BOOK OF PROCEEDINGS

COPENHAGEN 2012

The 8th International Conference on Workplace Bullying and Harassment - Future Challenges

12-15 June 2012, University of Copenhagen, Denmark
Danish Psychological Association

- Network
- Work and careers
- News
- Protection of your interests
- Courses and training
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- Advice and guidance
- Cheap quota for students
- Discount schemes
BOOK OF PROCEEDINGS
The 8th International Conference on Workplace Bullying and Harassment- Future Challenges

Edited by:
Annie Hogh
Christa Jørgensen
Anne Sofie Fedders
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PREFACE

The International Association on Workplace Bullying and Harassment (IAWBH) in collaboration with the Institutes of Psychology and Sociology, University of Copenhagen and The National Research Centre for the Working Environment (NRCWE) welcome you to our 8th international conference in Copenhagen, Denmark 2012.

The IAWBH has a membership of academics and practitioners. This reflects the Association’s aim to generate excellent evidence-based research which informs practice, and enable practice to influence research. The Association’s aim is achieved by outstanding communication with the biennial conference being a fulcrum for us to exchange ideas and evidence, and test our direction for the future. Our members often work in isolation. Hence the IAWBH provides a meeting point for more than minds. It is a place to re-energise, become inspired and return to our workplaces reinvigorated to contribute to reducing bullying and harassment as we all do.

The papers in the 2012 conference reflect some shifts in direction. Bullying and harassment can be looked at from many points of view, as are found in our Special Interest Groups (SIGs). In the 2012 programme we see more areas where there are many papers – the SIGS are coming back with more evidence on a wider range of topics than previously. This “spread x depth” is an exciting development. Several papers this year question our definitions, especially bullying. No-one wants us to spend all our time in self-reflection! However, that we are at the stage of revisiting definition suggests a coming-of-age in our field, and a confidence amongst members that we can and should raise this debate.

The IAWBH Board has worked hard with the University of Copenhagen and the NRCWE who have organised the 2012 conference. We would like to thank all the people in all organisations who have contributed to this event. We would also like to thank the IAWBH membership and other delegates for bringing their work to the conference to be seen through posters and presentations. Finally but not least we would also like to thank our co-organisers and the Danish sponsors for the practical and economical support which in no small part has made the conference possible.

Our conferences are generally high-energy and a delight to attend for networking opportunities and exposure to very different ideas. This is a vibrant community. We welcome everyone to our biennial conference and look forward to furthering knowledge and practice with you.

Charlotte Rayner  President, IAWBH
Annie Hogh  Conference Chair and Board Member, IAWBH
ORGANISING COMMITTEE

Annie Hogh,
Ass. Professor, PhD., Department of Psychology, University of Copenhagen

Åse Marie Hansen
Professor, PhD, The National Research Centre for the Working Environment and Department of Public Health, University of Copenhagen

Charlotte Bloch
Ass. Professor, PhD., Department of Sociology, University of Copenhagen

Roger Persson
Ass. Professor, PhD., The National Research Centre for the Working Environment

Eva Gemzøe Mikkelsen
PhD., CRECEA, Denmark

Inger Lise Eriksen-Jensen
PhD., Specular, Denmark

Katja Krasnik
Department of Psychology, University of Copenhagen

Peter Haugegaard Laugesen
Department of Psychology, University of Copenhagen

Jan Majfred
Department of Psychology, University of Copenhagen
REVIEW COMMITTEE

Ståle Einarsen  
Professor, PhD., University of Bergen

Charlotte Rayner  
Professor, PhD., Portsmouth Business School

Duncan Lewis  
Professor, PhD., University of Plymouth

Åse M. Hansen  
Professor, PhD., National Research Centre for the Working Environment

Charlotte Bloch  
Associate Professor, PhD., Copenhagen University

Annie Hogh  
Associate Professor, PhD., University of Copenhagen

Roger Persson  
Associate Professor, PhD., National Research Centre for the Working Environment

Helge Hoel  
Senior lecturer, PhD., University of Manchester

Morten Nielsen  
Associate professor, PhD., Århus University

Maarit Vartia  
Senior researcher, PhD., Finnish Institute of Occupational Health, Helsinki.

Denise Salin  
Associate Professor, Phd., Hanken School of Economics, Helsinki

Elfie Baillien  
Assistant Professor, University of Brussels

Adrienne Hubert  
Consultant and owner Hubert Consult
CONFERENCE SPONSORS AND PATRONS

The following have generously supported the 8th International Conference on Workplace Bullying and Harassment- Future Challenges

The Faculty of Social Sciences, University of Copenhagen

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Copenhagen City Hall

Knud Højgaards Fond/ Knud Højgaard Foundation
Dansk Psykolog Forening/ Danish Psychological Association

HK/Kommunal

International Association on Workplace Bullying & Harassment (IAWBH)

Familien Hede Nielsens Fond/ The Family Hede Nielsen Foundation

FOA (Fag og Arbejde)
PROGRAMME AT A GLANCE

International Association on Workplace Bullying and Harassment
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<tr>
<th>Time</th>
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<tr>
<td>8:00 - 9:00</td>
<td>Registration</td>
<td>Chr. Hansen Auditorium, Building 34</td>
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<td>9:00 - 10:00</td>
<td>Welcome</td>
<td>Chr. Hansen Auditorium, Building 34</td>
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<tr>
<td>10:00 - 10:45</td>
<td>Keynote: Suzy Fox, Professor, GPHR, MBA, PhD, from Loyola University Chicago</td>
<td>Chr. Hansen Auditorium, Building 34</td>
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<tr>
<td></td>
<td><em>Defining and confronting bullying: Does human resources have a unique mandate to create a bully-free work culture?</em></td>
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<td>10:45 - 11:15</td>
<td>Coffee</td>
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| 11:15 – 13:00   | 1. Session: Law *(Auditorium, 22.0.19)*  
                  | 2. Session: Discrimination *(Auditorium, Gothersgade 140)*  
                  | 3. Session: Intervention *(Auditorium, 1.1.18)*  
                  | 4. Session: Health *(Auditorium, 18.01.11)* |                                             |
| 13:00 – 14:00   | Lunch                                                                                          | University Café, Building 5                |
| 14:00 – 15:00   | Coffee and poster presentations                                                                 | Lobby, Building 34                          |
| 15:00 – 16:30   | 5. Session: Risk/Leadership *(Auditorium, 18.01.11)*  
                  | 6. Session: Rehabilitation *(Chr. Hansen Auditorium)*  
                  | 7. Session: Prevention *(Auditorium, 1.1.18)*  
                  | 8. Session: Risk/Personality *(Auditorium 22.0.19)*  
                  | 9. Session: Coping *(Auditorium, Gothersgade 140)* |                                             |
| 18.00- 19.00    | Evening Reception                                                                              | The City Hall of Copenhagen                |
|                 | *The City Hall of Copenhagen*                                                                    | *1599 København V*                          |
### 14 June 2012

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<th>Time</th>
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<td>9:00 - 9:45</td>
<td><strong>Keynote: Dr. Dieter Zapf, Frankfurt University</strong></td>
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<td><em>Bullying in the work place: Prevention and intervention</em></td>
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<td><strong>Keynote: Professor Emeritus Töres Theorell, Karolinska Institutet in Stockholm</strong></td>
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<td>17. Session: Bystanders (<em>Christian Hansen Auditorium</em>)</td>
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<td>18. Session: Risk/Work environment (<em>Auditorium, 18.01.11</em>)</td>
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<td><strong>Keynote: Dr. Laura Crawshaw, PhD, Boss Whispering Institute</strong></td>
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<td>22. <strong>Session: Risk (Auditorium, 25.01.53)</strong></td>
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DETAILED CONFERENCE PROGRAMME

International Association on Workplace Bullying and Harassment
13 June 2012

Registration
8:00 – 9:00  Chr. Hansen Auditorium, Building 34

Welcome
9:00 – 10:00  Chr. Hansen Auditorium, Building 34

Annie Hogh, Conference Chair, Associate Professor, PhD., University of Copenhagen

Lennart Damsbo-Andersen, Member of Parliament, Chair of the Employment Committee.

Troels Østergaard Sørensen, Dean, University of Copenhagen

Charlotte Rayner, President of the IAWBH, Professor, PhD., Portsmouth Business School

The University Choir

Keynote:Professor Suzy Fox, GPHR, MBA, PhD, from Loyola University Chicago
Defining and confronting bullying: Does human resources have a unique mandate to create a bully-free work culture?

10:00 – 10:45  Chr. Hansen Auditorium, Building 34

Coffee
10:45 – 11:15  Lobby, Building 34

Session 1: Law  Chair: Rachel Cox
11:15 – 13:00  Auditorium, 22.0.19

Union perspectives on complaints of psychological harassment in Québec: Work organisation issues and the limits of individual approaches to problems with a collective dimension
Rachel Cox

Workplace bullying, industrial court and lessons in ambiguity
Emily Schindeler

How to identify workplace bullying? A case study based on court judgements
Jan Gregersen

Sometimes harassment in the workplace is domestic violence?
Barbara MacQuarrie

The suite taste of bullying: Examining the legal challenges of addressing bullying amongst
senior executives in the C-Suite
Kemi Labinjo

**Session 2: Discrimination**  
**Chair: Lisbeth Harms**

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| 11:15 – 13:00 | Auditorium, Gothersgade 140 | “They change when they are in a pack”: The nature of sexual harassment in rural workplaces  
Skye Saunders, Patricia Easteal |
|            |                        | Methodological challenges of researching workplace bullying and discrimination among lesbian, gay and bisexual (LGBs) employees  
Duncan Lewis, Helge Hoel, Anna Einarsdottir |
|            |                        | The price of “being out”, the cost of staying in: A case study of bullying of lesbian, gay and bisexual members of staff  
Anna Einarsdottir, Helge Hoel, Duncan Lewis |
|            |                        | Sexual identities and the risk of experiencing workplace bullying and harassment: Evidence from a nationwide, representative UK sample  
Helge Hoel, Duncan Lewis, Anna Einarsdottir, Guy Notelaers |

**Session 3: Intervention**  
**Chair: Charlotte Rayner**

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| 11:15 – 13:00 | Auditorium, 1.1.18 | Measuring bystander intervention in workplace bullying  
Charlotte Rayner, Lynn Lansbury |
|            |                        | What about the perpetrators? A multi-national exploratory study of a coaching intervention designed to reduce workplace suffering caused by abrasive leaders  
Penny Webster, Laura Crawshaw |
|            |                        | Effects of mobbing on health and family relationships: How therapists can help or hurt  
Maureen Duffy, Len Sperry |
|            |                        | Mediating bullying complaints. Offering a new model of mediation to ensure sustainable outcomes  
Moira F. Jenkins |
|            |                        | Face to face dissemination of scientific and practical knowledge of workplace bullying at workplaces - Reflections on methodology, tools and challenges”, conducted by the Knowledge Centre for the Working Environment’s “Travelling Information Team”  
Stig Ingemann Sørensen, Rikki Hørsted |

**Session 4: Health**  
**Chair: Angelo Soares**

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| 11:15 – 13:00 | Auditorium, 18.01.11 | Workplace bullying in a survey of Canadian women reporting partner abuse  
Judith MacIntosh, Judith Wuest, Marilyn Ford-Gilboe, Colleen Varcoe |
|            |                        | Psychological harassment in Québec: prevalence, consequences and policy considerations |
Katherine Lippel, Michel Vézina, Renée Bourbonnais, Susan Stock, Amélie Funès

