Core Competencies of Civility in nursing & healthcare

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About the Authors

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What Is Civility, and Why Does It Matter?

LEARNING OUTCOMES

• Define the concept of civility.
• Explain the importance of authentic civility and ethical behavior in nursing and healthcare.
• Illustrate how being civil is a choice.
• Describe concepts of the Conceptual Model for Achieving a Culture of Belonging.
• Understand how diversity, equity, inclusion, and civility relate in nursing and healthcare.
• Identify how life events and experiences impact one’s worldview.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. What is civility?

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2. Describe the difference between being “merely” civil and “authentically” civil. Then, explain the outcomes of authentic civility.

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3. Discuss how interacting with civility is a choice.

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4. Describe the ethical imperative for civility.

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__________________________________________________________________________
5. What are the concepts of the Conceptual Model for Achieving a Culture of Belonging?

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6. How do the concepts of the Conceptual Model for Achieving a Culture of Belonging interrelate?

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__________________________________________________________________________
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__________________________________________________________________________

7. What are the definitions of diversity, equity, and inclusion?

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Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why does civility matter in work and learning environments?

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__________________________________________________________________________
2. Why is it important for an organization to foster a culture of belonging?

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Application of the Concepts

Working with a small group, complete the following exercise as directed by your facilitator(s).

1. **Group Activity: Understanding the Conceptual Model for Achieving a Culture of Belonging**

Imagine that you are a member of a team of nurses or a nursing faculty group charged with improving the culture of your work or learning environment. Working in teams of five to six members, describe your basic understanding of how the Conceptual Model for Achieving a Culture of Belonging might be used to frame the process.

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Reflection

Reflection is an integral aspect of learning, involving inquiry, discussion, and problem-solving. In this section, reflect on what you have learned from Chapter 1 by sharing ideas, takeaways, application of information, and thoughtful feedback. Working in small groups, teams, or learning circles is a learner-centered approach designed to inspire collaboration and build synergy by problem-solving together.
1. Think about what civility meant to you before you read this chapter compared to after. Was there anything you learned about civility that you did not consider before? Why or why not? Going forward, how do you see yourself as a member of the healthcare professions fostering a culture of belonging?

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2. Using the Civility Reflection provided in Chapter 1, describe how your life events and experiences have impacted your worldview, your life, and the lives of others.

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Take a moment to sit in silence and reflect. If you wish, record your thoughts in a journal. Think deeply and introspectively about your childhood and adolescence. Where and when does your story begin? Where did you grow up and go to school? Did you travel to far-off places or stay mainly in your backyard? How have your life events and experiences shaped the person you have become and continue to become? How have these events and experiences impacted your life and the lives of others around you? Who were the most influential people of your childhood? What lessons did you learn? How are the lessons still affecting your life today? If you are inclined, share your story with a trusted friend, family member, or colleague.
The Detrimental Impact of Workplace Aggression

LEARNING OUTCOMES

• Describe the impact of workplace aggression in healthcare for patients, healthcare workers, nursing educators, nursing students, and new nurses.

• Using the Continuum of Workplace Aggression, describe the impact of unaddressed lower-level forms of aggression that can occur in the workplace.

• Define the different forms of workplace violence according to the National Institute for Occupational Safety & Health.

• Identify barriers to addressing workplace aggression.
Key Concepts
After reading the chapter, test your understanding of the concepts with short answers.

• What are potential risks of experiencing incivility in the workplace for patients?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• What are potential risks of workplace aggression for healthcare workers?
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• What are potential risks of workplace aggression for nursing educators and students?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• What is the potential impact of workplace aggression on a new nurse’s well-being?
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
• What is the Continuum of Workplace Aggression?

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• What are the National Institute for Occupational Safety & Health (NIOSH) definitions of violence?

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• Why don’t nurses report workplace aggression?

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__________________________________________________________________________
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Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important for nurses, healthcare providers, and educators to identify and understand the impact of workplace aggression?

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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
2. Why is it important to report workplace aggression?
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Application of the Concepts
Working with a partner and individually, complete the following exercises as directed by your facilitator(s).

1. Paired Activity: Sharing an Uncivil Encounter
Recall an uncivil encounter you had in the past in nursing, healthcare, or the education setting. Think about the events preceding it, the event, and the aftermath. Then, share this experience and reflections about it in a conversation with a trusted friend or colleague. Ask your colleague to share their thoughts on the following questions regarding the event.

1. Have you ever experienced something like this?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. How would you feel if you experienced this situation?
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
3. If faced with this situation, what would you do? Explain your reasoning.

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Once finished, you may switch with your friend or colleague and ask them to share their experience, and you can share your responses to the same set of questions.

Share your biggest takeaways from your discussions with the larger group.

**2. Case Narrative Activity: Bystander of an Uncivil Shift Report**

Read the following narrative, reflect on the content and impact of the situation, and respond to the questions that follow by taking notes.

**Narrative: The Case of the Bystander of an Uncivil Shift Report**

Lindsey, a staff registered nurse, enters a busy oncology unit at the beginning of her shift and witnesses a heated, uncivil exchange from an oncoming nurse who is already receiving report from an off-going nurse. The situation is about tasks left undone, and the oncoming nurse is angry and talking down to the nurse who was giving report and soon to be off shift: “You’ve got to be kidding me. Really? What have you done all shift? Why can’t you manage your time better? I’m sick and tired of cleaning up after you!” The off-going nurse appears intimidated and shocked at what is happening.

As directed by your facilitator, take some time to answer the following questions, taking notes so you can remember your answers. Then pair up with a partner and share your answers. Finally, choose one takeaway that the pair of you found most insightful and share that with the class.

**Questions:**

1. If you were the third-party nurse witnessing the event, how would you feel?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
2. What would you do or not do, and why?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. How might this situation impact the clinical setting and patient care?
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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. What are some barriers to addressing the situation?
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__________________________________________________________________________
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5. What measures might you take to overcome these barriers?
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__________________________________________________________________________
Reflection

The process of reflection helps you become more self-aware, problem-solve, and identify motivators and barriers that may impact how you recognize and address challenging situations. You can engage in reflective practice through dialogue in small and large groups or writing activities such as journaling, free-writing, scriptwriting, or narrative storytelling. Use the following reflective questions to apply the concepts from this chapter.

1. Did your perspective about the impact of workplace aggression change after reading this chapter? Why or why not? If it did change, describe what you learned and how it informs your future practice.

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2. Let’s say you witnessed low-level uncivil behavior in the workplace since having read this chapter. What are the potential implications of leaving this behavior unaddressed? How motivated would you be to address uncivil behavior, knowing the impact it can have on patient safety? What would be a barrier to addressing uncivil behavior as a witness, and how could you overcome this barrier?

