# IS IT BULLYING?

Awareness, Understanding & Strategies in Dealing with Abrasive Behaviors in the Workplace

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# OBJECTIVES

Assist department chairs in setting the climate, identifying and addressing concerns that arise, managing follow-up, and being aware of relevant campus policies and resources.
(APM 245, Appendix A)

Increase awareness and understanding about bullying and other forms of abrasive behavior in the workplace

Learn skills for responding to abrasive behaviors in the workplace as a chair and as a colleague

# AGENDA FOR TODAY

Setting the Context

Understanding Bullying:  What Is It?

Tools and Application

Understanding Policy and Law

Understanding the Components of a Healthy, Inclusive and Supportive Work Environment

Closing Considerations: Tips & Resources

# SETTING THE CONTEXT

# WHY ARE WE HERE:
# UCD CAMPUS CLIMATE SURVEY (2013)

- 24% of respondents have witnessed or directly experienced exclusionary/harassing/bullying behavior, and a high number of these incidents occurred when a power differential existed between perpetrator and victim

- *"Within the past year, have you personally experienced any exclusionary (e.g. shunned, ignored), intimidating, offensive and/or hostile conduct (bullied, harassing) at UCD Davis/UCDHS?"*

  - 48.2% felt isolated or left out, 46. 2% felt deliberately ignored or excluded and 43% felt intimidated and bullied.

  - 39% said this conduct occurred while working at UC Davis/UCDHS job or in a public space at UC Davis/UCDHS. 24% said the incidents occurred in a meeting with a group of people, and 21% indicated the incidents happened in UC Davis/UCDHS offices.

  - 30% identified co-workers, 23% identified students, 19% identified supervisors, and 17% identified staff or faculty members as the sources of the conduct.

# LOCAL CONTEXT: THE ACTOR AND THE TARGET

A higher percentage of staff respondents reported experiencing exclusionary, intimidating, offensive, and/or hostile conduct, compared to faculty or students.

Students were the greatest source of exclusionary conduct for Undergraduate Students (student to student)

Faculty respondents experienced such conduct from other faculty (faculty to faculty)

Graduate/Professional Students offered that other students and faculty were their greatest source of exclusionary conduct (grad students by both faculty and students)

Staff respondents identified supervisors and other staff members as their greatest source of exclusionary conduct (supervisor to subordinate, peer to peer)

Post-Docs felt faculty members were their greatest source of exclusionary conduct (mentor/mentee)

Among all groups, a higher percentage of racial minorities reported experiencing exclusionary conduct, compared to non-minorities.

Source:  *UC Davis Campus Climate Survey Report* (2013)

# NATIONAL CONTEXT: WHO IS BULLYING WHOM?

- Bullying affects half (49%) of American adults or 71.5 million workers in the US
  - Bullied individuals often fail to complain
    - Only 3% of bullied targets file lawsuits; 40% never complain
    - In a majority (77%) of instances of bullying, targets rather than perpetrators give up their jobs.
  - 27% of Americans have suffered abusive conduct at work
  - 72% of Americans are aware that workplace bullying happens
    - 21% of Americans have witnessed bullying at work

- 55% of those bullied are rank-and-file as opposed to managers

- 56% of bullies are in a supervisor role
  - 72% of bullies are *some form* of supervisor

- 69% of bullies are male

- 60 % of bullied targets are female

- Women bullies choose women targets 68% of the time

# TRENDS IN THE HIGHER EDUCATION SETTING

Behaviors most frequently cited in academia involve threats to professional status as well as isolating and obstructional behavior. These negative behaviors seem to be linked "to the critical importance placed in academia on one's accomplishments, intellectual rigor, and reputation."

Respondents reported being ordered to do work below their level of competence, being exposed to an unmanageable workload, and having their opinions and views ignored.

Employees who spent less than 1 year and more than 20 years in their present job more often reported bullying.

The majority of bullying cases were perpetrated by a single person, rather than by two or more persons.

Faculty members were almost twice as likely as staff to report being the victims of "mobbing" by three or more actors.

Men are more likely to be identified as perpetrators than women. This has been explained by the fact that men typically hold more powerful positions in organizations than women.

