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An Anti-Bullying Training Course For Adults

A Project Submitted in Partial Fulfillment for the Degree of Master of Arts,

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Abstract

Workplace bullying is a phenomenon that is currently effecting as many as 70% of the workforce in the United States (Lutgen-Sandvic & McDermott, 2011). This phenomenon decreases morale, increases turn-over, and could soon lead to massive and costly litigation. In response to this I have proposed a two hour training course meant to educate workers as to their rights and responsibilities as they pertain to bullying in the workplace. To aid in the creation of this course I have prepared a detailed task analysis, annotated bibliography, needs analysis, behavioral objectives, skill assessments, and learning materials. These have aided in the creation of my anti-bullying curriculum which could provide low cost training to employees which would in-turn protect both the employee and the employer in the event of a bullying situation.

An Anti-Bullying Training Course for Adults

Currently in the United States 70% of all workers witness or are a part of a bullying event in the workplace (Lutgen-Sandvic & McDermott, 2011). Bullying events in the workplace result in lowered moral, higher employee turn-over, and soon could lead to substantial punitive judgments against employers who do not properly deal with these incidents. Sadly, most companies, even those with anti-bullying policies, do not know how to use or properly enforce them (Cowan, 2011).

Due to these facts, and recent media attention in the area, it is evident that training course will be a essential for businesses that wish to prevent anti-bullying lawsuits from draining their resources like the sexual harassment cases of the late 80's and early 90's. The companies that will benefit the most from this proposed training are large white-collar corporations in which litigation is a standard form of communication.

The proposed training will be issued to all employees, much like sexual harassment prevention classes which have become standard in most workplaces. Companies running my proposed anti-bullying training will then be able to cite completion of the course as a way to limit said company's liability in the eventuality that an anti-bullying lawsuit is leveled against them.

Most people claim that they are against workplace bullying, yet also feel powerless to stop the abuse (Lutgen-Sandvick & McDermott, 2008). Giving employees the knowledge and power to help combat bullying in the workplace will empower them to make a difference in their lives and the lives of the people with which they work. As

well, people who engage in bullying behaviors will no longer have the excuse of “it is just the way I work,” to hide behind. This training will set a solid guideline for what bullying is, something that could go a long way in making anti-bullying policies easier to understand and to less costly to implement (Cowan, 2011).

This two hour anti-bullying training course will aim to inform Masters Students who are currently teaching courses at Eastern Washington University (EWU) about their current anti-bullying policy, steps they can take to report bullying, and leadership skills that each trainee can use to help combat bullying in the workplace. I chose EWU because academic institutions are well known to have issues with bullying among the hierarchy and I feel that my course will be incredibly helpful in informing these Masters students as to their rights and obligations according to EWU’s anti-bullying policy (Fink, Cai, Kaplowitz, Sungeun, Van Dyke & Jeong-Nam Kim, 2003).

Skill Task Analysis

I. Recognizing bullying in the workplace (Lutgen-Sandvik & McDermott, 2011).

A. Students must learn the definition of workplace bullying as defined by anti-bullying policy.

1. Students must read the definition of bullying from employee manual or provided classroom materials.

2. Write down the definition once by hand to help put it to memory.

3. It is important to note that bullying is intentional, targeted, repeated, and hostile/offensive.

4. It is important to recall the definition of bullying without any aids.

B. Understand key differences between bullying and friendly teasing (Dunbar & Abra, 2010).

1. Bullying is always hostile or offensive while friendly teasing is well received.

2. Bullying is meant to harm, friendly teasing is meant to help people bond.

C. Recognize body language involved with bullying.

1. Bullies take aggressive stances such as crossed arms or leaning forward.

2. Bullies faces often look angry, disgusted, or mocking.

3. Targets generally take defensive or closed stances.

4. Targets faces often look scared, sad, or outraged.

D. Actively engage new skills in the workplace.

1. You must learn to watch and listen to workplace interpersonal communication.

2. It is essential to be able to recall what is and is not bullying.

II. Reacting properly to workplace bullying (Cowan, 2011).

A. Understand when to take action.

1. Anytime you witness bullying in the workplace it is important to take action.

B. Understand possible consequences to the bully, the bully's target, and yourself if the incident is reported incorrectly.

1. All parties involved can suffer from damaged reputation.

2. The shame caused by an unsupported report can lead target to leave position.

3. If you improperly report the bullying incident you could become the bully's next target.

4. This will cause management to be will be less inclined to listen to your future allegations.

C. Understand the proper way to record a bullying incident.

1. Write a detailed account of incident, leaving personal feelings towards involved parties out of the report.

2. Always include date, time, and parties involved in any reports.

3. Always follow the proper chain of command for reporting the incident.

4. Attempt to remain calm while reporting the incident, as becoming overly emotional can reduce credibility.

D. Recognize the proper chain of command for reporting a bullying incident.

1. Look to employee handbook or provided classroom materials to determine chain of command.
2. Generally you should begin at the bottom of the chain of command when reporting an incident.
3. If a resolution cannot be found at the lowest level it becomes appropriate to move the complaint up the ladder.
4. If the person being reported is the first person in proper chain of command it is appropriate to move the complaint up the ladder.

