

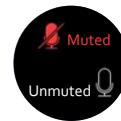
Zoom Housekeeping Items



RECORDING OF
PRESENTATIONS ONLY



ALL PARTICIPANTS WILL REMAIN
MUTED, UNLESS SPEAKING.



ALL SPEAKERS WILL UNMUTE
AND MUTE THEMSELVES.



USE THE CHAT TO SHARE
USEFUL INFORMATION OR HAVE
A TECHNICAL QUESTION.



USE THE ZOOM RAISE HAND
DURING THE Q & A SESSION TO
ASK A QUESTION LIVE

Community Norms And Practices

Respect for every person's worth is fundamental - to a university, and particularly to CUNY, which was founded on principles of inclusion. We commit ourselves to nurture a work environment that honors the dignity of all, is respectful and free from discrimination, harassment or bullying; and we therefore, agree to respect each other's differences, and to create a healthy, safe and rewarding environment that nurtures, challenges and supports the community.

In order for our community to function in this way, it is useful for its individual members to make the following commitments:

1. I commit to conduct that is mutually respectful and not discriminatory, harassing, bullying or threatening.
2. I take responsibility for my actions and my personal perspectives, recognizing that there may be disagreements with another's.
3. I will respect everyone's contributions and honor the roles and responsibilities of all members through my words and actions.
4. I will be mindful and reflect on how I might be using or misusing my power and privilege in my interactions.
5. I will intend to be inclusive and support others with the same respect and compassion that I want for myself.
6. I am willing to be an active ally (upstander) by speaking, intervening, or acting on behalf of a person being attacked or bullied.
7. I will seek to understand others and assume best intentions in all interaction.
8. I will seek to understand other perspectives and avoid making assumption.
9. I commit to listen actively and with compassion at the workplace and in all union meetings.



<https://psc-cuny.org/about-us/psc-community-norms-and-practices/>




SPEAKER BIO. Clara Wajngurt is a professor of mathematics at Queensborough Community College who has written extensively on workplace bullying. She has lectured on this issue, appeared in anti-bullying panel discussions, presented on radio programs, and now has an internet TV program on End Bullying Now on the Bold, Brave TV network. Her goal is to work on eradicating workplace bullying once and for all.

THE A,B,C, AND D OF BULLYING



WHAT IS WORKPLACE BULLYING?

Workplace bullying is repeated, unreasonable actions aimed at intimidating, humiliating, degrading or undermining an employee or group of employees. Bullying may create a risk to employee health and safety. Workplace bullying often involves abuse or misuse of power. Bullying behavior creates feelings of defenselessness and injustice in the target and undermines an individual's right to dignity at work. ([Clarion, June 2012](#)).



The A,B,C
and D of
Bullying

- A. Aggressive**
attacks physically, socially, and/or emotionally
- B. Balance of power is unequal**
bigger vs smaller
older vs younger
even popularity can play a role!
- C. Consistent**
it happens more than once over a period of time
- D. Deliberate**
There is an intent to hurt or harm





I. Ask Yourself: Are You Watering Seeds or Weeds?

EXPLANATION

Seeds represent flowers => the seeds are watered and grow to flowers and gardens (positive circumstances)

Gardens represents the workplace.

Weeds represent unneeded flowers in a garden that are generally pulled out. (bullies that try to destroy the collaborative workplace)

Watering the Seeds → establish positive rapport, work well with others to achieve goals.

Watering the Weeds → concentrate on satisfying the bully, looking up to the bully for direction.

EXAMPLE

Boss is constantly yelling at their secretary. Will the secretary focus on boss' yelling (water the weeds) or concentrate on her colleagues working alongside her in the office (watering the seeds), to see their reaction to boss' yelling and try to find solutions with her colleagues for establishing a more positive working environment?

I. Ask Yourself: Are You Watering Seeds or Weeds?

How to create positive rapport?



I. Ask
Yourself: Are
You Watering
Seeds or
Weeds?

1. Shared attention – attend to what each other says and does → create mutual interest → shared feelings.
2. Engage in mutual empathy → sense each other's desire to tune into one another's needs and feelings.
3. Alignment of verbal and non-verbal communication → body language matches what the person is saying → check open body position versus crossed arms and eye contact versus eye avoidance → in alignment, people express themselves freely and are comfortable with silence.