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3

The Power and Imperative of Self-Awareness

LEARNING OUTCOMES

• Define emotional intelligence and its relationship to self-awareness.
• Explain the importance of self-awareness for fostering civil relationships.
• Describe at least two strategies to improve self-awareness.
• Discuss how explicit and implicit biases might contribute to incivility.
• Utilize the IAT from Project Implicit to increase self-awareness about potential implicit biases.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

• How would you define emotional intelligence?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• What is the relationship between emotional intelligence and self-awareness?

__________________________________________________________________________
__________________________________________________________________________
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• Identify at least two strategies to improve self-awareness.

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• Define explicit and implicit bias.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
• How do explicit and implicit biases relate to incivility?

Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is improving self-awareness important to fostering civil relationships?

2. Why is it important to acknowledge explicit and implicit biases in relation to civility in nursing and healthcare?
Application of the Concepts

Working with a small group and partner, complete the following exercises as directed by your facilita-
tor(s).

1. **Group Activity: Using the Implicit Association Test to Build Self-Awareness**

Complete at least one of the Implicit Association Tests (IAT) provided by Project Implicit (https://implicit.harvard.edu/implicit/).

Using the following questions, share your insights with a small group, as directed by your facilitator(s):

   1. Which IAT did you complete? What factors motivated you to select this test?

      ________________________________________________________________

      ________________________________________________________________

      ________________________________________________________________

   2. Using only one word, how would you describe the IAT experience?

      ________________________________________________________________

      ________________________________________________________________

      ________________________________________________________________

   3. Which results or findings from the IAT surprised you the most?

      ________________________________________________________________

      ________________________________________________________________

      ________________________________________________________________

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4. Which results or findings from the IAT concerned you the most?

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__________________________________________________________________________

5. What action(s) would you take based on the findings from your IAT?

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__________________________________________________________________________
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2. **Paired Activity: Understand the Impact of Biased Statements**

Listed below are examples of biased statements that may be considered uncivil. Read them aloud to your assigned partner, as directed by your facilitator(s), and then answer the following questions.

“Old people are boring.”
“This patient is a frequent flyer.”
“People from small towns are uneducated.”
“Asians are great at math.”
“Most male nurses are gay.”
“All adolescents are addicted to social media.”
“Overweight people are lazy.”

Answer the following questions:

1. After reading the examples aloud, what effect did they have on you?

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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
2. Have you been on the receiving end, or observed, biased statements?

__________________________________________________________________________

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3. How did experiencing or witnessing biased statements impact you?

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

4. If you have witnessed or experienced statements like these in the workplace, how did you respond or not respond?

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__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

5. If you chose to respond, what was the outcome?

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________
6. If you chose not to respond, what was the outcome?

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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

7. What might you do differently in the future?

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__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

As directed by your facilitator(s), be prepared to share your responses with your classmates.

**Reflection**

The process of reflection helps you become more self-aware, introspective, and mindful of the impact your behaviors have on others and the work environment. Reflective activities provide an opportunity for inquiry and a mechanism for questioning ideas, assumptions, and beliefs. When you share your insights and perspectives with others, it provides an opportunity to receive feedback and additional points of view from other individuals.

For this reflection exercise, you can choose to complete the Workplace Civility Index or the Everyday Civility Index provided in Chapter 3.

To complete the index of choice, find a quiet place, free from distractions, and honestly assess your level of civility. Then, respond to the following questions:

1. How satisfied are you with your overall civility score?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
2. Are there examples of civility where you excel?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Are there examples of civility you wish to improve?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. In the most honest way possible, determine one or more areas for civility improvement and personal growth. Then identify one or more strategies you will implement to improve an area of civility and personal growth. Include your proposed timeline for implementation.
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

5. In the most honest way possible, identify one or more areas of strength. Then identify one or more strategies you will implement to continue developing these strengths. Include your proposed timeline for implementation.
__________________________________________________________________________
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__________________________________________________________________________

Once you have completed your index of choice and responded to these questions, your facilitator(s) may ask you to select a classmate, colleague, or friend and take turns sharing your insights and reflections.

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LEARNING OUTCOMES

- Define and describe what it means to be a civilist.
- Explain how expressing gratitude is a fundamental element of civility.
- Describe how living by the Platinum Rule is a fundamental element of civility.
- Define how conveying empathy is a fundamental element of civility.
- Explain how listening well is a fundamental element of civility.
- Describe how expressing microaffirmations is a fundamental element of civility.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. Define and describe the characteristics of a civilist.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Define and give an example of each of the five fundamentals of civility.

• Expressing gratitude means:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• Living by the Platinum Rule means:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

• Conveying empathy means:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
• Listening well means:

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

• Expressing micro-affirmations means:

_________________________________________________________

_________________________________________________________

_________________________________________________________

_________________________________________________________

Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to strive to be a civilist according to the author’s definition?

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_________________________________________________________

_________________________________________________________

_________________________________________________________

2. Why is it important to identify, understand, and practice the fundamentals of civility in nursing and healthcare?

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_________________________________________________________

_________________________________________________________

_________________________________________________________
Application of the Concepts

Working with a small group and independently, complete the following exercises as directed by your facilitator(s).

1. Group Activity: Reflection on What It Means to Be a Civilist
As directed by your facilitator, spend some time thinking about the following questions and developing your definition of a civilist. Then share your responses in a small group.

1. For many learners, the term civilist may be a new concept. After reflecting on the author’s definition of a civilist, consider how this concept resonates with you in your nursing or healthcare role.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Does the author’s characterization align with your definition of a civilist? If not, how might you amend the definition?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. As you consider your role in nursing or healthcare:
   • Which aspects of the civilist definition apply to you most?

__________________________________________________________________________
__________________________________________________________________________
• Which aspects of the civilist definition apply to you least?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

• How will you implement the elements of your civilist definition into your nursing or healthcare practice and/or learning environment?

_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. Free-Write Activity: Applying the Fundamentals of Civility

Follow these steps to explore one of the fundamentals of civility that most intrigues you.

1. After conducting an internet search on the five fundamentals of civility, select one fundamental that resonates or intrigues you the most.

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________

2. During a 10-minute free-write, describe how you would integrate this fundamental concept into your work or learning environment.

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_____________________________________________________________________
_____________________________________________________________________
_____________________________________________________________________
To become a civilist, it is important to reflect on behavior that is, and is not, consistent with being a respectful person, and to think about strategies to consistently demonstrate respect. To improve civility acumen, reflect on a time when you or someone you know was treated in a disrespectful or demeaning manner. Then, share your answers to the following questions with a trusted colleague, friend, or family member.

1. Briefly describe the uncivil or disrespectful situation or encounter.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. As you witnessed or experienced the situation or encounter:
   - What feelings were evoked?
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
   - How did you respond to the situation or encounter?
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
   - Were other individuals involved in the situation or encounter? If so, how did they respond?
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
     ______________________________________________________________
Now, think of a time when you were affirmed and made to feel valued and respected—your efforts celebrated.

