in passive learning.
- Students get distracted by disruptive behavior of other classmates.
- Students witness the disruptive behavior of other classmates without intervening when appropriate.

Faculty colleagues' current performance.
- Tenured faculty colleagues fail to implement best practices in classroom management in their courses.
- Tenured faculty colleagues are unavailable to answer questions from new lecturers.
- Tenured faculty colleagues are unwilling to provide guidance to new lecturers.
- Tenured faculty colleagues provide erroneous or misguided information to new lecturers.

Ideal performance.

Lecturers' ideal performance.
- New lecturers create a positive classroom culture.
- New lectures create an active learning classroom environment to minimize disruptive behavior in class.
- New lecturers address all disruptive behavior that occurs in their class.
- New lecturers follow university policies when handling disruptive behavior situations.
- New lecturers seek guidance from faculty colleagues about complex disruptive behavior issues that arise.

Students' ideal performance.

- Students abide by the classroom behavior rules that are stated in the course outline.
    - Students engage in behavior that is conducive to their learning.
    - Students actively participate in class.
- Students intervene to stop the disruption of other classmates.
    - Students ask the classmate to stop the disruptive behavior.
    - Students refrain from taking part in the disruptive behavior that is happening around them.

Faculty colleagues' ideal performance.

- Tenured faculty colleagues perform as experts when managing disruptive behavior in their class.
    - Tenured faculty colleagues exhibit knowledge of strategies to manage disruptive behavior.
    - Tenured faculty colleagues implement best practices when dealing with disruptive behavior in accordance to university policies.
- Tenured faculty colleagues respond appropriately to new lecturers' questions.
    - Tenured faculty colleagues listen to the problem with intent to help.
    - Tenured faculty colleagues provide accurate suggestions on how to handle the situation.

Performers

Demographics. The main performers are new faculty lecturers (full-time permanent none-tenure track) and clinical professors (have a PhD and an industry background), below the age of retirement, from various faculties, having various levels of university teaching experience, and various levels of previous experience related to handling disruptive behaviors in class.

The secondary performers include students as well as faculty colleagues. The student group is made up of individuals of various ages, generally above the age of 20. The student population includes both local and international students from various faculties and disciplines. The faculty colleagues group is made up of tenured professors from various faculties, and they are below the age of 65.

Character sketches. The section below provides narrative descriptions of three types of performers that include low-performing, average-performing, and high-performing for each group of performers (lecturers, students, and faculty colleagues).

Lecturers.

Lisa Knowit
- Low-motivation
- Anxious due to lack of experience
- Intimidated by students
- Low confidence level

Phillip Andrade
- Average-motivation
- Limited teaching experience
- Average confidence level

Anne Peters
- Highly-motivated
- Previous experience in university teaching
- Open to suggestions
- High confidence level

Low-performing lecturer. Lisa Knowit is a 33 year old with a PhD in psychology. She is very anxious about teaching at LaFortune University as it is her first full-time position. She is a little intimidated by the students as she is not much older than some of them, which affects her assertiveness. Sometimes, Lisa feels unsure about the classroom management strategies she is using to deal with particular disruptive behaviors. She does not receive any constructive feedback. This affects her motivation as she is thinking about quitting and going to work at her father's psychology clinic.

Average-performing lecturer. Phillip Andrade is 38 year old. He has recently completed a PhD and is new to university teaching with only a few previous teaching assistant positions. He teaches mathematics and has noticed some students lack motivation, yawn insensately and fall asleep in class. This lack of attention causes breakdowns in his teaching and a loss of time. Phillip found the workshop helpful and is eager to try to find what strategy to use for this disruptive behavior as none of the proactive strategies seem to be solving this problem. He would benefit from realizing that reworking his lesson plan to create a more active learning environment might help students pay more attention.

