

# Selected References and Resources for Bullying and Mobbing

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## **Workplace bullying, incivility, and counterproductive behavior**

Andersson, L.M., & Pearson, C.M. (1999). Tit for tat? The spiraling effect of incivility in the workplace. *Academy of Management Review*, 24, 452-471.

Berdahl, J. (2007). Harassment based on sex: Protecting social status in the context of gender hierarchy. *Academy of Management Review*, 32(2), 641-658.

Cortina, L. (2008). Unseen injustice: Incivility as modern discrimination in organizations. *Academy of Management Review*, 33(1) 55-75.

Dutton, J. E. (2003) Energize your workplace: *How to create and sustain High Quality Connections at work*. Jossey-Bass.

Duffy, M. & Sperry, L. (2012). *Mobbing: Causes, consequences, and solutions*. Oxford University Press.

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Keashly, L & Neuman, J.H. (2009). Building constructive communication climate: The U.S. Department of Veterans Affairs Workplace Stress and Aggression Project. In P. Lutgen-Sandvik & B.D. Sypher (eds). *Destructive organizational communication: Processes, consequences and constructive ways of organizing*. Routledge/LEA

Keashly, L. (2011). Some things you have always wanted to know but were afraid to ask: A researcher talks to ombudsmen about workplace bullying. *Journal of International Ombudsman Association*, 3(1), 10-23.

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Patterson, K., Grenny, J. McMillan, R., & Switzler, Al (2011). *Crucial conversations: Tools for talking when the stakes are high*. Second Edition. McGraw-Hill.

Rayner, C. Hoel, H. & Cooper, C.L. (2001). *Workplace bullying: What we know, who is to blame and what can we do about it*. CRC Press.

Spector, P. & Fox, S. (eds). *Counterproductive workplace behavior: Investigations of actors and targets*. Washington, DC: American Psychological Association

Workplace Bullying Institute – Gary Namie and Ruth Namie; <http://www.workplacebullying.org> - Incredibly rich sources of information.

<http://www.do2learn.com/JobTIPS/KeepingAJob/Harassment/Scenarios.html>- collection of short scenarios and video clips that can be used for distinguishing bullying from other types of interaction. Focused on workers with special needs.

[https://charityvillage.com/Content.aspx?topic=fifteen\\_signs\\_of\\_workplace\\_bullying](https://charityvillage.com/Content.aspx?topic=fifteen_signs_of_workplace_bullying) Good article laying out in detail the types of behaviors that are suggestive of bullying.

### **Workplace Bullying in Academe**

Gunsales, G.K. (2006). *The College Administrator's survival guide*. Harvard University Press.

Keashly, L. & Neuman, J.H. (2008). Final report: Workplace behavior (bullying) project survey. Minnesota State University, Mankato.

Keashly, L. & Neuman J.H. (2010) Faculty experiences with bullying in higher education: Causes, consequences and management. *Administrative Theory and Praxis*, 32(1), 48-70.

Lester, J. (2013; ed.). *Workplace bullying in higher education*. Routledge Edited volume – excellent source of a variety of perspectives.

Twale, D.J. & De Luca, B.M. (2008). *Faculty incivility: The rise of the academic bully culture and what to do about it*. Jossey-Bass.

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<http://www.ombudsassociation.org/sites/default/files/JIOAVolume3No2October2010Final.pdf>

Chronicle of Higher Education has done a number of pieces over the past several years. Search under “bullying” and “mobbing” in their archives.

### **Academic Mobbing**

<http://arts.uwaterloo.ca/~kwesthue/mobbing.htm>- incredibly rich website by Ken Westhues highlighting specific cases, research, and policy. There is also reference to his prodigious and thoughtful writing on the topic.

<http://www.janice-harper.com/>- another rich website by Jane Harper. In the section on bullying and harassment, she has done a number of blogposts for the New York Times that are insightful, challenging, and thought provoking.

