California State University
Safe and Healthy Workplace Environment

California State Employees Union Chapter 305 has constituted the Professional and Healthy Workplace Task Force. This committee has been charged to promote a safe and mutually respectful learning and work environment.

Its activities include: evaluating the issues of workplace bullying at San Francisco State University, surveying the CSU system for best practices and to making recommendations to the campus community for action.

2012 Membership:
Bill Blunden, College of Health and Human Services
Kathleen Bruno, Auxiliary Business Services, Fiscal Affairs
Bonnie Hale, Institute for Civic and Community Engagement
Bridget McCracken, Public Administration
Laura Lyons, University Property Management
Gabriela Segovia-McGahan, American Indian Studies and Latina/o Studies

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2014 WBI U.S. Workplace Bullying Survey
February 2014

http://www.workplacebullying.org/wbiresearch/wbi-2014-us-survey/

RESOURCES

INSERT: Proposed University Response to Workplace Bullying/University of South Carolina

http://www.sc.edu/faculty/senate/13/agenda/WorkplaceBullyingPolicypresentedtoFacultySenate03-06-13.pdf

- Leadership Vs. Management: Ten Commandments of Leadership
- SFSU Practice Directive User Friendly Principles
- *Workplace Bullying: The White Paper* by Valerie Cade, Bully Free At Work
- Article: "The Little Chill" by Lise Funderburg (on Micro-Aggression)
- Little Publications "*Bullying Be Gone – New California Law Makes Anti-Bullying Training for Employers' Supervisors a Must*", Authors: Jennifer Mora and Stephanie Gail Lee

Definition of Workplace Bullying

Source: Workplace Bullying Institute

http://www.workplacebullying.org/individuals/problem/definition/

Workplace Bullying is repeated, health-harming mistreatment of one or more persons (the targets) by one or more perpetrators. It is **abusive conduct** that is :

- Threatening, humiliating, or intimidating, or
- Work interference — sabotage — which prevents work from getting done, or
- Verbal abuse

This definition was used in the 2014 WBI U.S. Workplace Bullying Survey. Its national prevalence was assessed.

Workplace Bullying...

- Is driven by perpetrators' need to control the targeted individual(s).
- Is initiated by bullies who choose their targets, timing, location, and methods.
- Is a set of acts of commission (doing things to others) or omission (withholding resources from others)
- Requires consequences for the targeted individual
- Escalates to involve others who side with the bully, either voluntarily or through coercion.
- Undermines legitimate business interests when bullies' personal agendas take precedence over work itself.
- Is akin to domestic violence at work, where the abuser is on the payroll.

Source: http://www.orangecountyemploymentlawyersblog.com (Nassiri Law)

- Many people think that harassment or the establishment of a hostile work environment is illegal. They are – but only when they are accompanied by some element of discrimination.
- Federal and state civil rights laws hold that harassment is only illegal when it singles out members of a protected class or if its purpose or effect is to negatively impact workers of the class. Protected classes include gender, race, religion, national origin, age, disability, military membership or veteran status. It has also been interpreted by the Equal Employment Opportunity Commission to include one's sexual orientation, transgender status, marital status, criminal record, political affiliation, prior psychiatric treatment, personal appearance or citizenship status.

SECTION I: THE LAW

Federal Laws

Bullying and discriminatory harassment are covered under federal civil rights laws enforced by the U.S. Department of Education (ED) and the U.S. Department of Justice (DOJ). Schools are obligated by these laws to address conduct that is:

- Severe, pervasive or persistent
- Creates a hostile environment at school that interferes with or limits a student's ability to participate in or benefit from the services, activities, or opportunities offered by a school
- Based on a student's race, color, national origin, sex, disability, or religion

Federal civil rights protected by the Department of Education (ED) and Department of Justice (DOJ):

- Discrimination of all students based on sexual orientation including students who are Lesbian, Gay, Bisexual, or Transgender (LGBT) or perceived to be LGBT, from sex-based harassment.
- Harassment based on forms of sex discrimination

School's obligations regarding harassment based on protected classes.

Anyone can report harassing conduct to a school. When a school receives a complaint they must take certain steps to investigate and resolve the situation.

- Immediate and appropriate action to investigate or otherwise determine what happened.
- Inquiry must be prompt, thorough, and impartial.
- Interview targeted students, offending students, and witnesses, and maintain written documentation of investigation
- Communicate with targeted students regarding steps taken to end harassment
- Check in with targeted students to ensure that harassment has ceased
- When an investigation reveals that harassment has occurred, a school should take steps reasonably calculated to:
- End the harassment,
- Eliminate any hostile environment,
- Prevent harassment from recurring, and
- Prevent retaliation against the targeted student(s) or complainant(s).

Information provided by http://www.stopbullying.gov/laws/federal/index.html

The Office for Civil Rights Enforces Title VI

The Office for Civil Rights (OCR) in ED is responsible for enforcing Title VI as it applies to the investigation and resolution of complaints filed by people alleging discrimination on the basis of race, color or national origin.

Information provided by http://www2.ed.gov/about/offices/list/ocr/docs/hq43e4.html

Federal Civil Rights Statutes Title 18, U.S.C., Section 249

Matthew Shepard and James Byrd, Jr., Hate Crimes Prevention Act

This statute makes it unlawful to willfully cause bodily injury—or attempting to do so with fire, firearm, or other dangerous weapon—when the crime was committed because of the actual or perceived race, color, religion, national origin of any person.

The law provides for a maximum 10–year prison term, unless death (or attempts to kill) results from the offense, or unless the offense includes kidnapping or attempted kidnapping, or aggravated sexual abuse or attempted aggravated sexual abuse.

Title 18, U.S.C., Section 245 - Federally Protected Activities

> 1) This statute prohibits willful injury, intimidation, or interference, or attempt to do so, by force or threat of force of any person or class of persons because of their activity as:
>
> > b) a participant in any benefit, service, privilege, program, facility, or activity provided or administered by the United States;
> >
> > e) a participant in any program or activity receiving Federal financial assistance.

Punishment for Civil Rights Violations

Punishment varies from a fine or imprisonment of up to one year, or both, and if bodily injury results or if such acts include the use, attempted use, or threatened use of a dangerous weapon, explosives, or fire shall be fined or imprisoned up to ten years or both, and if death results or if such acts include kidnapping or an attempt to kidnap, aggravated sexual abuse or an attempt to commit aggravated sexual abuse, or an attempt to kill, shall be subject to imprisonment for any term of years or for life or may be sentenced to death.

Information provided by http://www.fbi.gov/about-us/investigate/civilrights/federal-statutes

California
LEGISLATIVE INFORMATION

AB-2053 Employment discrimination or harassment: education and training: abusive conduct. (2013-2014)

Assembly Bill No. 2053

CHAPTER 306

An act to amend Section 12950.1 of the Government Code, relating to employment.

[Approved by Governor September 09, 2014. Filed with Secretary of State September 09, 2014.]

LEGISLATIVE COUNSEL'S DIGEST

AB 2053, Gonzalez. Employment discrimination or harassment: education and training: abusive conduct.

Existing law makes specified employment practices unlawful, including the harassment of an employee directly by the employer or indirectly by agents of the employer with the employer's knowledge. Existing law further requires every employer to act to ensure a workplace free of sexual harassment by implementing certain minimum requirements, including posting sexual harassment information posters at the workplace and obtaining and making available an information sheet on sexual harassment.

Existing law also requires employers, as defined, with 50 or more employees to provide at least 2 hours of training and education regarding sexual harassment to all supervisory employees, as specified. Existing law requires each employer to provide that training and education to each supervisory employee once every 2 years.

This bill would additionally require that the above-described training and education include, as a component of the training and education, prevention of abusive conduct, as defined.

Vote: majority   Appropriation: no   Fiscal Committee: yes   Local Program: no

THE PEOPLE OF THE STATE OF CALIFORNIA DO ENACT AS FOLLOWS:

SECTION 1. Section 12950.1 of the Government Code is amended to read:

12950.1. (a) An employer having 50 or more employees shall provide at least two hours of classroom or other effective interactive training and education regarding sexual harassment to all supervisory employees in California within six months of their assumption of a supervisory position. An employer covered by this section shall provide sexual harassment training and education to each supervisory employee in California once every two years. The training and education required by this section shall include information and practical guidance regarding the federal and state statutory provisions concerning the prohibition against and the prevention and correction of sexual harassment and the remedies available to victims of sexual harassment in employment. The training and education shall also include practical examples aimed at instructing supervisors in the prevention of harassment, discrimination, and retaliation, and shall be presented by trainers or educators with knowledge and expertise in the prevention of harassment, discrimination, and retaliation.

(b) An employer shall also include prevention of abusive conduct as a component of the training and education specified in subdivision (a).

(c) The state shall incorporate the training required by subdivision (a) into the 80 hours of training provided to all new supervisory employees pursuant to subdivision (b) of Section 19995.4, using existing resources.

(d) Notwithstanding subdivisions (j) and (k) of Section 12940, a claim that the training and education required by this section did not reach a particular individual or individuals shall not in and of itself result in the liability of any employer to any present or former employee or applicant in any action alleging sexual harassment. Conversely, an employer's compliance with this section does not insulate the employer from liability for sexual harassment of any current or former employee or applicant.

(e) If an employer violates this section, the department may seek an order requiring the employer to comply with these requirements.

(f) The training and education required by this section is intended to establish a minimum threshold and should not discourage or relieve any employer from providing for longer, more frequent, or more elaborate training and education regarding workplace harassment or other forms of unlawful discrimination in order to meet its obligations to take all reasonable steps necessary to prevent and correct harassment and discrimination.

(g) (1) For purposes of this section only, "employer" means any person regularly employing 50 or more persons or regularly receiving the services of 50 or more persons providing services pursuant to a contract, or any person acting as an agent of an employer, directly or indirectly, the state, or any political or civil subdivision of the state, and cities.

(2) For purposes of this section, "abusive conduct" means conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests. Abusive conduct may include repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. A single act shall not constitute abusive conduct, unless especially severe and egregious.

HEALTHY WORKPLACE Bill

The Healthy Workplace Campaign
Dr. Gary Namie, National Director

The Problem	The Solution	State of the Union	Take Action	The Movement	Laws Outside U.S.
Workplace Bullying	*Healthy Workplace Bill*	*State Activity*	*How You Can Help*	*History of the Campaign*	*The World is Ahead of Us*

The Solution

Quick Facts

Frequently Asked Questions

Sponsor the Bill

Who Needs a Law

Take Action
Volunteer in your state
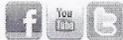
Quick Facts About the Healthy Workplace Bill

What the HWB Does for Employers

- Precisely defines an "abusive work environment" -- it is a high standard for misconduct
- Requires proof of health harm by licensed health or mental health professionals
- Protects conscientious employers from vicarious liability risk when internal correction and prevention mechanisms are in effect
- Gives employers the reason to terminate or sanction offenders
- Requires plaintiffs to use private attorneys
- Plugs the gaps in current state and federal civil rights protections

What the HWB Does for Workers

- Provides an avenue for legal redress for health harming cruelty at work
- Allows you to sue the bully as an individual
- Holds the employer accountable
- Seeks restoration of lost wages and benefits
- Compels employers to prevent and correct future instances

What the HWB Does Not Do

- Involve state agencies to enforce any provisions of the law
- Incur costs for adopting states
- Require plaintiffs to be members of protected status groups (it is "status-blind")
- Use the term "workplace bullying"

Frequently Asked Questions

Please visit the FAQ section.

Sponsor The Bill

Are you a lawmaker interested in sponsoring the bill? **Read more about sponsoring here.**

Over 300 individuals of both parties have sponsored some version of the Healthy Workplace Bill. Bullying is a non-partisian issue.