High-performing lecturer. Anne Peters is 43 year old. She completed her PhD a few years ago and graduated with distinction. She has held various teaching positions in universities in the city. She has been facing challenges with a disruptive student in her economics class this semester. She has decided to ask her fellow colleagues for advice on how to handle this situation. After assessing the advice she received, she has begun to implement new methods to quell the student's incivility. Anne is starting to notice a change in the student's behavior. She continues to learn about behavioral psychology by reading articles and research papers posted on the university's intranet platform, and she is able to effectively implement the strategies she reads about in her own teaching.

Students.

Raul
- Low-motivated student
- Non-attentive
- Passive learner
- Low confidence level

Jack
- Average motivation to learn
- Active listener
- Average confidence level

Lina
- Highly-motivated
- Eager to do well
- Active participant
- Irritated by classmates' disruptive behavior

Low-performing student. Raul is 20 years old and majoring in computer engineering. He often arrives late to class and causes disruptions as he chats with his friend Fernando. He is not motivated by the course material because he does not see the relevance of it to the real world. He is more worried about his part-time job than his grades, so he has poor grades. He takes many shortcuts to complete assignments and does not see the benefit in applying himself as feels he will fail the Python programing course anyway.

Average-performing student. Jack is 23 years old. He just switched from the finance program into education. He is excited to learn about these new topics and is an active listener, but does not engage in classroom discussions. He was used to large lecture based courses where he didn't have to be such an active participant, so he is sometimes reluctant to share his opinions. He finds some students' behavior disruptive and wishes they would just stop as it is distracting him from listening to the teacher.

High-performing student. Lina is a 23 year old international student from Brazil on a scholarship at Lafortune University. She is very motivated to learn and do well. She is engaged in class as she participates actively. She finds it irritating when classmates are disruptive as it interferes with her learning. She often shushes classmates near her if they are taking.

Faculty colleagues.

Carl Johnson
- Low-motivation
- Confident in his own teaching methods
- Resistant to collaboration
- Irritable when approached with questions

Tomas Varga
- Average motivation
- Sociable and approachable
- Averge confidence level

Donna McLlean
- Highly-motivated
- Energetic and approachable
- Eager to help new lecturers
- High confidence level

Low-performing colleague. Carl Johnson is a 62 year old tenured professor and close to retirement. He does not participate in any professional development opportunities offered by the university as he has no interest in them and just wants to get through his remaining days. He is not very keen on sharing with his colleagues and tends to keep to himself. He gets irritated when colleagues approach him with questions. Whenever new lecturers approach him about advice on classroom management issues, his advice is to ignore the disruptive students and only teach to those who show interest in the course.

Average-performing colleague. Tomas Varga is 42 years old. He is a tenured professor who has been teaching at LaFortune University for 10 years. He is averagely confident in his teaching and classroom management skills. Tomas enjoys his job and likes socializing with colleagues. He does not go out of his way to help new lecturers, but provides guidance when approached with specific questions.

High-performing colleague. Donna McLean is 39 year old. She has been teaching at LaFortune University for 5 years and just became a tenured professor. She is very energetic and approachable. She remembers her struggles when she first started teaching at the university, so is keen on helping colleagues in any way she can. She has become a mentor to many new lecturers in the English Department.

Context

LaFortune University has offered a workshop to new faculty members (lecturers who are full-time permanent non-tenure tack faculty and clinical professors who have a PhD and an industry background) on how to manage disruptive classroom behavior. These new faculty members have little to no teaching experience in university. They mostly teach undergraduate level courses. The workshop that the lecturers completed is part of a

larger series of courses in a year-long orientation program aimed at supporting these new faculty members. Even though these lecturers completed the workshop and acquired knowledge on how to manage disruptions in their classes, they are still not performing ideally.

Constraints

Environmental barriers. There may be some associated challenges related to distractions in terms of sounds or interruptions based on the configuration of the classroom (e.g., see-through glass walls) or its location (e.g., busy corridor).

Budget. The sponsor has not defined the budget for this project.

