

EXCELLENCE



TITULO

EL ACOSO ESCOLAR Y EL ACOSO UNIVERSITARIO. LA AFECTACIÓN SOBRE LA EXCELENCIA

II Congreso Internacional de Violencia Escolar – Bullying- Marzo 2010-Universidad de Almería

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SCHOOL bullying AND UNIVERSITY bullying THE AFFECTION ON EXCELLENCE

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The end of every educational process is the training of people who know how to make commitments and take advantage of opportunities, without allowing anyone to diminish their dignity.

Objectives: Theoretical deepening of the consequences of bullying in the educational field in order to promote reflection that helps to solve the problem in its beginning.

Development of the theme: Concepts

Concept of excellence. We mean "excellence" (1) a superior quality that makes people or things worthy of singular esteem or esteem. And for "academic excellence", the quality of ideas, principles and actions of those who, as teachers or students, usually place themselves above the simple material and routine fulfillment of their duty, being, before all, a living example of consistent life. Excellence thus understood is possible only in a framework of freedom, competence and respect.

Bullying concept The concept of bullying stems from an adaptation of the concept of workplace bullying to bullying in school. Both forms of behavior have much in common, as both are manifestations of psychological violence through bullying, what sets them apart from each other at work and at school, as well as age of participants and increased use of physical aggression in the case of bullying. As manifestations of psychological violence are aimed at breaking the psychological balance and stability of the victim, so suicide of the victim is the confirmation of the success of group bullying. The suicide of a child or young victim of bullying is much more common than you think of bullying.

The concept of "bullying" was coined by Dan Olweus, a psychologist at the University of Bergen (Norway), in the 1970's. (2) The most widespread definition is bullying as "a set of misconduct, usually intentional and harmful, to one or more students over another (s), usually weaker in some sense (in number, age, physical strength or psychological resistance), which they become their regular victims, which they cannot effectively defend for themselves. "

The concept of bullying. As Marina Parés (3) states, there are various types of harassment at universities, namely student bullying, harassment at university employees (non-teaching staff), and what occurs among teaching staff. Bullying among college students is a form of bullying or bullying, on the other hand, bullying towards non-teaching staff is part of typical cases of workplace moral bullying, as bullying toward non-teaching staff teaching follows the same parameters as mobbing. On the other hand, bullying among teachers has its own aspects and differences, because what we want to highlight is the undeniable relationship between bullying and failure to achieve academic excellence.

Harassment at the University. For Parés (2008: 385), it is the moral bullying among university teachers that has somewhat different characteristics that is worth noting, especially when compared to university institutions in other countries. The subject of moral harassment in Spanish public universities has special characteristics that are not found in other university institutions in the rest of the western countries and that affect the development of Spanish scientific advances, the escape of brains and the poor transmission of democratic values to the following generations. In 2003 the first study on topic (4) was carried out, and also within the institutions of higher education there have been initiatives aimed at changing this landscape. An example of this is the holding of two National Congresses on Corruption at the Spanish University, promoted by members of the educational community who want to combat these practices. In September 2002, the "I National Congress on Corruption and Inbreeding at the Spanish Public University" (5) was organized by professors who reported specific cases of corruption at the Spanish public university. the undeniable relation between corruption and moral harassment, this led to a change in name to designate the second Congress, which was renamed "II National Congress on Corruption and Harassment at the Spanish Public University". The second Congress was held in 2006 (6) and promoted the creation of a permanent platform for reporting cases of corruption, plagiarism and moral harassment. The 2003 study on the incidence of bullying in Spanish public university teachers by the eminent researcher Iñaki Piñuel provided truly scandalous figures, and concluded that the most common behaviors towards bullying are: it consisted of being scorned, dismissed, no matter what they did, "denied", excluded and physically emptied, or evaluated their work in a way. unfair or with a negative bias. By all the above we can affirm that in Spain the university bullying has an own organization due to the great number of existing cases, which demonstrates that this is due to the way in which the Spanish university is organized, as much the public like the private one. This is not an obstacle to indicate that there may be cases of harassment in institutions of higher education in other countries, but these assumptions must be understood as specific and non-structural cases as in Spain. It is precisely this structural character that deserves our attention and the reason why we will focus on its analysis. Although we have found that there is no specific definition of college moral morality, the same definition of workplace moral bullying is applied, since both are workplace bullying, if we have to point out that on the other hand, the manifestation of harassment is particularly specific, and this fact was already noted by the author in 2005 (Parés) (7) as follows: "If we analyze in detail the criticisms of the victim at discourse of the envious we

