





THE **ONLY THING**  
NECESSARY FOR  
THE **TRIUMPH**  
OF **EVIL** IS FOR  
GOOD MEN TO DO  
**NOTHING.**

- EDMUND

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# THE HISTORY OF BULLYING

## WHAT IS BULLYING?

Bullying is a problem of epidemic proportions in society today. In one form or another, bullying has or will be experienced by yourself, or someone you care about. As we will explore, bullies are found everywhere including the schoolyard, every workplace, even amongst church groups.

“Bullying has been engrained in American society since the country’s founding. Bred from a capitalistic economy and competitive social hierarchy, bullying has remained a relevant issue through the years” (Donegan 1).

To understand the nature of bullying, one must seek to understand its inception in our world’s history. “The word “bully” can be traced back as far as the 1530s (qtd. in Donegan 2). In its most basic sense bullying involves two people, a bully or intimidator and a victim. The bully abuses the victim through physical, verbal, or other means in order to gain a sense of superiority and power. These actions may be direct (i.e. hitting, verbally assaulting face-to-face, etc.) or indirect (i.e. rumors, gossip, etc.)” (Donegan 2).

The Centers for Disease Control and Prevention have compiled an extensive workbook on the subject of bullying. They define bullying as, “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is

“Survival is **instinctual** and every species **competes** for the natural resources with the end **goal of surviving** the competing forces surrounding them.

This **survival instinct**, along with a competitive atmosphere, **has remained the same** as the human race has evolved.

**Both** of these **forces** have flowed over into the **educational, social, and economic realms.**” (Donegan 2).

repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm” (Centers for Disease Control and Prevention and the U.S. Department of Education et al.).

Modes of bullying as defined by the CDC include direct or indirect aggressive behaviors against another person. Types of bullying include physical, verbal or relational acts against others. By establishing the definition, mode and types of bullying, the CDC desires to provide educational venues, legislative bodies, medical personnel and community leaders a foundation upon which to build preventative measures and practices to benefit society (Centers for Disease Control and Prevention and the U.S. Department of Education et al.).

What constitutes bullying may seem at first glance as easy to define, however, bullying is a multi-faceted problem that permeates almost every level of societal

life. Stopbullying.gov defines bullying in this manner, “Bullying is unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Both kids who are bullied and who bully others may have serious, lasting problems” (Bullying definition, stopbullying.gov).

The definition of bullying is further refined by indicating there must be an imbalance of power manifest through “physical strength, access to embarrassing information, or popularity – to control or harm others” (stopbullying.gov). The second facet required for aggressive behavior to constitute as bullying is that the behaviors must be repetitive in nature.

Susan M. Swearer, professor of school psychology at the University of Nebraska has performed extensive research about common misperceptions about bullying. While many people assume cyberbullying is the more prevalent form of bullying,



she indicates, “as many as 25 percent of American schoolchildren continue to be bullied in traditional ways such as being hit, intimidated, and excluded” (Swearer, Traditional Forms of Bullying Remain a More Prevalent and Serious Problem, Opposing Viewpoints in Context. Web. 12 Mar. 2016).

## NATURE OF BULLYING

It is not uncommon for the general populous to construe the idea “bullies are bullies and victims are victims”. However, Swearer reports, “Actually, it is common for kids

who are bullied at home by an older sibling or abused by a parent to become bullies themselves at school. Domestic violence and bullying feed each other. Researchers have found that elementary school bullies are more likely than non-bullies to have witnessed domestic violence during their preschool years.

According to a 2007 study of bullying in Japan, South Africa and the United States, 72 percent of children who were physically abused by their parents became a bully, a victim of a bully or both” (Swearer, Traditional Forms of Bullying Remain a More Prevalent and Serious Problem,



## ELECTION BULLYING

Bullying is a worldwide problem that impacts families across the globe. Unfortunately, we have co-existed as a society with the notion that bullying is “the norm”. One example of this is the rhetoric that surrounds the GOP bid for President of the United States.

A recent article on KSL.com written by Carolyn Thompson reports, “**The nasty personal tweets and sound bites of the 2016 Republican presidential campaign are reverberating in classrooms**, running counter to the anti-bullying policies that have emerged in recent years amid several high-profile suicides. This is not the first campaign to get ugly, but educators, parents and students say this one is particularly challenging because often the biggest applause lines and headline-grabbers fly in the face of appeals for students to be respectful and kind.”

(Thompson, GOPs Nasty Campaign Talk Conflicting with School's No-Bullies Message, Web, 5 March 2016).

Opposing Viewpoints in Context. Web. 12 Mar. 2016).

A second myth or misconception found is the false assumption that bullying only exists in childhood. “Bullying is negative, mean, repetitive behavior that occurs in a relationship characterized by an imbalance of power. It can happen in a middle school—but it can also happen in an office. According to the Journal of Management Studies, nearly 50 percent of American workers have experienced or witnessed bullying in the workplace, even if they did not



recognize it as such” (Swearer, Traditional Forms of Bullying Remain a More Prevalent and Serious Problem, Opposing Viewpoints in Context. Web. 12 Mar. 2016).

Swearer shares that Columnist Dan Savage’s *It Gets Better* campaign showed that “anti-bullying programs and legislation focused on schools should—and probably will at some point—extend to adults in the workplace” (Swearer, Traditional Forms of Bullying Remain a More Prevalent and Serious Problem, Opposing Viewpoints in Context. Web. 12 Mar. 2016).

## THE SCOPE OF BULLYING

Bullying is a problem that exists in every nook and cranny of society. It is a social issue that can creep slyly in a little bit at a time or stomp in boldly wherever people coexist. It knows no boundaries. It is no respecter of a person’s race, economic status, or popularity. People of all ages are perpetrators as well as victims. Women

are just as likely as men to be involved in the act. The scope of bullying also involves peoples’ attitudes toward it and a variety of approaches to solving the problem.

The scope of bullying must also include the emotional response of the victim and even the bystander. Targets react emotionally by withdrawing or crying; they feel ill or experience loss of sleep. There is an increase in anxiety and depression. Victims report feeling isolated and vulnerable and unhappy.

Bullying is difficult to address because of the insidious nature of the act, and victims walk on treacherous ground. The bully finds ways to make the victim and bystanders question the act, they wonder if they imagined it to be worse than it was, and they often have no proof. Even if an act of bullying is reported, it might be questioned as untrue, or there might not be any resources available to the victim to resolve it.

Bullies are found in every schoolyard, every workplace, and every social club or church group. Bullies use weapons like shoving, gossiping, backbiting, yelling, taunting, pushing, threatening, exposing, and isolating. Some bullying is straightforward and can be witnessed by others. Some bullying, like cyberbullying, is less obvious because of its anonymity, but it is just as damaging to the victim. Although the scope of bullying is vast and can be seen in many social settings, we are going to more deeply examine bullying in school, bullying in the workplace, and bullying at church with possible solutions to minimize bullying.

# SCHOOLYARD BULLIES

The issue of bullying hits the news when someone takes their own life, due to the actions of someone trying to make their life miserable.

One victim of bullying, Carolin, shares her story. "At my school, everything was all about money and clothes. I had huge glasses and I was really ugly and everyone laughed at me. Then a boy (he was in 8th grade I think) started to follow me around. He called me names, took my stuff and made up rumors about me. One day he and his friends beat me up on the bus. No one wanted to be friends with me anymore... When I got home from school, I would go to my room and cry all evening. I never talked to anyone. My grades dropped and my teachers started to talk to my parents. They told them I was lazy and refused to participate. They knew I was bullied but they never did anything to stop it. Everyone hated me and I didn't have a single friend" (Carolin).

Unfortunately, bullying impacts the lives of many children throughout the world. In the United States, "researchers estimate more than 3.7 million students in grades 6-10 engage in moderate to serious bullying while more than 3.2 million students are victims of moderate to serious bullying" (Moore, Huebner and Hills).