III. Apply leadership techniques to prevent workplace bullying (Kouzes & Posner, 2007).

A. Set an example for your co-workers.

1. Always personify taught values.
2. Remember to act when action is required.

B. Enlist others.

1. Remind co-workers that your workplace is attempting to snuff out bullying.
2. Enlist others to action by having zero tolerance for bullying

Annotated Bibliography

Cowan, R. L. (2011). 'Yes, We have an anti-bullying policy, But ... ': HR professionals' understandings and experiences with workplace bullying policy. *Communication Studies*, 62(3), 307-327. doi:10.1080/10510974.2011.553763

Although human resource (HR) professionals have extensive involvement in workplace **bullying** situations, research is not reflective of their perspective. The purpose of this study was to gain a better understanding of the use of **anti-bullying policy** in organizations. Interviews with 36 HR professionals and analysis of 18 organizational **policies** revealed many HR professionals believed their organizations had **policies** that addressed **bullying**, but the **policies** did not use the term '**bullying**.' Others did not believe their organizations had **policies** that could address **bullying** or did not know if their organization had a **policy**. What the HR professionals felt the **policies** communicated and what the **policies** actually detailed proved to be divergent. Implications of these findings, limitations, and future research are discussed. [ABSTRACT FROM AUTHOR]

Dunbar, N. E., & Abra, G. (2010). Observations of dyadic power in interpersonal interaction. *Communication Monographs*, 77(4), 657-684.

doi:10.1080/03637751.2010.520018

Power and dominance are widely recognized as fundamental concepts in the study of human relationships. A theory of **power**, Dunbar's **dyadic power** theory (DPT), was tested experimentally by manipulating **power** in **interactions** with confederate strangers. Participants' verbal and nonverbal dominance behaviors were coded from videotapes of their **interactions**. DPT proposes that individuals

will display more dominance in equal **power** relationships than in unequal relationships and increasing an individual's relative **power** will increase that individual's satisfaction with the encounter. The results revealed that the equal-**power** and unequal high-**power** conditions displayed more dominance and were more satisfied than those in the unequal low-**power** conditions but those in the unequal-high **power** condition were the least affected by their partners and maintained the most control over the partnership's decisions. Implications for DPT and the relationship between microlevel dominance behaviors and the macrolevel impressions of dominant interactants are discussed. [ABSTRACT FROM AUTHOR]

Easton, S. S., & Aberman, A. (2008). Bullying as a group communication process: Messages created and interpreted by bystanders. *Florida Communication Journal, 36*(2), 46-73.

Bullying has become a pervasive social problem. Although many consider **bullying** an interpersonal transaction, it typically includes the bully, the victim and the bystander which creates a **group** dynamic. This study extends existing research by focusing on the role of the bystander and how he/she interprets the messages sent to the bully and the victim. Using focus **group** data, the findings show that although the majority of bystanders have empathy for victims, they believe their messages show support for the bully. Messages they believe they send to the bully when they are silent or inactive were, (a) the bystander is afraid of the bully, b) the bystander accepts the **bullying** act itself and the behavior of

the bully or, c) the bystander is a friend" of the bully. Messages they believed they send to the victim when they are silent or inactive included, (a) the victim has no friends or anyone to stand up for him/her (b,) the bystanders support a bully's assertions or actions of (c) bystanders are afraid of the bully. [ABSTRACT FROM AUTHOR]

EWU Human Resources Department (2010). *EWU Policy 901-04*. Retrieved from http://cfweb.ewu.edu/policy/PolicyFiles/EWU_901_04.pdf on June 29th, 2012.

This document is a detailed description of EWU's anti-bullying policy as of 2010. It gives the scholarly definition of bullying and tells readers how to properly file complaints. As well, this document gives an area with which to document any bullying incidents that the reader may have witnessed.

Fink, E. L., Cai, D. A., Kaplowitz, S. A., Sungeun, C., Van Dyke, M. A., & Jeong-Nam Kim, M. A. (2003). The Semantics of Social Influence: Threats vs. Persuasion. *Communication Monographs*, 70(4), 295-316.
doi:10.1080/0363775032000179115

As **social** information processing theory (Salancik & Pfeffer, 1978) suggests the **social** network in which agents and targets reside should shape their perceived power, the perceived success of an **influence** attempt, and who targets turns to for support afterwards. This study examined how a viewing a **social** network **influences** perceptions of power, **influence** success, and post-**influence** support. A fictitious friendship network was presented to participants (N = 105) in

which different members represented different levels of network centrality and two members were described as involved in an **influence** attempt. The **influence** attempt varied in tactic (threat vs. persuasion attempt) and agency (agent vs. target). Results indicated that two of the three measures of actor network centrality correlated significantly with power perceptions. As predicted, a powerful agent was perceived to be more successful at influencing another than a weaker agent, regardless of the powerful agent's **influence** tactic; a less powerful agent was estimated to garner more success from attempting to persuade rather than threatening powerful targets. Directly connected network members who appeared either between the two actors involved in the **influence** attempt or away from the **influence** agent were predominantly selected for **social** support. Actors' position and power affected targets' predicted preferences for approach and avoidance support after the **influence** attempt. Implications for these findings were discussed. ..PAT.-Unpublished Manuscript [ABSTRACT FROM AUTHOR]

Kouzes, J. M., & Posner, B. Z. (2007). *The Leadership Challenge*, (4th. ed.). Hoboken, NY: Jossey-Bass.