1. Briefly describe the experience of being affirmed and valued by others.

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. As you experienced being affirmed and valued by others:
   • What feelings were evoked?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

   • How did you respond to the affirmation?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

   • Were there other individuals involved in the experience? If so, how did they respond?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Reflect on opportunities to integrate micro-affirmations in your everyday work, such as during team meetings or through personal communication. Create a list of micro-affirmations that you can use in your work setting and in everyday encounters.

To help you get started, refer to these examples from page 65 of the book:

- You are absolutely one of the best problem-solvers I know. Thanks!
- You have really opened my eyes and helped me see things in a new light.
- Congratulations on your promotion. It is well deserved.
- Having you on the team has been a game-changer for us.
5

Honing Communication Skills and Conflict Competence

LEARNING OUTCOMES

• Understand the meaning of POWER skills.
• Apply the individual conflict-competence model.
• Employ “I” statements effectively.
• Use learning scripts and phrases to address uncivil or conflicted situations.
• Implement evidence-based frameworks to prevent and address incivility and protect worker and patient safety.
Key Concepts
After reading the chapter, test your understanding of the concepts with short answers.

1. What does the author mean by POWER skills?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

2. Why are POWER skills challenging to master?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

3. Why might it be helpful to think of a situation as a “controversy with civility” rather than as a “conflict?”
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

4. Why is it important for nurses, faculty, students, and others to identify their hot buttons and to implement strategies to mitigate the effects of these hot buttons?
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
5. What are the three steps of the individual conflict competence model?
   a. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
   b. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
   c. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________

6. Based on the work of Maxfield and Grenny (2017), describe two common reasons why a nurse might fail to speak up, even though patient safety is at stake.
   a. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
   b. ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
      ________________________________________________________________
7. List the five steps for using “I” statements effectively.
   Step 1: __________________________________________________________
   Step 2: __________________________________________________________
   Step 3: __________________________________________________________
   Step 4: __________________________________________________________
   Step 5: __________________________________________________________

8. What are some benefits of using “I” statements when communicating and or attempting to resolve conflict?
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________
   ______________________________________________________________________

9. List the six steps of the Caring Feedback Model:
   Step 1: __________________________________________________________
   Step 2: __________________________________________________________
   Step 3: __________________________________________________________
   Step 4: __________________________________________________________
   Step 5: __________________________________________________________
   Step 6: __________________________________________________________

10. List the three considerations of the CUS Model:
    Step 1: ____________________________________________________________
    Step 2: ____________________________________________________________
    Step 3: ____________________________________________________________
11. List the four steps of the DESC Model:
   Step 1: ____________________________________________________________________
   Step 2: ____________________________________________________________________
   Step 3: ____________________________________________________________________
   Step 4: ____________________________________________________________________

12. List the five steps of the PAIL Method:
   Step 1: ____________________________________________________________________
   Step 2: ____________________________________________________________________
   Step 3: ____________________________________________________________________
   Step 4: ____________________________________________________________________
   Step 5: ____________________________________________________________________

Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. In what ways can strong POWER skills improve patient care, learner engagement, and workplace civility?
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

2. What are some characteristics of a good listener? Do you have a good listener in your life? Share an example a colleague, friend, or classmate.
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
Application of the Concepts

When teaching this material, the author likes to use a technique called Cognitive Rehearsal (CR), a behavioral strategy whereby groups and individuals work with a skilled facilitator to practice and rehearse effective ways to address uncivil encounters. Facilitators of CR use role-play and simulation to have individuals repeatedly rehearse an uncivil situation, while simultaneously coaching the person to use effective communication and conflict skills and then debriefing the situation. This is a powerful combination of skill sets and is more likely to lead to a successful outcome, improve collaboration and teamwork, and ultimately protect worker and patient safety.

The following activities provide CR scenarios for each of the main conflict resolution models described in Chapter 5. Prior to participating in one or more of these activities, as assigned by the facilitator, read the details of each model carefully, taking notes to make sure you are familiar with the basic concept and steps of each.

Working with a partner and small group, complete the following exercises as directed by your facilitator(s).

1. Paired Activity: Using “I” Statements Effectively

With your partner, review the five steps of using “I” statements. Using the following narrative, play the roles and practice using “I” statements to resolve the conflict. Then switch roles and practice them again.

**Narrative: The Case of Intrusive Behavior From a Colleague**

Professor Chan is an established, tenured faculty member recently hired at a new university. Professor Chan does not share a lot about herself or about her other teaching and service duties outside of research, but her focus on an established program of research is public. Professor Kelley, a practice and teaching expert colleague and longtime employee of the institution, stops Professor Chan in the hallway of their office and begins to ask pointed and personal questions about her workload and responsibilities. Professor Kelley asked a particularly loaded question, which was, “What do you do with all of your time if you aren’t teaching?” Later, Professor Chan overhears Professor Kelley discussing Professor Chan with another colleague in the building, stating, “Everyone here teaches; it’s what we are known for in this department. The other faculty work hard teaching the students, going to clinical sites, and grading. Why does Professor Chan get special treatment? What does she even do with research?” Professor Chan is concerned that these messages spreading across the department could result in difficulties collaborating with others and decides it is time to address Professor Kelley’s concerns in a meeting. Professor Chan is going to use “I” messaging to frame the discussion.
After your CR of using “I” statements, complete the following reflection questions:

• What was most challenging for you during this role-play exercise?

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• What was most comfortable for you during this role-play exercise?

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2. Paired Activity: Caspersen’s Framework

Caspersen’s Framework is a couple of sentences that you simply fill in to fit the situation. The sentences are: When (the triggering event) happened, I (felt or I believed) ____ because my (need/interest) is important to me. Would you be willing to (request a doable) action? Spend a few minutes memorizing the sentences so you can use them naturally when needed.

With your partner, practice using Caspersen’s Framework to address the scenario “in the moment.” Take turns playing each role, using the framework.

Narrative: The Case of the Scholar’s Uncivil Behavior

Professor Blue is a brilliant scholar but a poor communicator. She often works from home, and when she comes to campus, her door is closed and she rarely interacts with others. Most of the time, this does not pose a problem, but when Professor Grey attempts to talk with Professor Blue about a research project on which they are collaborating, she is consistently unavailable. Professor Grey has tried repeatedly to make an appointment with Professor Blue, but she is not responding to calls, texts, or email messages. The research project is grant-funded, and the quarterly report is due. Finally, Professor Grey receives a return email from Professor Blue and is astonished to discover that the email is copied to the Dean and Director chastising Professor Grey and accusing her of sending harassing messages.
After your CR of Casperson’s Framework, complete the following reflection questions:

• What was most challenging for you during this role-play exercise?
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  ____________________________________________________________________________
  ____________________________________________________________________________
  ____________________________________________________________________________

• What was most comfortable for you during this role-play exercise?
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3. Paired Activity: The Caring Feedback Model

With your partner, review the six steps of the Caring Feedback Model. Using the following narrative, play the roles and practice using the model to resolve the conflict. Then switch roles and practice them again.