2. "FAIR" AND "UNFAIR"
CONVERSATIONS: KNOW THE
DIFFERENCE FOR INCREASED POWER

EXAMPLE

2. “Fair” and “Unfair”
Conversations: Know the
Difference for Increased Power

UNFAIR CONVERSATION

Boss is yelling at secretary to make copies of department reports.

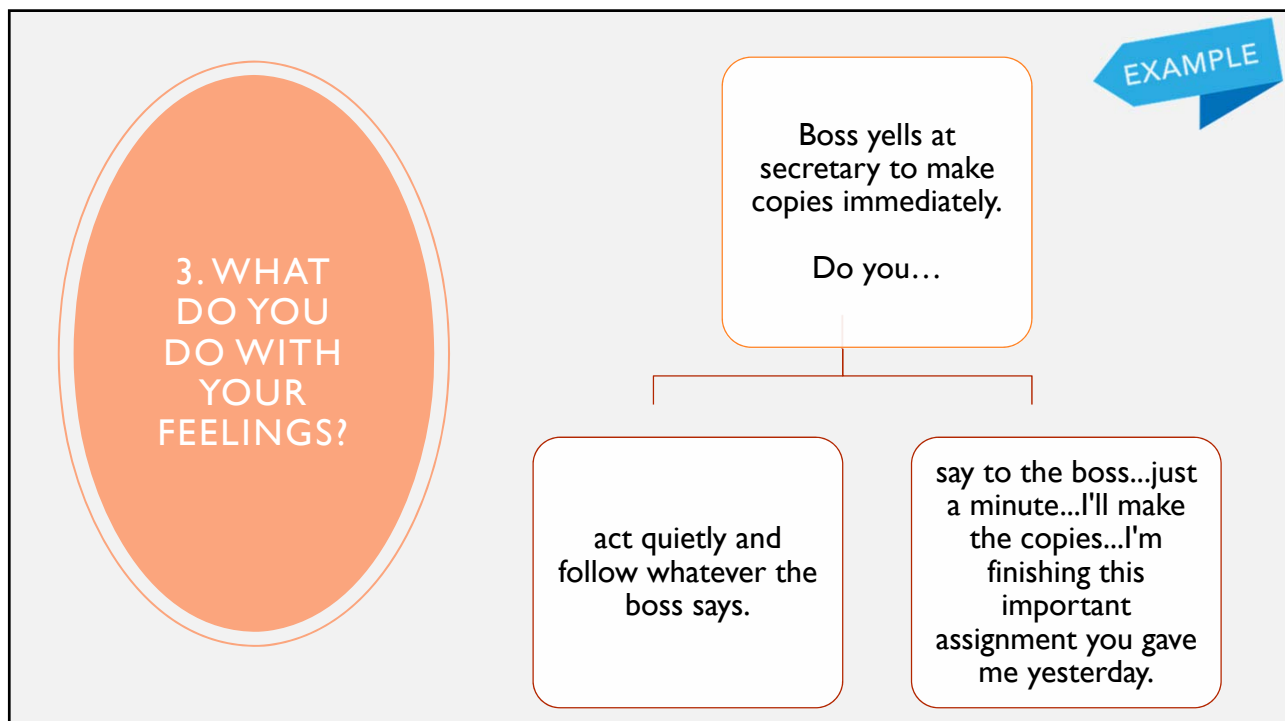
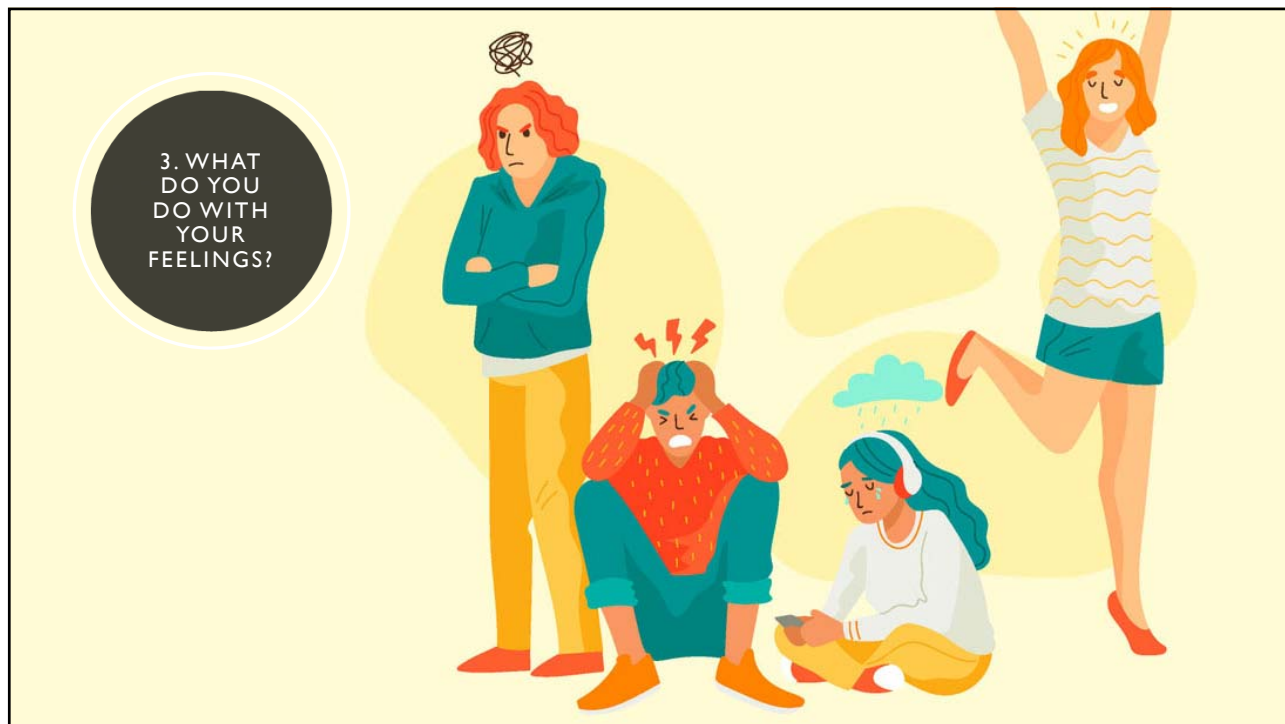
FAIR CONVERSATION