This book is an in-depth look into what makes a great leader. As well, it details the steps necessary in order to personally engender the values needed to be a leader in today's world.

Lutgen-Sandvik, P., & McDermott, V. (2011). Making sense of supervisory bullying:

Perceived powerlessness, empowered possibilities. *Southern Communication Journal*, 76(4), 342-368. doi:10.1080/10417941003725307

Workplace aggression harms targeted workers, witnessing bystanders, and organizations. An emerging area of interest for organizational communication scholars is workplace **bullying**, a persistent harmful type of aggression. The current study examined **supervisory bullying** (the most common type of **bullying** in U.S. workplaces), specifically how targeted employees (targets) made **sense** of why it happened. We explored sensemaking in the face of **supervisory bullying** and the framing vocabularies that inform sensemaking to determine if these partially constituted the widespread perceptions of powerlessness associated with the phenomenon. Targets most often believed that **bullying** occurred because perpetrators (actors) were mentally ill, evil, and power-hungry. Nearly as frequently, they pointed to upper management's failure to intervene. Sensemaking drew heavily on individualism and the belief in all-knowing, all-powerful upper management. Other explanations implicated targets, coworkers, and society. These suggested sensemaking shifts that might constitute the phenomenon and responses to it in more empowering ways.

[ABSTRACT FROM PUBLISHER]

Lutgen-Sandvik, P., & McDermott, V. (2008). The constitution of employee-abusive organizations: A communication flows theory. *Communication Theory* (10503293), 18(2), 304-333. doi:10.1111/j.1468-2885.2008.00324.x

Given the range of destruction wrought by persistent **employee** abuse, it is crucial to understand how **employee-abusive organizations** (EAOs) come into being and persist. It is also essential to look beyond individualistic “bad apple” explanations to understand the phenomenon’s complexity but, to date, little scholarship does so. Indeed, there is insufficient theorizing about the phenomenon. To address this issue, we theorize how EAOs come into being, persist, and change through a confluence of communication flows. This article takes as a starting point and builds upon a message-flows typology from which we create a new theory that explains how EAOs develop and change. The theory identifies **abusive** message types and underscores how organizing occurs in confluences or synergies among the communication flows in which specific messages occur. We present a case study that drives the theory and illustrates the dynamism among communication flows. The case also illustrates change and the impact of worker resistance. [ABSTRACT FROM AUTHOR]

Needs Analysis

The current goal of Eastern Washington University is:

To provide a community where students, faculty, staff and guests are safe from bullying behaviors. This policy establishes university standards for prevention of workplace bullying and prescribes standard measures and procedures for

responding to behaviors or complaints of bullying. Through a combination of emphasis, accountability, training, and systematic response, EWU intends to deter bullying acts and behavior and to provide timely response when incidents of bullying occur. (EWU, 2010).

To this end EWU enacted policy number 901-04, a well worded policy that not only defines bullying but also outlines the correct methods for reporting bullying incidents. A copy of this policy can be found in the training materials section of this paper.

The group to which I will be presenting is composed of Masters Students who have taken on lower level teaching positions at EWU. These teacher/students represent the level of faculty that is most likely to be the targets of bullying. These teacher/students are so susceptible to bullying because of the perceived power imbalance between one of these lower ranked teachers and those who are either tenured or on the tenure track.

What these teacher/students want and need is the ability to have their complaints heard by the school in the event that they are bullied and then see appropriate action taken, something that their policy is failing provide do to a lack of knowledge about this policy among the general staff. Sadly, bullying in workplaces with well-established pecking orders can be very pervasive. Tenured employees often feel threatened by new talent, causing them to retaliate against anyone who they feel calls their weaknesses to light (Lutvig-Sandvik & McDermott, 2008).

Pre-Test

In order to determine the level of information my trainees already possess I have created a short pre-test for them to take.

1) Are you familiar with Eastern Washington Universities (EWU) anti-bullying policy?

This question will help me determine the level of self-education my trainees have gone through with regards to bullying at EWU.

2) Either list the four major components of bullying as described by EWU's anti-bullying policy; or if you are unfamiliar with the policy, define bullying to the best of your knowledge.

Answer: The four major components of bullying are; Bullying is intentional, targeted towards an individual or group, repeated, and hostile/offensive.

3) List the steps you should take to report a bullying incident as an employee of EWU.

Answer: Step 1, attempt an informal resolution if possible. Step 2, if an informal resolution is not possible begin recording incidents of bullying with date, time, and specifics of the bullying incident. Step 3, bring evidence of bullying incident to proper level in the chain of command and give a full report. Step 4, if resolution is not attained then move to the next level in the chain of command.

4) List the proper chain of command for reporting a bullying incident as an employee of EWU.

Answer: Immediate supervisor, if immediate supervisor is unable to help move to human resources.

5) Is there any area of confusion surrounding workplace bullying that you would like made more understandable?

This question gives me information as to whether or not my trainees have any confusion on the topic of bullying, which could change certain sections of my proposed training session.

6) Choose as many qualities from this list that could help combat bullying. If you can think of others please list them in the area provided below.