Workplace bullying and suicidal ideation
Angelo Soares

Is post traumatic stress disorder one possible consequence of bullying - a literature review with recommendation for the International Association of Workplace Bullying & Harassment (IAWBH)
Tone Tangen, Thormod Idsøe, Morten Birkeland Nielsen, Stig Berge Matthiesen, Nils Magerøy

The workplace bullying of trainees and its effects
Darcy McCormack, Nikola Djurkovic, Gian Casimir

Lunch
13:00 – 14:00 University Café, Building 5

Coffee and Poster Presentation
14:00 – 15:00 Lobby, Building 34

Phenomenon
Identifying bullying and harassment. Analysis of non-verbal facial communication
Marie-Nathalie Jauffret-Cervetti

Cyberbullying among students: Causes and psychological effects
Macarena Herane Bustos

Cross-cultural understandings of workplace bullying: Preliminary findings from Turkey and Australia
Burcu Gcuru Cangarli, Megan Paull, Maryam Omari

Social and institutional conditions for bullying
Gary Metcalf

Gender
Women’s experiences of workplace violence, harassment and bullying
Sharon Beckett

“Bullying cultures?” - How organizational values and norms impact upon victimization and coping strategies of women
Eva Zedlacher, Sabine Koeszegi

Work environment
Workplace bullying in higher education: findings from
Katerina Zabrodska, Petr Kveton

Looking at yourself in the mirror: Analysis of studies on bullying at Brazilian universities
Miriam Rodrigues
“Power harassment” and “Fukushima”
Miwako Wakui

Risk
The phenomenon of workplace bullying amongst medical doctors
Caroline Lambert

Risk factors associated with bullying and harassment in the workplace
Angelo Sacco, Enrico Bergami

Psychosocial and organizational factors and bullying among blue-collar workers in Polish manufacturing sector
Magdalena Warszewska- Makuch, Dorota Zolnierczyk-Zreda

Bullied in school - bullied at work?
Lars Peter Sønderbo Andersen

Coping
Relationship between workplace bullying, burnout and coping strategies in university faculty
Deborah Flynn, Kirsten Vaillancourt

Session 5: Risk/Leadership  
Chair: Janne Skakon
15:00 – 16:30  
Auditorium, 18.01.11
Leader behaviour and bullying in an organisation under pressure - Qualitative suggestions of relationships
Janne Skakon

Longitudinal outcomes of leadership behaviour on subordinates’ job attitudes
Merethe Aasland

Commitment of the managers is crucial to create a safer workplace
Alie Kuiper

Is passive avoidant and machiavellian leadership behaviours related to followers’ psychological need satisfaction on a daily basis
Jørn Hetland, Arnold B. Bakker, Olav K. Olsen, Roar Espevik, Ståle Einarsen

Session 6: Rehabilitation  
Chair: Nils Magerøy
15:00 – 16:30  
Chr.Hansen Auditorium
Jobbfast - clinical research unit for targets of bullying and harassment at work
Nils Magerøy, Ståle Einarsen

A therapeutic rebuilding of targets of workplace bullying
Hanne Thorup, Any Haldrup, Dagmar Møller-Kristensen
Is it possible to rehabilitate targets of workplace bullying?
Annie Hogh

Diagnosis-standardised labels or evidence-based symptoms

Evelyn Field

Session 7: Prevention
15:00 – 16:30  Chair: Roger Persson
Auditorium, 1.1.18
Prevention of bullying and conflicts - results from post intervention and follow-up inter-
views
Eva Gemzøe, Annie Hogh

Approaches to harassment prevention in Japan
Y. Okada Cuore

Bullying: the Church of England at the cross roads. Where Next?
Anne Lee

Positivity against negativity: How could a leader prevent work harassment?
Milda Astrauskaite, Roy Kern, Guy Notelaers, A. Medisauskaite

Session 8: Risk/Personality
15:00 – 16:30  Chair: Lars Peter Sønderbo Andersen
Auditorium, 22.0.19
Mobbing and personality traits in Albania Academe
Migena Buka

A longitudinal analysis of the relationship between role stressors and negative social cli-
mate at work
Cristian Balducci, Monica Cecchin, Franco Fraccaroli

Personalities of workplace bullies and victims
Jacqueline Power, Daniel Linton

Session 9: Coping
15:00 – 16:30  Chair: Guy Notelaers
Auditorium, Gothersgade 140
Forms of resistance to workplace bullying
Katerina Zabrodska.

Coping with workplace bullying: A qualitative study on women targets
Isil Karatuna

Coping with workplace bullying: Three mechanisms of coping in public sector bullying
cases
Denese Edsall

Workplace bullying, a process?
Guy Notelaers, Leo Paas, Ståle Einarsen

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Isil Karatuna

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cases
Denese Edsall

Workplace bullying, a process?
Guy Notelaers, Leo Paas, Ståle Einarsen

Evening Reception
18:00 - 19:00  The City Hall of Copenhagen
1599 København V
14 June 2012

Keynote: Dr. Dieter Zapf, Professor from Frankfurt University

**Bullying in the work place: Prevention and intervention**
9:00 – 9:45  Chr. Hansen Auditorium, Building 34

Coffee
9:45 – 10:15  Lobby, Building 34

**Session 10: Identifying/ Measuring**

9:15 – 12:20  Auditorium, 22.0.19

**Chair: Margaretha K. Strandmark**

Workplace bullying in the health and social care systems in Sweden. A descriptive study
GullBritt Rahm, Ingrid Rystedt, Gun Nordström, Bodil Wilde-Larsson, Margaratha Strandmark K.

An integrated approach to identify victims of workplace bullying
Ingrid Rystedt, Guy Notelaers, GullBritt Rahm, Gun Nordström, Bodil Wilde-Larsson, Margaretha Strandmark K.

Measuring psychosocial risks in agricultural sector
Andrea Debelli, Giuseppe Favretto, Serena Cubico

Workplace Bullying in Higher Education in Portugal
Ana Verdasca

Workplace bullying among Turkish social security institute staff
Sibel Gok, Isil Karatuna

Combining self-labeling and behavioral measures of workplace bullying into a latent class cluster approach to estimate the prevalence of workplace bullying in Spain
Jose M. Leon-Perez, Guy Notelaers

**Session 11: Health**

Chair: Morten Birkeland Nielsen

10:15 – 12:20  Chr. Hansen Auditorium

Outcomes of workplace bullying: A meta-analytical review
Morten Birkeland Nielsen, Ståle Einarsen

Workplace bullying and sleep problems – a two year follow-up study
Åse Marie Hansen, Annie Hogh, Anne Helene Garde, Roger Persson

How does it feel? Workplace bullying, emotions and musculoskeletal complaints
Tina Løkke Vie, Lars Glasø, Ståle Einarsen

Workplace incivility and the link to mental health, satisfaction and intention to leave
Eva Torkelson, Daniel Borgström

Chronic stress caused by workplace bullying and myeloproliferative blood neoplasms
Dmitri Gramotnev, Galina Gramotnev
The unclear self and maladaptive reactions to bullying
Malgorzata Gamian-Wilk

**Session 12: Intervention**
**Chair: Maarit Vartia**
**10:15 – 12:20 Auditorium, 18.01.11**
Teacher-on-teacher workplace bullying: An in depth study in post primary schools in Ireland
Genevieve Murray, Mona O'Moore

Do school counsellors have lessons for the adult workplace?
John Collins

Workplace bullying interventions: a realist review of what works, to whom, in what circumstances
Neill Thompson, M. Carter, J.C. Illing, P.E.S. Crampton, G.M. Morrow, J.H. Howse, A. Cook, B.C. Burlford

What makes for a “prevention active” organisation? Occupational health and safety practitioners’ perspectives on managing workplace bullying in New Zealand
Bevan Catley, Tim Bentley, Darryl Forsyth, Helena Cooper-Thomas, Dianne Gardner, Michael O’Driscoll, Linda Trenberth

Concern regarding bullying at work, and procedures for dealing with it in EU countries
Maarit Vartia, Krista Pahkin

The investigator as bully, the bullied investigator: observations from the front-lines of workplace harassment investigation
Catherine Burr

**Session 13: Phenomenon**
**Chair: James Burton**
**10:15 – 12:20 Auditorium, 25.01.53**
A replication study: Perceptions of workplace bullying and psychological empowerment among IT professionals
Cynthia Marcello

Bound to a bully work environment: The role of job embeddedness in the relationship between bullying and aggression
James Burton

Theories which explain the actions and reactions of workplace bullies, victims and bystanders
Sally Kuykendall

A phenomenological study of the experience of victims of bullying in the workplace in South Africa
Margeretha De Wet, M. K. Du Toit

Misuse of terminology: Are we abusing “bullying” and “harassment”?
Shayne Mathieson, Margaret Hanson
Exploring the link between emotional intelligence and workplace bullying: Results from two working samples
Sara Branch, Jane Murray

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<td><strong>10:15 – 12:20</strong></td>
<td><strong>Auditorium, Gothersgade 140</strong></td>
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<td>The relationships between victimization, absenteeism and job satisfaction and modifications of leadership and work pressure in the Netherlands Defense Organisation</td>
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<td>Pauline Meesters-Leenheer, Mieneke Pouwelse, Inez Storm-Stevelmans</td>
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The costs of workplace bullying: Sickness absence, inequality and unemployment
Tine L. Mundbjerg Eriksen, Annie Hogh, Aase Marie Hansen

Addressing conflict, power and practitioner turnover in the domestic violence sector
Deb Duthie

Workplace bullying, qualitative job-insecurity and intention to leave: A six-month prospective study among north-sea workers
Mats Glambek, Stig Berge Matthiesen, Jørn Hetland, Ståle Einarsen

The association between whistleblowing, workplace bullying and the employees’ intentions to leave their jobs
Stig Berge Matthiesen

Are we going back to the future? ‘Dinosaurs, thugs and bullies’ and their continuing challenge to the presence of women in densely masculinist workplaces
Susan Harwood

Lunch
12:20 – 13:15  University Café, Building 5

Keynote: Professor Emeritus Töres Theorell, Karolinska institutet in Stockholm
Bullying and health in a Swedish context
Building 34

13:15-14:00  Chr. Hansen Auditorium, Building 34

Coffee and Poster Presentation
14:00 – 15:00  Lobby, Building 34

Law
Regulating workplace bullying in Brazil: considerations on regulatory effectiveness
Julia Gitahy da Paixao

The definition of workplace bullying in comparative labor law: Do they really serve for the purpose?
Guneri Cangarli, Siyami Alp Limoncuoglu
Workplace bullying: A review of U.S. Federal case law
Aniya Dunkley

From facilitation to train the trainer in delivering a bully-free workplace program
Susan Coldwell, Zita Hildebrand, Joan Jessome

Health

Association between Post Traumatic Embitterment Disorder (PTED) and workplace bullying: Findings from an empirical study
Isil Karatuna, Sibel Gok

Harassment and depression in Japanese workplace
Kaori Nagao

Workplace violence and health: Does resilience moderate outcomes?
Kathrin Waschgler, Mariano García Izquierdo, José Ruiz Hernández, Bartolomé Llor Esteban

Neutralization of the effect of being harassed: Development of the scale and examination of the factor structure
Yusuke Naganuma, Kyoko Fujino

Intervention

Supervisor workplace stress and abusive supervision: The buffering effect of exercise
James Burton, Jenny Hoobler, Melinda Scheuer