### **Bystander materials**

Ashburn-Nardo, L., Morris, K., & Goodwin (2008). The Confronting Prejudiced Responses (CPR) Model: Applying CPR in organizations. *Academy of Management Learning and Education*, 7(3), 332-343.

Bowes-Sperry, L & O'Leary-Kelly, A . 2005. To act or not to act: The dilemma faced by sexual harassment observers. *Academic of Management Review*, 30(2), 288-306.

Massachusetts Institute of Technology, Ombudsman's office has done a phenomenal job pulling together resources and providing practical suggestions for addressing hostile behavior on campus  
<http://web.mit.edu/bystanders/assessing/index.html>

Step UP! A prosocial behavior/bystander intervention program for students. Facilitator Guide. University of Arizona C.A.T.S. Life Skills Program in Partnership with the NCAA. <http://www.stepupprogram.org>

### Materials from other universities

1. Sample policies and associated procedures:

a. **MIT**

<http://hrweb.mit.edu/policy/3-10> Broadly written policy that notes that harassment of any kind is considered unacceptable; <http://web.mit.edu/communications/hg/>- Guidelines for raising complaints about harassment – notes both formal and informal mechanisms. Website shows tie to relevant policies; notes various units, which can be involved and contacted. Very informative re what it is and is not bullying. Provides mechanisms for contact.

b. **University of Manitoba, Canada**

[http://www.umanitoba.ca/admin/governance/governing\\_documents/community/230.htm](http://www.umanitoba.ca/admin/governance/governing_documents/community/230.htm)

Articulation of policy for “Respectful Work and Learning Environment”

[http://www.umanitoba.ca/admin/governance/governing\\_documents/community/566.htm](http://www.umanitoba.ca/admin/governance/governing_documents/community/566.htm)Pr

ocedures associated with policy. Defines different forms of harassment including personal or bullying. Details formal and informal resolution procedures including investigation procedures.

c. **Brock University, St. Catherines, ON, Canada**

Respectful Work and Learning Environment Policy Very comprehensive policy and procedures, detailing formal and informal resolution procedures including investigation procedures.

Appendix defines and describes various forms of harassment and inappropriate behavior and makes distinction between bullying and legitimate, constructive and fair criticism.

d. **University of Durham, UK**

<http://www.dur.ac.uk/diversity.equality/contact/respect/>. Comprehensive respect policy encompassing all manifestations of harassment. Makes distinctions between bullying and fair and firm management, process of raising issues involving informal and formal means. Has flowchart of process. Includes an appendix (4) on professional relationships.

e. **University of New Mexico**

<http://policy.unm.edu/university-policies/2000/2240.html>

- f. **Oregon State University**  
<http://oregonstate.edu/oei/bullying-policy>
- g. **University of South Carolina**  
<http://www.sc.edu/policies/ppm/acaf180.pdf>

## 2. Codes/Principles of Conduct

- a. **University of Calgary**  
<http://www.ucalgary.ca/pubs/calendar/grad/current/gs-n.html> Includes the core values of the institution. Commitment to positive learning and working environment; responsibility of leadership in modeling and enforcing appropriate conduct.
- b. **Syracuse University**  
[http://supolicies.syr.edu/ethics/code\\_conduct.htm](http://supolicies.syr.edu/ethics/code_conduct.htm)  
Has established a very comprehensive “Code of Ethical Conduct” as a statement of principles to guide the activities of all faculty, staff and students.
- c. **University of Toronto**  
<http://www.hrandequity.utoronto.ca/about-hr-equity/policies-guidelinesagreements.htm?quot; title= - all employees> Provides an argument for not establishing a code of conduct but rather guidelines

## 3. Material re options for dealing with harassment, discrimination etc.

- a. **University of Calgary**  
<http://www.ucalgary.ca/discrimination/options/> Very comprehensive articulation of information for complainants, respondents, complaint handlers and colleagues/bystanders.