School bullying affects three main groups, the victims, those that are the perpetrators and the bystanders watching the bullying. Intervention is possible. Schools and school districts can implement anti-bullying programs through their schools. The laws of states and nations

also need to come together to help all children have the best possible educational opportunities.

## THE VICTIMS

The victims, it would seem are most affected, through the outward manifestations of illness, school avoidance, poor academic performance, increased fear and anxiety, and suicide ideation. As well as long-term internalizing difficulties including: low self-esteem, anxiety, and depression (Swearer, Sepelage and Vaillancourt). Every school child, whether they have been the victim themselves of bullying or not, needs to have a safe learning environment.

The victims are chosen because they have some type of 'flaw' that can be exploited. Sometimes it is based on ethnicity, yet most often it is related to an individual's perceived differences, included not fitting in within a peer group (Swearer, Sepelage and Vaillancourt 40).

In an interview with Jordan Busby, Vice-Principal at Madison High School, in Rexburg, Idaho, he said it could be what the child is wearing, how they wear their hat, anything it seems could be a target for a bully (Busby).

Another category of victims are those that label themselves as lesbian, gay, bisexual, and transgender (LGBT). These LGBT individuals, even if they are not specifically victimized, may feel isolation in schools where anti-gay language is used. "More than 90% of LGBT teens report that sometimes or frequently heard homophobic remarks in school such as "faggot", "dyke", or other homophobic words. Of these students, 99.4% said they heard these remarks from students and 39.2% said they heard remarks from adults at school" (Swearer, Sepelage and Vaillancourt).

These victims are physically and emotionally injured. Sometimes even becoming



bullies. Mr. Busby commented on this phenomenon. He stated that this often happens because they find someone weaker than themselves and want to feel a sense of power — a sense of power they felt they lost when there were bullied themselves (Busby).

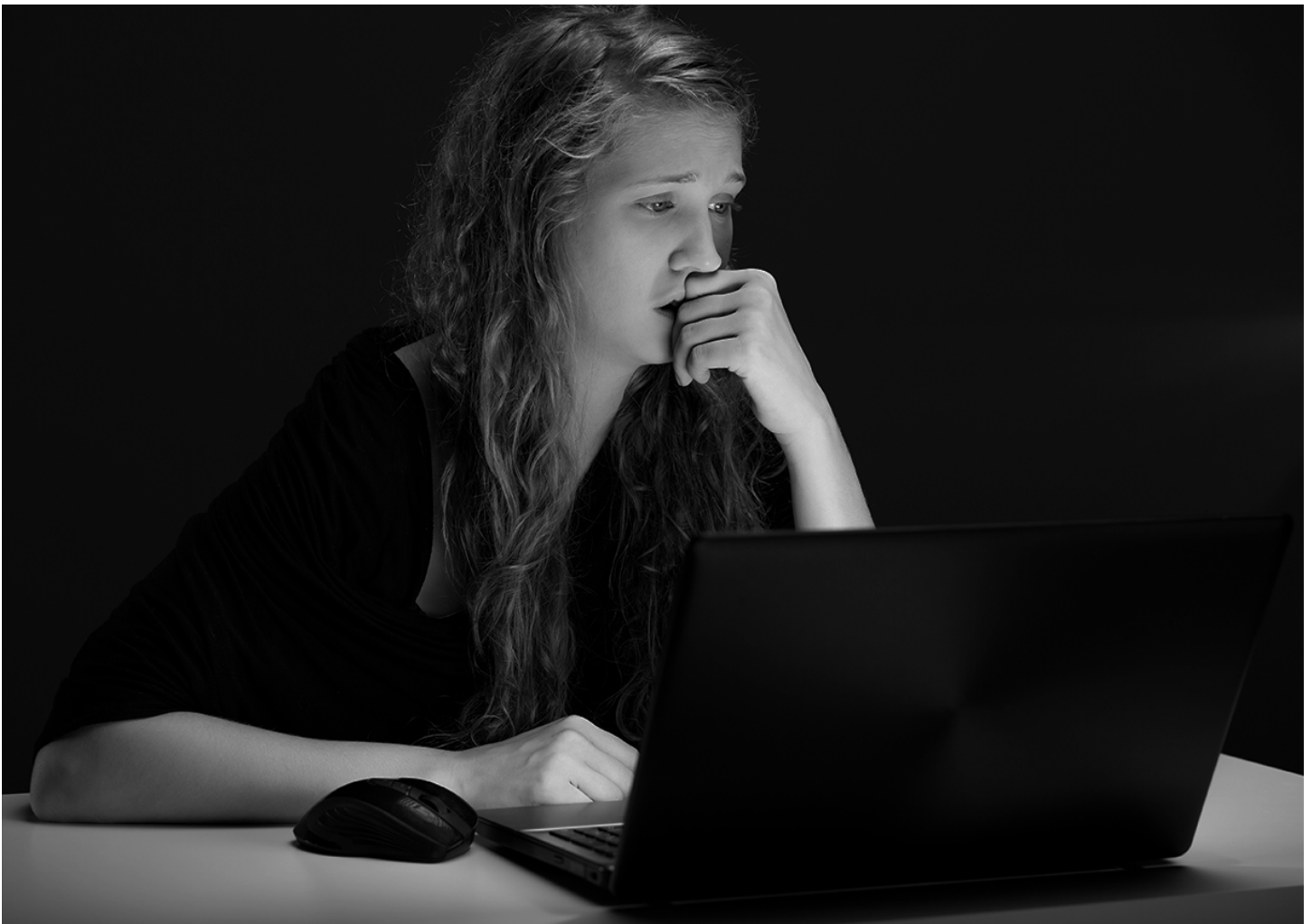
“Those who are frequently harassed experience higher levels of distress and tend to feel more ashamed than their same age peers. They are also more inclined to retaliate when angered or provoked” (Lodge and Frydenberg). Thus linking the bully and the victim together.

The common characterization of a bully is as the social outcast, yet this is not always true. “Many people also believe that everybody dislikes the class bully. In truth, research shows that many bullies have high status in the classroom and many friends. Some bullies are quite popular among

classmates, which may in part account for their relatively high self-esteem. We have found that others perceive bullies as especially “cool”, where coolness implies both popularity and possession of desired traits” (Graham).

Bullies are also a high risk for maladjustment in society. This is a risk factor for anti-social and criminal behavior. Bullies are less likely to complete school, more likely to use drugs and alcohol, and more likely to engage in delinquent behavior. A Swedish study revealed that 60% of boys who were identified as bullies at age 13 through 16, had at least one criminal conviction by the age of 24 (Lodge and Frydenberg).

Bullies and victims are not the only one involved in these incidents. “Unfortunately, many bystanders believe victims of harassment are responsible for their plight and bring problems on themselves” (Graham).



## THE BYSTANDERS

The presence of bystanders often escalates the violence. Peer pressure and peer acceptance are important influences for middle school students” (Bhukhanwala). When bystanders watch the bullying take place, they become part of the episode. A Canadian study reported that in 85% of [physical] bullying episodes, there are bystanders present. These bystanders can affect the outcome of the bullying by either encouraging it, or trying to stop it. (Lodge and Frydenberg).

Relational victimization, which is bullying emotionally through the break down of relationships, is a particularly insidious type of peer abuse. It inflicts psychological pain and is often difficult for others to detect. The recent emergence of cyberbullying, with the increase of cellphones in schools and access to personal computers, has increased relational bullying, through ‘cyberbullying’ (Moore, Huebner and Hills).

Cyberbullying is harder to track because it leaves the school grounds and is limitless in its scope of damage. “One recent survey indicated that more than 13 million children in the U.S.A., aged 6-17, were victims of electronic bullying. Overall, approximately one-sixth of primary school age children and one-third of teens reported that they had been threatened, called names, or embarrassed by information shared about them on the internet” (Moore, Huebner and Hills).

