

# MGMT 393: Workplace Bullying

Syllabus – Spring 2015

Dr. Santo D. Marabella

The following sub-sections are contained in this syllabus: course description, learning objectives, expected outcomes, course expectations, accommodations, required materials, research guidelines, grading policies assignments overview and schedule.

## Course Description

Bullying starts in the schools, continues in the workplace and ends in retirement and nursing facilities - unless we intervene differently. We see atrocious examples today that clearly demonstrate that the cycle of bullying continues stronger than ever. Yes, this is partly because of electronic and social media and more instances being reported. But, it would be a mistake to dismiss the severity of the problem of bullying as simply increased awareness. In 2010, the Workplace Bullying Institute reported that about 35% of U.S. employees reported being bullied – more than 1 out of 3 workers – and that's just working adults, not kids, not the elderly.

This course will look at the causes, nature and strategies to help the victim, as well as ways to rehabilitate the bully. Our only real hope for ending the cycle of oppressive behavior - that is, having a real impact that reduces and eliminates bullying - requires that we invest more attention and resources in understanding the bully. Students will research, analyze, critically consider, discuss and present the causes and nature of and strategies to eliminate workplace bullying.

## Learning Objectives

1. Provide the student with an enriched and engaging course on bullying, a contemporary management issue that is arguably one of the most challenging issues facing today's managers, leaders, employees and volunteers.
2. Introduce the theoretical framework of "workplace as community" as a driver for organizational and individual responsibility to act.
3. Use lecture, discussion, case analysis, technology, readings, presentations, experiential learning and group work to advance the student's understanding of the course material and to promote student participation and class discussion.
4. Demonstrate application of theory to successful business practices and behavior in the for-profit, public and not-for-profit (NFP) organization sectors.

## Expected Outcomes

- A. Students will grapple with their values and moral positions in ways that will enhance their capacity for discerning, critiquing, arguing and deciding moral and ethical workplace issues.
- B. Students will become more aware and understanding of the need for the workplace to be a community, along with the responsibilities for organizational and individual action.
- C. Students will gain knowledge and understanding of the complex dynamics of workplace bullying, bully and target profiles and strategies to prevent and manage bullying.

## Course Expectations

1. PREPARATION:
  - a. Read all assigned readings.
  - b. Identify a relevant, current business news story, along with its source, for class discussion.

2. CLASS SESSIONS:

- a. Be on time, and stay for the entire class.
- b. Proactively participate in all classes (be emotionally, psychologically and socially present).
- c. All electronic communication, entertainment and information devices such as cell phones, tablets, iPods, laptops and pagers must be turned off or silenced during class (unless there is a family member health issue); refrain from sending/receiving/reading text messages and emails during class sessions
- d. You have a right to use a laptop/tablet to take notes during class. With that right, comes the responsibility to use it appropriately. Students who surf the Internet, IM or engage in activities other than note-taking will lose their right to take notes electronically.

3. ATTENDANCE POLICIES:

- a. Attend all classes (be physically present).
- b. Each student has one Free Pass (one permissible absence) to use at their discretion; notify the professor by email before using a Free Pass; Free Passes may not be used during any scheduled exams or final presentations, or when you have an individual presentation or assignment due.
- c. Excused absences are at the discretion of the professor and are typically granted for serious illness, a medical or family emergency; a scheduled athletic game/match/artistic performance, a professional obligation; notify the professor by email beforehand; or, in the case of emergency, an email or phone call as soon as possible is acceptable.
- d. **IMPORTANT:** *if you need to take an excused absence, it is advisable that you do not also take advantage of your Free Pass. Missing more than one class session in a one meeting per week class significantly hinders your ability to do well in the course and to be a supportive team and class member.*
- e. Any student who misses a class session for any reason is responsible for preparing readings, obtaining discussion notes and handouts and completing and submitting (on time) assignments for the session missed.