71% of students face workplace bullying in higher education, a far higher rate than for staff or faculty

Sources: Zabrodska, K. & Kveton, P. (2012). Prevalence and Forms of Workplace Bullying Among University Employees. *Employ Response Rights Journal* (2013); Keashly, L. & Neuman, J. (2010). Faculty Experience with Bullying in Higher Education. *Administrative Theory & Praxis* (March 2010); Hollis, L. (2014). Lambs to Slaughter? Young People as the Prospective Target of Workplace Bullying in Higher Education. *Journal of Education and Human Development* (December, 2014)

# REFLECTIVE EXERCISE:
# IS WHAT I'M EXPERIENCING "BULLYING?"

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# IS WHAT I'M EXPERIENCING "BULLYING?"

Think of a workplace situation that you think is an example of bullying or abrasive behavior. Consider the course of your academic career, including your time as a grad student to now. Think of 1-2 examples when you experienced or witnessed bullying.

- Describe what specifically happened
- Describe the behavior involved
- Who was involved?  Who was the "perpetrator?"
- How frequent? How long did it go on?
- Did it ever end? If so, how?

# THE UC DAVIS PRINCIPLES OF COMMUNITY

We affirm the dignity inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by respect for one another.

We affirm the right of freedom of expression within our community.

We affirm our commitment to non-violent exchange and the highest standards of conduct and decency toward all.

We promote open expression of our individuality and our diversity within the bounds of courtesy, sensitivity and respect.

We recognize that each of us has an obligation to the UC Davis community of which we have chosen to be a part.

We will strive to build and maintain a culture and climate based on mutual respect and caring.

# UNDERSTANDING BULLYING:

# BULLYING DEFINED

# UNDERSTANDING FORMS OF AGGRESSION IN THE WORKPLACE (PPM 390-30)

- Bullying - offensive or malicious behavior through persistent actions typically meant to undermine, intimidate or demean the recipient

- Intimidation – behavior that is intended to frighten, coerce, or induce duress

- Threat – expression of intent to cause physical or mental harm, which may be direct, indirect, conditional or veiled

- Violent behavior – unwanted physical contact such as hitting, kicking, pushing, shoving, throwing objects, or the use of a weapon.

# WHAT IS WORKPLACE BULLYING?

- Bullying at work means harassing or offending behavior that socially excludes someone or otherwise negatively affects their work.

- The label of bullying is accurately applied to a particular activity, interaction or process, when it occurs <span style="color:red">repeatedly</span> and <span style="color:red">regularly</span> and <span style="color:red">over a period of time</span>.

- Bullying can be an <span style="color:red">escalating process</span> in the course of which the victim or the victim's work is put down, often making them powerless and a further target of systematic abusive behavior.

Source: Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2003). The Concept of Bullying at Work. In S. Einarsen, et al (Eds.), *Bullying and Emotional Abuse in the Workplace: International Perspectives in Research and Practice*.

# EMOTIONAL BULLYING VS. PHYSICAL BULLYING

- Physical bullying
  - Physical assaults

- Emotional bullying
  - Autocratic, over-controlling
  - Sarcasm, belittling, always finding fault ("the diminisher")
  - Cold-shoulder, exclusion
  - Gossip, rumors, misinformation
  - Sabotage, undermining or being uncooperative
  - Threatening, intimidation, brow-beating