Who Needs a Law?

Why Not Simply Allow Voluntary Employer Efforts to Stop Bullying?

Groups lobbying on behalf of U.S. employers (none is bigger than the Chamber of Commerce) can no longer claim that bullying does not exist. The 2007 and **2010 WBI-Zogby survey** results put that issue to rest. However, they do claim that the problem is best dealt with on a voluntary basis. These groups believe we should let employers handle their own internal affairs, because they know what is best. Sadly, when there is no external pressure to do the right thing for workers, most employers won't.

The **2007 WBI-Zogby survey results** shed light. When employers are told about the bullying in their organizations, nearly half (44%) do nothing, while 18% actually worsen the situation by retaliating against the individual(s) who reported it.

Certainly, they believe they are acting in the best interest of the employer, but employees suffer. To most employers, bullies are merely exercising their employer-granted managerial prerogative to handle people without regard to the consequences of that often brutal treatment. Some bullies bully because executives tell them to. Most bully because it is part of the corporate culture. They will not stop until their executive or owner makes them stop.

You would think employers would stop the bullying because of associated costs. But personal loyalty to bullies by executive sponsors trumps bottom-line impact and rationality. They value the friendship (however artificial it is when engineered by the ingratiating bully) more than financial sanity, concern for turnover, or the health of several employees.

Employers Have Had Years to Comply

Employers know how to comply with laws. Sexual harassment and racial discrimination claims lead to investigations and pressure to stop only because state and federal laws compel employers to pay attention to such complaints. Employers did not voluntarily decide to curb harassment for the sake of workers' health and dignity. Laws made them do it. The record is clear. Capitalist enterprises rarely do anything good for workers until a law forbids mistreatment or neglect.

When left to decide how to treat workers without the threat of lawsuits to keep them honest, employers choose to rationalize bullying as useful and sometimes necessary. Listen to the advice of a Littler Mendelson corporate attorney, "the United States not only has more laws than it can handle ... bullying has its benefits ... this country was built by mean, aggressive, sons of bitches ... some people may need a little appropriate bullying in order to do a good job ... those who claim to be bullied are really just wimps who can't handle a little constructive criticism." [San Francisco Business Times, July 19, 1999]. He speaks for widely-adopted employer perspectives in America.

Though we provide progressive employers with the tools to stop bullying, this represents only a tiny minority of employers. Psychologically injured employees cannot wait for a voluntary employer anti-bullying movement.

For a more in-depth discussion about how current employer programs do not address bullying **please visit the FAQ section.**

OUR FAMILY OF WEBSITES

BULLYING   HEALTHY Bill   WORK DOCTOR.   WBI   Freedom Week   Merchandise   DVDs   Books   UNION YES

San Francisco Board of Supervisors on 1/24/07

(According to Nicholas Kinsey, Legislative Aide to Supervisor Gerardo Sandoval)

Resolution requesting the Department of Human Resources to recognize the detrimental impact of mobbing on creating a safe and productive workplace for all employees.

WHEREAS, Mobbing, a common form of workplace harassment where one group of employees psychologically harasses or bullies another colleague, directly impacts not only the emotional well-being of those targeted, but also the productivity of the entire workforce; and

WHEREAS, Over the past two decades social scientists have documented the workplace phenomenon and its effects on both employees and employers; and

WHEREAS, This psychological harassment can be manifested in the form of verbal comments, constant criticism, isolation and withholding information among many other harassing behaviors; and,

WHEREAS, Mobbing often targets employees whose excellent job performance distinguishes them from colleagues; and

WHEREAS, Workplace harassment has a tangible effect on the emotional well-being, job performance and physical health of those targeted; and

WHEREAS, Though every incident of mobbing differs, they often follow a predictable pattern that begins with increased intimidation and isolation and climaxes with a claim by a group of colleagues that the victim has committed an offense that requires immediate adjudication; and

WHEREAS, Regardless of the outcome of any investigation into the alleged offenses, targets of mobbing often voluntarily resign due to an increase in work related anxiety; and

WHEREAS, an estimate two to five percent of employees will become victims of mobbing at some point during their careers; and

WHEREAS, It has been demonstrated that those people who have been targeted by this form of emotional abuse commit suicide at a higher rate; and

WHEREAS, The increased rates of absenteeism, decreased productivity, along with the added health care and legal costs that result from workplace harassment represent the true cost of these harassing techniques to employers; and

WHEREAS, all forms of workplace harassment are against the employment policies of the City and County of San Francisco; now, therefore be it

RESOLVED, that the Board of Supervisors of the City and County of San Francisco condemns this abusive workplace behavior; and, be it

FURTHER RESOLVED, that the Board of Supervisors of the City and County requests the Department of Human Resources to report back to the Board of Supervisors within 60 days how, if at all, it can include mobbing, and all forms of psychological harassment, in their policies covering workforce harassment.

Workplace Violence

What is workplace violence?

Workplace violence is violence or the threat of violence against workers. It can occur at or outside the workplace and can range from threats and verbal abuse to physical assaults and homicide, one of the leading causes of job-related deaths. However it manifests itself, workplace violence is a growing concern for employers and employees nationwide.

Who is vulnerable?

Some 2 million American workers are victims of workplace violence each year. Workplace violence can strike anywhere, and no one is immune. Some workers, however, are at increased risk. Among them are workers who exchange money with the public; deliver passengers, goods, or services; or work alone or in small groups, during late night or early morning hours, in high-crime areas, or in community settings and homes where they have extensive contact with the public. This group includes health-care and social service workers such as visiting nurses, psychiatric evaluators, and probation officers; community workers such as gas and water utility employees, phone and cable TV installers, and letter carriers; retail workers; and taxi drivers.

What can these employers do to help protect these employees?

The best protection employers can offer is to establish a zero-tolerance policy toward workplace violence against or by their employees. The employer should establish a workplace violence prevention program or incorporate the information into an existing accident prevention program, employee handbook, or manual of standard operating procedures. It is critical to ensure that all employees know the policy and understand that all claims of workplace violence will be investigated and remedied promptly. In addition, employers can offer additional protections such as the following:

- Provide safety education for employees so they know what conduct is not acceptable, what to do if they witness or are subjected to workplace violence, and how to protect themselves.

- Secure the workplace. Where appropriate to the business, install video surveillance, extra lighting, and alarm systems and minimize access by outsiders through identification badges, electronic keys, and guards.

- Provide drop safes to limit the amount of cash on hand. Keep a minimal amount of cash in registers during evenings and late-night hours.

- Equip field staff with cellular phones and hand-held alarms or noise devices, and require them to prepare a daily work plan and keep a contact person informed of their location throughout the day. Keep employer-provided vehicles properly maintained.

- Instruct employees not to enter any location where they feel unsafe. Introduce a "buddy system" or provide an escort service or police assistance in potentially dangerous situations or at night.

- Develop policies and procedures covering visits by home health-care providers. Address the conduct of home visits, the presence of others in the home during visits, and the worker's right to refuse to provide services in a clearly hazardous situation.

How can the employees protect themselves?

Nothing can guarantee that an employee will not become a victim of workplace violence. These steps, however, can help reduce the odds:

- Learn how to recognize, avoid, or diffuse potentially violent situations by attending personal safety training programs.

- Alert supervisors to any concerns about safety or security and report all incidents immediately in writing.

- Avoid traveling alone into unfamiliar locations or situations whenever possible.

- Carry only minimal money and required identification into community settings.

What should employers do following an incident of workplace violence?

- Encourage employees to report and log all incidents and threats of workplace violence.

- Provide prompt medical evaluation and treatment after the incident.

- Report violent incidents to the local police promptly.

- Inform victims of their legal right to prosecute perpetrators.

- Discuss the circumstances of the incident with staff members. Encourage employees to share information about ways to avoid similar situations in the future.

- Offer stress debriefing sessions and post-traumatic counseling services to help workers recover from a violent incident.

- Investigate all violent incidents and threats, monitor trends in violent incidents by type or circumstance, and institute corrective actions.

- Discuss changes in the program during regular employee meetings.

What protections does OSHA offer?

The *Occupational Safety and Health Act's* (*OSH Act*) General Duty Clause requires employers to provide a safe and healthful workplace for all workers covered by the *OSH Act*. Employers who do not take reasonable steps to prevent or abate a recognized violence hazard in the workplace can be cited. Failure to implement suggestions in this fact sheet, however, is not in itself a violation of the General Duty Clause.

How can you get more information?

OSHA has various publications, standards, technical assistance, and compliance tools to help you, and offers extensive assistance through its many safety and health programs: workplace consultation, voluntary protection programs, grants, strategic partnerships, state plans, training, and education. Guidance such as *OSHA's Safety and Health Management Program Guidelines* identify elements that are critical to the development of a successful safety and health management system. This and other information are available on OSHA's website at **www.osha.gov**.

- For a free copy of OSHA publications, send a self-addressed mailing label to this address: OSHA Publications Office, P.O. Box 37535, Washington, DC 20013-7535; or send a request to our fax at (202) 693-2498, or call us at (202) 693-1888.

- To file a complaint by phone, report an emergency, or get OSHA advice, assistance, or products, contact your nearest OSHA office under the "U.S. Department of Labor" listing in your phone book, or call us toll-free at **(800) 321-OSHA (6742)**. The tele-typewriter (TTY) number is (877) 889-5627.

- To file a complaint online or obtain more information on OSHA federal and state programs, visit OSHA's website.

U.S. Department of Labor
Occupational Safety and Health Administration
2002

A Message from the State Superintendent of Public Instruction

SCHOOL is more than the academic instruction that occurs in the classroom. Our students' education also depends on an environment that supports learning. It is impossible for students to achieve at their fullest potential if they fear for their safety. The long-term effects of bullying, cruelty, bias, and hate-motivated behavior can have a tremendous impact on student success—both for the victims and for the perpetrators. Not until recent tragic school shooting incidents did we fully realize the devastating effect that hate and bullying behaviors can have on students.

Bullying at School has been prepared to address negative behaviors in our schools. The document outlines state and federal laws regarding behavior and discipline issues; it describes studies performed over the past decade that document the effects of bullying, cruelty, and hate on our students' ability to learn and succeed; and it shares proven strategies for addressing bullying and cruel behavior.

We now understand that all students can succeed if they believe that they are valued and supported at school and in their communities. I hope this document will help schools with the task of letting students know that they are important, that they can achieve, and that their schools are safe.

Thank you for your help with this important job.

Jack O'Connell

JACK O'CONNELL
*State Superintendent of
Public Instruction*

Chapter 1

California's Urgent Challenge

S TUDENT performance results and schools' effectiveness in teaching are being scrutinized and compared locally and across California. Schools are seeking ways to increase student achievement scores and gain the confidence of the school community. Besides reaching for the goal of improved test scores, schools must accept the challenge that comes with California's growing population and increased diversity. Although these societal changes provide ever-expanding opportunities, they may also be accompanied by intolerance and behaviors that demonstrate bias, hate, and cruelty toward others who are perceived as being different.

Effective schools are safe schools. Therefore, school communities appreciate the need to prevent incidents or events that threaten safety, and they need tools to respond effectively to such incidents. To achieve schools' mission to educate students and maintain campus safety, schools must be able to recognize and prevent bullying and cruelty and be prepared to respond to acts of bullying when they occur.

Bullying at School is dedicated to helping schools understand the urgent challenges that threaten students' and staff members' safety and provides schools with the tools for addressing these events. The California State Constitution affirms that students and staff have the right to attend safe schools.[1] Therefore, schools have the moral obligation to ensure that every student experiences a sense of belonging, respect, dignity, and safety and that every teacher has the opportunity to teach.