4. ASSIGNMENTS:

- a. No assignments – presentations, papers, case studies - will be accepted late. It is your responsibility to confirm (Semester Schedule and Assignment Rosters – found on Blackboard) when your assignments are due. When in doubt, ask the professor.
- b. Grammar and spelling count – proof your work.
- c. Use APA (revised 6<sup>th</sup> edition) for citing all research done for written and presentation assignments.
  - i. Use only author/year: Author (year) or (Author, year); if multiple sources are cited for the same point: (Author 1, year; Author 2, year)
  - ii. No footnotes, no endnotes (no MLA) accepted
  - iii. Listing of research cited at the end is called “References” (not Work Cited)
  - iv. For a source to be listed, it must be cited in the paper or presentation document; and, If a source is cited in the paper or presentation document, it must be listed under References
- d. Conserve resources as much as possible – no title pages, no binders or fancy covers, 2-sided printing, staples instead of paper clips.

5. EMAIL:
  - a. Email is best used to communicate absences, being late, request an appointment or express a concern; questions about course material, tests, or assignments usually are best handled through an in-person meeting or phone call.
6. IMPORTANT NOTES:
  - a. It is within the Instructor's purview to apply qualitative judgment in determining grades for an assignment or for a course
  - b. This syllabus is my best effort at presenting a definitive statement on the course's policies, assignments and schedule; however, circumstances may arise that necessitate changes; if this occurs, students will be given as much advanced notice as possible.
  - c. Accommodations: Students who wish to request accommodations in this class for a disability should contact Ms. Elaine Mara, assistant director of academic and disability support located in the first floor of Monocacy Hall, or by calling 610-861-1401. Accommodations cannot be provided until authorization is received from the Academic Support Center.
  - d. Students with other needs/concerns are encouraged to make an appointment with Dr. Ronald Kline in the Counseling Center (all other disabilities). The Counseling Center is located at 1307 Main Street, 610-861-1510. Please refer to the Moravian College Student Handbook under Academic Resources for more information.

## Honor Society

Omicron Delta Epsilon (ODE) is the economics honor society. Its purpose is to recognize scholastic achievement in economics and to promote closer ties of students and faculty. To become eligible for induction into ODE, students must attain junior status and have a 3.0 GPA in three or more economics courses as well as overall.

## Required Materials

### Required Course Textbook:

The Bully-Free Workplace: Stop Jerks, Weasels and Snakes from Killing Your Organization, Gary Namie and Ruth F. Namie, 2011

### Required Readings:

Readings will be assigned from the source below (in addition to other periodicals) and posted on Blackboard through which students will learn about workplace as community, the bully, the target and workplace bullying issues. Sources include:

Adult Bullying: A Nasty Piece of Work – Translating a Decade of Research on Non-Sexual Harassment, Psychological Terror, Mobbing, and Emotional Abuse on the Job, edited by Pamela Lutgen-Sandvik, PhD, 2013

### Required Reference:

Publication Manual of the American Psychological Association, 6th edition, 2009 (corrected version of this edition should be referenced and is found in our Blackboard course site). This reference is essential in preparing all written assignments for this course, and should be helpful in preparing assignments for other courses as well.

## Research Guidelines

It is important that classroom and textbook learning are augmented by *outside sources*. *Outside sources* are literature, data and information that has been obtained or developed by credible, quality practitioner, professional or academic publication sources AND not already being used in the course (i.e.

the textbook are articles assigned for class).

The Internet is an excellent tool for identifying and acquiring research effectively and efficiently. It can save time and connect you with quality sources of literature and information. However, websites sponsored by organizations or individuals normally have little credibility or value in providing literature or information about anything other than the sponsoring individual or organization. The exception is if the website contains data from professional research studies or projects sponsored by the website owner, in which case it will be clear that the information is research rather than opinion or propaganda.

All research that students do needs to be cited according to the 2009 (6th edition) of the APA Publication Manual as revised. A simplified explanation of APA can be described as:

- in-text citations - APA format: Author (year) OR (Author, year)
- end of paper list of references - APA format: References, alpha order by author, full source; eliminate "retrieved by..."