Cyberbullying presents special challenges regarding how it is enforced. The technology is constantly changing. Incidents of cyberbullying often occur in unsupervised online environments with techniques that are frequently inaccessible to the adults at school and at home (Kueny and Zirkel).

Mr. Busby believed that cyberbullying was probably the number one form of

bullying now. He recently returned from a National Bullying Conference, in relation to this, he said this is the hardest to find because of the nature of how it can be sent and then disappear with apps such as Snapchat. Unless someone does a screen shot right away, the images are gone. Unless there is something visible, something that can be viewed it is impossible.

He said there are hiding apps, and students can be texting, bullying, or sexting and with the touch of a button, the app will change to a calculator (Busby).

All victims of bullying suffer similarly. The method in which they are bullied does not seem to make a difference. Victims all suffer emotional, psychological, and behavioral damage. Similar to traditional bullying, victims of electronic bullying have been found to display more negative psychological and emotional outcomes, particularly, feelings of anger, frustration, and depression (Moore, Huebner and Hills).

## THE SOLUTIONS AND INTERVENTIONS

Educational programs aimed toward anti-bullying, are most beneficial when they help all involved: the perpetrator, the victim and the bystander.

One style of education is through role-playing. As children are given the chance in this forum to share their feelings about bullying and possible solutions, answers are found. “Listening and honoring students’ voices in matters that concern them at school may engage students in thinking critically and empathically. Young adolescents may begin to see themselves as capable of making a difference in their world and taking steps to prevent bullying and protect themselves from being bullied” (Bhukhanwala).

This intervention program allowed the students to act out real life scenarios. After

# Taking a Stand

## A Student's Guide to Stopping Name-Calling and Bullying

Incidents of name-calling and bullying can be complicated. Whenever you are a bystander and feel you want to do something to help, consider the following guidelines:

### 1. **Decide if you need to respond immediately or if action can wait until later.**

Sometimes immediate involvement is necessary. Other times, waiting to talk with the aggressor can prevent possible embarrassment of all students involved. Consider alternate strategies and take time to calm down. Talk with targeted students about what would be helpful to them. If you wait to take action, make sure that the targeted students know that you support them and tell them what you intend to do.

### 2. **Assess the potential safety risks if you take action right away.**

When intervening in incidents of name-calling or bullying, never jeopardize your own safety or the safety of others. If you don't feel comfortable or are unsure of the safety of addressing an incident, tell an adult who can intervene either immediately or at a later time. Always consider the impact on the targeted student if you confront students who are engaging in bullying or name-calling their peers. Immediate intervention can attract the attention of those nearby, and may cause embarrassment and a safety risk for targeted students.

### 3. **Determine if the situation requires adult assistance,**

When a targeted student is in immediate danger or the situation cannot otherwise be resolved

among classmates, seek out the assistance of an adult. A teacher, nurse, guidance counselor, administrator, parent, etc., can assist in taking consistent and appropriate action against aggressors.

### 4. **Assess the targeted student's needs, including physical and emotional safety.**

Whenever possible, take time to talk privately with students who have been the targets of name-calling and bullying. Determine their feelings and ask what you can do to help and support them. If they feel uncomfortable with the assistance of a classmate, suggest they ask an adult to intervene.

### 5. **Commit to providing support to targeted student after the incident.**

The effects of repeatedly being the target of name-calling and bullying can last long after the incident is forgotten by other students. Whatever action you choose to take, commit to offering support to students who are the targets of name-calling and bullying. These behaviors have a negative impact on all students. The presence of allies who are willing to provide support is an effective means to promote a more respectful school environment.

the acting out of a situation, the spectators of the action, would then become active spectators and all student to examine what they would do in a similar situation.

After each 'drama', a teacher/advisor engages the students in conversation with questions: what just happened? What are the power relations? What type of relationships might be developed? How would this scene end? The pupose of this theater is to generate many possible solutions and engage the participants in critical thinking. The process is

dialectical, where mutiple perspectives are considered (Bhukhanwala).

Schools have also found success with whole school approaches to bullying. This has been found to be better than just individual classroom interventions. Results show that bullying and victimizataion were reduced by 17% to 23% in these schools.

The reduction was also combined with parent training, increased playground supervision, disciplinlary methods, home-school communication, classroom

# COMBAT BULLYING THROUGH LITERATURE

**STUDENT BULLYING**

**bul·ly·ing**  
Physical, verbal, or psychological attacks or intimidation against a person who cannot properly defend himself or herself. It includes two key components: 1. Repeated harmful acts 2. Imbalance of power

**EFFECTS OF BULLYING**  
Bullying can have a significant impact on both child and teenage students. Students who are bullied often suffer from anxiety, fear, withdrawal, low self-esteem, and poor concentration. A bullied student will often avoid school, have lower grades, and become socially isolated. There have been numerous reports of suicide due to bullying.

**EFFECTS ON BULLIES**  
Bullying is often a warning sign that children and teens are heading for trouble and are at risk for serious violence. Teens (particularly boys) who bully are more likely to engage in other antisocial/delinquent behavior (e.g., vandalism, shoplifting, truancy, and drug use) into adulthood. They are four times more likely than nonbullies to be convicted of crimes by age 24, with 60 percent of bullies having at least one criminal conviction.

**WORST STATES TO LIVE IN FOR BULLYING K-12**

**1 OUT OF 4 STUDENTS WILL BE ABUSED BY ANOTHER YOUTH**

**1 OUT OF 5 ADMIT TO BEING A BULLY, OR DOING SOME "BULLYING"**

**SOURCES:**  
[HTTP://WWW.COPS.USDOJ.GOV](http://www.cops.usdoj.gov)  
[WWW.KEEPSCHOOLSSAFE.ORG](http://www.keepschoolssafe.org)  
[WWW.BULLYPOLICE.ORG](http://www.bullypolice.org)  
 PRODUCED BY:  
 BUCKFIRE & BUCKFIRE PC  
[WWW.BUCKFIRELAW.COM](http://www.buckfirelaw.com)  
<http://bit.ly/studentbullyingfacts> ©

**STATISTICS:**  
 280,000 STUDENTS ARE PHYSICALLY ATTACKED IN SECONDARY SCHOOLS EACH MONTH  
 160,000 STUDENTS MISS SCHOOL EACH DAY FOR FEAR OF BEING BULLIED  
 77% OF STUDENTS ARE BULLIED MENTALLY, VERBALLY, & PHYSICALLY. CYBER BULLYING STATISTICS ARE RAPIDLY APPROACHING SIMILAR NUMBERS  
 43% FEAR HARASSMENT IN THE BATHROOM AT SCHOOL

**MOST COMMON TYPES OF BULLYING:**  
 HITTING, THREATENING, INTIMIDATING, MALICIOUSLY TEASING AND TAUNTING, NAME-CALLING, MAKING SEXUAL REMARKS, AND STEALING OR DAMAGING BELONGINGS OR MORE SUBTLE, INDIRECT ATTACKS (SUCH AS SPREADING RUMORS OR ENCOURAGING OTHERS TO REJECT OR EXCLUDE SOMEONE).

**PLAYGROUND SCHOOL BULLYING STATISTICS**  
**EVERY 7 MINUTES A CHILD IS BULLIED**

**MORE YOUTH VIOLENCE OCCURS ON SCHOOL GROUNDS AS OPPOSED TO ON THE WAY TO SCHOOL**

**ADULT INTERVENTION: 11% PEER INTERVENTION: 4% NO INTERVENTION: 85%**

rules, classroom management and the use of training videos (Swearer, Sepelage and Vaillancourt).

Children can use words to shut down bullies. It only takes one child to make a difference and change a victim to a friend. Children need to find the words to stop the behavior; to ask questions regarding inviting the aggressor to consider their actions.

There must also be communication between adults and children regarding the impact of the behavior on each person. All individuals need to recognize their feelings and share these with a trusted adult regarding what is happening in their lives regarding bullying (Anti-Defamation League).