This school-based resource guide is designed to promote discussion, planning, immediate action, and the development of effective long-term responses to hate-motivated behavior and bullying.

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[1] Article I, § 28(c), of the California State Constitution, approved by voters in 1982, states that all students and staff of public primary, elementary, junior high, and senior high schools have the inalienable right to attend campuses that are safe, secure, and peaceful.

The enduring message must be that for schools to be effective, they must be safe—free of intimidation, bias, and hate.

BULLYING AT School — The Impetus for Addressing Violent Behaviors Among Youths

THE act of bullying and the harm it causes have typically been given little consideration; bullying is believed to be a natural and unfortunate part of growing up. The prevalence of bullying has come under scrutiny more recently because of the major role of bullying as a precursor to the notorious and avoidable incidents of school violence across the nation. It is now known that bullying behavior is common among children and that the harmful and lasting effects on children deserve special attention. Today, the link between bullying and later delinquent and criminal behavior can no longer be ignored.

A study published in April 2001 in the *Journal of the American Medical Association* noted that almost 30 percent of the 15,686 public school students surveyed reported occasional to frequent involvement in bullying, either as a bully, a target, or both.[2] If students are in fear for their own safety, they are unable to concentrate on learning. However, bullying behavior does not lend itself to the same interventions that may be effective in other types of conflict. Both the Center for Substance Abuse Prevention and the Center for the Study and Prevention of Violence find that the most effective model is a comprehensive program using a combination of interventions—schoolwide, at the classroom level, and at the individual level—to create a social environment characterized by:

- Positive adult involvement;
- Firm limits for unacceptable behavior;
- Consistent use of sanctions for rule violations; and
- Recognition that adults are the authority.[3]

Although studies of bullying behavior and antibullying programs have only recently begun in the United States, data from other countries suggest that a comprehensive approach to reducing bullying at school can change student behaviors and attitudes and can increase teachers' willingness to intervene.

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[2] Tonja R. Nansel, et al., "Bullying Behaviors Among U.S. Youth: Prevalence and Association with Psychosocial Adjustment," *Journal of the American Medical Association*, Vol. 285, No. 16 (April 25, 2001) <*http://jama.ama-assn.org/*>. Click on "Past Issues."

[3] "Bullying Prevention in the School; Research-Based Strategies for Educators," *The Challenge*, Vol. 11, No. 3 (Spring 2003)

BULLYING AT School

The Legal Authority for Addressing Bullying and Hateful Behavior at School

TODAY, bullying behaviors at school are recognized as dangerous and harmful acts that victimize the targeted student and bystanders. Bullying can no longer be dismissed as harmless teasing or as a normal yet undesirable behavior. Rather, bullying is a pattern of deliberate, negative, hurtful, aggressive acts that works to shift the balance of physical, emotional, or social power.

Behavior motivated by bias or hate is similar to bullying and is intended to cause emotional suffering, physical injury, or property damage through intimidation, harassment, bigoted slurs or epithets, force or threat of force, or vandalism. Hateful or biased behavior is motivated in part or in whole by hostility toward a person's real or perceived race, nationality, religion, disability, gender, or sexual orientation. (*Education Code* sections 200, 220, 233, and 48900.3 describe policies and intent specific to hate-motivated violence. *Penal Code* sections 422.6, 422.7, 422.75, 422.8, 422.9, 422.95, and 628 define what constitutes hate-motivated crimes.)

The responsibility to establish the school environment lies with the entire school community. The environment evolves from the ideals, policies, practices, and administration of the school. *Education Code* Section 35294 et seq. requires each school to develop and implement a School Safety Plan as a part of its overall local education plan and to revisit the plan annually and amend it as needed. The first step in the planning process, as described in *Safe Schools: A Planning Guide for Action,* is to gather a planning committee that actively involves school administrators, teachers, students, and parents.[4] Community service and civic organizations also have important roles as providers and resources to the school.

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[4] *Safe Schools: A Planning Guide for Action*. Sacramento: California Department of Education, 2002, p. 51

ACR 55 Relative to workplace bullying training at the University of California

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BILL NUMBER: ACR 55     AMENDED
        BILL TEXT
        AMENDED IN ASSEMBLY  MAY 12, 2009

INTRODUCED BY   Assembly Member Torlakson
                     APRIL 1, 2009

   Relative to workplace bullying training at the University of
California.



        LEGISLATIVE COUNSEL'S DIGEST


   ACR 55, as amended, Torlakson. University of California: workplace
bullying: supervisor training.
   This measure would urge the University of California to provide
training to its supervisory employees regarding the prevention of
workplace bullying, abuse, and harassment by  January 1, 2010
  January 1, 2011  , and again every 2 years
thereafter.
   Fiscal committee: yes.

   WHEREAS, The social and economic well-being of the state is
dependent upon healthy and productive employees; and
   WHEREAS, Surveys and studies have documented that between 16
percent and 21 percent of employees directly experience
health-endangering workplace bullying, abuse, and harassment, and
that this behavior is three times more prevalent than sexual
harassment alone; and
   WHEREAS, Surveys and studies have documented that abusive work
environments can have serious effects on targeted employees,
including feelings of shame and humiliation, stress, loss of sleep,
severe anxiety, depression, post-traumatic stress disorder, reduced
immunity to infection, stress-related gastrointestinal disorders,
hypertension, and pathophysiological changes that increase the risk
of cardiovascular diseases; and
   WHEREAS, These same surveys and studies have documented that
abusive work environments can have serious consequences for
employers, including reduced employee productivity and morale, higher
turnover and absenteeism rates, and significant increases in medical
and workers' compensation claims; and
   WHEREAS, Unless mistreated employees have been subjected to
abusive treatment at work on the basis of race, color,  sex
  gender, sexual orientation  , national origin, or
age, they are unlikely to have legal recourse to redress this
treatment; and
   WHEREAS, Legal protection from abusive work environments should
not be limited to behavior grounded in protected class status, such
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as is provided under employment statutes; and

   WHEREAS, Existing workers' compensation plans and common-law tort actions are inadequate to discourage this behavior or provide adequate redress to employees who have been harmed by abusive work environments; and

   WHEREAS, Existing law makes certain specified employment practices unlawful, including the harassment of an employee directly by the employer or indirectly by agents of the employer with the employer's knowledge; and

   WHEREAS, Existing law further requires every employer to act to ensure a workplace free of sexual harassment by implementing certain minimum requirements, including posting sexual harassment information posters at the workplace and obtaining and making available an information sheet on sexual harassment; now, therefore, be it

   Resolved by the Assembly of the State of California, the Senate thereof concurring, That the Legislature of the State of California urges the University of California to provide two hours of workplace bullying, abuse, and harassment training and education to all of its supervisory employees by ~~January 1, 2010~~ *January 1, 2011* , and once again every two years thereafter; and be it further

   Resolved, That the Legislature urges the University of California to incorporate the workplace bullying, abuse, and harassment training and education into the 80 hours of training provided to all new supervisory employees pursuant to subdivision (b) of Section 19995.4 of the Government Code, using existing resources; and be it further

   Resolved, That the Legislature urges the University of California to include practical examples in the training that are aimed at instructing supervisors in the prevention of workplace bullying, abuse, and harassment; and be it further

   Resolved, That the Legislature urges that the training be presented by trainers or educators with knowledge and expertise in the prevention of workplace bullying; and be it further

   Resolved, That the Chief Clerk of the Assembly transmit copies of this resolution to the author for appropriate distribution.

THE 23 OUTSTANDING CAMPUSES OF THE CSU

Humboldt

Chico

Sonoma

Maritime

San Francisco

East Bay

San José

Monterey Bay

Sacramento

Stanislaus

Fresno

San Luis Obispo

Bakersfield

Channel Islands

Northridge

San Bernardino

Los Angeles

Fullerton

Dominguez Hills

Long Beach

Pomona

San Marcos

San Diego

Section II: Language of the CSU

Chancellor's Office of Human Resources Services Workplace Violence

http://www.calstate.edu/hrs/policies/policies_violence.shtml

- Executive Order 926: Policy on Disability Support and Accommodations.
  http://www.calstate.edu/EO/EO-926.pdf

- Executive Order 927: Policy Prohibiting Harassment in Employment and
  Retaliation for Reporting Harassment or Participation in a Harassment Investigation
  http://www.calstate.edu/eo/EO-927.pdf

- Executive Order 928: Complaint Procedure for Discrimination, Harassment and
  Retaliation Complaints for Employees Not Eligible to File a Complaint or Grievance
  Under a Collective Bargaining Agreement or Whose Collective Bargaining Agreement
  Incorporates CSU System wide Complaint Procedure
  http://www.calstate.edu/eo/EO-928.pdf

- e-Learning for CSU Employees
  - Preventing Violence in the Workplace
  - Working Wounded: Overcoming Your Own Bias
  - Workplace Violence: Ingredients for Disaster
  - Dealing with Difficult People Series

SF State Community Objectives

1. SF State will create a campus culture where students, staff and faculty are valued, respected, taken care of and treated fairly. As a consequence, they will want to engage, reciprocate and contribute to the wellbeing and advancement of the SF State community.

2. SF State will increase our engagement and responsiveness to student, staff and faculty concerns, and will heavily invest in infrastructure, virtual platforms and facilities that foster freedom of speech, intellectual exchange and social interactions.

Information from the SFSU Strategic Plan: www.planning.sfsu.edu

California Maritime Academy

- • Human Resources Policy: Human Resources Policy 211.23 – Harassment
  http://www.csum.edu/c/document_library/get_file?uuid=79232fa6-42fd-46f6-9991-c7cfeb78dd14&groupId=3965808.

- • Executive Directive/Executive Order behind the policy: ***None Found***

- • Other items of note:

  - o Managed Health Network
    http://www.csum.edu/c/document_library/get_file?uuid=4e47d026-d0e3-4245-9228-beae728b2dc9&groupId=72269

California State Polytechnic University, Pomona

- • Human Resources Policy: ***None Found***

- • Executive Directive/Executive Order behind the policy: ***None Found***

- • Other items of note:

  - o Links to work place violence prevention pages did not work
    http://www.csupomona.edu/~ehs/csuehs/

California Polytechnic State University, San Luis Obispo

- • Human Resources Policy: Advisory Committee on Workplace Violence Prevention, June 10, 2009

- • Executive Directive/Executive Order behind the policy: ***Could not find an EO***

- • Other items of note:
  - o Advisory Committee on Workplace Violence Prevention
    http://www.afd.calpoly.edu/hr/workplaceviolence.asp

California State University Bakersfield

- • Human Resources Policy:

    o Disruptive and Violent Behavior:
    http://www.csub.edu/studentconduct/documents/disturbinganddisruptive.pdf

    o Harassment Policy
    http://www.calstate.edu/eo/EO-927.html

- • Executive Directive/Executive Order behind the policy: *Executive Order 345*

- • Other items of note:

    o Employee Assistance Program (EAP)
    https://www.liveandworkwell.com/public/

California State University Channel Islands

- • Human Resources Policy: none found

- • Executive Directive/Executive Order behind the policy: Administrative Policy Manual (2009) Policy on Campus Violence:
  http://policy.csuci.edu/FA/31/FA.31.011.pdf

- • Other items of note:
    o Police Department Crime Prevention Articles
    http://www.csuci.edu/policeoperations/police_docs/About_Work_Place_Violence.pdf

    o Center for Multicultural Engagement 2011 Anti-Bullying Summit
        http://www.csuci.edu/cme/cme-anti-bullying-summit.htm

California State University Chico

- • Human Resources Policy: none found

- • Executive Directive/Executive Order behind the policy: 12-025 Policy on Campus Behavior and Violence Prevention; Supersedes EM 02-116
  http://www.csuchico.edu/prs/EMs/2012/12-025.shtml

