PREVENTING and ERADICATING BULLYING

"Creating a Psychologically Healthy Workplace"

RESOURCE GUIDE

And
TALKING POINTS

for

LEADERS AND CHANGE CHAMPIONS

March 25, 2014

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INTRODUCTION

Awareness of bullying as an undesirable and harmful behavior has increased over the past few years. From grade schools to colleges, from workplaces to professional sports, stories about bullying and its debilitating and sometimes life-threatening impact have become part of everyday communications. Leading print and digital newspapers have dedicated feature articles on the subject. The Internet, through social media sites and blogs, has posted numerous comments about school and workplace bullying. In July of 2010, Parade magazine, a syndicated periodical distributed with Sunday editions of newspapers across the country, asked its readers if "workplace bullying should be illegal?" More than 90 percent of the respondents said yes. As recent as February 2014, USA Today, a major national publication, published an article entitled, "Hurt Can Go On Even After Bullying Stops." The article indicated that early intervention is key to stop bullying because the health effects can persist even after bullying stops.

While many K-12 schools have initiated policies and practices to address bullying, efforts to address workplace bullying have moved at a slower pace. David C. Yamada notes that "workplace bullying remains the most neglected form of serious worker mistreatment in American employment law. This might explain why workplaces have been slow to address this issue.

In the summer of 2013, under the leadership of Dean Soyeon Shim in the School of Human Ecology and with the support of Dean François Ortalo-Magné in the School of Business, an Ad-Hoc Committee on Bullying was formed. The start-up purpose of this group was to bring together individuals from across campus to discuss and implement activities that would increase awareness and reduce bullying behaviors on campus.

The Ad-Hoc Committee developed a strategic framework in late fall of 2013 which outlined the following goal and vision:

> **Goal:** "To protect and promote institutional excellence by eliminating destructive, personal behaviors that have serious, negative impact on the success and functionality of individuals and the organization."

> **Vision**: "To create a campus workplace future state with a civil climate and behavior free from bullying."

Additionally, five strategies were identified:

A. Increase Awareness	B. Enhance Competencies	C. Empower Individuals	D. Intervene as Empowered Bystanders
E. Develop and Ensure Leadership			

1. **Increase Awareness:** increase knowledge and understanding about bullying and determining the current state of bullying behavior on campus

2. **Enhance Competencies:** Develop and provide tools and techniques that increase the competency of individuals to respond effectively in situations where bullying occurs.

3. **Empower Individuals:** Facilitating the ability of individuals to act by helping them understand core institutional values and campus resources available to support creating and maintaining a positive climate

4. **Intervene as Empowered Bystanders:** Identify, develop, and support a cadre of individuals willing to serve as empowered bystanders and anti-bullying champions and role models.

5. **Develop and Ensure Leadership**: Engage leaders at every level to understand their role and responsibility in addressing bullying when it occurs and taking action to prevent it.

This guide is a work product of the Ad-Hoc Committee and is designed to support all five strategies of the committee.

The guide, designed to increase awareness about bullying, is divided into three sections which accomplish these objectives:

Section I:

a. Provide a working definition of bullying and examples of bullying behavior and its negative impact on the workplace,
b. Summarize some of the most recent research on bullying in K-12 educational settings, academic settings, and the American workplaces,
c. Identify leading and best practices for preventing and eradicating bullying,

Section II:

d. List talking points that help leaders and change champions with their efforts to raise awareness about workplaces bullying,
e. Provide incidents which help to engage staff in conversations about bullying

Section III:

f. Offer a range of resources that will help in the campaign to prevent and eradicate bullying. These include campus-related resources, examples of policies and standards of conduct, books, workshop and training materials on bullying, and articles and related information.

SECTION I: RESOURCE GUIDE

WORKING DEFINITION AND EXAMPLE LANGUAGE DESCRIBING BULLYING

At the request of the campus-wide ad hoc working group, the UW-Madison Office of Administrative Legal Services drafted this example language describing bullying *for the purpose of furthering discussion* on the topic. Currently, no federal or Wisconsin law defines workplace bullying. This example language was developed by (1) reviewing policies implemented by other Universities; (2) crafting narrow language to avoid chilling speech or impinging upon academic freedom; and (3) incorporating comments from the ad hoc working group. Below the example is a brief summary of factors considered when selecting the language used here (See attached for details).

Example Language for Discussion

Bullying is unwelcome behavior that a reasonable person would find hostile or intimidating and does not further the University's academic or operational interests. Bullying can be perpetrated by an individual acting alone or by a group of individuals acting together. The perpetrator of the bullying need not be more senior or a supervisor of the target of the bullying, although a power differential might make the bullying more severe. Bullying behavior may include, but is not limited to:

- Abusive language (spoken or written) directed at another in the workplace, such as derogatory remarks or epithets;

- Unwarranted physical contact;

- Exclusion or isolation of another in the workplace;

- Sabotage of another's work; or

- Abuse of authority, such as utilizing threats or retaliation instead of legitimate management techniques.

A single act normally will not constitute bullying, but an especially severe and egregious act may meet this standard.

This definition is not intended to and will not be applied in a way that would violate academic freedom or free speech. The definition will not be applied in a way that undermines appropriate efforts to manage the workplace, such as providing legitimate critiques of work performance or imposing discipline pursuant to established policies and procedures.

FACTORS TO CONSIDER WHEN EVALUATING THE EXAMPLE LANGUAGE

1. Does the example language restrict free speech or academic freedom?

   Due to the importance of academic freedom, the description of abusive language is purposefully narrow. Provocative speech about ideas is important to academic culture. Written or verbal abuse, however, impedes academic freedom by discouraging new ideas and collaboration.