# A CASE

*Dr. Ling, a junior professor, joined the Psychology Department a year ago.  He has had difficulties since joining the department and has alerted the department chair, Dr. Ellis, sharing examples of challenges he has faced since his tenure.  Dr. Ellis has regularly met with Dr. Ling to foster a healthy mentoring relationship. Unbeknownst to Dr. Ellis, it turns out that other faculty have been less than supportive to Dr. Ling. Some have been overheard saying, "he better hurry up and get some extramural funding or he'll never make it. ."  They often ignore him, resulting in Dr. Ling feeling isolated.*
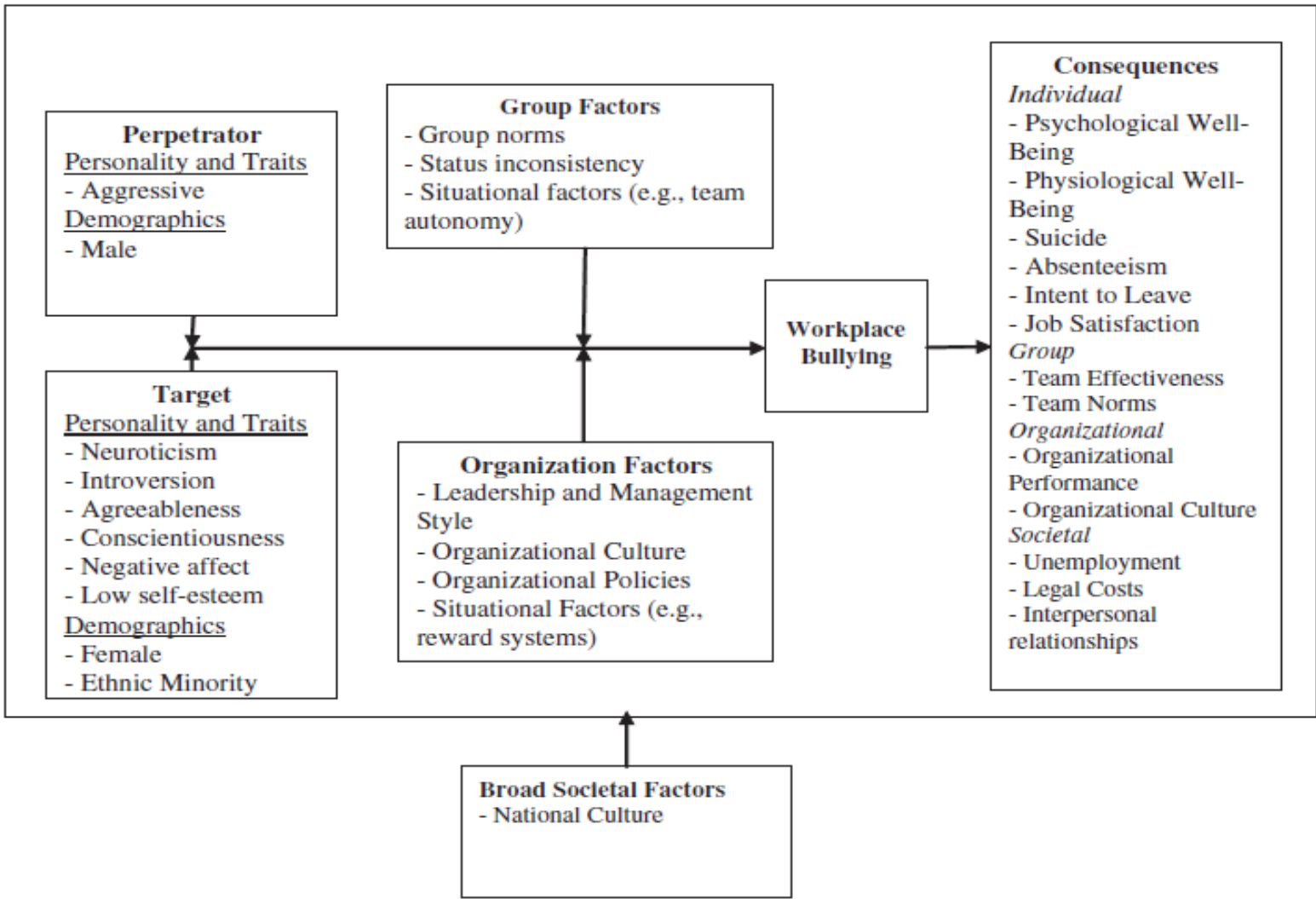
Is this a case of bullying?

What will you, as chair, do once you have learned of this situation?

With what potential impact/result?

Other issues to consider?  Should something have been done sooner?  What could a colleague do to help in this case?