A) Competent

B) Caring

C) Loud

D) Observant

E) Timid

F) Helpful

G) Inspiring

From this list the best choices would be competent, observant, caring, inspiring and helpful. This question is aimed at getting my trainees thinking about what they can do to help prevent bullying.

Pre-test results.

The answers to the pre-test were about what I expected to see. Of the four respondents only one had read the anti-bullying policy and could provide the important traits of bullying, the proper way to report an incident, and the correct chain of command. The other three were able to provide adequate definitions of bullying, but did not know how or who to report bullying incidents to.

None of the trainees said they had any confusion around bullying, as it is something that they have all seen throughout their lives. All four respondents were able to circle the traits that a person should have if they want to help combat bullying in the workplace.

What these results have shown me is that the class seems to have a high level of understanding of bullying, but $\frac{3}{4}$ of the class is confused as to how and to whom they should report bullying. I will have to spend more time on this section of the training than I had expected, but it should not affect the presentation negatively. As well, seeing as the students did not choose to come up with additional traits that can help combat bullying in the workplace I will spend additional time speaking about Kouzes and Posners work.

Behavioral Objectives

1. Trainees will be able to identify bullying behaviors vs. friendly teasing behaviors.
2. Trainees will be able to list strategies for responding to bullying situations.

3. Students will be able to list proper chain of command for reporting bullying situations (varies per company).

4. Students will be able to list leadership techniques that can help prevent/eliminate bullying in the workplace.

Learning Activities

Learning Objective 1

To begin my presentation I will need to find a way to grab all of my trainees' attention. To do this I will be spending 10 minutes to show two YouTube videos.

1. Video of an obvious prank or friendly teasing in an office situation – designed to make the trainees' laugh.

2. A video showing someone being bullied in a work environment. Due to the fact that many people will not post incidents of bullying in the workplace on the internet it may be necessary to use a clip from a television show or a movie.

These videos will lead into a whole group discussion lasting 10 minutes with two main areas of discussion:

1. What's the difference between these two videos?
2. How would you feel if you were involved?

After the trainees' have had a meeting of the minds I will start a 10 minute power point presentation which will include:

1. An outline of the currently accepted definition of bullying. This outline will use EWU's definition as defined by their anti-bullying policy.

2. An outline of ways to tell the difference between teasing and bullying.

10-15 minutes for test #1.

Small Break.

Section 2

To begin the second section of the class I will start with a power point presentation detailing how to properly respond to a bullying situation at work, this will include:

1. Possible consequences of reporting an incident incorrectly.
2. Proper chain of command to follow when reporting an incident.

This will lead directly into my final power point which will include:

1. Leadership principles from Kouzes and Posner that can help create an atmosphere in which bullying cannot survive.

And finally it is time for some student participation. For the next 25 minutes I will role play with students using previously created scripts. After each role played incident the students will brainstorm over whether the role played action was bullying or friendly teasing, what are the appropriate actions to take, which chain of command to follow, and ways that the situation could have been prevented.

Testing

The first test will involve a series of scenarios that students will read from a power point. They will have 10-15 minutes to discuss among themselves about whether the scenarios presented bullying situations and why.

The second test will be the whole of the roleplaying that will be done after section two. The responses that each group gives should display a measurable level of mastery.

The final test will be a review of the pre-test, showing that knowledge based skills have been retained.

Assessments

Specific questions and the roleplaying used for this training are located in the training materials section of this paper. The use of three separate assessments for this training course appeared to work very well. The test that seemed to give the most telling results consisted of 3 separate role played events. Students were able to brainstorm and correctly cover all aspects of the three events, as well as showing proficiency in how to properly respond to the situations. While this final test was qualitative in nature it was possible to evaluate students on a graduated scale of proficient, nearly proficient, and needs work. All of the students fell under the proficient category.

As well, students were able to fully fill out the quantitative pre-test after training was completed. Students' scores ranged from 95-100%, showing a mastery of the

memory based skills required to combat bullying in the workplace. These results appear to show that this anti-bullying training was effective in teaching the required skills.

Learning Materials

Videos 1 and 2 to use as attention grabbers at the beginning of my presentation. Video 1 features an office prank involving spooky sounds and “magically” moving furniture. Video 2 involves physical bullying in a workplace. It involves physical, verbal, and emotional abuse of the target, and should be shown starting 15 seconds in, ending at 2:16 seconds. It is an extreme example, but serves to show just how far some workplace bullies will go to harass someone.