2. Is the determination of whether behavior is "hostile or intimidating" judged from the subjective viewpoint of the perpetrator, the subjective viewpoint of the target, or the objective viewpoint of the "reasonable person?"

   The objective "reasonable person" viewpoint is used due to a desire to create a more uniform standard.

3. Does the example language require proof that the target of the bullying suffered harm?
   No requirement of harm is included because of a desire to deter bullying behavior that meets the defined threshold, regardless of whether the target has yet experienced emotional, physical, or professional harm.

4. Are there other types of bullying behavior apart from those listed above?
   It is impossible to define every behavior that—if sufficiently hostile or intimidating and either repeated or especially severe—could constitute bullying. An effort was made to capture the most common forms of bullying and explain that this is a non-exhaustive list.

OTHER DEFINITIONS OF BULLYING

- Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems. (stopbullying.gov)

- Bullying is behavior, usually repeated over time that intentionally hurts another individual or group, physically or emotionally. One person or a group can bully others. (Safe from Bullying, www.teachernet.gov.uk/publications)

- Bullying is "behavior that threatens, intimidates, humiliates, or isolates people at work, or undermines their reputation or job performance. It can range from subtle or unconscious slights to obvious and intentional emotional abuse, and it can be an isolated incident or systematic. (Lamont Stallworth, quoted in article by Elizabeth Farrington entitled, "Bullying on Campus: How to Identify, Prevent, Resolve It," Women in Higher Education, 19 (3), p. 8-9.)

- Workplace bullying is the repeated, health-harming mistreatment of an employee by one or more employees through acts of commission or omission manifested as verbal abuse; behaviors—physical or nonverbal—that are threatening, intimidating, or humiliating; work sabotage; interference with production; exploitation of vulnerability—physical, social, or psychological; or some combination of one or more categories. (From: **THE BULLY-FREE WORKPLACE,** Gary Namie, PhD, Ruth F. Namie, PhD, John Wiley and Sons, New Jersey, 2011)

TYPES OF BULLYING

According to stopbullying.com, there are four types of bullying:

- Verbal: Saying or writing mean-spirited things

- Social: Sometimes referred to as relational bullying, involves hurting someone's reputation or relationship.

- Physical: Hurting a person's body or possessions

- Cyberbullying: Using email, social network sites, cell phones, webcams, text messages, internet sites, etc. to send mean messages spread rumors, and post embarrassing pictures or videos and fake websites or profiles

EXAMPLES OF POTENTIAL BULLYING BEHAVIOR AND THEIR IMPACT

Behaviors	Impact
- Assigning demeaning work as a way to "get back" at someone - Blame without factual justification - Being treated differently (negatively) than the rest of the work group - Being sworn at, being shouted at, or being humiliated - Being the target of unwanted practical jokes - Exclusion or isolation from work-related activities - Making insulting or derogatory remarks, gestures, or actions - Misuse of power or authority - Mobbing and/or swarming - Spreading malicious rumors, gossip, or innuendo - Targeted an individual through persistent, unwarranted criticism - Withholding information needed for work	- Undermining - Humiliating - Offending - Embarrassing - Intimidating - Threatening - Frightening - De-motivating - Demoralizing CAN CAUSE: - Depression - Anxiety - Emotional and Physical Distress - Low Morale - Inability to Perform Work Tasks - Absenteeism - Loss of Productivity - Turnover

Above chart adapted from "Maintaining of a Bully-Free Workplace—Sample Policy," Ministry of Community and Social Services and Ministry of Children and Youth Services

RESEARCH RESULTS RELATED TO BULLYING: ELEMENTARY AND SECONDARY EDUCATION

- Bullying is pervasive in all grades and all schools nationwide. It is observed across gender, race, ethnicity, and socioeconomic status. While the percentage of students involved in bullying varies according to the definition used, one nationally representative survey found that approximately 28% of students ages 12 to 18 reported being bullied at school during the school year.

- Bullied students experience higher rates of anxiety, depression, physical health problems, and social adjustment problems. These problems can persist into adulthood.

- Bullying students become less engaged in school, and their grades and test scores decline.

- In high school where bullying and teasing are prevalent, the student body is less involved in school activities, performs lower on standardized tests, and has lower graduate rates.

- Students who engage in bullying are at an elevated risk for poor school adjustment and delinquency. They are at an increased risk for higher rates of criminal behavior social maladjustment in adulthood.

- Victimization and harassment experiences are related to poorer social and emotional development, including depressive symptoms, greater difficulty making friends, poor relationships with classmates, peer rejection, negative self-appraisals, substance use, loneliness, below-average grades, and truancy.

- A growing body of literature documenting racial differences in bullying, victimization, and harassment point to an urgent need to better understands the experiences of African American youth.

- A large percentage of bullying among students involves the use of homophobic teasing and slurs.

- Cyberbullying has become more prevalent and raises concern because of its potential for widespread dissemination and intensified humiliation of targeted students. Cyber-bullied students experience negative outcomes similar to those experienced by their traditional counterparts, including depression, poor academic performance, and problem behavior. Cyber-victimization is also linked to suicidal ideation, and students with these thoughts are more likely to attempt suicide.

(Note: the above information was taken from the document, Prevention of Bullying in Schools, Colleges, and Universities: Research and Recommendations, American Educational Research Association, Washington, DC. 2013.)