- • Other items of note
    o EM creates CAMPUS VIOLENCE CONSULTATION TEAM

    o Emergency Action Plan: Section 8
    http://www.csuchico.edu/ehs/_pdf/emergency action plan.pdf
        o Workplace Violence Program of the Injury and Illness Prevention Program
        http://www.csuchico.edu/ehs/Programs/health_safety/iipp.shtml

California State University Dominguez Hills

- Human Resources Policy: Harassment Policy:
  http://www4.csudh.edu/class-schedule/sp15/university-policies/non-discrimination-and-anti-harassment-policy
- Executive Directive/Executive Order behind the policy: none found
- Other items of note:
  - o HUMAN RESOURCES DEPARTMENT HANDBOOK OPERATING PROCEDURE: INVESTIGATING WORKPLACE VIOLENCE, THE SWIFT RESPONSE TEAM (SRT)
    http://www4.csudh.edu/Assets/CSUDH-Sites/PMs/docs/list-all/2003-01.pdf

California State University East Bay

- Human Resources Policy: ***None Found***

- Executive Directive/Executive Order behind the policy: WORKPLACE SAFETY AND SECURITY POLICY
- https://www20.csueastbay.edu/af/files/docs/Workplace_Safety_Procedures_DW112204.pdf

- Other items of note: ***None Found***

California State University Fresno

- Human Resources Policy: ***None Found***

- Executive Directive/Executive Order behind the policy: none found

- Other items of note:

  - o WORKPLACE VIOLENCE POLICY
    http://www.fresnostate.edu/adminserv/police/clery/policies/violence.html

  - o Violence Prevention Program
    http://www.csufresno.edu/vpp/index.shtml

  - o Presenting Violence in the Workplace: Threat Assessment and Prevention Strategies
    http://www.spaef.com/file.php?id=339

  - o Policy on Workplace Threats (1995)
    http://www.csufresno.edu/hr/policies/MAPP/III/G/G-33.pdf

  - o Office of Employee Assistance & Wellness
    http://www.csufresno.edu/eaw/

California State University Fullerton

- Human Resources Policy: *None Found*

- Executive Directive/Executive Order behind the policy: University Policy Regarding Violence in the Workplace (2004)
  http://www.fullerton.edu/policies/presdir/dir8.htm

- Creates Threat Assessment Team

- Other items of note:
    - CEL online course on bullying for teachers
      http://extension.fullerton.edu/bullying/default.aspx

California State University Long Beach

- Human Resources Policy: none found

- Executive Directive/Executive Order behind the policy: Administrative Guideline: Workplace Violence (June 2008)
  http://www.csulb.edu/misc/adminguidelines/pdf/Human%20Resources%20Management/workplace-violence.pdf

- Other items of note:

    - The 2012-2013 University Catalog, General Policies and Regulations, has a CSULB Statement on Civility and Acts of Violence
      www.csulb.edu/divisions/aa/catalog/current/general_policies/csulb_statement_civility_acts_violence.html

    - Academic Senate Statement on Civility & Acts of Violence (2007)
      http://www.csulb.edu/misc/adminguidelines/pdf/academic_senate/civility_acts_of_violence.pdf

    - The Staff Human Resources brochure: "Exercising Professionalism in the Workplace"
      http://daf.csulb.edu/offices/bhr/staffpersonnel/staffemployeerelations/guidelines/Exercising-Professionalism-in-the-Workplace_ati.pdf

California State University Los Angeles

- Human Resources Policy: none found

- Executive Directive/Executive Order behind the policy: Administrative Policy (2006) Policy on Campus Violence
  http://www.calstatela.edu/univ/admfin/policies/004.pdf

- Other items of note:

    - Employee Assistant Training Program
      http://www.caeap.com/

California State University Monterey Bay

- • Human Resources Policy: none found

- • Executive Directive/Executive Order behind the policy: Campus Policy (2010)
  https://csumb.edu/policy/policy-campus-violence?_search=campus+violence

- • Other items of note: *None*

California State University Northridge

- Human Resources Policy: none found

- Executive Directive/Executive Order behind the policy: none found

- Other items of note:
  - o Zero Tolerance Policy on Campus Violence
    http://www.oneonta.edu/security/documents/WorkplaceViolence%20Policy.pdf

  - o Police Workshop: Dealing with Workplace Violence and Fear or Threats of Violence
    http://www.csun.edu/police/workplace-violence

  - o HR Workshop: Dealing with Workplace Violence and Fear or Threats of Violence
    http://www-admn.csun.edu/ohrs/relations/workplace_violence.html

  - o Stalking and Criminal Threats brochure and Task Force
    http://www.csun.edu/police/stalking-and-criminal-threats

  - o Cyber Bullying flyer
    http://www.csun.edu/~sb4310/Clsrmangment/CollaborativePresntns/Anti-Bullying%20Sona%20and%20Sandra-1.ppt.

California State University Sacramento

- Human Resources Policy: VIOLENCE IN THE WORKPLACE (1996)
  http://www.csus.edu/umanual/hr/UMV19020.htm

- Creates Crisis Consultation Team

- Executive Directive/Executive Order behind the policy: *None Found*

- Other items of note:
  - o Violence in the Workplace Prevention Training with Campus Police
    http://www.csus.edu/aba/police/eventstraining/violence-in-the-workplace-prevention.html

- o Employee Assistance Program (EAP)
  http://www.csus.edu/eapprogr/

  - o Responding to Disruptive Behavior at Sacramento State
    http://www.csus.edu/eapprogr/pdf/Responding%20to%20Disruptive%20Behavior%20at%20Sacramento%20State.pdf

  - o Supervisor Notes Newsletter
    http://www.csus.edu/eapprogr/sup.htm

- o Workplace Bullying: How HR Can Recognize & Stop It
  http://www.csus.edu/hr/docs/professional/workplace%20bullying.pdf

  - o Bullying Materials
    http://www.csus.edu/cbm/Main_body_page.htm

- o The LegiSchool Project Center for California Studies: Bullying in California's High Schools Essay Contest
  http://www.csus.edu/calst/2012EssayContest.pdf

- o From HR: Suggestions for Supervisors/Administrators About Talking with an Alleged Bully
  http://www.csus.edu/hr/docs/professional/bullying%20in%20the%20workplace.pdf

- o Hostile Work Environment/Retaliation Handout (May 2009)
  http://www.csus.edu/hr/docs/professional/hostile%20work%20environment050109.pdf

- o Bullying in Academia Powerpoint - 1/27/11
  http://www.csus.edu/hr/docs/professional/bullying%20in%20academia012711.pdf

California State University San Bernardino

- Human Resources Policy: EMPLOYEE RELATIONS ZERO TOLERANCE POLICY ON WORKPLACE VIOLENCE (1998)
  http://policies.csusb.edu/workviol.htm

- Executive Directive/Executive Order behind the policy: ***None Found***

- Other items of note:
  - o Reference to Senate 2011 policy: Bullying Policy

California State University San Marcos

- Human Resources Policy: see below

- Executive Directive/Executive Order behind the policy: Work Place Violence Policy, 02/08/1999
  http://www.csusm.edu/policies/active/documents/workplace_violence.html

- Other items of note:
  - Supervising Employees Certificate
    http://www.csusm.edu/el/certificateprograms/bpdev/supervision/Supervising%20Flyer.pdf

  - Campus Violence Prevention Program
    http://www.csusm.edu/police/violence_prevention/

  - Educational Forum on Hate Crimes
    http://www.csusm.edu/communication/files/docs/Ed%20Forum%20on%20Hate%20Crimes,%204-20-10.pdf

California State University Stanislaus

- Human Resources Policy
  http://www.csustan.edu/upd/Documents/Environmental/WorkplacePolicy.pdf

- Executive Directive/Executive Order: *Could not find an EO*

- Other items of note:
  - Personnel and Professional Development Training: Work Place Violence
    http://www.csustan.edu/ctpd/PersonalDevelopmentTrainings/WorkplaceViolence.html

  - WellsnessWORKS!
    https://www.csustan.edu/wellness-works

  - Prevention flyer
    http://www.csustan.edu/upd/Documents/Environmental/ViolencePrevention.pdf

  - Violence on Campus
    http://www.csustan.edu/emergency/ViolenceOnCampus/index.html

Humboldt State University

- Human Resources Policy: *None Found*
- Executive Directive/Executive Order behind the policy: none found
- Other items of note:
    - UML 01-04 Workplace Violence Prevention Program (2001)
    http://www2.humboldt.edu/policy/PUML-01-04Workplace-Violence-Prevention-Program

    - Zero Tolerance for Campus Violence (2001)
    http://www2.humboldt.edu/hsuhr/Compliance/compDoc/01-02ZeroTol.pdf

    - Crisis Consultation Team (2001)

http://www2.humboldt.edu/policy/PUML-01-04-Appendix-BHumboldt-State-University-Crisis-Consultation-Team

    - HR Training topics: Workplace Bullying, Understanding Emotions and Creating a Safe Space

San Diego State University

- Human Resources Policy: A Violence-Free Workplace Policy (2011)
    http://hr.sdsu.edu/pdf/Policies/ViolenceFreePolicy.pdf

- Executive Directive/Executive Order behind the policy: none found

- Other items of note:

    - Research Foundation: Workplace Security and Anti-Violence Policy
        http://www.foundation.sdsu.edu/hr/annual_workplace_security.html

    - ASSOCIATED STUDENTS FACILITIES: POLICIES AGAINST WORKPLACE VIOLENCE
        https://as.sdsu.edu/admin/manual.php?as=1&sec=7

    - Safe Zone
        http://go.sdsu.edu/lgbtq/safezones.aspx

San Francisco State University

• Human Resources Policy: Labor, Training & Compliance: User Friendly Principles, Practice Directive P530C
http://www.sfsu.edu/~hrwww/Labor_Compliance_ProfDev/emp_relations/hr_Directives/P530C.html

• Executive Directive/Executive Order behind the policy: President Robert A. Corrigan's "Zero Tolerance Policy on Campus Violence."

