# Empirical Analysis of Faculty-to-Faculty Incivility
## *Implementing Best Practices to Foster Civility and Healthy Academic Work Environments*



**Nursing Education Research Conference 2018**

Cynthia Clark PhD, RN, ANEF, FAAN

# Welcome and Gratitude!

# OBJECTIVES

- Describe a brief overview of civility and incivility in nursing education
- Review findings from empirical studies on faculty-to-faculty incivility
- Discuss best practices to foster civility and healthy work environments
- Celebrate success!

*A crucial measure of our success in life is the way we treat one another every day of our lives.*

— P.M. Forni

# Defining Key Concepts

Authentic *respect* for others requiring time, presence, engagement, and an intention to seek common ground.

Clark & Carnosso (2008)

# Workplace Aggression
## *Incivility, Bullying, and Mobbing*



Blaj Gabriel/iStock/Thinkstock

# Workplace Incivility

A range of lower intensity acts of aggression *(including failing to take action when action is warranted)* which may result in <u>psychological or physiological distress</u> for the people involved. And, if left unaddressed, may spiral into more purposeful efforts to harm another and/or into more threatening situations.

Clark & Kenski, 2017; ANA, 2015; Clark, 2013, 2009, Pearson & Porath; 2013, 2009, 2005; Andersson & Pearson, 1999

# It's not only what we do…*but what we don't do*

Staying silent when speaking up is indicated, failing to acknowledge or support a co-worker, ignoring others, withholding important or vital information
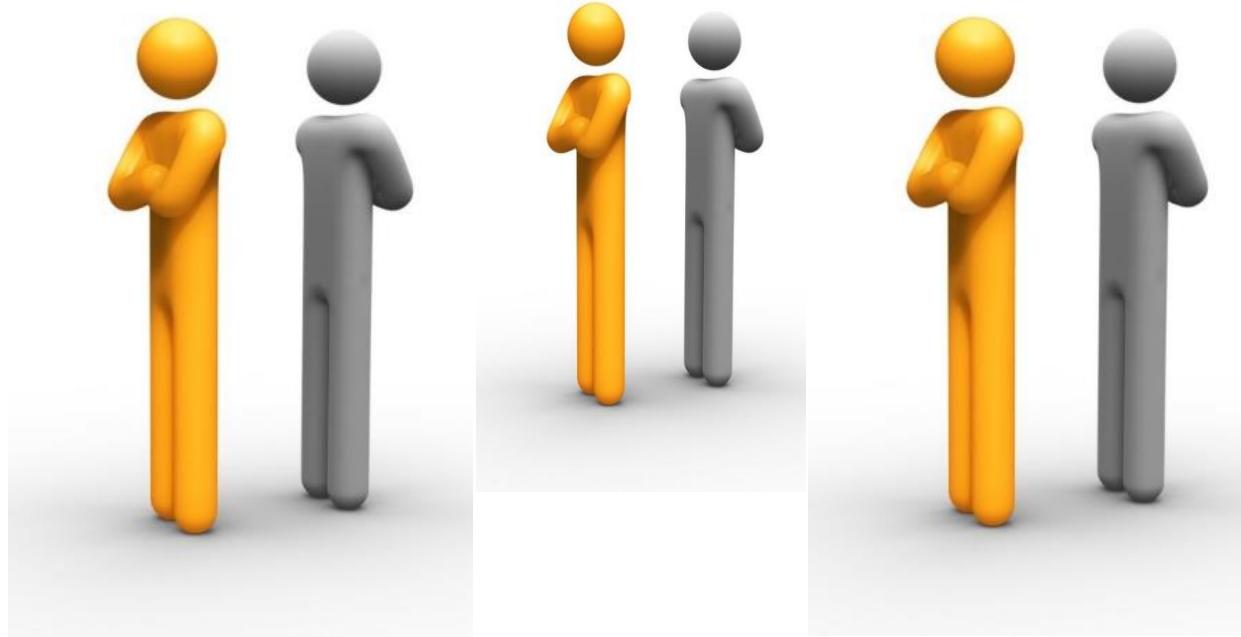
# Workplace Bullying

Repeated, persistent, targeted pattern of abusive behavior designed to intimidate, degrade, and humiliate another. Usually characterized by a person asserting power over another.