“The view from the tower- adversarial vs collaborative solutions in dealing with complaints of workplace bullying”
Evelyn Field

A layered, long term intervention to create organizational change- an effective response to workplace bullying?
Pam Farmer

Campaign about prevention of bullying from the Knowledge Center of Working Environment in DK
Rikki Hørsted

Challenges of regulating workplace bullying: The safety response
Andrew Morgan, Nigel Docker

Backlash prevention of perpetrators: is it possible?
Willeke Bezemer

Workplace bullying, and union role in restorative practices
Susan Coldwell, Joan Jessome, Zita Hildebrand

Action protocol in the event of workplace harassment
Maria del Carmen Rodríguez Pérez
The Danish Working Environment Authority (DWEA) - hotline on bullying in the workplace
Tom Hansen, Karsten Refsgård, Lars Christian Drewsen Lidsmoes

A bullied person’s development after participation in a rehabilitation project
Nikoline Frost, Annie Hogh

**Session 15: Law**
15:00 – 16:45  
*Auditorium, 22.01.19*

Combining legal and psychological perspectives to handling bullying and harassment at the workplace
Harald Pedersen, Ståle Einarsen

Bullying behaviour in different countries: A comparison between law suits in Italy, Germany and Austria
Harald Ege

Moral harassment legislation in Colombia
Laura Porras

A longitudinal analysis of how employment tribunals in the UK understand and mediate bullying and harassment issues
Roger Walden

How French labour law contribute to wellbeing at work through employer’s liability?
Loïc Lerouge

**Session 16: Risk/Leadership**
15:00 – 16:45  
*Auditorium, 25.01.53*

Leadership and fulfillment of the three basic psychological needs at work
Hilde Hetland, Jørn Hetland, Cecilie Andreassen, Ståle Pallesen, Guy Notelaers

A qualitative analysis of management responses to workplace bullying in the UK healthcare sector
Chris Woodrow, David Guest

Authoritarian leadership acting in a propitious cultural environment: a perfect combination of ingredients for bullying to happen in the organizational environment
Míriam Rodrigues

Nuances in destructive leadership behaviour
Anders Skogstad, Guy Notelaers, Ståle Einarsen

**Session 17: Bystanders**
15:00 – 16:45  
*Christian Hansen Auditorium, Building 34*

Workplace relationships and managerial ideology as determinants of bystander behaviour
Premilla D’Cruz, Ernesto Noronha

The influence of co-workers in a target’s workplace bullying experience
Paula Saunders, Jane Goodman-Delahunty
Ethics, empathy and employment - creating a compassionate workforce
Noreen Tehrani

Bystanders in workplace bullying: Roles, impact and responsibilities
Megan Paull, Maryam Omari

Bullies as actors in bullying
Charlotte Bloch

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<td>HR in the crossfire: An exploration into the role of human resources and workplace bullying</td>
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<td>Teresa A. Daniel</td>
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The relationship between role stressors and exposure to workplace bullying - A prospective study of Norwegian employees
Iselin Reknes, Bjørn Lau, Ståle Einarsen, Stein Knardahl

Risk factors of workplace bullying: the role of the physical work environment, type of work contract and compensation system
Denise Salin, Aino Tenhiälä

Workplace bullying, job demand-control and the role of social support and coping in reducing symptoms of Post Traumatic Stress Disorder
Laura Francioli, Annie Hogh, Paul Maurice Conway, Giovanni Costa, Åse Marie Hansen

Workplace bullying and organizational change: The case of layoff procedures
Ernesto Noronha, Premilla D'Cruz

**General Assembly IAWBH**

| 17:00 – 18:00 | **Chr. Hansen Auditorium, Building 34** |

**Boat Trip to Hotel Admiral**

| 19:00 – 19:30 | **Gammel Strand** |

**Conference Dinner: Hotel Admiral**

| 19:30 - ?     | **Toldbodgade 24-28, 1253 København K** |
15 June 2012

Keynote: Dr. Laura Crawshaw, PhD, Boss Whispering Institute
*Sad, Angry & Hopeful: Reflections From the Front*

9:00 – 9:45  \*Chr. Hansen Auditorium, Building 34\*

**Coffee**
9:45 – 10:15  \*Lobby, Building 34\*

**Session 19: Identifying/Measuring**
Chair: Carlo Caponecchia

10:15 – 12:15  \*Christian Hansen Auditorium\*

Vertical and lateral workplace bullying in nursing: Development of the Hospital Aggressive Behaviour Scale (HABS-CS)
Kathrin Waschgler, José Ruiz Hernández, Bartolomé Llor Esteban, Mariano García Izquierdo,

Quantifying the risk: Adding severity to frequency measures of workplace bullying
Carlo Caponecchia, Anne Wyatt

Exploring the efficacy of an enhanced weighting and scoring structure of the Negative Acts Questionnaire-Revised (NAQ-R)
Jane Murray, Sara Branch

Workplace incivility in public education
Joshua Powell

Exploring the culture of bullying at work through focus groups
Wendy Bloisi, Hazel Mawdsley

Workplace bullying in a professional environment: Perspectives of legal practitioners
Maryam Omari, Megan Paull

**Session 20: Health**
Chair: Ståle Einarsen

10:15 – 12:15  \*Auditorium, 1.1.18\*

Self-image as a moderator of the relationship between exposure to acts of workplace bullying and negative affect - a diary study among naval officers
Ståle Einarsen, Jørn Hetland, Arnold Bakker, Olav Kjellevold Olsen

Health outcomes and personality: Differences between workplace bullying and other occupational stressors
Silvia Punzi, Giovanna Castellini, Giovanni Costa

Gender and workplace bullying: Examining men’s experiences
Sue O’Donnell

The buffering effects of resilience and worksite social support for the association between workplace bullying and psychological distress
Kanami Tsuno, Norito Kawakami
The risk of newly-onset depression according to the proportion of employees witnessing workplace bullying
Maria Gullander, Jens P. Bonde, Annie Hogh, Åse Marie Hansen, Roger Persson, Henrik Kolstad, Jette F. Thomsen, Morten Willert, Ole Mors

**Session 21: Intervention**

**Chair: Darcy McCormack**

**10:15 – 12:15**  *Auditorium, 18.01.11*

Towards a better practice through courage, honesty and fairness
Tom Mårup

Preventing and managing bullying in workplace settings
Margaretha K. Strandmark, Ingrid Rystedt, Gun Nordström, Bodil Wilde-Larsson, GullBritt Rahm

Addressing workplace bullying: Are Employee Assistance Programmes (EAPs) the way forward?
Hazel Mawdsley, Duncan Lewis, Martyn Jarvis

Evaluation of drama-based training to address workplace bullying
Madeline Carter, Neill J. Thompson

Job intervention part of rehabilitation project concerning targets of workplace bullying
Inger Lise Eriksen-Jensen

Organisational sequestering of workplace bullying: Adding insult to injury
Alison Thirlwall, Theodore E. Zorn

**Session 22: Risk**

**Chair: Elfi Baillien**

**10:15 – 12:15**  *Auditorium, 25.01.53*

Workplace harassment in Mexican state universities- incidence and risk factors
Veronika Sieglin

Conflicts and conflict management styles as precursors of workplace bullying: A two-wave longitudinal study
Elfi Baillien, Katalien Bollen, Martin Euwema, Hans De Witte

Workplace bullying: The cumulative effect of organizational risk factors among various risk groups
Eleni Apospori

Individual- and group-level effects of social identification on workplace bullying
Jordi Escartín, Johannes Ullrich, Dieter Zapf, Elmar Schlüter, Rolf Van Dick

Doing “sensitive” research - some ethical and methodological issues
Declan Fahie

Understanding and identifying systemic racism in the workplace
Carol Agocs
## Closing of Conference

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<th>12:20 – 13:00</th>
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## Lunch

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<th>13:00 – 14:00</th>
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Defining and confronting bullying: Does human resources have unique mandate to create a bully-free work culture?

Suzy Fox
Loyola University, Chicago, USA

Suzy Fox, MBA, Ph.D., is Professor and Chair of the Department of Human Resources and Employment Relations, School of Business Administration, Loyola University Chicago. She researches counterproductive work behavior; workplace bullying, and individual and cultural characteristics of successful professional women internationally. Her research goal is to help develop interventions (training, organizational policy, and public policy), toward building healthy workplaces. She has co-developed measures of workplace bullying, counterproductive work behavior, organizational citizenship behavior, autonomy, and job-related emotions. Her books include Gender and the Dysfunctional Organization (Fox & Lituchy, 2012); Counterproductive Work Behavior: Investigations of Actors and Targets (Fox & Spector, 2005) and Successful Professional Women of the Americas: From Polar Winds to Tropical Breezes (Punnett, Duffy, Fox, Gregory, Lituchy, Monserrat, Olivas Lujan & Fernandez dos Santos, 2005). She is currently engaged in several writing and intervention projects around workplace bullying with Arthur Freeman, director of the Clinical Psychology program at Midwestern University. She has conducted seminars and workshops on workplace bullying, counterproductive work behavior and job stress in Cuba, Puerto Rico, the UK, Turkey, around the United States; and feels immensely honored to be a keynote speaker at the 8th International Conference on Workplace Bullying here in Copenhagen.

Abstract:
While workplace bullying (WB) is a universal phenomenon, there are institutional, legal, organizational, and cultural factors that necessitate different approaches to bullying in different parts of the world. For example, Human Resource Management in general, but particularly in the tasks of responding to employee complaints of bullying and developing bully-free work cultures, takes on a far more salient role in the United States compared to Europe. It is the job of Human Resources to act as a liaison between employees, a moderator of disputes, and a developer and enforcer of policies and procedures. And yet, the voice of HR has been strikingly missing in efforts of scholars and anti-bullying activists to define, assess, and develop effective responses to workplace bullying.

A current study will be described, (Fox, Cowan & Lykkebak, 2012), in which HR professionals were surveyed in order to redefine the term “workplace bullying” in a manner meaningful for both academics and HR practitioners. An expanded set of behavioral items, based on the Workplace Bullying Checklist (WB-C: Fox & Stallworth, 2005) were presented to HR professionals. In addition, respondents rated the importance of definitional criteria (whether or not, to be considered or handled as bullying, the situation would necessarily have to have certain characteristics—for example, formal or informal power differentials). The purpose of this study was to clarify the definitions and delineators that are commonly used by the various European, North American, and other research groups, as well as the behaviors included in three checklists commonly used in WB research (NAQ-R, WAR-Q and WB-C).
Based on the results of this study, a new definition and a revised Workplace Bullying Checklist (WB-C) are offered, with preliminary validation evidence. The presentation will also touch on HR respondents’ preferences of organizational policies, programs, and other concerns in response to workplace bullying. Finally, institutional and cultural differences among regions that necessitate fine-tuning of conceptualizations and responses to bullying will be tied in with the nitty-gritty of HR’s role in creating healthy, bully-free organizational cultures.

Bullying in the Workplace: Prevention and Intervention
Dr. Dieter Zapf
Goethe-University Frankfurt, Germany

Dr. Dieter Zapf studied Psychology and Theology in Neuendettelsau, Erlangen, Marburg and Berlin. Ph.D. 1988, Free University Berlin, Habilitation 1993. Professor Dr. Zapf has long standing experience in organizational stress research with a recent focus in stress in service professions. He has conducted research in scale development in customer stressors and emotional labour relevant to the project. He also did research on organizational stress and social conflicts which is also relevant to the project. Since 1997, Dieter has been a Professor for Work and Organizational Psychology at the Johann Wolfgang Goethe-University Frankfurt.