RESEARCH RESULTS RELATED TO BULLYING: COLLEGES AND UNIVERSITIES

- In Brief 8 of the American Educational Research Association Report entitled "Bullying and Harassment on College Campuses: Misunderstood and Underaddressed," it was noted that "Bullying in higher education is different from that in K-12 educational settings and other organizations. Diverse employee contracts (part-and full-time, professional, administrative) alongside tuition-paying students result in unique power dynamics, which lead to complexity regarding who is defined as victim or perpetrator. Colleges and universities also have unique structural aspects, such as tenure and governance, that play a role in how bullying occurs." In this brief, summaries of studies related to university employees and their experience with bullying reveal:

    - ✓ The rates of bullying among faculty and staff range from 32% to 52% in the United States and Canada.

    - ✓ Among university employees, the victim-to-perpetrator relationship is strongly influenced by organizational structure. Faculty members are more likely to be bullied by other faculty, and academic managers are likely to be bullied by frontline staff.

    - ✓ The duration of bullying among faculty and staff typically is three to more than five years.

- In a pamphlet entitled, "Bullying on College Campuses: Information for Educators and Parents," published by the Alberti Center for Bullying Abuse Prevention, University of Buffalo, the State University of New York, the following was noted:

    - ✓ Eighteen and a half percent (18.5%) of college undergraduates reported having been bullied once or twice and 22% reported being the victim of Cyberbullying.

    - ✓ Thirty eight percent (38%) of students knew someone who had been cyber-bullied, while almost 9% admitted to bullying someone else on the internet.

- Sixty two percent (62%) of higher ed employees reported witnessing or experiencing bullying in the past 18 months according to Kristen Domonell in an article entitled, "Higher Ed Workers Bullied More Than General Workforce," in University Business, Feb. 2013. According to the article, the data were gathered in February and March of 2012 and was discussed in the book, BULLY IN THE IVORY TOWER by Leah P. Hollis, EdD.

- In an article entitled, "College Bullying on Campus: A Ticking Time Bomb," author Latricia Wilson writes, "Many people assume that an individual is no longer a potential target of bullying once they have entered the adult phase of their lives. Individuals holding these false assumptions and especially parents of young adults need to know that that the evil spirit of bullying does travel to college campuses."

- An RA Magazine article entitled "Bully Behaviors Brought to College," a study conducted by Indiana State University professors revealed that 15% of college students admitted being bullied and 22% reported being cyber bullied. The article mentions that colleges generally draw a bigger, more diverse body of students than most high schools and that bullying at this level takes on a different, more passive aggressive form than seen in high school.

- Hazing as a form of collegiate bullying was also mentioned in this article. In a nationally televised press conference regarding the hazing death of Florida A&M University drum major Robert Champion, Florida State Attorney Lawson Lamar explained, "hazing is bullying with a tradition…the kind of extracurricular activity that happens too often and is acceptable in too many circles." According to "Hazing in View: Students at Risk," conducted by Elizabeth Allan, Ph.D and Mary Madden, Ph.D, from the University of Maine, 2 out of every 5 college students say they are aware of hazing activities taking place on campus on their campus. Fifty-five percent of college students involved in clubs, team, and organizations admit to experiencing hazing in some form.

- In her article, "Bullying on Campus: How to Identify, Prevent, Resolve It" in Women in Higher Education, 19(3), p. 8-9, Elizabeth Farrington shares a quote by Henry Kissinger, 'University politics are vicious precisely because the stakes are so small. University politics make me long for the simplicity of the Middle East.' Farrington shares a comment from Lamont Stallworth: 'what makes higher education so ripe for bullying? It starts with the egos. Higher education hires on expertise, so people think they are experts on everything. The game of academe is proving how smart you are. Academe is also a very solitary profession, creating an 'every person for themselves' culture. And there's a climate of tolerance: academe tolerates a lot of things others wouldn't."

Brief 8 of the American Educational Research Association Report entitled "Bullying and Harassment on College Campuses: Misunderstood and Underaddressed," concluded that the following issues complicate the understanding of bullying and harassment in higher education which account for neglect of bullying in higher education:

- ✓ Structurally and culturally separate units across college campuses use different terms (incivility, harassment, hazing, bullying, etc.) definitions, and techniques to address bullying.

- ✓ Human resource departments and ombudsman may use mediators to address bullying among faculty and staff, while judicial review committees apply specific sanctions for students who bully or harass their peers. Fraternities and sororities also have separate anti-hazing policies and various accountability mechanisms that are external to universities. Coordination across these internal and external units is limited.

- ✓ Colleges and universities have limited legal standing to address bullying that does not involve a legally protected category or documented threats of violence.

- ✓ There is the absence of systematic research on bullying in higher education.

RESEARCH RESULTS RELATED TO BULLYING: THE AMERICAN WORKPLACE

In 2010, the Workplace Bullying Institute commissioned Zogby International to conduct a survey of a representative sample of all adult Americans concerning workplace bullying in the United States. The number of individuals who responded to the survey was 4,210. The margin of error was +/- 1.5 percentage points

Key Findings:

- Thirty-five percent (35%) of works have experienced bullying firsthand.
- Fifteen percent (15%) have witnessed bullying behavior of others.
- Sixty-two percent (62%) of bullies are men; 58% of targets are women.
- Women bullies target women in 80% of cases.
- Bullying is 4 times more prevalent than illegal harassment.
- The majority (68%) of bullying is same gender harassment.

