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**AN ANALYSIS OF WORKPLACE VIOLENCE INCIDENTS IN VIRGINIA
COMMUNITY COLLEGES AND THE MAJOR EMPLOYERS**

A Dissertation

Presented to

**the Faculty of the Department of Educational Leadership
and Policy Analysis**

East Tennessee State University

In Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

by

Betsy Elaine Summerfield

December 1998

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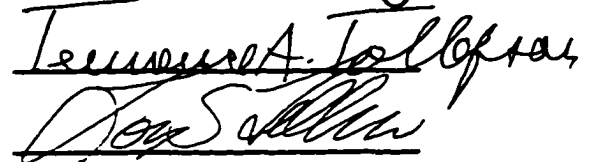
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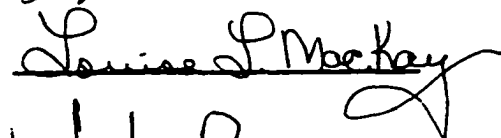
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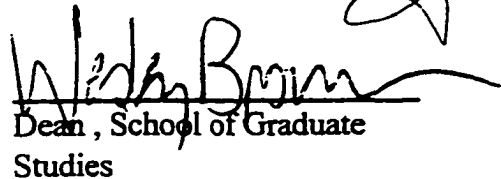
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The committee read and examined her dissertation, supervised her defense of it in an oral examination, and decided to recommend that her study be submitted to the Graduate Council in partial fulfillment of the requirements for the degree of Doctor of Education in Educational Leadership and Policy Analysis.


Chair, Graduate Committee


Dean, School of Graduate Studies


Dean, School of Graduate Studies


Dean, School of Graduate Studies

Signed on behalf of
the Graduate Council

ABSTRACT

AN ANALYSIS OF WORKPLACE VIOLENCE INCIDENTS IN VIRGINIA

COMMUNITY COLLEGES AND THE MAJOR EMPLOYERS

by

Betsy Elaine Summerfield

The media during the past ten years has given considerable attention to the workplace violence in factories, service organizations, and the public school systems throughout the United States. This study compared patterns of workplace violence in the 23 member institutions of the Virginia Community College System (VCCS) with the patterns of workplace violence in selected for-profit service and manufacturing employers in Virginia, to determine if workplace violence incidents occurring in the VCCS's member institutions reflect the workplace violence incidents experienced by business and industry within each member institution's service region.

Chi-square analysis showed a significant difference in non-violent conflict training provided to employees and the use of written policies and workplace violence prevention plans. There was not a significant difference in the types and frequencies of workplace violence incidents occurring in community colleges and in business and industry.

Future research should expand this study by comparing community colleges to four-year institutions and reviewing the influence of workplace violence prevention plans on the types and frequencies of occurrences.

Chairperson: Dr. W. Hal Knight Ph.D. Associate Dean, College of Education



East Tennessee State University
Institutional Review Board • Box 70565 • Johnson City, Tennessee 37614-0565 • (423) 439-6134

Wednesday, August 19, 1998

Betsy E. Summerfield
Educational Leadership & Policy Analysis
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**RE: A Comparison of Workplace Violence Incidents Between
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I reviewed the above-referenced study and find that it qualifies as exempt from coverage under the federal guidelines for the protection of human subjects as referenced as Title 45--Part 46.101. If you feel it is necessary to call further IRB attention to any aspects of this project, please refer to the above-titled project and IRB number. I appreciate your bringing this project before the IRB for its concurrence of exempt status.

Sincerely,

A handwritten signature in black ink that reads "D Walters". The signature is stylized and includes a long horizontal stroke at the end.

David N. Walters, M.D., IRB Chair

DEDICATION

This paper is dedicated to the memory of my father, Junior Earl Summerfield, who placed a high value on education and always encouraged my educational endeavors.

ACKNOWLEDGMENTS

I wish to thank my committee members, Dr. Lon Felker, Dr. Louise MacKay, and Dr. Terrence Tollefson for their assistance in completing this research. I especially wish to thank Dr. Hal Knight, who served as my chairperson and provided guidance.

At Southwest Virginia Community College, I want to thank Dr. Charles King, President, for financial assistance. I also want to thank Dr. Richard Hudson, Dean of Administration, and Dr. G. Michael Rush, Dean of Students, who provided encouragement throughout the doctoral process. My car pool, Dr. John Brenner, Mike Henry, and Dr. Ron Proffitt, provided encouragement, offered suggestions, and read several drafts. Dr. Edmond Smith, Coordinator of Research and Planning, provided technical assistance. Windell Turner and his information technology staff provided help on many occasions. Martha Stinson, my assistant, always encouraged me and was there to help in any way she could. There are several other faculty and staff members who encouraged my work and I also want to thank them for their support.

I would like to thank Mr. C. D. Breme, Chief Appeals Examiner of the Virginia Employment Commission, who helped me obtain business and industry information needed to conduct research.

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CHAPTER 1

INTRODUCTION

Violence occurs throughout all industrial societies at work, in schools, in homes, and in various other places without regard to economic and social class. In order to understand workplace violence, it is necessary to define violence, review significant violent events in the United States' history, and review various types of violence. Martin Luther King, Jr., defined violence as "anything that denies human dignity and leads to a feeling of helplessness or hopelessness" (Saskatchewan Teachers' Federation, 1996). Roth (1994) stated that violence is "a pervasive national problem, more serious in the United States than in the rest of the industrialized world" (p. 3). Acts of violence cause physical and/or emotional trauma for victims, families and friends of victims, and for individuals who either witness the violent event or are involved in activities requiring them to return to the scene of the violence (Albrecht, 1994).

Violence has traditionally been associated with crimes on the streets. However, more recently, violence, as well as domestic violence, has spread to the workplace (Gardiner & Grassie, 1994). In the past, the workplace has been viewed as necessary for economic survival, and it provided individuals with self-esteem and self-worth (Kinney, 1995). There was respect for institutions and the authority that institutions represented, along with loyalty by employees (Marge, 1996). This respect has been evidenced by employees remaining with the same company until they reached retirement age. During

the past 25 years employee attitudes have changed. These changes are often manifested in expressions of distrust, cynicism, anger, and frustration, and sometimes have resulted from layoffs, restructuring, and company mergers. Doing more with less and less has become the norm for many working organizations, leading to increased pressure on employees (Chavez, 1998).

The history of the United States reflects numerous instances of violence, both legitimate and illegitimate actions. Marge (1996) reported that, from colonial times until the present, violence had been experienced in daily living at home, school, work, and in the community. Legitimate violence has occurred throughout United States history in the form of wars such as the American Revolution, Civil War, World Wars I and II, Korean War, the Vietnam Conflict, and Desert Storm. Illegitimate violence is characterized by organized crime, gang activities, and vigilantism (Stuart, 1992). Drug trafficking has increased the incidences of criminal violence (International Association of Chiefs of Police, IACP, 1995). The Center for Disease Control and Prevention stated “violence in America is reaching epidemic proportions” (Rosenberg, 1995).

According to the United States Department of Labor, Bureau of Labor Statistics (1996), homicide is the number one cause of death for women and the number two cause of death for men in the workplace. The National Institute for Occupational Safety & Health (NIOSH; 1996) reported that on average, 20 workers are murdered and 18,000 are assaulted while on duty or at work each week. These assaults cost workers millions of dollars in lost wages, and employers millions of lost workdays and increased insurance

premiums. One of the major risk factors for workplace violence is interacting with the public (Kinney, 1995).

Leitman and Binns (1993) reported approximately 25% of the public school students and one tenth of the teachers had been victims of violence “in or around school” (p. 22). They stated school violence may be between students and teachers, among students, between parents and students, between parents and teachers or administrators, or among school staff members in the form of verbal, physical, or emotional abuse. Leitman and Binns found that school violence is not limited to the public schools. It occurs in private schools, technical schools, community colleges, and four-year institutions.

Stories continue to surface regarding violence in the schools committed by strangers, employees, and students. Employees have threatened, assaulted, and killed principals and other school administrators. Caudle & Baiamonte (1996) reported that between 1990 and 1993, violence on school property increased 22%. In 1994, 9% of all workplace violence was perpetrated in or near school buildings (Toscano and Weber, 1995). Schools are no longer places free of workplace violence and they must prepare for violence.

Students have begun to commit more acts of violence as society seems to have become numb to the increased violence. Varying levels of violence in schools is a daily occurrence. The easy accessibility of weapons continues to make it possible to increase the number of guns at school (Chandler, Chapman, Rand & Taylor, 1998). Many public

schools have metal detectors to attempt to prevent the flow of weapons into school (Leitman & Binns, 1993).

Students are beginning to arrive at college already conditioned to violence in the educational setting. Many college students have attended high schools where shootings and other violent acts occurred (Chandler, Chapman, Rand & Taylor, 1998). Institutions of higher learning are experiencing slower growth in traditional student enrollment (Chronicle of Higher Education, 1997). As a result of extensive marketing efforts, many institutions are targeting non-traditional students in hopes of increasing their enrollments. In some cases, non-traditional students bring additional challenges for the institution, including a history of violent behavior.

Schneider (1998) reported that college faculty are seeing increases in uncivil behavior by students that ranges from disrupting class, by such actions as talking during lectures, to threats and actual physical assaults. He reported that one faculty member at Washington State University was challenged to a fight by a student unhappy about his grade. Schneider suggested that many faculty members are poorly prepared to handle such uncivil behavior. In some instances this uncivil behavior has led to stalking and physical attacks.

Willits (1994) defined workplace violence as “any act of physical, verbal, or psychological threat or abuse, assault, or trauma on an individual that results in physical and/or psychological damage” (p. 18). NIOSH (1993) concluded that it is important to realize that causes of workplace violence vary by occupation, industry, and working

environment. Murder in the workplace is the fastest-growing form of murder in the United States (Stuart, 1992).

A review of the Virginia Census of Fatal Occupational Injuries reflected an increase of on-the-job homicides during 1997 (Virginia Department of Labor and Industry, DOLI, 1998). In 1997, homicides increased 77% over 1996 statistics, and the 1997 number of homicides is the largest since the Census of Fatal Occupational Injuries recordkeeping began in 1991. According to the report, 35% of the homicides involved supervisors and proprietors, and 61% of the homicides occurred in the retail industry.

There are many possible reasons as to why violence in the workplace continues to occur. One suggestion is that employment processes used by many organizations do not thoroughly conduct background checks on job applicants, resulting in problem employees being hired (Chavez, 1998). Another possibility is that supervisors and managers often do not feel comfortable disciplining employees and cover up poor performance hoping that the employee will either be promoted to another work area or that the employee will find other employment (Mantell, 1994). A frequently stated assertion is that the management or leadership styles of some organizations are dictatorial and often lead to unresolved workplace conflicts (Baxter & Margavio, 1996).

Certainly one major issue is the inability to obtain appropriate pre-employment references. Employers often are caught between providing enough information for a future employer to be aware of a potential problem and facing a potential lawsuit by the former employee for the information released (Elliott & Jarrett, 1994). Many employers

have taken the approach of providing neutral references, which verify the beginning and ending dates of employment, the position held, and the salary. Many employers require that supervisors refer reference inquiries to the human resources department in an attempt to limit legal liability (McClusky, 1997).

Changes in the workplace, such as restructuring and technological improvements, have resulted in layoffs, firings, early retirement, and the survivors constantly being told to do more with less (Labig, 1995). Labig stated that this has resulted in increased employee stress, lower job satisfaction, fear of future unemployment, and discontent towards employers.

Easy firearm accessibility, drugs, and gangs contribute to increased criminal activities, and place employees at risk due to assaults, robberies, and facility destruction (Mantell, 1994). Gang members may be active in neighborhoods where small businesses are located (IACP, 1995). The presence of gangs may increase robberies of customers as well as the businesses. Employees abusing drugs and/or alcohol may exhibit bizarre or violent behavior (Mantell).

According to Kinney & Johnson (1992), workplace violence victims are more likely to be women. Violence against women in the workplace comes from external as well as internal perpetrators (Mantell, 1994). Homicide or injury may result from sexual attraction, romantic entanglement, stalking, or robbery. It may be in the form of sexual harassment, rape, stabbing, gunshot injuries, verbal abuse, or physical trauma (Kinney & Johnson).

Baron (1993) stated that statistical information about workplace violence incidents may be inconsistent. Elliott and Jarrett (1994) stated that “because of the way in which national statistics are kept” (p. 287) it is possible there is underreporting of workplace violence injuries. The Society for Human Resources Management (SHRM; 1993) conducted a survey and found that approximately one third of the human resources professionals stated their employers have had workplace violence incidents. According to the SHRM, 75% of the incidents involved physical altercations such as fistfights. Over 80% of surveyed employers stated that such incidents had occurred since 1991 (Smith, 1994).

It is difficult for community colleges to protect themselves against violent individuals because they serve the public and allow all facets of the community to enter for various programs of study and events such as drama productions. The open-door policy offers all citizens of the community the opportunity to advance and provides many people with the opportunity to enhance their careers. Community colleges are poorly prepared to deal with acts of violence committed by students, visitors, or employees. Because community colleges have their doors wide open for everyone, it is difficult to maintain adequate security. In view of the changing societal mores, community colleges and employees must become prepared to handle both internal and external violence.

Purpose of the Study

All institutional members of the Virginia Community College System (VCCS)

maintain an open-door policy for admissions (VCCS, 1995). The community college accepts anyone who can benefit from its programs. Community college students and visitors encompass multicultural and demographically diverse groups. Because of the extensive interaction with the public, it is imperative that all member institutions have policies and procedures to address workplace violence planning, training, and incident management.

The purpose of this study was to determine if workplace violence incidents occurring in the VCCS's member institutions: (a) reflect the frequency and types of workplace violence in business and industry within each institution's service region; (b) assess the preparedness of community colleges to effectively manage workplace violence incidents; (c) analyze the types and frequencies of workplace violence incidents between urban and rural institutions by utilizing the five size categories based on full time equivalent students (FTES) developed by the VCCS (1997), and (d) review the policies and training provided to employees for effectively reducing workplace violence issues. The types of workplace violence incidents studied were: domestic violence (student, faculty, and staff), student/client violence, employee violence, and random acts of violence.

Significance of the Study

As a result of the news media reporting workplace violence incidents, this issue has received increased attention over the past ten years (Baxter & Margavio, 1996).

Baxter & Margavio reported most of the media reports have focused on the sensational workplace violence committed by coworkers such as in the U.S. Postal Service. The media often fail to mention the costs to employers and employees in lost wages, medical payments, workers' compensation, psychological damage, loss of productivity, and business interruptions (Davis, 1997). Although certain business establishments are at greater risk, workplace violence has no boundaries and may occur in any organization at any time (American Management Association, 1993).

The recent events in the public schools throughout the United States have emphasized the risk to public school teachers, administrators, and students. Despite the fact that the Improving America's Schools Act (1994) requires a full year's expulsion for students carrying firearms to school, the Centers for Disease Control (CDC) and Prevention reported that approximately 20% of all students in grades 9-12 stated that at least once during a 30-day period they had carried a weapon to school (Chandler, Chapman, Rand & Taylor, 1998).