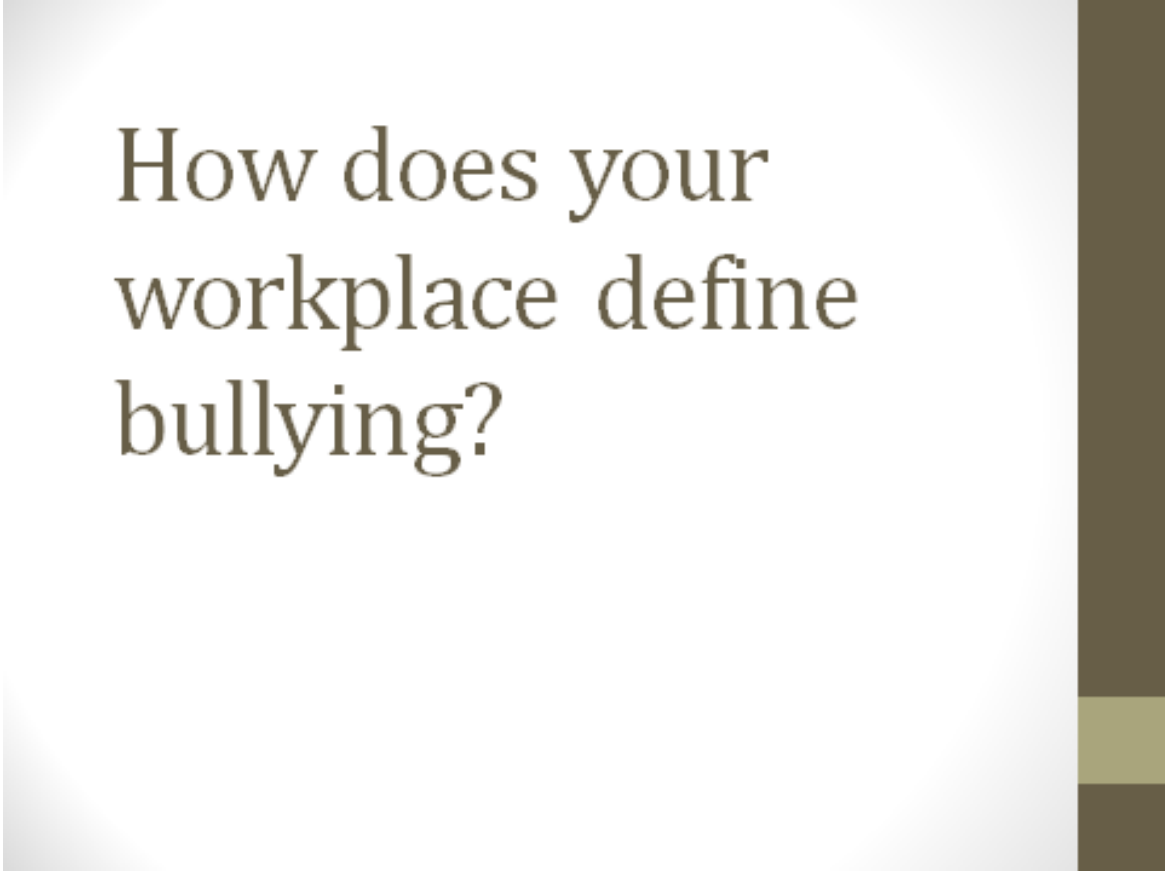
Below are hyperlinks to the video locations, as they are not embedding properly into Microsoft Word.

Video 1: http://www.youtube.com/watch?v=l_VVzkQ4y6A

Video 2: <http://www.youtube.com/watch?v=CnNXFXo2tC0&t=15s>

Blank pieces of paper will be given to the trainees to aid in the brainstorming process.

Power Point slides for the first 10 minute Power Point presentation detailing EWU's bullying definition and differences between bullying and friendly teasing. The slides are simple and clean so that trainees can take notes as needed, with specific information on each bullet expanded on as I speak.



How does your
workplace define
bullying?

Bullying is:

- **Intentional**
- **Targeted at an individual or group**
- **Repeated**
- **Hostile or Offensive**

Bullying creates:

- **An intimidating and/or threatening environment which produces a risk of psychological and/or physical harm**

Definitions taken from EWU anti-bullying policy number 900-04

How are Bullying and Friendly Teasing Different?

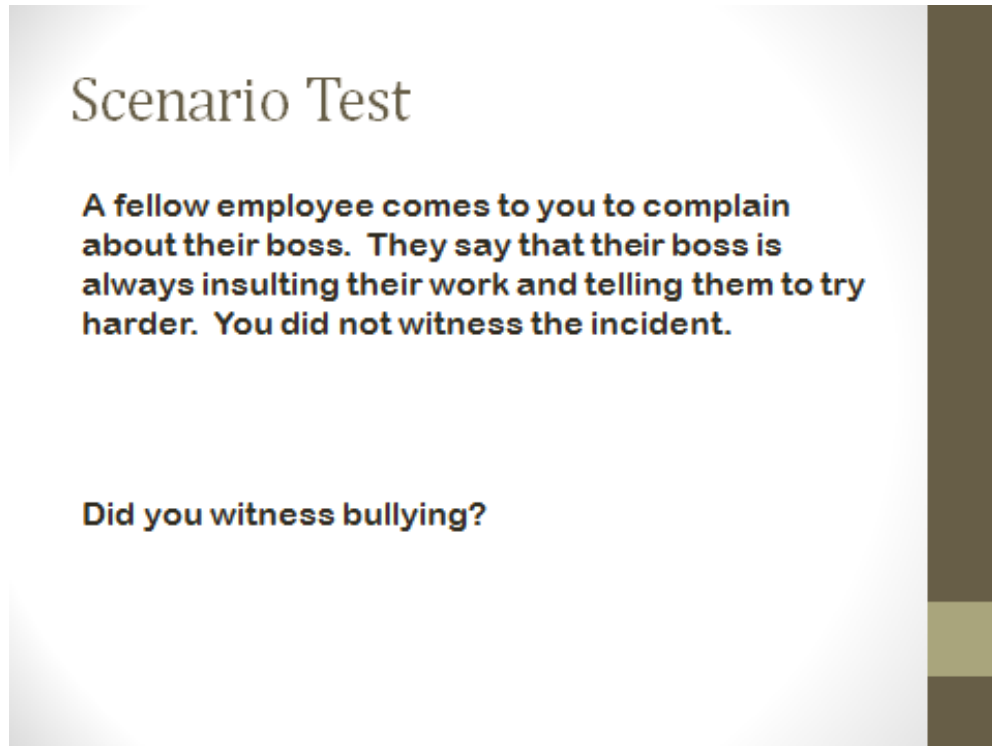
- **Bullying is harmful, someone is getting hurt physically or emotionally**