**Important Note:** The research you consult should be listed as citations for References. Unlike citations for Bibliographies that may permit all consulted sources, References include only those sources you **have actually used**. Citations are listed in a References list at the end of a written work or paper in alphabetical order, with the second line of text indented. Citations listed in the text of your work are listed as (last name and year) e.g. (Smith, 2005) or last name (year) e.g. Ramirez (2005).

### Sample Citation

Sample APA citation format for the articles in the Article Reading sections of this course website, when you cite them in any assignments:

Osborne, R. (1995). Company with a soul. *Industry Week/IW*, 244(9), 20-26.

Quick Guide Link: See "APA Reeves Library" in Assignments tab of our Blackboard Course site

APA Info Link: <http://www.psywww.com/resource/apacrib.htm>

Additional APA Link: <http://owl.english.purdue.edu/owl/resource/560/01/>

[Note: when you click the above links, it will take you to Blackboard, where you will see a second link; please click that link and you will be brought to the site]

## Course Topics

Our course topics are relevant to the College's InFocus topic: War, Peace-Building and Social Justice. Their definitions and conceptualizations will be developed throughout the semester through readings, research, presentations and discussion.

WEEK	TOPIC
	<b>Context</b>
1	What is Bullying?
	What is our individual and collective experience with Bullying?
2	Workplace as community, and its implications for organization and individual responsibility to act

WEEK	TOPIC
	How is workplace bullying the same/different from other types of bullying?
	<b>The Players</b>
3	Who is the Bully?
4	Who is the Target?
	<b>Impact</b>
5	What is the impact of bullying on the Bully?
6	What is the impact of bullying on the Target?
7	What is the impact of bullying on the Workplace (witnesses/bystanders)?
8	<b>SPRING BREAK – No Class</b>
	<b>Strategies</b>
9	How does the presumption “ workplace as community,” drive the strategies to prevent, minimize and manage workplace bullying.
10	What can Bullies do to stop, prevent or manage their bullying behavior?  What can Targets do to stop, prevent or manage being bullied?
11	What can witnesses/bystanders, companies and organizations do to effectively prevent bullying or manage it when it occurs? <ul style="list-style-type: none"> <li>• Leaders</li> <li>• Supervisors</li> </ul>
12	<ul style="list-style-type: none"> <li>• Preliminary Steps</li> <li>• Human Resources</li> </ul>
13	<ul style="list-style-type: none"> <li>• Namie Blueprint</li> <li>• Sustaining Bully-Free Culture</li> </ul>

## Grading Policies

### Measurement & Grading:

Personal Reflection (individual, essay)	25%
Impact Presentation (individual, presentation)	25%
Strategy Project (4-person team, presentation)	30%
Total Quality Participation	20%
<b>TOTAL</b>	<b>100%</b>

### Numerical & Corresponding Letter Grades:

93 and above - A [Distinguished performance]

Exceptional performance in all aspects of the course; highest level of learning, effort and participation are consistently demonstrated

90 - 92 - A-

86 - 89 - B+ [Very Good]

High levels of learning, effort and participation are often demonstrated

80 -85 - B [Good]

Sound performance in all aspects of the course

76 - 79 - C+

70 - 75 - C [Average Performance]

Acceptable level of learning, effort and participation are frequently demonstrated

65 - 69 - D [Marginal Performance]

Low or inconsistent levels of learning for most course topics; however, effort and/or participation is demonstrated consistently

64 and below - F

Little or no evidence of an acceptable level of learning, or effort

### **Academic Honesty:**

Integrity and honesty are qualities considered to be the "norm" among students. However, any students who choose to deviate from that "norm," risk automatic failure in the course.