In a 2003 study by the Workplace Bullying Institute, the top 15 tactics used by bullies were identified. These were (in order of percentage from high to low):

1. *Falsely accused someone of "errors" not actually made (71%)*
2. *Stared, glared, was nonverbally intimidating and was clearly showing hostility (68%)*
3. *Discounted the person's thoughts or feelings ("oh, that's silly") in meetings (64%)*
4. *Used the "silent treatment" to "ice out" & separate from others (64%)*
5. *Exhibited presumably uncontrollable mood swings in front of the group (61%)*
6. *Made up own rules on the fly that even she/he did not follow (61%)*
7. *Disregarded satisfactory or exemplary quality of completed work despite evidence (58%)*
8. *Harshly and constantly criticized having a different 'standard' for the target (57%)*
9. *Started, or failed to stop, destructive rumors or gossip about the person (56%)*
10. *Encouraged people to turn against the person being tormented (55%)*
11. *Singled out and isolated one person from co-workers, either socially or physically (54%)*
12. *Publicly displayed "gross," undignified, but not illegal, behavior (53%)*
13. *Yelled, screamed, threw tantrums in front of others to humiliate a person (53%)*
14. *Stole credit for work done by others (47%)*
15. *Abused the evaluation process by lying about the person's performance (46%)*

LEADING AND BEST PRACTICES TO PREVENT AND ADDRESS BULLYING

(Several of these ideas come from the website, stopbullying.gov. Text, documents, and images on the Stopbullying.gov website are in the public domain and may be copied and distributed.)

- Focus on the social climate—bullying prevention requires changes in social climate. Changes in attitudes, norms, and behaviors take time and commitment. Creating a safe and caring place involves a comprehensive effort on the part of everyone.

- Develop a statement of commitment to eliminate bullying and follow-through with actions to support this commitment.

- Ensure that there is an institutional definition of bullying and communicate this definition to staff.

- Set and communicate policies and rules related to bullying and establish clear reporting procedures when these policies are violated. Identify individuals/groups that are accountable as reporting agents.

- Clarify the duties and accountabilities of formal managers and leaders.

- Conduct organization-wide bullying assessments to determine the extent of the issue in specific units and departments. Information about who is being bullied, groups being targeted, where it is occurring, how staff members are responding, and how climate helps or hinders with bullying prevention are good questions to explore.

- Share information about bullying to help raise awareness and create interest in addressing the issues. Talk about it.

- Seek out support for bullying-prevention: early and enthusiastic support is critical from leaders. Commitment from a majority of staff is also important.

- Coordinate and integrate prevention efforts. Continue efforts over time and renew community interests—bullying prevention should have no "end date."

- Provide training in bullying prevention and response. Help individuals to understand how they can "bully-proof themselves," deal with bullies, and act as an empowered bystander. A key concept should be helping learners to understand that colluding with bullying is only reinforcing the bullying behavior.

- Clarify the role of ombudsperson. Typically, the ombudsperson is not a "place of notice," so everything is off the record. Telling the ombudsperson is not telling the organization. But if someone wants to go that route, make sure staff is informed about this resource.

- Monitor the impact of anti-bullying efforts and revise those that are not working.

WHAT NOT TO DO: MISDIRECTION IN BULLYING PREVENTION AND RESPONSE

ZERO TOLERANCE POLICES

- While bullying behavior is not tolerated, a zero tolerance policy is not effective because the strategy is not realistic. It fails to recognize that bullying behavior is not a permanent characteristic of the person doing the bullying.   Because it is a behavior, it can be replaced with more positive, pro-social behavior. Additionally, given the number of people who might exhibit bullying behavior in an organization, it is not realistic to suspend or expel such a large percent of the organization.

CONFLICT RESOLUTION AND PEER MEDIATION STRATEGIES

- Bullying is a form of peer abuse—not conflict between peers of equal power and control. Such strategies incorrectly expect the person who has been bullied to solve her or his own abuse. These strategies may further victimize the person who has been bullied and inadvertently given the person the message that he or she did something to provoke the bullying behavior and is partly to blame.

SIMPLE SHORT-TERM SOLUTIONS

- Bullying is a long-term, often repeated problem. It takes time and support to practice and master the skills for intervening in bullying behavior. Bullying is primarily a relationship problem and long-term strategies are needed to create a safe climate through building supportive and caring relationships.

THE NAMIE BLUEPRINT TO PREVENT AND CORRECT WORKPLACE BULLYING
(from **The Bully Free Workplace** by Gary Namie, PhD and Ruth F. Namie, PhD)

Step One: Assess

it is important to quantitatively and qualitatively measure the current state of bullying in your organization. How bad is it? What is the common understanding?

Step 2: Create a Policy to Prevent Bullying

Creating policies related to bullying prevention signals to the organization that misconduct previously tolerated or rewarded will no more be.

Step 3: Develop Informal Solutions

If formal complaints and investigations are the only options for bullied targets, trust in the new system will be low.

Step 4: Formal Enforcement Procedures to Correct Bullying

If enforcement procedures for bullying are the same as those for antidiscrimination policies, there will be a high level of distrust among employees.

Step 5: Provide Restorative Justice for everyone involved.

Restorative justice depends on identifying who has been harmed, the nature of the harm suffered, how best to repair the harm, and a solution that makes the target whole again.

Step 6: Deal with Confirmed Violators

Just as bullied individuals and affected witnesses need help so do offenders. There's a hole in their soul somewhere. These deserve to explore their humanity again.

Step 7: Get the Word Out

Do not invest time and resources without ensuring that every employee knows what it is and how to access related services. Do not let this become a binder-buried initiative.

Step 8: Optimize Accountability

True culture change requires the indoctrination of the anti-bullying spirit into every aspect of workplace life—hiring, onboarding performance management, training, etc.

AVOIDING TRIPS AND TRAPS IN THE FUTURE

Once a policy is in place, an organization cannot afford to relax. Bullying is likely to continue and the bullies are often the ones most personally offended with the new policy.

Key Actions:

1. Train Interveners and Encourage Altruism—Bullied individuals lament that neither witnesses nor coworkers do anything to stop the incidents of humiliation and intimidation. To sustain anti-bullying progress, someone or some group will have to step up to intervene.