- **Friendly teasing is fun, no one is hurt, and can be a great way to bond with fellow employees**



The scenario test happens after the first few slides, employees will write down answers to the questions seen on the slides.

The slide features a light gray background with a dark brown vertical bar on the right side. The title 'Scenario Test' is positioned at the top left. Below it, a paragraph describes a scenario where a fellow employee complains about their boss's insulting behavior. At the bottom, a question asks if the viewer witnessed the incident.

Scenario Test

A fellow employee comes to you to complain about their boss. They say that their boss is always insulting their work and telling them to try harder. You did not witness the incident.

Did you witness bullying?

The correct answer is no, you did not witness the incident but you should keep your eyes and ears open during interactions between your fellow employee and her boss in the future.

Scenario Test

You are sitting at your desk and see your supervisor pointing aggressively at a fellow employee. Your supervisor is using words that belittle and hurt.

Did you witness bullying?

The answer is yes, you are probably witnessing a bullying incident.

Scenario Test

Two fellow employees are calling each other names and saying generally insulting things about one another. Both of them are trying to hide smiles.

Did you witness bullying?

No, you probably just witnessed two friends blowing some steam at work. While it might not be appropriate work behavior it is also probably not bullying.

How to tell the Difference Between Bullying and Friendly Teasing!

- **Posture!**
 - Bully's use aggressive posture and finger pointing to make their points loud and clear
 - People engaged in friendly teasing are more relaxed, may look like they are having fun
- **Facial Expressions!**
 - People engaged in bullying tend to have angry or mocking facial expressions
 - People engaged in friendly teasing tend to smile or are trying to hide a smile

Dunbar & Abra (2008)

Second set of Power Point Slides quickly outlining how to respond to bullying incidents and what can happen if you report an incident incorrectly.

How to respond to bullying at work!

- **Keep an ear and an eye out for bullying at work**
- **Record what you see with date/time/ and people involved**
- **Step in, speak up, or call for help if the situation turns dangerous**
- **Speak with bully's target to see if they need any support**
- **Report incident to recommended official**

What could possibly go wrong if you report an incident incorrectly?

- **Reputations can be hurt**
- **You can become the bully's next target**
- **People will be less inclined to believe you in the future**

Who do I report the incident to?

Table 4-1. Officials for Complaints of Possible Bullying

	Preferred Official	Alternate Officials
Employees	Immediate Supervisor <i>Employees are encouraged to seek resolution for bullying complaints by going to their immediate supervisor first</i>	Human Resources; other official <i>If an employee has concerns about going to the supervisor, they may contact Human Resources or another university official for assistance.</i>
Students	Dean of Students	Other University Official <i>(i.e. Department Chair, Office of Student Affairs, Academic Advisor)</i>
Others	Human Resources	President's Office

Table retrieved from EWU anti-bullying policy 901-04

This slide describes some of the characteristics of a leader that each employee at EWU can exemplify in order to eliminate bullying.

How do we prevent bullying at work?

- **Set an example**
 - **Personify the anti-bullying policy**
 - **Remember to act when action is required**
- **Enlist others**
 - **Remind fellow employees that EWU is trying to eliminate bullying**
 - **Congratulate people you see taking action**

The second test will involve me roleplaying with my trainees. Me sections are read by myself and trainee sections are read by the trainee.

Scenario 1

(Me): Hey, loser, get over here (smiling).

(Trainee): Oh, hey.

(Me): (Angrily) I heard that you have been talking about me behind my back, not cool.

(Trainee): (Anxious) I swear I haven't been talking about you (said as backing away).

(Me): (Pats trainees shoulder roughly) Good, that is what I like to hear. Make sure it stays that way (walks off).

This one is difficult, I begin with a smile and turn angry as this short role play continues. I would say that this is indicative of a continuing bullying situation in which the bully feels that the target may have told someone. Appropriate action is to speak with the target and even if they say everything is alright you should also record the incident. The target will thank you if they ever need support.

Scenario 2

(Me): (Outside of imaginary office) Tom, your work has been pretty sloppy lately. I need you to start trying harder or it could affect your position.

(Trainee): Why are you always harping on me? I do the work as best as I can.

(Me): Then perhaps we need to have a long talk about your future here (walking into imaginary office, urging the trainee to follow me).

Was there bullying, no probably not. The manager probably should have waited to let his employee know that he felt their work was not up to par. This was also not an example of friendly teasing. No action needs to be taken, aside from potentially trying to help your fellow employee put out better work.