can really get to know the envy of the victim, so we know that we can envy someone for their success, for the success of a project, or for the popularity (fame) of their peers and acquaintances, leads the bully to want to appropriate the authorship of the achievement, usually supplanting the identity of the bully, as a plagiarism (very common in the college world), although the bully also comes to attribute this success to "democratizing" the success it final (it is the merit of "all", even if the work has been done by the victim alone), but when it is not possible to appropriate the success (plagiarism and / or democratization), then the envious is dedicated to undervalue the success of others, especially the victim, and he may realize it because he never receives a comment praising or valuing his work. "

It is important to highlight this aspect of annihilation of brilliant characters, because in the long run, members of the gang will be able to keep the organization between parameters of mediocrity with reference to both its effectiveness and its efficiency, understanding mediocrity, in the words of González de Rivera, as "the absence of interest, esteem or aspiration towards the excellent one" (González de Rivera, 2002: 87) The bullying of direction usually affects one Department or Chair and co-operate with other, less polluted, departments dedicated to teaching excellence and research, such harassment can often lead to inter-departmental struggles with serious accusations of teacher excellence; at these levels, students also end up being included in these department wars.

Type of college bullying

Typology by Parés (2008: 385). The structural element of bullying at a Spanish public university involves the various types of bullying manifesting in slightly different behaviors, than the bullying behaviors mentioned above. The typology is the same, namely: strategic, management (or management), perverse or sanctioning, but the types of harassment at the University take different form of manifestation. Let's look at it:

1- The strategic university bullying. It is one that is part of the strategy of the institution, which is why it appears in various colleges and universities dependent on the same administration. Strategic university bullying is a complex pathology at the service, not of students or research, but of gangs or departmental mobs and other stakeholders, and is manifested by system perversion. We affirm that the whole organization is operating in a perverse way, meaning that under a varnish of democracy or legality 'the laws are permanently violated, this is expressed in the arbitrariness of the allocation of teaching positions and the ongoing fraud in the competitions of chairs. Let's look at some examples from the First National Congress: "The development of curricula with the acquisition of the maximum teaching in each department, in order to justify the application for new teaching positions, where to place disciples who be faithful. " Eulogi Oset (8) "The worst thing is that practices such as bullying, adjudication of squares or economic frauds remain in the utmost silence, without an effective legal response and their responsible persons may they openly proclaim themselves. " Eugenio Degroote (9).

This particular type of bullying is one that was defined by González de Rivera in 2002 as institutional bullying (10) and occurs when corrupt individuals have succeeded in corrupting the entire educational institution in ways they can and can do. At will and where bullying is commonly practiced to rid anyone who disrupts or hampers the plans of the organizational psychopath, so we can conclude with the words of university professor Iñaki Piñuel: "The organizations that instigating or consenting to bullying in their bosom, they end up paying the high cost of mediocrity and incompetence "(2003: 45).

2- The harassment of university management. Stalker bullying is bullying by a mediocre boss who fears the shine of his colleagues. This type of bullying is a special form of management, not the whole educational institution which is corrupt but is confined to a Department and / or Faculty led by an integrated psychopath. This type of character was described in 2002 by González de Rivera as defining the bully as "mediocre active inoperative" (MIA) as follows: "MIA tends to infiltrate complex organizations, particularly those already affected by minor forms of mediocrity. It easily manages to dominate small encapsulated groups that produce nothing but assigns "follow-up and control" functions that allow them to hinder or annihilate the advancement of bright individuals. (González de Rivera, 2002: 89).

3- The wicked college bully. The bullying is motivated by the feeling of envy and for that reason, in addition to giving between teachers, it is also exercised by those responsible for the management of a doctoral thesis towards the students or doctoral students. This type of harassment is intended to make the victim doubt his or her training and to be considered unscientific by the environment. The bullying instigator promotes all this discredit so that she can appropriate the pursuit of her research, which may later be published under the heading Organizational Psychopath in a Supreme Show of Plagiarism and Fraud .