Boss asks secretary in a kind, polite manner, the department meeting is coming up – in order to be better prepared, please make copies of department reports.



2. “Fair” and
“Unfair”
Conversations:
Know the
Difference for
Increased
Power

Knowing what an unfair conversation looks like will help you to realize that you are not crazy when you meet up with a bully. Keeping a realistic perspective will help you to distance yourself from being drawn into the bully’s power.





3. What Do You Do With Your Feelings?

Being aware of your feelings is important for you to:

1. Identify how you come across to others
2. Understand how you physically, mentally, emotionally and spiritually handle one's emotions to determine "who you want to be" (passive assertive)

4. HOW ANGER AND FRUSTRATION ARE EXPRESSED: HEAVY CONTROL (BY THE BULLY)





4. How Anger
and Frustration
Are Expressed:
Heavy Control
(by the bully)

Being aware of your feelings and how you want to react is empowerment. Being aware of the way the bully expresses feelings is empowerment.

Recognize heavy control = a demeaning tone, harsh words = demanding, blaming, sarcastic tones, for what it really is. It is not about you, but about the bully.



5. How Anger and Frustration Are Expressed: Passive Control (by the bully)

Boss asks secretary to bring their coffee. Secretary says okay while working on copies of department project. Boss asks the secretary five minutes later - "Where is my coffee?" No response from the secretary. Boss says (passive, subtle, controlling manner):

- "Somehow I'll manage without the coffee." OR
- "You just can't seem to get things in order." OR
- "Can you tell me why there is so much resistance to doing work in this department?"