(Me): (Pushing trainee lightly on the shoulder)

(Trainee): Hey, stop that (pushing lightly back, letting out a small laugh).

(Me): I would like to see you make me (pushing slightly harder with a semi-serious look on my face)

(Trainee): I bet you would (said as shaking head laughing and walking past me).

This one is pretty straight forward and should be taken as friendly teasing. Could be misconstrued if trainee decides to act seriously instead of like they are having fun. If taken as bullying it should be reported.

Pre and final test.

- 1) Are you familiar with Eastern Washington Universities (EWU) anti-bullying policy?

- 2) Either list the four major components of bullying as described by EWU's anti-bullying policy; or if you are unfamiliar with the policy, define bullying to the best of your knowledge.

- 3) List the steps you should take to report a bullying incident as an employee of EWU.

- 4) List the proper chain of command for reporting a bullying incident as an employee of EWU.

- 5) Is there any area of confusion surrounding workplace bullying that you would like made more understandable?

6) Choose as many qualities from this list that could help combat bullying. If you can think of others please list them in the area provided below.

A) Competent

B) Caring

C) Loud

D) Observant

E) Timid

F) Helpful

G) Inspiring

To be given as hand-outs will be a complete copy of the anti-bullying policy. Will be printed from the PDF

Bullying Prevention and Response

Standards of Conduct

EWU Policy 901-04

Authority: EWU Board of Trustees

Effective: November 20, 2009

Proponent: Division of Human Resources, Rights and Risk

Revised: November 16, 2010

Purpose: This policy describes university standards for managing incidents of bullying. It also establishes procedures for handling related complaints or incidents of policy violations.

History: This publication is new. It was adopted by the EWU Board of Trustees on November 20, 2009 and is effective as of that date. It includes housekeeping changes of November 16, 2010.

Applicability: This policy applies to all university personnel, students, vendors, contractors, consultants, guests and others who do business with the University. It applies on University property and at off-campus locations where University business is conducted.

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Chapter 2 – Bullying

Chapter 3 – Responsibilities
Chapter 4 – Complaint Process
Appendix A – Complaint Form

CHAPTER 1 – INTRODUCTION

1-1. General

Eastern Washington University is committed to providing a community where students, faculty, staff and guests are safe from bullying behaviors. This policy establishes university standards for prevention of workplace bullying and prescribes standard measures and procedures for responding to behaviors or complaints of bullying. Through a combination of emphasis, accountability, training, and systematic response, EWU intends to deter bullying acts and behavior and to provide timely response when incidents of bullying occur.

1-2. Policy

Eastern Washington University will not tolerate bullying behavior directed toward any member of the university community or to any person on university property.

1-3. Scope

This policy applies to all EWU programs, events and facilities, including, but not limited to, student services, educational programs and employment. All members, visitors and guests of the campus community are required to comply with this policy. EWU employees and students conducting university business at a location off-campus, i.e. business trips, internships, etc. are also subject to the provisions of this policy.

1-4. Reprisal or Retaliation

It is a violation of this policy for any person to engage in reprisal or retaliation against an individual because that individual has, in good faith, filed a complaint, testified, assisted, or participated in any process under this policy, or has attempted to do so.

1-5. Confidentiality

To protect the privacy of those involved, all information will be maintained in a confidential manner. During any process under this policy, complaint information will be disseminated on a need-to-know basis. Files subject to public disclosure will be released to the extent required by law.

1-6. References

- University Guideline 401-01, Investigations
- WAC 172-120, Student Conduct Code
- Collective Bargaining Agreements with employee groups of EWU

CHAPTER 2 – BULLYING

2-1. Bullying Definition

Bullying: Bullying is behavior that is:

- intentional;
- targeted at an individual or group;
- repeated;
- hostile or offensive; and,
- creates an intimidating and/or threatening environment which produces a risk of psychological and/or physical harm.

Bullying behavior may take many forms, including, but not limited to, physical, verbal, or written acts or behaviors. It may also manifest as excluding behavior such as ignoring or dismissing individuals or groups.

Hostile behaviors include, but are not limited to, behaviors that are harmful or damaging to an individual

and/or property. Behaviors that are intimidating, threatening, disruptive, humiliating, sarcastic, or vicious may also constitute hostile behavior.

Offensive behaviors may include, but are not limited to, inappropriate behaviors such as abusive language, derogatory remarks, insults, or epithets. Other offensive behaviors may include the use of condescending, humiliating, or vulgar language, swearing, shouting or use of unsuitable language, use of obscene gestures, or mocking.

2-2. Complaint Process

Complaints and reports of bullying shall be handled according to the procedures in Chapter 4.

2-3. Sanctions or Disciplinary Action

If an investigation determines that an act of bullying, as defined in this policy, did occur, the supervisor or other appropriate official will take action to prevent future violations and to administer appropriate sanctions.

2-4. Timeliness of Actions

Complaints must be filed within 90 days following the latest incident of bullying. The procedures described in this policy shall be carried out as expeditiously as possible.

CHAPTER 3 – RESPONSIBILITIES

3-1. Employees, Students, and Guests

University employees, students, and guests have a responsibility to behave in a respectful manner. Instances of bullying should be reported.

