

Compendium of Research and Writing on Bullying and Harassment in Higher Education and other Workplaces

Centre for Education, Law & Society

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**“Measures to address the problem are best informed by knowledge gained from research tailored to the higher education environment.”
(Taylor, 2013, p. 34)**

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Peer-reviewed Journal Articles

Adams and Lawrence, 2011

Adams, F. D., & Lawrence, G. L. (2011). Bullying victims: The effects last into college. *American Secondary Education*, 40(1), 4-13.

No definition provided.

Examples:

- name-calling
- exclusion from class activities
- physical abuse

USA

Description of study (method, key points, findings)

The authors' earlier work found that there is: **"the 'continuous effect' of bullying** experienced during the lower grades on the middle school grades and continuing into the secondary school years." (p. 5)

This study examines that continuation into college. The authors surveyed 269 undergraduate students at a midwestern state college.

37.2% of participants indicated that they had been bullied in high school or junior high school and the data suggests students who were bullied continue to be bullied:

"The data suggest that students who are bullied in high school and/or junior high school continue to be victimized (called names, excluded from class activities, physically abused, etc.) in college. Whether a consequence of being bullied in high school, in junior high school, or in college, the victims feel alone and isolated. They find it hard to make friends, and they feel that no one will listen to them while in college. Victims also reported that they do not know how to fight back when individuals say hurtful things to them (Statement 9); they report this to a much greater degree than those not bullied." (p. 8)

7 terms to describe characteristics and lasting effects of bullying (p. 9):

- **Safety** (victims have few places where they feel safe and comfortable, they fear the messages, and may be afraid to go to class)
- **Exclusion** (victims feel left out or lack a sense of belonging to a group)

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- **Isolation** (victims feel alone and that no one will listen to them)
- **Abuse** (victims report being abused for expressing their opinions, receiving insulting/degrading text messages, and being laughed at for speaking in class)
- **Alienation** (victims find it hard to make connections and form friendships)
- **Lonely** (victims feel there is no one to communicate with, no friend or acquaintance, no one will believe them, they only wish to sleep)
- **A rite of passage** (feeling the action is one symbolizing growth or achievement of having endured the harassment)

Recommendations and solutions proposed

- **Recognizing the long-term effects** of bullying and taking a firm stance against it (implicit)
- **Offering support for victims** and more inclusive communities (implicit)

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Celep and Konalki, 2013

Celep, C. & Konalki, T. (2013). Mobbing experiences of instructors: Causes, results, and solutions suggestions, *Educational Sciences: Theory & Practice*, 13(1), 193-199.

Mobbing: "discomforting, galling and adverse behaviours [sic.] directed systematically at one individual by one or more individuals in the workplace" (p. 193)

No examples provided.

Turkey

Description of study (method, key points, findings)

Qualitative phenomenological study based on interviews of faculty members (n=8) of differing ranks who had experienced mobbing in university in the last 2 years

Participants had been "exposed to hostile attacks towards their job performances, individual traits and values, their rights to communicate with colleagues as well as threats and violence" (p. 195).

In addition to individual **trigger factors**, rectorship elections and authority were said to result in polarization and unfair practices, which could also trigger mobbing. The research found that "assailants foster good relationship [sic.] with managers and that they support each other" (p. 196).

Psychological effects were noted including: stress (and related physical problems), pessimism, disaffection, depression, and suicidality. Mobbing is found to be a drain on productive use of work time. Thus, mobbing negatively impacts job performance and reduces desire to attend work. However, some participants indicated that mobbing impacted their job performance in a positive way leading them to increase their ambition.

Recommendations and solutions proposed

- **Train university staff** (by experts in fields of law, work ethics, and education management) to create social awareness of impacts and legal ramifications of mobbing
- **Change the rectorship election system** as well as the nomination process for academic and managerial staff to prevent polarization; inform workers about the process and allow transparency
- **Restrict rector authority**; accountability of management to higher and lower units
- **Formation of ethical committees** to address worker complaints and supervise the carrying out of legal sanctions

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DeSouza, 2010

DeSouza, E. R. (2010). Frequency rates and correlates of contrapower harassment in higher education. *Journal of Interpersonal Violence*, 48(11), 1–27. doi:10.1177/0886260510362878

"In the academic context, **interpersonal deviance** is defined as hostility from students toward faculty members that is unexpected and unnecessary (e.g., disregard for authority and antisocial behavior [...])

[...] In the current study, it **includes** general uncivil behavior (without overt reference to gender and race/ethnicity) and other behaviors to which individuals of stigmatized groups (e.g., women and racial/ethnic minorities) are often exposed, and which the target may perceive as constituting sexual and/or ethnic harassment." (p. 159)

USA

Description of study (method, key points, findings)

The study examines academic contrapower harassment (harassment conducted by individuals considered to have lesser power in the relationship) including incivility, sexual, and ethnic harassment. It reports findings from a survey of faculty members (n=257) at a medium-sized Midwestern United States university.

Incivility is more ambiguous in terms of intent compared to other forms of aggression. As such, it is more **subtle and covert**. "Thus perpetrators of uncivil acts can easily mask their intent to do harm on another person (e.g., by suggesting that they were just joking around)" (p. 160). It is noted (citing Pearson et al., 2005) that those with less power tend toward subtlety when they retaliate against superiors (e.g., students-to-faculty). It is also noted that incivility may at times escalate into other forms of interpersonal mistreatment such as harassment.

Academic contrapower harassment is widespread in higher education, with incivility being most common.

Students use the internet to provide a cover of **anonymity** and distance themselves from the consequences of their hurtful actions. Confronting incivility may cause what Pearson et al. (2005) term an incivility spiral, i.e. **escalation**.

Generational differences, consumerist attitudes of students, informality, faculty ethnicity, gender, age, marital status, and positive attitudes toward faculty-student romance may play a role in incivility. Sexual harassment and ethnic harassment are linked to incivility.

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Incivility leads to **negative job outcomes** (increased job stress, job dissatisfaction, turnover intention) for targeted faculty members

Recommendations and solutions proposed

- **Clear policy and codes of conduct** in course syllabus that are enforced.
- Faculty need **support from administrators** in enacting policy and sanctions consistently.
- Faculty and administrators need to **model civility**.
- Prohibit or **discourage faculty-student romance**.
- Work toward **smaller class sizes** to reduce anonymity and improve learning.
- Teaching evaluations should **focus on objective learning outcomes** instead of subjective student satisfaction.

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Homel, 2013

Homel, J. B. (2013). Does bullying others at school lead to adult aggression? The role of drinking and university participation during the transition to adulthood, *Australian Journal of Psychology*, 65, 98-106. doi:10.1111/ajpy.12002

No definition provided.

Physical aggression in early adulthood measured by how many times in last 12 months:
 -attacked someone to physically hurt them
 -threatened someone with violence
 -been involved in a fight

Australia

Description of study (method, key points, findings)

3-wave longitudinal study (ages 10, 14, and 20) examining developmental processes leading from school bullying to adult aggression (n=151)

The link between childhood and/or adolescent bullying and adult aggression has been established in the literature, but more information is needed on the trajectory, risk and protective factors. This study examines the roles of drinking, employment and study as mediating factors.

Findings include:

- **Higher rates of aggression among adults who had history of bullying** in adolescence and highest rates among those who had a history of persistent bullying (childhood and adolescence) compared to those who had never bullied or had engaged in childhood-limited bullying
- However, the increased rates of aggression noted above were **dependent on both work/study roles and drinking frequency**, i.e.
 - in the persistent bullying group, only those who drank frequently reported higher rates of aggression
 - in the persistent bullying and adolescent-onset bullying groups, those who attended university reported significantly less aggression than those who did not attend university and than those who never bullied

Recommendations and solutions proposed

None.

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Keashly and Neuman, 2010

Keashly, L. & Neuman, J. H. (2010). Faculty experiences with bullying in higher education: Causes, Consequences, and Management, *Administrative Theory & Praxis*, 32(1), 48-70. doi:10.2753/ATP1084-1806320103

"Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks... It has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., at least six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. (Einarsen, Hoel, Zapf, & Cooper, 2003, p. 15)" (p. 49).

Most frequently cited types in academia:

-threats to professional status
-isolating and obstructional behaviour

USA

Description of study (method, key points, findings)

This article applies existing research on workplace aggression and bullying to the context of higher education, focusing specifically on the bullying experienced by faculty members. Academic research on bullying in the workplace is expansive, however, relatively little attention has been paid to the academics' own workplace. Based on an extensive review of several academic literatures, the authors provide a descriptive analysis of bullying in the higher education setting, discussing the prevalence, nature, effects, and causes of bullying, and offering suggestions for future research in this area as well as actions for addressing bullying in higher education. Some points of note:

- Summary table of 11 international studies on aggression and bullying in academic settings (p. 51-52)
- **Rates of aggression and bullying in academic settings are high** compared to rates in the general population
- **Peers** more often identified as bullies of faculty members; **Superiors** more often identified as bullies of frontline staff; faculty more concerned by bullying from colleagues and superiors than by bullying from students
- Faculty members are twice as likely to report **mobbing** (involving two or more bullies) as staff; frontline staff are 1.5 times more likely to report being bullied by a single perpetrator
- **Bullying and mobbing tend to be longstanding issues (lasting years)** – the very long-term relationships between members of the academic community may contribute to this

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persistence. The longer a situation is permitted to continue, the harder it may become for witnesses to intervene, and the more likely it is that others will be pulled into this dynamic (thus increasing the likelihood of “mobbing”)

- The authors offer a series of propositions that are based on the literature and their own research and experiences working in universities (p. 53-59). They suggest that future research could endeavour to test these propositions:
 - When faculty bullying does occur, aggression will be indirect (as opposed to direct) in form, given the norms of academic discourse and collegiality.
 - Tenured faculty exposed to bullying will be more likely than untenured faculty to “retire on the job,” or lower the quality of their courses, or less likely to engage in “discretionary” service-related behaviour.
 - In general, perceived norm violations will result in higher levels of aggression and bullying on the part of senior (as opposed to junior) tenured faculty members.
 - Senior (tenured) faculty members will direct their aggression and bullying against untenured faculty members who are lower in rank, students, or staff.
 - Senior faculty members will be more likely to engage in indirect forms of aggression against colleagues of equal rank, department chairs, and other senior administrators.
 - The experience of frustration and stress among junior (untenured) faculty will result in higher levels of indirect and passive aggression against the perceived source(s) of that frustration and stress.
 - Increased levels of cost-cutting measures will be associated with increased levels of negative affect, unpleasant physiological arousal, and, ultimately, workplace aggression and bullying by faculty.

Recommendations and solutions proposed

- **Take early action to prevent** situations from escalating
- Put in place processes and procedures to **build awareness and skills**
 - Conflict management skills
 - Negotiation skills
- **Provide support for faculty** to constructively manage these situations
 - Third party support through mediation and informal problem-solving
- **Have clear policies and procedures** in place to address underlying causes of hostility (such as frustration due to perceived lack of fairness in promotion, tenure, and merit reviews)
- **Explicitly discuss behavioural norms**, establish a consensus around “how we work here”, possibly use a communication protocol (see Hoover, 2003)

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Knepp, 2012

Knepp, K. A. F. (2012). Understanding student and faculty incivility in higher education. *The Journal of Effective Teaching*, 12(1), 33-46. Retrieved from www.uncw.edu/cte/et/

Cites several definitions of **incivility** found in the research literature, including those of Berger (2000), Clark (2008), the Center for Survey Research at Indiana University (2000), and Bjorklund and Rehling (2010). (p. 34)

Examples of **student incivility**:

- sleeping in class
- challenging the instructor's knowledge or credibility
- dominating class discussion
- continuing to talk after being asked to stop
- making demands and unreasonable requests toward the instructor (e.g., extended deadlines, make-up exams, extra credit opportunities)
- stalking (in person or online)
- intimidation
- unjustified complaints to a professor's superiors (e.g., department chair, dean)

Examples of **faculty incivility** include:

- presenting lectures at a fast pace with little to no student involvement or interaction
- acting in an aloof, distant manner toward students, or conveying to students that they are a burden
- arriving late to class or canceling class without prior notice
- permitting students to belittle or ridicule classmates

USA

Description of study (method, key points, findings)

This paper is a literature review about classroom disruptions, the causes and contributing factors of student and faculty incivility, and strategies to manage negative student behaviours.

Uncivil behaviour not only compromises the learning environment, but also may decrease students' respect for their institution and for their instructor(s).

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Some reasons have been put forth suggesting **why student incivility is occurring on campuses**:

- The deterioration of civility in society at large
- Students unprepared for being academically challenged in university (inaccurate expectations and ideas)
- Millennial Generation's short attention spans and affinity for multitasking, sense of entitlement among some students
- Health-related issues (mental or physical illness, medications, other substances, disabilities...)
- Stress, fatigue, time pressures
- Emotional challenges, emotional immaturity, poor problem-solving skills
- Redirected aggression
- Faculty factors such as being female, young, non-White, and low status within the university, may increase the incivility directed at particular individuals; females also more likely to experience most serious forms of classroom incivility – openly hostile behaviour
- Unrealistic faculty beliefs about how students should behave
- Faculty incivility and lack of prosocial skills invite student incivility
- Lack of time-investment and effort in teaching and classroom management techniques
- Universities overlooking student incivility in an attempt to retain students
- Large enrolment classrooms that feel impersonal and anonymous
- Research-oriented public universities (as opposed to teaching-oriented private universities)
- Consumerism (consumerist attitudes contribute to incivility, students believe they are owed good grades in exchange for their tuition, may pressure faculty, blame faculty)
- Pervasive availability of technology (the devices promote inattention and distraction, cell phone usage in the classroom is disruptive to faculty and students, and technology may aid in cheating and academic dishonesty)

“students are more likely to behave in an uncivil fashion when they feel like anonymous members of a large, impersonal course, rather than crucial components of a learning community” (p.42)

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Recommendations and solutions proposed

For instructors:

- **Present engaging lectures** at a moderate pace
- **Interact respectfully** with students, learn their names
- **Gather student input** in the development of classroom code of conduct
- **Communicate clear expectations**; friendly verbal reminders and speaking privately with an offending student outside of the classroom can be quite effective
- **The syllabus** should describe policies on grading, tardiness, attendance, participation, missed or late assignments, and make-up exams. It could also include policies on sleeping in class, inattention, side conversations, cell phone usage, and showing disrespect toward the instructor or other students.
- **Familiarize yourself with classroom incivility research literature** and share it with students

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Lampman, 2012

Lampman, C. (2012). Women faculty at risk: U.S. professors report on their experiences with student incivility, bullying, aggression, and sexual attention. *NASPA Journal About Women in Higher Education*, 5(2), 184-208. doi:10.1515/njawhe-2012-1108

"Contrapower harassment (CPH) occurs when a person with more institutional power, such as a professor, is harassed by someone less powerful, such as a student (Benson, 1984)." (p. 185)

"Nydegger, Paludi, DeSouza, and Paludi (2006) suggested that **workplace aggression** can be placed along a continuum, with uncivil behaviors (i.e., rude or discourteous behavior that shows a lack of regard for others) on the 'low' end of the range and actual violence on the 'high' end, with other bullying, sexually harassing, or hostile behaviors as intermediate points on the continuum." (p. 186)

Examples of incivility/bullying:

- creating tension by dominating discussions
- challenged your authority in class
- made derogatory or sarcastic remarks or gestures in class
- yelled or screamed at you

Examples of aggression:

- threats
- physical attacks

Examples of unwanted sexual attention:

- ogled or looked at you suggestively
- spread rumours of a sexual nature about you
- made a sexual advance directed at you

USA

Description of study (method, key points, findings)

Contrapower harassment – “Over the past 20 years, most studies of CPH [contrapower harassment] have found that **faculty gender is an important predictor of the frequency or negative impact of these experiences.**” (p. 185)

Several factors suggest that **women are at greater risk of being bullied or disrespected by students** than men:

- Women are underrepresented in the highest ranks of academe, less full-time, less likely to have tenured positions
- In institutions where there are few women leaders – women’s authority is resisted by subordinates (same is true of others with less power, minorities, less status...); they may also be less likely to report incidents due to fears about job security
- Women who do not accommodate student requests for extension, makeup exams, special dispensations, may be breaking a prescriptive gender stereotype (“Research documents a widely accepted cultural expectation that women should be “communal” i.e., sensitive, nurturing, forgiving, kind, sympathetic, helpful, and concerned about

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others' welfare (Heilman, 2001; Heilman & Okimoto, 2007)." (p. 189)). With academic entitlement – such requests would be made and women who refuse would be viewed more negatively than men who refuse – “Unfortunately, research suggests a double-standard by which women who act in a more ‘agentic’ manner (like not accepting late work or granting extensions) ‘risk backlash for having violated prescriptive stereotypes of feminine niceness’ (Rudman & Glick, 2008, p. 161).” (p. 189). – may lead to incivility or worse

Study based on a sample of 524 professors (47% women, 83% white) from 100 colleges and universities in the US.