• Other items of note:
  o The User Friendly Principles is based on "Report of The Commission for University Strategic Planning, November 1998"

  o 2000 San Francisco State WASC Committee Report on User-Friendly Climate, Policies, and Procedures
    http://www.sfsu.edu/~acadplan/wascss12f.htm

    ▪ Recommended that a task force be created to "affirm the right of all to a hospitable and sustaining working and learning environment"

  o Dealing With Potentially VIOLENT Situations On Campus
    http://www.sfsu.edu/~upd/downloads/Dealing_with_Potential_Violence.pdf

  o S.F.S.U. Violence Prevention Team

    ▪ The Safe Place
    http://www.sfsu.edu/~safe_plc/
    http://www.sfsu.edu/~safe_plc/SAFE_Place_resource_list_2010.pdf

  o CSUEU Chapter 305 sponsored workshops in crisis management

San Jose State University

- Human Resources Policy: Workplace Violence Policy (2011)
  http://www.sjsu.edu/hr/docs/er/policies/workplace_violence_policy.pdf

- Executive Directive/Executive Order behind the policy: none found

- Other items of note:

    o Employee Assistance Program: CONCERN
      http://www.concern-eap.com/

    o Workplace Violence Training: mandatory two-hour Workplace Violence Policy
      Training, required of all MPPs and staff
      http://www.sjsu.edu/hr/docs/er/policies/workplace_violence_policy.pdf

    o Not Sure Whether to Call for Help?
      http://www.sjsu.edu/counseling/Faculty_Staff/Not_Sure_to_Call/

    o San Jose State WELLNESS: Faculty, staff and student groups advocating various
      aspects of physical and mental wellness
      http://www.sjsu.edu/wellness/

    o Students Against Violence Everywhere (SAVE)
      http://www.sjsu.edu/ccll/programs/save/

    o Workplace Safety Handbook: Section VIII
      http://www.sjsu.edu/towerfoundation/employees/handbook/

Sonoma State University

- Human Resources Policy: none found

- Executive Directive/Executive Order behind the policy: none found

- Other items of note:
    o SSU POLICE FORCE WILL HIRE TWO NEW OFFICERS FOR CRIME PREVENTION,
      WORKPLACE VIOLENCE TRAINING
      http://www.sonoma.edu/pubs/newsrelease/archives/2001/02/ssu_police_force_wi
      ll_hire_two_new_officers_for_crime_prevention_workplace_violence_training.html

Section III: Statistics

Workplace Bullying Institute 2014 WBI U.S. Workplace Bullying Survey:

http://www.workplacebullying.org/wbiresearch/wbi-2014-us-survey/

WORKPLACE BULLYING INSTITUTE

2014 WBI
U.S. WORKPLACE BULLYING SURVEY

Gary Namie, PhD, Research Director

Assistants: Daniel Christensen & David Phillips

360.656.6630
workplacebullying.org

WORKPLACE INSTITUTE

Table of Contents

National Prevalence

27% of Americans have suffered abusive conduct at work; another 21% have witnessed it; 72% are aware that workplace bullying happens

Workplace bullying is repeated mistreatment and a form of "abusive conduct." For the first time, we used the definition of workplace bullying that matches perfectly the definition codified in the Healthy Workplace Bill. Thus, we asked Americans to consider only the most serious forms of bullying. Eye rolling may be part of bullying, but it alone is not sufficient. Nonverbal cues coupled with verbal abuse and the tactics of exclusion are delivered by perpetrators repeatedly in order to intentionally harm targeted individuals. The closest analogy to workplace bullying is domestic violence. Bullying is a non-physical form of workplace violence.

Throughout this report, the exact wording of Survey items begin with *Question:* . The respondents' answer choices are the phrases <u>without italics</u> in all Tables. Subtotals comprised of sets of response categories are *italicized*.

Question: At work, what has been your personal experience with the following types of repeated mistreatment: abusive conduct that is threatening, intimidating, humiliating, work sabotage or verbal abuse?

Table 1

Types of Experiences with Abusive Conduct	Proportion	Percentage
I am experiencing it now or have experienced it in the last year	.0714	7%
I have experienced it before, but not in the last year	.1969	20%
Total with Direct Experience	.2683	27%
I have seen it happen to others	.1071	11%
I know that it has happened to others	.1017	10%
Total of those who Witnessed it	.2088	21%
I've been a perpetrator myself	.0054	.5%
I have not experienced or witnessed it: I do believe it happens in workplaces	.1916	19%
I have not experienced or witnessed it: I believe that non-harmful routine interactions are what others consider "mistreatment"	.0411	4%
Public Awareness of bullying in the workplace	.7150	72%
I have no personal experience of knowledge of, or an opinion about, workplace mistreatment	.2846	28%
Have never been bullied	.5173	52%

Over one-quarter of adult Americans (27%) said they directly experienced abusive conduct at work – currently (7%) or at sometime in their work life but not in the last year (20%).

Been Bullied 20%
Currently Bullied 7%
Witnessed 21%
Aware 23%
Unaware 28%
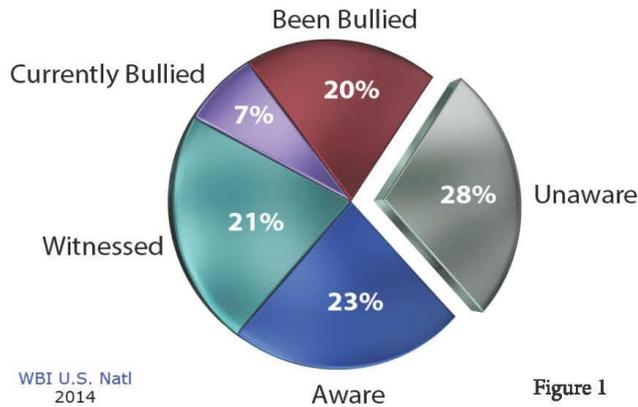
WBI U.S. Natl
2014

Figure 1

In our 2014 Survey, we split the "witnessed" category into those who had seen the bullying of others and those who knew that others were bullied. Both groups would have experienced the bullying vicariously. Recent research of those who vicariously experienced bullying found that the severity of emotional injuries were similar in severity to injuries suffered by bullied individuals.

The most important change in response options in 2014 was to split the formerly single "I have not experienced or witnessed it" answer into three alternatives. Respondents were asked to declare if they were aware that bullying happens despite not having personal experiences with it. This subgroup (19%) we call the "Aware & Believers." They are not in denial. The "Aware & Disbelievers" subgroup (4%) would be those in denial. The third subgroup is comprised of individuals who know nothing, see nothing and are completely unaware of misconduct occurring in their workplace, approximately 28% of all Americans.

The partitioning of the "I have not experienced or witnessed it" group also allows us to refute the axiom that one must have first-hand knowledge of bullying to recognize its existence. In fact, the 52% of the adult American population that claims to have no experience is split into those who are aware (23%) and those who profess to know nothing (28%).

The percentage of adult Americans aware that abusive conduct/workplace bullying happens at work is the sum of those with direct and vicarious experience plus those with no experience but who believe it happens and those who choose to rationalize abusive conduct as "routine."

The sum of the "aware" groups is 72%. That means 72% of the adult American public is familiar with workplace bullying -- ranging from a painfully intimate immersion to a superficial recognition of the term without knowing many details.

At the Workplace Bullying Institute, we take some credit for this new high level of public awareness. Our work began in 1997 with the steadfast commitment to raising public awareness and the myriad of activities and programs developed since has expanded to drive that awareness.

U.S. Workforce Affected

37 million US workers report being subjected to "abusive conduct"
### 65.6 million are affected (those abused + those who witness it)

The survey was conducted at a time when the U.S. non-farm laborforce was approximately 137,499,000. By applying the prevalence proportions (Table 1), we are able to estimate the equivalent number of working Americans that correspond to each bullying experience category.

Table 2

Experiences	Labor Force Equivalent
I am experiencing it now or have experienced it in the last year	9,817,429
I have experienced it before, but not in the last year	27,073,553
Total with Direct Experience	36,890,982
I have seen it happen to others	15,038,462
I know that it has happened to others	13,671,329
Total of those who Witnessed it	28,709,791
Total of Workers AFFECTED (Direct + Witnessed) by Bullying	65.6 million
I've been a perpetrator myself	74,249
I have not experienced or witnessed it: I do believe it happens in workplaces	26,344,808
I have not experienced or witnessed it: I believe that non-harmful routine interactions are what others consider "mistreatment"	5,651,209
Public Awareness of bullying in the workplace	98,339,284
I have no personal experience of knowledge of, or an opinion about, workplace mistreatment	39,132,215
Have Never Been Bullied	71,128,232

The number of U.S. workers who are affected by bullying – summing over those with direct bullying and witnessing experiences – is 65.6 million, the combined population of 15 states from the central northern tier to the Gulf of Mexico.

Figure 2
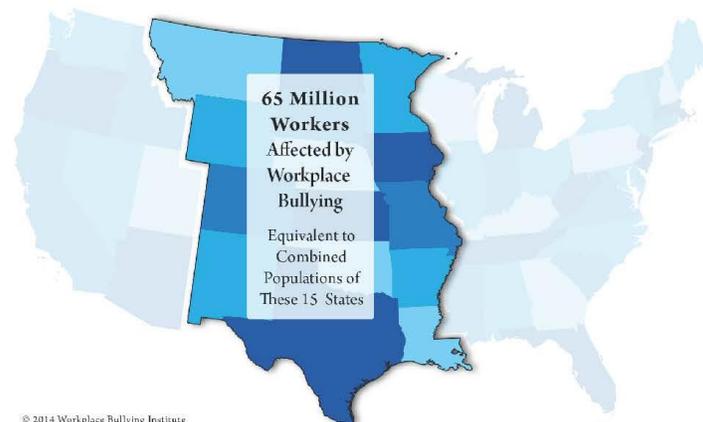
© 2014 Workplace Bullying Institute

Gender and the Bullying Experience

69% of bullies are men; 60% of bullied targets are women; women bullies choose women targets 68% of the time

Question: Think of the perpetrator and target of repeated abusive mistreatment at work. What as the gender of each?

Table 3

| Gender	Proportion	Percentage
Male perpetrators	.6851	69%
Male perpetrator: Female target	.5672	57%
Male perpetrator: Male target	.4328	43%
Female perpetrators	.3149	31%
Female perpetrator: Female target	.6753	68%
Female perpetrator: Male target	.3247	32%
Female Targets	.6012	60%
Male Targets	.3988	40%

Figure 3
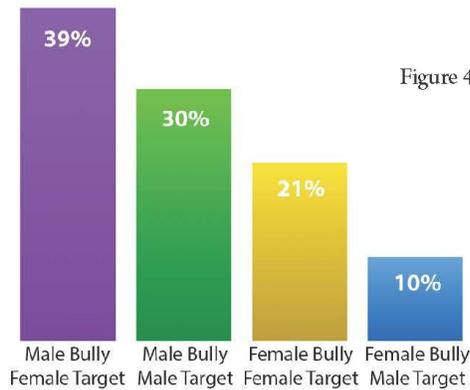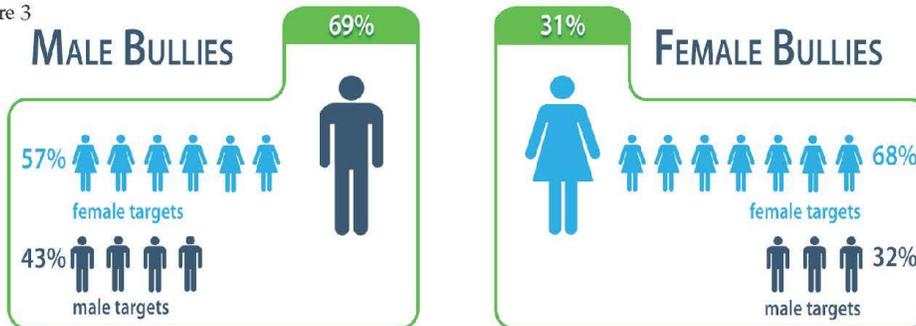
Figure 4

The vast majority of bullies are men (69%, See Figure 3). Male perpetrators seem to prefer targeting women (57%) more than other men (43%). Women bullies were less "equitable" when choosing their targets for bullying. Women bullied women in 68% of cases. [In past WBI national Surveys, the woman-on-woman bullying percentages were similarly disproportionately high.]

When considering all four combinations of gender pairs, the two most frequent were both when the perpetrator was male (See Figure 4). Female targets bullied by men comprised the largest group (39%), followed by men bullied by men (30%), women bullied by women (21%), and the rarest of all, men bullied by women (10%).

Figure 5

60% Female Target

40% Male Target

WBI U.S. Natl 2014
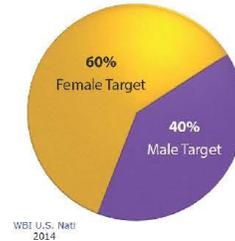
Women were targets in 60% of cases (See Figure 5).

An alternative analysis is to cross the *respondents' gender* with the experiences of being bullied and witnessing it. The result then showed that 51% of the men Survey respondents were either directly bullied or witnessed it, a higher rate than was true for women Survey respondents.