3-2. University President

The University President is responsible for overall compliance with pertinent federal and state laws. The president will ensure development and implementation of university policies and programs designed to prevent and respond to bullying behavior. The President will promote those programs and policies and monitor university compliance.

3-3. University Officials and Employees with Supervisory Responsibilities

University employees with supervisory responsibilities must take reasonable steps to ensure that the work or learning environment for which they are responsible is free from bullying behaviors.

a. Supervisors and other university officials shall:

- (1) Attend training on this policy and related procedures
- (2) Treat all complaints and incidents of bullying seriously
- (3) Manage all complaints of bullying in a timely and confidential manner
- (4) Handle reports of bullying in accordance with the procedures described in this policy

b. During any of the procedures under this policy, university officials involved shall:

- (1) Listen impartially to the concerns and perceptions of each party involved
- (2) Ensure that all parties involved are treated fairly and that assistance is available to all parties
- (3) Ensure that all reported incidents of bullying are responded to promptly
- (4) Ensure that the environment is safe for all parties

3-4. Investigators

Persons designated to investigate a complaint or observed incident of bullying behavior shall conduct their investigation in accordance with University Guideline 401-01, Investigations. When an investigation is done, it is expected that the supervisor of the alleged bully will conduct the investigation unless there are concerns as identified in the Investigations guideline.

3-5. Vice President for Student Affairs

Provides students annual training on this policy.

CHAPTER 4 – COMPLAINT PROCESS

4-1. Where to Report Bullying

Any person who wishes to report an incident of bullying should contact an appropriate university official as shown in Table 4-1 below. If a complainant has concerns about discussing the issue with the Preferred Official, they should contact an Alternate Official. A Bullying Complaint form is at Appendix A.

Table 4-1. Officials for Complaints of Possible Bullying

	Preferred Official	Alternate Officials
Employees	Immediate Supervisor Employees are encouraged to seek resolution for bullying complaints by going to their immediate supervisor first	Human Resources; other official if an employee has concerns about going to the supervisor, they may contact Human Resources or another university official for assistance.
Students	Dean of Students	Other University Official (i.e. Department Chair, Office of Student Affairs, Academic Advisor)
Others	Human Resources	President's Office

4-2. Informal Complaint Process

The goal of the informal process is to resolve bullying complaints at the lowest level and as quickly as possible.

a. Methods: The following methods of informal resolution are available:

- (1) Ask your supervisor or a co-worker to intervene on your behalf.
- (2) Engage in an informal meeting with the alleged offender and his/her supervisor or manager.
- (3) Request Mediation with the alleged offender. Mediation will be performed through the use of a neutral third party. The office of Human Resources, Rights and Risk may be contacted for assistance in identifying a mediator.

b. Mediation: To conduct a mediation, the designated mediator will:

- (1) Notify all parties named that there has been a request for mediation.
- (2) Conduct, if appropriate, a meeting with all parties. While this stage is not required, in many cases a meeting with the independent mediator can assist the parties in understanding their differing points of view and can lead to constructive resolution of the issues.
- (3) Convene a mediation conference.
 - (a) The calling of a mediation conference does not imply there is a case to answer or that any conduct complained of has occurred. It is not the mediator's role to make a formal finding but to assist the parties to reach a mutually agreed resolution to the problem.
 - (b) Each party is encouraged to have a support person of their choosing present during the mediation process. This precludes legally trained representative at this stage.
- (4) Document the outcome of the process.

Use of the informal process does not restrict the complainant from the formal complaint process. If the informal process is unsuccessful or no longer an option, the formal process is available to resolve the complaint.

4-3. Formal Complaint Process

Any party directly involved may initiate an investigation by completing a complaint form (Appendix A). Once completed, the complaint should be forwarded to an appropriate official (Table 4-1). The official will initiate an investigation pursuant to University Guideline 401-01.

APPENDIX A – COMPLAINT FORM

EASTERN WASHINGTON UNIVERSITY

BULLYING COMPLAINT

I am an EWU: Student Faculty Staff Contractor Other

Complainant Name: _____ Date: _____

Phone: _____ Email: _____ Dept: _____

Alleged Offender's Name: _____ Dept: _____

Did the alleged bullying occur in the workplace/educational setting? Yes No

Where did it occur? _____ When? _____

Was this a single incident? Yes No If "No," how many times? _____

Employees: Have you notified your supervisor? Yes No

Supervisor's Name: _____

If yes, what was the outcome?

Have you filed a complaint with any other agency? Yes No Agency: _____

Please give details of complaint including why you feel you were bullied. List any witnesses and continue on separate page if necessary.

Reflection

This training course has been successful in meeting three major criteria; time allotted, information delivered, and information retained. The training course lasted one hour and forty-seven minutes, allowing for a discussion afterwards which allowed for changes to be made to future training, such as a slightly more entertaining power point presentation.

The information given to students was well received and well retained. Trainees remained engaged throughout the training course, asking clarifying questions when needed. For a short time during the power point presentation the trainees started to lose interest, but due to the brevity of the power point and the use of groups students were able to maintain focus.

Perhaps the most interesting thing was how quickly the students were able to acquire and retain the information. For this training course 2 hours was a perfect time frame, but it could be perfectly plausible to do this training in two one-hour chunks. This would be easier for employers to do, as it could be used as a paid lunch break/training.

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