**Narrative: The Case of the Physician’s Rude Behavior Pattern**

Susan is the nurse manager of a bustling ICU and strives to foster excellent patient care among the members of her team. Dr. Nu is an experienced hospitalist with a reputation for being impatient with nurses, especially those newly hired or from the float pool. The unit is understaffed and extremely busy, so Julie, a registered nurse, has floated to the unit to help. Julie calls Dr. Nu about a patient concern. Dr. Nu interrupts, laughs, and says, “Is that all you called about? Is this a real nurse?” before listening further to understand the patient condition. Julie restates her concern, and once Dr. Nu understands, he orders the appropriate actions. Julie carries out the orders, and the patient situation improves. However, the exchange between Dr. Nu still troubled Julie. Later in the shift, Julie consults her charge nurse about the matter, who confirms that this is a pattern of behavior that other nurses on the unit tend to tolerate because Dr. Nu is respected for his excellent patient care. Julie decides to speak to the unit nurse manager, Susan, about Dr. Nu’s behavior pattern and how it is harmful even though it has become an accepted practice. Susan agrees and decides to respond to Dr. Nu’s behavior pattern using the Caring Feedback Model.
After your CR of the Caring Feedback Model, complete the following reflection questions:

- What was most challenging for you during this role-play exercise?

- What was most comfortable for you during this role-play exercise?

4. Paired Activity: Concerned, Uncomfortable, and Safety (CUS) Model

With your partner, review the three steps of the CUS Model. Using the following narrative, play the roles and practice using the model to resolve the conflict. Then switch roles and practice them again.

**Narrative: The Case of the Off-Going Nurse’s Uncivil Handoff**

Terry is a registered nurse who works at a busy cardiac unit at a large urban regional hospital. She cares for her mother living with Alzheimer’s disease and has been experiencing difficulties arriving to places on time due to her role as a caretaker. She was late that morning to her shift at the cardiac unit, and Tia, the off-going nurse, provided her with the following handoff: “Geez, Terry, where have you been? You’re late as usual. It’s been a crazy, busy shift and I can’t wait to get out of here. See if you can manage to get this information straight for once. You should know the patient in 204—you took care of her yesterday, so you should know what’s going on. She was on 4S forever. Now she is our problem. She has a bunch of treatments that need to be done and medications that need to be given. You need to check her vital signs too—I’ve been way too busy to do them. So, that’s it—I’m out of here. If I forgot something, it’s not my problem. Just check the record.”
After your CR of the CUS Model, complete the following reflection questions:

• What was most challenging for you during this role-play exercise?
  
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• What was most comfortable for you during this role-play exercise?
  
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5. Paired Activity: DESC Model

With your partner, review the four steps of the DESC Model. Using the following narrative, play the roles and practice using the model to resolve the conflict. Then switch roles and practice them again.

**Narrative: The Case of Co-Teaching in Nursing Education**

Professor Brown, DNP, RN, is a part-time clinical lecturer in a college of nursing. She wears many hats both inside the college as a clinical lecturer and outside the college, as she is also a family nurse practitioner with a thriving practice. Professor Brown likes to keep on the cutting edge of science for her classes and thought it would be a fantastic idea to ask Professor Dimitri—a PhD-prepared, renowned content expert in their college—to co-facilitate a class with her. During class, however, Professor Dimitri interrupted several times to correct Professor Brown or add to her point, disrupting Professor Brown’s train of thought. In the moment, Professor Brown felt diminished in front of the class after this incident but carried on through the duration of the class. Upon further reflection, Professor Brown decided that, even though the stakes were high and she wanted to maintain a good relationship with Professor Dimitri, it was important to address the situation in more detail and come to an agreement about how she would like to be treated in the future.
After your CR of the DESC Model, complete the following reflection questions:

- What was most challenging for you during this role-play exercise?
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- What was most comfortable for you during this role-play exercise?
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6. **Paired Activity: PAAIL Method**

With your partner, review the five steps of the PAAIL Method. Using the following narrative, play the roles and practice using the model to resolve the conflict. Then switch roles and practice them again.

**Narrative: The Case of the Nursing Student’s Aggression About Clinical Placement**

Mario is a senior level nursing student eagerly looking forward to his next clinical placement. He has requested placement in the Cardiac Intensive Care Unit (CICU). Mario expects his request to be accepted by his clinical instructor, Professor Taylor, because he has “the grades.” Mario is very excited about the pending placement because he believes being assigned to the CICU will eventually lead to being accepted in a CRNA program. When assignments are made, Mario is placed on the orthopedic floor of a hospital several miles from his home. Mario is devastated and angry. He bursts into Professor Taylor’s office angrily demanding to have his clinical placement changed to the CICU.
After your CR of the PAAIL Method, complete the following reflection questions:

• What was most challenging for you during this role-play exercise?
  
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• What was most comfortable for you during this role-play exercise?
  
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7. **Group Activity: Share Uncivil Encounters and Create a Cognitive Rehearsal**

As directed by your facilitator, follow these steps to create a group CR.

**Step 1:** After spending time learning about and applying various evidence-based frameworks using prewritten scenarios, participants assemble into small groups of five to six members. Each member should describe an uncivil encounter that has happened in their academic or work environment and share the encounter with their group.

**Step 2:** With your group, select one uncivil encounter from those shared within the group. Then select an evidence-based approach to “script” a response to address the uncivil encounter.

**Approach:**

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  __________________________________________________________________________
Script:

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Step 3: Members choose roles to act out the encounter and apply their “script.” Group members not selected for the role-play will assume the role of observers.

Step 4: The facilitator oversees the role-play and facilitates a comprehensive coaching and debriefing session. Successful facilitator-led debriefing requires creating safe learning spaces for reflection to help identify aspects of the individual and team performance that went well, aspects that need improvement, and effective ways to address future situations. Some examples of debriefing questions include:

1. For actors: What was it like to be part of this experience?
2. For observers: What was it like to observe the experience?
3. For all participants and observers:
   a. How would you describe the experience?
   b. What went well, and what would you do again?
   c. What did you learn? How might you apply what you have learned in your clinical practice?
   d. What might be done differently next time?

Reflection

Take the Clark Conflict Negotiation Challenge to improve your conflict negotiation skills and build relationships. To begin, consider a conflict you have experienced or are experiencing with a friend, family member, coworker, classmate, neighbor—or anyone you choose. Use the following steps to work through the conflict. Once you have completed the Clark Conflict Negotiation Challenge, consider sharing your observations with a trusted colleague, friend, or family member.
1. Briefly describe the situation and identify the individual(s) involved.