The U.S. Department of Education (1997) reported that "compared to students in 1989, students in 1995 were more likely to report that they had experienced violent victimization, could obtain drugs, and were aware of street gangs at school" (Chandler, Chapman, Rand & Taylor, 1998, p. 13). The U.S. Department of Justice (1995) reported that 45% of high school boys have either been shot at or threatened with a gun while traveling to or from suburban high schools.

An angry drafting student shot a Gaston College (North Carolina) instructor with shot with a .357 Magnum three times. The student was upset with the professor because the professor had not responded to the student's question (Brenner & Summerfield, 1996). The college was not prepared to handle the incident, did not have a workplace violence plan, and did not offer employee counseling. This community college was unprepared to cope with violence, as are many other colleges and organizations that do not realize that workplace violence can occur in any setting (Brenner & Summerfield).

There is very little literature available describing the effects and incidents of workplace violence at community colleges. Existing statistics for business and industry are maintained in several places, including: Department of Labor, Health and Human Services agencies, federal Occupational Safety and Health Administration (OSHA), criminal justice agencies, CDC, and private organizations such as insurance companies. The statistics maintained usually refer to physical types of violence such as homicides and assaults. Statistics are not maintained for threats of assaults, bullying, or intimidation. In 1994, 30% of the nation's victims of workplace violence were federal, state, or local government employees, according to the U.S. Department of Justice's Bureau of Justice Statistics (Bachman, 1994). Bachman stated that government workers are at risk from terrorist groups, frustrated clients, and individuals who dislike bureaucrats. The 1995 Oklahoma City Federal building bombing demonstrated the vulnerability of government workers, customers/clients, visitors, and the surrounding neighborhood (Nigro & Waugh, 1996).

Employers have a responsibility to provide a safe working environment (OSHA, 1996). The OSHA, along with state laws, spells out the legal obligations for employers and remedies for employees who successfully prove employer negligence. The states of Louisiana and Delaware allow legal remedies, such as financial damages, in addition to worker's compensation, if the employee attacked on the job can show that the employer failed to provide adequate protection (Nigro & Waugh, 1996).

Employees may also use the OSHA's "General Duty Clause" to show that the employer failed to provide a workplace "free from recognized hazards" (OSHA, 1996). OSHA stated that it expects the employer will implement reasonable security precautions to minimize the risk of criminal encroachment.

The impact of workplace violence is devastating to victims and their families, to other employees, and to the organization (Albrecht, 1994). Productivity and the morale of workers who have worked in an environment where violence has occurred is lower (Kinney, 1995). Some employees may never return to work, and others may have increased absenteeism (Mantell, 1994).

Community colleges have to provide safety not only for their employees, but also for students and visitors. Violence in the workplace is an issue requiring organizations to develop viable plans and procedures to combat it efficiently and effectively. Organizations have both moral and legal obligations to resolve and prevent workplace violence.

Limitations

This study was limited to workplace violence incidents occurring from 1990 through 1997 within the 23 member institutions of the VCCS. VCCS consists of 38 campuses located throughout Virginia in small rural and large urban areas. Five major employers within each member institution's service region participated in the study.

Assumptions

The following assumptions are relevant to this study:

1. The surveys were completed by the individuals identified to participate in the study.
2. Accurate records regarding workplace violence are maintained at each campus within the VCCS, and at the selected major service region employers as described in Chapter 3.

Research Questions

1. Do the incidents of workplace violence in the community colleges reflect the frequency and types of workplace violence in business and industry?
2. Are community colleges taking the necessary steps to develop plans of action to effectively manage workplace violence incidents?
3. Are community colleges providing training for their employees to ensure that the employees are knowledgeable about how to deal with workplace violence behavior?

4. Are there differences in the types and frequencies of workplace violence incidents between urban and rural campuses?

Definitions of Terms

The following terms are used throughout this research document.

Violence - “intense, turbulent, or furious, and often destructive action or force” (Merriam-Webster’s Collegiate Dictionary, 1993).

Workplace - any location, which can be permanent or temporary, where an employee performs work-related duties (NIOSH, 1993).

Workplace violence - “Any physical assault, threatening behavior or verbal abuse occurring in the work setting. It includes but is not limited to beatings, stabbings, suicides, shootings, rapes, near suicides, psychological traumas such as threats, obscene phone calls, an intimidating presence, and harassment of any nature such as being followed, sworn at or shouted at” (NIOSH, 1993).

Employee - anyone employed by an organization, including full- and part-time workers engaged in the organization’s business at all business locations, or performing work for the organization’s benefit (Kinney, 1995).

Student - a person who is enrolled at a school or college for the purpose of studying (Merriam-Webster, 1993).

Random acts of violence - violence that occurs due to criminal activities such as armed robberies or terrorism carried out by strangers (Gardner, 1993).

Domestic violence - violence committed by a spouse or significant other against the partner, which may be in the form of threats, intimidation, or emotional, physical, and/or verbal abuse (Soler, 1996).

Urban area - “one or more places and the adjacent densely settled surrounding territory that together have a minimum of 50,000 persons” (U.S. Census Bureau, 1995).

Rural area - “such territory, its population and housing units for extended cities closely settled to an urbanized area” (U.S. Census Bureau, 1995).

Overview of the Study

Chapter 1 includes the introduction, statement of the problem, purpose of the study, the significance of the study, limitations, assumptions, definitions of terms, and an overview of the study. In Chapter 2, the review of relevant literature will analyze the following areas: society and violence, the impact of economic factors on violence, domestic violence, employee violence, client violence, random acts of violence, risk factors that contribute to workplace violence, warning signs, impacts of workplace violence on the organization, ways of preparing to manage workplace violence, and effective employee training to resolve conflicts in the work environment. Chapter 3 describes and discusses the design of the research, methods selected, and analytical procedures that will be used in the study. Chapter 4 presents the data analysis results. Chapter 5 includes a summary of the findings, conclusions, and recommendations for future research.

CHAPTER 2

REVIEW OF RELEVANT LITERATURE

Introduction

This chapter reviews relevant literature pertaining to the evolution of workplace violence. The literature review is presented as follows: society and violence, economic factors influencing violence, workplace violence and employers' responsibilities, domestic violence, employee violence, client and customer violence, random acts of violence, risk factors that may result in violence, possible warning signs of impending violence, the impact of workplace violence on organizations, being prepared in the event of a workplace violence episode, and the importance of training employees in non-violent conflict resolution techniques.

Society and Violence

One of society's goals is to develop a social order that allows the meeting of basic human needs through a process that is both peaceful and regulated. This process requires great effort. Laws are necessary to maintain order in society and establish an environment conducive to economic progress (Campbell, Sahid, & Strang, 1969).

The challenge facing societies in preserving order is to preserve it in a manner that does not sacrifice civil rights and individual liberty. Most serious crimes and violent behavior, such as murder, theft, and robbery, are condemned by all societies (Wilson and

Hernstein, 1985). Social controls, such as laws, have been established to discourage groups or individuals from causing disruptions in the community (Eizen & Zinn, 1995). Laws provide structure and are used to establish order for all members of a society (Campbell, Sahid, & Strang, 1969).

Van den Haag (1972) identified four political forms of violence. The first form, to acquire power, is identified as acts of revolution or terrorism. The second form, to exercise power, refers to someone who already has position power and is using excessive violence, such as a dictator. The third form, challenging authority, is evidenced through protests, demonstrations, and riots, such as the pro- and anti-abortion groups or urban riots. The fourth form, to enforce authority, is demonstrated by law enforcement officials carrying out their duties under established law. Van den Haag reported that under certain conditions these political uses of violence may be considered legitimate or acceptable by society. Society often becomes hardened to violence because of its experience with legitimate violence, such as fighting wars, and individuals who have participated in wars or combat activities may carry these experiences with them into the workplace (Van den Haag, 1972).

The Second Amendment to the United States Constitution provides citizens the right to bear arms. The easy accessibility of firearms has led to increased lethal acts of violence. Besides the legal methods of obtaining firearms, there are illegal methods that increase the availability of firearms for violent acts by criminals.

The growth of gangs in major cities has increased the number and severity of violent acts throughout the United States. Not only are gangs well established in major cities, but smaller cities are seeing an increase in gang-related violence. The increase in young people using drugs has led to the growth of gangs and increased violence between gangs, as well as violence being directed at other members of society (IACP, 1995).

There is an enormous number of homeless people in the United States. Many of these homeless people are mentally ill and have been deinstitutionalized, resulting in a lack of supervision and structure (American Federation of State, County, and Municipal Employees, AFSCME, 1996a). These individuals often arrive at homeless shelters, emergency rooms, outpatient mental health clinics, and unemployment offices attempting to get services they desperately need in order to meet their basic needs for survival. When these individuals arrive, they are often already upset and very frustrated with the complicated process required to get assistance. The results are increased workloads for caregiving employees, who are unable to deal with the workloads, thus leading to more violence often directed at the employees (AFSCME, 1996).

Kinney (1995) reported that unemployed individuals may lack support systems, have difficulty coping with the loss of their jobs, and possess negative self-images. According to Kinney, these characteristics of some unemployed individuals may increase their tendency to commit violent actions.

Economic Factors

Many workers have had declines in their incomes during the past decade, resulting in a smaller and less rewarding job market today. The workplace has changed and many assembly line workers have found that their skills are no longer adequate to maintain jobs or acquire new jobs (Flynn, 1996). Kinney (1995) reported that due to layoffs, restructuring, and downsizing, many employees live in constant fear that they may lose their job, and everything they own. Baby boomers have realized they may have less money and a lower socio-economic status than their parents, leading to feelings of failure or despair. The workplace has changed and individuals can no longer expect to earn a living through their assembly line skills (Flynn). According to Kinney, the goal of such individuals is to earn enough money to meet basic needs and immediate financial obligations. Often this goal leads to increased employee frustration (Mantell, 1994). Many employees who lose their jobs due to layoffs or downsizing obtain new jobs that are temporary, pay less, have little job security, or may have limited or no benefits. In order to meet their financial obligations it may be necessary for these individuals to work two jobs.

Dooley and Catalano (1980) found that unemployment and economic problems influence abnormal behavior. Long periods of unemployment, according to Brenner (1973), lead to increases in depression, crime, and suicide. Coping abilities and stress management were challenges for the unemployed individual. Being unemployed may result in a person losing his or her car, money or savings, or having to file bankruptcy

(Kinney & Johnson, 1992). Kinney and Johnson stated that financial hardships, along with feelings of low self-esteem, lack of self-worth and not belonging, are devastating. A job represents more than just receiving a paycheck (Mantell, 1994). Mantell stated that an individual's job provides a reason to get up each morning, provides feelings of accomplishment, provides social interaction, and gives the employee a feeling of contributing to society as a whole. Losing a job is frightful and can be as traumatic as losing a loved one. Most individuals go through the same processes in dealing with the loss of a job as they experience in dealing with a death (Mantell).

Domestic Violence

President Clinton, in a memorandum to executive departments regarding the impact of domestic violence stated: "Domestic violence is violent criminal activity that affects us all, regardless of race, income, or age, in every community in this country. It means higher health care costs, increased absenteeism, and declining productivity. It destroys families, relationships, and lives" (Clinton, 1995).

AFSCME (1996b) found that women comprised 95% of battered spouses, and that approximately every 15 seconds a woman was battered. Up to 35% of female patients in the emergency rooms were there for domestic violence-related injuries. Domestic violence may range from physical abuse from slapping to murder, sexual abuse, verbal abuse, intimidation, isolation from family and friends, or threats to destroy objects or hurt others (Soler, 1996). According to Soler, threats and violence often follow

these victims into the workplace. Lehrman (1997) recommended that managers and supervisors receive training to respond to workplace domestic violence. According to Lehrman, failure to protect workers can result in employer legal liability.

An example of employer legal liability is *LaRose v. State Mutual Life Assurance* (1994). In this case LaRose's, her former boyfriend started violently harassing her, and threatened to kill her. He demanded that her supervisor fire her, and when the supervisor told the boyfriend (Thomas) that he was not going to fire LaRose, Thomas stated he would come to the office and kill LaRose. The next day Thomas went to LaRose's office and fatally shot her in the back (Hellvege, 1995).

LaRose's daughter and parents sued the employer, State Mutual Life Insurance Company. In *LaRose v. State Mutual Life Assurance Case* (1994), one part of the lawsuit alleged that the employer knew of the risk of violence and failed to protect LaRose. The award to LaRose's daughter and parents was approximately \$850,000 (Hellvege, 1995).

A Liz Claiborne, Inc. (1994) survey on domestic violence, found that 57% of the corporate executives who responded to the survey stated that domestic violence was a major problem. The corporate executive survey respondents stated on-the-job results of domestic violence are increased absenteeism, increased insurance costs, poor performance, and threats from the spouse or significant other. The survey results showed 33% of respondents stated domestic violence had impacted their organization, and 40% stated that they were aware of domestic violence involving employees and other individuals (Liz Claiborne, Inc., 1994).

Many employers and labor unions are working together to assist battered employees in an effort to combat domestic violence episodes in the workplace (AFSCME, 1996b). AFSCME stated that domestic violence affects their members, such as police officers, social workers, and corrections employees, who deal with the consequences of domestic violence; as well as members who are victims of domestic violence and members who are batterers. According to a 1995 U.S. Justice Department estimate, 60,000 workplace violence incidents annually are committed by perpetrators whom the victims know intimately (Soler, 1996).

Domestic crimes focus on the victim (Duncan, 1995). Duncan reported even though a woman may have moved away from the batterer, she does not always move away from the workplace, and the batterer knows she will go to work. Restraining orders and other legal injunctions prevent the batterer from going to a woman's home so therefore he targets his violence in the place of work. It is very important that employees notify the employer in such a situation, and that the employer take security precautions to protect the employee (Dunkel, 1994). Dunkel explained that in some cases this may be as simple as moving the employee's desk away from the front door into a more secure area and screening the employee's telephone calls. Other steps Dunkel stated that an organization can use include altering the employee's work schedule; giving the employee time off to get restraining orders; using silent alarms, buzzers, or security cameras near the employee's work area; providing escorts to the employee's car; alerting relevant employees such as security guards and receptionists of a potential problem by providing a

picture of the stalker; and working with local law enforcement to enforce the restraining order. Duncan stated that an estranged husband or boyfriend may feel that he has nothing to lose and plans to commit suicide after injuring the domestic partner. Taking adequate precautions may help to save the life of the employee.

In the case of *Tepel v. The Equitable Life Assurance Society of the United States* (1991), a female insurance company employee worked on the 18th floor of a high-rise office building. Her husband came to visit carrying a flower box. Inside the flower box were the pieces of a twelve gauge shotgun. He accused her of having an affair with her supervisor. He shot his wife, killed two employees, and injured nine others before he was fatally shot by the police. The wife and seven of the coworkers or their family members, sued the employer, as well as another business that shared floor space with the employer, and the owners of the building. The suit alleged that the defendants had not provided the employees with a safe working environment (Cawood, 1991).

Organizations need to have precise policies that prevent the release of employee information such as home addresses, telephone numbers, and work schedules; restrict visits by employees' relatives or outside visitors; and provide flexibility to allow employees to transfer to other departments, use leave time, or alter their work schedules in order to assist employees being victimized at work (LICWVAP), 1996). Temporary restraining orders may be obtained by the organization in order to protect the targeted employee and other organizational employees (Gardner, 1993). The city of Bellevue, Washington, encouraged its employees to alert their supervisors or management when

employees have obtained domestic violence protection orders and may be at risk of workplace violence (Bauer, 1995).