91% reported at least one act of student incivility/bullying (the majority of faculty are likely to encounter minor classroom incivility at least a couple of times each year, p. 200)

25% experienced at least one sexual behaviour from a student

More than 10% were bullied by a student, including being screamed at, threatened, or accused of discrimination

1-2% said a student had used or threatened them with violence in the past year

Women, minorities, younger faculty, those with less experience and credentials reported more incivility/bullying

Women faculty were more likely than men to report experiences of severe incidents of contrapower harassment, greater levels of student incivility, were more significantly distressed by incivility, bullying or sexual attention from students

“It is important to acknowledge that greater reports of student incivility/bullying from women faculty than from men faculty could reflect gender differences in perceptions or acknowledgement of such events rather than actual differences in frequency. For example, women may be more likely to notice and attend to student incivility/bullying than may men because they are more concerned in general with sexism in the workplace. In addition, men may be more reluctant to acknowledge or report student bullying because it represents a threat to masculinity. Given the current study, however, found that nearly half of the men did report a significant incident of CPH and nearly 40% of women did not, the findings likely do not represent mere differences in the perception or reporting of such events.” (p. 200-201).

Recommendations and solutions proposed

- Faculty should be encouraged to **develop a classroom code of conduct** (also encompassing electronic communications with faculty and peers) in collaboration with their students.

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- Faculty should be encouraged to **spell out class policies in the syllabus**, discuss these policies with students, and enforce them fully.
- Faculty should **establish boundaries between their personal and professional lives online**, for instance, not ‘friending’ students on Facebook and not communicating with students on their personal cell or home phone.
- Faculty should ‘Google’ themselves regularly and **report any potentially damaging information** to the website and to their dean of students.
- This study suggests that incivility and bullying are part of the same dimension and so, **even minor incivility should be addressed immediately to avoid escalation**.
- Ensure faculty are familiar with the **campus’s threat assessment team**, including emergency numbers.
- **Promote “situational awareness”** among faculty, attention to details, not meeting with difficult students alone, documenting immediately.
- Study findings suggest younger and less experienced faculty face greater risk, so target this group with **training**:
 - Ways to handle incidents
 - Paths for reporting incidents (previous study showed better outcomes when reported to dean of students rather than dean of faculty)
 - Know the support team who is there to assist them
- Administrators also require training:
 - How to respond to complaints of bullying or harassment from students
 - Awareness about which groups are most vulnerable to being targets of harassment by students
 - Ensuring that vulnerable groups are not further marginalized within the academy by holding difficult interactions with students against them

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Lester, 2009

Lester, J. (2009). Not your child's playground: Workplace bullying among community college faculty, *Community College Journal of Research and Practice*, 33(5), 444-462.
doi:10.1080/10668920902729394

"Workplace bullying is a type of interpersonal aggression at work that goes beyond simple incivility" (p. 445)

Examples:

- verbal abuse
- threatening and intimidating conduct
- constant criticism
- undermining work performance
- exclusion
- marginalization
- overloading of work
- taunting

USA

Description of study (method, key points, findings)

This ethnographic case study (n=6) examines the nature of harassment in community colleges, how women perceive and react to it, along with contextual factors. The literature on "chilly climate" suggests that a gendered understanding of workplace harassment is needed.

There have been very few studies of workplace harassment in higher education and those that have been done have been focused on sexual harassment.

Formal and informal power are used to bully colleagues of lesser rank (or equal rank when the bully has a temporary administrative position conferring additional power, e.g. power over faculty schedules, control over process or decision-making in a committee). The author states: "Unlike other forms of bullying that use direct threats and obvious harassment, using formal power occurs by using institutionally or positionally relevant powers to silence and/or control faculty colleagues" (p. 452).

Another form of bullying documented in the study is direct threat of physical violence.

A form of bullying that affected women in particular was categorizing them in such a way as to marginalize and demean women so that their concerns or complaints are not taken seriously (e.g. describing women as catty or jealous).

Sexism and racism were prevalent throughout the forms of bullying noted in the study.

In addition to the use of power to bully faculty, the author addresses the **enabling structures** that allow workplace bullying to occur in organizations such as community colleges:

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- Sustained lack of leadership (high turnover rate at the top of the organization; faculty nervous about programs, shift in policies, lack of accountability; controversial past president and creation of factions among the faculty)
- Climate of faculty governance meetings (power mongering, antagonism)
- Conflict over the mission of the institution (imbalance between academic and vocational; different perceptions of bullying in male-dominated fields and departments)

Recommendations and solutions proposed

Additional research is recommended in order to gain a better understanding of the impact of power on faculty bullying, as well as the politically charged climates and subcultures that may lead to gender- and race-related bullying.

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Lutgen-Sandvik and Tracy, 2012

Lutgen-Sandvik, P., & Tracy, S. J. (2012). Answering five key questions about workplace bullying: How communication scholarship provides thought leadership for transforming abuse at work. *Management Communication Quarterly*, 26, 3-47.

No specific definition is provided. However, the following description is used:

"**Workplace bullying** is a toxic combination of unrelenting emotional abuse, social ostracism, interactional terrorizing, and other destructive communication that erodes organizational health and damages employee well-being." (p. 5)

Forms of **bullying** manifestations noted in the literature:

- public humiliation
- spreading rumours
- rude, foul, and abusive language
- persistent criticism
- explosive outbursts such as yelling, screaming, and swearing

International
(with predominantly USA focus)

Description of study (method, key points, findings)

This paper uses an organizational communication research perspective to address workplace bullying, its manifestations, the reactions it elicits, the harm it causes, and how it can be resolved.

Macro – societal discourses, e.g., just-world hypothesis and other antivictim discourses, condoning bullying in the name of productivity

Meso – organizational policies and practices, e.g., discrimination policies that do not address “equal opportunity” bullying, onlooker silence, punishing targets, driving them to quit, denial

Micro – talk and interactions, e.g., eye rolls, rumours, abusive language, yelling, silence...

All 3 above combined to further bullying in the workplace and its effects (also felt at all three levels)

“Workplace bullying is linked to a wide range of negative physical, psychological, and organizational effects. These include psychosomatic illnesses, such as posttraumatic stress disorder (PTSD) and suicidal ideation, increased medical expenses, and reduced productivity.” (p. 19)

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Recommendations and solutions proposed

As the issue of workplace bullying has causes and consequences at the macro, meso, and micro levels, solutions should also be considered at all three levels.

Macro (naming and understanding the problem):

- Demonstrate and **publicize the prevalence of workplace bullying**
- **Translate research** into easily understandable articles for popular outlets
- **Partnerships** with those outside of our discipline and outside the academy
- **Campaigns for anti-bullying laws**

Meso (acknowledging and changing how we talk about the problem):

- Develop **workplace policies** and communicate them formally
- **Alter organizational climate** to reflect these policies (change members' and leaders' attitudes, language, practice, rewards, punishments)
- Encourage **marginalized workers' voices to be heard** (e.g., ombudsperson, 360 evaluations)
- Offer **training** related to workplace aggression and communication skills

Micro (taking individual action):

- **Name the abuse** (“workplace bullying” and bullied persons as “targets” – publicizes the experience as an identifiable pattern that does not place blame on the target)
- **Tell believable stories**
 - Have a clear beginning, middle, and end
 - Clearly identify the bully
 - Focus on the bully's destructive behaviour, not the target's
 - Provide specific details about bullying experiences, not other smaller complaints
 - Anticipate potential objections and acknowledge perspectives of others
 - Vividly portray the cost of the abuse, without being so emotional that the listener must console rather than work on solution
 - Be consistent and include detailed quotations, times, places, and people
 - Use metaphors or examples that others may find familiar
 - Reference other people who have been bullied
 - Provide details about the negative effects of bullying on peers and workplace productivity
 - Depict target as a survivor, not a victim (Tracy et al., 2007)
- **Engage in collective resistance** (support coworkers, non-targeted witnesses who file complaints are highly credible)

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- **Bolster claims with published research**
- Consider more **empowering frames** for sense making (resist the victim label, targets not blaming themselves, viewing unresponsive upper managers as uneducated rather than assuming they are knowingly ignoring the abuse)
- **Find social support**

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Lutgen-Sandvik, Tracy, and Alberts, 2007

Lutgen-Sandvik, P., Tracy, S. J., & Alberts, J. K. (2007). Burned by bullying in the American workplace: Prevalence, perception, degree, and impact. *Journal of Management Studies*, 44(6), 838–857. doi:10.1111/j.1467-6486.2007.00715.x

"We define **bullying** as a situation where one or several individuals perceive themselves to be on the receiving end of negative actions from one or more persons *persistently* over a period of time, in a situation where the targets have difficulty defending themselves against these actions. We do *not* refer to a one-time incident as bullying." (p. 847)

Examples:

- false allegations
- hostile communication
- intimidation
- threats of violence and threatening behavior
- work overload
- work below one's competence
- excessive work monitoring

USA
(with a comparison to Scandinavian studies)

Description of study (method, key points, findings)

Four specific features of adult bullying: **intensity** (at least 2 negative acts), **repetition** (weekly or more often), **duration** (for at least 6 months), and **power disparity** (target finds it difficult to defend against and stop the abuse)

There is a notable difference in bullying prevalence rates between those studies which ask targets to self-identify and those studies which ask respondents to state whether they have experienced a specific list of negative acts. The authors cite Rayner et al. (2002) who suggest that "being bullied connotes weakness or childishness", which may explain **targets' reluctance to self-identify** as such.

This study uses the NAQ (Negative Acts Questionnaire) to test a series of hypotheses about self-identification as targets of workplace bullying, prevalence, impacts of bullying degree and of witnessing workplace bullying, n=469 (Survey Monkey)

Findings:

- "bullying prevalence based on persistent negative acts was significantly higher than prevalence based on self-identification" (p. 849) – **one quarter of respondents were bullied at work** (based on acts), but only 9.4% self-identified as targets of bullying
- those who self-identify report higher frequency of all negative acts listed in questionnaire than those who do not self-identify as targets

Bullying & Harassment Compendium

- **Scandinavian studies using comparable measures found lower prevalence rates** than this study with a US sample (the hypothesis was based on the idea that Scandinavian culture is more feminine/egalitarian and thus places greater emphasis on quality of interpersonal relations, making bullying less likely, as the current study appears to support)
- Bullying degree is positively correlated with **stress** and inversely related to **job satisfaction** and overall job rating
- **Workers who witness** others being abused in the workplace also experience greater levels of workplace negativity and stress, and lower levels of job satisfaction than those who were not exposed to workplace bullying
- The study findings also suggest that there are degrees of bullying that produce **varying levels of negative impacts**, much like burns which can be of first degree (common, superficial, quick to heal, but prolonged or repeated exposure can lead to problems), second degree (more painful and require more intervention to heal), or third degree (can result in deep scarring and permanent damage).

Recommendations and solutions proposed

- There is a need for **awareness about the important costs to individuals and to organizations** that stem from bullying in the workplace
- Managers should look beyond the dyadic pair of bully and target to consider the broader negative **impact of bullying in the workplace among those who witness** the behaviour
- There is also a need for further research into the organizational and cultural structures that allow bullying to occur in the workplace (i.e. focus on structural aspects rather than individual aspects of bullying)

Bullying & Harassment Compendium

McKay, Arnold, Fratzi, and Thomas, 2008

McKay, R., Arnold, D. H., Fratzi, J., & Thomas, R. (2008). Workplace bullying in academia: A Canadian study. *Employee Responsibilities and Rights Journal*, 20, 77-100. doi:10.1007/s10672-008-9073-3

Cite definitions of **workplace bullying** from Einarsen & Raknes (1997), Namie & Namie (2003), but acknowledge the subjective nature of experiencing inappropriate behaviours at work (Rayner et al., 2002).

In the survey, the authors did not provide a definition, allowing participants to define workplace bullying in their own words.

Most frequent examples reported:

- pattern of not taking concerns seriously
- ignoring or overlooking one's contributions
- spreading gossip or malicious rumours
- belittling remarks
- belittling remarks in front of others
- unwarranted and unprofessional remarks
- students purposely interrupting class to distract class
- students communicating a lack of respect
- students challenging authority
- excessive and aggressive questioning of decisions

Canada

Description of study (method, key points, findings)

Workplace bullying survey of faculty, instructors, librarians (n=100) to examine workplace bullying among academics

“the workplace experience of the academic impacts the education of students and behaviours they take with them into the workplace. [...] It is possible that behaviours and values learned by students at university are then carried with them into the workplace.” (p. 81).

“As with the findings of the OSSTF [Ontario Secondary School Teachers’ Federation] study, it was expected with this study that student bullying of faculty would be a subset of workplace bullying in the university environment.” (p. 82)

Bullying & Harassment Compendium

52% of respondents had been bullied, 10% were not sure (but they reported being exposed to bullying behaviours) – of these 62%, 67% were female, 32% were male, all age groups were represented in the group who had been bullies; 21% of those who had been bullied reported it had been going on for more than 5 years, 30% said it had been going on for more than one year.

Among the inappropriate behaviours reported, the majority had been initiated by peers (64%), persons in a position of power (45%), and students (27%).

“47% of the respondents said the inappropriate behaviour occurred through **e-mail**, 36% **in an office** or workspace when alone with the potential bully and 23% **in the classroom**. Forty-four per cent of the HBB [have been bullied] said that the most severe forms of bullying took place through e-mail.” (p. 87)

Bullying experienced in the university workplace **impacts productivity** not only of those targeted by bullying, but also of those around them. It produces stress, frustration, anger, demoralization, powerlessness, and anxiety, leading many employees to change their interest in their work and, in some cases, seek work elsewhere.

Some of the key comments made by respondents about faculty being bullied by students included:

- “The system is also weighted heavily in favour of the student, through the process of linking tenure and promotion to student evaluations.” (p. 89)
- “Grades were a critical motivator” of students’ bullying behaviour (p. 89) and the university never supports faculty in student-professor conflict
- Students perceive themselves as clients – sense of entitlement
- There are no consequences for students who file vexatious or frivolous complaints
- The collective agreement only acknowledges top-down types of harassment, therefore it does not address student bullying of faculty
- “Faculty, especially those untenured, are reluctant to raise issues they encounter with students to the attention of administration, as it looks like they are unable to effectively teach or control a classroom.” (p. 93)

Only 27% of the respondents reported the behaviours they were experiencing. The main reasons respondents gave for not reporting the workplace bullying they were experiencing were: they did not think it would make a difference, they thought it would negatively impact their job, or they did not feel safe doing so.