### **Assignments Overview**

The following Assignments are required for this course:

- Personal Reflection (individual, essay) – 25%
- Impact Presentation (individual, presentation) - 25%
- Strategy Project (2 to 3-person team, presentation) - 30%
- Total Quality Participation - 20%

For all assignments, use APA style of citing and listing periodicals and other research and include the following information on the first page (written paper) or first slide (presentation):

Student Name

MGMT 393 – Spring 2015

Dr. Marabella

Assignment Name

### **Personal Reflection (25%)**

Each student will prepare a written reflection paper on the subject of bullying. The essay will include the following components, explicitly labeled within the paper:

- My Experience with Bullying - as a bully, target or witness
- Impact of Bullying - on me, the other players and the organization
- Strategies for Managing Bullying - how you, others and/or the organization handled bullying, and whether or not it was effective

Use the following information to guide your preparations:

- A. Page Limits - approximately 5 sides, double-spaced, double-sided pages
- B. Page Numbers - inserted top right corner, after page 1

- C. References – a minimum of 7 outside (non-course) sources of research
- D. Grading - papers will be graded according to the following criteria
- |  |   |          |
|--|---|----------|
| a. Experience                                | = | 5        |
| b. Impact                                    | = | 5        |
| c. Strategy                                  | = | 5        |
| d. References                                | = | 5        |
| e. Professionalism (proofing, grammar, etc.) | = | <u>5</u> |
| Total  | = | 25       |

### Impact Presentation (25%)

Each student will prepare and present a presentation on the Impact of Bullying in the workplace, based on one of the three “players” – bully, target, workplace. The objective of this assignment is for students to research and understand the physical, psychosocial and professional impact on their assigned player (bully, etc.). The presentation will include the following components:

- Background of the Player – give context to the bully, target, or type of workplace to be studied
- Identify the Bullying Behavior – describe the bullying behavior that will be studied
- Impact on the Player – present how bullying behavior affects the health, welfare, productivity and effectiveness of the Player

Use the following information to guide your preparations:

- A. Presentation Format – use PowerPoint or Prezi
- B. Presentation Length – maximum of 15 slides, including References, 10 minutes
- C. References – a minimum of 7 outside (non-course) sources of research
- D. Title Slide – include info outlined in the Assignments Overview above
- E. Submission – hard copy of presentation (black and white is acceptable); PPT: Notes format, Prezi – maximum of 2 slides per page; print on both sides of page
- F. Page Numbers - inserted bottom right corner, after slide 1
- G. Grading - presentations will be graded according to the following criteria:
- |  |   |          |
|--|---|----------|
| a. Background                                | = | 2        |
| b. Bullying Behavior                         | = | 3        |
| c. Impact                                    | = | 8        |
| d. References                                | = | 4        |
| e. Presentation                              | = | 6        |
| f. Professionalism (proofing, grammar, etc.) | = | <u>2</u> |
| Total  | = | 25       |

### Strategy Project (25%)

Each student will be assigned to a four-member team to explore effective strategies to address workplace bullying. Each team will accept this overarching assumption: the workplace is a community through which organizational and individual responsibility to act, drives the strategies to prevent, minimize and manage workplace bullying. Then, each team will select one of the following questions as their strategy focus and develop a strategy as their response:

1. What can Bullies do to stop, prevent or manage their bullying behavior?
2. What can Targets do to stop, prevent or manage being bullied?
3. What can the Workplace (individuals - witnesses/bystanders, companies and organizations) do to effectively prevent bullying or manage it when it occurs?

The project written report will include the following components and explicitly labeled sections:

- Workplace as Community

- Social Action and Individual Responsibility in the Workplace
- Strategy Focus
- Strategy Response
- Implications for the Future

In the presentation, the team will creatively present the Strategy Focus, Strategy Response and Implications for the Future.

Use the following information to guide your preparations:

Written Report

- A. Page Limits – 12 to 15 sides, double-spaced, double-sided pages
- B. Page Numbers - inserted top right corner, after page 1
- C. Running Head – MGMT 393 – Strategy Focus: \_\_\_\_\_
- D. References – a minimum of 15 outside (non-course) sources of research
- E. Submission – type-written paper, using APA, including References, charts, etc.

Presentation

- A. Presentation Format – workshop, short film, one act play
- B. Presentation Length – maximum of 20 minutes
- C. Submission – hard copy of presentation script or workshop curriculum

Grading

- A. Grading – papers and presentations will be graded according to the following criteria:
 

a. Workplace as Community	=	3
b. Social Action/Individual Responsibility	=	3
c. Strategy Focus	=	1
d. Strategy Response	=	8
e. Future Implications	=	3
f. References	=	4
g. Presentation	=	6
h. Professionalism (proofing, grammar, etc.)	=	<u>2</u>
Total	=	30

**Total Quality Participation (20%)**

As outlined in the Expectations section of this syllabus, you are expected to attend all class sessions, come to class prepared and on time and participate as much as possible. All of these factors are considered in calculating your participation grade, which is 20% of your final course grade.