Time. As instructors have varying teaching schedules, it will take proper planning to schedule the sessions for the implementation of the interventions that accommodates every performer and ensures their cooperation. Also, the must meet deadline for the implementation is April 16, 2019 at 5:00 PM.

Guidelines. The university's editorial and design guidelines must be followed. This includes in-house templates and interventions that must all be designed the same way.

Team members. There will be only one instructional designer working on this performance improvement campaign, and a subject-matter expert will be available to answer any questions.

Requirements of the Project

Objectives

Business Objective. The business objective is to contain expenses associated with new faculty turnover at LaFortune University. The sponsor would like to reduce the percentage of turnover among full-time lecturers and clinical professors. The high turnover results in expenses for advertising the new positions, interviewing new candidates, drafting contracts, and onboarding new faculty members. The sponsor believes that if new faculty members receive training and support, they will be more equipped with teaching at the university, thus reducing the high turnover rate and its associated costs.

Performance Objectives.

New lecturers. Given a course, new lecturers manage disruptive behavior in their classroom 100% of the time.
Disruptive behavior consists of conduct that hinders the learning process and prevents academic and social-emotional learning from happening (Grapragasem et al., 2015). At the university level, the main forms of misbehaviors (ranging in seriousness) encountered in a classroom as reported by research include inappropriate use of cellphone, inappropriate talking, challenging the teacher (on expertise/grades), tardiness/leaving without permission, inattentiveness/sleeping, and eating/drinking (Ausbrooks, Jones, & Tijerina, 2011; Üstünlüoglu, 2013).

- Given a course, new lecturers create a positive classroom culture that facilitates classroom management throughout the whole semester.

- o Given a course outline, new lecturers enforce student classroom behavior rules in their course 100% of the time.
- o Given students, new lecturers decrease anonymity by addressing students using their names in every class.
- o Given students, new lecturers provide equal participation opportunities by giving a voice to students every time they raise their hand.
- Given a course, new lecturers create an active learning environment to minimize disruptive behavior in every class session.
  - o Given different learning theories, new lecturers vary instructional strategies to manage the classroom to the best of their ability.
  - o Given an active learning classroom environment, new lecturers encourage student participation frequently. (frequently: in every class when appropriate)
- Given classroom management strategies, new lecturers address disruptive behavior in class 100% of the time.
  - o Given disruptive behavior situations, new lecturers use a variety of strategies to respond to rule violations as soon as they occur.
  - o Given a disruptive behavior, new lecturers inform the student of consequences for continued behavior 100% of the time.
- Given university policies, new lecturers handle disruptive behavior in an acceptable way 100% of the time. (acceptable: in a permitted and defined manner)
  - o Following university policies, new lecturers deal with disruptive situations in a professional manner 100% of the time.
  - o Following university regulations, new lecturers provide resources to students with behavioral challenges 100% of the time.
- Given support from faculty colleagues, new lecturers seek guidance about disruptive classroom behavior every time a complex issue arises.
  - o Given a complex disruptive behavior issue, new lecturers ask faculty colleagues for advice in a timely manner.
  - o Given a good suggestion, new lecturers apply the strategy immediately when the disruption occurs again.

Other environmental objectives.
Students.

- Given the course outline, students abide by the classroom behavior rules throughout the whole semester.
  - o Given a classroom setting, students engage in behavior that is conducive to their learning in every class session.
  - o Given a safe environment, students actively participate in every class.
- Given a disruptive behavior situation, students intervene to stop the disruption to the best of their ability.
  - o Given a disruptive classmate, students ask the classmate to stop the disruptive behavior when appropriate.
  - o Given a disruptive situation, students refrain from taking part in the disruptive behavior 100% of the time.

Faculty colleagues.