The National Institute for Occupational Safety and Health (cdc.gov/niosh)

# Workplace Mobbing

Leymann, 1992; Davenport, Schwartz, & Elliott, 1999; Westhues, 2004; Harper, 2013; ANA, 2015; Castronovo, Pullizzi, & Evans, 2016

# Rankism

Abuse of power or position to demean, diminish, or disadvantage another



Fuller, 2003; 2006

# Joy Stealing

# Faculty-Faculty Incivility/Civility Study

# PURPOSE

## Using A Mixed Methods Design

Examine faculty perceptions of
faculty-to-faculty incivility in nursing education
and explore ways to address the problem

Clark, 2013; Clark, Olender, Kenski, & Cardoni, 2013

# Instrument

Faculty-to-Faculty Incivility Survey: Quantitative Items

Psychometric Testing for Validity and Reliability

- Expert Panel Review
- Extensive Pilot Testing
- Cronbach's Alpha (0.965)
- Exploratory Factor Analysis (3 factors)
- Preliminary Item Response Analysis
- Inter-item Coefficients

Revised: Workplace Incivility/Civility Survey (WICS)—30 studies in academic and practice settings in USA and Canada (Intervention and Replication Studies)

# Research Questions

- Extent of the problem
- Contributing factors to faculty-to-faculty incivility
- If and why faculty avoid addressing incivility
- Effective ways to foster civility and healthy work environments

# Respondents

**588 Nursing Faculty from 40 States**

**Civility**

- Female (97%) Male (3%)
- Caucasian (88%) African American (6%) Other (6%)
- Age Range: 27 to 78 years (most 40 years or older)
- Median time spent teaching=10 years (Range 1-40 years)
- Mix of assistant, associate, and full professors (71%)
  Remainder: Clinical or non-tenure-track
- Taught in pre-licensure programs (62%) Master's or doctoral level (55%)

# Results and Findings

# 67.4% Moderate to Serious Problem

# 8 Themes Identified
## Qualitative Content Analysis (Narrative)

Graneheim & Lundman (2004)

# Berating, Insulting, and Allowing [Verbal and Non-Verbal]

- Rude, insulting, demeaning remarks and gestures…frequently in front of others

- Often occurred in faculty and committee meetings where the behavior was tolerated, ignored, and allowed to occur

- Screaming, fist pounding, door slamming, throwing items, putting fist through wall

# Setting-up, Undermining, and Sabotaging

- Intentionally undermining, sabotaging, setting others up to fail
- Using improper channels or questionable methods [e.g. blind copied e-mails] to subvert, misrepresent, or undermine others

# Power Playing, Abusing, Colluding

- Power plays, abusing position or authority, ganging up, joining forces
- Treating junior, adjunct, new, clinical or faculty without the *'right'* degree with distain and disrespect

# Excluding, Gossiping, Degrading

- Ignoring, marginalizing, shunning, avoiding, and excluding

- Conducting secretive and clandestine meetings

- Gossiping, spreading rumors, degrading others

# Refusing, Not doing, Justifying [Favoritism]

- Refusing to do ones share of the workload or being assigned an easier or inequitable workload

- Justify *'not doing'* … by having more urgent, pressing, or important work to do

# Blaming and Accusing

- Faculty blamed and falsely accused of something they did not do; often with no evidence of wrong-doing