Every child needs positive role models in their lives. Parents and teachers can be a child's best support. Parents are essential to helping their children combat bullying. One thing parents can do to support their children is to listen to them and believe them. When children know they can talk to their parents and there is a relationship of trust, children will speak up about violence in school and how it affects their lives.

One child can make a difference when there is support from parents. A video post recently shared with me on Facebook, captures one boy giving another child in his class a new pair of shoes because he had been teased about his 'ugly' shoes. It occurred to me, this boy (sharing the shoes) likely did not get the shoes himself, he cannot drive, he did not have the money, it was a parent that helped to shape the life



of a child. This type of solution and intervention, is within the reach of each of us.

Latter-day Saint leader, Elder Dallin H. Oaks stated, "The commandment to love one another surely includes love and respect across religious lines and also across racial, cultural, and economic lines. We challenge all youth to avoid bullying, insults, or language and practices that deliberately inflict pain on others. All of these violate the Savior's command to love one another (Oaks).

In Idaho, legal codes are in place that specifically target the practices of hazing, student harassment, intimidation, and bullying. Within schools, there are also laws covering the use of internet, and the ability

of the schools to govern the student in relation to their behavior at schools and providing for a safe environment for all children (Stopbullying.gov).

Mr. Busby pointed out that he cannot alert authorities unless the bullying has shown to be repetitive in nature. He said, at his school,

if he even has one confirmed report he will call in whomever is involved, for him there is no tolerance of bullying. He believes every child needs a safe learning environment (Busby).

## SCHOOLYARD LIMITATIONS

Bullying programs need to be school and district wide, rather than in individual classrooms limiting their scope of effectiveness. Another factor is not all children will want to talk to their parents or other adult about what happens within the school, or online.



# BULLYING IN THE WORKPLACE

There are laws against discrimination in the workplace and laws against sexual harassment, but workplace bullying is not illegal. Dr. Gary Namie, a psychology professor at Western Washington University in Bellingham and the director of the Workplace Bullying Institute, is an expert on bullying in the workplace.

His website offers a vast amount of information on the problem. Namie describes the employee's experiences outside of work as the early warning signs of bullying at work. You may not even be aware that you are a victim of bullying. If you are experiencing one or more of these symptoms, you could be a victim:

- » You feel like throwing up the night before the start of your work week
- » Your frustrated family demands that you stop obsessing about work at home
- » Your doctor asks what could be causing your skyrocketing blood pressure and recent health problems and tells you to change jobs
- » You feel too ashamed of being controlled by another person at work to tell your spouse or partner
- » All your paid time off is used for "mental health breaks" from the misery
- » Days off are spent exhausted and

lifeless; your desire to do anything is gone

- » Your favorite activities and fun with family are no longer appealing or enjoyable
- » You begin to believe that you provoked the workplace cruelty

## WHAT IS WORKPLACE BULLYING?

An article found at [workplacestatistics.org](http://workplacestatistics.org) titled “Workplace Bullying Can Take Many Forms,” defines what constitutes workplace bullying:

- » Shouting or swearing at an employee or otherwise verbally abusing them
- » One employee being singled out for unjustified criticism or blame
- » An employee being excluded from company activities or having his or her work or contributions purposefully ignored
- » Workplace bullies use language or actions that embarrass or humiliate an employee
- » Practical jokes, especially if they occur repeatedly to the same person

## BULLYING OR NOT?

There are also some things that are usually not considered workplace bullying:

- » A manager who shouts at or criticizes all of his or her employees. While this is a sign of a bad manager and makes a workplace unpleasant, it is not bullying unless only one or a few individuals are being unjustifiably singled out.

- » A co-worker who is critical of everything, always takes credit for successes and passes blame for mistakes, and/or frequently makes hurtful comments or jokes about others. Unless these actions are directed at one individual, they represent poor social skills, but not a workplace bully.
- » Negative comments or actions that are based on a person’s gender, ethnicity, religion, or other legally protected status. This is considered harassment and, unlike bullying, is illegal in the United States and gives the victim legal rights to stop the behavior (“Do You Have Workplace Bullies at Your Job?”).

## WHO ARE VICTIMS OF WORKPLACE BULLYING?

Workplace bullies target victims who threaten them. Usually the victim has more experience than the bully and they possess the most skills in the group. Unlike school-yard bullying, targets are well-liked. Everyone in the workplace, except the bully who feels threatened by him or her, likes to be around the target.

The target’s personality is usually non-confrontational. This means they would rather keep the peace than stand up to a bully. According to Namie, “the most easily exploited targets are people with personalities founded on prosocial orientation—a desire to help, heal, teach, develop, [and] nurture others (Namie).

Cyberbullying in the workplace is a problem on uncertain ground. People recognize that it occurs, but there is little to guide them as to how to handle it. This is uncharted territory for workplace victims according to Byron Acohido of USA Today. “Adults routinely use content from Facebook, Twitter, YouTube and other social-media services to intimidate and harass subordinates and rivals at work.

## TEST YOURSELF: Does This Constitute Workplace Bullying?

In an interview with Ms. Narvas, an employee of a large financial services corporation, we learn about a certain behavior that happened with one of her directors.

### **Question: Have you experienced workplace bullying?**

Answer: “I had a director that I reported to who thought very highly of herself. If she thought you did anything to make her look bad as a leader, or if she thought you made a mistake that made her look bad, she would take you into a separate room and close the door and scream at you.

She did it to me and she did it to a lot of other people—all separately—so even though we could talk to each other and we all knew she had done it to us, there was no witness to any incident. So she was able to get away with that for a long time.”

### **Question: Were there any negative consequences for the bad behavior of this director?**

Answer: “If you’re behaving that way there are other behaviors that other people are going to notice. So eventually, when layoffs came up, she was targeted and she was out the door. That is one of the ways the company gets rid of problem people when they can’t actually document misbehavior.”

When romantic relationships go sour, aggrieved lovers often turn to social-media services to stalk or embarrass an estranged partner” (Acohido).

## HOW DOES BULLYING HAPPEN AT WORK?

Namie suggests three factors are responsible for this problem. First, the workplace culture is competitive and cutthroat opportunities exist where employees are pitted against each other and where only one winner exists. What works great on the sales floor is demoralizing and harmful in any other workplace. Workers compete for attention, praise, and budget money.

Second, in this eat or be eaten environment of the workplace, bullies are willing to harm others to get what they want. These competitive employees look really good on paper, and they come across as ambitious and driven in interviews, but Namie suggests that unfortunately, “hiring managers rarely (if ever) talk to the manager applicant’s former subordinates to assess the level of narcissism.

Asking only the applicant’s boss for a reference risks getting an incomplete behavioral portrait. Bosses of bullies like them and consider them qualified” (Namie).

Third, employers reinforce the bullying. They reward the bully with positive consequences. Namie suggests that “punishment must replace promotions” and that the only way to stop workplace bullying is to “turn the culture upside down.” This factor places a large burden on the top management to change the problem. Executives need to change the normal way of doing business.

In an interview with one employee of a large Fortune 100 financial services corporation, Lisa Narvas reports that bullying might be underreported because there is also a culture at her company of not wanting to be seen as a trouble-maker (Narvas





interview). For employer solutions to bullying, go to Work Doctor's Blueprint for Workplace Bullying Prevention.

## WHY U.S. EMPLOYERS DO SO LITTLE

Namie states that the reason so little is done is because bullying in the workplace is legal. "Most workplace harassment and mistreatment (80%) is completely legal. Remarkably, a hostile work environment is actionable (illegal) only in very few situations" (Namie).

Another reason so little is done by the employer is because most bullies are bosses. These bully bosses are bad leaders and managers. They form a good-old-boy club within their network of supporters—human resources. The victims' only recourse in their company is to report it to HR, but these supporters "circle the wagons in defense when one of their own is accused" (Namie).

Employers do not have the skills to confront the bully to get him to stop. The executives may be intimidated by the bully and are afraid of confrontation. Bullying is often minimized as just a "conflict" that needs to be worked out or "a difference in personality styles."