Many brilliant researchers' careers have been cut short by this type of fraud, and in this harassment modality it should be noted that the primary stalker's goal remains to be the fraudulent appropriation of what the striker represented, which is why he often Even after leaving the college victim, negative reports are sent to her to prevent her from further study or research and to prevent her from getting another job at another university, and in the long run to prove her worth . Those affected are not backed by the educational institution responsible for their professional excellence; complaints and allegations only succeed in further stigmatizing the victim, making her a conflicting person.

4- The sanctioning university bullying Sanctioning harassment involves the use of relentless persecution tactics concerning people who do not participate in foul play. The harasser, an organizational psychopath, realizes that this person is a hindrance to him, either because of his refusal to engage in fraudulent acts or because his very presence generates comparisons that undermine the leader. Here are some speakers from the First National Congress. "The great injured are those who have an ethical spirit and are eager to work, who do not fall into the designs of mandarins, taifs or chieftains." Marià Allemany (11). decisions with apparent halos of legality, those who do not cooperate in this reality makeup operation, are likely to suffer moral and psychological harassment in their work. " José Enrique Ares (12).

Bullying is a punishment both for teachers and students who in another way question the "status quo", and one of the most common manifestations of this special type of bullying is the openness of sanctioning files.

Consequences.

Bullying in Spain has its origin in connection with the end of the dictatorship and the beginning of political democracy. This democracy never reached higher education institutions. We agree with Mexican university professor Rolando-Javier González Arias (13) in saying that: "Democracy present in universities, based on councils and representatives, is the ideal form of organization for groups to be established and perpetuated. 'bullying. Instead, forms of direct and public democracy, through assemblies, are the best way to be unmasked.' (2007: 269). There is no

doubt that bullying is having serious consequences in the scientific community, but it also affects the whole of Spanish society at two levels. It touches new generations at first, as ambitious young people are more likely to grow up in this toxic university context than young people with bright minds; and on a second level, because the encapsulation of the university community generates an abysmal separation with the rest of society, both in terms of their needs and their concerns. Public universities are maintained with funds from citizenship, but the influence of Spanish society on the university and vice versa is almost nil, so we can say that Spanish society is losing, since there are almost no links complicity with the university community, as it stays away from the true needs of the society that suffers its existence. We conclude with the words of Luís Rull: "The existence of university corruption creates a climate totally incompatible with the atmosphere of academic culture that can be observed in other western universities of quality". (14)

Organizational consequences

We know that bullying within organizations ends up causing widespread discouragement and apathy in their members, and quote González Arias again: "Mobbing leads to widespread decay in daily activities as well as loss of ethical values in the community. institution, because corruption, psychological terrorism of bully gangs and clientelism are rewarded, while honesty and work are punished "(2007: 275). Allowing the emergence of moral harassment and consenting to its development has its consequences, in the short and long term, of an organization, as described by Parés (2008: 400), in "the administration of organizations and moral harassment. " There are specific institutional consequences, Parés points out that the emergence of moral bullying should serve as a red light for us, as an alarm to show the advancement, rise and breadth of cumulative power of integrated psychopaths in the form of "lobbyists" out of democratic control. The consequences of moral harassment in these spaces of human life, can only be interpreted as a manifestation of psychopathic success in gaining power. It is through this power that influences you to determine the parameters on which human relationships must be based. When a society is defended as individualist and finalist values, it must be thought that this society has fallen under the influence of psychopathic values retained by the power elites.

In a more concrete way we will see the short and long term institutional consequences.

Specific consequences of the harassment

In the short term: • .1 - Repetition harassment • .2 - Institutional disappearance

Long-term: • .1- Multi-setting • .2- High corruption • .3- Psychopathic relief

Short-term consequences. In any institution where bullying has flourished, there are consequences, and we want to point out, in the short term, the two most common: the existence of repetitive harassment and the disappearance of the bully.

