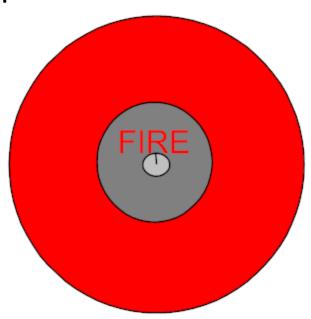
# Horizontal Violence



**Obstacle to Success** 

- Horizontal violence is hostile and aggressive behavior by individual or group members towards another member or groups of members of the larger group.
- This has been described as inter-group conflict.
  - This may be faculty to faculty
  - This may be student to student
  - This may be faculty to student
  - This may be student to faculty
  - This may be faculty to staff
  - This may be staff to faculty
  - This may be administrator to faculty
  - This may be faculty to administrator
  - This may be administrator to student
  - This may be student to administrator
  - It can include campus visitor to faculty
  - This may be any other possible permutation thereof



 Horizontal Violence is pervasive and intrusive in all walks of life, including education, health care, construction, law, plumbing.

- One way or another we ALL participate in acts of Horizontal Violence
  - As active participants
  - As passive participants



 Horizontal violence is non-physical [intra-]/intergroup conflict and is manifested in overt and covert behaviors of hostility (Freire 1972; Duffy 1995).

 Horizontal Violence is behavior associated with oppressed groups and can occur in any arena where there are unequal power relations, and one group's self expression and autonomy is controlled by forces with greater prestige, power and status than themselves (Harcombe 1999).

• Source throughout this presentation: <a href="http://www.birthinternational.com/articles/hastie02.html">http://www.birthinternational.com/articles/hastie02.html</a> and references contained therein.

- Horizontal Violence may be conscious or unconscious behavior (Taylor 1996).
- Horizontal Violence is, generally, psychologically, emotionally and spiritually damaging behavior and can have devastating long term effects on the recipients (Wilkie 1996).
- Horizontal Violence may be overt or covert.
- Horizontal Violence is generally non physical, but may involve shoving, hitting or throwing objects.

- Horizontal Violence is the inappropriate way oppressed people release built up tension when they are unable to address and solve issues with the oppressor.
- Lack of listening to people seems to be the ONE identifiable factor in workplace violence.
- Listening, though, may not always bring the resolution one desires; it does, however, let one state their case and decelerate the situation, i.e., we don't always get what we want ... calmly.



- Horizontal Violence is to the workplace culture like water is to fish.
- Horizontal Violence molds, shapes and dictates the behavior of those within the workplace culture.
- Horizontal Violence is a form of bullying and acts to socialize those who are different into the status quo.

 Horizontal violence is a systems and cultural issue, a symptom of an emotionally, spiritually and psychologically toxic and oppressive environment.



 Horizontal violence is not a symptom of individual pathology, although individual pathology flourishes in a climate that supports and condones aggressive behavior.

# Four Categories of Workplace Violence

#### > TYPE 1:

Violent acts by criminals who have no other connection with the workplace,
 but enter to commit robbery or another crime.

#### **TYPE 2:**

Violence directed at employees by customers, clients, patients, [faculty, administrators, staff], students, inmates, or any others for whom [from whom] an organization provides [or obtains] services.

#### > TYPE 3:

 Violence against coworkers, supervisors, or managers by a present or former employee.

#### > TYPE 4:

- Violence committed in the workplace by someone who doesn't work there, but has a personal relationship with an employee—an abusive spouse or domestic partner.
- Source: WORKPLACE VIOLENCE: ISSUES IN RESPONSE -- Critical Incident Response Group; National Center for the Analysis of Violent Crime, FBI Academy, Quantico, Virginia. p. 13.

 All acts of unkindness, discourtesy, sabotage, divisiveness, infighting, lack of cohesiveness, scapegoating and criticism constitute horizontal violence.



- Belittling behaviors e.g.
  - Deliberate rolling of eyes,
  - Folding arms,
  - Staring into space when communication is being attempted
  - Disinterest, discouragement and withholding support
  - Body language designed to discomfort another or others
  - Ignoring or minimizing another's concerns
  - Limiting right to free speech and right to have an opinion
  - Behaviors which seek to control or dominate (power 'over' rather than power 'with')
  - 'Freezing out'; excluding from activities and conversation, work related and social.

- Verbal abuse including
  - Name calling,
  - Threatening,
  - Intimidating,
  - Dismissing,
  - Belittling,
  - Undermining,
  - Humorous 'put downs'
  - Sarcastic comments
  - Fault finding (nitpicking)
  - Slurs and jokes based on race, ethnicity, religion, gender or sexual orientation

- Gossiping
  - Destructive,negative, nasty talk,
  - Talking behind the back,
  - Backbiting
  - Deliberately providing false information





- Comments that devalue:
  - People's area of practice, expertise, education;
  - Gender;
  - Others who are different to the 'norm'.



- Punishing activities by/from supervisors, faculty, students, staff, e.g.
  - Lack of concern with mental, emotional, spiritual and physical health of employees
  - Bad performance evaluations



 Stage 1: (activation of the fight or flight or freeze response - circulating epinephrine)

- Reduced self esteem
- Sleeping disorders
- Free floating anxiety
  - Wilkie, W. 1996, "Understanding the behaviour of victimized people" in McCarthy, P. Sheehan, M. & Wilkie, W. (eds)
     Bullying, from backyard to boardroom, Millennium Books, Australia.

- Stage 2: (neurotransmitters depleted with lack of sleep - fatigue - brain over stimulated and oversensitive)
  - Difficulty with emotional control bursting into tears or laughter or irritable and angry in response
    - [Differentiate between "normal" and "altered"]
  - Difficulty with motivation self-starter seems to be 'burnt out'.
    - Wilkie, W. 1996, "Understanding the behaviour of victimized people" in McCarthy, P. Sheehan, M. & Wilkie, W. (eds) Bullying, from backyard to boardroom, Millennium Books, Australia.