Visiting Professor to Manchester Business School, University of Manchester, UK.

Abstract:
Though literature on workplace bullying has tremendously increased over the last 20 years, there is relatively little on prevention and treatment of bullying victims. In general, prevention includes a wide range of activities — known as “interventions” — aimed at reducing risks to health. Primary prevention, secondary prevention and tertiary prevention and treatment are distinguished. Moreover, one can distinguish between person-oriented interventions, situation-oriented interventions and such that include both. In the present context primary prevention refers to measures that are likely to reduce the risk of bullying and its negative consequences to occur. Secondary prevention refers to early diagnosis and alleviation of problems going along with bullying. Finally, tertiary prevention means to ensure the sustainability of an intervention and the prevention of relapse. Treatments as opposed to prevention includes all measures to solve the resulting problems and heal the damage occurred (sometimes also referred to as tertiary prevention). Situation-oriented prevention may include work design, e.g., to reduce role conflict and role ambiguity or leadership training. Person-oriented prevention may be done by communication and conflict training. Conflict mediation procedures fall under the category of secondary prevention. Consultancy, coaching, ambulant and inpatient therapy fall under the category of treatment. Bullying related prevention measures and treatments will be reviewed on this basis. Only a few successful measures aimed to prevent or treat bullying exist so far. If a main characteristic of bullying is that it is a series of failing conflict management attempts and if bullying describes a rather small percentage of conflicts where otherwise successful strategies have failed (Zapf & Gross, 2001) then it should not come as a surprise that so many bullying interventions fail to be successful. Based on the process of how to evaluate interventions we will discuss why bullying interventions
Bullying and health in a Swedish context
Professor Emeritus Töres Theorell
Karolinska Institute, Stockholm, Sweden

Töres Theorell studied medicine at the Karolinska Institute in Sweden with a focus on internal medicine. Töres has for many years worked with stress research especially psychosocial working conditions and stress related illness. In 1973-1974 Töres worked 9 months in Galveston, Texas under professor Stewart Wolf. In 1980 Töres worked at Columbia University in New York. Here he met the American sociologist Robert Karasek with whom we wrote Healthy Work in 1990. Töres Theorell was appointed professor in psychosocial medicine at Karolinska Institutet in 1995. Töres also worked as head of the National Institute for Psychosocial Medicine. He has been emeritus since 2006 and is active at the Department of Public Health Sciences.

Abstract:
Recently there has been a mass media debate on bullying at work in our country, and it has been claimed that work related bullying may have a higher prevalence in Sweden than in similar countries in Europe. There are no published data which make exact comparisons possible. The following question has been used every second year in national work environment surveys in Sweden since 1995: “Are you exposed to personal persecution by means of vicious words or actions from your superiors or your workmates?” with the response alternatives: “every day/a couple of days a week/one day a week/a couple of days in the past three months/once or twice during the past 12 months/not at all during the past 12 months”. Bullying at least once last year according to this formulation has been reported by 7.9-9.3% of working women and by 7.7-9.3% of working men. In our own survey of Swedish working men and women the corresponding prevalence was 6.6% among working men and 8.5% among working women. It is worrying that no tendency towards improvement can be observed. Although the numbers may not be strictly comparable, a similar study in Finland of employees in hospitals (mainly women) showed a prevalence of 5.2% in 1998 and 5.9% in 2000. It remains to be proven that bullying at work has a higher prevalence in Sweden than in similar countries but there are already speculations regarding possible reasons for a relatively high prevalence of work related bullying in Sweden. A hypothesis that has been formulated is that conflicts are less likely to be solved in Swedish work sites than in other countries. This has pointed at the importance of leadership. In our own studies we have observed that employees who rate their leadership as bad have a higher incidence of myocardial infarction (after adjustment for other risk factors) and that men who report “covert coping” at work have an elevated incidence of myocardial infarction (after adjustments). A recent year-long randomised intervention study in which good accepted managerial education was compared with an art-based education program (specifically aiming at improved empathy among
managers) showed that the art-based program had better effects on mental employee health at follow-up 18 months after start than the other program (Romanowska 2011). Patients who have been exposed to bullying frequently state that they have not been aware of any conflict at work. They describe a situation in which nobody talks to them directly about problems and accordingly they have not had any guidelines for doing anything to improve the situation. According to our definitions this is a sign of poorly functioning leadership and covert coping patterns.

A recent prospective study (Oxenstierna et al, Industrial Health, in press) was performed of a random sample of Swedish working men and women (Swedish Longitudinal Occupational Study of Health, SLOSH) who participated in 2006 and did not report that they felt bullied during the past year. A large number of work and workplace factors were explored as possible predictors of employee reports of being bullied at least once during the past 12 months in the follow-up in 2008. Multivariate analyses were performed separately for men and women. Organisational change as well as perceived low decision authority were predictors of perceived bullying both in men and women. Male but not female predictors were dictatorial leadership, lack of procedural justice, attitude of being expendable and conflicting demands. A female but not male predictor was lack of humanity. Our studies have also shown that there is a strong relationship (Widmark et al 2005) between being bullied in one year and the likelihood of long term sick leave (at least 60 days) during a two year follow-up – in multivariate analysis OR 1.8, CI 1.3-2.7 for men and 1.7, CI 1.2-2.2 for women. Thus bullying is of major importance for our national economy. Our research results point at a number of possible prevention strategies.

Sad, Angry & Hopeful: reflections from the front
Dr. Laura Crawshaw
The Boss Whispering Institute

Dr. Laura Crawshaw received her master’s degree in clinical social work from the Smith College School for Social Work and conducted postgraduate studies at the Seattle Institute for Psychoanalysis and the Harvard Community Health Plan.

She completed both MA and Ph.D. degrees in human and organizational systems at Fielding Graduate University, founded the Executive Insight Development Group in 1994, and The Boss Whispering Institute in 2008.

With over thirty years’ experience as a psychotherapist, corporate officer, and executive coach, Dr. Crawshaw is known as The Boss Whisperer®, focusing her research and practice on the reduction of workplace suffering caused by abrasive bosses. Executive Insight’s Boss Whispering Institute is dedicated to research and training in the field of coaching abrasive executives and professionals. Dr. Crawshaw is a member of the International Society for the Psychoanalytic Study of Organizations, the American Psychological Association, the British Psychological Society, the International Association on Bullying and Harassment at Work, the Society for Human Resource Management, and the International Coach Federation.

Abstract:
The realm of workplace bullying is fraught with emotions, including the suffering experi-
enced by targets, the defensiveness of abrasive leaders, and the anxieties of organizations who employ them. Dr. Laura Crawshaw, founder of The Boss Whispering Institute, will share her reflections on the psychodynamics of workplace bullying and their potential influence on practitioners and researchers who seek to solve the problem.

From her perspective of coaching perpetrators and consulting with their employers, Dr. Crawshaw will offer her reflections on the dynamics of anxiety underlying bullying behaviors, drawn from psychoanalytic theory, neuroscience, and her own clinical observations, followed by a discussion of the limiting beliefs and emotions that threaten to impede our progress in this field.
READING GUIDE

To read this book with the most ease, it can be helpful for you to know the logic behind the layout.
The abstracts are divided into a section of oral presentations and a section of poster presentations. Each of these two sections is then divided into themes. The chronological listing of the themes is shown below. You can also find an author index in the back of the book.

Orals:
- Law
- Discrimination
- Intervention
- Health
- Risk/Leadership
- Rehabilitation
- Prevention
- Risk/Personality
- Coping
- Identifying/Measuring
- Phenomenon
- Costs
- Bystanders
- Risk/work environment
- Risk

Posters:
- Phenomenon
- Gender
- Work environment
- Risk
- Coping
- Law
- Health
- Intervention
ORAL PRESENTATIONS - ABSTRACTS
Since June 2004, the Québec Labour Standards Act provides that every worker has a right to a work environment free from psychological harassment. The Act incorporates these provisions into collective agreements, making grievance arbitration the exclusive recourse for a unionized worker experiencing harassment. Québec unions have thus been propelled to the fore of the struggle against psychological harassment.

Unions must conduct inquiries into complaints. Hence, union representatives have inside knowledge of harassment complaints and play a key role in their resolution. Given that most empirical research defines psychological harassment by self-reports (Einarsen et al 2011), union representatives are in a unique position to shed light on psychological harassment in the workplace. Specifically, what do union representatives see as the issues raised by harassment complaints?

We conducted 16 semi-directed interviews with 22 union representatives who handle complaints in different workplaces (public and private sector; blue and white-collar; male and female-dominated; etc). The interviews were recorded, transcribed and coded using NVivo software with methods guided by grounded theory (Anselm and Corbin 2003).

Union representatives consistently declared that the 'Victim/Perpetrator' model of harassment did not fit the vast majority of the situations they investigated. Complainants were not necessarily perceived as pleasant or easygoing individuals and representatives pointedly abstained from demonizing alleged perpetrators. They described the true source of many complaints as related to work organisation and poor management, and thus their own limited capacity to prevent harassment, given management prerogatives over these issues.

Specifically, managers were described as distracted and indecisive with regard to conflict in the workplace. Allegations of harassment of ethnic minorities were explained in the context of particularly onerous working conditions. Laissez-faire management of injured workers doing light work led to several complaints. Union representatives noted that employers exploited intergenerational conflict, often pitting older workers in permanent jobs against younger workers with temporary job status. Heavy workload, overtime hours, and role ambiguity following organizational change were also associated with complaints.

The issues described resonate with the literature on links between working conditions (Vézina and Dussault 2005) and laissez-faire management (Skogstad et al 2007), and harassment. Our results suggest that risks related to work organisation and managers ill-equipped to deal with conflict must be taken into account when developing policy initiatives. Until such time as they are, unions' role in preventing psychological harassment is confined to a primarily individual
approach to a problem perceived as having an important collective dimension.

Workplace Bullying, Industrial Court and Lessons in Ambiguity
Emily Schindeler
Griffith University, MT GRAVATT, QLD, Australia

Workplace violence is one of the most costly imposts to employers across all sectors in Australia, with estimates ranging from $6 billion to $36 billion dollars annually. Although it has attracted considerable attention from the media, psychology, organisational and management disciplines, the focus has been primarily on the nature of perpetrators, victims, organisational culture and prevention. From a legal perspective, workplace bullying, in its various forms, exists in a complex governmental and industry regulatory environment. Mediation, workplace health and safety provisions, industrial courts, common law and criminal procedures offer options for remedial action.

To date there has been little empirical analysis of how remedial processes adjudicated by the Australian Industrial Court, now the Fair Work Australia Court, have responded to cases involving working place bullying and violence. This research has sought to address this important gap by examination of a sample of cases over the six year period 2005-2011.

Importantly included in this examination are cases which involved claims of unfair dismissal, that is cases initiated by individuals whose employment has been terminated as a consequence of such behaviour as well as those involving claims of constructive dismissal, that is cases in which individuals have felt forced to resigned as a consequence of such victimisation. The findings of this analysis highlight the considerable ambiguity, and consequent inconsistencies of action, which still exists both amongst employers and the courts. Further because some prior remediation processes are a prerequisite to being heard by the court, the findings of this analysis have significant implications for the operation of a suite remedial processes themselves.