Random Acts of Violence

Some occupations are at higher risk for violence, such as police, emergency room personnel, prison employees, employees who work alone or in small numbers, employees working in high crime areas, employees who work the late night shift (11:00 p.m. - 7:00 a.m.), or employees working with the public where services are provided (Jenkins, 1995).

Most homicides in the workplace are the result of armed robbery (Windau & Toscano, 1994). Other random violent acts are assaults, sabotage, bomb threats, terrorists acts, and destruction of property (Nigro & Waugh, 1996). The perpetrators in this type of violence do not have a legitimate relationship to the organization and enter the organization to carry out a criminal act (Ellertson, 1997). The 1995 bombing of the federal building in Oklahoma City is an example of this type of violence (Nigro & Waugh, 1996). Another example is the recent incident involving George Parente, a former employee of the Forbes Corporation (Weiser, 1997). Weiser reported Mr. Parente worked as a computer help desk specialist, who assisted employees at computer terminals. Parente was discharged for being rude and abrupt. Following discharge, Parente secretly broke into the company and damaged or destroyed computers, resulting in more than \$100,000 damages (Weiser, 1997).

Ellertson (1997) reported that employees may also be victims of violence by perpetrators outside the workplace while carrying out their assigned work duties. An example is pizza delivery drivers or other individuals making deliveries to homes or workplaces.

OSHA (1996) listed several reasons why hospital emergency room employees and clients are at high risk of violence. An estimated 25% of patients, family members, and/or friends arrive with weapons. An injured gang member may be brought into the emergency room for treatment, rival gang members may show up to try and complete the murder they started earlier, and the injured gang member's friends may show up at the same time with weapons, trying to protect their fellow gang member (Wackenhut Training Institute, 1994). Incidents related to gang violence are increasingly putting health care workers at risk as well as other patients and visitors in the hospital. Hospital pharmacies are targets for robbery due to the availability of drugs (Simonwitz, 1994). According to Simonwitz, long waits in emergency rooms can lead to frustration that can escalate into violence.

At many workplaces the purchasing and selling of illegal drugs occurs, and many employers are either unaware or, if they suspect such activities, are not prepared to properly respond (Mantell, 1994). Because of the prevalence of illegal drug use today, it is a problem that all employers must handle in order to prevent workplace violence, sabotage, and theft (Gardiner & Grassie, 1994).

Workplace Violence and Employers' Responsibilities

Employers have a moral and legal obligation to ensure that employees have a safe workplace (Chavez, 1998). Employers should develop policies and procedures to combat workplace violence to prevent employee injuries and fatalities, lower financial losses, and minimize liability (IACP, 1995). Policies should include methods to identify the risk for workplace violence, how to take steps to prevent workplace violence, and, if severe incidents occur, how to handle the situation (Nigro & Waugh, 1996). Top management and all supervisors must endorse policies (IACP). Many employers think that workplace violence happens only to other organizations, but workplace violence can happen anywhere, as media reports have demonstrated (Chavez).

OSHA (1996) stated that “all employers have a general duty to provide their employees with a workplace free from recognized hazards likely to cause death or serious physical harm” (General Duty Clause, Section 5a-1). It is position of OSHA that if an employer knows of a workplace violence hazard and takes no action to prevent it, then the employer will be in violation of the General Duty Clause. OSHA further explained this interpretation as the employer having experienced acts of workplace violence, or being notified by employees of threats or intimidation, or the presence of other indicators showing that there is probable reason to believe that violence in the workplace exists, or has the possibility to exist. Issues that will be addressed in an OSHA investigation include pre-employment background checks, any corrective action taken by management against an employee in incidents of previous unacceptable workplace behavior, and, if the

injured party is an employee, what remedies are provided by workers' compensation (OSHA, 1996).

In addition to complying with the OSHA, many states have similar statutes; some state courts have held employers liable for employee violence if it can be proven that the violence was predictable. Nigro and Waugh (1996) stated this places the burden on employers to use reasonable care in employing, managing, and retaining employees. Additionally, there are states who hold the employer responsible for negligent actions of independent contractors (Nigro & Waugh, 1996).

Under the legal doctrine of *respondent superior* the employer is acting through the employee (Gifis, 1993). Gifis stated that if a tort liability results from the employee's actions, then the employer accepts responsibility. The employer is responsible for the acts of its employees, when the acts occur within the scope of the employees' employment. One of the fastest growing areas of civil litigation is negligent hiring claims (Gardner, 1993). A recent negligent hiring case in Rockingham County, Virginia, resulted in \$518,000 in compensatory damages and \$4.5 million in punitive damages (McClusky, 1997). In this case, a nursing home had hired a convicted sexual offender, who later abused an elderly nursing home patient.

Harassment of employees by coworkers, supervisors, or managers creates liability for the employer under both state and federal statutes if the employer is aware of the harassment. In *Blakey v. Continental Airlines*, a female airline pilot reported both verbally and in writing to her supervisors that she was being sexually harassed. Her

supervisors failed to take appropriate action, and a jury awarded Blakey \$875,000 citing that the company's management failed to respond appropriately, thereby creating a hostile environment for the employee (LaCalle, 1995).

Based upon the prior experience of the employer, industry victimization rates, and business location, employers are expected to exercise appropriate security precautions (OSHA, 1996). Many organizations look for ways to cut expenses and often choose to reduce security because no serious incidents have occurred (Gardiner & Grassie, 1994). This decision should be carefully made, because not only could such a decision result in increased liability, but the employees' safety is compromised. (IACP, 1995).

Because of highly publicized workplace violence, such as the U.S. Postal Service (USPS) incidents involving homicides, there is greater concern by the public regarding the issue of workplace violence (Kinney & Johnson, 1992). Former Surgeon General M. Joycelyn Elders in a 1993 keynote address at the USPS workplace violence symposium stated that "the work force is under siege from pressures, harassment, and non-fatal violence" (Elders, 1993).

According to Pastor (1995), the organization must use pre-employment screening and physical security methods, develop and enforce non-harassment policies, and provide employee counseling as workplace violence preventative strategies. NIOSH reported that robbery is still the major cause of workplace homicides. However, homicide by former employees, clients, and disgruntled employees has increased over 200% during the past decade.

Employee Violence

Violence directed at employees usually occurs because the perpetrator or employee has some employment-related involvement with the workplace (Kinney, 1995). This could be either a current or former employee who is angry about some situation, or an individual who has a relationship with a current or former employee (Green-Slaughter, 1996). The latter situation involving personal relationships is discussed under domestic violence (see p. 26).

Inappropriate behavior by employees could be a warning of violence that may increase in severity unless disciplinary action is taken (IACP, 1995). Examples of inappropriate behavior include abusive behavior such, as name-calling and obscenities, verbal threats and intimidation, obscene gestures, fist-shaking, throwing objects of any size, and physically touching another person in a malicious or harassing manner (IACP, 1995). Organizations must learn to take action when they are approached by violent individuals exhibiting disruptive and intimidating behavior (U.S. Office of Personnel Management, 1998).

According to the LICWVAP (1996), the current or former employee who commits violence may direct his or her violence toward another co-worker or supervisor. This individual intends to harm the intended victim (LICWVAP, 1996). There is a sequence that is usually followed when an employee directs his or her violence toward the employer (Fein, Vossekuil, & Holden, 1995). This sequence begins with a traumatic experience such as losing a job, delivery of a poor performance evaluation, or

administrator of some type of discipline (Kinney, 1995). According to DeBecker (1988), less severe events may have accumulated over a period of time, such as verbal or written reprimands. After experiencing sufficient trauma, the employee is unable to deal with the trauma, and believes the problem cannot be solved (Mantell, 1994). The employee then turns inward and externalizes all the blame toward others (Kinney, 1995). Kinney stated that self-protection is the employee's main objective, and he or she perceives committing a violent act as the only way out of the situation. Without intervention, such an employee often attempts or succeeds in carrying out a violent incident.

Northwestern National Life Insurance Company (1993) conducted a study entitled "Fear and Violence in the Workplace." The results were alarming. This study found that 16% of threats in the workplace were made by strangers, 36% were from customers or clients, and former or current employees accounted for 43%. The two major categories of victims were supervisors and domestic partners.

A review of 89 cases by Duncan (1995) of the Sarasota, Florida, Department of Public Safety during 1988-1994 indicated that 97% of the assailants were male, and all had used firearms in the course of the workplace violence incidents. These individuals had planned in advance to go to the workplace and kill their intended victims without regard for others who might inadvertently become involved or damage to physical facilities. The number of assailants was split approximately evenly between former and current employees. Many of the assailants either had grievances or disciplinary actions pending when the attacks occurred.

The U.S. Department of Labor's Bureau of Labor Statistics reported in 1995 that government employees are most likely to be victimized by workplace homicide.

According to the Bureau of Labor Statistics, 38% of the cases were committed at the local, state or federal levels (Toscano & Weber, 1995). Many of these cases involved disgruntled clients.

Duncan's (1995) research revealed 36% of the assailants committed suicide after killing and/or injuring others at the workplace. Suicidal individuals create more problems for law enforcement officials, because a person who is planning to kill himself may no longer care what the outcomes are of his behavior (Chavez, 1998). The presence of law enforcement officials may actually cause the person to become more aggressive (Duncan). Care must be taken to ensure that the suicidal individual does not become more agitated or aggressive (Chavez).

Williams (1997) stated that job applicants should be screened thoroughly. This requires that all time gaps on an application be accounted for when an applicant is interviewed. The information on the application as well as information provided by the applicant during the interview should be checked for accuracy (Albrecht, 1994).

McClusky (1997) stated that interview questions should ask relevant questions about workplace violence behavior. An example of such a question would be: "What do you do when you disagree with another person?" (Kinney, 1995, p. 131).

In too many cases, supervisors and managers are in such a hurry to get additional employees that they fail to ask the relevant questions needed to determine the knowledge,

skills, and abilities required to satisfactorily perform the position duties (Mantell, 1994). In the case of college faculty, who may be part of a panel interview to hire another faculty member within their department, faculty members may not have extensive interviewing experience and feel pressured to make a quick decision. Interviews provide the opportunity to explore whether or not an applicant is the right match for the organization (Kinney, 1995).

All applicants should be asked to sign release forms for reference checking (IACP, 1995). If the employee is driving a company vehicle, it is very important to check drivers' license records (Albrecht, 1994). Patterns of unacceptable behavior are frequently indicated on driver's license records such as citations for reckless driving and driving under the influence of alcohol and drugs. Although there is some expense involved, a criminal history check should be performed to determine if the applicant has a history of assaults or violent behavior (Kinney & Johnson, 1992). These steps will help employers to defend themselves against negligent hiring claims, should an applicant be employed and a violent incident occurs (McClusky, 1997).

It is essential that employers develop work rules, policies, and procedures to communicate to their employees that violence in the workplace is not tolerated (Byxbe, 1996). Byxbe stated that such policies must be enforced to send the message to employees that the organization is serious about not tolerating violence in the workplace. Employees and supervisors are often reluctant to report or discipline employees who make threats (Kinney, 1995). DeBecker (1988) stated that some supervisors believe that

such employees are either having a bad day, or that the behavior exhibited is just characteristic of the employee. According to DeBecker, (p. 72) the procrastination of supervisors and managers allows the violence to escalate and develop into the "T.I.M.E. Syndrome." The T.I.M.E. Syndrome represents threats, intimidation, manipulation, and escalation. DeBecker explained some employees have previously been able to get away with threats, intimidation, manipulation, and escalation of violent behaviors. Such employees have had many opportunities to adhere to policies, but had not. Some people may be afraid of an employee. DeBecker suggested that often an employee has been successful in using guilt and intimidation, and has talked his or her way out of discipline or termination. Chavez (1998) found that when management finally decides to fire an employee, the employee is often angry, threatening, and exhibits the behaviors that have worked in the past to prevent firing. At this point, the employee usually makes threats that are more severe because the employee has little to lose (Chavez). Counter-threats by management may result in escalation because the employee does not believe the employer will carry out any stated threats (DeBecker).

Kinney (1995) reported the importance of supervisory employees maintaining accurate performance evaluations and supervisory training to notice when an employee's performance is in jeopardy. This involves being trained to notice changes in an employee's behavior that affect the employee's performance (Kinney). Good observation skills and the ability to use and read body language is important because it enables the

supervisor to determine if an employee is agitated (U.S. Office of Personnel Management, 1998).

Employers should provide mandatory training for all of their employees in conflict resolution (Taylor, 1994). Taylor stated emergency procedures should be explained to the employees as well as whom to contact in case of an emergency. Kinney and Johnson (1992) reported policies and procedures are important. However, if they are not communicated to the employees, then the policies and procedures might as well not exist.

When employees lose their jobs, they often feel anger, denial, depression, and hysteria. Smith (1994) recommended that supervisors, managers, and human resources professionals be trained to recognize these emotional responses and how to respond appropriately. Smith stated that specific training should include self-defense and how to get out of dangerous situations. In addition, Smith recommended the employee remain in one room and the supervisor, human resources representative, outplacement counselor, and/or employee assistance program counselor meet with the employee in one location. This will avoid moving the employee and reduce the risk of embarrassment (Smith, 1994). The employee should be treated with as much dignity as possible (Chavez, 1998).

Client and Customer Violence

According to the LICWVAP (1996), client and customer violence is committed by two different groups. The first group involves individuals who may be innately violent,

such as mental health clients, prison inmates, and other client populations. The second group is comprised of individuals who become situationally violent. Marge (1996) stated that employees may be subjected to violence from clients and customers either inside the workplace, or outside the workplace while performing the duties of their positions, such as social services workers visiting clients' homes. Customers and clients sometimes feel that an organization has done something to cheat them, such as providing inadequate service or denying them some type of benefits (Marge). Such customers or clients want to settle the score with the organization, and because the visiting employee is part of the organization, the perpetrator commits the violence against the employee (Marge). The assault rate for women who work in state governments is 8.6 times higher than the rate for women employed in the private sector (Nigro & Waugh, 1996).

Health care and social services workers are particularly vulnerable for workplace violence (NIOSH, 1996). NIOSH reported that other occupations working with client populations, such as prison guards, nursing home employees, government employees, and law enforcement officials are also at greater risk. Taxi cab drivers have a higher risk of being killed while on duty than law enforcement officials. Additional high risk locations include employees working at: gas stations, convenience stores, grocery stores, liquor stores, hotels and motels, restaurants and bars, and jewelry stores, because employees at such locations have a higher risk for armed robbery (NIOSH, 1993). During the 1980s over 50% of the work-related homicides occurred within service industries and retail establishments (NIOSH, 1993).

A study conducted in Virginia from the period January, 1983 through August, 1990 using worker's compensation and crime victim's compensation claims revealed that workers involved in the sale of goods and providing services in unsecured environments were at the highest risk (Thomas, 1992). This study supports the findings of NIOSH research.