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2. Highlight the key issues and perceived reason(s) for the conflict.

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3. If you addressed the situation, what strategies did you use? Were they effective?

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4. Describe how the conversation started, progressed, and ended.

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5. Upon reflection, how satisfied are you with the outcome? What are your next steps?

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6. If you avoided addressing the situation, what kept you from addressing it?

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7. Upon reflection, how satisfied are you with your decision not to address the situation?

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Reference
The Power of Leadership, Visioning, and Finding Our WHY

**LEARNING OUTCOMES**

- Describe characteristics of PEAK leaders.
- Identify Kouzes and Posner’s Five Practices of Exemplary Leadership.
- Identify Kouzes and Posner’s Ten Commitments of Exemplary Leadership.
- Create a personal, professional vision for the future related to nursing and healthcare.
- Craft an individual WHY statement that reflects your life purpose and the difference you wish to make in the world.
- Describe factors associated with an effective mentoring relationship.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. Identify the four characteristics of a PEAK leader.

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2. Define the four characteristics of a PEAK leader.

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3. Identify the Five Practices of Exemplary Leadership according to Kouzes and Posner as referenced in Chapter 6.

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4. Identify the Ten Commitments of Exemplary Leadership according to Kouzes and Posner as referenced in Chapter 6.

   1. __________________________________________

   2. __________________________________________

   3. __________________________________________

   4. __________________________________________
5. What are three important developmental activities discussed in Chapter 6 that can help one grow as a leader in nursing and healthcare?
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6. According to the literature, identify three factors related to effective mentoring.
   1. __________________________________________________________________
   2. __________________________________________________________________
   3. __________________________________________________________________

Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to exemplify the characteristics of a PEAK leader in nursing and healthcare?
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2. Why is it important to craft a personal, professional vision for the future?

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3. Why is it important to find our individual WHY?

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4. Why is it important to engage in mentorship and lifelong learning in nursing and healthcare?

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Application of the Concepts

Working with a partner, complete the following exercises as directed by your facilitator(s).

1. Paired Activity: Crafting a Personal, Professional Vision for the Future

As directed by your facilitator, take some time to answer the following questions, taking notes so you can remember your answers. Then pair up with a partner and share your answers. Finally, choose one takeaway that the pair of you found most insightful and share that with the class.
1. How would I like others to describe me, my role, and my contributions in nursing and 
   healthcare?

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2. What legacy or indelible footprint do I aspire to leave during my career and upon retirement?

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3. What aspects of my career bring me the most gratification and meaning?

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2. Paired Activity: Creating and Sharing Your Individual WHY Statement

As directed by your facilitator, prior to the next learning session, spend some time thinking about ques-
tion number one and developing an answer. Then complete the next step (number two). Bring your new 
WHY statement to class.

1. Using Sinek’s template, create your individual WHY statement:

   TO (contribution)_____ SO THAT (impact)_____.

2. Share your individual WHY with a trusted friend, mentor, colleague, or family member.

3. With another colleague during an in-class learning session, discuss the following:

   • What did you learn from the process of creating a WHY statement?
   • What feedback did you receive about your WHY statement?
4. With the larger group, discuss the following question: What is the most important point you learned from creating an individual WHY statement and having it reviewed by a trusted friend, mentor, colleague, or family member?

Reflection

It is important to periodically reflect and build upon your individual WHY statement since a well-developed WHY statement provides guidance and direction during turbulent times. One example of recent turbulence is the challenges faced during the COVID-19 pandemic. Keeping a thoughtful focus on your WHY can help sustain motivation to fulfill a larger purpose in nursing and healthcare. To continue to build your WHY statement, mark your calendar to revisit the following questions one to two months after completing this exercise. Share your answers with a trusted friend, family member, or colleague.

1. Revisit your WHY statement. Is there anything about your WHY statement you would like to change? Why or why not? If you revised your WHY statement, write it down.

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2. What barriers do you perceive may impact your ability to achieve your WHY? How can these barriers be addressed?

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3. What strengths do you have to achieve your WHY? Is there anything further you can do to bolster these strengths?

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LEARNING OUTCOMES

- Describe the impact of stress and burnout in nursing and healthcare.
- Discuss the relationship between stress and incivility in nursing and healthcare.
- Identify contributors and outcomes to high stress in nursing practice and nursing education using the Conceptual Model for Fostering Civility in Nursing Education and the Conceptual Model for Fostering Civility in Nursing Education Adapted for Practice.
- Use the Personal Health Assessment to establish a baseline of personal well-being.
- Define change, transition, and the three stages an individual experiences during change according to the Bridges Transition Model.
- Identify at least three strategies to help manage external stress in nursing and healthcare that could affect individual well-being if left unaddressed.
- Discuss the role of resilience through mindfulness in managing stress.
- Implement at least one self-care exercise from Chapter 7 and evaluate its effectiveness.
Key Concepts
After reading the chapter, test your understanding of the concepts with short answers.

1. Describe the impact of stress in nursing and healthcare.

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2. Define how stress relates to burnout.

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3. How does stress relate to incivility in nursing and healthcare?

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4. According to the Conceptual Model for Fostering Civility in Nursing Education Adapted for Practice, identify contributors to stress in nursing practice.

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________________________________________________________________________
5. According to the Conceptual Model for Fostering Civility in Nursing Education, identify contributors to stress in nursing education.

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6. Describe the meaning of change and transition according to Bridges and the three stages an individual experiences during change according to the Bridges Transition Model.

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7. Identify the four health domains that can be measured using the Gourgouris and Apostolopoulos (2020) Personal Health Assessment.

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8. Identify and describe at least three strategies to help manage external stress in nursing and healthcare.

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9. Define resilience and mindfulness.
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10. Identify habits to cultivate mindfulness to integrate into an everyday routine.
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Rationale for Implementation
After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to manage stress in academic and practice settings?
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2. Why is it important for individuals to assess their personal health?
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__________________________________________________________________________
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3. During a stressful event, what happens to the brain at the biological level, and why is it important for sound cognition to manage stress?

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Application of the Concepts
Working independently and with a partner, complete the following exercises as directed by your facilitator(s).

1. Reflection and Sharing Activity: Creating Personal Positive Affirmations for Professional Development

   1. Create a positive affirmation tailored to helping you grow as a professional in nursing or healthcare. One example could be, “I am letting go of negative thoughts. I will embrace opportunities to continue growing and developing as a professional.” Write your positive affirmation down for the next steps.

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2. Share your positive affirmation with a trusted colleague, friend, family member, or fellow learner. Discuss what makes this affirmation important to your professional development.

3. Then, take turns saying your positive affirmation out loud or silently in your mind.

4. Discuss how you felt after practicing saying your positive affirmation. Is there anything you would change about your positive affirmation? Why or why not?