- Accusations often ill-founded, but taken as truth. The accused felt powerless to 'prove' their innocence
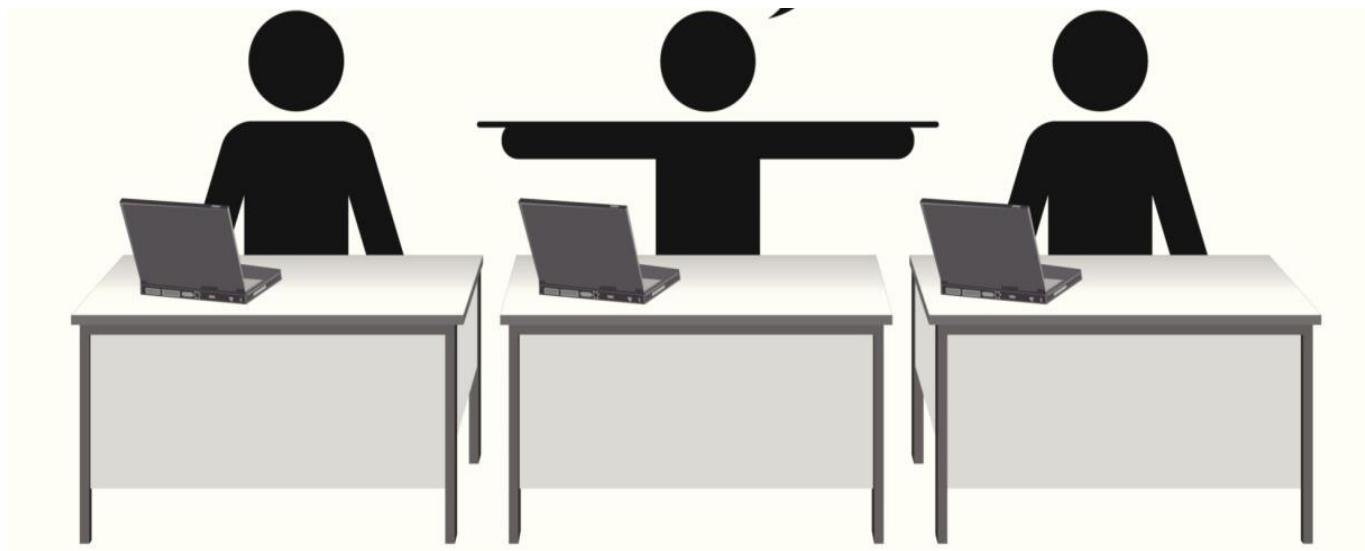
# Taking Credit (Ripping Off) Others Work

- Subtle and blatant attempts [and successes] at taking intellectual property or course content for their own gain or without obtaining permission or giving credit

# Distracting and Disrupting Meetings

- Using computers, mobile devices, and engaging in other non-meeting related activities [grading papers, side conversations]



moodboard/moodboard/Thinkstock

# Top Factors Contributing to Faculty-to-Faculty Incivility

- Stress
- Demanding or inequitable workloads
- Unclear roles and expectations
- Imbalance or abuse of power and authority
- Organizational volatility and instability
- Ineffective leadership



Mega_Pixel/iStock/Thinkstock

# Reasons for Avoiding Addressing Incivility

78.5% of respondents avoid addressing incivility

- Fear of retaliation
- Lack of administrator support
- No clear policies to address incivility
- It takes too much time and effort
- May lead to poor evaluations
- Lack skills (or confidence) to address incivility
- Makes matters worse
- Feel powerless (new, non-tenured, adjunct, clinical faculty)

AVOID

braverabbit/iStock/ThinkStock

# Impact of Workplace Incivility

- Low morale, low productivity, high turn-over, and early retirement
- Increased absenteeism, tardiness, 'presenteeism' *(leaving without leaving)*
- Diminished quality of work (especially of once highly productive people)
- Lack of meaningful participation in governance activities
- Working at home more than usual
- Increased isolation—*flying under the radar*
- Increased illness and health issues

(Clark et al, 2016; Clark, 2013; Twale & DeLuca, 2008; Cipriano, 2001; Davenport, Schwartz, & Elliott 1999)

# Strategies To Address Academic Incivility

- Use direct and transparent communication
- Employ trustworthy, skilled, principled leaders
- Measure and address incivility (Accountability)
- Implement policies and protocols to foster HWEs
- Invest in faculty development and skill building experiences
- Transform the organizational culture
- Build and foster faculty relationships and collaborations