Bullying & Harassment Compendium

“A recurring theme among the respondents has been a lack of action by the university administration to deal with the problem of potential workplace bullying after being informed or approached about the behaviour.” (p. 91)

“Given the findings of the OSSTF (2005) on student bullying and the findings of this study, there is an indication that the bullying continues from high school on to university.” (p. 94)

Recommendations and solutions proposed

- **Review policies regarding personal harassment** outside of the Human Rights Act (or implement such a policy where none exists) to ensure the adequate protection of all employees and students, especially consider the following issues:
 - Does the policy specify what constitutes bullying and harassment and the process for dealing with cases? Does it specify consequences for individuals who make vexatious or frivolous complaints?
 - Is there a comprehensive and **proactive strategy** in place to address workplace bullying on an organization-wide level?
 - Are workplace bullying incidents **handled in a consistent manner** throughout the organization? Have best practices been established?
 - Are faculty provided with **training** on how to deal with disruptive behaviours?
 - Most importantly, is there a commitment at the organizational level to moving beyond the policy document and creating a **culture of civility** where bullying has no place? To initiate a dialogue on the subject at all levels?
- Administrators should **be aware of the costs of workplace bullying** for the organization
- Administrators should also **be aware of the liabilities that face employers** who appear to be complicit in workplace bullying when they do not act in a proactive manner to curtail and prevent it from happening
- More attention needs to be paid to intergenerational diversity between the baby boomers and the millennials
- **An education program** for academics, administrators and students on appropriate behaviour and issues of harassment.
- “[T]here is need for a **protocol on civility and healthy social interaction** in the classroom environment and in e-mail between students and faculty” (p. 95)

Bullying & Harassment Compendium

Morrisette, 2001

Morrisette, P. J. (2001). Reducing incivility in the university/college classroom. *International Electronic Journal for Leadership in Learning*, 5(4). Retrieved from people.ucalgary.ca/~huartson/iejll/volume5/morrisette.html

"...**incivility** is defined as the intentional behavior of students to disrupt and interfere with the teaching and learning process of others" (p. 1).

"This behavior can range from students who dominate and foster tension in the classroom to students who attend classes unprepared, are passively rude, or unwilling to participate in the learning process" (p. 1)

USA (& Canada)

Description of study (method, key points, findings)

Literature review and synthesis of anecdotal reports and personal experiences

Incivility can encompass or lead to: rudeness, physical assaults or threats, including murder.

Effects on faculty (stress, discontent, burnout, time spent on coping strategies rather than on work), learning environment (disruptions interfere with learning), university/college administration are discussed

Student incivility is a growing problem (p. 3)

Boice (1996) – **student incivility underpublicized** (due to embarrassment, and other factors)

- Especially underreported by junior faculty who may fear being perceived as incapable of managing the classroom, fear poor teaching evaluations, may feel responsible to resolve on their own

Reasons for incivility:

- Amada (1992) suggests increase in number of emotionally disturbed students, stress of HE
- student-as-consumer model, expectation of certain grades

Recommendations and solutions proposed

- **Effective communication skills** (civil, inclusive, respectful)
- **Spelling out academic and behavioural expectations in the syllabus** (syllabus as contract between students and faculty)
- **Defining appropriate and unacceptable conduct**
- **Using mid-term feedback** (demonstrates openness to feedback, flexibility, and willingness to make changes); arrange for peer observations and reviews

Bullying & Harassment Compendium

- **Establishing a collaborative** (instead of competitive) **learning environment**
- Using peer observations
- **Setting a good example** (faculty who are perceived as warm, friendly, and motivational are less likely to incite incivility than those who are perceived as aloof, disinterested, arrogant, or those who humiliate students)
- **Reframing potential conflicts** (avoid personalizing ill-mannered student responses or reactions, avoid defensiveness, acknowledge concerns, empathize with student disappointments about parts of the course or material)
- **Re-engaging students** (attempt to resolve differences with students; when meeting privately, it is recommended to have a third party present to avoid allegations of faculty misconduct)
- **Using the student grievance process** (take complaints seriously and investigate appropriately; train faculty and students about the grievance process)
- **Using a back-to-basics faculty orientation** (regular reminder of potential ramifications of uncivil student behaviour, bring in experts to train on conflict management skills)

Bullying & Harassment Compendium

Piotrowski, 2012

Piotrowski, C. (2012). From workplace bullying to cyberbullying: The enigma of e-harassment in modern organizations. *Organization Development Journal*, 30(4), 44-53.

"workplace bullying represents a constellation of offensive behaviors and attitudes, occurring repeatedly over time, with the intent to intimidate, harass, threaten, or adversely impact an employee" (p. 45)

Includes:

- workplace bullying
- mobbing
- cyberbullying
- cyberstalking
- e-harassment

International

Description of study (method, key points, findings)

Trend analysis of hits in the academic literature for keywords related to bullying and other cyber-abuse terms

Recommendations and solutions proposed

The following approaches are noted as promising or effective within the literature reviewed by the author:

- Transformational and ethical leadership practices (Applebaum et al., 2012)
- Improved interpersonal communications (Bentley et al., 2012)
- Zero-tolerance bullying and harassment program (Meloni & Austin, 2011)
- The elimination of motives that fuel bullying types of behaviour (Wheeler et al., 2010)
- Guidelines to support employee well-being, safety, and health (Bond et al., 2010)
- Conflict moderation, mediation, and organizational development (Saam, 2010)
- Active critique of company practices that may inadvertently institutionalize or normalize workplace bullying (Rhodes et al., 2010)
- Official policy banning workplace bullying (Martin & Lavan, 2010); including cyberbullying
- Managerial policy needs to address 3 levels: individual, group, organization (Heames & Harvey, 2006)
- Endowing the Threat Assessment Team with authority and responsibility in dealing with the incidence of workplace threats to all employees (Myer & Casile, 2010)
- Prioritizing the preservation of the psychosocial safety climate for all employees (Bond et al., 2010)
- Setting explicit standards for workplace friendships and romantic relationships
- Availability of counselling services for employees with interpersonal conflicts or anger issues
- Unambiguous company policy for handling complaints, including privacy issues

Bullying & Harassment Compendium

- Managers to be vigilant and aware of signs that an employee is a target of workplace bullying
- Awareness of legal liabilities of the company, seek legal advice when needed

Bullying & Harassment Compendium

Privitera and Campbell, 2009

Privitera, C., & Campbell, M. A. (2009). Cyberbullying: The new face of workplace bullying? *CyberPsychology and Behaviour*, 12, 395-400. doi:10.1089/cpb.2009.0025

"We define **bullying** as: a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions (whether in person, by email, by SMS and/or by phone), from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We will not refer to a one-off incident as bullying" (p. 397).

Examples:

- being shouted at
- being humiliated
- having opinions ignored
- being excluded
- repeated reminders of errors
- intimidating behaviour
- excessive monitoring of work
- persistent criticism of work and effort

Australia

Description of study (method, key points, findings)

Survey of 103 male Australian Manufacturing Workers' Union members using the Negative Acts Questionnaire – Revised to examine the prevalence of face-to-face bullying and cyberbullying in the workplace.

According to the operational definition (at least once a week for 6 months or longer), **34% of respondents had been bullied at work** and one third of those (**11% of whole sample**) had been **cyberbullied**.

Using a looser "now and then" definition, over half had experienced cyberbullying in the workplace, all of whom had also experienced face-to-face bullying.

The risk of exposure to workplace bullying does not appear to be impacted by the size or type of the organization or by the status of the respondent within the workplace.

Although 34% of respondents indicated that they had experienced specified acts bullying in the workplace to a degree and frequency that met the operational definition of bullying, **very few of them self-identified as victims of workplace bullying**. The authors hypothesize that certain negative acts may be normalized within a male-dominated workplace and that self-identifying as a victim or target may be considered a sign of weakness in the wider culture.

Bullying & Harassment Compendium

Recommendations and solutions proposed

“As many countries impose a duty of care to protect the health, safety, and welfare of employees, organizational management need to be aware that cyberbullying exists in the workplace. Codes of practices need to be updated to ensure that workplaces implement policies and procedures to address this issue” (p. 399).

Further research is also needed in this area.

Bullying & Harassment Compendium

Tepper and White, 2011-12

Tepper, R. J. & White, C. G. (2011-2012). Workplace harassment in the academic environment, *St. Louis University Law Journal*, 56, 81-110.

Workplace bullying: "behavior by a perpetrator that may involve repeated verbal abuse, offensive conduct that may threaten, humiliate, or intimidate a target, or efforts to sabotage a target's performance [...] is intentional, results in physical or psychological harm to the target, and makes the target's job performance more difficult" (p. 81)

Can include:

- verbal abuse
- interference with work
- persistent conduct that threatens, humiliates, or intimidates
- mobbing

USA

Description of study (method, key points, findings)

The article examines the very limited current U.S. case law that pertains to workplace bullying that is not based on a discrimination status (i.e. not legally defined as harassment).

Although the United States have been slow to acknowledge the potential physical and psychological harms associated with workplace bullying, other countries (including Canada) have enacted occupational health and safety regulations to protect workers from workplace bullying. Global recognition of workplace bullying as a public health issue is rising.

Some factors which may allow harassment to flourish in the academic setting: difficult environment for a newcomer to break into; decentralized organization; tendency to avoid conflict as most academic activities are inner directed; lack of time to deal with problems; individualistic nature of academic success; academic freedom and collegiality may force people to accept a wider range of professional demeanour; administrators often hold these positions short term and have little management experience; very hierarchical organizations.

Some factors which may keep the incidence of harassment at bay: academic conduct norms are known; hiring committees will use caution given the long-term interactions to be had with the individual hired; in the long term, colleagues know they will have to work on various types of committees with each other and cooperate accordingly; in the short term, academics are highly qualified and mobile, so they have options if a situation becomes intolerable; any harassment may be short-term given the limited interaction time with colleagues and the fluidity of the academic environment; the autonomy of academics with respect to external discipline.

Bullying & Harassment Compendium

Recommendations and solutions proposed

- **Statutory recognition of workplace bullying** and the provision of legal remedies
- **Statement of professional ethics** which proscribes harassment
- **Tolerance**
- **Intervention by university** when internal dissension proves too much (while also being mindful of faculty rights)
- **Some leeway concerning faculty conduct** is necessary to protect academic freedom
- Adopt an **anti-harassment policy** and **educate and train** employees about policy and protocols for handling and resolving workplace bullying. Include:
 - Specific definition that limits discretion in applying it
 - Whether an additional right is being created
 - Whether it limits other administrative remedies
 - A subjective and objective test
 - A differentiation between professional academic freedom and prohibited harassment
 - An anti-retaliation provision
 - A recognition of the university as a place that is open to new ideas
 - Training and awareness as a component of performance evaluations.

Bullying & Harassment Compendium

Yamada, Cappadocia, and Pepler, 2014

Yamada, S., Cappadocia, M. C., & Pepler, D. (2014). Workplace bullying in Canadian graduate psychology programs: Student perspectives of student-supervisor relationships, *Training & Education in Professional Psychology*, 8(1), 58-67. Doi:10.1037/tep0000015

"For the purposes of this project, **workplace bullying** is defined as unwelcome, intrusive behavior that takes place within the context of a relationship characterized by a power differential, in which the actions of one or more individuals is harmful toward another person." (p. 58)

Examples:

- destabilization (changing goals, responsibilities without consulting)
- isolation (ignoring, excluding)
- overwork (undue pressure, impossible deadlines)
- threat to personal standing (undermining, persistent teasing, threats, violence)
- threat to professional status (persistent unjustified criticism, belittling, humiliating in front of colleagues, intimidation)

Canada

Description of study (method, key points, findings)

Survey of psychology graduate students (n=336) on workplace bullying in the context of student-supervisor relationships (Workplace Bullying Survey, Quine, 1999).

Academic context particularly vulnerable to workplace bullying "due to the competitive and individualistic nature of obtaining promotions and progress through faculties and graduate programs" (p. 59). Graduate students also particularly vulnerable due to power imbalance with supervisors (grades, recommendations, references, financial support, career opportunities).

21.3% of respondents indicated that they had experienced workplace bullying from their supervisors while in graduate school; the majority of them experienced bullying infrequently.

51.9% of respondents indicated that they had experienced at least one of the 20 bullying behaviours listed in the survey at least once or twice from their supervisors.

3 types of bullying were documented:

- **Threatening-dismissive** (verbal and/or nonverbal threats; persistent attempts to belittle, undermine work efforts, and demoralize, etc.)
- **Passive-aggressive interpersonal** (persistent teasing, attempts to humiliate in front of others; inappropriate jokes; destructive innuendo and/or sarcasm, etc.)
- **Work-management** (setting impossible deadlines; undue pressure to produce work; shifting goalposts without communicating the shift, etc.)

Bullying & Harassment Compendium

Students (both male and female) with female supervisors were more likely to report being bullied.

Recommendations and solutions proposed

- Creating a **culture of mentoring**, preparing supervisors for mentoring role through training, monitoring, reinforcing, and conducting annual reviews
- Creating a **safe and formal reporting process** to address mentor-mentee relationship concerns
- Naming and discussing workplace bullying in academic settings (for faculty and students) – **increasing awareness**
- **For supervisors:**
 - Taking time to formulate responses to students with whom they are having difficulties
 - Reflecting on own role in dysfunction
 - Proactive, cordial, and clear communication
 - Seek input from colleagues and administration, document concerns
 - Seek input from students on decisions about authorship
 - Confront and report other faculty who are providing inadequate or harmful supervision

Bullying & Harassment Compendium

Monographs and Edited Books

Crookston, 2012

Crookston, R. K. (2012). Working with problem faculty: A 6-step guide for department chairs. San Francisco, CA: Jossey-Bass.

Definition of bullying in sample policy: "any action that offends, intimidates, humiliates, ridicules, demeans, undermines, or threatens another individual, especially if it undermines the person's physical or emotional health" (p. 200).

Examples:

- Threats or actual violence
- Aggressive, abusive, or offensive language including vulgarity
- Unnecessary physical contact
- Recurring nonconstructive or excessive criticism
- Ridicule, scorn, teasing, mocking
- Being isolated, shunned, ignored, rejected, or excluded for normal activities

...

USA

Description of study (method, key points, findings)

Dealing with problem faculty identified as **number one concern** for which academic chairs wanted help or more information (survey of almost 3000 academic chairs in US, Crookston, 2010)

Various definitions and examples of problem faculty are provided and the author notes that, although these individuals are a minority, they "often demand a disproportionate amount of a chair's time" (p. 4)

Book is based on the academic leadership literature and author's own experience

In a workshop on dealing with problem colleagues, the author learned that **dismissal is not the answer**: "By simply removing the problem without attending to and fixing the system that allowed and nurtured it, you will only have created a vacancy for the next problem-in-waiting." (p. 5), i.e. a problem colleague may be an indication of problems in hiring practices, training, supervision, or departmental interactions. Each of these facets should be examined and corrected in order to avoid repeating problems.