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2. **Group Activity: Creating Expressions of Gratitude**

As directed by your facilitator, take some time to answer the following questions, taking notes so you can remember your answers. Then pair up with a partner and share your answers and feedback. Finally, complete steps 5 and 6 to reflect and follow through with your expression of gratitude.

1. Think about goals you have accomplished in the past month in your professional role as a nurse or healthcare professional, no matter how large or small. Did anyone help you along the way to accomplish your goals? Did you have access to resources to accomplish your goals that, if not present, would have otherwise made it much more difficult to achieve goals? Then, take notes about your accomplishments in the past month and people and resources who helped you achieve these accomplishments.

   

   

   

   

2. Create a gratitude statement about people who helped you achieve your accomplishments, thanking them for their contributions.

   

   

   

   

3. Take turns sharing your statement of gratitude with a small group of learners.

4. How did you feel after sharing your gratitude statement? Offer feedback to other learners about their gratitude statements.
5. Since sharing your gratitude statement with a group of learners, is there anything you would change about your approach to creating and sharing a gratitude statement? Why or why not?

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6. Share your gratitude statement with the person who helped you achieve your goals in an email or in person outside of the learning session.

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**Reflection**

Reflect upon the gratitude statements you created and how you felt after sharing your gratitude statements with the person for whom you are grateful.

1. Reflect about the response you received from the person for whom you were grateful. How did the other person respond? How did you feel after sharing your gratitude statement? If you were stressed before sharing this statement, how did you feel in terms of being stressed after you shared your gratitude statement?

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2. Since sharing your gratitude statement, is there anything you would like to change or add to your approach? Why or why not?

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Reference

Leadership Support and Raising Awareness for Organizational Change

**LEARNING OUTCOMES**

- Define the Pathway for Fostering Organizational Civility (PFOC).
- Explain how organizational behavior informs the process of fostering organizational change for civility according to the PFOC.
- Illustrate the difference between buy-in and ownership in supporting change initiatives to foster organizational civility.
- Describe the role of organizational leadership in fostering civility and health work environments.
- Discuss how to enlist leadership support and raise awareness (Step 1 of the PFOC).
- Discuss strategies to assess the organizational culture (Step 2 of the PFOC).
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. Define the Pathway for Fostering Organizational Civility (PFOC) and the first two steps of the PFOC.

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2. Describe unique aspects of organizational behavior that influence change and transformation.

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3. Explain the difference between *buy-in* and *ownership* in asking for support from organizational leaders about implementing a civility and health work environment initiative.

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4. Describe the importance of organizational leadership in fostering workplace civility.

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5. Discuss one method to enlist leadership support and raise awareness as Step 1 of the PFOC.

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6. Discuss strategies to assess the organizational culture as Step 2 of the PFOC.

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Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to gain the support of organizational leaders to implement civility and health work environment initiatives?

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2. Why is it important to assess the work environment using one of the organizational culture measurement tools provided in Chapter 8?

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Application of the Concepts

Working with a partner, complete the following exercises as directed by your facilitator(s).

1. **Role-Play Activity: Using Role-Play to Practice Enlisting Leadership Support and Raising Awareness for Fostering Civility in the Workplace**

   1. Using the information presented on pages 134 to 138 about civility in the workplace, harmful effects of incivility, benefits of civility, and civility in healthcare, create a brief script or bullet-pointed outline to act out (role-play) being an employee who secured a meeting with a high-level executive individual or team to advocate for organizational attention and resources to develop and implement a healthy work environment initiative.

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   ________________________________________________
   ________________________________________________
   ________________________________________________

   **Example Template**

   • Brief introduction of the problem (i.e., workplace incivility), benefits of civility and healthy work environments
   • Data points to illustrate the problem
   • Proposed action and resources needed to foster healthy work environments

   2. Use the script to provide the person acting in the role of an executive with an overview of the problem, data to illustrate the problem, data to support benefits of civility, and proposed actions needed to foster healthy work environment. One learner will play the role of an executive listening, and the other will use their composed script.

   3. Once the script is delivered, ask your partner for feedback. Is there anything you would edit or add to the script? Why or why not?

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   ________________________________________________

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Your facilitator may direct you to repeat the role play by taking opposite roles from before. The facilitator may also ask you to share your experiences and insight with the class.

2. **Paired Activity: Comparing and Contrasting Tools to Assess the Organizational Culture**

There are six different assessment tools introduced in Chapter 8 to assess the health of an organization’s culture and work environment. Pair up with a colleague and review the following six assessment tools described on pages 139 to 142 of Chapter 8 and/or conduct an internet search to explore other relevant assessment tools including assessment tools being used in your workplace:

- American Association of Critical-Care Nurses (AACN) Healthy Work Environment Tool
- Workplace Incivility/Civility Survey
- Workplace Relational Civility Scale
- Civility, Respect, Engagement in the Workforce Scale
- Negative Acts Questionnaire – Revised
- Healthy Work Environment Inventory

1. Considering these tools, which one would you select to measure the health and work environment of your organization? Discuss the reasoning for your selection.

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2. Were there multiple tools that could be useful for assessing the health of the work environment at your organization? If so, please describe the other tools that could be used, and the reasoning for these thoughts.

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Reflection

Enlisting leadership support is a first step to assessing the organizational culture to foster a healthier work environment. Reflect on the script you practiced in the role play to introduce facts and reasons to assess and foster healthier work environments. Next, consider how the tool you selected in Activity #2 might be integrated into your script and presentation to the executive leadership individual or team.

1. How did you feel while acting in the role of an employee speaking to a high-level executive team or individual about the extent to which workplace incivility is a problem and the importance of healthy work environments? Is there anything you would have changed about your script? Why or why not?
   
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2. Likewise, how did you feel while acting in the role of a high-level executive listening to an employee about the extent to which workplace incivility is a problem and the importance of fostering healthy work environments? What are your thoughts about having a neutral party administer an evidence-based assessment tool to measure the organizational culture? Is there anything you would suggest the other learner to change in their script? Why or why not?
   
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9

Galvanizing a High-Performing Civility Team

**LEARNING OUTCOMES**

- Specify characteristics of high performing teams in nursing and healthcare.
- Describe psychological safety as a part of nursing and healthcare team norms.
- Define a Civility Team and state its primary two-fold purpose.
- Identify and describe cultural factors within organizational cultures.
- Discuss how a Civility Team or designee can utilize information gleaned from the organizational assessment to foster a healthy work environment.
- Describe a golden moment in your time working on nursing and/or healthcare teams and how it informs your perspectives about your current work situation.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. Define and describe a team.
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   ______________________________________________________
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2. Describe characteristics of high-performing teams.
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   ______________________________________________________
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3. Describe psychological safety.
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4. Identify, define, and describe cultural factors to examine as part of a Civility Team’s organizational assessment.
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5. List the two primary overall functions of Civility Teams.