## 4. Core Values as Framework

- a. **University of Michigan**  
<http://www.urespect.umich.edu/> Describes “Expect Respect” campaign tying this to the Campus Commitment <http://www.hr.umich.edu/oie/cc/lof> ensuring a community in which the dignity of every individual is respected. Websites define respectful environment, connect to cover values, and identify relevant policies, procedures and units for addressing various concerns. Are currently considering a policy on bullying.
- b. **Syracuse University**  
<http://humanresources.syr.edu/staff/> Have a “Respectful Workplace” initiative that incorporates policies, programs and events for a discrimination and harassment free work environment. Not as extensive and far reaching as U of Michigan. Tied to the “Code of Ethical Conduct” [http://supolicies.syr.edu/ethics/code\\_conduct.htm](http://supolicies.syr.edu/ethics/code_conduct.htm)

## 5. Programming and training

- a. **University of Michigan**  
<http://www.voices.umich.edu/> Have designed and implemented training sessions and a workshop series on High Quality Connections (HQC) at Work based on the work of Professor Jane Dutton, Stephen M. Ross School of Business, U of Michigan.

([http://webuser.bus.umich.edu/janedut/High\\_Quality\\_Connections.htm](http://webuser.bus.umich.edu/janedut/High_Quality_Connections.htm)). The HQC model focuses on 4 elements of positive working relationships: respectful engagement, task enabling, trust and play. Participant manuals and other materials have been developed. This initiative is connected into the “Expect Respect” campaign and the Campus Commitment discussed earlier. Contact person: Mary Ceccanese ([ceccanes@bus.umich.edu](mailto:ceccanes@bus.umich.edu)).

6. **Academic Unions:** Working with issues of discrimination, harassment and inappropriate behaviors on campus requires discussion of the implications of academic freedom and freedom of speech.
  - a. American Association of University Professors (AAUP)  
<http://www.aaup.org/AAUP/pubsres/policydocs/contents/1940statement.htm> discusses the meaning of academic freedom. Note that “respect for the opinions of others” is considered important part of responsible behaviors
  - b. Canadian Association of University Teachers (CAUT)  
<http://www.caut.ca/pages.asp?page=457&lang=1> has an explicit statement on harassment free environments. <http://www.caut.ca/pages.asp?page=247&lang=1> This is their policy statement on academic freedom

### Materials from other organizations

1. **Joint Commissions on Accreditation of Healthcare Organizations (JCOAH)**  
[http://www.jointcommission.org/sentinel\\_event\\_alert\\_issue\\_40\\_behaviors\\_that\\_undermine\\_a\\_culture\\_of\\_safety](http://www.jointcommission.org/sentinel_event_alert_issue_40_behaviors_that_undermine_a_culture_of_safety) Details on the policies, procedures, and activities required of healthcare organizations in addressing disruptive and inappropriate behavior by healthcare workers, including physicians. Very thorough articulation of various processes and activities that need to occur to establish and support respectful and effective working environments.
2. **Veterans Health Administration (VHA) of the US Dept. of Veterans Affairs Civility, Respect and Engagement in the Workplace (CREW) initiative.** Based on data from their All Employee Surveys, the VHA became aware that (in)civility was a prime driver of key outcomes in the organization. Specifically, uncivil and disrespectful behavior was costly both at an individual level in terms of job satisfaction and productivity and at a facility level in terms of patient satisfaction and quality of care.. In their third phase of an innovative pilot program, the VHA has developed a program directed at changing the culture of units to focus on respect and engagement. Working closely with employees in units, respect is defined and operationalized by the employees themselves and then support and training are provided to achieve the employee generated vision. The program has generated a lot of attention from other institutions across the US and Canada. For further information, contact Linda Belton, Director, Organizational Health, VHA at [Linda.Belton@va.gov](mailto:Linda.Belton@va.gov). See also Belton and Dyrenforth (2007)