It is much more than that. Education and training need to start at the top and

move all the way through the organization. According to Narvas, her company has systems in place that each employee needs to train in every year. They have what is called a "Code of Conduct" they are expected to maintain as they interact with others.

## WHAT DO YOU DO WHEN ALL ELSE FAILS? A CASE STUDY.

When all else fails, victimized employees can turn to the legal system to sue their employers for damages. Workplace bullying causes emotional distress and employees are entitled to work in a bully-free environment. In one case involving Microsoft, Michael Mercieca, in a Texas employment lawsuit, sued the corporate giant and won. He was awarded \$11.6 million convincing a jury that "his company had allowed managers to perpetuate a hostile work environment that essentially ended the former sales representative's career at the global behemoth" (Craig).

Mercieca asserts that the hostility began when a female coworker whom he had just ended a relationship with claimed Mercieca of sexual impropriety. After that, he began receiving poor reviews. Eighteen years of exemplary service to the company with great reviews went down the drain. "I lost my house, my pension, I am almost 53 years old" (Craig).

## OTHER WAYS TO HANDLE BULLYING IN THE OFFICE

Gary Namie, PhD. suggests that victims of bullying in the workplace need help. He offers the following suggestions:

**Name the abuse.** We may not know what to call it, be it psychological torture, intimidation, or abuse, the important thing is to give it a name. To give it a name brings it to light. The victim needs to realize that the bullying is not their fault.

**Bully-proof yourself.** If you experience bullying, insulate yourself by telling your co-workers so they can witness the abuse. Stay out of situations where the abuse normally occurs. For example, don't be alone with the bully.

**Get away from the bully.** Take time off work to rest and regain strength. While it seems like a defeat to have to leave your own job because of a problem that should not be taking place, your emotional health is the most important factor. If your workplace cannot offer you a solution or remedy, ask to be transferred or begin looking for another job.

**Expose the bully.** Keep records and unemotional data that presents a case of the harm bullying has on the workplace. 66% of victims lose their jobs when they report abuse. Holding your head high and pointing out the bullying helps the victim to recover faster to the point where they are able to get another job. Stick to the bottom line for the employer.

Mercieca had two lawyers who fought Microsoft's 50 lawyers and almost 100,000 documents and somehow won the case. "No, I have not been able to get work," Mercieca says. "I think, I recall from the trial, an expert said 87 percent of employers won't hire someone who has the smell of litigation about them" (Craig).

## IS LEGISLATION THE ANSWER?

If a business can't protect its employees from workplace bullying, what is the next plan of action? Existing laws cover protected classes from harassment, intimidation, and torment, but they do not cover all employees who suffer.

If it does not involve race, age, or sex then it just isn't considered by the law as a problem. There is no law that protects workers from a bully who is mean simply because he or she doesn't like the person or feels threatened by that person.

"Many of these situations fall between the cracks of existing state and federal employment law," said David C. Yamada, a professor at the Suffolk University Law School in Boston, who has drafted anti-bullying legislation.

"There is a real gap in the law that someone could be tormented and subjected to humiliation and really be suffering because of it, but the courts are saying it's not severe enough for us to allow the lawsuit to go forward." The anti-bullying bills are referred to as Healthy Workplace legislation. Many states have adopted such bills. For more information on The Healthy Workplace Campaign go to <http://healthy-workplacebill.org/problem>

## WORKPLACE SOLUTIONS

According to an interview with Rosemary Haefner, vice president of human resources

at CareerBuilder, the best tips and advice for dealing with a bully are:

- » Keep records of all incidents of bullying, documenting places, times, what happened and who was present.
- » Consider talking to the bully, providing specific examples of how you were treated unfairly. Chances are the bully may not be aware that he/she is making you feel this way.
- » Always focus on the resolution. When sharing examples with the bully or a company authority, center the discussions around how to make the working situation better or how things could be handled differently.

## WORKPLACE LIMITATIONS

Unfortunately, these solutions do not always work. Haefner says that “48 percent of workers who have been bullied reported confronting the bully themselves.

Of this group, 45 percent said the confrontation was successful in stopping the bullying, while 44 percent said it made no difference, and 11 percent said the situation worsened. 32 percent said they reported the bullying to their Human Resources department, but more than half of those who did (58 percent) said no action was taken.

Haefner emphasizes that doing nothing can lead to the matter becoming an even bigger problem. “Many of the workers who have experienced this don’t confront the bully or elect not to report the incidents, which can prolong a negative work experience that leads some to leave their jobs” (Tarpey).

## BULLYING BY THE NUMBERS

**50**   
50% of bully bosses are **men**. 50% are **women**.

 **84** Female bullies **target** other women 84% of the time.

**96** Most **co-workers know** when someone is being **abused**, with **96% aware** of the bullying

11 percent of **co-workers side** with the bully. **11** | **Psychological violence** lasts 16.5 months on average. **16<sup>1/2</sup>**

**42** In 42% of the case, bullies rarely suffer **career consequences** because the bully's supervisor **helped** the bad boss or **punished the victim**.

  
31% of **bullied women** experience **post-traumatic stress disorder** **31**

**8** In only 8% of bullying cases was **the victim** in a **legally protected** employee classification (such as disabled or minority) and the bully wasn't. **Most bullying isn't illegal conduct.**

 Sixty-seven percent of **victims report** they had **no prior history** of being bullied. **67**

**41** Forty-one percent of **people who are bullied** are **diagnosed with depression**.

# BULLYING AT CHURCH

While bullying is largely recognized as a problem in the school yard, or workplace, an often overlooked spot for bullying to rear its ugly head is within the walls of religious houses across the country. Places of worship don't seem a likely place for bullying to gain a foothold, but sadly, statistics prove that notion to be false. In fact, bullying amongst church goers is becoming such a problem that congregational and religious leaders are emphatically speaking out against such behavior.

Bullying can be traced biblically back to the earth's first family. Cain, under temptation from the adversary, coveted his brother

Abel's success. His repeated attacks against his brother in attempt to sabotage his good fortune ended up in the fateful decision to take Abel's life. Judging others or being jealous of another's circumstance is something that we still fall prey to today.

In a recent General Conference address, President Dieter F. Uchtdorf counseled, "I imagine that every person on earth has been affected in some way by the destructive spirit of contention, resentment, and revenge. Perhaps there are even times when we recognize this spirit in ourselves. When we feel hurt, angry, or envious, it is quite easy to judge other people, often assigning dark motives to their actions in order to justify our own feelings of resentment" (Uchtdorf, *The Merciful Obtain Mercy*).

In an article entitled, "The Sad Truth About Bullying at Church," author Kelsey Berteaux reports of a teenage girl who was bullied mercilessly. Judy Wells received a



phone call from school asking if she knew where her daughter was. The phone call was prompted by a report from school friends that her daughter was contemplating suicide, and school officials impressed upon Judy the importance of locating her daughter immediately.

This young teenager was discovered on the rooftop of her home, contemplating her own solution to end the madness of bullying that she was afflicted by. No longer is the advice to “ignore others or don’t let them get to you” sufficient to put a stop to the plague of bullying that blankets our church houses (Berteaux).

Berteaux concludes, “The sad truth about bullying at church is that it’s more common than we think. Whether it’s one group of members ignoring another or more obvious forms of harassment, most of us know someone who struggles to feel welcome and to make friends at church” (Berteaux).

## JACOB’S STORY

A young boy by the name of Jacob \*(names have been changed) found that the bullying he experienced on the playground at school carried into his place of worship by the same playground bully. This bully relentlessly tortured Jacob with disparaging comments ranging from friend choice to name calling. These harsh names eventually followed Jacob back onto the playground, which only compounded his misery. Jacob broke friendship ties with the boys who’d brought more teasing on him, and was left friendless.