How to Indentify Workplace Bullying? A case study based on court judgements
Jan Gregersen
Oslo and Akershus University College of Applied Sciences, OSLO, Norway

Purpose and method: A disputed key question raised on previous conferences is what workplace bullying (WB) actually is. This paper aims to discuss criteria to identify WB based on analysis of documents written by an expectedly neutral authority. The chosen source consists of all seven judgements from the Norwegian Appeal Court (AC) in period 1994-2003 where WB is the main issue and the victims have gained support from a court or its appointed expert witnesses.

Results: In brief the seven victim-alleged WB cases can be summarised like this: (1) Male subordinates treated their female boss inappropriately. (2) Immigrant worker experienced racial comments and hindering of his working tasks. (3/4) Employees felt exposed to vague or false
acccusations. (5) Woman felt improper advances, later replaced by other negative behaviours. (6/7) Employees felt generally socially ostracised. As victims' stories differ considerably and their cores lie in intricate details, attempts to identify these bullying behaviours based on an operational definition seem impracticable. ACs' considerations are not based on WB definitions. Instead they sort out relevant and verified incidents and then judge whether these can explain the existing damage. Perpetrators' or employers' intents are not considered, only 'negligence' in some cases. The ACs do not require minimum frequency and duration of relevant behaviours, as some WB definitions do. However, this proved difficult to determine and in turn verify. As the victims bear the burden of proof, even those three cases they actually won in AC, could have been lost.

Another frequently used definitional criterion is 'imbalance of power'. The alleged stories give examples of power abuse and intriguing games to make the victim defenceless. Expert witnesses seem more aware of this aspect than the judges, who in some cases describe WB as a conflict. Thus they indicate that both parties have significant influence on the situation. However, actually proving 'powerlessness' looks like an impractical task and thus an unreasonable requirement.

Conclusion: The paper illustrates that operational definitions made for other purposes may be unsuited and even very disadvantageous for victims when it comes to authoritative decision making. The paper argues that emphasis should be put on decision makers' understanding of WB patterns rather than searching for WB definitions suited for authoritative use that may never be found.

**Sometimes harassment in the workplace is domestic violence**

Barbara MacQuarrie
The University of Western Ontario, LONDON, Canada

'In 2005 nurse Lori Dupont was murdered on the job by a physician with whom she worked at Hotel-Dieu Grace Hospital in Windsor, Ontario (Canada) and with whom she had previously ended a relationship. After he murdered Lori, he killed himself. Lori had complained to management about on-the-job harassment that started after she ended the relationship.'(Carol Libby, the Windsor Star, June 15, 2010)

**Aim:** Help employers to prevent and respond to domestic violence occurring in the workplace.

Employers and workers often do not recognize domestic violence as a workplace hazard. They may believe that domestic violence is a personal issue and that workplace parties can do nothing about it. In Canada, the tragic death of Lori Dupont has awakened us to the fact that it is a workplace issue. In fact the Alberta Council of Women's Shelters reports that, domestic violence is the 'fastest growing type of workplace violence in Canada.' (ACWS 2008)

**Method:** The Ontario Coronor's Office conducted an inquest into the death of Lori Dupont and provided a systemic review of the circumstances surrounding her death through the Domestic Violence Death Review Committee.
Evidence collected from friends, family members and co-workers after Ms. Dupont's death revealed that there were warning signs and risk factors that, by themselves or as part of a pattern of behaviour, should have raised the possibility of danger. Recognizing them would have created opportunities to intervene and offer protection for the victim or accountability for the perpetrator.

Results: In the case of Lori Dupont opportunities to intervene were overlooked because of uncertainty or missing information that would have been accessible if sought.

The inquest jury made a series of recommendations advocating training for employers and managers, safety planning for employees at risk, reporting of domestic violence in the workplace, and a review of the Occupational Health and Safety Act to examine the feasibility of including domestic violence as a factor warranting investigation and appropriate action by the Ministry of Labour.

Conclusion: On June 15, 2010 Ontario's Occupational Health and Safety Act was amended to require employers to take reasonable precautions to protect employees from domestic violence in the workplace.

The Make It Our Business training program provides a variety of options to help employers recognize and respond to Domestic Violence. The Domestic Violence Death Review Committee and the Ministry of Labour have recommended the training program.

The Suite taste of Bullying: Examining the legal challenges of addressing bullying amongst senior executives in the C-Suite
Kemi Labinjo
Amber and Greene Ltd, ESSEX, United Kingdom

Aim: The aim of this paper is to examine the role of the law in addressing bullying amongst senior executives within the C-suite. There are 7 key themes we identified in relation to C-suite bullying, which should be taken into account when relying on the law as a means of addressing this issue.

The C suite is often deemed to be the most important and influential group of individuals within a company. Members of the C suite are in pivotal positions; they have titles like CEO, COO, CFO, they are deemed to be the top guns. They set the direction for the company and make key decisions that potentially affect the future and profit of the organisation. Given that these individuals are uniquely placed within an organisation, it is both challenging and necessary to understand the form of bullying at this level (because change should start from the top) and see the role of the law in remedying it.

Methods: Using data from respondents who participated in our survey, feedback from our C-suite clients, observations gained from UK employment law cases and published resources, this paper identifies seven key issues that arise when tackling bullying amongst senior executives.

Results: A number of themes were identified, and there are seven unique issues/characteristics for this particular type of bullying:
1) defining bullying,
2) categorising bullying traits,
3) the consequences of bullying,
4) the treatment of bullying,
5) the role of power,
6) the social dimension of bullying,
7) the legal dimensions of bullying.

**Conclusion:** The ‘suite’ taste of bulling is not a pleasurable experience. To fully intervene and address the form of bullying that takes place amongst senior executives in the C suite, it is important to recognise the unique nature of bullying at this level. A different and more considered approach is required to effectively address it, one that deals with all the 7 issues identified above; it requires a long term response. The law is not and should not be the only vehicle used to combat bullying, rather there is the need to recognise that bullying is the creation of something social, and as such legal means of address may not always be suitable.

**Session 15**

**Combining legal and psychological perspectives to handling bullying and harassment at the workplace**

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**Aim:** Our experience from conferences on Workplace bullying and Harassment is that psychologists talk about how to intervene in the workplace while lawyers talk about how to make court processes and claim compensation. When the goal is to intervene in a fair manner to prevent further wrong-doing, hopefully with the consequence that the victim and in many cases the perpetrator, may be able to continue working, there is a need for merging these two perspectives.

We will show how Norwegian work environment law and Norwegian 'procedural' principles of due process can be used to examine complaints, to stop wrongdoing and secure lasting solutions. Psychology and law meets in its basic interests in fairness, where procedural fairness may be used to restore interactional injustices.

**Method:** The Norwegian Working Environment Act ban workplace harassment, inappropriate behaviors and breaches of the dignity and integrity of workers. Furthermore the employer have an obligation to both monitor and prevent violations of the rules and to restore a safe environment for workers when breaches have been documented, all according to a prescribed system of Internal Control Regulations (Systematic Health, Environmental and Safety Activities in Enterprises). These 'procedural' principles of the law requires the employer to establish and follow basic procedures that meet the statutory requirements, including fair treatment of both parties and proper documentation of the case. Following the management prerogative, employers have the power to investigate complaints and instruct the parties how to behave.
Results: Hence, the employer have to use its management prerogative to prevent employees behaving in ways that violate the standards drawn in the Working Environment Act while simultaneously fulfilling the required legal 'procedural' principles of due process. This includes employer opportunities to use the management prerogative to stop the bully by either terminate the work contract or provide written instructions and warnings for the bully on how to behave in the future.

Conclusion: Based on these principles we have developed a model for intervening in bullying cases that satisfies and exemplifies the Norwegian law against workplace bullying. In this we aim to inspire other countries how to employ their own regulatory developments and to use existing legislation and existing 'procedural' principles of law as a framework for their own intervention methods in bullying cases.

Bullying behaviour in different countries: A comparison between law suits in Italy, Germany and Austria
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Aim: We have been working in assisting workplace conflict victims since 1995 in Italy, since 2009 in Germany and since 2010 in Austria. This international perspective aroused the following questions:

Do victims of workplace conflicts feel the same in different countries? What does being a victim mean in Southern Europe and what in Germany? How do lawyers, judges and other persons professionally involved in helping work in different countries?

Methods: Data from modified and extended LIPT questionnaire, psychological interviews, study of the documents produced by the victim were all valued using our specific method of identification of workplace conflict (Ege 2002), recognized and used by many Italian work law courts.

Results: In Italy we found out an elevated number of victims of Straining, while in Germany and Austria most proved to be victims of Bullying.

Straining is a workplace conflict in which one or a few hostile actions have permanent effects on the victim, who perceives his/her condition as persecution and can suffer long and continuous negative consequences on his/her health, wellbeing, self-esteem, social/familiar life. Typical situations for Straining are dequalification, transfer, change in tasks.

Bullying (or also called Mobbing) is a workplace conflict in which frequent and systematic hostile actions hit the victim, who perceives his/her condition as persecution and can also suffer long and continuous negative consequences on his/her health, wellbeing, self-esteem, social/familiar life. Typical situations for Bullying (Mobbing) are systematic hits of communication possibilities, frequent negative comments, evaluations tending to destroying reputation or regular changing of work tasks.

Conclusions: In Italy single negative actions with permanent consequences on the work condition seem to be more frequent than in Germany or Austria. In these countries bullying is
often perpetrated by the means of active systematic hostile actions.

The victims of all the tree countries have more or less the same clinical consequences (PTED). Main differences are in the juridical treatment.

In Italy the normal procedure is the evaluation of the case by a expert witness appointed by the judge, while in Germany and Austria this method is at its first steps and law courts are just beginning to consider the consequences of workplace conflicts.

**Moral harassment legislation in Colombia**
Laura Porras
University of Ottawa, OTTAWA, Canada

**Aims:** This paper presents results of a legal study on legislation enacted in Colombia governing moral harassment. Legislation has been in force for five years, and we will report on results of a study looking at complaint outcomes in order to determine whether the legislation appears to have helped to protect targets.

**Methods:** Classic legal methods were used to document the process leading up to the adoption of the legislation and to study caselaw rendered since the adoption of the legislation by the three institutions to which the legislation attributed competence.

**Results:** In Colombia, a law on moral harassment was enacted in 2006. The law attributed competence to three different institutions to decide upon the merits of future claims. It describes moral harassment in great detail and creates specific recourses. However, results of caselaw analysis suggest that victims have not been effectively protected, for different reasons. Success rates are very low and it is possible that the severe potential sanctions of the harasser make courts reticent to intervene. Details describing results of the case law analysis will be discussed.

Further, the law on moral harassment does not refer to the tutela, a general recourse that is more accessible to those who are more vulnerable. Tutela is easy to file, free, the decision is made in 10 days, and it doesn't require a lawyer. In harassment cases, it is not necessary to establish the existence of a labour relation before filing a complaint for harassment (particularly important in countries with high rates of informality). The tutela reverses the burden of proof in cases of special vulnerability, it orders effective mechanisms to stop the abusive behaviour, and it can order workers’ compensation to undertake medical tests necessary to determine the origin of occupational illnesses. Unfortunately, after the Legislation specific to harassment was enacted only two tutela cases were filed, both of which were accepted.