Risk Factors that May Result in Violence

There are many risk factors that organizations should take into account in order to make their working environments safer (Green-Slaughter, 1996). Certain environmental factors, such as violence-prone neighborhoods, the early release of mental patients, the hospitalization instead of imprisonment of violent criminals, and the availability of dangerous weapons, increase the risk of workplace violence (AFSCME, 1996). According to the AFSCME, individuals who have a previous history of violent behavior are prone to commit violent acts. Organizations that have employees working alone, have employees working with money, have low staffing levels, have excessive waiting time for customer service, or provide inadequate customer services are risking violence (OSHA, 1996). Certain occupations are at risk, including workers in mentally challenged facilities, health care workers, emergency room and admission workers, social services workers, law enforcement officials, corrections officers, security guards, people who work late hours, people who deal with complaints, and people who work alone (AFSCME, 1996).

Risk factors that may indicate that an employee is potentially violent include policy or rules violations, sexual and other forms of harassment directed at co-workers, and frequent disagreement with supervisors or managers (Kinney, 1995). Because human resources managers are often delegated the unpleasant task of informing employees that they have been terminated for unsatisfactory performance, laid off, demoted, transferred, or disciplined. These positions are often targeted for violence by employees (Bensimon, 1994). According to Filipczak (1993), the employee with an automatic weapon frequently targets human resources managers.

The vice-president of human resources at the Elgar Corporation escaped being shot by a laid-off employee when he hid under a desk. He stated that he really had lost sight of his job by becoming more of an administrator following all of the rules, regulations, and laws essential to the proper operation of a human resources department. His advice to management was to take time to know the employees and look for signs of how well each employee is doing (Baron, 1993). Baron stated that it is essential that all human resources staff be properly trained in conflict resolution, sensitivity, dealing with difficult people, and how to handle workplace violence.

Organizational climate is also a consideration when examining risk factors for workplace violence (Kinney & Johnson, 1992). A toxic work environment may not cause workplace violence, but it can be a contributing factor because of the stress it creates for the employees (Mantell, 1994). Smith (1993) stated that authoritarian or punishment management styles, indifference to employees' personal problems, cultural conflicts,

working conditions, and lack of support for workers contribute in creating a climate conducive to workplace violence. Other indicators of a troubled organizational climate are increases in the numbers of injury claims, large numbers of grievances, excessive demands for overtime, inadequate staffing, authoritarian management, and labor/management disputes (Bensimon, 1994). A 1990 survey of postal workers revealed that employees felt that supervisors were indifferent, used authoritative management styles, and were insensitive to employee needs (Smith, 1993).

An investigation of individual accounts of workplace violence episodes in the U.S. Postal Service revealed environmental factors that contributed to an atmosphere conducive for workplace violence (Baxter & Margavio, 1996). According to Baxter and Margavio, employees reported that the noise generated by the Multiple Position Letter Sorting Machine created stress. Machine operators reported that they had lack of freedom of movement and inability to control the work speed, and thus lowered job satisfaction. During the 1980s there were tighter budgets, more competition, political pressure to privatize the mail processing, increased stress for managers, and a downsizing trend that eliminated several overhead positions such as employee assistance counselors and postal inspectors (Baxter & Margavio). Employees and their union representatives alleged that management did not care about the employees and used harassment, intimidation, and discipline to reduce the reporting of on-the-job accidents (Baxter & Margavio).

Autocratic managers and supervisors increase the possibility for violence, as employees begin to look for ways to undermine authority (Caudle & Baiamonte, 1996).

Caudle and Baiamonte stated that supervisors who procrastinate or threaten to document some actions or inactions by an employee, yet do not follow up with appropriate action, create suspicion and distrust among employees.

Possible Warning Signs of Impending Violence

There are individuals who believe there are profiles of potentially violent employees, and an equal number of individuals who believe that such profiles are not helpful. Mantell (1994) made the most important point about profiles by defining profiles as “an inexact science at best” (p. 77). According to Mantell, there is no single method to indicate when a person will attempt or succeed in performing a violent act. There are certain identifiable characteristics that perpetrators of violence often have in common, including: disgruntled employees who perceive injustice on the job, tend to be loners, have low self-esteem, have made some attempt to get attention, exhibit fascination with the military, collect guns, have poor temper management, have made threats, have inadequate outlets for anger, have unstable family life situations, are excessively interested in media concerning workplace violence, complain of extreme stress at work, complain frequently about working conditions, often have poor job histories, may have psychiatric disorders, and may abuse drugs and/or alcohol. Other warning signs may include changes in belief systems, unreciprocated romantic obsessions, anxieties, attendance problems, sabotaging projects or equipment, and a general lack of concern for other employees’ safety (IACP, 1995). In addition to these common characteristics, there

are certain additional signs of emotional problems that serve as warnings (Albrecht, 1994). Albrecht reported some of these signs are changes in behavior, depression, suicidal comments, harassing of other workers, irritability, excessive drinking, drug use, talk of family problems, argumentative behavior, and becoming accident prone. Employees usually provide hints that they are planning to do something violent (Bensmion, 1994).

A supervisor needs to be knowledgeable of these characteristics and warning signs, and how to handle an employee who may need counseling (IACP, 1995). The inappropriate or insensitive approach of a supervisor may ultimately be the catalyst for a violent incident (Chavez, 1998). Supervisors should have resources available to get an employee to the appropriate professionals who are trained to make assessments and recommend courses of action to assist all involved parties (Mantell, 1994). Supervisors and managers should never attempt to assume the role of psychological counselor (Kinney, 1995).

The Impact of Workplace Violence on Organizations

The Bureau of Justice Statistics estimates that there are approximately one million people each year in the United States subjected to workplace violence (Bachman, 1994). Approximately 500,000 employees lose 1.8 million days of work and in excess of \$55 million in wages annually due to workplace violence, and this figure does not include annual and sick leave related to workplace violence (Ellertson, 1997). The human and financial costs are estimated to be over \$6 billion annually. Occupational deaths resulting

from workplace violence are the second leading cause of death for men and the leading cause of death of women on-the-job (Davis, 1997). Filipczak (1993) stated “Workplace homicide is the fastest growing form of murder in America” (p. 40). Davis reported that many employees do not report incidents of threats or minor violence. Workplace violence can happen in any size or type of organization (Davis).

An incident of workplace violence will often receive media coverage for several days, many times through national media (Byxbe, 1996). Byxbe stated these incidents create a sense of fear that disrupts feelings of safety for an organization, and it takes a long time for such fear to dissipate. According to Byxbe, this can affect employees, customers, suppliers, and others with whom the organization has a business relationship.

There are many effects of violence, including physical injuries, psychological damage from abusive or threatening incidents, and post traumatic stress disorder for victims and witnesses of workplace violence (AFSCME, 1996). According to AFSCME emotional problems include depression, fear, loss of sleep, disturbed relationships with others, inability to perform job duties, and increased absenteeism. It is not uncommon for workers to blame themselves when injured (AFSCME, 1998). Workers’ compensation claims may be only the beginning of the financial impact on an organization, because in some states (such as Louisiana and Delaware), if the employee can prove that the employer was negligent in providing a safe working environment, or should have known of impending danger, then the employee may pursue other legal remedies in addition to workers’ compensation (Nigro & Waugh, 1996).

Employees who are afraid of co-workers or are subjected to verbal abuse and harassment often exhibit lower productivity. In addition, these employees are often affected psychologically, and are likely to take more time off from work (Kinney, 1995). Kinney stated that without intervention, harassment will probably continue and escalate in severity.

Gardner (1993) stated workplace violence incidents can negatively impact the organization's bottom line and cause the organization to close stores or go out of business. For example, if a convenience store chain is frequently robbed and the employees are assaulted or fatally injured, then customers are going to be reluctant to come to the chain's stores for fear of being injured. Recruitment may be difficult because potential workers will be afraid to go to work for the organization (Kinney, 1995).

Concerns by employees for their safety in the workplace could result in unionization attempts as a means of getting their safety needs met (Taylor, 1994). The Service Employees International Union (SEIU) negotiates workplace safety into its labor management agreements. The following language is usually found in contracts SEIU (1997) negotiated: "The employer shall develop written policies and procedures to deal with on-the-job assault. Such policies must address the prevention of assault on-the-job, the management of situations of assault, and the provision of legal counsel and post-traumatic support to employees who have been assaulted on the job by clients or the public."

Other costs associated with violence in the workplace include: management and supervision being used to investigate incidents take workers away from their regular duties; employee replacement costs for injured or deceased employees; lower productivity by other employees; increased insurance premiums for risk, health, life, disability, and property insurances; repairs and cleanup; legal costs; increased security costs; and the injury or death of employees (Ellertson, 1997). According to Gardner (1993), all organizations, regardless of size, need to prepare for incidents of workplace violence by: (a) developing a program to identify possible impacts of workplace violence, (b) developing a crisis team to handle incidents, (c) developing and communicate policy to all employees, and (d) evaluating any threats and procedures for reducing threats.

Workplace Violence Management

Filipczak (1993) stated that all organizations need policies that require investigations of any threats or mention of impending violence, in order to send a signal to all employees that the organization does not tolerate intimidation or threats in the workplace. Such investigations may identify a potential problem that can be handled effectively, thereby preventing workplace violence (Filipczak). The development of a “zero tolerance” policy simply means that the organization will not tolerate any type of workplace violence (Green-Slaughter, 1996). Green-Slaughter stated that any employee violating the policy must be disciplined. The discipline administered should depend upon the severity of the incident and the employee’s prior employment record (Green-

Slaughter). Organizations that ignore incidents or do not follow the established policy send conflicting messages to employees (Barrier, 1995). Barrier suggested that employees who feel policies are not going to be enforced will also anticipate that reporting incidents will not make a difference in the perpetrator's behavior and consequently will not report problem situations.

According to the LICWVAP (1996), intervention is important to maintaining an organizational climate that provides a positive environment for employees. In order to assess vulnerabilities and identify areas that need improvement a survey can be used to determine the concerns and experiences of employees (LICWVAP). This could help an employer determine if there are unique needs that should be addressed, identify any problems that may exist, and reassure the employees that the employer is serious about the issue by allowing the employees to have input into the assessment process (Long Island Coalition for Workplace Violence Awareness and Prevention). Physical facilities should be assessed for security and areas identified as possible risks should be appropriately addressed (IACP, 1995). All incidents of violence regardless of the severity should be reviewed to determine how the incidents were handled and what, if anything, could be done to improve or prevent such situations in the future (LICWVAP). This includes a review of existing policies and procedures, and the type of documentation maintained (Mantell, 1994). Any areas identified as having training needs should be incorporated into the annual training plan (Kinney, 1995).

Incident Assessment

All organizations should have threat management policies that develop strategies to cope with violence in the workplace (Albrecht, 1994). An integral part of these policies would be the development of a threat assessment team and a coordinator for the team. This team should identify a location for reporting violent incidents or threats, and establish a procedure for activating the team (Albrecht).

There are certain personal conduct suggestions outlined by the IACP (1995) to assist in de-escalating potentially violent situations with employees. These suggestions from the IACP include exhibiting calmness while talking and moving around the employee; encouraging the employee to talk and demonstrating empathy while listening; sitting at a right angle instead of across from the employee and at the same time positioning oneself to ensure access to an exit; trying to maintain three to six feet of space between self and the employee; breaking down big problems into smaller problems and pointing out choices; using tactics to delay the employee, such as offering a cup of water in an effort to help calm the employee; accepting criticism positively and asking clarifying questions if warranted; and establishing ground rules if the behavior escalates.

Human resources managers are often the ones who must help workers and their families cope with workplace violence injuries (Baron, 1993). Baron stated that employees who have survived such episodes often feel that they have been abandoned and thus are not very trusting. Employers need to show compassion and communicate during these difficult times (NIOSH, 1996). Human resources managers should have

counseling contacts and services readily available to respond to a crisis involving violence in the workplace (Baron).

All organizations should have a crisis management team consisting of a legal representative, human resources executive, someone from the CEO's office, and top managers from affected areas (LICWVAP, 1996). The LICWVAP stated that the team should be available 24 hours per day, and should receive and distribute all information to the media and to employees regarding work operations. It is important that the team be able to make decisions quickly (LICWVAP). The crisis management team should have procedures to work with law enforcement officials, a designated media spokesperson, a method to locate each employee quickly, procedures for moving victims and essential business data to safe places, employee assistance program (EAP) specialists and/or others trained in crisis debriefing, a procedure for taking statements from victims and witnesses, and top management involvement (Department of Criminal Justice Services, 1996).

It is essential for top management to demonstrate concern for employee safety and health by providing the resources and support to effectively combat workplace violence (Chavez, 1998). Management must ensure that all employees are aware of their responsibilities to help prevent violence in the workplace (Mantell, 1994). Management must provide medical and psychological services for employees, as well as debriefing for employees involved in workplace violence incidents (Bensimon, 1994). The IACP (1995) recommended that an ongoing worksite analysis be conducted to find current or potential hazards for the workplace. This would include reviewing worker's compensation claims;

reviewing logs, employee, and police reports of incidents or near-incidents, to ascertain if the incidents are directed at particular employees or departments, and a facility security evaluation to determine if additional security devices or controls are needed (IACP, 1995). Supervisors and managers must be held responsible for addressing issues involving workplace conflict (DeBecker, 1988). DeBecker stated that unresolved conflict may lead to workplace violence. Employees must be encouraged to report violent incidents in order to prevent future incidents that may become even more violent (Kinney, 1995). Kinney stated that it is important that all employees follow the policies and procedures associated with workplace violence.

The Importance of Training

All employees should receive training on how to resolve conflict in the workplace, with emphasis placed on non-violent response methods (U.S. Office of Personnel Management, 1998). Management should encourage employees to limit physical intervention in workplace violence situations (OSHA, 1996). Training methods used should include case studies and role playing in order to help employees think through the processes that would be used if an actual situation should occur (U.S. Office of Personnel Management, 1998). Certain groups of employees, such as health care providers, face increased risk for assault and these employees should be formally trained for specific risks associated with their positions (OSHA). According to Kinney (1995), frequent training can help lower the chances of assault.

Employees having direct customer or client contact should be trained in dealing with difficult people and self-defense, including how to get out of dangerous situations. Those who work without regular direct contact need training on how to deal with customers and clients effectively. Employees need skills in communicating with customers and clients over the telephone. The inability to calm an angry customer or client may result in that customer or client showing up at the place of business in a violent state. Employees should also be taught how to determine when an individual's behavior is considered a serious threat (Gardiner & Grassie, 1994).

Employees who work off-site performing duties such as repairs, deliveries, and providing health care services are vulnerable to robbery and attacks from angry customers and clients (CAL/OSHA, 1995). According to CAL/OSHA, these employees need specific guidelines, training, and various types of protection. Items such as cellular phones, hand-held alarms, pepper spray, and other protective devices should be provided along with instructions on how to use the devices. Security or police escorts may be necessary for travel into high-risk areas and if employees feel threatened or unsafe, they should not enter a location (CAL/OSHA, 1995).

It is important that an organization clearly communicate and distribute organizational policy on workplace to all employees (Kinney, 1995). Kinney stated that this should be done during orientation, after incidents, and on other occasions to reinforce the methods for dealing with violence in the workplace. Another component related to the policy communication is a discussion of certain risk factors that may

contribute to violence, such as dealing with the public, handling money, patients with mental problems, or hospital emergency rooms where there may be violence between the victims' families and friends (IACP, 1995).