He eventually withdrew from participating in scouts, and ultimately stopped wanting to attend church completely. Jacob’s parents observed their son’s peculiar behavior and shunning of youth in his age group, but had no idea the extent to which Jacob suffered inside. He sought solace online but was only met with even more hate. Jacob, seeing no relief from bullying



JACOB’S FAMILY—JACOB STANDING NEXT TO HIS MOM.

took his life in June of that year (Berteaux).

Jacob’s father reported after his son’s death, “You can’t assume church is safe,” the Johnsons explain. “Sometimes it’s worse than a local school because at school, the bully will get suspended. It’s more of a clinical, professional situation. They’ll send a bully home. At church, there is no guideline that a bishop can follow. Nobody gets sent home, nobody gets corrected, and in many cases, leaders are too afraid to offend someone” (Berteaux).

Bullying, while widely prevalent in the lives of young people, can follow someone into adulthood. Such was the case for Elder Davis (\*name changed) who, as a young adult, served a full-time mission for his Church. Missionary transfer day came, and while he knew his next transfer would be difficult, he later dubbed that particular transfer his “transfer of darkness” (Berteaux).

Davis explained, “I felt once again like I was in school, being mocked and humiliated.” Only, it was different from the playground bullies of youth. “It was worse than school because there was no relief. I had no home with parents waiting for me at the end of the day. I was, every minute, stuck

## BULLYING ON A MISSION

**“IT WAS WORSE THAN SCHOOL BECAUSE THERE WAS NO RELIEF. I HAD NO HOME WITH PARENTS WAITING FOR ME AT THE END OF THE DAY. I WAS, EVERY MINUTE, STUCK TO MY BULLY.”**

-Elder Davis

### UNDERSTAND THE DIFFERENCE BETWEEN **BULLYING & HAZING**

“Any behavior from one missionary to another that is meant to emotionally or physically harm, demean, or lessen the value of a person is bullying.” - Dr Jonathan Swinton.

### 3 THINGS TO KNOW **BEFORE YOU GO**

**Be Prepared to Communicate:** Prepare now to clearly communicate with your companion. They may not be aware of how their actions are affecting you.

**Recognize Bullying — and Commit to Reporting It:** Don't turn a blind eye. Err on the side of caution and report your concern to a District or Zone Leader or directly to your Mission President.

**Don't Be Afraid:** You may or may not even experience bullying. If you do, it's okay to report it and ask for help.

### FOR PARENTS OF **MISSIONARIES**

**Stay Calm:** Don't overreact but pay attention to changes in their tone and writings.

**Encourage Them to Get Help:** Share your concerns and encourage them to reach out to their mission president and Zone leadership to find solutions.

**Consider Other Options:** Only in very severe cases, should you contact the Mission President, through your Stake President.

### IF YOU WERE **BULLIED ON A MISSION**

**Search for Healing:** Consider reaching out to the bully and try to seek an apology and let go of the burdens you are carrying.

**Get Help:** Speak to your Bishop or seek professional assistance to help remove the burdens of the bully's actions from affecting you now that you are home.

to my bully” (Berteaux). Feelings of shame consumed Davis.

As a 20-year-old man he felt if he reported the bullying he would be seen as lacking in faith. He shares, “I relegated myself to silent suffering” (Berteaux). To Davis’s great relief, another Elder asked Davis some inspired questions that led to eventual reporting of the abuse, where intervention ensued.

These stories are not uncommon. Bullying can be found anywhere on earth. In many ways bullying occurs in religious settings for the same reasons it occurs in other venues. “Members of a group are trying to fit in together (which most naturally leans towards creating a hierarchy, some members of a group feel threatened by others, or there is a perceived sense of superiority between members” (Berteaux).

## THE KEEPER’S PROGRAM

Jacob’s family instigated a program in honor of their son’s death called “The Keeper’s Program” which is named after the famous Biblical phrase, “Am I my brother’s keeper?” (Berteaux). The premise of their program is to have each young man and young woman assigned to look after another member of their class.

“When new members join, or are reactivated, the active members all fellowship the newcomer until they’ve had time to adjust and get to know all the members of the class or quorum. Then, they can become part of the keeper’s circle. Swapping who’s responsible for whom on a regular basis, every six to twelve months, allows the youth to learn to love and serve every member of their class.” (Berteaux).

Jacob’s father admits, “We should address bullying with the same level of seriousness as drugs or immorality,” the Johnsons say. “It’s serious. In some ways, it’s even more serious” (Berteaux). Johnson

insists that by starting with the youth, there is hope to eliminate bullying in the adult years. He desires to create a cultural shift that will dissolve cliques and divisiveness that are so prevalent among groups.

Of all places, houses of worship should be a respite from the world, but the truth is these houses of worship are filled with imperfect people who struggle daily to survive in our competitive world.

President Dieter F. Uchtdorf, Apostle for the Church of Jesus Christ of Latter-day Saints, offers a powerful two-word sermon in solution to negative effects of bullying. He states, “When it comes to hating, gossiping, ignoring, ridiculing, holding grudges, or wanting to cause harm, please apply the following:

## STOP IT!

It’s that simple. We simply have to stop judging others and replace judgmental thoughts and feelings with a heart full of love for God and His children. God is our Father. We are His children. We are all brothers and sisters. I don’t know exactly how to articulate this point of not judging others with sufficient eloquence, passion, and persuasion to make it stick.

I can quote scripture, I can try to expound doctrine, and I will even quote a bumper sticker I recently saw. It was attached to the back of a car whose driver appeared to be a little rough around the edges, but the words on the sticker taught an insightful lesson. It read, “Don’t judge me because I sin differently than you.”

## CHURCH SOLUTIONS

Ganel-Lyn Condie, author, key-note speaker, educator and mother has had extensive experience counseling youth. When asked about her observation about bullying at church she shares, “I am not

sure if there is an increase of bullying but I do think we are more aware of it. I do think that there is an increase of LONELINESS. I think that with social media it can often feel like everyone has friends and everyone is having fun all the time. I think our youth see this and no matter what, wonder if they are a part of something.

I do think that in the last days we are told that the hearts of men will grow cold and weary. I think the manifestation of that prophecy is a greater sense of isolation even in the face of technology that gives us a false sense of connection. I also think that things can be said “behind” a phone and then it spreads.”

**THERE IS HOPE**

When asked what suggestions she may have in combatting bullying at church Condie counsels, “I often speak to leaders

and say our classrooms and youth activities MUST BE SAFE zones. We can tell our youth that we don’t have to expect to be best friends at Church but we should feel safe like with family. I think we need to literally not tolerate any gossiping or hurtful comments.

**IT IS THE ONLY RULE WE HAVE in Sunday School and PMG (Preach My Gospel Missionary Preparation Class) - SHOW LOVE...”**

A common solution offered by experts, including Condie report that education against bullying has to take place in the home. Condie shares, “my children know how I feel when big brother is teasing a sensitive little sister. If she says NO - no means no.... I have talked about this in a way that says how we treat each other teaches others how they expect to be treated. So I have said to John\* (name has been changed) would you want future





boyfriends or a husband to talk or treat his sister the way he is... He cringes when he thinks of that. It hasn't prevented everything but it has helped.

Also we talk a lot about how the way people treat us tells us about WHO THEY ARE not WHO we are.... So when someone in our family is acting like a "jerk" it is a cue they aren't in a good place. It isn't our responsibility to fix it for them or be perfect so they will be happy. That is especially hard for girls and women. We think everything is our fault."

Condie is one among many who still have faith in the rising generation to make a difference in this ever-increasingly wicked world. She says, "The youth of today are AMAZING!!! But they are dealing with addictions, anxieties, pressure to be perfect and a ton of social media pressure." The increased pressures to be the best creates an unrealistic expectation that society has come to accept as the norm.

Condie believes the youth of today, "will be our sin resistant generation but it will be because they literally have to wade through the sin." While the expectations of adults have risen, these youths have proven to rise to the challenge.