EXAMPLE



5. How Anger and Frustration Are Expressed: Passive Control (by the bully)

Frustration occurs when someone does not receive nor hear our anger and concern. Bullies do not care about reaching out to understand us.





EXAMPLE

Boss (bully) yells at secretary (target). Secretary says nothing and swallows anger and frustration causing pain and possible disease.

6. What Will You Do with Your Anger and Frustration? (by the target)

6. What Will
You Do with
Your Anger and
Frustration?
(by the target)

If one feels anger and frustration of being bullied, and one is not sure what to do with these emotions:



1. Make a commitment to fight anger and frustration of being bullied → fight for justice → remove the negative energy out of one's body. The commitment is the key to build enough energy to get justice.
2. Do not get caught up in "What did I do to cause this," or "How can I change so the bully does not target me."

Instead move to the stage – "I am being bullied and I will now take steps to protect myself." (e.g., keep a journal – write down what you would say to the bully, speak to others who don't gossip about the bully, etc.)

6. What Will
You Do with
Your Anger and
Frustration?
(by the target)



3. Notice, if you are feeling angry, frustrated or hurt. Channel those feelings elsewhere so they don't take a toll on your body, mind or well-being.
4. Understand that if anyone is angry, frustrated or hurt over a period of time, their body will suffer. Make every attempt to move the negative energy through your body to the outside and resist the temptation to sit and analyze the situation time after time and draw this inward.



6. What Will
You Do with
Your Anger and
Frustration?
(by the target)

Tips for moving negative energy outward:

- Exercise consistently each day.
- For example, kneel in front of a bunch of pillows and hit the pillows with both of your arms yelling each time you hit the pillows, for a minute. You'll feel better after you do this! This moves energy out of the body, when one experiences the stress of bullying.
- Do a journey entry. Start with one page and continue writing until you are done. Within a day, throw out the paper and "move forward."

7. Say
What You
Mean and
Mean What
You Say

Yes

No

EXAMPLE

Target secretary would like to go for coffee with bully boss. Because target is afraid of rejection from the boss, the secretary target cannot say to the bully boss – “Let’s go for coffee.” So, instead the secretary will say to the boss – “What are you doing this afternoon?”

7. Say What
You Mean
and Mean
What You
Say

7. Say What
You Mean and
Mean What
You Say

1. Understand that not being direct and clear may impact your productivity. (If the boss reacts positively, the secretary may work harder.)
2. Write out your request before you present it, so that it is clear in your own mind. It is much harder for you to think clearly when your cognitions are couched in an overlay of emotion. If it is hard to speak the truth directly to another, present the written request to the concerned person.
3. Know that you have a right and responsibility to speak the truth and make your wishes known to your coworkers as you communicate with them, at work.
4. If asking for what you need is a problem affecting you, then assertiveness training and coaching are possible avenues to explore.





EXAMPLE

Discounting occurs when the bully makes a false statement intentionally. Your response is to tell the bully to stop – it is not true.

The bully boss says, “I know you don’t want to follow my requests.” The target secretary says, “That’s not true.” The boss responds, “You are jumping to conclusions.”

When the secretary says to “stop” or “That’s not true,” the secretary is establishing boundaries between the boss and secretary.