**In conclusion,** the Law in Colombia might have made workplace harassment more visible, but it may well have discouraged and confused victims that might have filed a tutela in the past.
A longitudinal analysis of how Employment Tribunals in the UK understand and mediate bullying and harassment issues

Roger Walden
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A longitudinal analysis of how Employment Tribunals in the UK understand and mediate bullying and harassment issues

In a paper to the Bergen Conference on Workplace Bullying in 2004 (Walden & Hoel, 2004), it was observed that, unlike countries such as Sweden, France and Belgium, the UK has so far resisted introducing general legislation aimed at incidents of workplace bullying. As a result, such bullying and harassment is addressed inconsistently, partially, and its relevance depends largely on the legal context of any particular dispute. The 2004 paper thus sought to develop an analytical framework capable of assessing the extent to which a range of potentially applicable and available legal constructs are capable of comprehending the phenomenon of bullying and harassment as defined and understood in the psychological literature (see, for example, Di Martino, Hoel, Rayner & Cooper, 2003). At this stage, the methodology took the form of a close textual analysis of selected appellate and formally reported cases.

A subsequent paper for the 5th International Conference on Workplace Bullying in Dublin (Walden, Hoel & McDonald, 2006) sought to develop this analytical framework and apply it to decisions made by first level Employment Tribunals [ETs] in the UK. A study of over 5,550 ET cases covering a period of some six months in 2004 and analysed the incidence and frequency with which bullying and harassment issues were raised, the nature of the bullying and harassment alleged and how ETs responded in the context of varying legal claims and jurisdictions. The paper presented the early findings of the study and concluded that ETs (as industrial juries involving lay members) were, arguably, beginning to develop a relatively sophisticated practical understanding of the varying dimensions of bullying/harassment, but overall remained constrained by the fragmented and partial nature of the potentially applicable legal principles highlighted in the 2004 paper.

The paper now proposed will be based on a more detailed analysis of the 2004 survey results and compare these with the initial findings of a similarly structured survey to be carried out between January-May 2012. This will provide not only a critical snapshot of the current incidence and awareness of bullying and harassment issues in ET cases, but will allow for potentially significant longitudinal comparisons with the 2004 data.

How French Labour Law Contribute to Wellbeing at Work Through Employer's Liability?

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The presentation reviews how French Health and Safety Law has known since 2002 very important changes regarding wellbeing. Labour law had to react to the intensification of work and to the phenomenon of moral harassment. Then mental health protection has been inserted into the Labour Code by a law dated 17 January 2002. Employees are now considered as moral,
sensitive beings and not merely as employees in a subordinate relationship of full physical and moral dependence on their employer. This one is under the obligation to take all necessary steps to protect their physical and mental health. Labor law practice used only to recognize the physical aspect of health at work. It was essential to clarify the French Labor Code by expressly stipulating the 'physical' and 'mental' aspects of health. The aim was also to put workers as people in the pivotal role in labor relations, replacing the concept of workers simply as a labor force and respecting their specific rights as human beings, starting with the right to health and dignity. The role of judges has been also essential. The Court of Cassation has played a key role by ruling that employers are under strict liability to ensure their workers' safety. For example, the employer is under a strict obligation to preventing moral harassment, thus paving the way for integrating an obligation to protect mental health in the same way as physical health. Judges can also interfere in employer's management prerogatives on the grounds of protecting employee health.
Discrimination

Session 2

'They Change When They are in a Pack': The Nature of Sexual Harassment in Rural Workplaces

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Research has shown that hostile environments can be a particular problem for women working in traditional male jobs such as policing and defence forces or where they are employed on remote work sites with residential arrangements (naval ship; ADFA). These ‘masculinity’ marked workplaces are often redolent with sexually permeated environments including uninvited physical contact or gestures; unwelcome requests for sex; sexual comments, jokes or innuendo; intrusive questions or insinuations about a person's private life; displays of offensive or pornographic material such as posters, pinups, cartoons, graffiti or calendars; sex-based insults or taunts and unwanted invitations. Given the culture of male dominance in Australia's rural region, the increased exodus of young women from rural communities, which could intensify the ‘masculine’ culture that saturates rural areas, and an expected prevalence of occupations which only have token female representation, we expected to find rural workplaces with a variety of sexual harassment behaviours. To test the hypothesis and to find out more about the nature and manifestations of sexual harassment in remote Australia, a sample of women employees and employers from different parts of remote and regional Australia were interviewed. Rural is defined as an area outside of (more than 30kms away) the general outer boundaries of metropolitan or urban areas that have an urban population of 100,000 people or more; and characterised by areas where any residences are relatively dispersed and located on parcels of land of considerably larger size than those within the metropolitan or urban boundary; and which have a population size of less than 30,000 people. In this paper we report on their experiences and attitudes about the nature of sexual harassment. We find that much of these behaviours are not 'one on one' harassment, but 'pack on one' harassment. We investigate whether variables, such as occupation, degree of rurality, and gender ratios affect this pack behaviour. We also see if those variables and the age, seniority and/or education of the respondents affect their perception and experiences of sexual harassment.

Methodological Challenges of Researching Workplace Bullying and Discrimination Among Lesbian, Gay and Bisexual (LGBs) Employees

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Aims: The aim of this paper is to discuss the challenges encountered in the research design of
studies of workplace bullying and discrimination with under-researched employees. Whilst research has shown evidence for bullying amongst ethnic minorities (Fox and Stallworth, 2005; Lewis and Gunn, 2007) and disabled people (Fevre et al., 2008), evidence of LGB discrimination and bullying has hitherto been sporadic or incomplete. This is partly due to difficulties in accessing participants, who might be sensitive to disclosing their sexual identity. Existing evidence is either based on small scale qualitative studies (Acas, 2006) or suffers from weak methodologies altogether (Griffith & Hebl, 2002), in particular self-selection, leading to potential response bias and lack of representativeness (Stonewall, 2007). Our paper illustrates how we overcome these weaknesses using a research design that provides holistic understanding of the experiences of LGB employees whilst making some comparisons with experiences of heterosexual employees.

Methods: First, we report the challenges of designing a survey to be used nationally to randomly compare a cross section of working adults, or those with recent employment experiences, assessing various approaches available. Second, we evaluate how we could gather qualitative information about the lived and observed experience of LGBs, taking into consideration factors such as the relative risk of exposure to bullying and discrimination and responding to demands for generalisability.

Results: The results illustrate the strengths and weaknesses of various designs for a survey of a nationally representative population including; random population surveys, panels, online and omnibus surveys, highlighting the strengths of the omnibus approach. We also outline the considerations researchers need to deliberate when undertaking qualitative research with sensitive subjects including access, sampling, selection and interviewing protocols. It is argued that optimal outcomes are achieved by combining qualitative interviews with LGBs and key organizational informants with a focus group methodology exploring attitudes and understanding of heterosexual employees towards LGBs through discussions using vignettes about LGBs experiences.

Discussion: Our paper offers insights on the challenges of researching participants who might fear private and public embarrassment, or stigmatisation. Particularly, in terms of experiences of bullying and discrimination, our approach, combining survey data with qualitative data from case-studies, enables us to contextualise the problem and draw conclusions with regard to lived experience and how experiences are made sense of. Moreover, by replicating the study across organizations we can claim a degree of generalisability.

The price of ‘being out’, the cost of staying in: A case study of bullying of lesbian, gay and bisexual members of staff

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Aims: The interaction between space and sexuality has been given considerable attention within academia. First by highlighting how overtly heterosexual spaces tend to be (Valentine, 1993) and then by discussing how non-heterosexuals pass, either deliberately or unintentionally, as heterosexual in such spaces (i.e. Schlossberg, 2001; Walters, 2001). Whilst the ‘cost’ of hiding one’s sexuality at work is widely reported in academic debate (i.e. King & Bartlett, 2006), the price of being ‘out’ for lesbians, gay men and bisexuals (LGB’s) is less documented. It is the
Aim of this paper to rectify this imbalance by exploring the experience of LGBs at work.

Method: This paper draws on one of six case studies in the first major UK study about the experiences of lesbians, gay men and bisexuals of bullying and harassment at work. As a case study in a large organisation within the financial sector, it builds on twelve semi-structured interviews, involving LGB members of staff (10) and HR/trade union representatives (2) as well as two focus groups with heterosexual members of staff (eight in each group).

Results: The findings present a mixed picture of the experience of LGBs and shows how 'suspicions' about non-heterosexuality alone can become a source of bullying, in the same way that full disclosure can. Overall, our findings provide important information about the relationship between (non)-disclosure of sexuality and workplace bullying. They reveal how indirect homophobic comments are largely left unchallenged, and how direct negative comments are typically treated as a private matter for the targeted individual.

Discussion: We argue that this signals how homophobia interferes with the boundaries between the public and private, which in turn shapes the way negative behaviours may be recognised but remain unchallenged. Whilst our findings indicate that co-workers may be intolerant of decisions of not disclosing one's sexuality and treating it as a private matter, they also suggest that disclosure can have serious consequences for individual employees within workplace settings and may force some back 'into the closet' and marginalise others. This paper raises some concerns about the effectiveness of diversity policies with regard to sexual minorities in predominantly heterosexual work environments, and suggests ways of addressing the problem.

Sexual identities and the risk of experiencing workplace bullying and harassment: Evidence from a nationwide, representative UK sample.

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Aims: Little evidence is available about the link between sexuality and workplace bullying. Some studies suggest that lesbians, gay men and bisexuals (LGBs) might be at particular risk (Fevre et al., 2011; Grainger & Fitzner, 2007) and as many as one in five lesbians and gay men have been bullied at work (Stonewall, 2007). However, it is generally agreed that research on sexual orientation is methodologically weak with respect to sampling and the measures applied (e.g. Griffith & Hebl, 2002). The aim of the current study is to establish the relationship between sexual identity and the risk of being bullied at work by means of a sound methodological approach.

Method: A representative, nationwide omnibus survey, comparing a cross section of LGBs with current employment experience (n=390) with a similar sample of heterosexuals (n=722) was undertaken. Based on a review of the LGB literature and incorporating the short version of the NAQ (Einarsen & Notelaers, 2008), we devised a 32-item negative acts instrument, with particular relevance to the experience of LGBs, whilst also ensuring applicability to heterosexual respondents. The experience of negative behaviour was explored by means of a Latent Cluster Analysis (LCA) (Notelaers et al., 2006).
Results: The LCA revealed five clusters, which following Einarsen, Hoel & Notelaers (2009) were labelled: 'Definitely not bullying', 'Not bullying', 'Occasional work-related negative acts', 'Occasional bullying' and 'Severe bullying'. Amongst those severely bullied, the most frequently reported acts were of a personally abusive nature. Comparing the experience of heterosexuals with each of the LGB constituents revealed that lesbians, bisexuals, and respondents who labelled themselves as 'other' and 'unsure' were more likely to be 'Occasionally' or 'Severely bullied' than heterosexuals and gay men.

Discussion: The findings suggest that bisexuals, most of whom were women, and lesbians experience far more severe and more personally abusive bullying, often focused on their sexuality, than their heterosexual counterparts. Lesbians' negative experience may stem from general prejudices on homosexuality, exacerbated by being overlooked or ignored in public discourse and debate, and with fewer role-models than for gay men. More prescriptive role expectations for women may also account for lesbians' and bisexuals' experience, with bisexuals possibly being penalised for embodying 'choice', and, thus, perhaps appearing predatory and threatening to those who are prejudiced against homosexuality and/or less certain about their own sexuality.
**Intervention**

*Session 3*

**Measuring bystander intervention in workplace bullying.**
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**Introduction:** Although bystanders are well placed to intervene in workplace bullying, academic evidence suggests they are unlikely to do so. For over 40 years the Bystander Effect has been researched and attributes bystander reticence to diffusion of responsibility; audience inhibition and social influence. What is long overdue is a strategy to counter the bystander effect, empowering the underused force of the onlookers to cut-off workplace bullying promptly, neutralising escalation. We seek to reverse the direction of research to test what interventions would encourage bystanders to intervene.