# DIMENSIONS OF WORKPLACE BULLYING (KEASHLEY MODEL)



**Perpetrator**
Personality and Traits
- Aggressive
Demographics
- Male

**Group Factors**
- Group norms
- Status inconsistency
- Situational factors (e.g., team autonomy)

**Consequences**
*Individual*
- Psychological Well-Being
- Physiological Well-Being
- Suicide
- Absenteeism
- Intent to Leave
- Job Satisfaction
*Group*
- Team Effectiveness
- Team Norms
*Organizational*
- Organizational Performance
- Organizational Culture
*Societal*
- Unemployment
- Legal Costs
- Interpersonal relationships

**Workplace Bullying**

**Target**
Personality and Traits
- Neuroticism
- Introversion
- Agreeableness
- Conscientiousness
- Negative affect
- Low self-esteem
Demographics
- Female
- Ethnic Minority

**Organization Factors**
- Leadership and Management Style
- Organizational Culture
- Organizational Policies
- Situational Factors (e.g., reward systems)

**Broad Societal Factors**
- National Culture

# A CASE

Professor Smith has a large lab that conducts very innovative research. He is well funded and able to have a full-time lab manager, Tracy, who takes care of the day to day workings of the lab. The lab also includes a postdoc, several graduate students, a couple of technicians, and a handful of undergraduate students. Prof. Smith is often absent from the lab, due to his other responsibilities, and travel. Over time, Tracy has become the real "gatekeeper" for the lab, including deciding who works on which projects, who gets named on publications, and more. Tracy is perceived to be abrasive in interactions with other lab personnel. Tracy's been considered "mean" and been referred to as a "bully." Some graduate students are seeking new faculty advisors, wanting to move to other labs. There is no sense of community due to this atmosphere.

- As chair, this issue was brought to your attention by a graduate student.
- As a faculty colleague, one of your students told you about this lab and the concerns.
- How do your respond?
- What will you do? What are your goals?

# HOW AND WHEN TO REACT?

# CHOICES IN RESPONDING TO BULLYING AND OTHER FORMS OF WORKPLACE AGGRESSION (SEE HANDOUT OF EXAMPLES)

Immediacy

Involvement

| Low Immed-High Involvement | High Immed – High Involvement |
|---|---|
|  |  |
| Low Immed – Low Involvement | Hi Immed – Low Involvement |
|  |  |

# HOW BULLYING IS COMMONLY DEALT WITH

- 50% use avoidance

- 10% use 'attack' strategies, e.g. repay the bully in-kind; lose their temper, or deliver the same back to the bully

- 30% use dialogue skills

# THE FOUR PILLARS OF ACCOUNTABILITY

- **Personal accountability** - you speak up - be direct, honest and frank

- **Peer accountability** - step up and intervene

- **Supervisory accountability** - speak up and take action…you have the lead responsibility in managing the work environment

- **Systemic accountability** - policies, processes in HR - go to them to step up and handle the problem

# UNDERSTANDING THE LAW AND UNIVERSITY POLICY

# LAW

- AB 2053 (Amendment to Healthy Workplace Bill related to workplace abusive conduct)

- Beginning January 2015, the bill requires that employers in California with 50 or more workers include lessons on anti-workplace bullying when carrying out state-mandated sexual harassment training for supervisors every two years.

- The goal is to encourage those in leadership roles to step back and recognize if the way they are managing employees is harmful or assess whether employees they supervise may be treating each other abusively.

# LOCAL POLICY

- PPM 390 – 30: Disruptive Behavior in the Workplace
  - The University is committed to providing and maintaining a safe and secure environment free from all forms of violence or disruptive behavior.
    - The University shall respond promptly and effectively to address reported disruptive behavior.
    - The University shall develop programs to prevent disruptive behavior from occurring and provide resources to individuals affected by disruptive behaviors.

- APM 015.II.C.4 and 7
  - "Forcible detention, threats of physical harm to, or harassment of another member of the University community, that interferes with that person's performance of University activities."
  - "Serious violation of University policies governing the professional conduct of faculty, including but not limited to policies applying to research, outside professional activities, conflicts of commitment, clinical practices, violence in the workplace, and whistleblower protections."

# LOCAL POLICY

APM 245, Appendix A: Duties of Department Chairs

- "…in charge of planning the programs of the department in teaching, research, and other functions…..maintain a climate that is hospitable to creativity, diversity, and innovation."