8. Responding
to
Discounting
(from the
bully)



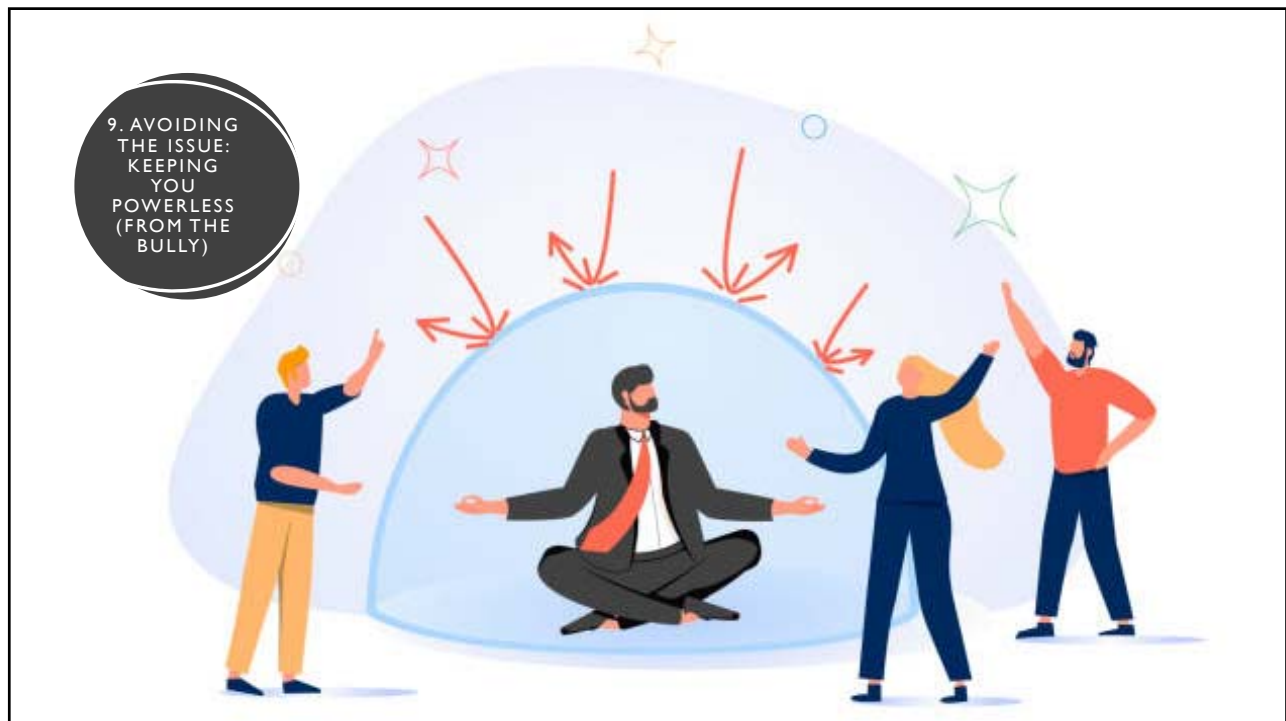
8. Responding to Discounting

Respond with a clear direct statement such as:

1. "Stop."
2. "I don't want to hear this from you."
3. "I'm out."

Bullies do not want to take responsibility for their actions. Be direct without hesitation. You have the right to protect yourself from any abusive situation.

9. AVOIDING THE ISSUE: KEEPING YOU POWERLESS (FROM THE BULLY)



EXAMPLE

Target secretary has never before analyzed the statistics for the department project. Secretary asks bully boss about this. The boss says, "I have no time to answer you – go email the VP your questions. Department project will be sent to the VP."

9. Avoiding the Issue: Keeping You Powerless (from the bully)



9. Avoiding the Issue: Keeping You Powerless (from the bully)

1. Recognize avoidance tactics, such as changing the subject or non-acknowledgement of what you are saying, as a losing proposition for resolution.
2. You can re-enter the conversation by repeating your phrase clearly and continually (broken record technique) as a stand off position to the bully.

10.
SARCASM
– IT'S
NOT
FUNNY



Target secretary comes to the office at 9 am dressed up – she has a theater performance that she will attend after work. Bully boss greets the secretary at 9 am and says to her, “Oh good morning. The queen has arrived.” Secretary murmurs good morning and says nothing else.

EXAMPLE

10. Sarcasm
– It's NOT
Funny



10. Sarcasm – It's NOT Funny

1. Trust your feelings. If you do not feel like laughing – don't laugh.
2. Say – “that sounds like a put down to me” – and drop the situation. This sets a boundary between you and the bully.
3. When you set the boundary, you set the power differential.

11. MIND READING



EXAMPLE

Bully boss has a lot of work for the target secretary to complete. He is expecting that the secretary will never stay late, because she has never done this in the past. He tells his secretary, "Since you never stay late, and we have an accreditation team coming in at the end of the week, have the caterer set up the dinner before you leave at 5 pm." The secretary says, "Of course I'll stay late, and you'll pay me for the extra hours."