**Theoretical base:** We used Schlenkers' model of responsibility to underpin the design - itself built from the bystander literature. The theory suggests four factors are interlinked dynamically to reinforce responsibility (or non responsibility) at the individual level; how accurately someone labels an event as an issue (Event); how they understand the rules of behaviour in the organisation (prescriptions); and the relevance of the individuals' identity and how far this impacts on their feelings of responsibility (Identity). We propose that strengthening the links between these three factors for bystanders in workplace bullying will provoke more bystander intervention.

**Method:** A large UK organisation volunteered to be part of this study. The organisation has tracked bullying behaviours and has a specific issue with verbal abuse, and it is on this basis that they participate in the research.

The projects holds several conditions that include:
1. A Site where measurement only (at times before and after)
2. As (1) but also where feedback is given on measurement (Posters) to increase ‘Event' labelling
3. As (2) but also where training in intervention phrases is given.

This paper will focus on the measurement design as there currently exists no metric for bystander intervention for verbal abuse.

**Results:** Results from our pilot study will be shown. These point to difficulties in factor analysis due to response bias to different question types. However the overall design has been found to hold validity, and is of potentially great use as a tool for other researchers and practitioners.

**Conclusion:** An original measurement tool has been developed and piloted utilising existing responsibility theory to measure bystander self-reports of awareness, intentions and actions. This will be pivotal to the larger study which will manipulate conditions present within the Schlenker Pyramid of responsibility and will be used for pre- and post-manipulation measurement.
What About The Perpetrators? A Multi-National Exploratory Study Of A Coaching Intervention Designed To Reduce Workplace Suffering Caused By Abrasive Leaders
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Perpetrators of workplace bullying are often portrayed in sensationalistic, simplistic, and derisive terms, reflecting a belief that these individuals operate from a malevolent intent to inflict harm, are unwilling to acknowledge the destructive impact of their behaviors, and are intractable to change. This study examines a coaching method built upon the premise that the majority of abrasive leaders are empathically deficient, failing to perceive and accurately interpret co-worker behaviour. The method frames bullying behaviours as survival strategies, designed to defend against threats to the leader's self-image of professional competence. In this framework, any obstacles to the leader's goal achievement are reflexively interpreted as evidence of co-worker incompetence, provoking intense anxiety and resulting defensive aggression.

Access to perpetrators, frequently cited as a significant research hurdle, is achieved through examination of coaching cases utilizing the Boss Whispering method. These longitudinal case studies, drawn from the USA, Canada, Australia, New Zealand and the UK, will allow for comparative analysis of data. This study adopts a social constructionist epistemological approach that accepts that individuals will react and interpret similar phenomena in different ways. Initial propositions are built inductively and data will be analysed using techniques drawn from grounded theory traditions. The design relies on traditional qualitative research methods of credibility, transferability, dependability and confirmability. Data will be collected from comprehensive notes of interviews and surveys at pre-intervention, and then at post-intervention intervals of 6 months, one year and three years. This exploratory study aims to increase our understanding of workplace bullying behaviour from the perspective of the individual perpetrator, identify tentative theoretical and practical links between the intervention strategies and change in insight and behaviours, and provide an indication of the durability of these changes over time.

Effects of Mobbing on Health and Family Relationships: How Therapists Can Help or Hurt
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The aims of this presentation are (1) to review the growing literature from around the globe on the physical and psychological health of victims of mobbing and bullying, (2) to review the impact of mobbing on family relationships, (3) to provide a framework for case conceptualization for therapists and other healthcare providers who work with mobbing victims that includes consideration of the individual, family, group, and organizational dynamics involved and (4) to present a template for treatment planning that includes consideration of
these individual, family, group, and organizational dynamics and that is tailored to the particular phase of the mobbing when the victim-client presents for treatment.

To date, there has been little guidance in the literature for therapists and other health professionals who encounter mobbing victims in their practices (Hillard, 2008) leading many to focus on the individual client while not attending to the other systemic dynamics involved. Providing effective care and treatment to mobbing victims requires understanding of several inter-related dynamics; namely, the mobbing victim's unique response to the stressor of having been mobbed, the effect of mobbing on family relationships and social support, and an understanding of the particular group and organizational dynamics involved. Case conceptualization and treatment planning that does not include consideration of all of these dynamics and that focuses predominantly on the individual's response to mobbing risks jeopardizing the mobbing victim's recovery and causing iatrogenic injury (Duffy & Sperry, 2012).

Conventionally trained psychotherapists who focus exclusively on the individual client-victim without considering the influences of family, group, and organizational dynamics will find themselves quickly overwhelmed. With most clients, the need to exercise the advocacy function of psychotherapy-a part of professional codes of ethics for mental health professionals-is not usually required. However, when working with mobbing victims, the exercise of the advocacy function of psychotherapy needs to be routinely utilized in order to address critical group and organizational dynamics involved in the etiology of the mobbing (Duffy & Sperry, 2012). The family is often a collateral victim in mobbing and the recovery of the individual mobbing victim goes hand in hand with family recovery. Therapeutic work with mobbing victims and their families is challenging and complex and therapists who understand the complex dynamics involved and who conceptualize their cases accordingly are the ones likely to experience success without causing inadvertent injury.

Mediating bullying complaints. Offering a new model of mediation to ensure sustainable outcomes.
Moira F. Jenkins
Aboto, VICTOR HARBOR, Australia

Significant debate reigns as to whether mediation is an appropriate intervention into complaints of workplace bullying. However, restorative measures such as mediation remain one of the most popular tools used to address bullying complaints. Evidence gained from a review of literature suggests that a number of different types of conflicts are labeled as ‘bullying’ by employees, but may not meet recognized definitions of workplace bullying. Therefore a thorough assessment of the dispute needs to be undertaken prior to intervening into a complaint that has been labeled bullying. While some complaints of bullying may not be suitable to mediate, many others may be appropriate for resolving through mediation. Furthermore, mediation within a restorative justice framework may be appropriate in some cases following an investigation into a complaint of bullying. This paper presents a new model of mediation that takes into account the background variables that contribute to workplace bullying and is appropriate for complaints of bullying. Traditional models of mediation have failed to take into account these antecedents, and have been criticized for maintaining the ‘secret’ of bullying due to the confidentiality of the process. Because of these concerns, the sustainability of mediated...
outcomes are at risk, and mediation may hide the true extent of inappropriate behaviours within an organisation or department. Taking these concerns into account, this model advocates an evidence-based approach to mediating complaints of bullying in order to ensure that outcomes are sustainable. This approach advocates pre-mediation processes such as conflict coaching for both parties, and the joining of the parties in identifying the antecedents that contributed to the complaint of bullying, or the emergence of the initial conflict. Incorporating follow-up and post-mediation conflict coaching for individuals concerned, as well as interventions at the team or workgroup level are also important elements in this model to ensure sustainable outcomes following mediation. If an integrated approach such as this is not taken, mediated agreements may not be maintainable. Furthermore, background variables or risk factors in the work environment that have not been identified could pose a potential threat of further bullying and risk to the health and safety of vulnerable employees.

“Face to face dissemination of scientific and practical knowledge of workplace bullying at workplaces - Reflections on methodology, tools and challenges”, conducted by the Knowledge Centre for the Working Environment’s “Travelling Information Team”.

Stig Ingemann Sørensen, Rikki Hørsted
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Aim: In the spring of 2010, the Knowledge Centre for the Working Environment launched a campaign for the prevention of bullying, targeting managerial staff and employees in Denmark’s public sector. A central part of the dissemination campaign is themed “face to face” meetings, conducted by a travelling information team. The “face to face” meetings aim to impart knowledge to the target groups on how to prevent and deal with bullying.

Methodology: In this “face to face” meeting context, knowledge is defined as both scientific and practical knowledge in the form of examples of best practices, as well as methodology and tools. The scientific knowledge and definitions derive from recent Danish and Norwegian research. The practical knowledge is gathered through both the Danish public-sector management and labour organisations. The meetings aim to be instrumental to ensure that the target groups use and act on the basis of the knowledge imparted. A “face to face” meeting varies from three to six hours and normally counts between thirty and one hundred participants. The Travelling Information Team facilitates just one meeting at each workplace.

From spring 2010 to June 2012, the Travelling Information Team has held about 90 “face to face” meetings about the prevention of bullying at public-sector workplaces, with around all in all 4,700 participants.

Discussion: The preliminary results and experience gained verify lessons learned from other campaigns that face to face dissemination of scientific knowledge to workplaces has both methodical benefits and challenges. At the conference, we will inform about our methodology and the lessons learned - and in particular about the response we get from meeting with recipients of the scientific knowledge on bullying at the workplaces.
Bullying in the workplace has become a social and legal issue in society today and creates enormous emotional and psychological pain for individuals. Workplace bullying knows no boundaries of age, gender, level of education, socio-economic status, types or status of job (O'Moore et al., 2001). It can occur in isolation with no witnesses Rayner (1997) therefore it is very subtle and destructive leaving the victim in a very vulnerable and powerless position.

In Ireland a high incidence of bullying among employees in the education sector was exposed in the first survey on workplace bullying (Irish National Survey Workplace Bullying, 2000) undertaken by Professor Mona O'Moore, Trinity College, Dublin. Furthermore in Ireland the Task Force on the Prevention of Workplace Bullying (2001) identified the education sector as having a high incident rate of workplace bullying. Indeed the most recent findings of the Economic and Social Research Institute (2007) found the education sector of all occupational sectors to have the highest rate of workplace bullying in Ireland (14%).

**Aims:** This paper aims to examine the determinant factors involved in the prevention and intervention of workplace bullying among post primary teachers in Ireland.

**Methods:** In-depth interviews and a case study were utilized to gain an understanding of the factors which determined the outcome for teachers who alleged victimization in the workplace. The interviews were conducted with teachers who volunteered to be interviewed after completing a questionnaire on the nature and correlates of workplace bullying in the post primary sector.

**Results:** The respondents were categorized into four groups:
1. Teachers who feel they are being subjected to persistent bullying
2. Teachers for whom the bullying has stopped and how this happened e.g., what were the criteria for ending the bullying
3. Teachers who have allegations of bullying made against them - what can be learned from their situation
4. Teachers who work in a supportive environment - what are the factors that contribute to this

The paper will explore the factors that both prevent and gave rise to the incidents of bullying as well as the factors that determined the outcomes of the allegations of bullying complaints.

**Conclusion:** The policies and procedures in place at present to deal with complaints of workplace bullying in the post primary sector of the Irish education system need to be revisited. The escalation of the problem lies with management's lack of expertise in dealing with the complaint.
Do school counsellors have lessons for the adult workplace?

John Collins
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Although sharing some common origins, workplace bullying and student bullying have tended to become distinct disciplines with, in some respects, contrasting approaches to intervention. This paper reports on a project which aimed to explore the notion that named interventions (for example, Rigby, 2010) used successfully in managing student bullying might, potentially, be transferable to adult workplaces.