Bullying & Harassment Compendium

The author suggests six steps departmental chairs can take to improve relationships and productivity in their academic units:

1. **Clarify values and expectations** (regularly and collectively; this makes it easier to confront individuals who deviate from expectations)
2. **Follow policy** (knowing and following policies is essential when working with problem situations and people)
3. **Build trust with colleagues** (including upper administration, campus experts, the dean, senior and respected colleagues, senate and union representatives, staff and support personnel, and the person who is perceived to be the problem; it is easier to resolve problems when trust is present)
4. **Evaluate yourself and your perceptions** (examining your own role and your own thinking to avoid being part of the problem)
5. **Listen** (most important recommendation, even when you believe the other person is a “jerk”)
6. **Take effective action** (being prepared and confronting challenging people with consideration and composure)

Each of these steps is covered in its own chapters, with case studies and a list of specific recommendations for each step in Part 1.

Part 2 includes types of particularly difficult faculty members, including chronic poor performers, passive-aggressive colleagues, bullies, problem characters who emerge in times of change, and the psychologically impaired.

Chapter 9 (p. 131-148) covers bullies and describes them as possibly the most difficult type of problem faculty to address effectively. **Many bullies use rank, hierarchy, cronyism and schmoozing to cover up their nefarious behaviour.** Chairs may face some difficulties in following the six steps.

1. Clever bullies often target those who will prefer to avoid conflict and simply let them win, so clarifying expectations (step 1) will not necessarily be effective.
2. Few universities have explicit policies (step 2) against bullying, leaving chairs in a weak position. (A sample anti-bullying policy is provided in the book’s appendix B, p. 199-201.)
3. Building trust (step 3) is also not recommended with bullies as they cannot be counted on to not retaliate. Trust should be extended to victims, as it requires a great deal of courage to come forward to report bullying.
4. The majority of bullies are in higher ranked positions. Chairs who socialize with members of this group may be deemed untrustworthy by targets outside of that group. Also, chairs who may have tendencies toward bullying behaviour themselves may be blind to such behaviour in themselves or others.

Bullying & Harassment Compendium

5. The importance of listening (step 5) is extremely high with targets of bullying as it can alleviate their distress. The chair can assist and support the target, but the decision to file a formal complaint should rest with the target. A chair who investigates a complaint should also listen to the reaction of the bully, whether they accept the feedback and have perhaps been unconscious of their bullying behaviour.
6. The failure to take effective action (step 6) both reinforces the bully and creates further distress for the target. The author recommends being proactive and including the bully in finding a solution to the problem.
7. For dealing with student bullies, the author again recommends that faculty members be proactive, set out behavioural expectations in the syllabus, confront bullying behaviour immediately, be respectful, follow policy, contact the dean of students (rather than a department head). However, the author also recommends that chairs who receive such complaints do not automatically assume that the faculty member is a problem teacher.

Recommendations and solutions proposed

- See specific recommendations at the end of each of chapters 1-6
- The summary recommendations specific to dealing with bullies are (p. 147):
 - **Implement an anti-bullying policy** (preferably at the institutional level)
 - **Regularly revisit anti-bullying and civility policies**
 - Be on the **lookout for signs** that it may be happening in your department
 - **Listen openly to anyone who comes forward** with complaints or concerns of bullying
 - **Be aware that chairs and their favoured colleagues can be bullies** and may have a tendency to let it go unacknowledged
 - Be aware that **conventional approaches for dealing with problem faculty may not be effective with bullies**; special training and experience is needed to understand bully culture and to know what to do about it
 - Understand that removing the bully without **addressing the social order** only leaves the space open for the next bully.

Bullying & Harassment Compendium

Duffy and Sperry, 2014

Duffy, M. & Sperry, L. (2014). *Overcoming mobbing: A recovery guide for workplace aggression and bullying*. New York: Oxford University Press.

"**Workplace mobbing** is a destructive social process in which individuals, groups, or organizations target a person for ridicule, humiliation, and removal from the workplace." (p. 1)

"**Bullying** is the subjecting of a targeted individual to hostile and abusive acts by one or more individuals without the presence of organizational involvement. The key distinction between bullying and mobbing is the absence of organizational involvement in bullying and the presence of organizational involvement in mobbing." (p. 8)

Examples:

- culture of gossip, innuendo, and defamation
- character and personality attacks, belittlement, humiliation
- in-group/out-group mentality, isolating an employee, ignoring them, giving them the "cold shoulder"
- failure of organization to stop the abuse and protect the target
- improper and intrusive personnel investigation
- attempts to strip target of dignity, respect, status, and influence
- "ganging up" in order to drive someone out of the organization
- inaccurate or abusive performance evaluations
- secret meetings to discuss what to do about the target

International
(with predominantly USA focus)

Description of study (method, key points, findings)

This book provides a detailed examination of workplace mobbing, its impacts, and practical recovery strategies for individuals and organizations based on the existing research literature and the authors' 30 years of clinical and consulting experience.

Chapter 1 addresses the similarities and differences between **workplace bullying and mobbing**. These problems have far reaching impacts on several levels and are so prevalent that the authors consider them to be public health issues.

"In workplace bullying, the exercise of power and control over another provides the ignition for the aggressive and abusive behaviour. In workplace mobbing, organizational leadership and other members support and participate in overt or covert actions designed to drive a victim from the workplace and strip the person of dignity, respect, and credibility." (p. 17)

Bullying & Harassment Compendium

Chapter 2 examines the dynamics of “**ganging up**” in workplaces. Anyone can be ganged up on and mobbed because of **some perceived difference**. But difference is always relative to the context. The typical process of ganging up involves: the presence of a workplace conflict that escalates, and which is not adequately addressed by management; people taking sides meaning more people become involved and a target or scapegoat is identified; unethical communication; other aggressive or abusive acts; involvement of management in a manner that is not supportive of the target (blaming them, making them responsible to solve their own problem, making excessive demands, taking disciplinary measures against the target, unwillingness to consider target’s perspective); elimination of the target from the workplace; post-elimination unethical communication. Looking for a bully to eliminate instead of the target is not a valid solution to workplace mobbing as this fails to take into account the role of the organization in allowing the mobbing to occur, through silence, failure to act, or more active participation in the mobbing.

Chapter 3 examines the **features of workplaces that enable mobbing** to occur, including a combination of individual dynamics (personality, work orientation, and coping styles), group dynamics (cohesiveness), and organizational dynamics (structure, culture, strategy, leaders, members). The external environment within which organizations operate, as well as the stages of the organization’s life cycle can also have an impact on mobbing.

Chapters 4 and 5 describe how it feels to be a victim of mobbing in the workplace, how these situations typically unfold, and the various **types of impacts** (see impact summary chart, p. 76) experienced.

Chapter 6 describes the **broader impacts** of workplace bullying, beyond those experienced by the direct victim, including impacts on people close to the victim outside of the workplace (partners, spouses, children), on witnesses/bystanders of mobbing within the workplace, as well as on the organization itself.

Note: estimates of the number of bystanders to workplace bullying range from 9 to 70%, higher education workplaces featuring in the higher end of that range. Unlike in a random act of violence on the street, bystanders in workplace bullying have a pre-existing relationship with the parties involved. Bystanders are “independent moral decision-making agents” (p. 108) and they make decisions about how to act (or not act) in response to witnessing abuse.

“When witnessing workplace mobbing, to paraphrase Paul Watzlawick’s axiom that ‘one cannot not communicate,’ one cannot not act. Ignoring, walking away, pretending not to notice or know, standing up for the victim, or siding with the aggressors in the mobbing are all choices. All are acts with moral significance.” (p. 109)

3 basic choices: 1) ignore, do nothing, 2) join in the mobbing actively or passively, 3) support the victim actively or passively.

Bullying & Harassment Compendium

Bystanders experience a range of effects, physical and emotional, and one study found their distress levels to be higher than those of first responders and emergency workers (Janson & Hazler, 2004).

Chapters 7 and 8 discuss **recovering from workplace mobbing**. There are several steps one goes through during the recovery from workplace mobbing and many variables that impact the effectiveness and speed of that recovery. Targets of workplace bullying can be assisted through their recovery process through tools to help them make important decisions and move forward: a recovery support team (possibly including spouse or partner, family member(s), friend(s), health care provider(s), psychotherapist, spiritual advisor, career coach or counsellor, attorney, unemployment support group, etc.); a map that identifies and tracks the effects of bullying on different facets of the victim's life as well as their family's (see Figure 8.2, p. 152); a step-by-step plan on how to get your life back (see Figure 8.3, p. 158); an examination and assessment of your recovery process (see Figure 8.4, p. 161).

Chapter 9 discusses the features of a **healthy workplace** and how to assess your own workplace or a potential new workplace for health and mobbing-resistance. "Healthy workplaces are respectful and accountable organizations that do *not* tolerate mobbing or any other form of interpersonal abuse or harassment." (p. 163) (see p. 178-179 for checklists Assessing the Health Status of Your Workplace).

Recommendations and solutions proposed

Chapter 10 summarizes the book by teasing out some key takeaway points for making organizations safer and more mobbing-resistant for everyone.

- **Most people who engage in workplace mobbing do not suffer from mental illness or personality disorders** normally associated with such aggressive behaviour. We must look instead at the convergence of individual, group, and organization characteristics and behaviours that lead to mobbing.
- Given a certain constellation of individual, group, and organizational influences, many if not most people could end up participating in workplace mobbing. "**Disinhibition** in the context of group pressure increases the likelihood that individuals will behave in ways that they would ordinarily not. [...] Preventing humiliation in the workplace and increasing empathy would together go a long way toward reducing workplace mobbing and its destructive effects." (p. 183)
- Psychosocial health risks, and workplace mobbing in particular, must be included in **workplace health and well-being policies and programs** in order to address significant sources of harm and risk to individual, family, and organizational health. The World Health Organization (WHO) "regards healthy workplaces as a primary site of health promotion and health protection for workers, their families, and their communities." (p. 184)

Bullying & Harassment Compendium

- **Mistakes happen.** What is most important is to acknowledge them and repair the harm. In the aftermath of workplace mobbing, steps must be taken to repair the harm and the relationships impacted.
 - Acknowledgement of what has happened
 - Acceptance of responsibility
 - Commitment to the elimination of workplace mobbing
 - Raising awareness and providing education about the process of workplace mobbing
 - For individuals who have participated in mobbing:
 - Refusing to continue to participate
 - Questioning/challenging the information that is being circulated about the target
 - Providing the target with information on what is being said about them, meetings and actions that have been taken to undermine them in the workplace
 - Apologizing for their involvement in mobbing
 - Committing to transparent communication (only discussing people who are present)
 - Restoring victims of workplace mobbing to wholeness, which may include: acknowledgement, apology, reparation, and compensation

The Appendix lists many helpful websites from around the world (including Canada) about mobbing, bullying, trauma, and related topics (p. 195-199).

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Einarsen, Hoel, Zapf, and Cooper, 2011

Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. L. (Eds.) (2011). *Bullying and harassment in the workplace: Developments in theory, research, and practice* (2nd ed.). Boca Raton, FL: CRC Press.

In Chapter 1, written by the editors of the book, **harassment, bullying, and mobbing** are used interchangeably and refer to: "the systematic exhibition of aggressive behaviour at work directed towards a subordinate, a coworker, or even a superior, as well as the perception of being systematically exposed to such mistreatment while at work." (p. 5).

See also Table 2.1 (p. 44) for a review of several different definitions found in the research literature.

Examples provided in Chapter 1:

- persistent insults or offensive remarks
- persistent criticism
- personal or even physical abuse
- social exclusion and isolation
- unreasonable deadlines, unmanageable workloads
- excessive monitoring of work
- assigning meaningless tasks or no tasks
- excessive teasing
- spreading gossip and rumours
- intimidation

International
(focus on Western countries)

Description of study (method, key points, findings)

Chapter 1 by S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper outlines the research literature surrounding the concept of workplace bullying. It covers mostly the European research in this field of study and the key features of the concept (frequency, duration, nature of behaviours, imbalance of power, intentionality, etc.) that led to the authors' formal definition of workplace bullying, which has been much cited in the literature since the publication of the first edition of this book.

The authors propose a theoretical framework that encompasses the complex set of interrelated variables that account for workplace bullying including: cultural and socioeconomic factors, organisational factors, as well as individual factors pertaining to the perpetrator and to the victim prior to, during, and after the bullying behaviour (see Figure 1.2, p. 29).

Chapter 2 by L. Keashly and K. Jagatic furthers the review of the academic literature by focusing on North American work on the concept of workplace bullying.

Chapter 3 by D. Zapf, J. Escartín, S. Einarsen, H. Hoel, and M. Vartia compares empirical research findings from several (approx. 90) European studies of the prevalence of workplace bullying, including information about frequency, duration, gender of bullies and victims, number of bullies, status of bullies and victims, and different employment sectors.

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Chapter 4 by A. Hogh, E. G. Mikkelsen, and Å. M. Hansen examines the research literature pertaining to the individual impacts of workplace bullying through the lens of stress theory. The effects documented demonstrate that **workplace bullying can have highly detrimental impacts on health and well-being** including: psychological (inability to concentrate, mood swings, anxiety, fear, and depressive symptoms) and psychosomatic (headaches respiratory and cardiac complaints, hypertension, and hypersensitivity to sounds) symptoms, sleep problems (in quantity and quality), physiological reactions (excessive adrenocortical and autonomic function), and PTSD. These impacts may also lead to absenteeism, worsening of chronic illnesses, alcohol and drug abuse, and even suicide.

Chapter 5 by H. Hoel, M. J. Sheenhan, C. L. Cooper, and S. Einarsen examines the literature relating to the **impacts of workplace bullying on organizations**, including: absenteeism, turnover, productivity, effects on observers and witnesses, and other organizational effects (investigations, paid leaves during suspensions, grievance, compensation, litigation, forced transfers, work disruptions, strike action, counteraggression by target or displaced aggression, cost of intervention programs, loss of public goodwill and reputation). Taken together, these effects on organizations produce a **considerable financial cost to organizations** within which bullying occurs.

Chapter 6 by M. B. Nielsen, G. Notelaers, and S. Einarsen examines the methodological options available for measuring workplace bullying as well as the strengths and weaknesses of each approach.

Chapters 7, 8, and 9 review various explanations and antecedents of workplace bullying at the individual (bully and perpetrator), social, and organizational levels.

Chapters 10 through 13 address specific issues related to workplace bullying: sexual harassment, discrimination, industrial relations, and whistleblowing.

Chapter 14 by C. Rayner and D. Lewis examines **the role of policies** in addressing workplace bullying. An anti-bullying policy has two main roles: 1) a statement of intent and 2) a summary of formal and informal processes. This chapter has an applied focus to determine the aspects of policies that make them “work” as well as some common errors in policy development and implementation.

Chapter 15 by H. Hoel and S. Einarsen describes how to effectively carry out **the investigation process**.

Chapters 16, 17, and 18 describe various **interventions** that can be carried out to prevent and manage workplace bullying, counselling for those involved in cases of workplace bullying, and inpatient therapy for victims of workplace bullying. The effectiveness of these different approaches is also discussed.

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Chapter 19 by L. Keashly and B. L. Nowell examines **conflict resolution** as an approach for addressing workplace bullying.

Chapter 20 by G. Namie, R. Namie, & P. Lutgen-Sandvik offers **activist strategies** for addressing the culture around workplace bullying by education campaigns aimed at the general public, lawmakers, and employers.

Chapter 21 by D. C. Yamada provides an overview of **legislative responses** from around the world.

Recommendations and solutions proposed

Chapter 14 by C. Rayner and D. Lewis suggests that ownership of the anti-bullying policy should be in the department able to exert sufficient influence to deliver on the policy objectives, whether that is health and safety or human resources. However, success of the policy will hinge on buy-in from all departments.