2. Don't Allow Anti-bullying to Become "Fad of the Month"

    Employers commonly commit to large projects and spread them far and wide across divisions until the entire organization is blanketed. Despite the wide distribution, the commitment is paper-thin. There is no credible enforcement in some places. No teams have been trained. Authoritarian managers cling to old ways for fear of losing control. Plant deep roots in every corner of your organization. Make it stick!

HISTORY OF WORKPLACE BULLYING

(Adapted from The Bully Free Workplace by Gary Namie, PhD, and Ruth F. Namie, PhD)

Heinz Leymann, a Sweden-based German medical scientist, founded the international bullying movement in 1990, for which he adopted mobbing as the name.

In 1992, British BBC radio reported Andrea Adams, incensed by the abusive treatment of bank workers, became the national spokeswoman for the cause she named "workplace bullying" in her book BULLYING AT WORK.

Although the United Kingdom does not yet have an omnibus law to address workplace bullying, it does have a 1997-2001 anti-harassment law designed to combat stalking. This criminal law is separate from other statutory laws protecting certain groups from discriminatory mistreatment.

In its 2002 social modernization law, mobbing was defined as "the perverse implementation of power…a means of subjugation and persecution of the other, questioning his fundamental rights as the respect which due him or her."

Germans benefitted from a new constitution in the aftermath of World War II—a document that contains the "fundamental rights of persons" wherein bullying is treated as a constitutional violation.

Ireland enacted a code of practice on the prevention and resolution of workplace bullying that was incorporated into the nation's Safety, Health and Welfare at Work Act in 2005.

Australia has several state laws addressing bullying. South Australia's Occupational Safety and Health Code of 2005 goes as far as penalizing employers who ignore bullying.

The first North American law is the Canadian province of Quebec's Labour Standard (Sec.81.18) that became effective in June 2004. For legislative purposes, bullying is referred to as "psychological harassment at work" with the following definition: "vexatious behavior that manifests itself in the form of conduct, verbal comments, actions or gestures characterized by the following criteria:

- Repetitive, hostile or unwanted
- Affecting the person's dignity or psychological integrity
- Resulting in a harmful work environment

Since May 2008, Canadian federal employees have been protected against bullying under revised provision of the national Occupational Health and Safety Regulations. Part XX states, "'work place violence constitutes any action, conduct, threat or gesture of a person towards an employee in the work place including, but not limited to bullying teasing, and abusive and

other aggressive behavior, that can be reasonably expected to cause harm, injury or illness in that employee."

In addition to Quebec, three other provinces—Saskatchewan, Ontario, and Manitoba—have enacted health and safety regulatory changes that address workplace bullying as potential health hazards.

In 2010, David C. Yamada developed the Healthy Workplace Bill as a template for effecting workplace law. Supported by the Workplace Bullying Institute, this draft legislation was informed by four public policy goals:
- prevention;
- self-help;
- relief, compensation, and restoration;
- punishment

It provides a private cause of action for damages and injunctive relief to targets of severe workplace bullying and creates legal incentives for employers to act preventively and responsibly toward these behaviors.

As of April 2011, the Healthy Workplace Bill had been introduced in 21 state legislatures. As of 2011, no states in the United States have a law or a provision in an occupational safety and health code that deals with workplace bullying. It is likely only a matter of time before U.S. employers will be compelled to prevent and correct bullying.

SECTION II: TALKING POINTS

PRESENTATION SLIDES

The following slides provide basic information about bullying. They are designed to help leaders and change champions communicate with campus groups. Slides can be adapted to the unique needs of the group.

Slide 1

PREVENTING AND ERADICATING
WORKPLACE BULLYING

Toward Civility and a Healthy Workplace

Slide 2

LONG-TERM GOAL AND VISION

GOAL:

To protect and promote institutional excellence by eliminating destructive, personal behaviors that have serious, negative impact on the success and functionality of individuals and the organization

VISION:

To create a campus workplace that is civil in climate and free of bullying behavior

OUTLINE

- ❑ **Definition and Overview**
- ❑ **Why Bullying**
- ❑ **Bullying in the Academic Workplace**
- ❑ **Campus-Wide Efforts on Bullying**
- ❑ **Table Discussions**
- ❑ **Next Steps**

Slide 4

WHAT IS WORKPLACE BULLYING?

UW-Madison working definition:

"Unwelcome behavior that a reasonable person would find hostile or intimidating and does not further the University's academic or operational interests"

Slide 5

WHAT IS WORKPLACE BULLYING?

Bullying behavior may include, but is not limited to:
- **Abusive language (spoken or written) directed at another**
- **Unwarranted physical contact**
- **Exclusion or isolation of another in the workplace**
- **Sabotage of another's work**
- **Abuse of authority, such as using threats or retaliation instead of legitimate management techniques**

Slide 6

WHAT IS WORKPLACE BULLYING?

Aggressive/abusive behavior
- **NOT based on legally protected status (e.g., race, gender, and/or religion)**

Common themes include:
- **Bully's intent to make life difficult for the target**
- **Imbalance of power**
- **Psychological and/or physical harm to the target**
- **Repeated bullying conduct**
- **Harm to the organization overall**

WHAT IS WORKPLACE BULLYING?

Other Examples of Potential Bullying Behavior:
- **Assigning demeaning work**
- **Blame without justification**
- **Swearing, shouting**
- **Insulting and derogatory remarks, gestures and actions**
- **Spreading malicious rumors, gossip, or innuendo**
- **Withholding information needed for work**

Slide 8

IN PRACTICE, BULLYING

- **May be overt**
  physical, verbal, or written actions, including the use of condescending, humiliating, or mocking language or gestures

- **Or can be covert**
  "excluding behavior" such as ignoring, dismissing, or spreading rumors about a person.