# GOAL

Foster Civility and Healthy Work Environments

# Evidenced-Based Strategies

# Positive Role Modeling



*Example is not the main thing in influencing others. It is the only thing.*

Albert Schweitzer

# Enhancing Emotional Intelligence, Self Awareness, Openness to Feedback

# Transforming the Culture
## *Pathway for Fostering Organizational Civility©*



Hiking Path near Driggs, Idaho

Clark, 2013; 2017

# Step 1—Raise Awareness and Build Organizational and Leadership Support
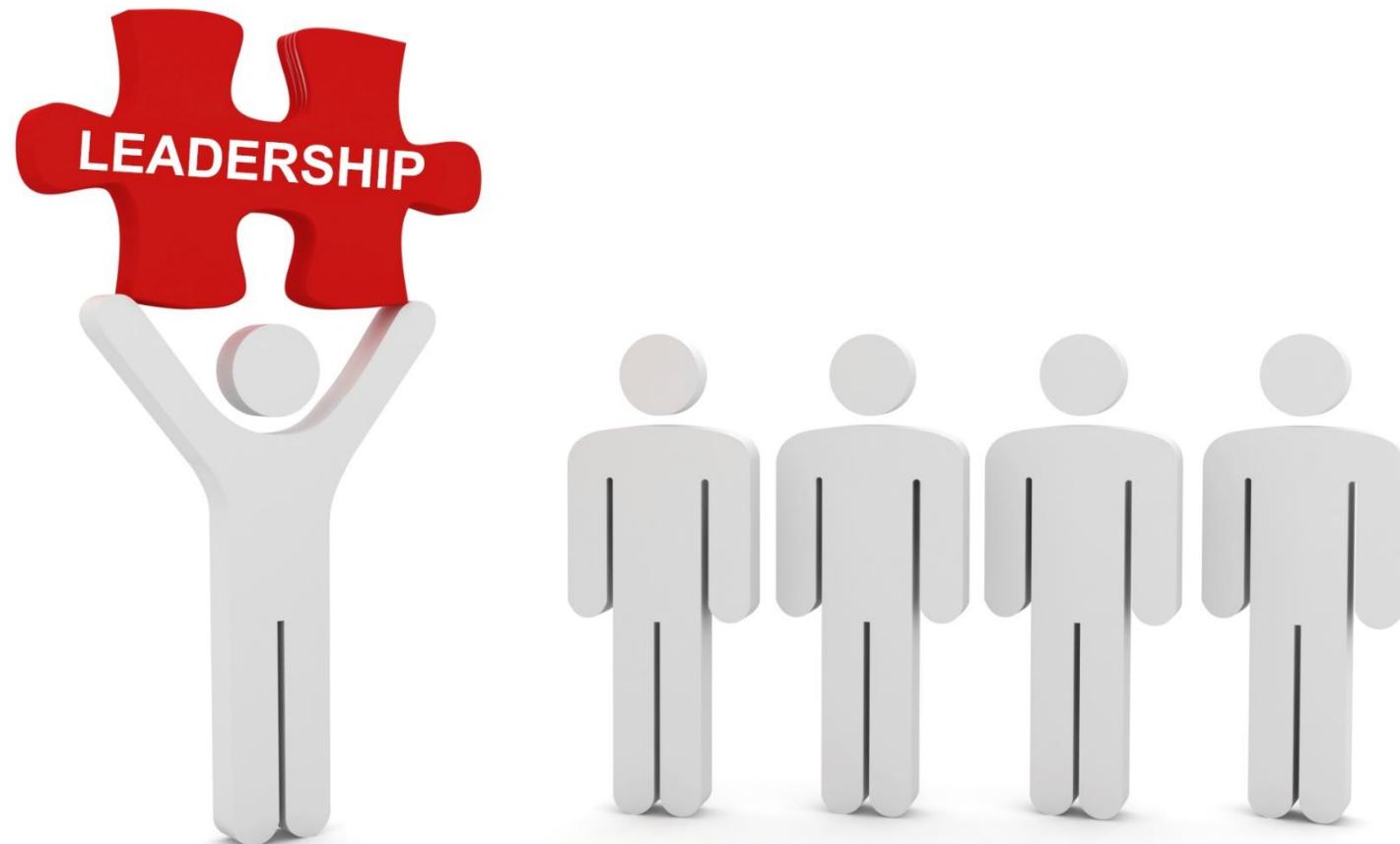
# Step 2—Measure Workplace Health