Employees should be encouraged to report all incidents, regardless of how minor, to their supervisors and managers (US Office of Personnel Management, 1998). It is the responsibility of management to investigate incidents in a timely fashion and appropriately to prevent future incidents that could become more violent (Kinney, 1995). Kinney stated all employees should have knowledge of the procedures for reporting and recordkeeping, which is very important should there be a need for worker's compensation claims, medical care, counseling, or legal remedies.

Training should be provided to supervisors and managers regarding policies and procedures, knowing what options are available, enforcing the organization's policy on workplace violence, encouraging employees to report incidents, and being sensitive to employees' needs following incidents (Yarborough, 1994). Yarborough stated some employees may just need someone to express their feelings to following an incident, while other employees may need counseling to deal with the aftermath of a serious incident. Supervisors should never place employees in situations that jeopardize safety (Albrecht, 1994).

Security employees need specific training that teaches them how to deal with aggressive individuals and methods of diffusing hostile situations (Mantell, 1994).

Security employees are usually the first to respond to a workplace violence situation

which may involve injured employees, hostage situations, facility hazards, and suicidal individuals. They may have to handle the situation for several minutes before local law enforcement officials arrive on the scene (Mantell). This is particularly crucial when the organization is located in a rural area where law enforcement officials may have to travel several miles before they can assist the organization's security personnel. Many community colleges located in rural areas depend on the county sheriff's department and the state police to assist them when security incidents occur.

A key element to providing training is to remember that the training may need to be updated periodically due to new policies and implement suggestions that have been found to be beneficial as the result of a post-incident investigation (Kinney, 1995). Employees often have beneficial suggestions that will improve the organization's operations. (Albrecht, 1994). Williams (1997) proposed that after any incident, a careful review should be conducted to determine ways to improve employee safety and security.

Summary

The literature review has discussed society and violence; economic factors related to workplace violence; the different categories of workplace violence used in this research study; risk factors, warning signs, and impacts on workplace violence; the importance of training and being prepared for workplace violence incidents, and the employer's responsibilities. Although an employer cannot prevent workplace violence incidents from occurring, the literature review listed several steps that employers can take

to reduce their exposure to such tragic events. Workplace homicide is the fastest growing category of murder in the United States today, and employers must do their part to take precautionary measures to reduce homicide and other violent acts in the workplace (NIOSH, 1996).

Community colleges, which function both as employers and providers of services to many different stakeholders in their particular service regions, need to take an active role in helping prevent the increase of workplace violence. As an employer, a community college must provide its employees with the necessary conflict resolution training to adequately prepare the employees to defuse potentially violent situations involving students, faculty, staff, clients, contractors, and outsiders. Management needs to enforce the “zero tolerance” policy and demonstrate to individuals that unacceptable violent behavior will not be tolerated. Continuing education and business departments offering training to business and industry should offer workplace violence prevention training to their clients in order to assist them in addressing the workplace violence issue. Community colleges should also work with the public school systems within their service regions to help teachers learn and apply conflict resolution techniques in their classrooms, as well as to teach students how to resolve issues without using violence.

Lawless, who conducted research for Northwestern National Life Insurance Company (1993), suggested that the workplace is the best place for society to help the children of the future. In a society that has perpetual violence, the workplace can be an active agent of social change by teaching the employees conflict resolution. She

maintained that if parents are taught how to resolve conflicts without violence at work, perhaps they will be less violent in the home. This could also be the case for students in schools. If appropriate steps are taken to handle conflict, then students may learn those steps, and apply the steps at school as well as in their personal lives. Conflict resolution can be applied to many different life scenarios.

Unfortunately, violence has become a way of life in this society and occurs in all sizes of businesses and industries. In order to combat workplace violence, it requires that all stakeholders work together to take steps to prevent it. Community colleges, as mentioned above, have several avenues where they can help the various members of the community learn how to effectively combat this issue.

CHAPTER 3

RESEARCH METHODOLOGY

Introduction

The purpose of this study was to review the incidents of workplace violence occurring from 1990-1997 at the community colleges within the Virginia Community College System to ascertain if the reported incidents reflected trends in business and industry. The types of workplace violence included: domestic violence, employee violence, violence at special events, and student violence. Student violence was studied in the community colleges and its parallel (customer/ client violence) in business and industry.

An analysis was made between the large urban and small rural community colleges based on the five size categories within the Virginia Community College System. The small rural community colleges are those ranked as Category I and Category II. Large urban community colleges are those ranked as Categories III, IV, and V (see Table 1).

The objectives of this study were: (a) to compare the frequencies and types of workplace violence in business and industry with similar incidents in community colleges; (b) to determine how prepared community colleges are to manage workplace

violence incidents; (c) to analyze the types and frequencies of workplace violence incidents between large urban and small rural institutions, and (d) to determine what training is provided to employees for solving workplace conflict issues in a non-violent manner.

This section presents an overview of the research methodology used in this study. Included are the population, instrumentation, research design, data collection procedures, and data analysis.

TABLE 1
COLLEGES RANKED BY CATEGORY/FTES

Category I	Fewer than 1,500
Category II	1,500-2,499
Category III	2,500-4,999
Category IV	5,000-9,999
Category V	10,000 or More

Note: Data provided in Virginia Community College System's Colleges Ranking by Category/Full Time Equivalent Students (FTES), 1997.

Population

The population of this study was the 23 member institutions of the Virginia Community College System, and 115 major employers located in the community college service region (5 per region). The 23 member institutions (see Figure 1) are

comprehensive two-year higher education institutions offering associate degrees, certificates of study and diplomas in occupational/technical education, college transfer education, general education, developmental education courses, continuing education, and specialized regional and community services. All member institutions are accredited by the Southern Association of Colleges and Schools.

The major employers included for-profit service and manufacturing organizations having 500 or more employees. Employers having 500+ employees were chosen because they compare to the employment levels of the individual colleges within the Virginia Community College System. These employers were identified by using the Virginia Employment Commission's Virginia Employer Data Management and Reporting System (Virginia Employment Commission, 1997). The report lists employers by county. Public school systems and public agencies were not included in the major employer category because these organizations are similar to community colleges in operational procedures.

Instrumentation

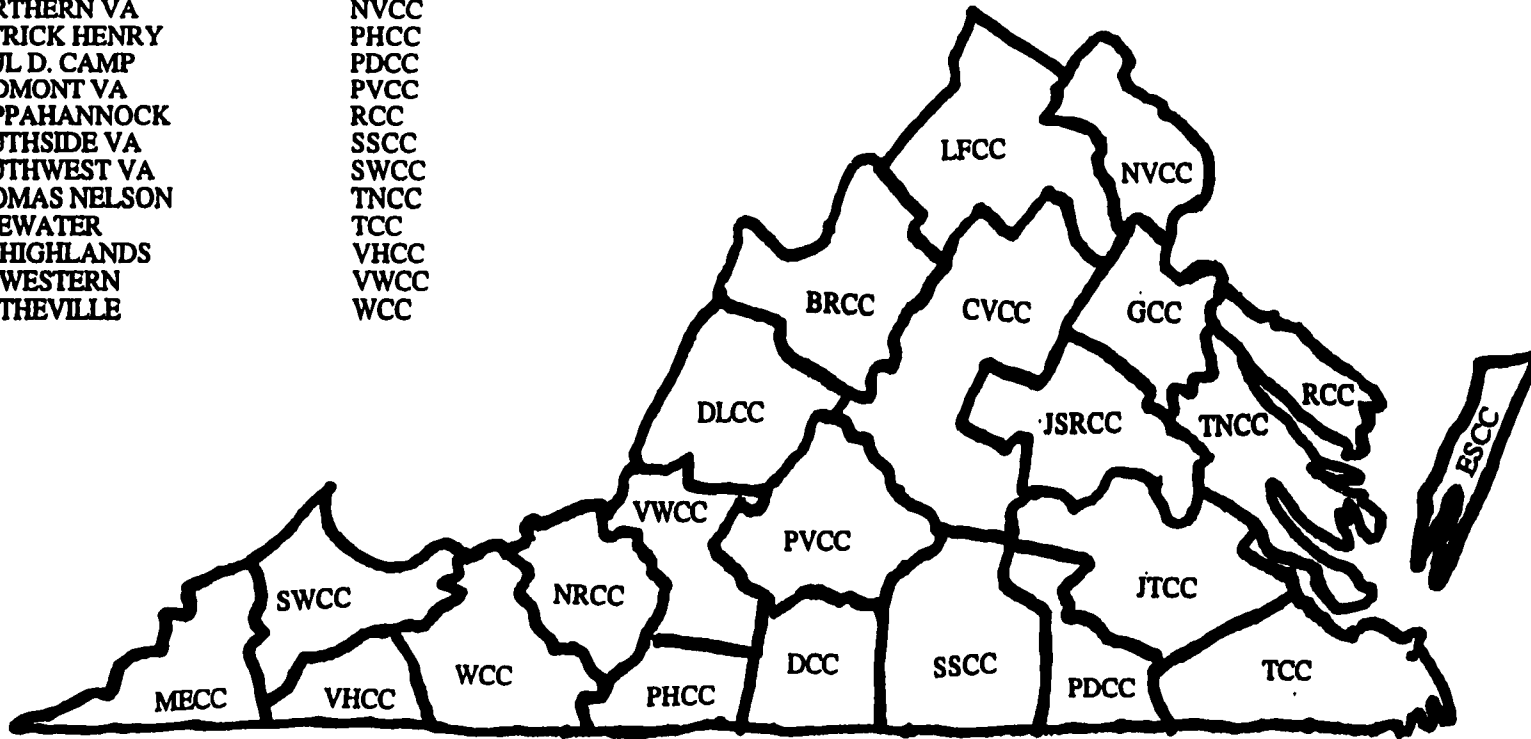
A survey was mailed to the following officials/administrators at each community college: Dean of Students, Dean of Administration, and Director of Campus Security (see Appendix I). These positions were chosen for survey respondents because all three positions are or would be involved in the types of workplace violence incidents which occur at community colleges. The initial section of the survey collected institutional demographic data. A survey was sent to the following individuals at selected business and

FIGURE 1

VIRGINIA COMMUNITY COLLEGES-LOCATIONS

BLUE RIDGE
CENTRAL VIRGINIA
DABNEY LANCASTER
DANVILLE
EASTERN SHORE
GERMANNA
J. SARGEANT REYNOLDS
JOHN TYLER
LORD FAIRFAX
MOUNTAIN EMPIRE
NEW RIVER
NORTHERN VA
PATRICK HENRY
PAUL D. CAMP
PIEDMONT VA
RAPPAHANNOCK
SOUTHSIDE VA
SOUTHWEST VA
THOMAS NELSON
TIDEWATER
VA HIGHLANDS
VA WESTERN
WYTHEVILLE

BRCC
CVCC
DLCC
DCC
ESCC
GCC
JSRCC
JTCC
LFCC
MECC
NRCC
NVCC
PHCC
PDCC
PVCC
RCC
SSCC
SWCC
TNCC
TCC
VHCC
VWCC
WCC



industry entities: Upper Management, Human Resources Manager, and Director of Security (see Appendix II). The upper management category was used for business and industry entities which did not have a Human Resources Manager or a Director of Security.

The survey contained 25 forced choice questions. The 2 open-ended questions were at the end of the survey, and were centered around reporting of incidents to local law enforcement authorities and the job titles of employees whose drivers license records were required. The survey focused on the four types of workplace violence identified as part of this study: domestic violence, student/client violence, employee violence, and workplace violence at special events which included random acts of violence.

Research Design

The study was conducted using survey methodology. The purpose of this design was to determine the relationships between the demographic data collected and the current trends of workplace violence in the population. An analysis was made between workplace violence in community colleges and business and industry.

In order to develop appropriate survey questions related to workplace violence, the questions and categories were developed with the assistance of the Campus Police Chief, Dean of Students, and Institutional Research Officer from Southwest Virginia Community College, and the Vice-Chancellor of Human Resources and Affirmative Action for the Virginia Community College System. These resource individuals assisted

by relating events that have occurred and/or events that could possibly occur. In addition, the campus crime statistics and categories maintained for fulfillment of the U.S. Department of Education's requirements under the Campus Security Act were reviewed (U.S. Department of Education, 1997).

The survey addressed the following information regarding workplace violence: individual community college policies and procedures, frequency of incidents from 1990-1997, types of workplace violence (domestic, employee, student, random acts), the preparedness of the community college, and the community college's prevention plan (see Appendix I). Quantitative analysis was conducted. An analysis between the survey analysis was made with business and industry workplace violence data from the U.S. Bureau of Justice Statistics, U.S. Bureau of Labor Statistics, Center for Disease Control, and National Institute of Occupational Safety and Health.

Research Hypotheses

The following are the research hypotheses (in null form) that were tested for significant difference:

H₁: There is no difference between the types of incidents and frequencies of workplace violence in the community college and the types of workplace violence in business and industry.

H₂: There is no difference between community colleges and business and industry in taking the necessary steps to develop plans of action to effectively manage workplace violence incidents.

Necessary steps to develop plans of action include: (a) utilizing zero-tolerance policies; (b) providing employees with an Employee Assistance Program (EAP) or counseling service; (c) providing counseling services for employees witnessing or being victimized by workplace violence; (d) utilizing telephone hot lines for employees concerned about their safety; (e) reporting workplace violence incidents to area law enforcement officials; and (f) using a written workplace violence prevention plan. Each of the above items was listed as a separate question in the research survey to determine which items were being used.

H₃: There is no difference between community colleges and business and industry in providing training for their employees to ensure that the employees are knowledgeable about how to deal with workplace violence behavior.

H₄: There is no difference between the types and frequencies of workplace violence incidents between large urban and small rural campuses.

Data Collection and Procedure

The three groups of community college individuals, Dean of Students, Dean of Administration, and Director of Security were sent a letter describing the survey and encouraging their participation. A letter was sent to the business and industry entities asking for their participation.

The first follow-up with the community college individuals was through the use of electronic mail. Additional follow-up was conducted by telephone. A response was

received from a survey respondent at each of the 23 community colleges. The response received from each community college was used. Telephone calls were used to follow-up with business and industry individuals. There were 182 surveys mailed to business and industry entities. Only 115 (62%) surveys were returned from this group.

To maintain confidentiality, each community college respondent was asked to identify his/her position and the size of the community college. By identifying the full time equivalent size of the community college, the researcher was able to determine which responses were from urban or rural campuses. Urban colleges were those with 2,500 or more full time equivalent students. Rural colleges were those with less than 2,500 full time equivalent students. Business and industry respondents were asked to identify the size of the business and their position. This allowed for the necessary demographic data needed to complete the research.

Data Analysis

To organize and summarize the numerical data, descriptive statistics were used (Gall, Borg, & Gall, 1996). Each hypothesis is listed below with appropriate information regarding the survey questions and data analysis techniques used.

H₀ 1: There is no difference between the types of incidents and frequencies of workplace violence in the community college and the types of workplace violence in business and industry.

The data was collected from page 1 of the survey which collected responses in the four types of workplace violence (domestic, student, employee, and special events) being researched in the community colleges. The client/customer category in the business and industry survey was compared with the student category in the community college survey.

H₀ 2: There is no difference between community colleges and business and industry in taking the necessary steps to develop plans of action to effectively manage workplace violence incidents.