As far as content, the **policy** should:

- Start by clearly stating the organization's opposition to bullying;
- Be short, clear, and simple to read;
- Provide a carefully considered definition of bullying;
- Be checked by a legal representative;
- Include illustrative examples;
- Outline informal and formal processes for resolving bullying situations.

In order to avoid **common mistakes**:

- Promote the policy effectively in all available formats;
- Provide adequate training to managers before launching the policy;
- Communicate outcomes of investigations in a timely manner, not just to interested parties, but to all concerned in order to demonstrate that the policy is taken seriously;
- Monitor the antibullying system regularly (at least yearly) through staff perception surveys or other means

See also Chapter 15 by H. Hoel and S. Einarsen for policy recommendations to **embed a predictable investigation process into existing policy and procedures**.

Bullying & Harassment Compendium

Hollis, 2012

Hollis, L. P. (2012). *Bully in the ivory tower: How aggression and incivility erode American higher education*. Wilmington, DE: Patricia Berkly LCC.

Bullying: "harassing, offending, socially excluding someone, or negatively affecting someone's work tasks. This behavior occurs repeatedly and regularly over a period of time about six months. With the escalating process, the person confronted ends up in an inferior position and becomes the target of systematic negative social acts" (citing Einarsen, Hoel, Zapf & Cooper, 2003, p. 22)

Behaviours included:

Vicarious bullying: empowering a subordinate to bully on the leader or manager's behalf

USA

Description of study (method, key points, findings)

Bullying: "pervasive, escalating hostility, and berating and mistreatment on the job" (p. 1)

Harassment: similar to bullying, but targeting a person from a protected class

Higher education milieu is different from the K-12 schoolyard and from corporate workplaces, so bullying in HE may manifest in different ways and produce differing impacts

Impacts of bullying in HE extend beyond the immediate target to the broader community – targets expend their energy fighting off bullying attacks, energy which would be better directed at engaging with their students, research, committee work, etc.

Mixed methods study aimed at quantifying the rate of workplace bullying specifically in higher education administration, examining the manifestation of bullying there (which groups are targeted, the costs to the institutions, targets' and managers' reactions, effects on witnesses), and developing a model of intervention to limit this problem

This study includes data from a cross-section of higher education offices, including but not limited to academics, and assesses the financial, academic and other impacts of workplace bullying in HE

Method:

Bullying & Harassment Compendium

- 35-question survey (Hollis Workplace Bullying in the Academy Survey, WBAS) distributed to over 3200 participants at 175 four-year higher education institutions of varying types (n=401)
- Several qualitative interviews with HE professionals

Theoretical frame: **Emotional labour** (Hochschild, 2003) – the work of maintaining “professional composure while withstanding emotional distress” (p. 12). This study adapts that theoretical frame to “the effort employees need to sustain employment within an ego-driven [hierarchical] power structure of higher education” (p. 16). “When bullying occurs at work, any organization loses thousands of work hours when employees expend emotional labor to manage aggression instead of focusing on the organization’s mission.” (p. 31).

Author proposes new term of “bullrassment”: “bullying-harassment for people regardless of Title VII [protected] status” (p. 20) – status-free harassment was legal at time of writing this book, but many states have begun introducing legislation against bullying.

62% of respondents to the survey (n=401) had been bullied or witnessed bullying in their HE workplace in the last 18 months; 53% were actively trying to leave their positions or reported that they would leave if other positions were available; over half of respondents forwarded the survey to a third address instead of answering it from their university location and several expressed fear in their open-ended responses that their employer would be able to track their responses. A greater proportion of African Americans (80%), women (73%), and members of the LGBT community (78%) experienced bullying. 16% had been vicariously bullied and 25% had witnessed vicarious bullying.

Respondents rated the following areas as least likely to have bullying: Human Resources, Student Affairs, IT, and the following as most likely to have bullying: Executive, Academic – Arts, Athletics, Academic – Science

Respondents who had witnessed bullying confirmed that those with less power within the higher education administration were more likely to be targeted.

Bullying occurred in one-on-one meetings (27%), in front of other staff (25%), in front of students (8%), in local (14%) or division-wide (9%) staff meetings, in cyberspace (14%).

The most common bullying tactics reported were: being overlooked, ignored; verbal insults and yelling; harsh written communications; being subject to group gossip and rumours; threats of losing their job; jokes and teasing.

Forms of organizational bullying included: changing goals or responsibilities abruptly or without notice (deadlines, objectives, budget, reporting structure); being assigned unreasonable tasks; unreasonable accountability; exclusion from social gatherings.

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Over two thirds had experienced the bullying for more than a year (17% for one year, 26% for 2-3 years, 27% for more than 3 years)

The most typical reaction was for the targets to isolate themselves. Others reported it to their supervisor, to HR, quit, or took more sick time. When asked about which response strategies provided relief, the most common response was that there was no relief. Other responses that brought relief to some respondents included: isolating themselves (15%), reporting to supervisor (10%), leaving department (10%).

On average, the targets spent 3.9 hours per week attempting to avoid the bully.

Organizational responses to bullying varied. 28% of respondents reported that the organization did nothing; coached (18%) or supported (19%) the bully; transferred the bully (19%) or the target (7%); fired the bully (5%) or the target (4%).

Other noteworthy comments drawn from the open-ended responses include:

- Bullying comes from the top down. Leaders need to receive training and to take a firm stance on bullying.
- Administrators and HR tend to ignore or protect bullies who are in senior positions, who bring money into the university, and who are friends with the president.
- When bullying is ignored, it tends to escalate and becomes much more difficult to resolve in an effective manner.

The most frequently identified **elements of a healthy workplace** were: respect from colleagues, positive attitude of the boss, respect from administration, and the positive attitude of colleagues. Fewer than half of respondents also identified the following elements: clear policies, training, a visible HR department.

The author offers calculations based on the 62% who had been bullied or witnessed bullying and the 3.9 hours per week spent avoiding the bully, placing the costs of bullying in higher education from several millions of dollars for small liberal arts of medium private institutions to several tens of millions of dollars for large state universities. These estimates do not factor in the cost of turnover, which can amount to 150% of the salary of the person to be replaced. With 16% of targets leaving their employment, turnover can add tens or hundreds of millions of dollars in costs of bullying for higher education institutions.

5 key themes that emerged from the qualitative interviews:

- **Leadership drives the organizational culture** (actively creating a healthy workplace, implementing policy, modelling civil behaviour, and holding people accountable for aggressive behaviour)

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- **Role of human resources and employment equity offices** (lack of support for targets, failure to hold bullies accountable, hostility, cover-ups, transferring the target instead of addressing the bullying behaviour, lack of training on how to deal with bullying)
- **Cost** (lost through turnover and disengaged staff, sick time, lawsuits)
- **Coping strategies for individuals** (disengagement, avoidance, closed doors, sick time, extended lunch breaks, meditation, self-worth and faith, working harder, applying policies, early retirement)
- **Effect on services and functions** (poor behavioural models for students, complaints generate bad reputation for the institution, services or budgets withheld impact services available to students, lack of innovation, toxic environment)

“Both quantitative and qualitative findings show that leadership can set the tone in cultivating an environment that will sustain bullying behavior or eradicate bullying behavior from campus.” (p. 102)

Given the fiscal realities of higher education, “higher education can’t afford to lose valuable productivity to staff turnover and employee disengagement” (p. 103)

Recommendations and solutions proposed

- **Accountability:** “an organizational and leadership model that incorporates checks and balances at all levels of an organization can develop preventative measures to minimize workplace aggression and bullying” (p. 34)
- **Leaders who embody the university’s mission statement and model civility**
- Creating a **culture of civility** and trust through values such as equity, fairness, collaboration, service, sensitivity, innovation, commitment, social justice and partnership (p. 108)
- **Policy**
- **Training**

Organizational solutions:

- **Increase awareness of impacts** of bullying on the organization among HR recruitment personnel; avoid hiring bullies into the workplace
 - **Attempt to recognize bullies** in interview process (will try to control the situation; will not express empathy about people they have had to let go or previous subordinates; may express frustration with staff or brag about coercive practices)
 - **Maintain relationships**, know the personalities and the culture (ensure that new hires will fit with the personalities and culture into which they will be added)
 - **Conduct a thorough vetting process** (examine record of behaviour, turnover,

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- complaints, accolades, strategies used to motivate previous staff)
- **Communicate clearly** throughout the hiring process that incivility will not be tolerated and make hires aware of anti-bullying policies
- Leaders with a consistent commitment and alignment with institutional values; **no tolerance for aggression at any level**; accessible and visible leaders; sensitive to power structures
- **Open environment**; transparency
- **Culture of fairness**; no tolerance for retaliation or misuse of policy and procedures
- **Annual 360 evaluation of managers**; coaching for those who consistently fall short
- **Engage with complaints** at all levels
- **Removal** of those who continue to exhibit aggressive behaviour after receiving coaching, regardless of other successes or financial contributions brought in by those individuals

Individual solutions for targets:

- **Self-care**
- **Improve professional skills** to keep options open
- **Distance** self-identity from work-identity
- Consider other employment **options**

Individual solutions for managers:

- **Use policy language** in objective performance standards to curtail bullying
- **Model** civility, fairness, and respect
- **Speak promptly with bully** when bullying behaviour is apparent
- **Firm, but fair** in application of policies

Individual solutions for bullies:

- **Track** productivity and turnover
- **Review internal transfer patterns**
- **Seek executive coaching**
- **Communicate clearly** and fairly with staff
- **Seek mentors** to help unlearn bullying behaviour
- Initiate **360 evaluation** for all leaders and managers

Bullying & Harassment Compendium

Lester, 2012

Lester, J. (Ed.) (2012). *Workplace bullying in higher education*. New York: Routledge.

Bullying: "a continuous pattern of unwarranted mistreatment toward a co-worker that causes psychological or emotional harm to the victim." (p. ix)

Examples:

- verbal abuse
- threatening and intimidating conduct
- constant criticism
- undermining of work performance
- exclusion
- marginalization
- overloading with work
- taunting
- stalking

USA
(with international references)

Description of study (method, key points, findings)

This edited book is aimed at human resource professionals and academic managers to educate them about bullying against faculty and staff in academic institutions. It discusses the nature, impact, legal and ethical issues surrounding bullying in the academic workplace as well as how to address it.

Chapter 1 by L. Keashley and J. Neuman provides a literature review on workplace bullying in higher education. Table 1.1 (p. 4-8) provides readers with a summary of studies conducted on workplace bullying in academic settings, including information about samples, methods, timeframe, prevalence rates, actors involved, and the various constructs and definitions that are used to describe what is understood as workplace bullying.

Chapter 2 by S. Taylor demonstrates that **tenure status** impacts faculty members' experiences with bullying in the academic workplace, both as targets and as bullies. There may also be confusion as to where the lines between academic freedom, civil discourse, and bullying lies. The authors conducted a survey of 1034 faculty members at a Midwestern research university using the Negative Acts Questionnaire (NAQ-R) with an open-ended section added at the end. Approximately **12% indicated they were targets of bullying** in the last 6 months (however the examination of specific behaviours revealed a much higher exposure level). The frequency of exposure to specific bullying behaviours was related to tenure status. **Non-tenure-track faculty had the highest levels of exposure and felt powerless to address the situation**, followed by tenured faculty who may be targeted because they are perceived as untouchable (therefore, creating conditions that cause tenured faculty to resign may be seen as the alternative to

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termination). Envy may also be a motivating factor in the bullying that targets tenured faculty. Tenure-track faculty had the lowest levels of exposure, possibly because they are not as powerless as non-tenure-track faculty and easier to terminate through official channels than tenured faculty. Bullied faculty are more likely to leave the organization, especially if they are untenured. However, tenured faculty who are bullied may be less likely to leave the institution “meaning the organization may employ **an unhealthy workforce** and be at greater risk for negative health effects, absenteeism, and decreased productivity. Another concern is the potential escalation of bullying to violence” (p. 34). Bullied faculty are less likely to feel loyalty to the organization and its leaders and to use their voice to make positive contributions. They are more likely to disengage, become cynical about the organization.

Chapter 3 by M. Sallee and C. Diaz examines groups that are specifically targeted for bullying due to their **gender, race, ethnicity, or sexual orientation**. Prior research suggests that women are somewhat more likely than men to be targeted by bullies and transgender individuals are much more likely to be targeted. Women are also more likely to be on the receiving end of gender-focused harassment than are men. Men are more likely to be the ones doing the bullying of both other men and of women. Men are more likely to be bullied by their superiors, whereas women are bullied by superiors, colleagues, and subordinates. People of colour are more likely to report being bullied than their White colleagues. Supervisors act as the main culprits in racial and ethnic harassment, but co-workers also contribute to the hostility through jokes, racist remarks, humiliation, and hostility. LGBTQ faculty and staff are also more likely to experience bullying in the workplace from superiors, colleagues, and subordinates. The interplay of gender, race, ethnicity, and sexuality (aka intersectionality) when it comes to bullying is noted. The role of organizational culture in allowing or preventing bullying from taking place is critical. The reproduction of society’s white male heteronormative privilege structures in universities leads to discrimination and bullying.

Chapter 4 by J. Fratzl and R. McKay looks at aggression targeting **professional staff** either from students or from faculty members. Professional staff are often the first people that students interact with at university and they create the day-to-day organizational environment (more so than faculty who may set their own hours and often work from home). Within the limited literature on bullying of professional staff in higher education, it has been found that professional staff can be bullied by those in a position of authority over them, co-workers at a higher level, peers, academics, and students. As such, it is important to have an understanding of all players involved (or potentially involved) in bullying and harassment in university. Generation Y students are notably more narcissistic and may respond to frustration with aggression. Academics, also, may have a sense of entitlement that increases with rank. Professional staff are, in a way, sandwiched between these two very demanding groups and there is often a lack of managerial oversight and training to address problems as they arise.

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Although employee handbooks exist and are distributed, employees often lack awareness of the contents of those handbooks and rarely consult them until a problem arises.

Chapter 5 by S. Starobin and W. Blumenfeld examines the characteristics of community colleges (institutional identity, curricular functions, classification), in terms of gender and geography, that enable bullying. Workplace bullying and harassment can be seen as part of the broader culture of bullying and harassment.

Chapter 6 by K. Stone examines the (U.S.) legal ramifications of workplace bullying.

Chapter 7 by T. B. Gallant offers an argument about the ethical issue that bullying represents for organizations.

Chapter 8 by L. H. Harber, P. Donini, and S. R. Parker provides recommendations for human resources to assist both the individual experiencing workplace bullying and the organization to promote awareness and change. Many case examples are provided.

Chapter 9 by J. Lester and C. Klein concludes the book by summing up the approaches discussed throughout the book and offering recommendations for practice and research.

Recommendations and solutions proposed

Chapter 2 by S. Taylor offers the following recommendations:

For faculty:

- Faculty members should **educate themselves about workplace bullying** and understand the difference between collegial debate and bullying.
- The **training** of faculty members should include **civility** and understanding of higher education culture so that they may self-regulate and recognize inappropriate behaviour in others. Allowing uncivil and bullying behaviours to go unchallenged encourages new faculty and graduate students to do the same.