- Given their expertise status, tenured faculty colleagues perform as experts 100% of the time.
  - Given university policies, tenured faculty colleagues demonstrate knowledge of strategies to manage disruptive behavior 100% of the time.
  - Given university policies, tenured faculty colleagues implement best practices when dealing with disruptive behavior in class 100% of the time.
- Given a question by a new lecturer, tenured faculty colleagues respond appropriately 100% of the time. (appropriately: in a suitable manner for the circumstance).
  - Given a disruptive behavior question, tenured faculty colleagues listen to the problem with intent to help 100% of the time.
  - Given a disruptive behavior question, tenured faculty colleagues provide suggestions on how to handle the situation in a timely manner with accuracy.

Cause Analysis

Chevalier's (2002) Updated Behavioral Engineering Model will be used to determine the contextual and organizational issues that affect new lecturers' performance.

	Information	Resources	Incentives
Environmental	➢ Lecturers have access to the Code of Rights and Responsibilities (Alicia Cundell, personal communication, February 12, 2019). ➢ Lack of clear guidelines available to lecturers that demonstrate acceptable performance (Andreu & Canos, 2006; Langdon, 2011; Luskova & Hudakova, 2013). ➢ Lecturers receive student course evaluation forms (A. Cundell, personal communication, February 12, 2019). ➢ Lecturers are not provided with classroom observations and feedback about their classroom management (Andreu & Canos, 2006; Luskova & Hudakova, 2013).	➢ Lecturers are not given enough time to adapt to new teaching position (Husband, 2015). ➢ Lecturers do not have a mentor/ support system to provide them with guidance (Andreu & Canos, 2006; Langdon, 2011).	➢ Lecturers are remunerated adequately according to pay scale based on education and experience (Concordia University, n.d.).

	Knowledge/Skills	Capacity	Motives
Individual	➢ Lecturers are aware of basic preventative and proactive classroom management strategies as a result of the workshop. ➢ Lecturers lack training in andragogy practices (Husband, 2015).	➢ Lecturers lack soft skills and interpersonal relationship skills (Grapragasem et al., 2015).	➢ Lecturers avoid confronting disruptive behaviour to not get negative evaluations by students (Ausbrooks, Jones, & Tijerina, 2011).

Explanations. Although new lecturers were provided with training through a workshop on how to manage disruptive classroom behavior, they still are experiencing performance problems that are preventing them from achieving ideal performance.

Lack of guidelines on performance standards. It is reported that lecturers are not presented with a clear example of what constitutes expertise (Langdon, 2011). In other words, lecturers are not made aware of the levels of acceptable performance as they are not defined (Luskova & Hudakova, 2013). This in a way hinders lecturers' ability to engage in proper self-assessment as well (Andreu & Canos, 2006).

Lack of feedback. There are no teacher observations carried out at LaFortune University for new faculty. As a result, lecturers miss out on the opportunity of their program coordinator sitting in on their course to observe their teaching and highlight any potential issues by filling out a performance assessment form with criteria that is evaluated (Luskova & Hudakova). Therefore, they do not benefit from constructive feedback that can help improve their performance (Andreu & Canos, 2006).

Lack of time to adapt. New lecturers are not given sufficient time to practice at a novice level before they are fully engaged in the teaching position (Husband, 2015). The "how to manage disruptive behavior in class" workshop is part of a larger series of courses in a year-long orientation program. The scheduling of this workshop is based on registration and room availability. Therefore, it is not a training that new lecturers are guaranteed to complete at the onset of their initial teaching contract. Thus, even though they completed the workshop, they have not had sufficient exposure to such situations that help them face the various situations they may encounter (Husband, 2015).

Lack of mentor support system. New lecturers do not have access to a mentor who they can learn from and discuss best practices about classroom management. The mentor should be able to show the novice teacher what expertise looks like. The mentorship needs to go beyond just helping the lecturers with immediate questions or doubts they face as they start their first course (Langdon, 2011). It is believed that lecturers "need to be integrated into effective school structures and culture, thus embedding the notion that induction is an introduction to career-long professional learning and development to strengthen teaching and student learning" (Langdon, 2011). Furthermore, creating a community of practice where faculty can share insights, concerns, and best practices with one another is something that new lecturers could greatly benefit from.