1- Repeated harassment. One consequence of the psychopath's power in the organization is the repetition of harassment cases, with a series of victims, called "corpses in the closet". The organization has a psychopathic functioning and it can be said that the context is toxic to each and every one of its employees, since the relationships between the workers are contaminated and after the expulsion of a victim it is sought another. It is generally

estimated that the harassment gang takes between two weeks and two months to find a victim who meets the pattern of the scapegoat.

2- Institutional disappearance. Another consequence of harassment in private enterprise, and in all organizations with limited funding sources, is that the repetition of harassment cases, along with the loss of goals and the extension of mediocrity, can lead to disappearance of the same institution, through suspension of payments, and absorption by multinationals. The establishment of mediocrity and inefficiency can only be continued over time in public institutions, where funds are depleted or in concerted institutions that receive public funds, as they may be borne by the excessive expenses that mediocrity generates.

Long-term consequences. Precisely in the case of public administrations or concerted institutions, we must speak of long-term harassment, with cases of up to seventeen years of harassment. In these long-running bullying, we want to highlight three consequences: multi-bullying, high corruption, and psychopathic relief.

1- Multi-harassment: We have already verified that in public administration it is where the longest-term harassment occurs because of the difficulty of delivering the victim due to his status as an official. However, the difficulty is not synonymous with impossibility because despite this difficulty, the victim ends up being expelled from the organization through forced incapacitation. When dealing with long-term cases, the environment has suffered greatly from this situation of psychological harassment and violence, as betrayals and delusions have ended up dominating labor relations. Most employees end up partnering with the increasingly numerous bullying group; and very often the extent of people harassing the victim can reach the victim's social world, especially in small populations or in specific professional circles. When harassment has become widespread throughout the institution and in the victim's social (extra work) world, we can term it multi-bullying.

2- High corruption. It is in public institutions where the mediocrity and the economic expense involved in moral harassment are absorbed by the institution itself without excessive consequences (as opposed to private enterprise), where high corruption cases occur. It is in these contexts that fraud and corruption can be alarming, and that corruption can be found and exploded in the public eye.

3- Psychopathic relief. One of the adaptive consequences of an institutional context with some instances of long-term harassment within it, is that its members have learned a way of relating based on deception and fraud and in such cases. contexts potential capable and honest leaders are destroyed. In such toxic contexts, there is a tendency to maintain the "status quo" even when the organizational psychopath has left the institution, whether through promotion or retirement. Getting to keep the same situation will only be possible by allowing the rise of another psychopath who will continue to allow deception, fraud and corruption.

We are talking about psychopathic organizations in their internal and external functioning. I have known of some cases where an organizational psychopath, about to retire, was replaced by another. In this type of organizational climate so toxic, the brightest person, the one who adapts best, is the one affected by some degree of psychopathy, therefore the institutional culture favors the emergence of a special type of psychopath, which ends up relevant to first psychopath. Unlike the first psychopath, this individual is much more ambitious, and his climb in the organization is much faster. Although it has much more obvious predatory activity than

the former, and is easily recognized by members of the organization, it does not stop it, because on the one hand the organization has lost its democratic and democratic mechanisms. another, because whole years ago, whole individuals were destroyed, and they could stop this ascent. The climb of the new psychopath is endorsed by all. With regard to psychopathic relief, an exception must be made, because although it acts as a climb, it distinguishes resentment from it. An authentic climb uses people as links in their climbing and, once used, has no more interest in them as it focuses on their promotion; The relief psychopath, on the other hand, has to less conceal his ambition as the toxic context also needs him, and acts like a climb in his ascension, but unlike him, he continues to resent the victim. and although it has reached the position never it leaves his victim until it finishes with her. Therefore, we can say that the success of the psychopath does not protect the victim, but instead gives him greater power to destroy him.