For administrators:

- **Model professional conduct**
- **Respond to performance issues** based on clear understanding of workplace bullying, academic freedom, tenure, institutional policies and procedures
- Increase their own and their faculty's **awareness of applicable policies and procedures** by inviting a human resources administrator to speak at a faculty meeting
- **Demonstrate leadership** through policy development, education and training, communication, and taking action in bullying situations
- An employee code of conduct is as important to have as a student code of conduct –

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communicate clear expectations

- Create a **civility campaign** to promote self-awareness and self-regulation
- Have a **confidential hotline** as a central contact point for workplace bullying complaints rather than multiple reporting sites which may cause confusion

For human resources:

- Have **access to legal counsel** in order to clearly understand how tenure and academic freedom relate to employment law
- Have a **harassment and bullying policy** in place that is effective, enforced, and shared with all employees; track the number of complaints; periodically review the effectiveness of the policy
- **Increase awareness of policies and procedures** at all levels
- Offer **sensitivity and conflict management training** for perpetrators; assertiveness training for targets
- **Take complaints seriously and respond promptly**

Chapter 3 by M. Sallee and C. Diaz also suggests changes at all levels of the institution in order to address workplace bullying and harassment.

Human resources professionals can:

- **Gauge the campus climate** through surveys and campus forums. Gaining more information about the experiences of vulnerable groups will allow HR professionals to better target their interventions.
- Create a **campus-wide anti-bullying campaign**. Invite speakers to offer personal testimonials or to present research findings and raise awareness about impacts and targeted groups.
- **Collaborate** with other campus departments (especially identity-based groups for faculty and students, such as women's centres, multi-cultural centres, LGBTQ centres) to provide programming and support
- Offer **workshops** for the campus community to discuss behaviours and structures that can lead to bullying, impacts, how to respond to bullying, resources, etc.

Department chairs and administrators can:

- **Partner with campus offices** to offer training sessions on identity groups. Having continuous discussions promotes a culture where diversity is valued and bullying is

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addressed.

- Encourage participation of all faculty on **diversity committees**
- Engage in **cluster hires** to reduce the isolation that women and/ or individuals from minority groups may feel in certain departments or faculties
- **Create courses** that focus on societal inequities

Chapter 4 by J. Fratzl and R. McKay offers the following **recommendations for professional staff**:

- **Prepare your response** to aggression by being aware of the natures of the academic groups with which you are dealing and the tactics most likely to help in the situation
- **Establish clear expectations** at the start of employment
- Request the development of a **code of conduct** that is posted and that sets the acceptable behaviour at work so that personality conflicts do not result in aggressive behaviour

Chapter 9 by J. Lester and C. Klein reviews and summarizes the strategies and best practices for addressing workplace bullying on different levels addressed throughout the book.

Individual strategies:

- **Use your support system** to process what is happening, reduce stress, and avoid the bully or bullies (this approach appears to be more effective for targets than formal reporting)
- Collaborative **education and support** of individuals involved, including clear definitions of what constitutes workplace bullying and the resources that are available for combatting it
- Offer **no-blame interventions**, such as coaching, to change perceptions of conflict and bullying
- **Empower witnesses** to react in ways that help to shape the culture and climate of their departments and improve civility (e.g. code of conduct articulating shared values and ethical standards)
- **Lead by example**

Strategies for institutional units and their leadership:

- Work to **be aware** of workplace bullying
- **Develop skills** to address it from a managerial perspective (in collaboration with HR)

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- professionals)
- **Provide training and resources** to faculty and staff members
 - Work to **diminish its occurrence** and force
 - **Model the standard** of civility for the campus
 - **Address bullying directly**, take reports seriously, work with those involved to ameliorate situation
 - **Foster cooperation** over competition
 - **Consistency** in dealing with workplace bullying is critical (in a legal case, the consistency of the institution's actions toward its employees would be taken into consideration)
 - Have **clear policies** relating to bullying, tenure, and academic freedom and outline them in employment contracts
 - Encourage a **climate and culture of inclusivity**

Strategies for institutions:

- Shift campus culture toward a **climate of civility and ethicality**
- **Education and support**
- **Civility or anti-bullying campaigns** (not solely aimed at students, but also at faculty and staff) – involve all campus constituents in the development, language, and images of these campaigns
- Encourage faculty and staff to become **champions of civility** on campus
- Implement and promote a **code of conduct** on campus (e.g. CalPoly's "Statement of Commitment to Community")
- Periodically **assess campus climate** through campus audits, surveys, reporting records, etc. and use this data to help shape the conversation

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Lutgen-Sandvik, 2013

Lutgen-Sandvik, P. (2013). *Adult bullying – a nasty piece of work: Translating a decade of research on non-sexual harassment, psychological terror, mobbing, and emotional abuse on the job*. St. Louis, MO: ORCM Academic Press.

"Workplace bullying is persistent aggressive interactions that escalate in severity and hostility over time and against which targeted workers ('targets') are unable to defend themselves or are otherwise unable to stop abuse." (p. 1-2)

Types of workplace bullying:

- dispute-related bullying
- authoritative bullying
- displaced bullying
- discriminatory bullying
- organizational bullying

USA

Description of study (method, key points, findings)

This book reviews over a decade of research on workplace bullying by the author (in some instances, co-authored work with other scholars in this field) and offers a lay "translation" of this academic material. Chapters 2 and 16 are versions of original articles already reviewed in this compendium (see Lutgen-Sandvik, Tracy, & Alberts, 2007; Lutgen-Sandvik & Tracy, 2012).

Chapter 3 describes workplace bullying by supervisors as a **cyclical pattern** that follows predictable stages leading to the target being driven out of the workplace and the cycle to restart with new targets if the pattern is left unaddressed. Chapter 12 also discusses bullying by supervisors and how the targets make sense of why it is happening.

Chapter 4 describes targets' and witnesses' **attempts to resist and fight back** against workplace bullying. Chapter 5 describes the **emotion and pain** experienced by targets of workplace bullying through an analysis of the metaphors they use to describe it. Chapter 7 also touches on emotional impacts in terms of **self-identity** and the identity work needed to recover from traumatic and stigmatizing experiences of workplace bullying. Chapter 9 analyzes bullying behaviour as a communication issue. Chapter 11 examines the **roles played by active and passive bystanders** in enabling and furthering workplace bullying. Chapter 13 provides **profiles** of different types of targets (provocative, passive, rigidly conscientious), witnesses (bully allies, target allies, neutral bystanders), and aggressors (accidental, narcissistic, psychopathic), outlining the motivations and communication tactics of each group.

Chapter 6 compares the experiences of **older and younger employees** with workplace bullying. Chapter 10 considers explanations to account for the finding that **women who bully target other women twice as often as they target men**.

Bullying & Harassment Compendium

Chapter 8 explains how **toxic organizations** come into being and how they can change. Chapter 14 examines the role of focusing on **positive workplace experiences** to promote positive outcomes. When bullying is present, one-third of the positive associations are negated, so efforts aimed at reducing aggression in the workplace must continue to be a part of the solution. Chapter 15 addresses workplace **bullying as a systemic phenomenon**, not one that can be solely addressed at the individual level.

Recommendations and solutions proposed

- **Listening to subordinate employees' silenced voices**, accepting the validity of these voices even when they differ from the representations of upper managers; provide space for such conversations; peer "listeners" program
- **Interrupting the cycle** of abuse cannot merely be achieved by working with or removing the abuser. It requires one or more of:
 - Restructuring
 - Removal or coaching of abusive manager to reduce verbal aggression
 - Giving voice to the abused
 - Effective intervention by upper management
 - Re-evaluation of human resource management philosophy, examining workplace values and norms
- **Early intervention**: use everyday practices to proactively maintain and protect employees' perceptions of camaraderie and communication with peers, supervisors, and family
- **Name the abuse** "workplace bullying"
- Understanding the important **role played by communication** in everyday workplace interactions
- **Commitment by upper management** to acknowledge abusive policies and to change procedures
- **Acknowledge the costs to the organization** of even low-level forms of incivility (reduced productivity, employee absences, time spent by managers managing co-workers' relationships)
- Given that top-down bullying is more common, be aware that it is very **easy for managers to justify bullying** as necessary supervision
- **Respond to complaints**: "Doing nothing is not being neutral when workers ask for help; when nothing is done, organizations inadvertently becomes [sic.] bullies' accomplices." (p. 239)
- **Develop new managerial skills** (interpersonal, communication, and listening skills – also important for all employees)
- **Bring in an outside consultant** to facilitate analysis and planning of an organization-wide approach and training

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- For individuals: ensure **self-care and social support** are present
- For bystanders: **discourage negative behaviours** and **encourage positive behaviours**; support targets by adding your voice to theirs

Bullying & Harassment Compendium

Namie and Namie, 2009

Namie, G. & Namie, R. (2009). *The bully at work: What you can do to stop the hurt and reclaim your dignity on the job*, 2nd edition. Naperville, IL: Sourcebooks.

"Bullying at work is repeated, health-harming mistreatment of a person by one or more workers that takes the form of verbal abuse; conduct or behaviors that are threatening, intimidating, or humiliating; sabotage that prevents work from getting done; or some combination of the three." (p. 1)

Top Ten Bullying Tactics:

- blame for "errors"
- unreasonable job demands
- criticism of ability
- inconsistent compliance with rules
- threatens job loss
- insults and put-downs
- discounting/denial of accomplishments
- exclusion, "icing out"
- yelling, screaming
- stealing credit

USA

Description of study (method, key points, findings)

This book has a decidedly populist slant and appears to be aimed at people who are experiencing workplace bullying, but the advice purports to be based on extensive research on workplace bullying in the US (empirical surveys and over 5000 intensive interviews are mentioned in introduction, but no methodological information is provided in the book aside from the appendix which gives more detail about the survey and responses). Despite its non-academic approach, this book is nonetheless frequently cited in the academic literature and its prevalence rate is often reported.

Workplace Bullying Institute (WBI) & Zogby International survey of 7,740 adult Americans found **37% had experienced workplace bullying** and 13% were currently experiencing it or had within the 12 months prior to the survey (2007); **an additional 12% had witnessed it** but not experienced it, making it 49% of American workers who are impacted by bullying in the workplace – i.e. defined by authors as “an epidemic”

60% of bullies are men, 57% of targets are women

Same-gender bullying is more typical (61% of all bullying), especially among women (71% of bullying by women)

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Typical resolutions to bullying in the workplace include: target quits (40%), target fired (24%), target transfers (13%), bully punished (23%)

Status-based harassment (or grounds-based in Canada) is known to be illegal, but “Bullying cuts across boundaries of status group membership.” (p. 9) Bullying is four times more prevalent than discriminatory harassment, i.e. majority of bullying is “legal” – law only gives target the right to sue.

Employer response to bullying: 18% made it worse, 44% did nothing, 32% helped or tried to help.

40% of targets did not tell employer, 38% made informal internal complaint, 15% formal internal complaint, 4% formal EEO, 3% lawsuit

44% endured bullying for more than one year, 29% for 6-12 months

Authors state workplace bullying is more serious than schoolyard bullying as it has an impact on one’s livelihood and that children are expected to get help to resolve bullying, whereas adults are expected to handle these situations themselves.

Incivility/rudeness and violence are seen as the opposite ends of the spectrum within which bullying should be viewed

72% of bullying was by bosses, 18% by peers, 10% bottom up

Chapter 2 offers tips for handling different types of bullies in the workplace.

Chapter 3 covers the characteristics of targets found in their surveys and explains steps to take when one is a target.

Chapter 5 looks at explanations for **witness paralysis** – 1) Jerry Harvey explains this as an example of the “Abilene Paradox”, i.e. when everyone agrees something is wrong, but no one is willing to communicate this aloud. People do this because of “overblown negative fantasies,” i.e. tendency to imagine the worst possible outcome of speak out (will lose their job, bully will turn on them, etc.); 2) groupthink, i.e. a one-sided view dictated by the bully being a part of the in-group; 3) cognitive dissonance, picking a side and downplaying the impact of the bullying due to rationalizations; 4) siding with the bully; 5) bullies seen as “winners”, don’t want to be on the “losers” side.

When Targets told someone within their organization, whether co-workers, boss, or HR, this rarely led to positive actions (less than 20% in all three cases), many did nothing (esp. bosses 40% and HR 51%), and many engaged in negative actions as a result of being told (57% of co-

Bullying & Harassment Compendium

workers, 42% of bosses, and 32% of HR told). Positive support much more likely to come from spouses (85%) and friends outside work (79%).

Chapter 6 contains advice for family and friends helping a target through their experience as well as suggestions about the types of professional help to obtain (therapists or counsellors, union representatives, lawyers).

Chapter 7 covers the **typical pattern of targets' experiences**: 1) victimhood (bullying dominates thoughts of target, why me?), 2) power surge (finding legal help), 3) vulnerability (counterattack by employer), 4) isolation and abandonment, 5) anger, 6) resolution. See also Lutgen-Sandvik's 3 phases (pre-bullying, bullying, post-bullying). Predictability of stages can help Targets be better prepared for what is ahead and to get ready to confront, if they decide to confront (authors also discuss reasons why a person might or might not choose to confront).

Chapter 8 discusses the many potential impacts of workplace bullying.

There are several chapters of psychological self-assessments and situational assessments to help targets or potential targets or families and friends of targets to evaluate the situation and their perspectives.

Chapter 17 covers steps targets can take (premised with a legal disclaimer that they are for information purposes only, e.g. #1 is not to trust HR... It is not clear whether there is a legitimate basis to these steps.) Step 1: naming the bullying, Step 2: seek respite, take time off (on the other hand, it seems the target then may be perceived as the problem employee), Step 3: expose the bully (make a business case for why the employer needs to get rid of the bully or take steps to stop the bullying).

Chapter 18 covers things targets need to think about if they leave or lose their job due to the bullying.

Chapter 19 briefly addresses international work being done on workplace bullying.

Chapter 20 addresses emerging US case law on this issue

Recommendations and solutions proposed

The book offers advice to individual targets of workplace bullying along the lines of understanding what is happening to them, protecting themselves, and "bully-busting" when they are ready.

Bullying & Harassment Compendium

Tehrani, 2012

Tehrani, N. (Ed.) (2012). *Workplace bullying: Symptoms and solutions*. London: Routledge.

"**Bullying at work** involves repeated negative actions and practices that are directed at one or more workers. The behaviours are unwelcome to the target and undertaken in circumstances where the target has difficulty in defending him or herself. The behaviours may be carried out as a deliberate act or unconsciously. These behaviours cause humiliation, offense and distress to the target. The outcomes of the bullying behaviours have been shown to cause clinically significant distress and impairment in social, occupational, and other areas of functioning." (citing Einarsen et al., 2003, p. 3-4)

4 main types:

-**personal derogation** (humiliation, personal criticism, ridiculing or demeaning comments to undermine standing or integrity of the target)

-**intimidation** (threats of physical violence or psychological intimidation, misuse of power or position to create situation where victim feels unable to defend or act)

-**work-related bullying** (withholding of information, removal of responsibilities, work overload, stealing credit for or not recognizing work done by target)

-**social exclusion** (target is cut off, isolated, scapegoated, or sidelined by other employees)

European focus

Description of study (method, key points, findings)

This edited book unites contributions from several academics and practitioners and covers a wide variety of facets of the issue of workplace bullying. The book is quite accessible and raises some important points that may not be fully covered in other such works.