II. Mind Reading

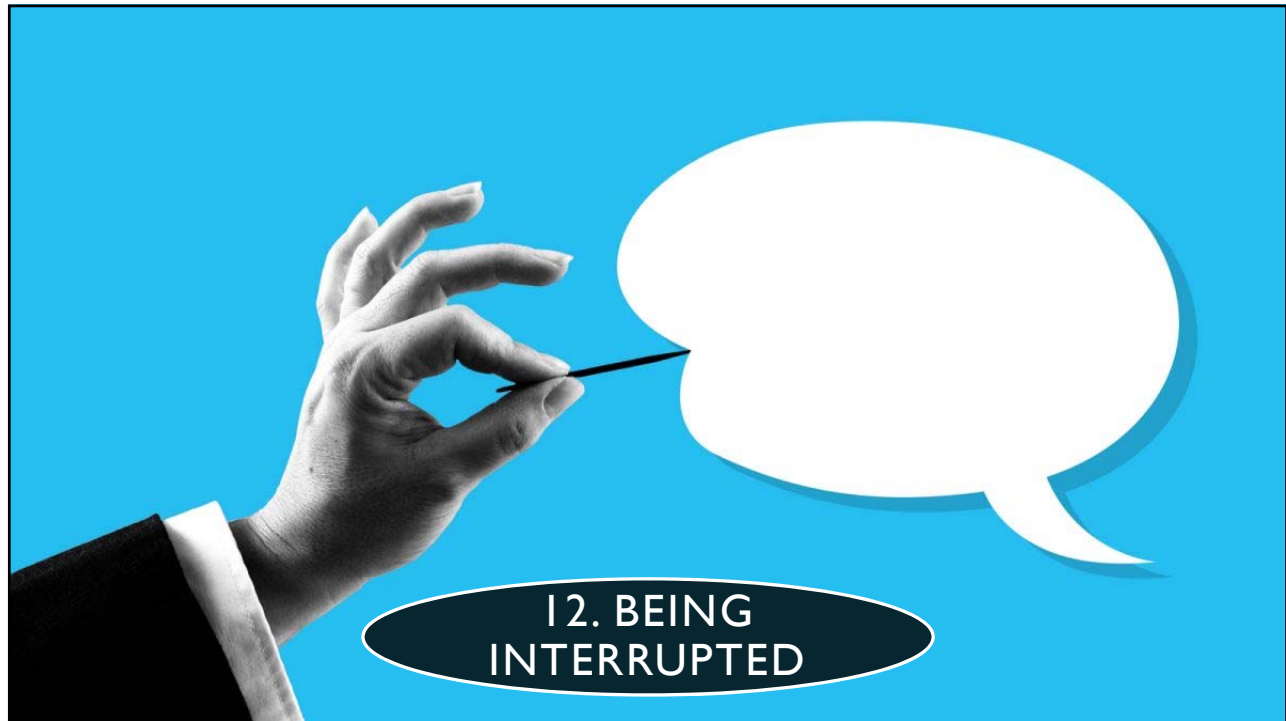
If the bully makes a statement, stop and pause to ask, **"Is this true for me?"** Check in with yourself to see if the statement makes sense to you. If the statement does not represent your reality, you have choices:



II. Mind Reading

1. State what is true for you. For example, "Actually, that isn't true; I was planning to stay and work late."
2. Ignore the bully, especially if you feel they are being so unreasonable that your voice would not be heard.

If you choose to walk away from the bully, acknowledge the bully by looking them in the eye, and then walk away quietly. Understand you are NOT at fault.



EXAMPLE

Secretary has done the statistics for the project. She is invited to attend the committee meeting that discusses project. A statistical interpretation is made by the boss and the secretary makes a comment. The boss completely ignores her and makes eye contact with the other committee members.