Identify and Maximize Strengths

# Step 3—Assemble and Empower a Civility (Organizational Culture) Team



Clark, 2013, 2017; Maxfield et al, 2011

# Step 4—Develop an Evidence-Based Data-Driven Action Plan



*Evidence-Based Action Plan*

abluecup/iStock/ThinkStock

# Step 5—Implement an Evidence-Based Data-Driven Action Plan

# Establish, Implement, and Commit to <span style="color:red">Unambiguous</span> Foundational Statements
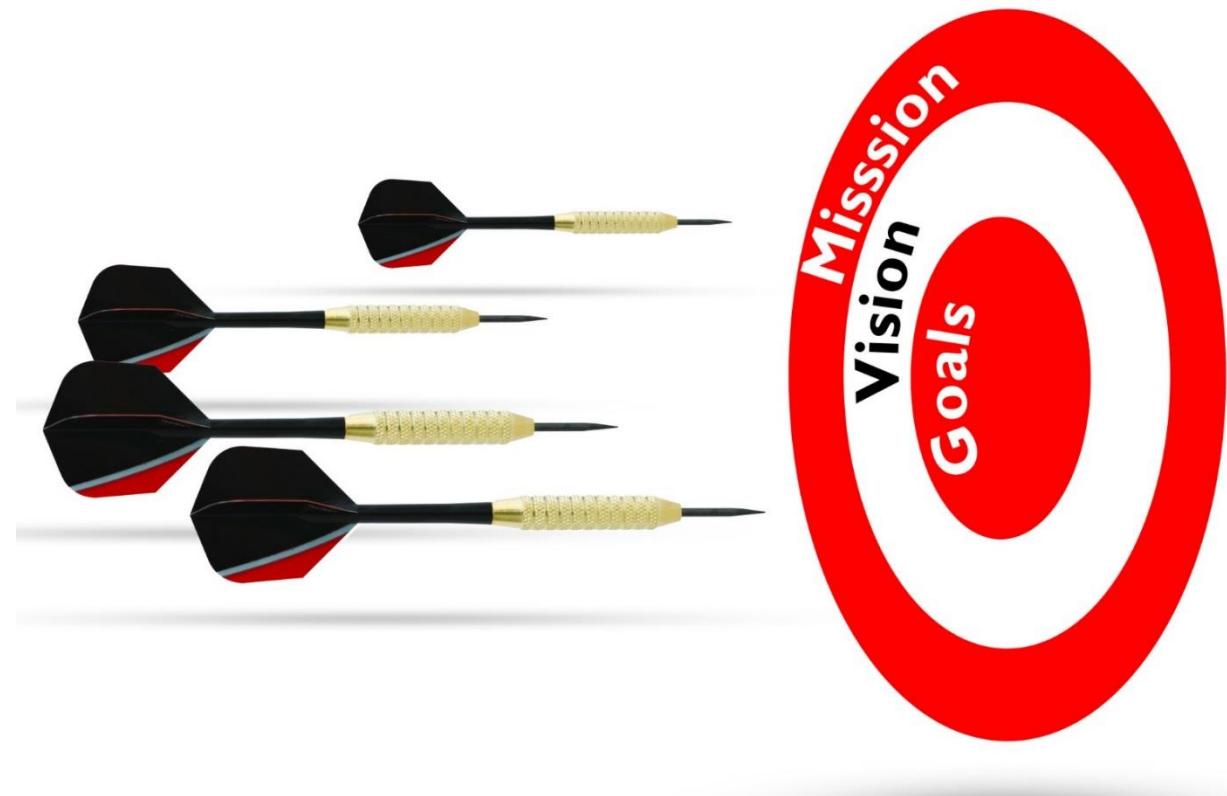
# Vision/Mission Statement: Exemplar

To create and sustain a campus culture that models civility, inclusion, diversity, and affirms the value of all members of the campus community.