The survey questions related to this area are found on page 2 of the survey and are numbers 5, 7, 8, 9, 10, and 12. A chi-square analysis was used to answer this research question regarding planning because the variable was categorical in nature (Jaeger, 1990). Chi-square was appropriate because “Chi-square (X) is a nonparametric statistical test to determine whether research data in the form of frequency counts are distributed differently for different samples” (Gall et al., p. 400).

H₀ 3: There is no difference between community and business and industry in providing training for their employees to ensure that the employees are knowledgeable about how to deal with workplace violence behavior.

Question 6 on page 2 of the survey addresses workplace violence training. A chi-square analysis was used to answer this research question regarding training because the variable was categorical in nature (Jaeger, 1990). Chi-square was appropriate because “Chi-square (X) is a nonparametric statistical test to determine whether research data in

the form of frequency counts are distributed differently for different samples” (Gall et al., p. 400).

H₀ 4: There is no difference in the types and frequencies of workplace violence incidents between large urban and small rural campuses.

Questions 1-4 on page 1 of the survey addressed types and frequencies of workplace violence. A Chi-square analysis was used to answer this research question because the data collected was categorical in nature (Jaeger, 1990).

CHAPTER 4

DATA ANALYSIS

The researcher examined the incidents of workplace violence reported at the 23 community colleges within the Virginia Community College System to determine if the incidents reflected the trends in business and industry. In addition, a comparison was made between the large urban and small rural community colleges based on the five size categories within the Virginia Community College System which are based on full time equivalent students. A survey was developed to obtain descriptive data from each community college and the 5 major employers within each community college's service region.

Description of Respondents

The quantitative data consisted of 23 community college respondents and 115 business and industry respondents. The titles of the participants are shown in Table 2.

In order to address multiple responses from community colleges, the researcher planned to use an aggregate response. There were only two community colleges where more than one response was received. In the first instance, both the Dean of Administration and the Director of Security completed the survey after a follow-up telephone call. Their responses were identical. In the second instance, the Dean of

Administration listed “uncertain” as the responses on page 2 of the survey, and the Dean of Students completed the responses as yes or no. The front page of the survey had the same responses, which were listed as “no occurrence”.

TABLE 2
SURVEY RESPONDENTS BY TITLE

	Business/Industry		Community College	
	(N=115)		(N=23)	
Dean of Students	-	-	5	22%
Dean of Administration	-	-	10	44%
Director of Security	-	-	8	34%
Upper Management	28	25%	-	-
Human Resources Manager	44	38%	-	-
Director of Security	43	37%	-	-

Hypothesis Testing Method

Chi-square statistical procedures were used for nonparametric statistical comparisons. According to Gall, Borg, and Gall (1996), the chi-square test is the most appropriate for nonparametric data.

Each null hypothesis is listed and the corresponding data is described. The statistic result is interpreted using an alpha level of .05.

Null Hypothesis 1

H₀ 1: There is no difference between the types of incidents and frequencies of workplace violence in the community college and the types of workplace violence in business and industry.

The chi-square test was used to compare four areas of workplace violence (domestic, student/customer, employee, and special events).

The chi-square test for workplace domestic violence incidents involving employees had a value of 2.16 at a significance level of .539 with three degrees of freedom (see Table 3). The significance level of .539 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for domestic violence incidents involving students/customers had a value of .792 with a significance level of .851 (see Table 3). The significance level of .851 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace domestic violence incidents requiring medical attention had a value of 1.30 with a significance level of .729 at three degrees of freedom (see Table 3). The significance level of .729 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for domestic incidents involving local law enforcement had a value of 2.22 with a significance level of .528 with three degrees of freedom (see Table

TABLE 3
CHI-SQUARE ANALYSIS: DOMESTIC VIOLENCE

Incidents	Business/Industry N=115				Community Colleges N=23				X ²	p
	Monthly N (%)	Semi-Annual	Annual	No Occurrence	Monthly	Semi-Annual	Annual	No Occurrence		
Employee Incidents	16(14)	17(15)	65(56)	17(15)	3(13)	6(26)	10(44)	4(17)	2.16	.539
Students or Customers	3(3)	6(5)	23(20)	83(72)	0(0)	1(4)	4(18)	18(78)	.792	.851
Medical Attention Required	3(3)	11(9)	32(28)	69(60)	1(4)	2(9)	4(17)	16(70)	1.39	.729
Local Law Enforcement	3(3)	15(13)	54(47)	43(37)	2(9)	3(13)	6(48)	7(30)	2.22	.528
Outside Referrals	9(8)	27(23)	54(47)	25(22)	2(9)	10(43)	3(13)	8(35)	29.58	.023

3). The significance level of .528 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace domestic violence incidents involving referrals to outside sources had a value of 9.58 with a significance level of .023 (see Table 3). The significance level of .023 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Community colleges reported 17% had no occurrence compared with 68% of business/industry respondents.

The chi-square test for workplace violence incidents between students/customers had a value of 21.10 with a significance level of .000 with three degrees of freedom (see Table 4). The significance level of .000 was less than the alpha level of .05; therefore, the null hypothesis was rejected. There was a significant difference between community colleges (17%) and business/industry respondents (68%) in the reporting of no occurrence.

The chi-square test for workplace violence incidents between students/customers and employees had a value of 1.45 with a significance level of .694 with three degrees of freedom (see Table 4). The significance level of .694 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace violence involving business or classroom disruptions had a value of 15.85 with a significance level of .001 (see Table 4). The significance level of .001 was less than the alpha level of .05; therefore, the null

TABLE 4
CHI-SQUARE ANALYSIS: STUDENT OR CUSTOMER VIOLENCE

Incidents	Business/Industry N=115				Community Colleges N=23				X ²	p
	Monthly	Semi-Annual	Annual	No Occurrence	Monthly	Semi-Annual	Annual	No Occurrence		
	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)		
Incidents Between Students or Customers	7(6)	7(6)	23(20)	78(68)	4(17)	5(22)	10(44)	4(17)	21.1	.000
Students or Customers and Employees	2(2)	7(6)	28(24)	78(68)	1(4)	2(9)	7(30)	13(57)	1.450	.694
Business or Classroom Disruption	3(3)	1(1)	26(22)	87(74)	1(4)	4(18)	6(26)	12(52)	15.85	.001
Local Law Enforcement	5(4)	5(4)	30(26)	75(66)	1(4)	3(13)	9(39)	10(44)	5.12	.163

hypothesis was rejected. Community colleges reported 52% had no occurrence compared with 74% of business/industry.

The chi-square test for workplace violence incidents between student/customer and employees requiring local law enforcement had a value of 5.12 with a significance level of .163 (see Table 4). The significance level of .163 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for employee violence between administrative/management employees had a value of 1.68 with a significance level of .432 (see Table 5). The significance level of .432 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for employee violence between employees had a value of 8.83 at a significance level of .032 with three degrees of freedom (see table 5). the significance level of .032 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Community colleges reported 87% had no occurrence compared with 59% of business/industry.

The chi-square test for workplace violence during special events had a value of 6.08 at a significance level of .108 at three degrees of freedom (see table 6). the significance level of .108 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace violence as random acts of violence had a value of 7.39 at a significance level of .060 with three degrees of freedom (see Table 6). The

TABLE 5
CHI-SQUARE ANALYSIS: EMPLOYEE VIOLENCE

Employee Category	Business/Industry N=115				Community Colleges N=23				X ²	p
	Monthly N(%)	Semi-Annual N(%)	Annual N(%)	No Occurrence N(%)	Monthly N(%)	Semi-Annual N(%)	Annual N(%)	No Occurrence N(%)		
Administrative/ Management	0(0)	2(2)	14(12)	99(0)	0(0)	0(0)	1(4)	22(96)	1.68	.432
Employee	3(3)	8(7)	36(31)	68(59)	0(0)	0(0)	2(9)	21(91)	8.830	.032
Employee/ Supervisor	2(2)	19(17)	81(70)	13(11)	0(0)	1(4)	2(9)	20(87)	60.38	.000

significance level of .060 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

Null Hypothesis 2

H₀ 2: There is no difference between community colleges and business and industry in taking the necessary steps to develop plans of action to effectively manage workplace violence incidents.

The chi-square test regarding the use of a written zero tolerance policy had a value of 2.49 at a significance level of .114 with one degree of freedom (see Table 7). The significance level of .114 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected. There were 6 community college respondents who were uncertain if their community college had such a policy.

The chi-square test regarding employees offering EAP or counseling services had a value of .745 with a significance level of .387 with one degree of freedom (see Table 7). The significance level of .387 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected. The chi-square test regarding counseling services for employees witnessing or being victims of workplace violence had a value of 1.28 with a significance level of .258 with one degree of freedom (see Table 7). The significance level of .258 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected. There were 6 community college respondents uncertain if their community colleges offered services.

TABLE 6
CHI-SQUARE ANALYSIS: SPECIAL EVENTS

Violence Category	Business/Industry N=115				Community Colleges N=23				X ²	p
	Monthly	Semi-Annual	Annual	No Occurrence	Monthly	Semi-Annual	Annual	No Occurrence		
	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)		
Special Events Violence (music/drama events, graduation, sports events)	0(0)	2(2)	18(16)	95(82)	1(4)	0(0)	2(9)	20(87)	6.08	.108
Random Acts of Violence (sabotage, property destruction, bomb threats)	2(2)	31(27)	58(50)	24(21)	3(13)	6(26)	11(48)	3(13)	7.39	.060

The chi-square test for telephone hot lines for employees concerned about their safety had a value of 1.84 with a significance level of .175 at one degree of freedom (see Table 7). The significance level of .175 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test reflecting the reporting of workplace violence incidents to area law enforcement officials had a value of 8.15 with a significance level of .004 with one degree of freedom (see Table 7). The significance level of .004 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Community colleges (90%) reported incidents to law enforcement officials compared with 56% of business/industry respondents. There were 6 community college respondents uncertain regarding the reporting of incidents to law enforcement officials.

The chi-square test for Division of Motor Vehicle (DMV) records being required for employees had a value of 4.19 with a significance level of .041 with one degree of freedom (see Table 7). The significance level of .041 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Community colleges reported 33% used DMV records compared with 59% of business/industry respondents. There were 5 community college respondents uncertain regarding the use of DMV records.

The chi-square test regarding the use of a written workplace violence prevention plan had a value of 6.77 with a significance level of .009 with one degree of freedom (see Table 7). The significance level of .009 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Community colleges reported 12% used a plan compared

TABLE 7

CHI-SQUARE ANALYSIS: WORKPLACE VIOLENCE PLANNING

Planning Category	Business and Industry N=115			Community Colleges N=23			X ²	p
	Yes N(%)	No N(%)	Total N(%)	Yes N(%)	No N(%)	Total N(%)		
Zero Tolerance Policy	84(74)	30(26)	114	10(56)	8(44)	18	2.49	.114
EAP or Counseling Services	73(64)	42(36)	115	14(74)	5(26)	19	0.746	.388
Witness/Victim Counseling	57(50)	57(50)	114	11(65)	6(35)	17	1.28	.257
Telephone Hot Line	29(25)	85(75)	114	7(41)	10(59)	17	1.83	.175
Reporting Incidents to Law Enforcement	63(56)	49(44)	112	18(90)	2(10)	20	8.15	.004
DMV Records	68(59)	47(41)	115	6(33)	12(67)	18	4.2	.040
Written Plan	50(45)	61(55)	111	2(12)	15(88)	17	6.77	.009

with 45% of business/industry respondents. There were 6 community college and 4 business/industry respondents uncertain if a written plan was used.

The chi-square test for areas most concerned about workplace violence had a value of 37.81 with a significance level of .000 with two degrees of freedom (see Table 8). The significance level of .000 was less than the alpha level of .05; therefore, the null hypothesis was rejected. There was a significant difference in each area. Community colleges had 35% concern for domestic, 48% concern for student/customer, zero concern for employee, and 17% concern for special event workplace violence. Business/Industry had 13% concern for domestic, 24% concern for student/customer, 62% concern for employee, and 1% concern for special event workplace violence.

Null Hypothesis 3

H₀ 3: There is no difference between community colleges and business and industry in providing training for their employees to ensure that the employees are knowledgeable about how to deal with workplace violence behavior.

The chi-square test for conflict resolution training had a value of .008 at a significance level of .927 with one degree of freedom (see Table 9). The significance level of .927 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected. There were 6 community college respondents uncertain regarding conflict resolution training.

TABLE 8
CHI-SQUARE ANALYSIS: AREA MOST CONCERNED

	Business/Industry (N=115)	Community College (N=23)
Category	N(%)	(N%)
Domestic	15(13)	8(35)
Students or Customers	28(24)	11(48)
Employees	71(62)	0(0)
Special Events	1(1)	4(17)

Null Hypothesis 4

H₀ 4: There is no difference in the types and frequencies of workplace violence incidents between large urban and small rural campuses.

The chi-square test for workplace domestic violence incidents involving students had a value of 6.83 at a significance level of .077 with three degrees of freedom (see Table 10). The significance level of .077 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for domestic violence incidents involving faculty/staff had a value of 3.89 at a significance level of .142 with two degrees of freedom (see Table 10).

The significance level of .142 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

TABLE 9
CHI-SQUARE ANALYSIS: TRAINING

		Business/Industry N=115			Community Colleges N=23				
Training		Yes	No	Total	Yes	No	Total	X ²	p
Conflict		55(48)	59(52)	114	8(47)	9(53)	17	.084	.927
Resolution									
Training									

The chi-square test for domestic violence incidents requiring medical attention had a value of 2.79 at a significance level of .424 with three degrees of freedom (see Table 10). The significance level of .424 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for domestic violence incidents involving local law enforcement had a value of 2.19 at a significance level of .532 with three degrees of

freedom (see Table 10). The significance level of .532 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for domestic violence incidents involving outside referrals had a value of 1.59 at a significance level of .661 with three degrees of freedom (see Table 10). The significance level of .661 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square analysis for workplace violence incidents between students/customers had a value of 4.78 at a significance level of .189 with three degrees of freedom (see Table 11). The significance level of .189 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square analysis of workplace violence incidents between students/customers and employees had a value of 2.98 at a significance level of .395 with twelve degrees of freedom (see Table 11). The significance level of .395 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace violence incidents resulting in classroom disruptions had a value of 5.37 at a significance level of .147 with three degrees of freedom (see Table 11). The significance level of .147 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace violence incidents requiring law enforcement had a value of 8.57 at a significance level of .035 with three degrees of freedom (see Table 11). The significance level of .035 was less than the alpha level of .05; therefore,

TABLE 10
CHI-SQUARE ANALYSIS: DOMESTIC VIOLENCE

Incidents	Rural N=18				Urban N=5				X ²	p
	Monthly N(%)	Semi-Annual N(%)	Annual N(%)	No Occurrence N(%)	Monthly N(%)	Semi-Annual N(%)	Annual N(%)	No Occurrence N(%)		
Employee Incidents	0(0)	0(0)	3(17)	15(83)	0(0)	1(20)	1(20)	3(60)	3.9	.142
Students or Customers	1(6)	4(22)	10(56)	3(17)	2(40)	2(40)	0(0)	1(20)	6.840	.077
Medical Attention Required	1(6)	2(11)	2(11)	13(72)	0(0)	0(0)	2(40)	3(60)	2.79	.424
Local Law Enforcement	1(6)	3(17)	8(44)	6(33)	1(20)	0(0)	3(60)	1(20)	2.19	.532
Outside Referrals	1(6)	8(44)	2(11)	7(39)	1(20)	2(40)	1(20)	1(20)	1.59	.660

the null hypothesis was rejected. Small rural colleges reported 50% had no occurrence compared with 20% of large urban colleges.