12. Being Interrupted

12. Being Interrupted

What you can do:



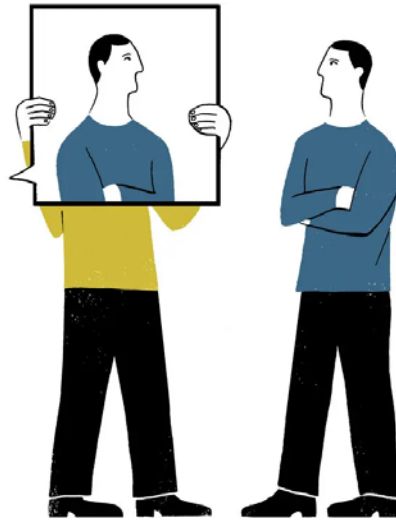
- If someone is unaware that they are interrupting you:
 - Give the person the benefit of the doubt, and kindly but firmly say “Excuse me, I wasn’t finished”, and proceed to finish.
- If someone is aware they are interrupting you:
 - Use the same technique;
 - And remember that the bully who is aware will likely push back. Be prepared and continue to stand your ground kindly and firmly.

12. Being Interrupted

Keys to Effectiveness:



1. Know that being interrupted shows insensitivity on the part of the other person – not a lack of worth about you.
2. Know that you have the right to jump back into the conversation with a kind but firm statement.
3. Know that being calm and confident shows power. It is the power that the bully wants. Keeps it from working for you.
4. Resist the temptation to wonder about your self-worth.



13. MIRRORING

EXAMPLE

Boss outlines the steps for the completion of accrediting report. The secretary repeats these steps to assure she understands the order of topics presented in report.

13. Mirroring



13. Mirroring

Repeat the exact words someone says when you disagree. The attitude of the person doing the mirroring is to gain understanding of a different point of view. This shows strength and confidence.

A good way to repeat what someone says is “What I hear you saying is...”. State word for word what was said. Short sentences are best.



14. MAKING REQUESTS

EXAMPLE

A staff member in the department has much experience with UX, UI and web design. The chairperson decides not to put this person on the department website redesign committee. Staffer received multiple requests from faculty members to add new sections to the department website as discussed at the website redesign committee meetings.

14. Making Requests



14. Making Requests

If someone is not including you in an email exchange, then you could say: "I'd like to be included in your emails as I need to know when the meetings are." You then go on record as 'knowing' what the bully may be up to.



EXAMPLE

The boss explains to the secretary why it is important for the department to plan its departmental party. In order to plan the party, the secretary will need to stay late and join the departmental party committee.

15. Respond with "I Understand" or "I See"

15. Respond
with “I
Understand”
or “I See”

Less is more. Simply say “I see”. That will be enough. Stop.



This phrase supports your goals when emotions are evident, and it does not commit you to the other person's demands.

Use this as a bridge to find common ground to form compromises and agreements; or to simply hold off the bully.

16.
GUNNY-
SACKING



16. Gunny-Sacking

This occurs when the bully brings up more than one issue at a time and these issues / complaints may not even be true. By dumping on you, you feel overwhelmed, cornered and thwarted. The bully's plan is to nail you down so you cannot get up.



EXAMPLE

16. Gunny-Sacking

Boss sends 50 emails to secretary in less than an hour about 15 different subjects.



EXAMPLE



16. Gunny-Sacking

Don't get caught up in trying to respond to every request. Remove yourself from what is being said in order to avoid responding or reacting emotionally.



17. COLD SHOULDER TREATMENT

17. Cold Shoulder Treatment

This occurs when the bully gives you the “silent treatment” by ignoring you, and walking away from you.



EXAMPLE

17. Cold Shoulder Treatment

The secretary asks her boss, how should the data be described – bar graph, circle graph, etc...and the boss not only ignores the secretary, but walks away from speaking to the secretary. Secretary is left hanging for an appropriate response.

EXAMPLE



17. Cold Shoulder Treatment

Pick your fights. If you must converse with the bully, use your physical presence and body language to make it obvious that you are there, and you are not to be ignored.



18. ACTING LIKE
YOU'VE MADE AN
UNREASONABLE
REQUEST
(THE BULLY)



EXAMPLE

18. Acting Like You've Made an Unreasonable Request (the bully)

According to the bully, your request is made up of over-reactive emotional statements and defensiveness; the bully tries to turn the conversation to their needs rather than to make any attempt to hear you.