# Shared Values: Exemplar

- Academic Excellence and Service
- Global Citizenship and Social Justice
- Inclusion and Diversity
- Integrity and Accountability
- Civility and Respect
- Collaboration and Connectedness

**CIVILITY**

# Pledge of Civility and Well-Being
## [Commitment, Charter, Promise, Creed]

- Vision, mission, strategic goals, values
- Commitment to civility and well-being
- Well-defined norms/ground rules
- Accountability measures

**R**ecognize that every opinion is valuable

**E**xpress and receive feedback without making it personal

**S**top collusion, direct the issue back to the owner

**P**ractice authentic listening

**E**ncourage discussion of ideas and issues, not people

**C**elebrate each other's successes

**T**reat others as you wish to be treated

# Hire for Civility
# Robust Vetting of Candidates



*Maintain a High Bar – Don't be Tempted to Settle*

# Policies, Procedures, and Guidelines
## Confidential Reporting Systems
### *Addressing Incivility; Rewarding Civility*

PROCEDURES

POLICIES

GUIDELINES
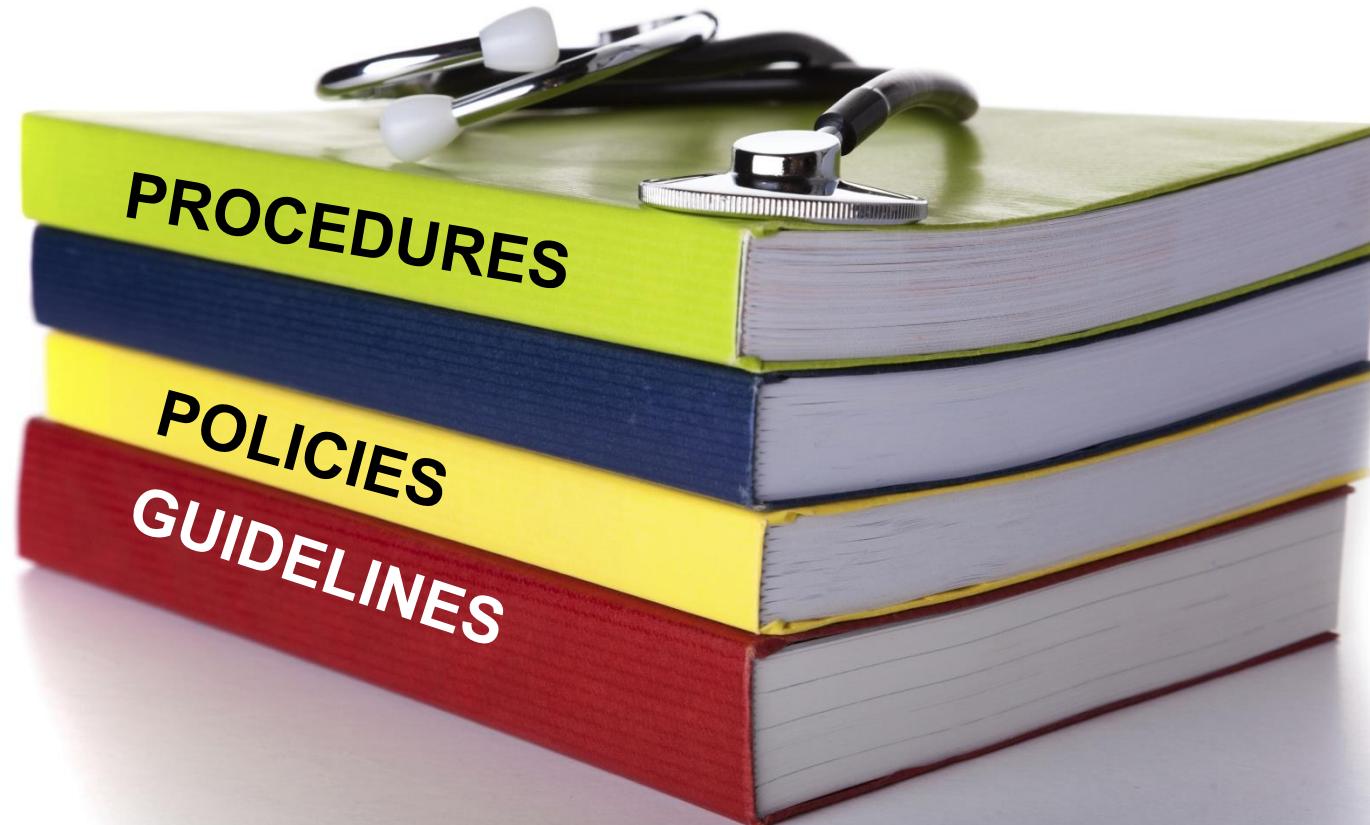
# Linking Healthy Work Environment Criteria to Performance