**Weekly News Update**

For each class session, students should be prepared to present a news item relevant to the course. You may use the following sources: NPR Radio; KYW Newsradio; Daily Show, Colbert Report, CNBC, CNN; ABC, CBS, NBC and Fox News; Time, Newsweek and Atlantic Monthly; New York Times, Washington Post, Los Angeles Times, Wall Street Journal and The Morning Call. You must cite your source, but no written paper is required. It is recommended that you sign up for Quartz or NY Times news briefings – they are free and sent to your email inbox.

**Workplace Bullying – Spring 2015  
SCHEDULE**

WEEK	DATE	READINGS		TOPIC	DEADLINES
		BOOK	ARTICLE		
1	1/22/15			<b>Course Overview:</b> Context, Players, Impact, Strategies <b>Context</b> What is Bullying? What is our individual and collective experience with bullying?	
2	1/29/15	Chapters 1, 2		<b>Context (continued)</b> What is Bullying? What is our individual and collective experience with Bullying?	<b>DUE:</b> Personal Reflection (Group 1)
			Individual Rights & Community Responsibilities; Workplace as Community	Workplace as community, and its implications for organization and individual responsibility to act	
				How is workplace bullying the same/different from other types of bullying?	
3	2/05/15	Chapter 6	Personality Traits of Bullies; Tough Boss or Workplace Bully	<b>The Players</b> Who is the Bully?	<b>DUE:</b> Personal Reflection (Group 2)
4	2/12/15		Personality Profiles of Targets	Who is the Target?	<b>DUE:</b> Personal Reflection (Group 3)
		Chapter 7		Who are Witnesses and Bystanders?	
5	2/19/15	Chapter 8		<b>Impact</b> What is the impact of bullying on the Bully?	<b>DUE:</b> Impact Presentation (Bully Group)
6	2/26/15	Chapter 3		What is the impact of bullying on the Target?	<b>DUE:</b> Impact Presentation (Target Group)
7	3/05/15	Chapter 4 & 5		What is the impact of bullying on the	<b>DUE:</b>

**Workplace Bullying - Spring 2015  
SCHEDULE**

WEEK	DATE	READINGS		TOPIC	DEADLINES
		BOOK	ARTICLE		
				Workplace (witness and bystander, included)?	Impact Presentation (Workplace Group)
8	3/12/15			<b>SPRING BREAK - No Class</b>	
9	3/19/15		Rebuilding Companies as Community; SmartCompany; How to Build a Sense of Community	<b>Strategies</b> How does the presumption “ workplace as community,” drive the strategies to prevent, minimize and manage workplace bullying.	
10	3/26/15		How to Help a Bully	What can Bullies do to stop, prevent or manage their bullying behavior?	
			Relief and Redress for Targets	What can Targets do to stop, prevent or manage being bullied?	
11	4/02/15	Chapters 9, 10		What can witnesses/bystanders, companies and organizations do to effectively prevent bullying or manage it when it occurs? <ul style="list-style-type: none"> <li>• Leaders</li> <li>• Supervisors</li> </ul>	
12	4/09/15	Chapters 11, 12		<ul style="list-style-type: none"> <li>• Preliminary Steps</li> <li>• Human Resources</li> </ul>	
13	4/16/15	Chapters 13, 14		<ul style="list-style-type: none"> <li>• Namie Blueprint</li> <li>• Sustaining Bully-Free Culture</li> </ul>	<b>DUE:</b> Strategy Project Papers
14	4/23/15			PRESENTATIONS	<b>DUE:</b> Strategy Project Presentations
15	4/30/15			PRESENTATIONS	<b>DUE:</b> Strategy Project Presentations
16	5/07/15			<b>FINAL EXAMS</b>	