Empirical Approach to Prevent and Address Faculty and Administrator Incivility

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Welcome and Gratitude!

OBJECTIVES

- Review empirical studies on nursing faculty and administrator incivility
- Describe a variety of empirical strategies to foster faculty and administrator civility, positive relationships, and collegial workplaces

Defining Key Concepts

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

Clark & Carnosso (2008)

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
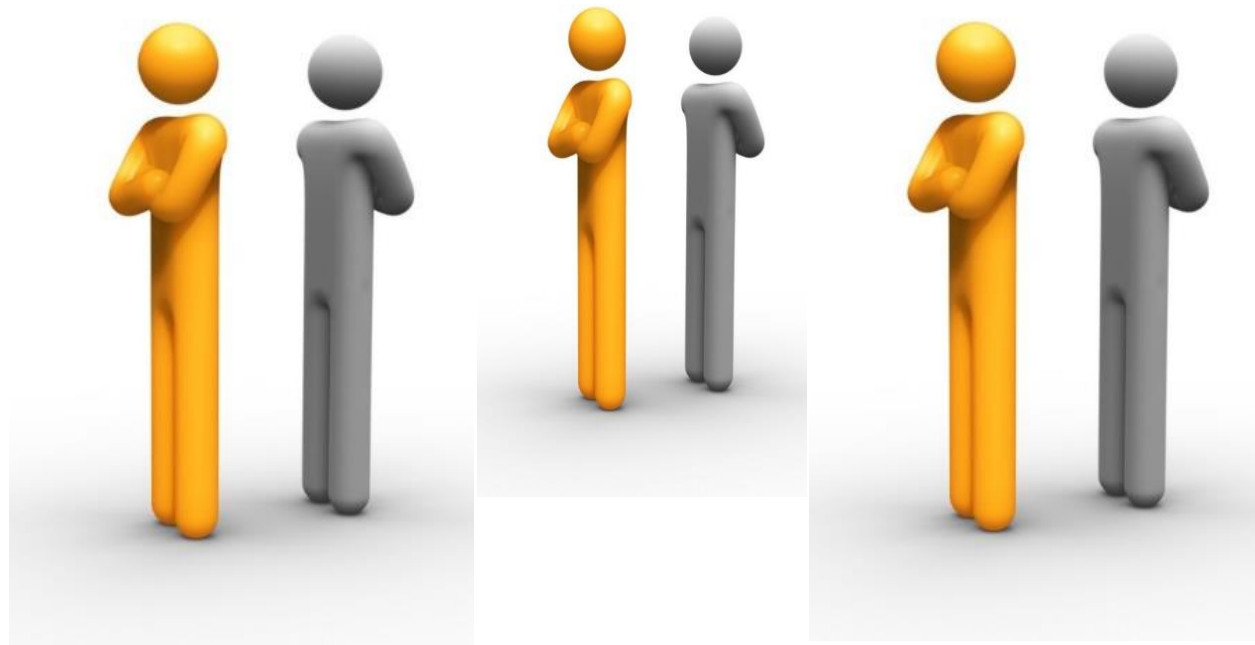
Impact of Workplace Incivility

- 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)

Faculty and Administrator Incivility Study

PURPOSE
Using A Mixed Methods Design

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

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

Research Questions

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

Results and Findings

Respondents: 588 Nursing Faculty

67.4% Incivility Moderate to Serious Problem

8 Themes Identified

Qualitative Content Analysis (Narrative)

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 work or being assigned an easier or inequitable workload