## 360° Evaluation Based On:
Vision, Mission, Values, Charter/Pledge, Norms

# Culture of Accountability

Circle of Support

Behavioral Event Review Team (BERT)

Restorative Justice: Public Apologies

# Skill Building

- Effective Communication
- Constructive Conflict Management
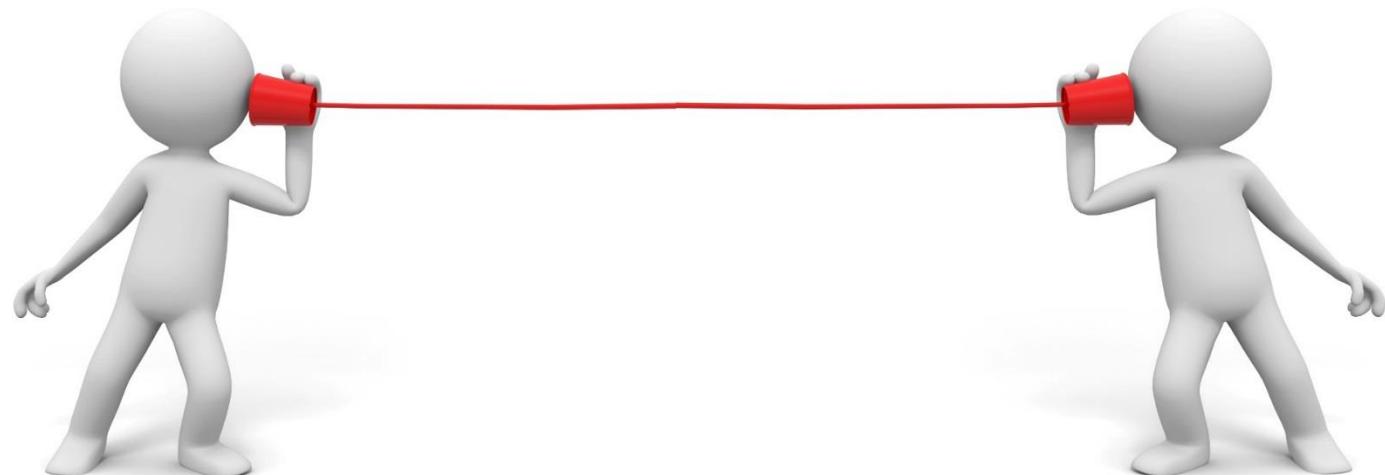


*Don't make the mistake of assuming people can "just do it." Effective organizations use training, education, 'script development' and role play to improve communication and constructive conflict negotiation skills.*

Maxfield et al, 2011

**Cognitive Rehearsal:** Evidence-Based Strategy to address uncivil behavior: Consists of 5 parts:

1. Pre-briefing and preparatory learning
2. Identifying and describing uncivil scenarios for simulation
3. Using evidence-based frameworks to role-play and rehearse responses (creating a personalized statement)—Scripting!
4. Using deliberate practice to reinforce learning experience
5. De-briefing and reflection