Table 4

Respondent Gender	Direct	Witnessed	Affected
Male	25.2%	25.8%	51.0%
Female	28.5%	16.1%	44.6%

We investigated the interaction between gender pairs and the direct experience categories of currently bullied and having been bullied. A difference emerges between situations based on perpetrator gender(See Table 5). Only when the bully is male, do male targets report over three times the rate of being currently bullied relative to female targets (51% vs. 15%). Male targets are only half as likely to report having been bullied in the past as currently bullied (27% vs 51%). Female targets bullied by men are nearly three times as likely (39%) to have been bullied than to report being currently bullied.

Table 5

Gender Pairs	Currently Bullied	Been Bullied
Male Perpetrator: Male Target	51%	27%
Male Perpetrator: Female Target	15%	39%
Female Perpetrator: Male Target	10%	10%
Female Perpetrator: Female Target	27%	25%
Overall Male Targets	16%	27%
Overall Female Targets	11%	47%

The explanation might be twofold. First the fact than men report a higher current rate of bullying may be due to a willingness to "tough it out" and stay in abusive situations not wanting to allow the male bully to "win." Perhaps this poses a challenge to American men's "rugged individualism." If stubbornness is not an explanation, than the pattern might be understood by saying that women targets are quicker to leave, or be forced out of, bullying situations when the bully is male. In those cross-gender pairings, women may have a legitimate sexual harassment complaint.

Regardless of the explanation it seems women report more historical bullying by men than men. Their memories may be more resistant to extinction.

The pattern does not occur when the perpetrator is female. However, when we sum over perpetrator gender, female targets still report a higher historical rate of bullying than their male counterparts. The higher frequency for historical bullying emerged for both men and women targets.

WORKPLACE
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The Challenge of Same-Gender Bullying

The final analysis of gender tells us that 77% of *currently bullied* targets are bullied by perpetrators of the same gender, *ie.*, man-on-man and woman-on-woman (See Figure 6).

Same gender bullying presents a challenge for targets who would like to file a claim of discrimination. With few exceptions (cases of explicit sexual coercion), sexual harassment requires that the perpetrator be a member of the opposite sex. In same sex cases the human resources department and most employment lawyers will describe the difficulty that same-gender harassment presents. Our 2014 findings (See Figure 4) show that in 30% of cases the bully was male and the target was female. A simplistic interpretation suggests that the target could claim sexual harassment. However, discrimination law requires that the target demonstrate that gender was the *basis* of the animus that the perpetrator held against the target.

Figure 6

77% Perpetrator and Target Same Gender

23% Different

WBI U.S. Nat'l 2014

Figure 7

Illegal 20%

LEGAL Bullying 80%
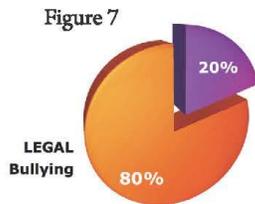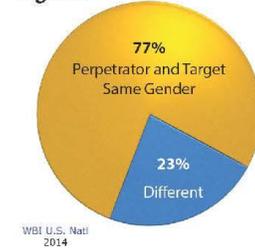
Bullying is cruelty and much more frequently "status-blind." In the 2007 WBI U.S. Workplace Bullying Survey, we asked a question about bullied targets' membership in protected groups. That is, were targets protected by gender, race, age, disability, religion, or another class. The same was asked about perpetrators. In only 1 of 5 cases was the target the only one who enjoyed protected status (See Figure 7). The remaining 80% of situations did not lend themselves to a simple violation of state or federal anti-discrimination laws.

The narrowly worded 2014 question that listed gender pairs did not address the fuller discriminatory nature of illegal harassment contained in the 2007 question. But, the 30% man-on-woman category closely approximated the 20% result in the 2007 survey. In conclusion, same gender pairings render complaints of illegality nearly impossible.

Gender and Job Loss

For each of the gender pairs we calculated the rates of job loss for both targets and perpetrators. Job loss percentages were derived from responses to a separate question (See "What Stopped the Bullying") for which we summed quitting, termination, and constructive discharge as reasons for a loss.

The first observation is that targets lose their jobs at a much higher rate than perpetrators (82% vs. 18%). When bullies are men regardless of the targets gender the loss rate is equally high. However, when bullies are women, women targets lose their jobs 89% of the time. Notably women bullies, as perpetrators, suffer the highest job loss rate (30%) of any gender pairing.

Table 6

Gender Pairs	Target Loses Job	Perpetrator Loses Job
Male Perpetrator: Male Target	80%	20%
Male Perpetrator: Female Target	83%	17%
Female Perpetrator: Male Target	70%	30%
Female Perpetrator: Female Target	89%	11%
Overall	82%	18%

RACE AND THE BULLYING EXPERIENCE

Below are the percentages within each ethnic group that had been bullied, witnessed it and the combined percentage to

Table 7

Race	Direct	Witness	Affected
Hispanic	32.5%	24.4%	56.9%
African American	33.0%	21.1%	54.1%
Asian	33.3%	19.4%	52.8%
White	24.1%	20.2%	44.3%

represent those "affected" by bullying.
The overall percentage of those affected was 47.7%. All three non-White groups had much higher rates than the U.S. percentage. Hispanics were the highest; African-Americans were second. Non-White respondents are considered to be members of legally protected status groups. Employers have to comply with state and federal anti-discrimination laws. That is, when they endure harassment, they would be eligible to demand protection from their employers in most situations.

Bullying, defined in this Survey, as abusive conduct, compounds discriminatory misconduct. In other words, bullying supplements, exacerbates, the mistreatment that may or may not have its basis in race of the bullied target. Bullying is cruelty that transcends racial boundaries.

Figure 8

AFFECTED BY BULLYING (TARGETS + WITNESS)

Hispanic - 57%
African American - 54%
Asian - 53%
White - 44%
National - 48%
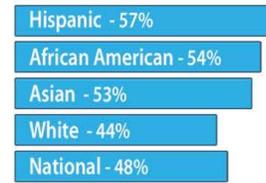
© 2014 Workplace Bullying Institute

A second way in which non-white respondents differed from the white majority of respondents is in the preference for assigning responsibility for abusive conduct. In a separate question in the Survey (See Causal Factors) respondents chose from the following options: target attributes, perpetrator attributes, employer factors and societal factors.

White respondents rank order of causal factors: perpetrator (47%), employer (24%), target (21%), and society (8%).
Hispanics: perpetrator (33%), target (32%), employer (32%), society (3%).
Asian Americans: employer (46%), perpetrator (31%), target (19%), and society (4%).
African Americans: employer (32%), society (30%), perpetrator (27%), and target (11%).

There were differences across the racial groups in which factors best explained the bullying. African Americans were the only group to assign a high percentage to society. Of all the racial groups Hispanics blamed targets the most. Perpetrators were blamed most by whites. Employers were blamed the most by Asian Americans and African Americans. The two groups with the highest "external" explanatory factor percentages were African Americans (62%) and Asian Americans

Figure 9

White — Perpetrator 47%, Employer 24%, Society 8%, Target 21%
Hispanic — Perpetrator 33%, Employer 32%, Society 3%, Target 32%
Asian American — Perpetrator 31%, Employer 46%, Society 4%, Target 19%
African American — Perpetrator 27%, Employer 32%, Society 30%, Target 11%

● Target ● Perpetrator ● Employer ● Society

WORKPLACE BULLYING INSTITUTE
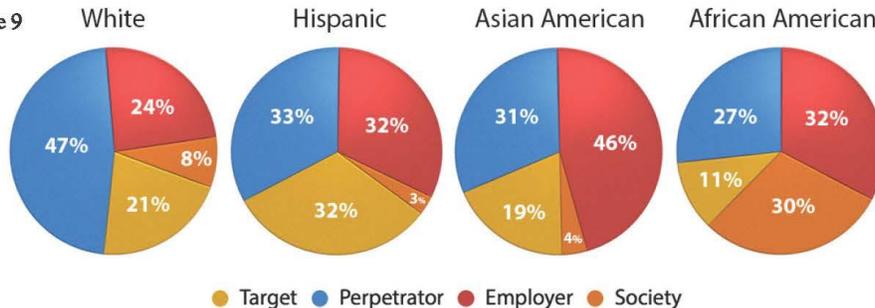
IDEOLOGY AND THE BULLYING EXPERIENCE

The respondents' self-identification of a held political ideology provided the lens through which they viewed the prevalence of bullying. Conservatives reported experiencing the least amount of bullying, direct and vicarious.

Table 8

	Direct	Witness	Affected
Moderate	29.7%	25.4%	55.1%
Liberal	32.6%	15.8%	48.4%
Conservative	23.4%	20.0%	43.4%

PERPETRATOR RANK & NUMBER

56% of bullies are bosses

Mobbing was the term adopted by Heinz Leymann to describe health-harming abusive conduct at work. Mobbing implies multiple perpetrators. Mobbing preceded the term workplace bullying. However, WBI has consistently defined bullying as committed by one or more persons. Bullying nearly always escalates to more than one person joining the main instigator to torment the target.

Question: Who was (were) the principal perpetrator(s)?

Table 9

Responses	Percentage
Single higher rank individual, a boss	40.1%
Single same rank individual, a peer	19.0%
Single lower rank individual, a subordinate	7.1%
Multiple higher rank individuals, bosses	8.1%
Multiple peers	9.0%
Multiple subordinates	2.7%
A combination of bosses & peers	7.3%
A combination of bosses, peers & subordinates	6.7%

From Table 9, respondents said the following:
- 77% of cases involved single perpetrators
- 23% of cases involved multiple perpetrators

In 14% of cases, the bullying was generated by a combination of perpetrators operating at different levels of the organization – bosses, peers, and subordinates.

With respect to perpetrator's rank, not counting the combined sources cases: - 56% held a higher rank, was a boss, top-down
- 33% abuse came from peers, lateral or horizontal, same level
- 11% bullying from subordinates, bottom-up

This pattern is consistent with previous WBI national Surveys.

No interactions between rank and race or rank and gender were found.

Figure 10

Top-Down 56%

11% Bottom-up

33% Coworkers

WBI U.S. Natl 2014
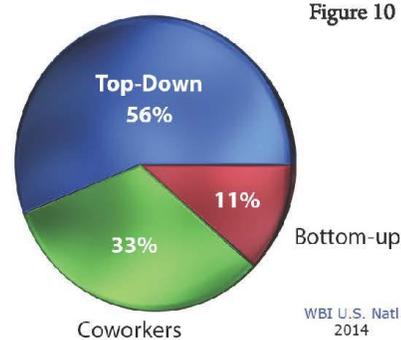
The WBI Infographic portrayal of rank and bullying.

Figure 11
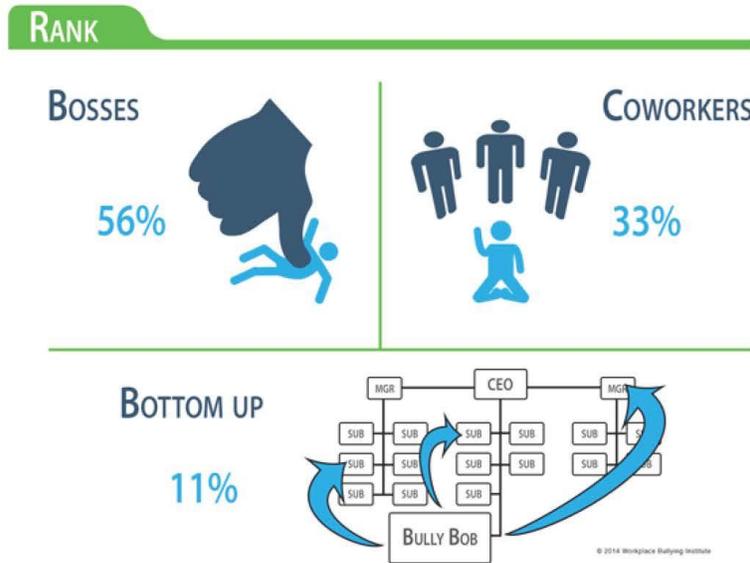
When perpetrators enjoy a higher organizational rank than targets, opportunities to abuse authority present themselves. Further, the likelihood of targets being able to confront the boss about her or his unacceptable conduct approaches zero, given the difficulty of crossing the "power gradient." Coworker, peer-to-peer, bullying may not involve power differences, but the health harm caused by social exclusion/ostracism that peers employ poses an equal, if not greater, threat to the target's safety.