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6. Identify other important functions of the Civility Team.

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Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to assemble a Civility Team of diverse membership and backgrounds?

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2. Why is psychological safety a key element of fostering high-performing teams in nursing and healthcare?

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Application of the Concepts

Working with a partner, complete the following exercises as directed by your facilitator(s).

1. **Group Activity: Creating a Concept Map for High-Performing Teams**
   1. For this activity, assemble into groups of four to five members and place the major concept of high-performing teams in the center of the map. Then build and connect sub-concepts and related ideas to show interrelationships with the major concept of high-performing teams. Following is an example template of a concept map with sub-concepts and related ideas.

   ![Concept Map Template]

   2. Once the concept map is completed, each group should share their map with one or two other groups to discuss similarities and differences.

2. **Group Activity: Assessing Psychological Safety in Work Teams**
   1. After assembling into groups, reread pages 152–153 of the text.
   2. Reflect upon a group, team, or committee in which you are currently or most recently a member.
   3. Discuss in small groups the seven questions posed by Edmondson (2019, p. 20) listed here as they relate to the group, team, or committee identified in question #2.
      1. If you make a mistake on this team, it is often held against you.
      2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes reject others for being different.
4. It is safe to take a risk on this team.
5. It is difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilized.

Once you have had an opportunity to discuss these seven questions, a spokesperson from each group will share a “gem” or a “pearl of wisdom” with the larger group.

**Reflection**

The author defines a *golden moment* as a zestful, dynamic time in our working life when we felt inspired, validated, and filled with a sense of well-being, joy, and delight. Living a golden moment means we are experiencing the incredible joy and satisfaction of being part of a high-performing team engaged in very challenging, yet rewarding and meaningful work. Reflect on your career and respond to the following questions:

1. Have you ever experienced a golden moment in your career? Think back to a time (or perhaps it is now in your current workplace) when being a member of a team or committee left you feeling joyful, zestful, and positively unstoppable.

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2. What was the experience like? How would you describe it?

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3. Rate your golden moment on a scale ranging from 0 to 10 (0 = absolute worst work experience ever to 10 = most incredible work experience ever). If it is truly a golden moment your rating will be 9 or 10/10!

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4. As you reflect on your current work situation, if your rating is less than 7 or 8, or even lower, examine whether your current work setting is the right fit for you.

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Reference
10

Develop, Implement, and Evaluate a Data-Driven Action Plan

LEARNING OUTCOMES

• Identify John Kotter’s (1996) elements for creating an organizational vision statement as part of designing a data-driven action plan (Step 4 of the PFOC) to promote organizational civility.

• Discuss the importance of crafting a compelling civility vision statement.

• Define the meaning and purpose of co-creating a Civility Charter and team norms.

• Understand the role of accountability in fulfilling team norms.

• Identify the steps to implement the data-driven action plan (Step 5 of the PFOC).

• Discuss the process for evaluating the data-driven action plan (Step 6 of the PFOC).
**Key Concepts**

After reading the chapter, test your understanding of the concepts with short answers.

1. List the six elements needed for an organizational vision statement according to Kotter (1996).
   
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2. List the eight steps to Latham’s (1995) framework to create an organizational vision statement.
   
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3. Define a *Civility Charter* and its purpose.
   
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4. Define the meaning of *team norms*.
   
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5. Define *accountability*.

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6. Define and explain the purpose of *shared governance* in practice and in education.

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7. As part of a Civility Education Plan, what are the three types of workshops the Civility Team could facilitate to foster a shared understanding and motivation for achieving greater organizational civility?

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8. What steps are included in a data-driven action plan? (Step 5 of the PFOC)

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9. What does an evaluation plan include for the data-driven action plan? (Step 6 of the PFOC)

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Rationale for Implementation
After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to create a comprehensive and compelling vision statement?
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2. Why is it important to co-create and maintain team norms and a Civility Charter?
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3. Why is accountability important to upholding team norms?
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Application of the Concepts

Working with a small group, complete the following exercises as directed by your facilitator(s).

1. **Group Activity: Creating a Civility Vision Statement**
   
   In small groups of four to five members, each member should briefly summarize their organizational statements. After all members have had an opportunity to describe their organizational statements, the group will select an organization among learners to use for creating a Civility Vision Statement. Review the selected organization's mission, vision, and values, and take 20 minutes to brainstorm about crafting a vision statement using the following formula:

   **Vision Statement Formula**

   The vision (purpose) of the civility and healthy workplace initiative is to ___________ for (target population) _______ to fulfill the purpose of ________________.

   Upon completion of this statement, identify specific strategies to share the civility vision with other members of the organization. Share the statement and communication strategies with the larger group. Include at least one key takeaway point from this exercise that could help future efforts to create a Civility Vision Statement.

2. **Group Activity: Co-Creating Team Norms**
   
   In small groups of four to five members, co-create a list of team norms that are relevant to the organization's vision, mission, values, and commitment to its members. A spokesperson from each small group will share their answers to the following questions with the larger group of learners.

   1. Share team norms created with the larger group.
      
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2. Discuss why the team norms created are important for the organization.

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3. Describe strategies for how members of the organization could be held accountable to upholding these team norms.

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Reflection

Based on the experiences from the prior activities, reflect on the process of creating team norms for an organization in small groups. Then answer the following questions:

1. Was the experience of creating norms as you expected? Why or why not?

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2. Is there anything different you would do in the future when creating team norms? Describe what these actions would be if so.

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References


LEARNING OUTCOMES

• Explain the overall goal of a healthy work environment policy as a fundamental feature to shape and maintain a civil organizational culture.

• Discuss key factors to develop an effective policy to embed civility and healthy work environments into the organizational culture (Step 7 of the PFOC).

• Define and discuss the SMART policy to address and report incivility and to reward civility.

• Identify and discuss steps in the decision-making model for managing issues related to incivility.

• Describe the importance of using civility metrics to gauge employee performance and to use for hiring decisions.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. Describe the overall goal of a healthy work environment policy.

2. Describe the key factors for effective policy development.

3. Identify and describe the five elements of the SMART policy.

4. Describe steps one could take to address and manage a report of uncivil behavior in the workplace.
5. Identify and describe the steps of the decision-making model for managing issues related to incivility.
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6. List some questions interviewees could ask job applicants about issues of diversity, equity, and inclusion as related to civility.
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**Rationale for Implementation**

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to create a healthy work environment policy?
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2. Why is it important to hire for civility and link civility to performance metrics?
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Application of the Concepts

Working with a small group, complete the following exercises as directed by your facilitator(s).

1. **Group Activity: Healthy Work Environment Policy Critique**

Reread the healthy work environment policy exemplar on pages 195 to 199. Then, gather into small
groups to critique the policy using the questions listed below. Identify items or content you might add,
delete, or modify when considering a healthy work environment policy for the specific organization. After
critiquing the policy, re-convene as a larger group and share at least three key takeaways from your small
group discussion.