For instance, in the introduction by the book editor N. Tehrani, on the issue of intent, the author outlines seven different sources of power that may create an imbalance between target and bully. Also, she argues that intent is not determined solely by the **wilful intention** of the offender to harm the target in some manner, but rather we need to also consider **instrumental intent** (unintended consequences of behaviour directed at achieving another goal than harm to the target, but that do in fact cause harm to the target) as well as **unintentional** behaviours resulting from a lack of sensitivity or awareness of the impact of one's behaviour on others. In addition to recognizing that bullying may go on at the individual, group, and organizational levels, the author further suggests **typical scenarios** within each category:

- Individual bullying

Bullying & Harassment Compendium

- Predatory bullying
- Dispute-related bullying
- Escalating bullying
- Complex bullying
 - Delegated bullying
 - Bystander bullying
 - Merry-go-round bullying
 - Mobbing or gang bullying
 - Good guy/bad guy bullying
 - Subordinate bullying
 - Passive aggressive bullying
 - Personality disordered bullying
- Organizational bullying
 - External pressure
 - History and culture (e.g. blame cultures, gossip cultures, and victimizing cultures)
 - Senior team tactics
 - Process bullying

The book is divided into four main parts: impacts and symptoms; individual interventions; organizational interventions; and other wisdoms (relating to conflict, resilience, and suffering).

Chapter 2 by A. Hogh, G. G. Mikkelsen, and Å. M. Hansen reviews the literature around the **impacts** of bullying on workers, including psychological, psychosomatic stress reactions, social and socioeconomic effects, and physiological effects such as sleep problems and stress hormones. Overall, there is evidence to suggest that bullying can have very damaging effects on many aspects of the targets' lives.

Chapter 3 by N. Tehrani presents a literature review comparing the symptoms experienced by targets of severe workplace bullying with those of victims of major disasters and other traumatic events, linking to the diagnosis of **Post-Traumatic Stress Disorder (PTSD)**. The author makes the case for enabling severe bullying to be recognised as a diagnostic category of PTSD.

Chapter 4 by S. Vaughan is a **narrative case study** of a target of workplace bullying in **higher education** in France. The target in this case was a senior management executive with 15 years' experience at her university. After a departmental reorganization, she began to experience escalating negative behaviours from one of her new direct subordinates. Despite numerous efforts to address these problematic workplace behaviours, the behaviours did not stop, became more covert, and eventually led to emotional and physical exhaustion for the target. She ended up taking long-term sick leave. The case study details the struggles involved in recognizing what is happening, having it acknowledged by others, receiving help to cope with it,

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and ultimately recovering from the traumatic experience. It also addresses the wide range of impacts on the individual as well as on the organization.

Chapter 5 by A. Soares discusses the results of a study of workplace bullying as it relates to **suicidal ideation**. The **definition** offered by this author is noteworthy: “Bullying at work may be defined as all actions (behaviours, statements, attitudes, etc.) which undermine, by their repetition, the dignity or integrity of a worker. It may be exercised by a colleague or a superior, and may take different forms: insults, humiliation, unjustified revenge, and constant criticism against the individual rather than his or her work.” (p. 79). The study results indicate that those workers who are currently experiencing bullying at work or who have been bullied in the last 12 months are at **much higher risk of suicidal ideation** compared to workers who have never been bullied. This risk is higher when the duration and frequency of the bullying is higher. The risk is also increased when the bullying is coming from a hierarchical superior.

Chapter 6 by C. Bloch discusses results of a study on **the views of witnesses** to workplace bullying. This qualitative analysis covers five main themes: 1) interpretative schema of who to blame (normalizing the victim, victim as deviant, victim as both deviant and victim), 2) witnesses’ emotions (dissociation from the victim, empathy, sympathy), 3) Micro-politics and social place (negative actions, listening, protective intervention, whistleblowing), 4) sympathy etiquette (worthiness of sympathy, limitations on sympathy, repayment of sympathy), 5) denial (of own responsibility by projecting it onto others).

Chapter 7 by N. Tehrani and J. Popovic explores **issues faced by human resources professionals** when assisting victims of particularly difficult cases of workplace bullying, such as increased stress, burn-out, and compassion fatigue.

Chapter 8 by D. Dunn examines the stages in the process of **narrative mediation** and getting different perspectives on the story rather than assuming that there is a singular truth to be determined through an adversarial process. Narrative mediation focuses on collaboration.

Chapter 9 by L. Crawshaw discusses approaches that can be used to coach abrasive leaders to improve their management style.

Chapter 10 by N. Tehrani covers various **approaches to counselling** for targets of workplace bullying. Table 10.1 (p. 152-154) offers a comparison of the main types of informal support available to those affected by workplace bullying, including: mediation/conciliation, mentoring, coaching, counselling, and psychiatry. The author suggests that counselling should be only one facet of an integrated approach to bullying in the workplace.

Chapter 11 by M.-F. Hirigoyen discusses the insidiousness of the bullying process and its impacts on **healing** those affected, particularly within the context of a therapeutic relationship.

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Chapter 12 by A. Hubert examines the role of specially trained confidential supporters of bullied targets within organizations as part of an anti-bullying program. Tables 12.1 and 12.2 (p. 191-193) describe lists of **things to do** (active listening, acknowledging, accepting the story as true, emotional space, education, affirming, ongoing support, respect) and **things not to do** (trivialize, be judgemental, blame, take over, intellectualize, push solutions, escalate process) when attempting to help a bullied target.

Chapter 13 by G. Dix, B. Davey, and P. Latreille discusses the work of Acas (the British Advisory, Conciliation and Arbitration Service) in response to workplace bullying and harassment, including the training of managers to detect unwanted and offensive behaviours early and intervention methods at the individual and group level to promote awareness and better manage conflicts.

Chapter 14 by M. Vartia and N. Tehrani reviews some of the literature around two key areas for reducing bullying in the workplace: **awareness** raising through dialogue, surveys, and training, and **fair and consistent handling of cases** that are brought forth.

Chapter 15 by J. M. León-Pérez, A. Arenas, and T. B. Griggs discusses the importance of **evaluating the effectiveness of conflict management training** to prevent workplace bullying. The authors recommend the Kirkpatrick (1993) Four Levels Evaluation Model, which examines participants' reactions, learning, and behaviour, as well as results for the organization.

Chapter 16 by N. Tehrani discusses the evolution of **emotional competence** and its relevance to deconstructing the drama of bullying situations for therapists, coaches, supporters, and managers.

Chapter 17 by S. L. Bloom discusses the lessons learned from the Sanctuary Model, which aims to build **resilience** in workers and organizations by fostering a culture of respect, through a commitment to seven basic structural elements: growth, emotional intelligence, social learning, open communication, change, social responsibility, democracy, and non-violence.

Chapter 18 by A. Liefoghe and S. Roongrerngsuke compares the research traditions of school and workplace bullying with an attention to connections and cross-fertilization between these fields, especially with respect to the issues of intent, coping, and the role of the organization.

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Recommendations and solutions proposed

Chapter 14 by M. Vartia and N. Tehrani suggests that bullying **needs to be put on the agenda** through means such as:

- Conversations and consultations to establish policies and procedures
- Clarifying roles and responsibilities
- Encouraging employees to identify and report bullying

This approach can be further supported by:

- **Awareness raising and training**
- Better work **organization and leadership**
- **Organizational preparedness** (planning that takes the culture of the workplace into account)
- **Handling reports** of bullying
- Undertaking **work environment surveys**
- **Avoid negative media coverage** (by preventing bullying and handling reported cases promptly and consistently)

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Book Chapters, Other Articles, and Conference Presentations

Jones and Scott, 2012

Jones, J. C., & Scott, S. (2012). Cyberbullying in the university classroom: A multiplicity of issues. In C. Wankel & L. Wankel (Eds.), *Misbehavior online in higher education* (pp. 157–182). Bingley, UK: Emerald Publishing Group.

Authors rely on definitions of **bullying**, **workplace bullying** and **cyberbullying** found in the academic literature.

Incivility is not defined, but rather categorized by degrees of severity:

- annoyances
- "classroom terrorism"
- intimidation
- acts or threats of violence

Bullying can be:

- physical
- verbal
- relational (ignoring, spreading rumours, exclusion)
- overt or covert

Cyberbullying can be:

- direct (threatening someone online, angry emails, disrupting a class chat room, flaming)
- indirect (spreading rumours online, offensive Facebook posts about a Professor, posting on anonymous gossip websites)

Canada

Description of study (method, key points, findings)

Case study to examine “how certain features of the university classroom can enable, motivate, and precipitate incivility and cyberbullying” (p. 159), rather than examining the individual characteristics of the actors. The paper also includes discussion of university policies from 27 Canadian universities ranked by Maclean’s.

This chapter documents examples of cyberbullying among university students – impersonation of a dean, posting offensive comments on FB about peers or professors, threatening and offensive emails to professors, harassment and flaming in online classes

The case study uses Salin’s (2003) model of workplace bullying to examine factors in the socio-cultural environment of a university-based scenario, which help us to understand the bullying:

- **Enabling structures and processes**
 - Perceived power imbalance between perpetrator and victim

Bullying & Harassment Compendium

- Low perceived costs associated with the bullying from the bully's perspective
- Frustration and/or dissatisfaction used by bully to rationalize his/her behaviour
- **Motivating structures and processes**
 - Reward systems where tangible outcomes (e.g. grades) are viewed as more important than intangible outcomes (e.g. learning)
- **Precipitating structures and processes**
 - Changes in the status quo
- **Role of class management**
 - Inadequate feedback mechanisms in the course
 - Lack of direct management of incivility and group conflict
- **Role of university policies**
 - Lack of familiarity with university policies (i.e. reflect inadequate implementation of policies, processes and programs to support policies)

Types of policies most likely to be applied to bullying and cyberbullying in Canadian universities (survey of policies at Maclean's magazine top 27 English universities): **student codes of conduct and information technology resources policies.**

Most policies were not easily accessible on the universities' websites. Some useful features were providing a definition of cyberbullying, posing questions to allow for reflection on one's situation, and directions about what to do if one is a target of cyberbullying and how the university may lend support.

Recommendations and solutions proposed

- **Effective implementation of policies:**
 - Policies should clearly specify acceptable and unacceptable behaviours and the consequences of the latter;
 - Processes are required to create awareness and guide faculty, administrators, and students towards help when unacceptable behaviours arise;
 - Programs are needed to educate, train, and support the university community.
- Commitment to **addressing minor incivilities** before they escalate
- **An effective support network** of qualified and trained individuals to ensure follow-up.

Bullying & Harassment Compendium

Lee and Lovell, 2014

Lee, R. T., & Lovell, B. L. (2014). Workplace bullying: A Canadian perspective. In R. Csiernik (ed.) *Workplace wellness: Issues and responses*, pp. 33-49. Toronto, ON: Canadian Scholars' Press.

Bullying is "the assertion of interpersonal power through aggression," which includes "physical or verbal actions that have hostile intent, cause distress to victims, are repeated and involve a power differential between bullies and their victims" (Hodgins, 2008, p. 14). In contrast, **mobbing** is a collective campaign by co-workers to exclude, punish, or humiliate, often initiated by a person in power with the urge to crush and eliminate the target (Hillard, 2009).

Bullying acts included in the case study:

- belittling comments and attitudes
- unfair criticism of work
- opening target's mail and email
- withholding information
- attempting to isolate and destabilize
- attempting to withdraw funding for target's position

Canada
(with international references)

Description of study (method, key points, findings)

The study begins with a review of international and national legislative definitions of bullying. It also briefly touches on prevalence rates, variations by gender, and by industry.

The chapter reports on a **case study** of workplace bullying, based on interviews, observations, and supplementary documents collected from a self-identified target and a co-worker who witnessed the bullying on many occasions.

The case study examines the **short- and long-term impacts** on the bullying target as well as on the witness, both of whom eventually left the workplace where the bullying occurred.

It also analyzes the **structures and processes that enable, motivate, and precipitate bullying**. These include: power imbalances, overt and covert tactics, competition between members of the organization, poor communication flow, authoritative style of conflict management, hierarchical structures, weak leadership, etc.

Workplace bullying leads to lower levels of job satisfaction, diminished organizational commitment, intent to leave, increased absenteeism, decreased productivity, increased stress and, relatedly, increased likelihood of burnout, depression, and post-traumatic stress disorder. The impacts extend beyond the workplace to affect mental and physical well-being more generally: anxiety, depression, strain, worsening of chronic illnesses, and worsening health.

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Recommendations and solutions proposed

Workplace **health promotion** programs should address environmental, organizational, and social influences on workers' behaviours, health, and well-being (not just physical health).

Create **supportive environments**.

Need for **effective policies, procedures, and programs** to identify, assess, and address risks associated with bullying.

Training programs for all employees and managers to develop awareness around bullying and mobbing.

Information sessions on policies and procedures, attendance required.

Adopt an **open communications policy**; discuss appropriate and inappropriate behaviours; schedule meetings between staff and managers.

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Binns, 2007

Binns, A. (2007, March 2). Staff suffer bullying by students on the web. *Times Higher Education*. Retrieved from www.timeshighereducation.co.uk/208037.article

No definition provided.

Examples:

- posting abusive, offensive comments in online forums
- posting videos on YouTube of embarrassing incidents in the classroom (some incidents staged for this purpose)
- creating fake online profiles about faculty members

UK

Description of study (method, key points, findings)

Examples of cyberbullying of faculty by students on user-generated content websites such as MySpace, YouTube, Facebook.

Apparent **lack of awareness** among university students of the mass audience of their online posts.

Discussion of **freedom of expression** and impacts of ignoring such behaviour.

Recommendations and solutions proposed

The need for a coordinated **policy** at the institutional or even national level about comments made in online forums that taint university faculty members.

Bullying & Harassment Compendium

Browne, 2014

Browne, R. (2014). Of poison pens and profs. *Maclean's* (Sept. 15). [online edition]

No definition provided.

Examples:

- personal attacks on RateMyProfessor
- offensive, harassing, and threatening emails
- lashing out in official end of term evaluations

Canada

Description of study (method, key points, findings)

News article about cyberbullying by university students against faculty members

Impacts of cyberbullying on faculty members are discussed

Recommendations and solutions proposed

- Include provisions about cyberbullying into university **codes of conduct**
- **Mandated courses** that teach students **how to interact respectfully online**
- Incorporating cyberbullying into **class discussion** (as is done with the issue of plagiarism)

Bullying & Harassment Compendium

Canadian Association of University Teachers, no date

Canadian Association of University Teachers (n.d.). Standing up to bullies at work. [online edition] https://www.academicwork.ca/en_career_articles_details.asp?CID=14

Psychological harassment as defined in Québec's groundbreaking 2004 law against bullying at work: "any vexatious behavior in the form of repeated and hostile or unwanted conduct, verbal comments, actions or gestures, that affects an employee's dignity or psychological or physical integrity and that results in a harmful work environment for the employee."

Examples:

- name-calling
- throwing objects
- worked-up accusations
- posting nasty remarks on blogs
- behind-the-back smear campaigns
- disparaging looks, condescending tone
- isolating the target and eroding their social support
- attacks on personal reputation
- discrediting work skills and competence
- imperiling physical health through inappropriate job assignments

Canada

Description of study (method, key points, findings)

News-type report on workplace bullying in universities. Mainly quotes Angelo Soares, a sociologist in the Department of Organizations and Human Resources at the Université du Québec in Montréal. Also, discusses **Canadian civil court cases** from recent years, which have begun to show employers that they must take notice of this issue and act upon it.

Soares on **academic freedom** and bullying: "The right to academic freedom doesn't imply a right to lack of respect or lack of social skills. We have the freedom to study, teach and publish,' he says. 'But that doesn't mean I can mistreat my students. I don't have the right to slap anyone because I have academic freedom. Nor do I have the right to humiliate, or talk in a way that is inappropriate in terms of respect or politeness. Screaming is not acceptable,' Soares says, no matter how spirited a debater you may be."