"There is so much more expected of them but their capacity is greater and they have been ENDOWED with all they would need to fulfill their missions on earth. The increase of suicide is all around them. Eating disorders - Instagram - pornography of every kind literally in their pockets but they are also leading the Church in indexing and temple work. They are the greatest and face the greatest!!!!" shares Condie.

Bullying comes in many forms, and affects people in diverse places. The plague of bullying feeds upon the insecurities all of us face in this life. The most successful way to combat bullying is by educating, setting expectations, and teaching all people what their true worth is. While the solutions put



forth in this book are not all inclusive, they have proven to be successful in most situations. Any attempt to thwart the destructive behavior of bullying is better than doing nothing. Holding bullies accountable for their actions will send a clear message their behavior is unacceptable. All citizens, regardless of their age, can and must be part of the solution.

## CHURCH LIMITATIONS

Communication is the key to eliminating bullying. Parents need to be proactive in teaching their children about appropriate behavior, and how to recognize bullying in themselves and others. It is not uncommon for someone being bullied to feel frightened and vulnerable. Offering a listening ear and support can be the lifeline they need to overcome their negative situation.

Learn your rights, or help defend the rights of another person who is being bullied. Involve others in your campaign to end bullying. Empowering individuals to stand up against bullying is a powerful way to stop this widespread epidemic.

## RAMIFICATIONS OF BULLYING

In this world, aggression seems to be on the rise. Children fight against each other. Adults seem to find more differences than similarities. The trend has escalated through the years. How can this be stopped? The question seems to come up more often when it hits the news, we hear of someone taking their life because of the aggressions of another. Loss of life is always a tragedy, especially when with a little more kindness and understanding this is preventable.

Apostle of the Church of Jesus Christ of Latter-day Saints, Elder Dallin H. Oaks stated, “Even as we seek to be meek and to avoid contention, we must not compromise or dilute our commitment to the truths we understand. We must not surrender our positions or our values” (Oaks). We do not need to agree with everyone but we also need not be disagreeable.

In the church, Elder Oaks sends another powerful message to all members. “I begin with what our young children learn in their play activities. Too often non-Mormons here in Utah have been offended and alienated by some of our members who will not allow their children to be friends with children of other faiths. Surely we can teach our children values and standards of behavior without having them distance themselves or show disrespect to any who are different” (Oaks).

## TAKE ACTION

Adults must be the ones to set the example. Stand up for what is right, treat others with respect and challenge others to do the same. A humane community exists where members are more likely to express concern, solidarity and support. These individuals are less likely to engage in bullying behaviors (Bhukhanwala).

The message must be bold and clear, this behavior is not acceptable. This is the only way to curb the growing tide of bullying in all its forms, and in all locations. It does not take an entire school, an entire church, or an entire company to make these changes, it starts with one individual recognizing a need for change:

### **TREAT THOSE AROUND THEM WITH EQUITY AND KINDNESS.**

It is possible, it is attainable, we need to be the one to be willing to stand up for what is fair for human beings. We can find similarities and build upon these.

# BEING BULLIED? RESOURCES

## WHERE TO FIND INFO

- » “MedlinePlus: Health Information For You” ([nlm.nih.gov/medlineplus/bullying.html](http://nlm.nih.gov/medlineplus/bullying.html)). Provides information resources, diagnostic testing information and related research links.
- » “Pacer’s National Bullying Prevention Center” ([pacer.org/bullying/resources/](http://pacer.org/bullying/resources/)). Provides resources and toolkits for educators, parents and youth.
- » “Center for Parent Information and Resources” ([parentcenterhub.org/repository/bullying/](http://parentcenterhub.org/repository/bullying/)). Provides a comprehensive repository of resources for families and organizations.
- » “Center for Disease Control” ([cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf](http://cdc.gov/violenceprevention/pdf/bullying-definitions-final-a.pdf)). PDF booklet compiled by the CDC about bullying.
- » “Workplace Bullying Institute” ([workplacebullying.org](http://workplacebullying.org)). Offering help for individuals, research, books, public education, training for professionals and for organizations.

## WHERE TO FIND HELP

- » “Teens Against Bullying” ([pacerteen-sagainstbullying.org/tab/](http://pacerteen-sagainstbullying.org/tab/)) Promotes national bullying awareness month, provides ideas how to involve your school or community. Personal stories put a face to the harm caused by bullying. Encourages a proactive approach.
- » “Champions Against Bullying” ([championsagainstbullying.com/](http://championsagainstbullying.com/)). CAB is an organization that is committed to providing resources to combat bullying. This website offers definitions, workshops, prevention tools and resources.
- » “Nominate a Giant” ([greengiant.com/articles/nominate-a-giant/](http://greengiant.com/articles/nominate-a-giant/)). Green Giant community action page – nominate someone who is doing their part to make a change in your community to prevent bullying.
- » “Stop Bullying” ([stopbullying.gov](http://stopbullying.gov)). Learn how to be more than a bystander and what you can do to address bullying in your neighborhood and community.



- » **Talk** with your child
- » **Support and empower** your child
- » **Learn** your **rights**
- » **Involve** other **leaders**
- » **Get involved** in the community

# TEAM BIOGRAPHIES

## BONNIE SCHROADER

Bonnie wears many hats. By day, you will find her consulting with clients as a digital marketing and social media strategist. Many evenings, you will find her serving the community as the publicly elected Governing Board President of the Dysart Unified School District.

Elected in 2008, she is currently serving her 2nd 4-year term. Active in the Church of Jesus Christ of Latter-day Saints, Bonnie served a mission to Geneva, Switzerland in 1990 for 18 months.



Born and raised in Utah, she, along with her husband of 23 years and their 5 children, have lived in Surprise, Arizona (Northwest Phoenix) for the past 11 years.

### TEAM MEMBER TASK

Bonnie served as the Editor for the Issue Book. With her background in graphic design and digital marketing it was a natural fit for such a large and expansive project. She worked with the team to ensure cohesion with the submissions and wove the three writers materials together. Each writer's well crafted content made the process a pleasure.

### STRATEGIC RESEARCH

My research spanned several areas. In addition to researching different layout options and possible ideas on how to present our materials, I also spent a lot of time hunting for photos that illustrated and complimented our key talking points.

Ultimately I played off of a black and white design to keep a cohesiveness between the images and ensuring continuity for a longer project.

## CARRIE CLARK

Carrie was born and raised in Utah. After graduating from Ricks College in 1991 with an associates degree, she served an LDS



proselytizing mission in Santiago, Chile, for the Church of Jesus Christ of Latter-day Saints. She is a graduate of Brigham Young University- Idaho, with an emphasis in Communications.

Carrie has worked

in the business world for over 15 years as a dedicated leader, planner and manager of strategic office practices. Carrie is an avid reader and is passionate about learning. She is married to her best friend and has four wonderful children who are the light of her life. As a family they enjoy camping, excursions, laughing, family game night and spending time together.

### TEAM MEMBER TASK

Carrie was given the particular task of Writer #1 which consisted of researching and providing the material for the history/nature of bullying as well as bullying in the church environment. She did extensive research, analyzing journals, web pages, talks and conducting an expert interview for her portions of the issue book.

### STRATEGIC RESEARCH

Carrie performed extensive research by performing internet searches on Google as well as academic journals and articles accessible through the BYU-Idaho Library Research Guide. She also researched infographics readily available online, as well as additional websites that provided information for the creation of infographics and graphs. One photo from a source was saved for use in the issue book.

## KATHERINE SMITH

Katherine is a writer, reader, and an advocate for social change that benefits marginalized and under-served groups.



She is passionate about service in the local community and has been involved in feeding the homeless, visiting the elderly in nursing homes, and supporting kids learn computer coding.

Following her graduation from BYU, she will serve a three year mission for the Church of Jesus Christ of Latter-Day-Saints in the Florida Tallahassee Mission with her husband. Katherine has been married for 37 years and has 5 children and 8 grandchildren. She was born and raised in Phoenix, AZ and has called Mesa, AZ home for the last 30 years.