Employers' Reactions to Bullying

72% of American employer reactions either condone or explicitly sustain bullying; less than 20% take actions to stop it

In 2014 at the time of the Survey, there was no state or federal law yet enacted to compel American employers to address abusive conduct that occurred outside the limited definitions of illegal discriminatory actions. The absence of a law means that employers may tolerate misconduct without legal risk. Of course, repeated abusive conduct, as defined in the prevalence question, does prove costly for employers who choose to ignore it. Tangible costs include unwanted turnover of key skilled personnel, absenteeism, higher insurance costs (health and employment practices liability), and litigation expenses. Intangible costs include: damage to institutional reputation and an impaired ability to recruit and retain the best talent.

A rational employer would seek to minimize preventable costs and strive to eliminate demonstrable abusive conduct. A 2013 WBI poll conducted by Zogby of Business Leaders, CXO-level corporate leaders, showed that 68% of executives considered "workplace bullying a serious problem." And according to this current 2014 Survey, 48% of Americans are affected by bullying. Given the confluence of this awareness, we asked the public how employers were voluntarily dealing with bullying without needing to comply with laws.

Question: What do you know to be the most common American employer reaction to complaints of abusive conduct (when it is not illegal discrimination)?

Table 10

Employer Reactions	Proportion	Percentage
Encourage it; Necessary for a competitive organization	.0483	5%
Defend it; When offenders are executives and managers	.1115	11%
Rationalize it; It's an innocent, routine way of doing business	.1543	15%
Deny it; It doesn't happen here, fail to investigate complaints	.2491	25%
Discount it; Describe impact as not serious	.1599	16%
Negative Reactions	.7230	72%
Acknowledge it; Show concern for affected workers	.0985	10%
Eliminate it; Create and enforce policies and procedures	.1208	12%
Condemn it; Exercise zero-tolerance	.0576	6%
Positive Reactions	.2770	28%

Figure 12
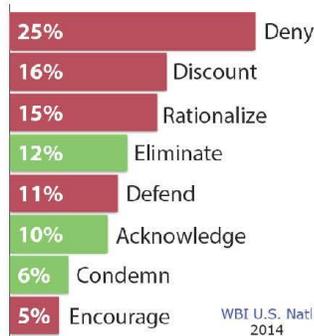
Respondents were clear that employers fail to appropriately react to abusive conduct much more frequently than they take positive steps ameliorate bullying. Denial and discounting were the most common reactions by employers.

The 6% condemnation rate in this Survey matches the rate in a separate WBI study (WBI 2012 IP-B) given by targets to describe how many good employers had created effective anti-bullying policies and who had faithfully enforced them (5.5%).

Coworkers' Reactions to Bullying

Results from several WBI online surveys of bullied targets reliably show that coworkers rarely help their bullied colleagues. Several social psychological processes operate in the group setting to explain the failure to act prosocially.

The perspective of the general public captured in this national Survey describes circumstances somewhat more positively than surveys of bullied targets. We believe the reference to "most of the witnesses" led to these inexplicable results. The flaw is in the design of the question.

Doing nothing was the most cited tactic. Of course, doing nothing to help colleagues when they are distressed is not a neutral act. It is negative. However, it is not the same as betraying the target by siding with the perpetrator(s). Negative actions were taken in 49% of cases.

Respondents from the national sample believe that approximately one-quarter of coworkers (29%) take public positive steps to help their bullied friends. This is more benevolent than targets credit coworkers to be. And the public estimate that only 7% of coworkers ostracize (socially exclude, "ice out," and isolate) their peers seems unrealistically low.

Question: How did most of the witnesses react to the ongoing mistreatment of the targeted person?

Table 11

Responses	Proportion	Percentage
Did nothing	.3835	38%
Privately aided the target/victim	.2229	22%
Publicly helped the target/victim: corroboration, reported incidents	.1305	13%
Attempted to intervene or resolve: talked to perpetrator and/or management	.1566	16%
Isolated/ostracized the target/victim from the group	.0703	7%
Sided with the perpetrator: ended relationships with the target/victim	.0361	4%

We examined the differences in the perceptions of bullied targets and witnesses with respect to the rates of three negative coworker behaviors: doing nothing, ostracism, and siding with the bully. Though targets believed 41% of coworkers did nothing to help, witnesses confessed to a relatively high rate of doing nothing themselves in 30% of cases.

Both ostracism and betrayal seemed to be taboo according to both targets and witnesses. The rates varied between 3% and 9%. The low rates probably reflect a social desirability bias.

WHAT STOPPED THE BULLYING

61% of bullied targets lose their job with their employer; 74% lose their particular job

*Question*: What stopped the abusive mistreatment?

Table 12

Response Options	Proportion	Percentage
Target voluntarily left the job to escape more mistreatment	.2872	29%
Target forced to quit when work conditions were deliberately made worse	.1923	19%
Employer terminated the target	.1282	13%
Target lost job	.6077	61%
Target transferred to a different job or location with same employer	.1333	13%
Perpetrator was punished & kept job	.1077	11%
Perpetrator was terminated	.0974	10%
Perpetrator voluntarily quit	.0564	5%
Perpetrator lost job	.1538	15%

This Survey question provided the response option: "It has not stopped" that was chosen by 18% of respondents. The percentages in Table 12 are based on a new sample that excluded the 18%. The options were chosen only by those for whom the personal bullying had stopped or the witnessed bullying had stopped.

The sad reality is that even the general public seems to know that it is the target, the victim of the abuse, who is asked to make additional sacrifices to stop the bullying. In 61% of cases, bullying stops only when the target loses her or his job. Remember that individuals do not invite this severe misery into their work lives. Therefore, once a person is targeted for bullying – a choice made by the perpetrator(s) – that person has a 6 out of 10 chance of losing her or his livelihood.

Furthermore, the target is driven to quit. Voluntary quitting is usually based on escalating health problems that families and physicians recognize, then encourage the target to leave the job. But 40% of quitting is based on decisions made after work conditions become untenable, so cruel as to drive a rational person to escape. Constructive discharge is the goal for many perpetrators. Terminations of the skilled and threatening-to-bullies targets are typically based on fabricated lies. Several WBI surveys of bullied targets substantiate this claim.

Figure 13

Accepting a transfer to retain a job, to bullied targets, is often a source of perceived injustice. Their reasoning is "I did nothing to deserve the abuse, why should I be the one to leave the job I love and am best qualified to perform." To many, transfers are punitive. On the other hand, it prevents economic devastation and might provide a degree of psychological safety.
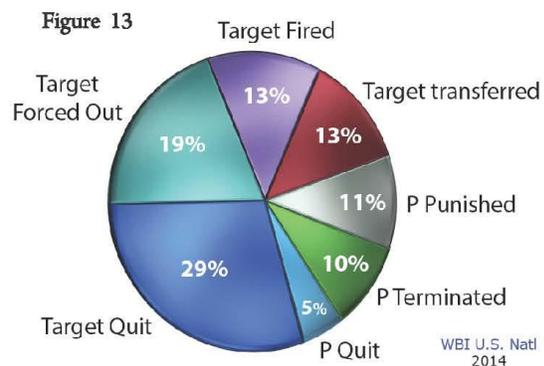
When we consider only job loss and not transfers or punishment with job retention, targets lose their jobs at a much higher rate than perpetrators (82% vs. 18%). When bullies are men regardless of the targets gender the loss rate is equally high (See Table 6, page 8). However, when bullies are women, women targets lose their jobs 89% of the time. Notably women bullies, as perpetrators, suffer the highest job loss rate (30%) of any gender pairing.

Though the ratio of negative consequences for targets relative to perpetrators is 4:1, we interpret the rising percentage of negative outcomes for bullies over the years to indicate progress in public (and employer) awareness of bullying. Slowly, bullying is gaining a negative connotation. Perpetrators are starting to be stigmatized. Of course, given the paucity of employer reactions, there is still much progress to be made.

We do not suggest that progress requires demonization of bullies. Rather, employers need to feel ashamed when they condone bullying rather than condemn it. Eradication of bullying, the systemic destructive force within organizations, is the goal, not dealing with the personalities of offenders.

BULLYING WORKPLACE INSTITUTE

Support for a Law

93% of the American public aware of abusive conduct at work want a law against it

Question: Do you support or oppose enactment of a new law that would protect all workers from repeated abusive mistreatment in addition to protections against illegal discrimination and harassment?

The respondents who answered this question were individuals who were directly bullied, those who had witnessed it, the few who were perpetrators, and those with no personal experience but who believed it happened and those who believed it was exaggerated. Those groups taken together constituted the American public who were "aware" of abusive conduct at work, the 72% (See National Prevalence, page 4).

It is clear that those respondents, the American public aware of abusive conduct, want to see worker protections extended beyond the anti-discrimination statutes – 93% support specific anti-bullying legislation.

Figure 14

93% OF ALL ADULT AMERICANS* SUPPORT A LAW

SUPPORT FOR LAW AGAINST ABUSIVE CONDUCT AT WORK?

7% OPPOSE

*72% OF ALL AMERICANS ARE AWARE OF ABUSIVE

Table 13

Response Options	Proportion	Percentage
Strongly support	.6327	63%
Somewhat support	.2953	30%
Somewhat oppose	.0580	6%
Strongly oppose	.0158	1%

Furthermore, 50% of Survey respondents self-defined as Conservatives strongly support the Healthy Workplace Bill. With such little opposition from those expected to oppose the bill, it is a certain conclusion that now is the time for passage of this new law.

Table 14

	Strongly Support	Somewhat Support	Overall Support	Oppose
Liberal	74.3%	22.9%	97.2%	2.8%
Moderate	68.8%	27.6%	96.4%	3.6%
Conservative	49.5%	36.2%	86.2%	13.8%

Thanks to the pollster we had several demographic groups upon which to compare levels of support. Support for a law was uniformly high regardless of group affiliation: 91% of men, 95% of women, 88% of 18 to 29 year olds, 94% of 30 to 49 year olds, 93% of 50 to 64 year olds, 94% of those with no college degree, 92% of college graduates, 93% of whites, 93% of African Americans, 99% of Hispanics, 93% of union workers, 93% of non-union workers, 93% of NASCAR fans, 90% LGBT people, 85% of tea party sympathizers, and 99% of occupy wall street sympathizers.

The phrasing of the prevalence question in this 2014 Survey, "repeated mistreatment: abusive conduct that is threatening, intimidating, humiliating, work sabotage or verbal abuse," is the definition used in the Healthy Workplace Bill (HWB). The HWB is the legislation that has been introduced in 26 states (as of the date of this Survey) but has not yet been enacted into law. The public that is aware of bullying believes it is time.

WORKPLACE BULLYING INSTITUTE

Causal Factors

41% believe bullying can be blamed on the perpetrator; differences among racial groups emerged

Two questions explored with varying levels of accuracy the public explanation for why bullying happens.

In the better of the two Survey items, we asked respondents to choose one primary factor or reason for the bullying.

Question: Which one factor is most responsible for abusive mistreatment at work?