Recommendations and solutions proposed

For those who feel they are being bullied:

- **Take detailed notes** soon after the event (what happened, how you felt, how you answered, names of witnesses)
- Remind yourself that the bullying is **not your fault**

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- Try to **remain calm** during the act of bullying; it is disappointing and causes cognitive dissonance to the bully

Workplace education is critical in bringing self-awareness (many bullies are not aware of the effect they have on their victims).

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Lieber, 2010

Lieber, L. (2010). Harassment goes viral—What can HR do to prevent it? *Employment Relations Today*, 37(2), 81–89.



Description of study (method, key points, findings)

This article describes the range of online harassment issues that may arise in the workplace and how best to address and prevent them through policies and procedures.

- **Spam:** courts have indicated that pornographic images can create a hostile work environment; it is foreseeable that courts will specify legal liabilities of employers who do not take measures to prevent pornographic spam in the workplace
- **Electronic communications:** there is a lack of awareness among workers that their personal electronic communications and surfing histories are subject to discovery in a harassment case; employers should take every opportunity to remind workers about the impacts of the electronic traces they leave
- **Blogs:** most companies have formal acceptable use policies for blog and message postings, and many have had to terminate employees for violating these policies; however, some court challenges of such terminations are pending
- **Social-networking-related activities:** again, there is a lack of awareness of the public nature of posts to social networks, even when settings are “private”; employers face having to discipline or terminate employees when they become aware of inappropriate posts on these social networks
- **Cyber-stalking:** law enforcement figures suggest that 20-40% of all stalking cases involve electronic communications; cyber-stalking is increasingly seen as a form of workplace harassment and violence

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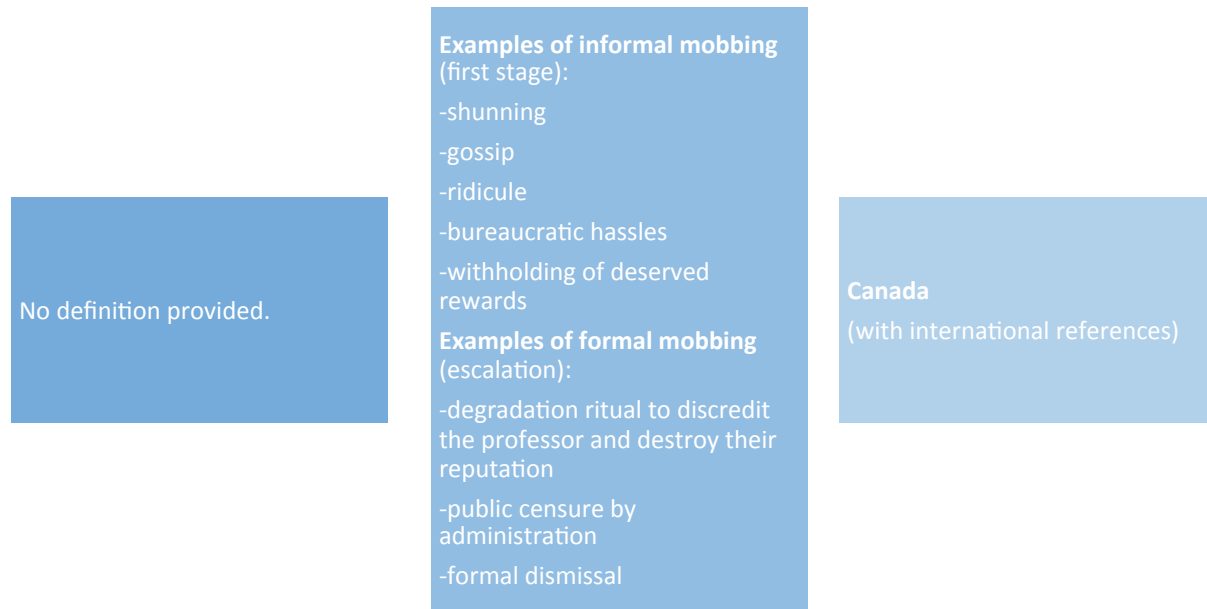
Recommendations and solutions proposed

- Employers must **reduce employees' expectations of privacy in their electronic communications** (the courts are more likely to uphold termination decisions made by employers who have acceptable use policies specifying the limitations on privacy for all documents and communications involving the employers' computer systems, and who clearly and repeatedly let employees know that their use of the organization's systems may be monitored to ensure compliance with policies)
- Employers must have (develop, review, revise) an **electronic-resources-use policy**. Critical components of an updated policy include (see p. 87-88):
 - Specify what electronic systems are covered (emails, texts, instant messages, internet, blogs, phone systems, cell phones, PDAs, organization-owned laptops, etc. – but also have a catch-all phrase to encompass emerging technology in order to avoid creating a loophole)
 - Specify that organization's computer system is for business use only and that all files and messages belong to the organization; if some personal use is permitted, specify that it cannot interfere with work and work time of the employee and others and cannot include conduct that is a conflict of interest with the organization and its operation
 - Indicate that misuse of electronic systems will result in discipline, up to and including termination; notify that organization may search all files and communications on its system
 - Explicitly prohibit inappropriate use of technology (to harass, discriminate, defame, insult, infringe copyright, breach confidentiality, etc.)
 - Specify that employees should have no expectation of privacy in their organization's computer system; they should sign some form of acknowledgement of this fact at least once a year
 - Employers should reduce the employees' expectation of privacy as often as possible through various means; they can also include an affirmative obligation to report misconduct witnessed
 - The policy will only be as effective as its implementation, i.e. require repeated training and consistent enforcement at all levels.
- In addition to the electronic-resources-use policy, employers should **revise other policies** to be current with electronic realities, e.g. codes of conduct, conflict of interest, privacy, harassment, workplace violence, document retention, etc.

Bullying & Harassment Compendium

Westhues, 2006

Westhues, K. (2006). The unkindly art of mobbing. *Journal of Higher Education*, OCUFA, Fall, 18-19.



Description of study (method, key points, findings)

In this commentary article, the author describes **how academics can gang up** on unpopular colleagues and alerts readers to the signs that an academic “mobbing” is in the works.

He refers to the work of Heinz Leymann who coined the term **mobbing** to describe the **nonviolent, polite, and sophisticated sort of attacks** that are sometimes seen in workplaces, such as in academia, instead of overt violent aggression.

The author cites numerous examples of mobbings at Canadian universities and advises that professors should be aware of **five conditions that increase vulnerability** to being a target of mobbing:

- Foreign birth, upbringing, accent
- Difference from most colleagues (due to sex, sexual orientation, skin colour, ethnicity, class origin, or credentials)
- Belonging to a discipline with ambiguous standards and objectives, especially those most affected by postmodern scholarship
- Working under and authoritative dean or other administrator
- An actual or contrived financial crunch in one’s academic unit

Bullying & Harassment Compendium

Other factors that increase risk include:

- Having opposed a winning candidate for dean or chair
- Being a ratebuster (high level of success, such that it attracts jealousy)
- Publicly dissenting from politically correct ideas
- Defending a pariah
- Blowing the whistle

Laws against mobbing exist in many European countries and Quebec enacted North America's first anti-mobbing law in 2004. "Such laws force mobbers to use subtler techniques."

[Recommendations and solutions proposed](#)

None provided.

Bullying & Harassment Compendium

Petry, 2011

Petry, G. (2011). Top ten workplace issues for faculty members and higher education professionals, *Academe*, 97(4), 39-41.

No definition provided.

Examples:

- bad-mouthing colleague in a faculty meeting
- continual nitpicking
- badgering with incessant e-mails
- threatening your job

USA

Description of study (method, key points, findings)

This open letter names ten top problems that routinely come up for both faculty and staff in higher education. Harassment (#5) and Bullying (#10) are on the list. The impacts of both are briefly discussed.

Recommendations and solutions proposed

- **Be informed** about workplace violence policy and whether it covers bullying.
- **Be aware of your rights** and set boundaries about what is and is not acceptable in the workplace.

Bullying & Harassment Compendium

Jarvis, 2014

Jarvis, D. (2014). *Workplace harassment: The impact of mediation on the parties' relationship*. Conference presentation at 9th International Congress on Workplace Bullying and Harassment, Milano, Italy, June 2014.

Psychological harassment as defined in Québec's Employment Standards Act (*Loi sur les normes du travail du Québec*)

None specified.

Canada (Québec)

Description of study (method, key points, findings)

This study aims to examine the parties' **perceptions regarding the impact of mediation on their relationship** following a complaint of psychological harassment.

The study is based on an online survey of 23 employees who were either complainants or defendants in a case of psychological harassment, who went through mediation, and who had to work together again after the mediation. It interrogates the cognitive, emotive, and behavioural dimensions of the parties' relationship.

The study found that mediation does not significantly improve the cognitive and emotional dimensions of the relationship, but that it does offer a good progression.

- Both parties still tend to see each other in a negative way after the mediation.
- Negative emotions remain after the mediation, but the intensity is decreased.
- The mediator should rely on procedural trust, rather than on interpersonal trust.

The study also found that mediation does significantly improve the behaviour dimension of the relationship:

- Mediation enables the cessation of hostile behaviours.
- Communication between the parties improved.
- But managers may still need to ensure that the parties collaborate indirectly.

Recommendations and solutions proposed

Mediation may save time, money, and relationships, however, a number of issues may persist beyond mediation and it would be best to proceed with knowledge of the limitations of mediation (implicit).

Bullying & Harassment Compendium

Omari, Paull, D’Cruz, and Cangarli, 2014

Omari, M., Paull, M., D’Cruz, P., & Cangarli, B. G. (2014). *Fair game: The influence of cultural norms in creating sanctioned targets in the workplace*. Conference presentation at 9th International Congress on Workplace Bullying and Harassment, Milano, Italy, June 2014.

No definition provided.

Examples of bullying of sanctioned targets:

- fired for differing opinion, pressured into leaving, attempting to get them fired
- verbal abuse
- unwanted nicknames, name calling
- ideas dismissed without consideration
- rudeness
- racist or other jokes
- inventing discipline issues
- hazing junior employees

India, Turkey, and Australia

Description of study (method, key points, findings)

Survey of postgraduate and undergraduate students in Business schools in the three countries

Thematic analysis of the common elements of sanctioned targets of negative workplace behaviours, i.e. those individuals construed as fair game due to attributions of lesser value based on individual or group factors.

Official workplace hierarchy and social ‘pecking order’ are recognized structure patterns in workplaces. The themes that emerged from the qualitative open-ended responses document specific features:

- **Diversity and difference:** lack of acceptance based on differences and unknowns (due to stereotypes, prejudice, discrimination, etc.) – those who do not fit in become sanctioned targets of negative behaviours. This difference can be based on primary (age, gender, mental/physical abilities, race, ethnic heritage, sexual orientation) or secondary (work, experience, income, religion, language, organizational role and level, communication style, family status, work style and education) characteristics.
- **Fit and belonging:** indicators of like mindedness, affects social status and individual standing, ‘accepted elites’

Bullying & Harassment Compendium

In all three countries, there appears to be stratification along social and ideological lines and those who are different from the norm are ascribed lower value and may thus become sanctioned targets.

Primary diversity characteristics attract abusive behaviours in all three countries:

- **Gender:** in the male-centric cultures (India & Turkey) or workplaces (Australia), women were not seen as having equal value and became sanctioned targets
- **Age:** indicator of status in all three countries, but younger workers more subjected to being sanctioned targets in authority ranking cultures (India & Turkey)
- **Ethnicity:** most overt setting apart of 'foreigners' in Turkey (most homogeneous of the three countries), more veiled in Australia and India – jokes, innuendo, subtlety
- **General characteristics and appearance:** also singled out as points of difference, more so in more homogeneous countries (Turkey & India), more subtle in Australia

Differences were also noted between the three countries:

- **Australia:** those who don't fit in with the dominant group are singled out for bad treatment (mateship, 'cutting down tall poppies', 'no dickheads' policy)
- **India:** level of (higher) education as an isolating factor, also acceptance of hazing of junior employees
- **Turkey:** absolute superiority of certain individuals and assumption that everyone has 'their place' and should act in accordance with that place

Cultural norms set diversity tolerance thresholds, where those who are different from the dominant group are likely to be construed as sanctioned targets to varying degrees.

Recommendations and solutions proposed

No specific recommendations are provided, however, it is implicit that an understanding of this issue can help leaders to address it in a proactive manner. Also implied is the notion that greater tolerance for diversity should lead to less bullying of sanctioned targets.

Bullying & Harassment Compendium

Rowland, 2009

Rowland, M. L. (2009). *Faculty experiences with incivility in adult higher education*. Paper presented at the Midwest Research-to-Practice Conference. Chicago, IL.

"What may constitute an act of **incivility** for one individual may not be perceived as uncivil behavior to another individual. Feldman (2001) defined classroom incivility as 'any action that interferes with a harmonious and cooperative learning atmosphere in the classroom' (p. 137)" (n.p.).

Examples:

- disrespectful disruptions by students in class
- uncivil behaviour by chairs, deans, colleagues, students
- students demanding special treatment
- being confrontational and argumentative in class
- student who had an "I paid for this mentality"
- challenging faculty members' credibility in class
- challenging faculty members' knowledge in class

USA

Description of study (method, key points, findings)

The paper examines experiences of adult higher education faculty and incidences of incivility, comparing differences by race, gender, age, academic rank, and years of teaching experience. It reports findings from a web-based survey (n=55) of members of the Commission of Professors in Adult Education (CPAE).

Most participants had not experienced most of the forms of incivility listed in the questionnaire. However, **demands for special treatment and consumerist attitudes** among students were quite common.

No statistically significant gender differences were found, but some of the areas investigated were experienced differently by faculty members from different racial/ethnic groups and from different age groups.

Recommendations and solutions proposed

Training, especially for new faculty, faculty of colour, and women faculty, on how to avoid becoming targets of incivility in the classroom.

Dialogue and discussion about incivility and professionalism, especially for graduate students aiming for a career in the academy.

Bullying & Harassment Compendium

Westhues, 2008

Westhues, K. (2008). *Critiques of the anti-bullying movement and responses to them*. Paper presented at the 6th International Conference of Workplace Bullying, Montreal, 4-6 June 2008.

The author disagrees with the contemporary broadening of the definition of workplace bullying, but does not provide his own definition of the concept.

N/A

International

Description of study (method, key points, findings)

The author is uncomfortable with the grouping together of bullying and mobbing as though these terms referred to the same phenomena. Few of the victims of mobbing he has studied have been identified as victims of bullying, and in fact, some of them have even been labelled bullies themselves. His concern is that over-attention to civility may impede the academic pursuit of objective truth and diminish the importance of academic freedom of expression. He cites the case of Galileo as an example. He suggests that an expert on bullying may have considered Galileo a bully (purported to know better than others, vain, loud, arrogant, ridiculed the pope) who should be “taught a lesson”.

The author documents the growth in the attention paid to bullying and workplace bullying in newspapers: more than six-fold increase in two major British newspapers over the last 20 years; a three- and four-fold increases in one American and three Canadian papers; and similarly impressive increases in mentions of the word “mobbing” in Austrian, German, and Italian newspapers.

The author discounts bullying research based upon victim’s perspectives as unreliable. He argues that any increases in bullying can be attributed to two factors, which should not be conflated. One the one hand, the **cut-throat culture of advanced capitalism** means that power is concentrated in few hands and employees must “claw their way up the ladders of position and pay” – such conditions encourage bullying. On the other hand, there is also “more **oversensitivity**, more whining, more interpretation of routine verbal abrasions as bullying”, i.e. we cannot ignore that some accusations of bullying are actually the exaggerations, false accusations, and idle bitching of those who are simply not happy with their position in the pecking order.

Recommendations and solutions proposed

None provided.