- Stage 3: (brain's circuit breakers activated)
- A relative intolerance of sensory stimulation
  - A loss of the ability to ignore things that before were manageable
  - Changed response patterns which superficially resemble a change of personality (brain circuit breakers induce person to actively reduce incoming stimuli)
    - Wilkie, W. 1996, "Understanding the behaviour of victimized people" in McCarthy, P. Sheehan, M. & Wilkie, W. (eds) Bullying, from backyard to boardroom, Millennium Books, Australia.

- Sleep disorders
- Poor self esteem
- Hypertension
- Eating disorders
- Nervous conditions
- Low morale
- Apathy
- Disconnectedness
- Depression
- Impaired personal relationships
- Removal of self from workplace psychologically, physically (sick leave, stress leave, resignation)
- Suicide (successful or attempted)

- Put a workplace violence policy into place stating unequivocally (WNC has such a policy: cf Chapter 10 of WNC Policy Manual):
  - All individuals [involved with NSHE] are responsible for maintaining a safe work environment
  - The policy covers not only acts of physical violence, but harassment, intimidation, and other disruptive behavior, [including horizontal violence];
  - The policy covers incidents involving coworkers, [students, visitors to NSHE institutions and/or functions] and incidents involving individuals from outside the agency perpetrating violence against agency employees;
  - The agency will respond appropriately to all reported incidents;
  - The agency will act to stop inappropriate behavior; and
  - Supervisors and all of the offices involved in responding to incidents will be supported by agency management in their efforts to deal with violent and potentially violent situations.
- Source: United States Office of Personnel Management: Office of Workforce Relations -- OWR-09; February 1998

- Name the problem use the term 'horizontal violence' to refer to the situation.
  - Address the behavior immediately with the perpetrator most people have no idea they are doing it.
  - Horizontal violence is usually a product of unconscious dysfunctional patterns.
  - These are patterns that fit the 'victim, rescuer, persecutor' triangle model of unhealthy human behavior.
  - Use conflict management strategies; say "I feel ... (whatever you are feeling) when you...(whatever they are doing)..."
  - Use the broken record approach repeat the process if the other person makes excuses, denies, minimizes or dismisses incident.
  - Accept their statement and repeat, saying "that may be so and I feel (whatever you feel)
    when you...(whatever they do or say that is an issue for you).
  - Feel the fear and do it anyway.
  - Respond with a clear intent. Ensure you are willing to engage in uncontaminated communication.

- Ask about a process for dealing with this issue in your workplace
  - ➤ If you are aware of an act of horizontal violence in the classroom or laboratory, report it <u>in writing</u> to your professor or another supervisor or to the Crisis Intervention Team if need be.
  - ➤ If you are aware of an act of physical violence report it to the professor at that time and follow up in writing.
  - ➤ Be detailed and accurate in your report, do not use "judgemental statements": quote or describe the situation exactly.
    - > Include date and time
    - > Include witnesses
    - > Include context
  - Any written report [submitted to Dr. Carman] will be forwarded on to the Crisis Intervention Team at WNC and their policies and procedures will be the guiding and binding rules in resolving the matter.
  - ➤ REMEMBER: filing a false statement is horizontal violence and is equally as adjudicable.

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- If you don't get any positive response, or if the behavior continues:
  - Take comprehensive notes regarding the incidences - this can be in diary form.
  - Name it refer to it as Horizontal Violence
  - Speak to your professor or another supervisor about the incident(s)
    - Handle the situation immediately, not "conveniently",
       i.e., don't add to, or accelerate, the problem at hand
    - Perception is an issue, too, e.g., "so and so" won't do anything about it, so I have to tolerate it
  - Obtain counseling support

- Engage in reflective practice keep a journal, raise your self awareness about your own values, beliefs and attitudes and your own behavior; begin or continue a path of personal growth - own your 'shadow' - ensure you are part of the solution, not part of the problem, (and we all are part of the problem at times - the important thing is to note and address it)
- Ensure self caring behaviors, massage, counseling, peer support, good nutrition, adequate sleep, time out, meditation, exercise - do the things that help you to be healthy and happy in all aspects of your human-ness.
- Be willing to speak up when you witness it happening and name 'horizontal violence' for what it is.

# Management Strategies to Avoid Workplace Violence

 Gain knowledge about Horizontal Violence and its causes, conduct regular meetings with a designated committee and institute a program to address this issue; supervise its operation and success:

- E.g., is bad management horizontal violence?
- E.g., are bad manners horizontal violence?
- E.g., are poor interpersonal skills horizontal violence?
- E.g., does holding people clearly accountable constitute horizontal violence?
- E.g., when does defending one's self become horizontal violence?

#### Management Strategies to Avoid Workplace Violence

- Monitor staff/student morale and address issues which have a negative impact upon morale
  - Remembering that academic freedom is paramount to a free and unfettered exchange of intellectual information;
  - Remembering that academic responsibility drives academic freedom;
  - Remembering that no-one at NSHE institutions or functions has surrendered any constitutional rights, especially the first amendment to the US constitution;
    - That censorship in any form is both horizontal violence and NSHE Code violation
  - Remembering that without conflict, there is no intra-personal growth;
     without growth there is no life; hence, without conflict, there is no life, i.e.,
     conflict is inevitable, particularly in academics;
  - Remembering that none of us has the same core values or cultural beliefs and accepting those differences.

## Closure

Ultimately, each and every one of us is responsible for maintaining a safe work and academic environment from with out and from with in.

There is no room for Horizontal Violence in any way, shape or form in the classroom or laboratory or the workplace, in general.