Table 15

Potential Causes	Proportion	Percentage
Work related skill deficiencies of the target/victim	.0769	7%
Personality flaw of the target/victim	.1264	13%
Something about the target	.2033	20%
Work related skill deficiencies of the perpetrator	.1099	11%
Personality flaw of the perpetrator	.3004	30%
Something about the perpetrator	.4103	41%
Work conditions that encourage abusive conduct	.0824	8%
Perpetrators are not held accountable	.2015	20%
Something about the employer	.2839	28%
Society that supports aggression, abuse and humiliation	.1044	10%

There were four factors from which respondents could choose: two items centered on the target; two items about perpetrator characteristics; two items about the organization; and one item about our pro-aggression society.

Target and perpetrator factors are based on individuals' personalities and skills. A respondent who assigns the majority of responsibility to targets is blaming targets for their fate. Focusing on perpetrators blames bullies. Employer work conditions and the failure to stop bullying, allowing bullying to happen with impunity, hold organizations responsible. Employer responsibility is external to both target and perpetrator. At the broadest level, societal mores surrounding aggression and violence can be credited as the reason so much bullying happens in America.

The primary causal explanation chosen by respondents was the perpetrator (41%), specifically, the bad personality of the bully (30%). Respondents saw the employer with its bullying-prone work environment and failure to hold bullies accountable as the second best explanation (28%).

One-fifth of respondents hold targets responsible for their fate, while half of that number (10%) perceive society is to blame. This Survey question was the respondents' opportunity to blame victims, but only 20% chose to do so. The vast majority believed that factors outside the targets' control were responsible.

There were differences across the racial groups in which factors best explained the bullying (See Race and the Bullying Experience, page 9 for a fuller analysis). African Americans were the only group to assign a high percentage to society. Of all the racial groups Hispanics blamed targets the most. Perpetrators were blamed most by whites. Employers were blamed the most by Asian Americans and African Americans. The two groups with the highest "external" explanatory factor percentages were African Americans (62%) and Asian Americans (50%). Whites and Hispanics preferred "internal" personality factors to explain bullying (68% & 65%, respectively).

In terms of preventing or controlling bullying, the prospects of changing the personality of either the target or bully are dim. Change is more likely when organizational factors are redesigned.

The second Survey question asking respondents to allocate responsibility for bullying was less clearly written and focused than the previous question. We used the term "most worsened the workplace climate," which is a compound question and certainly confusing. The response options sorted into target-related factors, coworkers' reactions, and two types of management responses.

Question: Which factor most worsened the workplace climate for the bullied target, coworkers, and organization?

Table 16

Response Options	Proportion	Percentage
The targeted person's inability to defend herself or himself	.3326	33%
The target's decision to file a complaint	.1992	20%
Coworker reactions to incidents	.1807	18%
Human resources' response to the complaint	.1170	12%
High-level management's response	.1704	17%

The majority of respondents (53%) blame targets (mostly for their inability to defend themselves). There is research that suggests coworkers perceive bullied colleagues who are not seen fighting back, and therefore assumed to be incapable of doing so, somehow deserving to be bullied. It's a case of double condemnation – by the bully first, then by witnesses.

Survey respondents blamed coworkers in 18% of cases. Management, including HR, a management support department, was responsible in 29% of cases.

ABOUT BULLIED TARGETS

Finally, we asked the American public what type of person is targeted for abusive mistreatment in the workplace. Though this was a short, not exhaustive, list of personality traits, the results are clear. Those who claimed to have been aware that workplace bullying happens, believe that the overwhelming majority of individuals targeted possess positive attributes.

That is, the same respondents who believed that targets are mostly incapable of defending themselves against bullying assaults believe targets are kind, cooperative and agreeable. Perhaps these same traits render the guileless person vulnerable to unpredictable attacks. This Survey does not provide a way to draw the causal link between the traits and targets' ability to defend themselves.

It is noteworthy that only 6% of targets are considered abusers themselves.

Question: Which personal style best describes the targeted person?

Table 17

Personality Style Choices	Proportion	Percentage
Compassionate & kind	.3723	37%
Cooperative	.1948	19%
Agreeable	.2229	22%
Aggressive	.1537	15%
Abusive	.0563	6%

Zogby Analytics Survey Methodology

The Workplace Bullying Institute commissioned Zogby Analytics to conduct an online survey of 1,000 adults in the US. All interviews were completed January 27 and 28, 2014. Using trusted interactive partner resources, thousands of adults were invited to participate in this interactive survey. Each invitation is password coded and secure so that one respondent can only access the survey one time.

Using information based on census data, voter registration figures, CIA fact books and exit polls, Zogby uses complex weighting techniques to best represent the demographics of the population being surveyed. Weighted variables may include age, race, gender, region, party, education, and religion.

Based on a confidence interval of 95%, the margin of error for 1,000 is +/- 3.2 percentage points. This means that all other things being equal, the identical survey repeated will have results within the margin of error 95 times out of 100. Subsets of the data have a larger margin of error than the whole data set. Additional factors can create error, such as question wording and question order.

One of the conventions used in Zogby surveys is to allow respondents a response option of "Not Sure." WBI chose to eliminate the "Not Sure" responses from the sample in all questions. Below are the sample characteristics.

Table 18

Sample Characteristics	Frequency	Valid Percent*
Sample size	1,000	100
Region		
East	220	22
South	260	26
Central/Great Lakes	300	30
West	220	22
Age		
18-29	220	22
30-49	360	36
50-64	250	25
65+	170	17
Race		
White	680	68
Hispanic	130	13
African American	120	12
Asian/Pacific	41	4.1
Other/mixed	29	2.9
Religion		
Catholic	260	26
Protestant	530	53
Jewish	30	3
Other/None (religion)	180	18
Respondent Gender		
Male	485	48.5
Female	515	51.5
Employment Status		
Working	532	53.6
Unemployed – Looking for work	63	6.3

RESOURCES

The Keys to Gaining Trust in the Workplace

I.   **Walk Around**. Spend at least 33 percent of your day out there amongst your people. Be accessible to them, talk to them. Trust comes from people. Not paperwork, not the telephone. So, get out there and earn some trust.

II.   **Lead by Example**. The best training any person can receive is by the example set by their supervisor. Be willing to "grab the broom and sweep the floor." To gain respect, you must earn respect.

III.   **Keep People Informed**. If you don't, they will assume the worst. Many organizations have run into Chapter 11 because the customers were "bailing out" over the rumor they heard from the associates. Even if you don't know, tell them so.

IV.   **Support at All Times**. Give them credit for every one of your successes, and take responsibility for every one of their failures. After all, it's those who work for you that promote you, it's just your boss that gives you the news.

V.   **Explain the Game**. How many of us would enjoy attending a sporting event if we never knew the "object of the game"? How many of your associates don't enjoy their job because they have never been told the "object of the game"?

VI.   **Give the balance**. People know only one thing: to bring back what is planted in them. If the only time they ever hear or see you is when they do something wrong, then they will focus on these negative "seeds" while working with customers.

VII.   **Courage of Conviction**. Invite dissent. These people are on the front-line everyday. They know more about your customers than anyone else in your organization. Take advantage of this. Encourage creativity, disagreement, and initiative.

VIII.   **Involve People**. Change is the number one obstacle to individual success, thus, organizational success. People resist change because they fear the unknown. Involvement through participation takes away much of this fear.

IX.   **Motivate with Kaizen**. There are three ways to motivate people: Incentive, fear, and total participation in the improvement process. Fear does not work with today's worker, and we will never have enough money. The Japanese proved that the attitude gained from total involvement in the continuous improvement cycle is the only true form of motivation, and they proved it works well.

X.   **Remember Where the Money is Made**. Your customers will only be treated as well as the people working with them, or producing that widget for them. The most profitable organizations in your industry realize this. These organizations have chosen to <u>lead</u> their people, instead of <u>managing</u> them.

Employee & Labor Relations

<u>User Friendly Principles</u>
Practice Directive P530C

Our Dealings with Each Other

We will place a high value on positive, interpersonal communication—on everyday dealings in which we treat each person with respect and appreciation, regardless of our differences.

Principle 1: On a user-friendly campus, members of the community understand and act in accordance with the human desire for positive interactions with others. Typical interpersonal behaviors in such an environment reflect and support the following values, applicable without regard to differences in respect to rank, class, age, race, gender, disability, ethnicity, or sexual orientation: respect, courtesy/civility, appreciation, empathy, trust, inclusion, and consultation.

Principle 2: On a user-friendly campus, lines of reporting, of responsibility, and of accountability are clear.

Principle 3: On a user-friendly campus, there is a free flow of accurate information on policies and procedures, easily accessible to all members of the campus community.

Principle 4: On a user-friendly campus, academic and institutional policies and procedures are understandable and designed for ease of compliance.

Principle 5: On a user-friendly campus, the institution provides and maintains safe, clean, pleasant, comfortable, and fully accessible physical environment which also supports the development of a sense of community.

Principle 6: On a user-friendly campus, the physical environment supports the appropriate goals of students, employees, and visitors by providing:

~ easily and fully accessible facilities, equipment, information, services, and other material resources necessary for students to meet their educational objectives.

~ easily and fully accessible facilities, equipment, information, services, and other material resources necessary for employees to meet the educational and work objectives for which the University holds them accountable.

~ a hospitable and inviting physical environment, offering public art and also information kiosks, shuttle buses, and services which are appropriately accessible to visitors.

We will: Infuse the life of the SFSU community with the above principles for a user-friendly campus.

"Envisioning Our Second Century"
Report of The Commission for University Strategic Planning
November 1998

Additional Resources:

- *Workplace Bullying: The White Paper* by Valerie Cade, Bully Free At Work
- Article: "The Little Chill" by Lise Funderburg (on Micro-Aggression)
- Little Publications "*Bullying Be Gone – New California Law Makes Anti-Bullying Training for Employers' Supervisors a Must*", Authors: Jennifer Mora and Stephanie Gail Lee

RESOURCES: URLs

This was just passed by the State
http://leginfo.legislature.ca.gov/faces/billNavClient.xhtml?bill_id=201320140AB2053

California must still pass the full HWB if it hopes to stop workplace bullying -- abusive conduct.
http://www.healthyworkplacebill.org/states/ca/california.php

Here is an article that speaks to some recent anti bullying activism by CSUEU (Chico created a campus policy in 2012 and just this year there were rallies again the bullying behavior on campus.
 http://www.csuchico.edu/hr/pdev/training/required.shtml

Because it takes all of us to get along with each other
http://www.csueu.org/Home/Articles/tabid/121/articleid/427/csueu-leaders-press-for-anti-bullying-policies/Default.aspx#.VQNfnClN3zI

Chico Chapter Takes Administration to Task for Unacceptable Behavior
http://www.csueu.org/Home/Articles/tabid/121/articleid/433/csueu-e-news-february-19-2015/Default.aspx#.VQNgASlN3zI

San Francisco State Chapter 305 President Sandee Noda addressed the 23 campus presidents
http://www.csueu.org/Home/Articles/tabid/121/articleid/346/leaders-cover-bullying-and-salaries-in-board-of-trustee-comments/Default.aspx#.VQNgHClN3zI

Brown and CFT Reach Revenue Compromise
http://www.csueu.org/Home/Articles/tabid/121/articleid/109/csueu-e-news-march-22-2012/Default.aspx#Bullying

Good website from CSUN
http://www.csun.edu/social-behavioral-sciences/resources-academic-bullying

And some resources from 2011ish
http://www.csueu.org/Portals/0/public_resources/chaptercontent/307/bullying%20large%20poster_no%20logo%20(1)%20(1).pdf

Make this the time to break your silence
 http://www.csueu.org/Portals/0/public_resources/chaptercontent/318/documents/freedom%20from%20workplace%20bullies%20week_poster_2011.pdf