- **It can be a combination of overt and covert behaviors**
  for example, the threat of adult tantrum behavior or other emotionally coercive behavior.

IN PRACTICE, BULLYING

CAN BE…
- **reciprocal.**
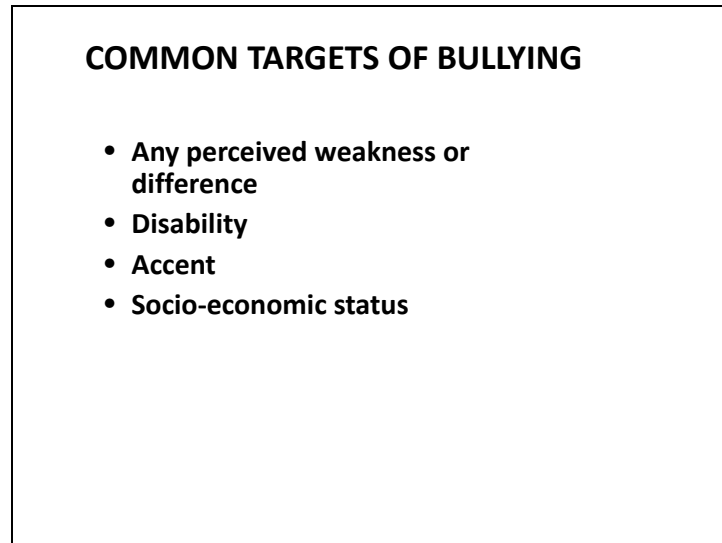- **part of <u>unequal or equal</u> power relationships.**
- **based on discrimination or harassment**
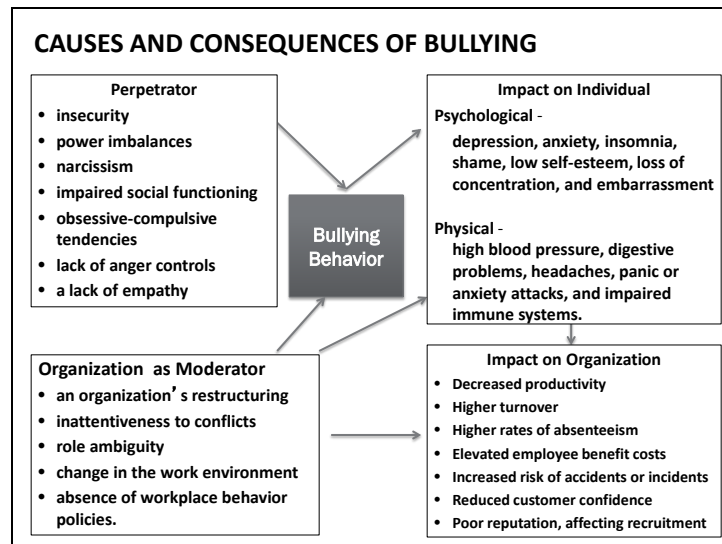 which are more specific, legal terms.

IN SUMMARY, BULLYING:

- **Intends to harm or dominate.**
- **Is repeated over time against the same individual or group.**
- **Is perceived as harmful (hostile or offensive) by the recipient.**
- **Creates an intimidating or threatening environment.**

COMMON TARGETS OF BULLYING

- **Any perceived weakness or difference**
- **Disability**
- **Accent**
- **Socio-economic status**

Slide 12

CAUSES AND CONSEQUENCES OF BULLYING

Perpetrator
- insecurity
- power imbalances
- narcissism
- impaired social functioning
- obsessive-compulsive tendencies
- lack of anger controls
- a lack of empathy

Bullying Behavior

Impact on Individual

Psychological -
depression, anxiety, insomnia, shame, low self-esteem, loss of concentration, and embarrassment

Physical -
high blood pressure, digestive problems, headaches, panic or anxiety attacks, and impaired immune systems.

Organization as Moderator
- an organization's restructuring
- inattentiveness to conflicts
- role ambiguity
- change in the work environment
- absence of workplace behavior policies.

Impact on Organization
- Decreased productivity
- Higher turnover
- Higher rates of absenteeism
- Elevated employee benefit costs
- Increased risk of accidents or incidents
- Reduced customer confidence
- Poor reputation, affecting recruitment
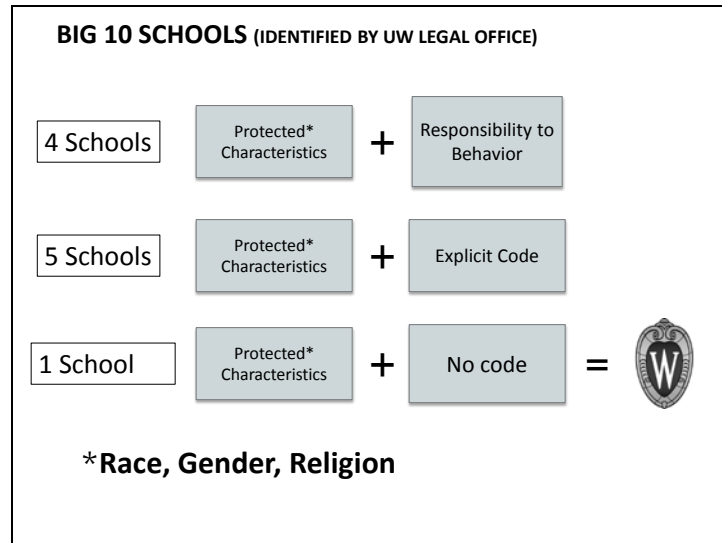
WHY? - BULLYING IN ACADEMIA