Lack of knowledge/skills. Lecturers can have a lot of knowledge in the subject matter, but low knowledge of andragogy practices depending on the degrees they completed. It is believed that low knowledge and poor skills in adult education and classroom management can hinder performance (Husband, 2015). Some skills are only "developed over an extended time period and have a direct positive correlation with experience and

exposure to high-risk and vulnerable groups" (Husband, 2015, p. 240). Moreover, it cannot be assumed that lecturers will have gained all the knowledge they need in taking a two hour workshop once.

Lack of soft skills. Some lecturers are highly knowledgeable in the subject matter, but lack certain teacher qualities like patience and assertiveness. Being able to create a classroom environment that is conducive to teaching and learning is essential. Moreover, building a rapport with students that is friendly, pleasant and encouraging will help students learn efficiently (Grapragasem et al., 2015).

Lack of willingness to get negative evaluations. Some lecturers fail to confront disruptive behavior in their classes because they want to avoid getting negative evaluations by their students at the end of the semester. Some lecturers only deal with serious disruptions and ignore minor ones in the hopes of seeming cool and easy-going, which they believe makes them look more likeable in the ideas of their students (Ausbrooks, Jones, & Tijerina, 2011).

Summative Evaluation Instruments

Engagement of performers. Evaluating lecturers' engagement will be done through a survey and a record sheet.

The lecturers are to complete a survey after each bi-weekly meeting with their mentor/team during their first semester of teaching. Their engagement will be measured their engagement using Likert scale questions, ranging from 1 (strongly disagree) to 5 (strongly agree).

Reaction Survey

Please complete this short survey about your engagement in the performance improvement campaign for managing disruptive behavior in your course(s). For each statement, select the number that applies.

Statement	1 Strongly disagree	2 Disagree	3 Undecided	4 Agree	5 Strongly agree
I found the guidance and feedback from my mentor/team helpful in applying disruptive classroom management strategies in various situations.	☐	☐	☐	☐	☐
I often share concerns about disruptive student situations with my mentor/team.	☐	☐	☐	☐	☐
I feel more confident and comfortable handling disruptive situations after discussing them with my mentor/team.	☐	☐	☐	☐	☐
Students in my courses act less disruptively now than they did before as a result of the mentor/team meeting.	☐	☐	☐	☐	☐

The record sheet is a tool for the assessors to examine how engaged the lecturers are in the performance improvement campaign by looking at how many times the lecturers have accessed the materials on classroom management strategies (e.g., job aids, articles) and reaction surveys on the university's intranet platform. The lecturers' names and dates of access are visible every time the content is accessed, which allows it to be monitored.

Individual performance. There will be two types of evaluations to assess lecturers' performance: classroom observation and revamped student course evaluation forms.

In order to evaluate how lecturers are implementing the acquired knowledge into their classroom, direct observation will be carried out by an assessor (e.g., department/program coordinator). This will involve the assessor sitting in on the lecturer's class by being a non-participant observer in the back of the classroom taking notes in a non-obtrusive way. There will be two classroom observations conducted to evaluate the changes in performance. The first one will be announced in advance, and the second one will be unannounced. The main objectives will be evaluated using a rubric to indicate whether the objectives were met by the performers. Lecturers will be sent the completed form as constructive feedback and will have the chance to meet with the assessor if necessary.

Lecturer Performance Evaluation Form

Date: _____ Lecturer name: _____ Examiner name: _____

Professional Competencies	N/A	Undeveloped	Developing	Satisfactory
The lecturer used preventative classroom management strategies by creating a positive classroom culture (e.g., included rules in course outline, established learner responsibility with student contract, provided an inclusive environment, addressed students by name).	☐	☐	☐	☐
Comments: State the strategies used that you withnessed and looked at.				
The lecturer created an active learning environment (e.g., encouraged participation, varied teaching method, used shared inquiry).	☐	☐	☐	☐
Comments: State the strategies used that you withnessed.				
In the event of a disruptive behavior in class, the lecturer addressed the issue immediately.	☐	☐	☐	☐
Comments: State the lecturer's actions.				