**Policy critique:** Using a scale from 1-4 (1 = strongly disagree, 2 = disagree, 3 = agree, 4 = strongly agree),
rate the level of agreement for the following questions. Then discuss your ratings and rationale within
your small group.

1. To what extent does the policy meet the overall objective of creating and sustaining a healthy
work environment to transform the organizational culture?

2. To what extent are the policy purpose, policy statement, and commitment to civility well defined
and clearly stated for all members of the organization?
3. To what extent are the list of shared values and statement on incivility and other workplace aggressions relevant to fostering a healthy work environment?

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4. To what extent are the examples of incivility and other workplace aggressions and the examples of desired behaviors relevant to fostering a healthy work environment?

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5. To what extent are the procedure and reporting statements clearly stated for all members of the organization?

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6. To what extent does the policy promote systemic change and long-term sustainability?

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2 Group Activity: Civility Conversation Role-Play Between Manager and Reported Employee

Assemble into small groups and identify a real or potential uncivil scenario that could occur in your workplace. Read pages 202 to 203 (“Civility Conversations for Managers and Supervisors”) to write a script based on the scenario. The script includes the role of a “manager” and the role of an “employee” who will be meeting to discuss a complaint that has been filed against the employee accusing them of a serious act of workplace aggression. Your group will identify group members to play the roles of “manager” and “employee.” After completing the script of the uncivil encounter, the actors will role-play the scenario for the larger group.

Facilitator-led debriefing questions:

1. **For actors:** What was it like to be part of this experience? What thoughts and/or feelings were evoked?

2. **For observers:** What was it like to observe the experience? What did you see? What did you hear?

3. **For all** participants and observers:
   a. How would you describe the conversation?
   b. What went well, and what would you do again?
   c. What was most effective about the conversation?
   d. What might be done differently next time?
   e. How might you apply what you have learned in your clinical practice?

Reflection

Reflect on whether your specific organization has implemented a policy to foster civility and a healthy work environment. Then answer the following questions:

1. Does a healthy work environment policy exist?
2. If so, does it include a confidential, step-by-step procedure to serve as a road map for reporting both acts of civility and incivility?

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3. Does the policy reflect a commitment to diversity, equity, and inclusion?

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4. Is the policy easily accessible and widely disseminated?

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5. If a healthy work environment policy does not exist in your organization, what steps might you take to assemble and lead a team to develop and implement a healthy work environment policy?

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Celebrating Civility: A Powerful Engine to Uplift and Transform the Profession

Learning Outcomes

- Identify methods to consolidate gains and build momentum as part of Step 8 of the PFOC.
- Describe methods to expand the civility initiative and sustain organizational transformation as part of Step 8 of the PFOC.
- Discuss the importance of celebrating civility in an organization of nursing and healthcare professionals.
- Explain the importance of hope and optimism to transform nursing and healthcare professions.
Key Concepts

After reading the chapter, test your understanding of the concepts with short answers.

1. Identify methods to consolidate gains and build momentum as part of Step 8 of the PFOC.

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2. Discuss processes to expand the civility initiative as a part of sustaining organizational transformation for a healthier, more civil work environment.

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3. What is tragic optimism, and why is it important to informing hope and optimism to transform health professions?

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4. What is toxic positivity, and why is it important to avoid during efforts to foster hope and optimism to transform health professions?

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Rationale for Implementation

After reading the chapter, test your understanding of the concepts with short answers.

1. Why is it important to celebrate civility in an organization?
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2. Why is it important to expand the civility initiative?
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Application of the Concepts

Working with a small group, complete the following exercises as directed by your facilitator(s).

1. Research & Group Activity: Celebrating Civility: A Tiered Approach

Conduct an independent internet search of ways to celebrate or reward civility in the workplace and identify at least one civility celebration or reward for three cost levels: no cost, low cost, and higher cost. Then, share your findings with a small group of other learners. Using the following prompts, evaluate ideas for celebrating civility at each cost level in a small group, and discuss strategies to integrate the celebration or reward into the work or learning environment.

1. For each cost tier (no cost, low cost, and higher cost), evaluate the pros and cons for designing and implementing the civility celebration ideas found through an internet search.

2. Select the top idea for each cost tier to share with a larger group of learners.

3. Describe the rationale for selecting each idea considering the cost tier and the main motivation for these selections.

4. Discuss the most appealing aspects about celebration ideas found at the three cost levels.

5. Discuss how you would advocate for enacting these ideas in your workplace.
2. Case Study Group Activity: Navigating and Sustaining Interest in the Civility Initiative

As directed by the facilitator, read the following scenario, and then gather in small groups to discuss it using the questions that follow as prompts.

**Scenario**

For the past year, Professor Gomez has been a major contributor for the School of Nursing’s Civility Team. As a founding member of the Civility Team, Professor Gomez has invested significant time and effort to ensure its success. The Civility Team’s progress has been substantial, with several notable accomplishments, including completing a baseline comprehensive assessment and plan for creating and sustaining a civil work environment, the development and implementation of an organizational civility policy to address uncivil behavior, and the development and implementation of a web-based confidential reporting system for tracking and addressing uncivil incidents. Professor Gomez implemented a pre-post survey to measure and document the effect of the Civility Team’s interventions and found that, overall, faculty and staff morale about promoting a civil environment has improved as correlated to the Civility Team’s efforts. Although Professor Gomez has been a strong contributing member of the Civility Team, she is concerned that her recently funded research project will require her to devote more time and effort to research and less time to Civility Team responsibilities. Professor Gomez has a strong desire for the Civility Team to succeed and for their efforts to remain a priority in the School of Nursing. When Professor Gomez communicates her need to redirect her focus to research, she discovers that another Civility Team member has similar competing demands. As the team problem-solves the situation, they realize that a process is needed to expand the civility initiative and bring new members onto the Civility Team in an ongoing manner.

1. How could Professor Gomez best communicate her needs to the Civility Team in a manner that is respectful to the team and to herself?

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2. What processes could be put in place to monitor and reward time spent on the Civility Team as part of the organization’s vision to create and sustain a healthy work environment?

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3. In addition to time, what other resources may be needed to expand the civility initiative?

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4. How might the organizational bylaws assist in bringing new members on the Civility Team?

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Reflection

Stories engage and activate emotion and connect us to one another. Telling a simple, powerful, relevant story breathes life and relevance into everyday life. When we share stories, we make meaning of and provide context for understanding our own and others’ lived experiences. For this reflection exercise, begin by rereading the quote on page 223 of the text: “We are writing history right now, and we hold the pen. We are and can be the heroes in this story!” Take 10 to 15 minutes to compose a story from your life or work experience that sheds a positive light on how navigating and overcoming challenges can lead to a positive and productive future.

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