- **Can be disguised by the <u>culture of autonomy</u> (i.e., faculty governance) and academic freedom**
- **Decentralized (less hierarchical) nature of institutions can deter the reporting of bullying behavior**
- **Institutions may protect faculty "superstars" who bully colleagues & staff**

Slide 14

INCIDENCE OF BULLYING IN THE ACADEMIC WORKPLACE

- **Bullied: 20-30% of university employees.**
- **Witnessed bullying: 20-40%.**
- **For frontline staff, bullies = supervisors, then peers.**
- **For academic staff and faculty, bullies = peers, then administrators.**
- **20% of bullying persisted for more than 5 years.**

Slide 15

BIG 10 SCHOOLS (IDENTIFIED BY UW LEGAL OFFICE)

4 Schools	Protected* Characteristics	+	Responsibility to Behavior	
5 Schools	Protected* Characteristics	+	Explicit Code	
1 School	Protected* Characteristics	+	No code	=

***Race, Gender, Religion**

Slide 16

KEYS TO REDUCING WORKPLACE BULLYING :

- Deliberate and ongoing focus on organization climate
- Clear definition of bullying and a statement of commitment to eliminate it
- Formal policies and procedures on bully prevention that are consistently communicated to all staff
- Competency building for all staff
- Emphasizing bystander behavior as a key element of addressing bullying
- Coordinating and integrating initiatives designed to create a positive and healthy work climate

CURRENT CAMPUS EFFORTS

- **Ad-Hoc Committee on Bullying leading discussions and encouraging activities and events designed to raise awareness**
- **Development of resource guide for leaders and change champions**
- **Reviewing policies and practices**
- **Education and support for staff**
- **Development of informal champions to model and provide support**

Slide 18

Q. Does this mean we cannot **speak difficult truths or make hard arguments** with each other?

Slide 19

A: NO

- **We can disagree without being disagreeable w**ithout being rude or humiliating, dismissive or sarcastic

- **In the most productive relationships in science and the arts,** great minds have grown closer in mutual respect through the quality of their disagreements.

Slide 20

TABLE DISCUSSION

SAMPLE INCIDENTS

SAMPLE INCIDENTS – TABLE DISCUSSION

In small groups, indicate if the incident is a clear example of bullying behavior. Be prepared to share the rationale for your answer. If you are uncertain, indicate what information would help you decide one way or the other.

Slide 22

NEXT STEPS

CONVERSATIONS ABOUT BULLYING

This activity is designed to engage audiences in a conversation about bullying. Worksheets with several incidents listed are provided. There is one with faculty incidents, one with staff incidents, and one with student incidents.

Distribute the sheets to the appropriate group members, along with the instruction sheet entitled, "Conversations About Bullying: An Activity. Working in groups of 3-4, have group members to determine if bullying has occurred for each of the incidents.

CONVERSATIONS ABOUT BULLYING: AN ACTIVITY

The following activity is a way of raising awareness about bullying by engaging individuals in conversations and interactions. It **is not** designed to teach skills for intervening in situations where bullying has occurred.

- The activity is done in a small group of 3-4 people. For large groups, feel free to break them into subgroups of 3-4.

- Determine the appropriate incidents to your group. There are incidents for staff, students, and faculty.

- Distribute each group a set of the incidents. Ask them to read them, discuss for 5 minutes, and indicate:

    a. Is this a clear example of bullying behavior? If so, why?

    b. If it is not, why?

    c. If uncertain, indicate what information would help you decide if it is bullying or not.

FACULTY INCIDENTS

For each incident below, indicate whether you believe this is a clear example of bullying behavior. Be prepared to share the rationale for your answer. If you are uncertain, indicate what information would help you decide one way or the other.

a. Professor Smith is a star scholar in the department and influences important decisions such as tenure votes. On a regular basis, he visits the offices of untenured assistant professors to tell them how much he hopes they will vote in a certain way in the next faculty meeting. The assistant professors don't like being pressured, but are afraid to cross Professor Smith.

b. In department faculty meetings, when Professor Jones makes a suggestion, Professor Rice leans back and rolls her eyes. Sometimes she utters a muffled laugh or snort under her breath. Other faculty members seldom support Professor Jones' ideas.

c. Professor Snow heads a large research team. He has been giving work to his newest post-doc that is unrelated to his program of work. When the post-doc complained, Professor Snow reminded her that her position will be reviewed in the Spring. The post-doc is afraid to complain to anyone else.

d. When Professor Allen doesn't get her way, she often creates an emotional scene, accuse others of dishonorable intentions, or give people the silent treatment for a few weeks. To avoid these unpleasant occurrences, other faculty members try to avoid arguing against her in faculty meetings, and sometimes just let her have her way.

e. Whenever a report by Professor Coolidge is reviewed by the department, Professor Sharp reads it carefully and brings a detailed and masterful critique to the meeting. No matter how long the list of criticisms, Professor Sharp never finds anything in the document to commend. Other professors follow the lead of Professor Sharp, demonstrating that they also are rigorous and hard-nosed scholars, by finding as many additional faults with Professor Coolidge's work as possible during the meeting, and neglecting to appear soft by mention of any strengths of Professor Coolidge's report.