- "…should be receptive to questions, complaints, and suggestions from members of the department, both faculty and staff personnel, and from students, and should take appropriate action on them."

- "…expected to seek the advice of faculty colleagues in a systematic way, and to provide for the conduct of department affairs in an orderly fashion through department meetings and the appointment of appropriate committees."

# LOCAL POLICY

- UCDHS (Hospital Policies and Procedures, Policy ID: 1616)
  - UCDHS will not ignore, condone or tolerate disruptive, threatening, violent, or hate incidents by or against any member of the University community or by any patient or visitor or against any member of the University community or by any patient or visitor.  Any individual may be removed and/or prevented from returning to the UCDHS premises for disruptive, threatening, intimidating, violent and/or hate incidents.

# LOCAL POLICY

- Applying to Students (Chapter 280, Student Affairs)
  - Harassment, defined as conduct that is so severe and/or pervasive, and objectively offensive, and that so substantially impairs a person's access to University programs or activities that the person is effectively denied equal access to the University's resources and opportunities.
  - Harassment includes, but is not limited to, conduct that is motivated on the basis of a person's race, color, national or ethnic origin, citizenship, sex, religion, age, sexual orientation, gender identity, pregnancy, marital status, ancestry, service in the uniformed services, physical or mental disability, medical condition, or perceived membership in any of these classifications.  Pursuant to section 104.90, sanctions may be enhanced for conduct motivated on the basis of the above classification.
- Members of the University community engaging in disruptive behavior will be subject to appropriate personnel action, up to and including termination or dismissal, as authorized by the applicable policy or collective bargaining agreement.

# A CASE

*In recent years, your department's faculty meetings have become difficult to attend. Often one or more senior colleagues tend to dominate the conversation. There is a new department chair and he tries to keep things moving. He invites all members to engage. Unfortunately, those senior members still tend to talk more and often "over" others. The Chair hasn't yet been able to improve things and to facilitate productive meetings. Junior faculty and associate professors feel intimidated and inhibited from speaking up. Many were hopeful that with a new chair appointed, things would improve. So far, that hasn't been the case.*

What would you do?

As a new chair?

As a member of this department?

# CREATING HEALTHY, INCLUSIVE AND SUPPORTIVE WORK ENVIRONMENTS

# WHAT CAN YOU DO AS **LEADERS** IN CREATING INCLUSIVE AND SUPPORTIVE WORK ENVIRONMENTS

# WHAT CAN YOU DO AS **COLLEAGUES** IN CREATING INCLUSIVE AND SUPPORTIVE WORK ENVIRONMENTS

# A CASE

*Your department has recently created a Facebook page. The idea is to have a place where information about the department's events, activities, special celebrations, etc., can be available. For the most part, this has worked well, until recently. Of late, following a Fall welcome event for all, a staff member posted pictures of a faculty member drinking a beer, with a comment saying, "What else is new?" Other members of the department (both academic and staff) later commented with things like, "yep, good ol' Charlie, getting wasted as usual," or "save one for me Charlie!". There are over 100 likes, and similar comments keep coming.*

What would you do?

How do your respond?

(Review article from HuffPost)

# CLOSING CONSIDERATIONS

# PROACTIVE CLIMATE MAINTENANCE

## TIPS

- Lead by example
  - Mirror the behavior you expect
  - Take a moment to assess the ways you treat others
  - Choose your attitude to change the culture

- Practice good communication skills, including listening skills

- Take the initiative to make things better

- Address interpersonal skills

- Focus on the situation, issue, or behavior, not the person

- Acknowledge good and civilized behavior as we see it

## RESOURCES

Academic & Staff Assistance Program (ASAP)

Academic Affairs – Office of the Vice Provost

Counseling and Psychological Services (CAPS)

Employee and Labor Relations, Human Resources

Harassment & Discrimination Assistance and Prevention Program (HDAPP)

Office of Campus Community Relations

Office of the Ombuds

Office of Student Support and Judicial Affairs

Student Life Centers
- Women's Resources and Research Center
- LGBTQIA
- Cross Cultural Center
- Student Recruitment and Retention Center
- AB540 Center

UCDHS Office for Equity, Diversity and Inclusion

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Student Affairs

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