In the event of a disruptive behavior in class, the lecturer addressed the issue using an appropriate proactive classroom management strategy (e.g., redirected student's attention, non-verbals, proximity, spoke with student outside of class).	☐	☐	☐	☐
Comments: State the disruptive behavior and the strategy used to handle it.				
When dealing with a disruptive situation, the lecturer provided support to the student (e.g., expressed empathy, provided strategies/resources for the student).	☐	☐	☐	☐
Comments: State the support provided to the student.				
When dealing with a disruptive situation, the lecturer remained professional (e.g., used appropriate wording, used discrepancy, avoided getting into an argument).	☐	☐	☐	☐
Comments: State the lecturer's behavior when dealing with the disruption including wording used (inappropriate and/or appropriate).				

Students will be asked to complete an online anonymous course evaluation form at the end of the semester that will include questions related to the lecturer's classroom management competencies (in addition to the more general questions already listed). Students will be asked to rank the statements using a Likert scale and will have a comment section. The statements will ask whether the lecturer addressed any disruptive behavior issues that occurred in the class and if they were handled appropriately in their opinion. The evaluation forms will be made available to the lecturer through the intranet platform.

Organizational performance. The evaluation will assess the extent to which the business need and the business objective have been achieved. This will involve looking at whether there are any changes in the turn-over rate among full-time lecturers and clinical professors over the long-term. Statistical analysis will be done by comparing the percentage of lecturer leaving and remaining after their first two semesters.

A decrease in the turn-over of new non-tenured faculty would reflect improvement in teaching performance, including managing disruptive classroom behavior. As a result, the performance improvement will be reflected in the university's revenues and expenses as it will reduce the high turnover rate and its associated costs.

Appendix

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Questions Asked through the Model

Adapted from Chevalier's (2002) Updated Behavioral Engineering Model

	Information	Resources	Incentives
Environmental	-Do lecturers get feedback via student evaluation forms or classroom observation? -Do lecturers get timely feedback? -Do lectures have guidelines as to how to handle disruptions and what is allowed when dealing with disruptive behavior (e.g., kick out a student from class)?	-Are lecturers given enough time to adapt to the new teaching position before they are assessed? -Do lecturers have the support to deal with or diminish disruptive behavior (e.g., TA to monitor group discussions)? -Is the classroom layout appropriate for the course (so to diminish potential disruptive behavior)? -Do the lecturers have a mentor/senior instructor they can turn to for guidance and support?	-Are lecturers rewarded well financially (taking previous experience/degrees/seniority into consideration)? -Do lecturers feel that their new teaching position is fulfilling? -Given that lecturers have non-tenured track positions, do they feel they have opportunities for career advancement? -Are students interested and motivated by the subject matter?
	Knowledge/Skills	**Capacity**	**Motives**
Individual	-Do the lecturers have the necessary knowledge to teach the specific course(s)/level(s) they have been assigned? -Do behavior issues occur in all types of courses or only those of faculty teaching for the first time (e.g., clinical professors)? -Do lecturers have training in andragogy practices?	-Do lecturers have soft skills (e.g., patience, assertiveness)? -Are lecturers transferring knowledge learned to specific issues they face in their course(s)? -Do lecturers have emotional limitations with dealing with disruptive behavior (e.g., authority figure vs. wanting to be seen as cool)? -Do lecturers have the capacity to create engaging material to motivate students?	-Are lecturers happy with the course(s) they are assigned? -Do lecturers value student course evaluations? -Are lecturers more lenient because they want good course evaluations from students?