Griffin 2004; Griffin & Clark, 2014; Sanner-Stiehr, 2017; Longo, 2017; Clark, in press
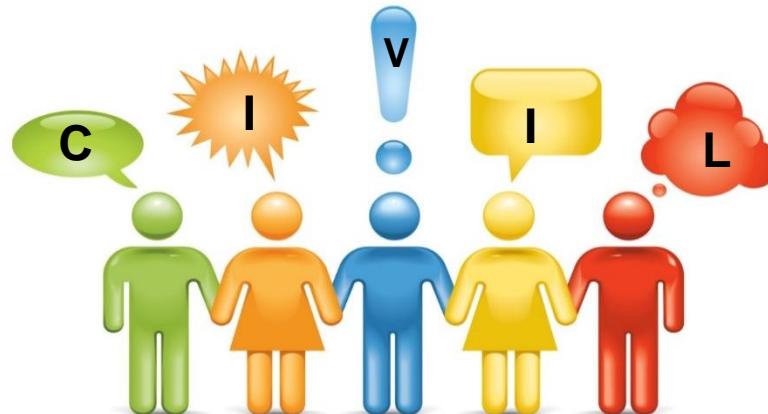
Success Stories

- Forward-Thinking and Visionary Dean with Committed Leadership Team
- Implemented PFOC
- Faculty & Staff (240) (WICS), Students (Narratives) Both (Focus Groups)
- Fully Engaged, Creative, Enthusiastic *Spirit of Well-Being Team*
- Data-Driven Action Plan: Interventions
  - Honor Code with FON Norms
  - Pop-Up Blog and Online Engagement Boards: *"Spirit of Wellbeing Moments"*
  - Policy Development for Healthy Campus Work Environment (in progress)
  - Civility Workshops: Skill-Building (Conflict Negotiation, Communication, Team-Building)
  - Campus-Wide Wellness & Professional Well-Being Initiatives
  - Celebrations—Short and long-term wins!

# Progress: One Year Later

- Highly engaged, ,commited faculty and staff
- Collaborating with practice partners to co-create a vision for HWE
- Students participating in *Spirit of Well-Being* initiatives (Honor Code)
- Significant and positive shift toward a healthy work environment
- Preparing peer-reviewed publication on their experience

Motivated and Engaged President, Provost, Dean, and Director

- <span style="color:red">Highly problematic nursing department: Toxic culture with high levels of incivility</span>
- <span style="color:red">Implemented PFOC</span>
- <span style="color:red">Faculty, Staff</span> (17) (WICS) <span style="color:red">Student Meetings</span>
- <span style="color:red">Data-Driven Action Plan: Interventions</span>
  - New Leadership within the School of Nursing
  - Co-Creation and Implementation of a Civility Charter with Norms
  - Implemented a Shared Governance Model
  - Skill-Building: Constructive Communication, Conflict Negotiation, Team-Building
  - Faculty-Facilitated Student Mentoring Program (Student Peer-Mentoring Program in progress)
  - Campus-Wide Wellness & Professional Well-Being Initiatives
  - Salary-equity committee formed (Provost-led, Campus-wide Initiative)

# Progress: One Year Later

- Significant improvement in WICS Scores including:
    - Overall civility score increased from 47 to 72 (0-100)
    - Moderate to serious level of incivility dropped from 100%-50%
    - Confidence levels rose from 70-90% in addressing incivility
    - Drop in frequency on all 23 workplace incivilities
    - Qualitative findings improved dramatically
    - Faculty express feeling *'joy'* and a *'sense of accomplishment'*

*Significant and positive shift toward a healthy work environment. An overall culture of incivility, mistrust, and disrespect has been replaced by a sense of teamwork, civility, collaboration, and collegiality.*

*I've learned that people will forget what you said, people will forget what you did, but people will never forget how you made them feel.* Maya Angelou

# Thank You

**C I V I L I T Y**

Cynthia Clark PhD, RN, ANEF, FAAN
Strategic Nursing Advisor | ATI Nursing Education
Professor Emeritus
Founder of Civility Matters©
cindy.clark@atitesting.com