The chi-square test for workplace violence between administrative/management employees had a value of 3.76 at a significance level of .052 with one degree of freedom (see Table 12). The significance level of .052 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test for workplace violence between staff employees had a value of 12.42 at a significance level of .002 with two degrees of freedom (see Table 12). The significance level of .002 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Small rural colleges reporting 100% had no occurrence compared with 40% of large urban colleges. The chi-square test for workplace violence between faculty employees had a value of 7.89 at a significance level of .004 with one degree of freedom (see Table 12). The significance level of .004 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Small rural colleges reporting 100% had no occurrence compared with 60% of large urban colleges.

The chi-square test for workplace violence between faculty and staff employees had a value of 3.76 with a significance level of .052 with one degree of freedom (see Table 12). The significance level of .052 was greater than the alpha of .05; therefore, the null was not rejected.

The chi-square test for workplace violence at special events had a value of 5.07 at a significance level of .079 with two degrees of freedom (see Table 13). The significance

TABLE 11
CHI-SQUARE ANALYSIS: STUDENT OR CUSTOMER VIOLENCE

Incidents	Rural N=18				Urban N=5				X ²	p
	Monthly	Semi-Annual	Annual	No Occurrence	Monthly	Semi-Annual	Annual	No Occurrence		
	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)		
Incidents Between Students or Customers	2(11)	3(17)	9(50)	4(22)	2(40)	2(40)	1(20)	0(0)	4.78	.189
Students or Customers and Employees	1(6)	2(11)	4(22)	11(61)	0(0)	0(0)	3(60)	2(40)	2.98	.395
Business or Classroom Disruption	0(0)	3(17)	4(22)	11(61)	1(20)	1(20)	2(40)	1(20)	5.37	.147
Local Law Enforcement	0(0)	1(6)	8(44)	9(50)	1(20)	2(40)	1(20)	1(20)	5.57	.036

level of .079 was greater than the alpha level of .05; therefore, the null hypothesis was not rejected.

The chi-square test of workplace violence as a result of random acts of violence had a value of 13.38 at a significance level of .039 with three degrees of freedom (see Table 13). The significance level of .039 was less than the alpha level of .05; therefore, the null hypothesis was rejected. Small rural colleges reporting 50% experienced annual violence as compared with 40% of large urban colleges.

Campus Crime Statistics maintained by the individual members of the Virginia Community College System for compliance with the Crime Awareness and Campus Security Act of 1990 were reviewed. Of the twenty-three individual institutional members, nineteen responded to the request for information. A review of the data indicated variation in crime categories maintained (see Appendix III).

TABLE 12
CHI-SQUARE ANALYSIS: EMPLOYEE VIOLENCE

Employee Category	Rural N=18				Urban N=5				X ²	p
	N(%) Monthly	N(%) Semi-Annual	N(%) Annual	N(%) No Occurrence	N(%) Monthly	N(%) Semi-Annual	N(%) Annual	N(%) No Occurrence		
Administrative/Management	0(0)	0(0)	0(0)	18(100)	0(0)	0(0)	1(20)	4(80)	3.73	.052
Staff/Staff	0(0)	0(0)	0(0)	18(100)	0(0)	1(20)	2(40)	2(40)	12.42	.002
Faculty/Faculty	0(0)	0(0)	0(0)	18(100)	0(0)	0(0)	2(40)	3(60)	7.89	.050
Faculty/Staff	0(0)	0(0)	0(0)	18(100)	0(0)	0(0)	1(20)	4(80)	3.76	.052

TABLE 13
CHI-SQUARE ANALYSIS: SPECIAL EVENTS

Violence Category	Rural N=18				Urban N=5				X ²	p
	Monthly	Semi-Annual	Annual	No Occurrence	Monthly	Semi-Annual	Annual	No Occurrence		
	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)	N(%)		
Special Events Violence (music/drama events, graduation, sports events)	0(0)	0(0)	1(6)	17(94)	0(0)	1(20)	1(20)	3(60)	5.07	.079
Random Acts of Violence (sabotage, property destruction, bomb threats)	0(0)	6(33)	9(50)	3(17)	3(60)	0(0)	2(40)	0(0)	13.38	.039

CHAPTER 5
SUMMARY, CONCLUSIONS, RECOMMENDATIONS
FOR FUTURE RESEARCH STUDY

Background and Setting

Because of the increase in workplace violence, the question in this research was to determine to what extent workplace violence incidents were occurring in community colleges. Community colleges have an “open-door” policy where all members of the community are allowed to attend if they can benefit from the various programs and activities offered (VCCS, 1995).

Statement of the Problem

The purpose of this study was to determine (a) the degree to which violence incidents occurring in the Virginia Community College System member institutions compared with workplace violence incidents in business/industry in community colleges’ service regions; (b) the preparedness of community colleges to manage incidents; (c) the types of employee training provided; and (d) if there were differences between large urban and small rural community colleges. In order to explore these questions, the following research questions and hypotheses were developed.

1. Do the incidents of workplace violence in the community college reflect the frequency and types of workplace violence in business and industry?

H₁: There is no difference between the types of incidents and frequencies of workplace violence in the community college and the types of workplace violence in business and industry.

2. Are community colleges taking the necessary steps to develop plans of action to effectively manage workplace violence incidents?

H₂: There is no difference between community colleges and business and industry in taking the necessary steps to develop plans of action to effectively manage workplace violence incidents.

3. Are community colleges providing training for their employees to ensure that the employees are knowledgeable about how to deal with workplace violence behavior?

H₃: There is no difference between community colleges and business and industry in providing training for their employees to ensure that the employees are knowledgeable about how to deal with workplace violence behavior.

4. Are there differences in the types and frequencies of workplace violence incidents between large urban and small rural campuses?

H₄: There is no difference between the types and frequencies of workplace violence incidents between large urban and small rural campuses.

Summary of Findings

Findings Related to Research Question 1

In the area of domestic violence there was no significant difference between community colleges and business/industry. Both community colleges (44%) and business/industry (56%) reported having incidents of domestic violence on an annual basis. Over one third of the community colleges reported that domestic violence is the area of most concern compared with 13% of business/industry.

Student or customer violence was reported on an annual basis in almost half of the community colleges compared with 20% of business/industry respondents. About one-fourth of the community colleges and business/industry respondents reported disruption at the classroom or office level.

Employee/supervisor violence was about nine times more likely to be reported on an annual occurrence in business/industry as compared to the community colleges (81% v. 9%). There was a significant difference in employee violence between community colleges and business/industry. Eighty-one percent of business/ industry respondents reported violence amongst employees compared with 9% of community colleges.

Community colleges reported 20% had semi-annual occurrence involving random acts of violence compared to 27% of business/ industry. Annual random violence occurred 50% in business/industry and 48% in community colleges.

Findings Related to Research Question 2

Hypothesis number two was designed to answer what steps were taken to manage workplace violence. There was no significant difference between community colleges and business/industry utilizing zero tolerance policies, providing EAP or counseling services, offering witness or victim counseling, or the use of a telephone hot line for employees to report concerns. There was however, a significant difference in the reporting of incidents to law enforcement, checking DMV records, and the use of a written violence prevention plan. Business/industry respondents used written violence prevention plans 50% compared with 12% of community colleges. Community colleges reported workplace violence incidents to local enforcement more frequently than business/industry (90% v. 56%).

Findings Related to Research Question 3

Almost half of the business/industry respondents provided conflict resolution training. Forty-seven percent of community colleges reported using training, however, 6 community colleges were uncertain if conflict resolution training was provided to their employees.

Findings Related to Research Question 4

There was no significant difference in domestic violence and student violence between small rural and large urban colleges. Over 90% of rural colleges reported

domestic violence on an annual basis compared with 100% of urban colleges. There was a significant difference between rural and urban in the area of employee violence. Small rural colleges reported no occurrence in employee violence compared with large urban colleges which reported 40% annual faculty and staff violence. Almost all of the small rural colleges reported no occurrence of violence at special events compared with 60% of large urban colleges.

Conclusions

Community colleges reported domestic violence as the second highest workplace violence area of concern. Domestic violence incidents involved both students and community college employees. Community colleges reported that some incidents required local law enforcement, outside referrals, and medical attention. Almost 60% of business/industry respondents reported annual domestic violence incidents. These incidents support the Liz Claiborne, Inc. study (1994), which found that 57% of corporate executives surveyed indicated that domestic violence was a major problem. Training in managing domestic violence issues is needed.

Student/customer violence was the highest area of concern by community college respondents (48%). This supports Schneider's (1998) research that college faculty are seeing increases in uncivil behavior by students. This behavior ranges from classroom disruptions to physical attacks. This is an area that needs planning by community colleges.

Although none of the community college respondents reported employee violence as an area of concern, it was the area of most concern for business/industry respondents. Employee violence between employees and supervisors was of the greatest concern to business/industry respondents. Annual workplace violence incidents between employees and supervisors were reported by 81% of business/industry respondents. The Virginia Department of Labor and Industry (1998) reported that homicides increased 77% during 1997. Homicides involved either the supervisor or proprietor in 35% of the reported cases.

Random acts of violence, such as bomb threats, sabotage, and property destruction occurred on an annual basis in both community colleges and business/industry. Violence at special events, such as music/drama events, sports events, or graduation, had a low occurrence in the community colleges. Community colleges are doing an adequate job of maintaining security at special events. Twenty of 23 community colleges reported no occurrence of special event violence.

Both business/industry and community colleges indicated the use of several workplace violence planning tools including zero tolerance policies, counseling services and telephone hot lines. Business/industry respondents used DMV records more than community colleges. Albrecht (1994) suggested that a review of drivers' license records may detect unacceptable patterns of behavior such as citations for reckless driving and driving under the influence of alcohol and drugs. Business/industry respondents also had written workplace violence plans more than community colleges. Community colleges

reported incidents to law enforcement officials more than business/industry. There are some steps being taken by the survey respondents to plan for workplace violence. Community colleges need to develop written workplace violence plans to manage incidents.

There were 6 community college respondents that responded they were uncertain regarding the workplace violence planning categories surveyed. These uncertain answers involved the use of zero tolerance policies, whether counseling services were provided, if their community college had a written workplace violence plan, if incidents were reported to law enforcement and if DMV records were used for employees operating state vehicles. The number of uncertain responses indicates a lack of communication between the Virginia Community College System and community college deans and administrative faculty.

Large urban community colleges experienced more employee violence than small rural community colleges. Employee violence occurred more at large urban community colleges than their business/industry counterparts. Random acts of violence occurred more often at large urban community colleges which were similar to the incidents of random acts of violence in urban business/industry entities.

Recommendations for Community Colleges

Community colleges need to provide training for employees at all levels in the area of domestic violence. Domestic violence was reported in 83% of community

colleges included in this study. The result of domestic violence include: increased absenteeism, increased need for security personnel, increased insurance premiums, poor performance, threats from the estranged spouse or significant other, and potential legal liability (Kinney, 1995). Employers are responsible for providing a safe working environment and case law has demonstrated that the courts have awarded victims, family members, and employees involved in domestic violence incidents substantial monetary awards (Cawood, 1991).

In addition, community colleges must take an active role in educating students and the community about the effects of domestic violence, and how to help prevent it. By working with other state and local agencies, community colleges can play a key role in helping to teach individuals how to recognize the signs of domestic violence, and how to help co-workers, students, or family members obtain domestic violence resources.

Student violence was listed as the area of most concern by personnel at the community colleges studied. Much of the literature regarding student violence implies that cultural and social adjustment must occur for students to achieve success (Frost, 1991). According to Frost (1991), minority students require greater cultural, social and academic adjustments, creating a greater opportunity for conflict. The diverse populations of community colleges create the need for training in diversity issues to avoid cultural and social conflicts that may result in student violence. Conflicts can occur because of cultural misunderstandings. Community colleges have a diverse population, and training in dealing with diversity is recommended. This training should include: sexual

harassment, gender issues, religious differences, disability issues, and cultural differences. In today's global workforce, it is vital that everyone have an understanding of cultural differences.

Training in non-violent conflict resolution should be provided to faculty, staff, students, and the community to help diffuse potentially violent situations. The wrong response to an angry individual could result in an incident escalating into a violent event.

Faculty members need additional training on how to deal with disruptive behavior. Amanda (1994) reported that faculty members often do not report such behavior for fear of retaliation, lack of support by administration, and fear that reporting incidents will be seen as inadequacy for the job. All new faculty employees should be provided behavior management training during orientation. Community colleges especially have a need to provide this training because of the numbers of faculty that have not had formal classroom management training or student teaching experiences. Faculty in non-associate degree occupational programs are required to have good recommendations, a high school diploma or equivalent, and 10 years of related occupational experience (VCCS, 1994). The VCCS offers in excess of 60 diploma, certificate and career studies programs.

Returning faculty should also be provided an opportunity to receive training on how to manage disruptive behavior. This training should provide the opportunity for discussion among faculty members as to what approaches to take when dealing with disruptive students and how to document incidents for disciplinary hearings (Amanda,

1994). An open discussion would allow faculty members to exchange experiences and learn from their peers.

It was very surprising to learn that none of the community college respondents listed employee violence as a concern. Employee violence includes violence between employees, violence between supervisors and employees, and violence between management employees. It appears that employee violence is not being reported. A conversation with any community college human resources manager will provide the reporting of some type of workplace violence incident, or the fear of such an event happening because of knowledge that an employee is experiencing work or personal difficulties. Community colleges may not have experienced employee violence as much as business/industry because of lower turnover rates. However, it is an issue that community colleges need to develop plans of action for managing, and train employees for appropriate handling of incidents.

Legal and regulatory issues, as well as good management approaches, demonstrate the need for a proactive approach to develop and implement workplace violence prevention plans (Kinney, 1995). According to Kinney, case law has brought into existence the duty of the employer to respond to threats in the workplace, negligent hiring, and security for workers in high risk occupations. In order to protect themselves, and to ensure a good reputation, it is vital that community colleges develop plans to effectively handle workplace violence.

Training should be conducted regarding defusing potentially violent situations, non-violent conflict resolution, warning signs to signal that a situation may become violent, and how to handle the aftermath of a violent situation (Mantell, 1994).

Community colleges are in a unique situation. They usually have faculty members who possess the necessary knowledge, skills, and abilities to conduct such training for other institutional members.

Through continuing education efforts, the community colleges should provide training to local business and industry entities on how to manage workplace violence incidents. Many smaller companies have joined together to pool their resources to conduct training, develop plans, and obtain the services of professional counselors to assist them with workplace violence incidents (Mantell, 1994).

Many community colleges reported experience with various random acts of violence. Community colleges have major security challenges because of their physical openness and use by the community. An annual security analysis should be conducted to review previous incidents, identify areas needing additional security procedures, and recommendations for training. Security personnel should conduct training for all employees in the areas of personal safety, bomb threat procedures, evacuation procedures, and how to report incidents.