STAFF INCIDENTS

For each incident below, indicate whether you believe this is a clear example of bullying behavior. Be prepared to share the rationale for your answer. If you are uncertain, indicate what information would help you decide one way or the other.

a. When Sharon is upset with her supervisor's management of the unit, she sends an email to the supervisor and cc's every other member of the unit, explaining in detail what the supervisor has done wrong, and sometimes implying devious or unfair motives by the supervisor. This happens about once per month.

b. When staff members are talking together and Burt shares an idea, Candice frequently leans back and rolls her eyes. Sometimes she utters a muffled laugh or snort under her breath. Other staff members seldom support Burt's ideas.

c. In unit meetings, Michael the supervisor frequently treats Dan, a direct report, in a dismissive way, for example by making joking comments him, or ridiculing an idea he offers.

d. If Brad, an individual contributor, doesn't get his way, he might create an emotional scene, raising his voice and leaving the meeting or sometimes giving people the silent treatment for a month. To avoid these unpleasant occurrences, other members of the team try to avoid arguing against him in staff meetings, and sometimes just let him have his way.

e. Sally, an individual contributor, feels like her supervisor Wanda wants to get rid of her, although Wanda hasn't said this in person or documented work problems in written performance reviews. Wanda does seem to be grumpy and displeased with Sally, and has even criticized Sally's work to other staff in the unit.   Sally has begun to feel singled out and ostracized.

STUDENTS INCIDENTS

For each incident below, indicate whether you believe this is a clear example of bullying behavior. Be prepared to share the rationale for your answer. If you are uncertain, indicate what information would help you decide one way or the other.

a. Joan, a student in your classroom, is usually friendly and engaged in discussions. Lately, she has started sitting in the back of the room and no longer gets involved. One day, you observe that as she is leaving class, two other students walking out of class right behind her are whispering to each other and giggling.

b. Your class will be brainstorming a list of topics for a class project. As Sam gives his ideas, Ben yells, "That's a dumb idea!" Later in a small group class discussion, Ben is making similar comments Sam. Ben has made similar comments to others in class.

c. During most of the semester, Carl was part of what seemed to be a pretty tight group of students who sat together in class and who always volunteered to work as a team on class projects. For the last few weeks, when Carl sat with the group, members would ignore him, acting as if he was not there. Carl is sitting on the other side of the room away from the group today.   Normally a talkative person, you notice that he is quiet and withdrawn.

d. Lena is a very bright student who has done well in your class the first half of the year. She has not been in class for a couple of weeks. You have a good relationship with her and saw her later in the mall. You mentioned that you had not seen her in class and she explodes in anger and mentioned that she was going to leave this stupid school. You asked her why and she said that people had been sending anonymous notes calling her fat and a "cowgirl."

SECTION III: RESOURCES

RESOURCES

CAMPUS ORGANIZATIONS

Organization	Help Available
Academic Personnel and Classified Human Resources Local Human Resource Representatives	
Employee Assistance (for individual assistance, counseling, and problem solving)	
Office for Equity and Diversity (for reporting, problem solving, individual assistance)	
Office of Human Resource Development (for competency development)	
Office of Quality Improvement (OQI)	Assistance with strategic culture change that supports enhancing organizational climate and creating inclusive and welcoming environments

EXAMPLES OF POLICIES AND STANDARDS OF CONDUCT

- Oregon State University Bullying Policy

- Bullying Prevention and Response—Standards of Conduct

WORKSHOP AND TRAINING MATERIALS

- Understanding and Intervening in Bullying Behavior, Module 1, Creating a Safe and Respectful Environment in Our Nation's Classrooms, Safe and Supportive Schools Technical Assistance Center

- Bullying Prevention and Response Base Training Module by stopbullying.gov

- Community Action Toolkit, stopbullying.gov

- Safe From Bullying in Further Education Colleges, Department for Innovation, Universities and Skills, DCSF Publications, Annesley Nottingham

BOOKS

Bully in the Ivory Tower by Lean P. Hollis, EdD, Berkly Books, Lexington, Kentucky, 2012.

The Bully at Work by Gary Namie, PhD and Ruth Namie, PhD, Sourcebooks, Inc., Naperville, Il 2000.

The Bully-Free Workplace by Gary Namie, PhD and Ruth F. Namie, PhD, John Wiley & Sons, Hoboken, New Jersey, 2011.

You Can't Talk To Me That Way by Arthur H. Bell, PhD, Career Press, Franklin Lakes, New Jersey, 2005

Workplace Bullying: Symptoms and Solutions, edited by Noreen Tehrani, Routledge, Sussex, England, 2102.

ARTICLES AND RELATED INFORMATION

- Bullies in the Workplace: A Focus on "the Abusive Disprespect" of Employees by Teresa A. Daniel, A White Paper from the Society for Human Resource Management

- Faculty Experience with Bullying in Higher Education: Causes, Consequences, and Management by Loraleigh Keashly, Wayne State University and Joel H. Neuman, State university of New York at New Paltz

- Preventing bullying in the Academic Workplace by Rob Kelly in Academic Leadership

- Bullying on Campus: How to Identify, Prevent, Resolve It by Elizabeth L. Farrington, Women in Higher Education 19 (3). P. 8-9.

- Bully Behaviors Brought to College by RA Magazine

- Bullying: Alive and Well at Penn State and Other College Campuses by Patty Kleban

- Bullying on College Campuses: Information for Educators and Parents, Alberti Center or Bulling Abuse Prevention, University at Buffalo, The State University of New York

- Higher Ed Workers Bullied More Than General Workforce by Kristen Domonnel, University Business, Feb. 2013

- Mean Girls: Understanding the Effects of Bulling on the College Campus by Michelle D. Sujkahttp://studentaffairsfeature.com/mean-girls-understanding the effects

- Anti-bullying Policies in Higher Ed by Clara Wajngurt, Ph.D, Not In Our Town (http://www.niot.org)

- College Bullying on Campus: A Ticking Time Bomb by Latricia Wilson, overcomingBullying.org

- Prevention of Bullying in Schools, Colleges, and Universities, Research Report and Recommendations, American Educational Research Association