EXAMPLE

18. Acting Like You've Made an Unreasonable Request (the bully)

The supervisor hears from his colleague that the colleague needs direction on promotion as the colleague was not promoted at the College Personnel and Budget committee last week. "Oh," the supervisor says, "you're just reacting to the negative vote – just try again, next year."

EXAMPLE

The bully supervisor asks you to write a lab report to the administration so the department will get more money for a College grant. You prepare the report to the best of your ability, and your supervisor says there were many errors in the report (and you checked the accuracy of the report beforehand with your supervisor). Then the supervisor says, “because of your lab report presentation, Academic Affairs will not give the department appropriate resources.”

19. What to do When the Bully Attacks You with Untrue Accusations

What you can do:



19. What to do When the Bully Attacks You with Untrue Accusations

1. Allow your boss (bully) to finish their statements, especially if there is anger attached to them. Let the hot air out of the balloon first.
2. Remind yourself that by pushing back at that particular time, you will not likely win.
3. Choose to approach your boss after the dust settles and when your boss has time to hear you.
4. Having a ‘classy’ crucial conversation that counts! (Taking the high road to where you want to lead the bully).



20. Short, Simple
Comebacks to Use
with Bullies

You have been
assertive with your
bully. The bully has a
response to your
assertive direct talk.
Be prepared with a
comeback response.

EXAMPLE

20. Short, Simple Come-Backs to Use with Bullies

Here are three “Less is More” short simple comebacks to help you deal with situations with bullies.



1. Bullies who talk on and on, pressuring you to agree with them. You feel you have to say something, but you don't want to give your power away by showing you agree. Less is More: Say “Interesting” or “Oh”. This does not commit you!
2. Bullies who are rude with sarcasm, put downs or back-handed statements that are not necessarily direct, but harmfully subtle. You want to address it, so you say “That seems direct” or “That seems harsh” or “That seems like a put-down to me”. The concept of using “That seems...” highlights your perception only, and it is enough of a diffusing comment to confuse the power plan of most bullies.
3. Sometimes we feel we have to have a come-back in order to be powerful. Be silent and just stare back with confidence. This is the position that “the come-back doesn't even deserve an acknowledgement”.

21. HOW TO CHANGE WORKPLACE BULLYING: YOU REALLY CAN HAVE SOMETHING BETTER!





21. How to
Change
Workplace
Bullying:
You Really
Can Have
Something
Better!

What are you expecting in regards to the workplace bullying? Even if you feel hopeless and have very little belief that things can be different, try this:

1. Act on the above steps anyway
 - Be aware of what you do *not* want
 - Replace what you don't want with what you *do* want.
 - Create the belief – see it.
2. Resist the mental and emotional gymnastics of rationalization.

EXAMPLE

1. Be aware of what you do not want.

- “I do not want to appear belligerent to my boss.”
- “I do not want to be overlooked for my opinion by my boss in the next staff meeting.”

21. How to
Change
Workplace
Bullying:
You Really Can
Have Something
Better!

EXAMPLE

2. Replace what you don't want with what you want instead.

- "I will say good morning to my boss and complete yesterday's work when I come in at 9 am."
- "I will be asked for my opinion by my boss in the next staff meeting."

21. How to
Change
Workplace
Bullying:
You Really Can
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Better!

EXAMPLE

3. Create the belief – see / perceive it.

- Picture yourself saying good morning to the boss, being friendly and respected by the boss.
- Picture yourself sharing your opinion at the staff meeting and being acknowledged by your boss for your opinion.

When you expect something to occur, you focus positively on what you want to happen.

21. How to
Change
Workplace
Bullying:
You Really Can
Have Something
Better!



22. The
ABC's of
Bullying
Intervention

A. Access the situation
seek help • comfort the victim • be understanding • evaluate

B. Be the bigger person
turn and leave • ignore them • use kind words and gestures to help the situation

C. Control yourself
don't make things worse by calling names or being mean • never use violence

ACKNOWLEDGEMENTS

We want to acknowledge that all resources were taken from the book *Bully Free At Work: What You Can Do To Stop Workplace Bullying Now!* By Valerie Cade, The Performance Curve International Corp, Canada, 2018.

THANK
YOU!

PSC-CUNY
50 YEARS