Six community colleges respondents were uncertain as to whether their community college had workplace violence plans. In addition, there were 5 respondents uncertain as to what counseling services were available. Lack of communication

apparently exists regarding what overall policies and procedures are in place. VCCS should review the system-wide policies and communicate the existing policies to all administrative faculty. In addition, VCCS needs to take an active role in developing workplace violence plans, zero tolerance policies, and reporting procedures.

Recommendations for Future Research

It was difficult to obtain the information needed for this study because of the nature of the subject. Many people in both groups surveyed were reluctant to share information because of perceived legal issues and the fact that they did not want to bring up unpleasant experiences that they either knew about, or had been involved with at the workplace. A closely related issue was the fact that the information was maintained in several different locations.

The U.S. Department of Education (1997) stated that although Campus Crime Statistics are supposed to be reported using the FBI's uniform crime reporting system, several states use their own state crime definitions. This results in difficulty interpreting data. It would be extremely helpful if there were a national uniform reporting system.

More comprehensive policies along with a training budget for workplace violence prevention needs to be established by the appropriate agencies to ensure that all employees have knowledge, skills, and abilities to assist them at the workplace. Proper training would help employees resolve issues before violence escalates.

Future studies should compare community colleges to four year institutions.

Although four year institutions have resident populations which may change the risk factors, a comparison could identify areas that are similar. Another study could be a review of institutions using workplace violence prevention plans with those institutions not using plans to determine if there is a difference in frequencies and types of workplace violence.

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APPENDICES

APPENDIX I
WORKPLACE VIOLENCE SURVEY

Workplace Violence Survey
7/15/98

Use a number two pencil. Mark all marks completely dark. Choose only one response.
Using the following scale, please indicate the occurrences of violence incidents from
1990 - 1997.

1 = Monthly 2 = Semester 3 = Annually 4 = No occurrence

1. Domestic Violence

Incidents involving students occur: 1 2 3 4

Incidents involving faculty/staff occur: 1 2 3 4

Incidents requiring medical attention occur: 1 2 3 4

Incidents requiring local law enforcement: 1 2 3 4

Referrals made to outside resources: 1 2 3 4

2. Student Violence

Incidents between students occur: 1 2 3 4

Incidents between students and faculty/staff: 1 2 3 4

Violence resulting in classroom disruptions occur: 1 2 3 4

Incidents requiring local law enforcement occur: 1 2 3 4

3. Employee Violence

Admin/Mgmt. violence occurs: 1 2 3 4

Staff/staff violence occurs: 1 2 3 4

Faculty/faculty violence occurs: 1 2 3 4

Faculty/staff violence occurs: 1 2 3 4

4. Special Events

Violence occurs at special events:
(Music/drama productions, sports events, graduation, etc.) 1 2 3 4

Random acts of violence occur:
(including sabotage, property destruction, bomb threats) 1 2 3 4



Workplace Violence Survey	Page 2
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5. Does the institution have a written "zero tolerance" workplace violence policy? Yes No Uncertain
6. Does the institution provide training for employees on resolving conflict in a non-violent manner? Yes No Uncertain
7. Does the institution offer employees an EAP or have counseling service arrangements with community mental health providers for employees? Yes No Uncertain
8. Does the institution provide counseling services for employees who have either witnessed or been a victim of workplace violence? Yes No Uncertain
9. Does the institution have a telephone hot line for employees concerned about their co-workers, or another means for employees to express their concerns about their safety? Yes No Uncertain
10. Does the institution report incidents of workplace violence to area law enforcement officials? Yes No Uncertain
- If the institution reports incidents to area law enforcement officials, who decides whether or not to report an incident?
- _____
- _____
11. Does the institution require DMV records for employees who will be driving institutional vehicles? Yes No Uncertain
- If DMV records are required, are these required of all employees or certain groups (please list occupations)?
- _____
- _____
12. Does the institution have a written violence prevention plan? Yes No Uncertain
13. The area in which you are most concerned about workplace violence is
- Domestic Students Employees Special Events
14. Your position is:
- Dean of Students Dean of Administration Director of Security
15. Your community college based FTE size is:
- I II III IV V

■ ■

■ ■ ■ ■

■

APPENDIX II
BUSINESS AND INDUSTRY
WORKPLACE VIOLENCE SURVEY

Business and Industry Workplace Violence Survey

Use a number two pencil. Mark all marks completely dark. Choose only one response. Using the following scale, please indicate the occurrences of violence incidents from 1990 - 1997.

1 = Monthly 2 = Semi-Annual 3 = Annually 4 = No Occurrence

1. Domestic Violence

- Incidents involving employee occur: 1 2 3 4
- Incidents involving clients/customers occur: 1 2 3 4
- Incidents requiring medical attention occur: 1 2 3 4
- Incidents requiring local law enforcement: 1 2 3 4
- Referrals made to outside resources: 1 2 3 4

2. Client/Customer Violence

- Incidents between clients/customers occur: 1 2 3 4
- Incidents between clients/customers and employees: 1 2 3 4
- Violence resulting in business operation disruptions occur: 1 2 3 4
- Incidents requiring local law enforcement occur: 1 2 3 4

3. Employee Violence

- Admin/Mgmt. violence occurs: 1 2 3 4
- Employee violence occurs: 1 2 3 4
- Employee/supervisor violence occurs: 1 2 3 4

4. Special Events

- Violence occurs at special events:
(open-house, company picnic, special events) 1 2 3 4
- Random acts of violence occur:
(including sabotage, property destruction, bomb threats) 1 2 3 4



Business and Industry Workplace Violence Survey	Page 2
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5. Does the organization have a written "zero tolerance" workplace violence policy? Yes No Uncertain
6. Does the organization provide training for employees on resolving conflict in a non-violent manner? Yes No Uncertain
7. Does the organization offer employees an EAP or have counseling service arrangements with community mental health providers for employees? Yes No Uncertain
8. Does the organization provide counseling services for employees who have either witnessed or been a victim of workplace violence? Yes No Uncertain
9. Does the organization have a telephone hot line for employees concerned about their co-workers, or another means for employees to express their concerns about their safety? Yes No Uncertain
10. Does the organization report incidents of workplace violence to area law enforcement officials? Yes No Uncertain
- If the organization reports incidents to area law enforcement officials, who decides whether or not to report an incident?
- _____
- _____
11. Does the organization require DMV records for employees who will be driving institutional vehicles? Yes No Uncertain
- If DMV records are required, are these required of all employees or certain groups (please list occupations)?
- _____
- _____
12. Does the organization have a written violence prevention plan? Yes No Uncertain
13. The area in which you are most concerned about workplace violence is
- Domestic Clients/Customers Employees Special Events
14. Your position is:
- Upper Management Human Resources Manager Director of Security
15. Your organization based on size is:
- I 500-1000
- II 1001-5000
- III 5001-10,000
- IV 10,000+

APPENDIX III
VCCS CAMPUS SECURITY
INFORMATION

VCCS CAMPUS SECURITY INFORMATION 1996

SCHOOL	MURDER	ROBBERY	BURGLARY	SEX OFFENSES	AGGRAVATED ASSAULTS	MOTOR VEHICLE THEFTS	LIQUOR LAW VIOLATIONS	DRUG ABUSE VIOLATIONS	WEAPONS VIOLATIONS	SUSPICIOUS PERSON	HATE CRIMES	LARCENY	STALKING	SIMPLE ASSAULT	ARSON	CRIMINAL TRESPASS	BOMB THREAT
BRCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
CVCC	0	0	2	0	1	0	0	0	0	0	0	0	0	0	0	0	0
DOC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
DSLCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
ESCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
GCC	Called	three times,	no response	0	0	0	0	1	0	0	0	0	0	0	0	0	0
JTCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
JSFCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
LFCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
MECC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NFCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
NVCC	0	1	4	0	26	4	0	0	0	0	0	0	0	0	0	3	0
PDCCC	0	0	0	0	1	0	1	0	0	1	4	0	0	0	0	0	0
PHCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
PVCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
RCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
SSVCC	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0	0	0
SWVCC	Made	3 inquiries,	0	1 told	1 person	0 died	0 who	0 kept	0 info	0	0	0	0	2	0	0	0
TCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
TNCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WHCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WVCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
WCC	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

VCCS CAMPUS SECURITY INFORMATION 1997

SCHOOL	MURDER	ROBBERY	BURGLARY	SEX OFFENSES	AGGRAVATED ASSAULTS	MOTOR VEHICLE THEFTS	LIQUOR LAW VIOLATIONS	DRUG ABUSE VIOLATIONS	WEAPONS VIOLATIONS	SUSPICIOUS PERSON	HATE CRIMES	LARENCY	STALKING	SIMPLE ASSAULT	ARSON	CRIMINAL TRESPASS
BRCC	0	0	1	0	0	0							1			
CVCC																
DCC	0	0	6	0	0	0	0	0	0							
DSLCC	0	0	0	0	1	0										
ESCC	0	0	2	0	1	0	0	0	0		0					
GCC	Called	3	times,	no	response											
JTCC	Not	Available	for	1997												
JSRCC	0	0	0	0	1	3	0	0	0							
LFCC	0	0	0	0	0	0	0	0	0							
MECC	0	0	0	0	0	0										
NRCC	0	0	0	0	0	0	0	1	0			12				
NVCC	Not	Available	for	1997												
PDCC	0	0	0	0	0	2	1	0	0	1						
PHCC	0	0	1	0	1	2	0	0	0							
PVCC	0	0	0	0	0	0						7				
RCC	0	0	1	0	1	0	0	0	0							
SSVCC																
SWVCC	0	0	0	0	0	0	3	0	0							
TCC	Advised	person	keeping	statistics	recently	died										
TNCC	0	0	0	0	0	1	0	0	0			17		2	0	0
VHCC	0	0	0	0	3	0	0	0	0			3				
VWCC	0	0	0	0	0	0	0	0	0			27			2	
WCC	0	0	2	0	0	0	0	0	0							

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“Constructing a Workplace/Conflict Plan,” National Conference on Workplace Conflict by the University of Oklahoma, Atlanta, Georgia. November 14,-15, 1995.

“Exploring Grant Funding,” Brown Bag Seminar for the Center for Teaching Excellence at Southwest Virginia Community College, Richlands, Virginia. February 27, 1996.

“Workplace Violence,” Appalachian Chapter, Society for Human Resources Management, Bluefield College, Bluefield, Virginia. May 13, 1996.

“Sexual Harassment,” Faculty/Staff Inservice, Southwest Virginia Community College, Richlands, Virginia. August 16, 1996.

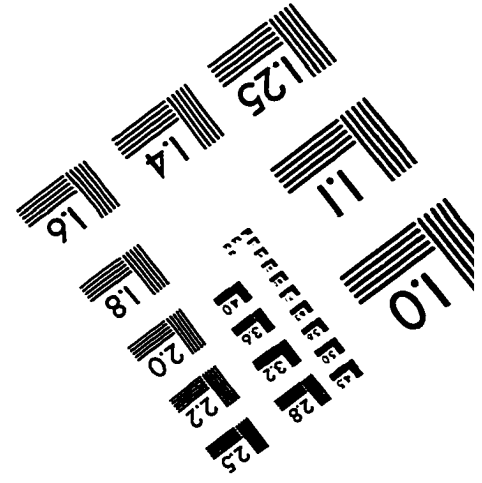
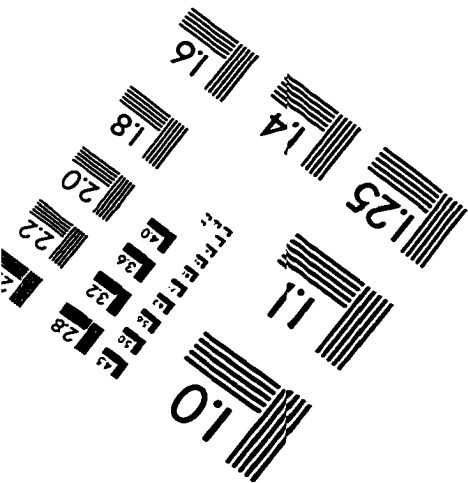
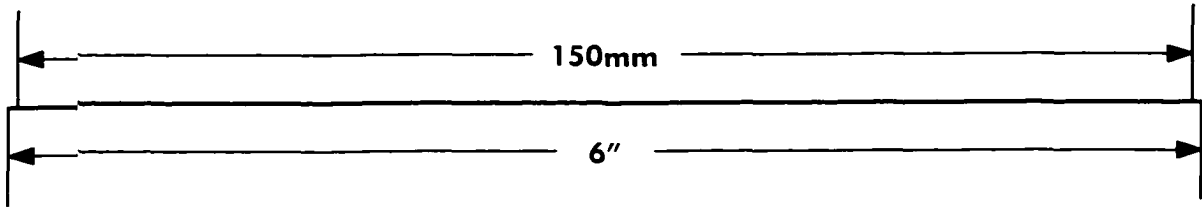
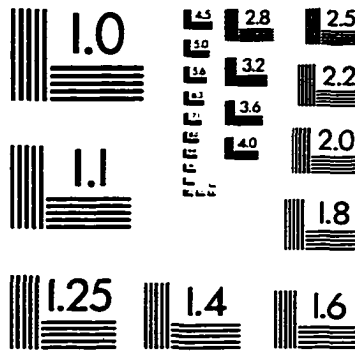
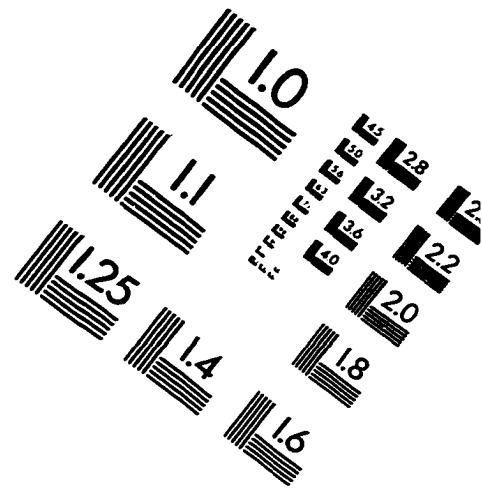
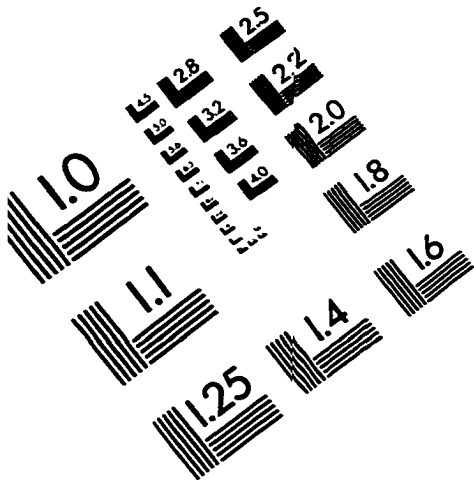
“Professional Development Opportunities for Classified Staff,” Virginia Community College Classified Professional Development Committee Meeting, Charlottesville, Virginia. September 16, 1996.

“Workplace Violence,” Annual Meeting of the Virginia Community College Human Resources Managers, Big Stone Gap, Virginia. October 24, 1996.

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