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

Blaming and Accusing

- Being 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
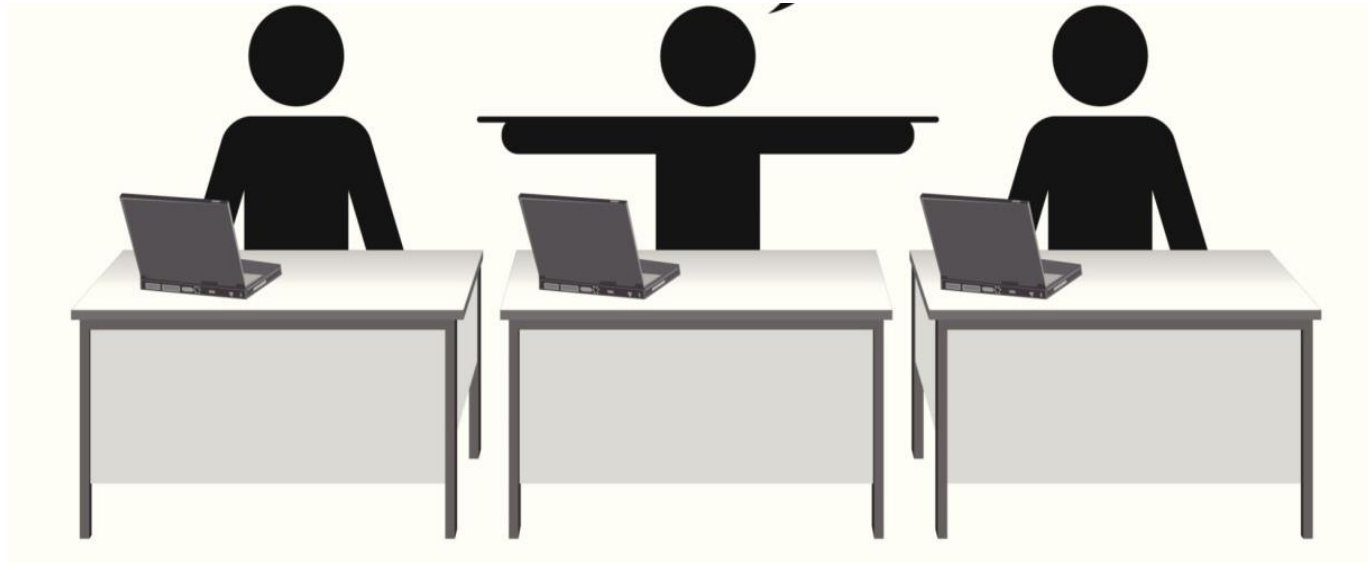
Taking Credit (Ripping Off) Others Work

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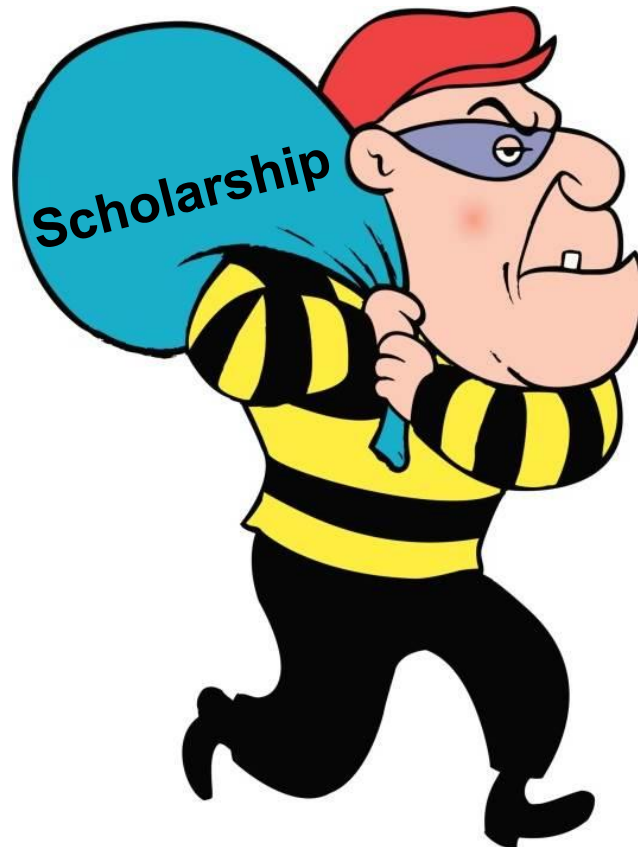
Distracting and Disrupting Meetings

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

Top Factors Contributing to Faculty and Administrator Incivility

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

Reasons for Avoiding Addressing Incivility

78.5% of respondents avoid addressing incivility

- Fear of retaliation (personal and professional)
- Lack of administrator support
- No clear policies or guidelines 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

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Strategies To Address Academic Incivility

- Use clear, direct and transparent communication
- Employ trustworthy, skilled, principled leaders
- Measure and address incivility ongoing
- Transform the organizational culture
- Hold self and others accountable for uncivil behaviors
- Implement policies and protocols to foster HWEs
- Invest in faculty development and skill building experiences
- Build and foster faculty relationships and collaborations
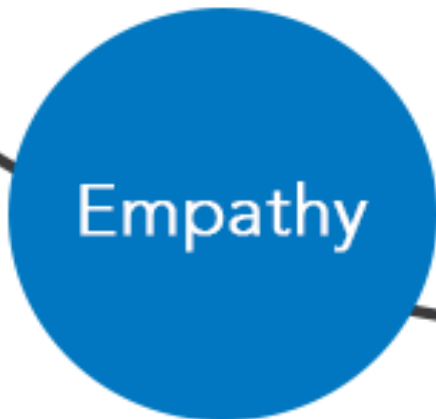
Positive Role Modeling

Improving Emotional Intelligence and Self Awareness

ME

Ability to know one's emotions, strengths, weaknesses, and drives, as well as their effect on others