### TEAM MEMBER TASK

Katherine took on the role of WRITER #2. She covers the SCOPE of the problem of bullying overall with an emphasis on BULLYING IN THE WORKPLACE. She worked as a team to contribute to the look and feel of the Issue Book. She participated in group discussions which were intended to hone the writing and contribute to a professional-looking product.

### STRATEGIC RESEARCH

Katherine began by researching the topic of bullying. She tried to ascertain the scope of the problem by researching topics including who it harms, areas where it occurs, and the attitudes people have about it. Katherine then became obsessed with the problem of bullying in the workplace. She gathered over 100 pages of research on the topic trying to become enough of an “expert” to contribute to the Issue Book.

Katherine submitted additional educational tools such as a questionnaire to help readers determine if they have been a victim of

workplace bullying. She contributed many images in the area of workplace bullying that could be used to enhance the Issue Book. In addition to the research, Katherine conducted an interview with a veteran employee of a large financial services corporation where her own experiences as witness and victim of workplace bullying came to light.

## LAURIE MANN

Lauri was born and raised in the Midwest. She currently lives in Rexburg Idaho, and is the mother of five children. She loves learning through the online program. With four children still at home, she enjoys the flexibility of the online program. She plans to graduate in December 2016.

### TEAM MEMBER TASK

Lauri chose to cover school bullying. She was also tasked with the area of ramifications of bullying and how things need to

change, in general, in how others around us are treated fairly and with equity and kindness.



### STRATEGIC RESEARCH

After reading many articles on bullying in the schools, Lauri was able to compile the information that would best help others to understand the need for change in schools and in the support children receive from their parents.

Lauri used search engines and the University Library search options, she was also given help by a fellow class member, Natalie Hale Earl, when she found out Lauri would be taking on the task of bullying in the schools.

As part of her research, Lauri interviewed a high school vice-principal, who had previous experience at the elementary school level as a teacher and a principal.



# PERSONAL REFLECTIONS

## BONNIE'S REFLECTIONS

As a Governing Board President, I regularly review and craft policies on bullying that affect over 25,000 students and 3,000+ employees. Several years ago our District became an active supporter of Rachel's Challenge. Rachel was a young girl who was one of the first killed in the Littleton, Colorado school shootings.

My nightmare would be for one of our 24 schools to experience a school shooting. We have put a heavy emphasis on Rachel's Challenge, and each month honor about 20-25 "Heros" nominated by people throughout our district and community who exude kindness and characteristics that combat bullying.

Last year, I attended a National School Board Convention in Nashville, TN. Most breakout sessions on the last day become sparse as people head out early to return home. I walked into a session entitled "Adult Bullying" and was shocked. It was wall-to-wall people and for the next hour heard one of the most enlightening classes I have attended at any school board training in 7 years. I had no idea of the pervasiveness of adult bullying in the workplace.

While we hear of bullying and often envision kids on the playground, bullying is all around us. I think this topic is an important one and glad to see our team choose it. Reading the material as I compiled it has brought new insights to me and also strengthened the importance of doing all we can to eliminate bullying in our schools, workplace and especially in our churches, which should be a place of refuge.

## CARRIE'S REFLECTIONS

Researching the topic of bullying for this project was eye-opening. Because my children have experienced being bullied in two of the three venues we chose to discuss as a group, I had a personally vested interest in seeking understanding, and solutions to this epidemic.

Bullying is not limited to school ground children. In every walk of life, bullies seem to pervade society. I appreciated the sources I studied, as well as the personal interview I conducted, that offered suggestions how to help not only the victims of bullying, but also the bully him or herself. No one is immune from bullying behavior. My particular focus - bullying in the church, provided sufficient evidence that even in places that should have people on their best behavior can be unsafe zones.

Instead of succumbing to the evils of this pernicious malady, each of us can become active campaigners that promote awareness and harness solutions in our own schools, workplaces and churches. Edmund Burke has said, "The only thing necessary for the triumph of evil is for good men to do nothing."

We can create a shift for good in our communities by becoming a voice for the victims who are bullied, and by becoming positive influences in the life of a bully. Most bullying behavior comes from lack of self-esteem, familial support, personal achievement, or belonging. It is not an easy task, but it also is not an impossible task. Norms of society will follow the expectations of its citizens.

If we stand against bullying, united and dedicated to eradicating this behavior from our communities, a tide of positive change will drape this country, bringing wanted relief, like a cool cloth on scraped skin. We have to stand up for the behavior and change that we want reflected.

## KATHERINE'S REFLECTIONS

As a new student in 2nd grade at Madison #2 Elementary School in Phoenix, AZ, I witnessed first-hand the problem of bullying on the playground.

I remember looking around while other boys taunted a boy named Ray P. until I knew I had a choice to make: I could either be a bystander who did nothing or I could say something to help him.

This was the first time this problem came into my consciousness and the first time I resolved to do something about it. In that moment I became an advocate for fair treatment. In my case, it was something as small as tattling to the teacher that stopped it.

The issue of bullying is larger and more complex than I imagined, but it is neither too large nor too complex to be able to take simple, small steps to bring about change.

In the large amount of research that I reviewed, I learned that bullying is a problem that does not simply go away or get better without taking action. Whether that action be taken by a victim of bullying, a parent, an administrator, an employer, or a bystander, action can lead to stopping the behavior while inaction leads to more bullying, psychological distress, financial loss, and loss of jobs and even lives.

The problem of bullying in the workplace is specifically difficult because the bullies are in positions of power over their victims. Human Resources is also complicit in the problem. Instead of a safe place for workers to go to report an incidence of bullying, these HR leaders are often good friends of the bully bosses, and so the problem continues.

Bullying victims often have only one solution if no one will take their reports





seriously—to quit their jobs. With the economy suffering, workers are very reluctant to quit because they need the income and it would be difficult to find another job.

Despite the many negative factors about bullying, this issue creates an emotional response that is hopeful. We don't have to wait for legislation to be enacted before we can take a stand and decide to speak out. We can let the bully know we are aware of his or her tactics. We can let the victims know that we see them and that we support them.

Even when there is nothing more that we can do, these simple actions are enough to matter. I for one will never be able to stay silent in the face of any kind of bullying.

## LAURI'S REFLECTIONS

Bullying was constant throughout my childhood. Both at school and in the neighborhood. It often felt like I could not escape it. I never knew what to do when I saw my brother being beat up and teased day after day at school and on the bus. I never liked elementary school, it was better after my dad was transferred to another state, but the memories emotions were real.

This project brought up feelings I had not wanted to remember. I know as an adult I have a unique position to help others. I know power of one kind word and one person that will really listen means to every child.

One thing I have noticed after working on this project is my own need to treat others around me with more kindness and to be more aware of others around me.

While picking up my children from school or volunteering there; I am much more aware of what is going on between children. I have started telling children to stop their teasing behavior. Teasing is often the starting point of bullying.

Using the solutions listed in this book has already helped me to see it really only takes one person to make a difference in the life of another.

While reading my partners writing on other areas of bullying, I can see examples of this in the church. I think this is why we are cautioned against unrighteous dominion in the church. It is not just an element of the Priesthood, anyone in leadership can put themselves higher than others, and bring this into all facets of the church.

## SELECTION OF ISSUE

Our group began the topic selection process by considering a list of topics we found on an internet search. We narrowed down our topics of interest and began to dissect each topic until we settled upon bullying.

We chose to broaden our topic of bullying by showing three areas in which bullying is evident: school, the workplace and church. The solutions provided by each member provide a wide range of ideas that people can implement in their given schools, companies, church organizations and communities.

**Editor: Bonnie Schroader**

**Writer #1: Carrie Clark**

History and nature of bullying with an emphasis on church bullying.

**Writer #2: Katherine Smith**

The scope of bullying with an emphasis on bullying in the workplace.

**Writer #3: Lauri Mann**

The ramifications of bullying with an emphasis on school bullying.

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