Conclusions:

The use, in group bullying, of mechanisms common to all human communities, such as rites and rituals, consolidate the exercise of violence (15), both towards the person designated and as a victim (through group bullying).), as towards the same members ascribed (through mental control). It is through the rites that the gang's behavior is structured and how their harassment strategy works. Inclusion in the bullying gang follows the usual human ritual processes for any membership and membership in a group, and this use of socially accepted rituals is what legitimizes each member of the group, by itself. , hide the unmissable. Concealment of the dishonest end of the harassment gang is common to all members. This end is none other than assaulting and vexing another human being, that is, "getting rid of him". The consent of the organizational environment to the serious phenomenon of moral harassment, even in those cases when the victim is frankly injured, are explained by the existence of an organizational culture dominated by myths. We are of the opinion that it is the social system itself with its myths and beliefs about power which empowers people not to question the actions of a bully. Thus, in order to reject violent behavior, we must undo the stereotypes of power that surround us. Such as submission to the dictates of an abusive leader and the existence of social myths about hierarchical privileges. These privileges foster the submission of another person, this submission is embodied in the social acceptance that allows the hierarchy to seize, rights, criteria and identity of the worker. This facilitates the work environment consenting to the harassment of another partner and even "justifying" it as it comes from a hierarchical position or figure with power. We understand as a figure with power that which has the highest level of power, either by position (hierarchy) or by number (group).

We conclude that in the fight against any exercise of psychological violence, in order to have a minimum of guarantees, it must include a critical analysis of the actions of the person as a social being and therefore in his act within a group. Let's face it, depending on what kind of violence, on the part of a person, often involves learning to resist the social vacuum. The emergence of bullying is sometimes inevitable, but allowing its development or its opposite attitude, to cut off from the beginning actions and attitudes that attack human dignity is possible. Excellence can only be acquired if the offending actions are sanctioned, as "excellence" is a process of refinement which covers a wide range of variants which determine how to achieve optimum total quality through a systemic, cyclic and continuous model of self-evaluation, self-regulation and self-reflection, up to the levels of total quality in university academic processes. The University is a self-referential entity that enjoys sufficient autonomy to determine the rules, rules and values that must govern internally. Therefore it will depend on the application of

actions to cut any case of harassment in its bosom. The importance of this commitment has great consequences on society, as the social impact of the entire University is defined as the sum of professionals trained in science and values. Some aspects remain to be discussed by the educational community: We need to ask what kind of educational model we want and what changes in the educational organization itself must be in order to adapt it to the desired educational model.

Notes:

Books

- (1) "Academic Excellence". Francisco Marroquín University. Guatemala. May 2004. <https://www.ufm.edu/uploads/excelencia.pdf>
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- (3) Parés Soliva, Marina 2008. "The administration of the organizations and the moral harassment" in Rafael Carvajal Baeza Alternative Critical Management. Ed. Faculty of Administration Sciences. University of the Valley. Cali.
- (4) Iñaki Piñuel. Eminent researcher who performed the first study on the incidence of bullying in the teaching staff of the Spanish Public University 2003. <http://miarroba.com/foros/ver.php?foroid=25877&temaid=1273933>
- (5) "I National Congress on Corruption and Inbreeding at the Spanish Public University" <http://www2.uah.es/vivatacademia/corrupcion/primercongre.htm>
- (6) "II Congress on Corruption and Harassment at the Public University". <http://www2.uah.es/vivatacademia/congreso.htm12>
- (7) Parés Soliva, Marina 2005. "The enviable qualities". <http://www.acosomoral.org/32.htm>
- (8) Eulogio Oset, is Professor of Physics at the University of Valencia. <http://www.acosomoral.org/uni10.htm>
- (9) Eugenio Degroote, is a professor at the Madrid Polytechnic and organizing chairman of the First National Congress. <http://www.acosomoral.org/uni10.htm>
- (10) González de Rivera i Revolta, José-Luis (2002). Psychological mistreatment. Ed. Practical sword. Madrid.
- (11) Marià Allemany, is a Professor of Biology at the University of Barcelona <http://www.acosomoral.org/uni9.htm>
- (12) José Enrique Ares, is Professor. University of Vigo. <http://www.acosomoral.org/uni10.htm>
- (13) González Arias, Rolando-Javier (2007) "Mobbing against democracy", in Peña-Saint Martin When work punishes us. Debates on mobbing in Mexico. Ed. Eon Mexico
- (14) Luís Rull is Professor of Atomic Physics. University of Seville. <http://www.acosomoral.org/uni9.htm>
- (15) Parés Soliva, Marina (2007) "Student in the bullying group from anthropology", in Peña-Sant Martin When work punishes us. Debates on mobbing in Mexico. Ed. Eon Mexico

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