Self-Awareness

Social Skill

Self-Regulation

Ability to manage relationships, find common ground, and build rapport

Emotional Intelligence

Capacity to manage our emotional state; ability to think before acting

Ability to understand and appreciate emotions, needs, and concerns of others; use them to guide our behavior

Empathy

Passion and persistence that guide and facilitate reaching our goals

Motivation

"There are three things that are extremely hard: steel, a diamond, and to know one's self"

Benjamin Franklin

Ways to Develop and Hone Self-Awareness

- Construct and understand your life story (Narrative identity)
- Keep a reflection journal/Share passages with a mentor
- Practice self-reflection and introspection
- Complete self-assessment and aptitude surveys
- Ask for feedback

Alex Slobodkin/iStock/ThinkStock

Feedback Is The Breakfast Of Champions

Ken Blanchard
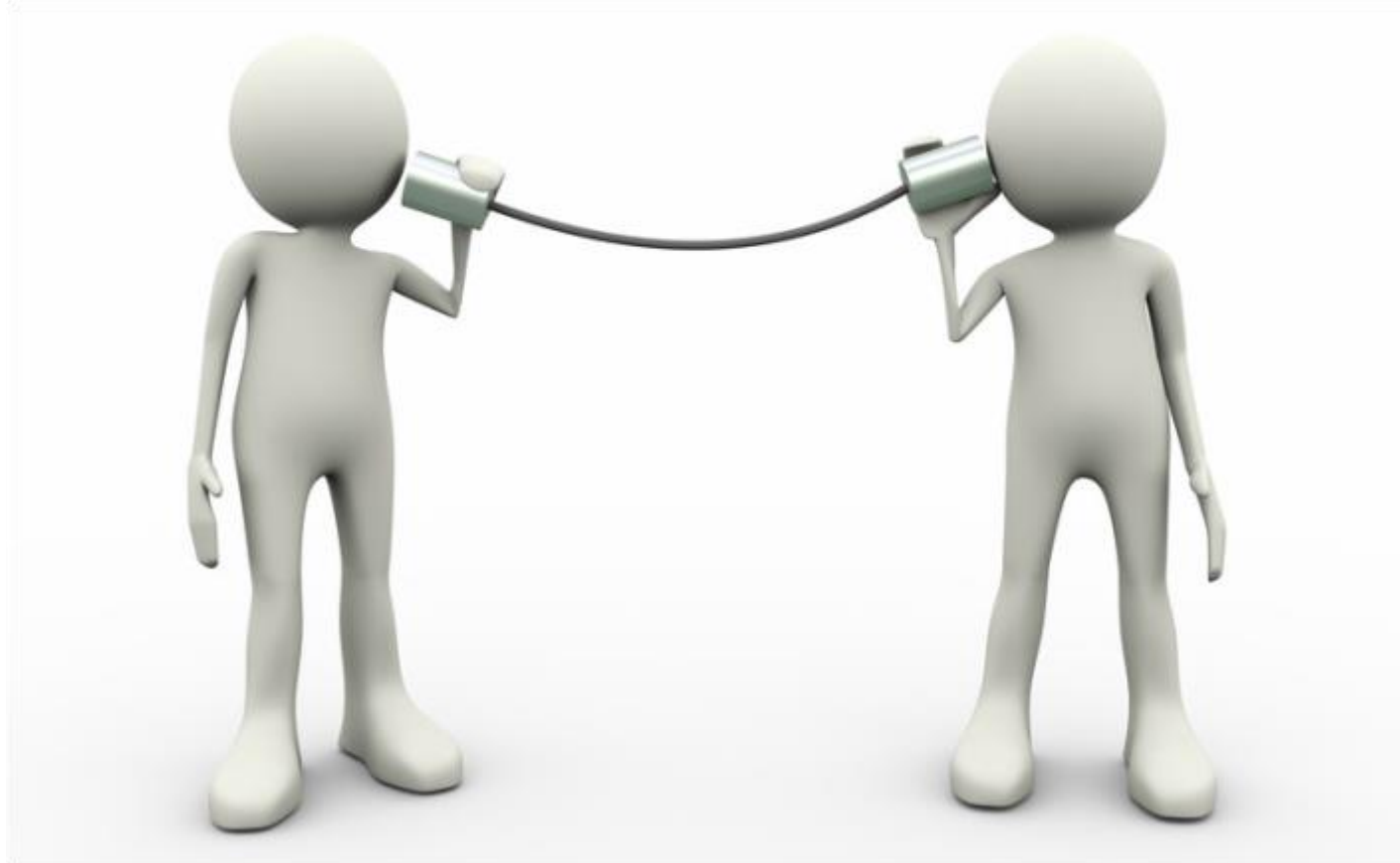
Thank You

C I V I L I T Y

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