The two academic literatures were reviewed in regard to interventions. At the local level, the workplace bullying policy and procedures of a large education authority were contrasted with school-level practice. Semi-structured in-depth interviews were conducted with twelve experienced school counsellors (specialist trained teachers). Interviewees represented a range of school sizes, types and locations. Interviews were transcribed and analysed utilising NVivo9.

All interviewees had a clear understanding of the characteristics that construct bullying as distinct from other anti-social behaviours. However, all interviewees focus their actions on promptly dealing with an ‘issue’, irrespective of the nature of the behaviour. This was in contrast to the authority's approach to addressing complaints about workplace bullying where first testing alleged behaviour against a definition was central and time consuming.

All interviewees favoured restorative justice approaches in their own practice but were aware of, and sometimes used, other named intervention strategies. With occasional qualification, all interviewees considered that restorative justice practice could be effective in addressing negative adult behaviours.

Based on their experiences with students, interviewees identified a range of practices that they considered could be appropriate in establishing and maintaining respectful workplaces but that are typically ‘missing’ from, or different to, usual corporate practice.

An unanticipated and alarming outcome from the interviews was an emergent prevalence in the cyber-bullying of teachers and principals by students and parents.

The project concludes that organisations may be able to learn constructively about establishing and maintaining respectful workplaces from proven successful practice in dealing with student bullying. Specific recommendations for consideration include:

• promptly addressing all issues in a no-blame environment (whether or not technically ‘bullying’);
• accepting that negative behaviour (real or perceived) ‘happens’ - and having a choice of interventions, including restorative justice, available when it does;
• giving individuals a range of clear options when faced with negative behaviours, and
• continuously applying, reinforcing and building on a variety of strategies.

Further research and ‘thinking’ about addressing cyber-bullying in the adult work environment (and in particular, in schools as workspaces) is urgently required.
Workplace bullying interventions: a realist review of what works, to whom, in what circumstances
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Aims: Despite the persistence of workplace bullying, there is very little research on bullying interventions. In practice there is an extensive range of services and interventions utilised to address workplace bullying. However, the efficacy of these interventions remains under-researched and there is a need for further investigation (Kompier et al., 1998). While there is an urgent need to develop and evaluate bullying interventions that have a long-term efficacy in the workplace, a primary stage in achieving this goal is to understand and evaluate current evidence. This project aimed to review the existing evidence for the efficacy of workplace bullying interventions and the conditions that they work.

Method: We conducted a Realist review - a qualitative systematic review method whose goal is to identify and explain the interaction between context, mechanism and outcome. We searched 5 electronic databases, and references of included articles, seeking to identify interventions which are used to tackle workplace bullying. All study designs and outcomes were considered. To support the review workplace bullying experts, from academia and practice, were engaged with and a number of good practice case studies identified.

Results: 163 papers met our inclusion criteria. Our findings show a range of interventions are reported as being used in the management of workplace bullying. These included; organisational policies, training, coaching, counselling, and organisational level strategies. Within these interventions mechanisms of change have been identified that were reported to bring about positive outcomes. Contextual factors which enable and hinder interventions are described. Findings will be supported by evidence and illustrated through case study examples.

Conclusion: Findings will be discussed in relation to implications for practice and guidance for the implementation of organisational strategies. A range of future directions related to intervention focused research will be discussed.

What Makes for a ‘Prevention Active' Organisation? Occupational Health and Safety Practitioners’ Perspectives on Managing Workplace Bullying in New Zealand
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Aim: Prior research indicates that workplace bullying is pervasive in several New Zealand industries. Management action to prevent workplace bullying is also severely limited, with little evidence of systematic policies and reporting systems. This paper examines the perceptions of
New Zealand occupational health and safety practitioners regarding the management of workplace bullying in their organisation. The aim was to investigate respondents' perceptions of key potential determinants of management actions to control workplace bullying, namely perceptions of whether the workplace environment deterred or fostered bullying, perceived level of concern about bullying, and perceived negative impact of bullying.

**Method:** Participants at four industry-organised OSH themed workshops were invited to complete a questionnaire and 252 usable responses were received. Section 1 of the questionnaire had 17 Likert-type items that asked respondents for their perceptions of the extent and direction of work-related bullying in their organisation, and its impact on the organisation. Section 2 contained five 'yes/no/unsure' questions relating to respondents' perceptions and understanding of workplace bullying prevention in relation to ‘best practice’.

**Results:** Logistic regression indicated that the only predictor of whether an organisation was prevention active or inactive was the bullying environment. That is, where the respondents perceived the organisation to understand bullying, and to have effective reporting systems and HR responses, and where leaders and employees had little tolerance of bullying, they were 2.5 times more likely to be from a ‘prevention active’ organisation. ‘Perceived level of concern' and ‘perceived negative impact' were not predictors of an organisation being ‘prevention active'. However, ‘perceived level of concern' was a predictor of whether an organisation was more likely (2.6 times) to have reported incidents of bullying in the last two years.

**Conclusions:** This study illustrates that perceptions of the work environment play an important role in managing workplace bullying. Yet respondents in this sample perceived their organisation's practices in this area to be ineffective. The findings also suggest that a negative assessment of the environment (with respect to bullying) is likely to be held by key organisational members who are not targets of workplace bullying. The absence of a relationship between 'perceived level of concern' and 'perceived negative impact' on prevention activity may have implications for how to encourage managers to implement preventative measures. Future research could investigate the approach of encouraging the benefits of developing healthy work environments rather than focusing solely on the elimination of a specific negative behaviour.

**Concern regarding bullying at work, and procedures for dealing with it in EU countries**

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**Aim:** Workplace bullying is a serious issue in working life in many European countries. Today's challenge is the implementation of measures for the management of bullying in organizations. The first results of the European survey of enterprises on new and emerging risks (ESENER) showed that managers regarded bullying or harassment as a major concern in their organization most often in Turkey, Portugal, and Norway. Procedures for dealing with bullying at work were most common in Ireland, the UK and Sweden. (OSHA 2010) This presentation further analyses the connections between concern regarding bullying at work, procedures for dealing with it, and measures taken to combat it in organizations across European countries. We analyze the responses of both managers and workers' representatives.
Methods: ESENER survey explored the views of managers and workers' representatives on how health and safety risks are managed in their organization. The survey involved 28,649 managers and 7,226 safety- and health representatives from 31 European countries (27 EU Member States, Croatia, Turkey, Norway and Switzerland). The survey investigated concerns regarding bullying or harassment at work; procedures for dealing with bullying; the setting up of conflict resolution processes; training regarding violence, bullying or harassment; and requests to tackle bullying.

Results: The study found substantial differences between European countries. Although concern regarding bullying differed between countries, the managers and workers' representatives of most countries were equally concerned. Concern regarding bullying was higher in big than in small organizations. The connection between concern regarding bullying and procedures to deal with it was not straightforward. Conflict resolution processes had been set-up most often in Ireland and in Finland, and most seldom in Spain and in Greece. In Romania 67% and in Ireland 64% but in Hungary only 17% of the workers' representatives reported that they or their colleagues had received training on violence, bullying or harassment. Also the amount of requests for workers' representatives to tackle bullying differed substantially between countries; from 43% in Germany to no one in Lithuania.

Conclusion: The varying level of awareness and recognition of bullying at work may explain some of the differences between countries. In many countries recognition of bullying need still to be promoted and knowledge and means to combat the problem increased.


The Investigator as Bully, the Bullied Investigator: Observations from the front-lines of workplace harassment investigation
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Aims: Workplace investigations determine the merit of allegations of harassment and bullying so that appropriate resolutions may be implemented. Expectations are set and assumptions made that fact-finding and investigation processes are fair and investigators objective. Little attention has been paid, however, in the academic or practitioner literature as to whether, in the course of an investigation, investigators engage in bullying behaviours or are themselves the target of bullying.

Since June 2010, in the province of Ontario, Canada, the occupational health and safety legislation has been amended to include workplace violence and harassment. Employers are required to have a 'program' to implement a workplace harassment policy of which one requirement is to 'set out how the employer will investigate and deal with incidents and complaints of workplace harassment'. Although many employer policies and complaint procedures previously addressed bullying, personal harassment or psychological harassment, more harassment/bullying investigations are now occurring in Ontario.
This presentation reports on an examination of whether and how bullying enters into the investigation process itself: Do investigators engage in bullying behaviours? Might investigation processes cross the line into bullying? Are the dynamics of bullying behaviours so embedded that 'bullies' bring bullying into an investigation process, including bullying the investigator?

Methods: The researcher is a seasoned workplace investigator with 35 years of experience investigating harassment and bullying, as well as discrimination and violence. The researcher's personal experience of investigating bullying and being bullied as an investigator is supplemented with a literature review of scholarly and practitioner sources related to the investigation of workplace harassment and bullying, as well as interviews with a sample of experienced investigators.

Results: A preliminary identification and mapping of bullying (or bully-like) behaviours, incidents and systems provide some initial observations. Warning signs and risks are suggested, as well as positive actions that might be taken so workplace harassment investigation is not tainted or derailed by bullying.

Conclusions: The investigation of bullying and harassment is not immune to bullying. This research provides preliminary observations related to organizational systems (including investigation practices and processes such as interrogation techniques, the use of internal investigators, investigators as whistleblowers) and actors (including investigators, complainants, respondents, witnesses, employers, unions). A need to further examine investigation and other organizational interventions (such as counselling, mediation, conflict resolution, coaching, and adjudication processes) is suggested.

Session 21

Towards a better practice through courage, honesty and fairness
Tom Mårup
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Respons-ability: Towards a better practice through courage, honesty and fairness Abstract text
Finding the golden middle between a conflict evasive social constructionist position and a reductionist positivistic position.

Having worked with bullying and conflict management in the workplace for 25 years in Denmark, I think we still miss some fundamental stepstones. This regards both the employer, the employee and the unions as well as the political legal base.

The employee seldom knows what to do if feeling bullied. By the time the union is involved, it's very likely too late to reach a win-win situation.

The employer seldom knows what to do either, except maybe setting up (important and neccesary) values and rules of conduct: 'we believe in respect, trust, appreciation'

The foundation offered by the state authority in Denmark has problems in itself inviting a
victimising culture.

Modern management theory offers important paradigms to (dis)solve conflicts. In Denmark 'Appreciative Inquiry' is very popular these years. So is the Social Constructionist position. These theories have a lot of potential when looking at bullying cases! I think however, that these positions often invite a secondary insult to the bullied person. Forget about Truth, dont talk about guilt, look forward and at was is working well...

In the States and Norway a very different position is apparently stronger than Social Constructivism: focus on the individual, facts, short and no-nonsense procedures. This position has strong merits too, yet may repeat and even intensify opposition and conflict in my view.

My suggestion is to merge these two 'extremes' to have much more focus on individual responsibility than today, while being all the time aware of the possibilities to create mutual understanding and even respect between the persons in conflict.

I will relate my argumentation to cases from pretty different workplaces.

**Preventing and managing bullying in workplace settings**
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**Aims:** To explore the workplace strategies and routines to prevent and manage bullying.

**Methods:** Twelve key persons (managers, HR, work environment responsible, union representatives and representatives from occupational health were interviewed in-depth. Data were analyzed according to content analysis methodology.

**Results (preliminary):** The participants were hesitated to utilize the term bullying. They preferred to label the bullying events as harassment or insults, because this appeared more natural and was less stigmatizing for those involved. Furthermore, the participants tended to deny the problem of bullying. At time, when word stood against word, it was difficult to identify bullying offenders and victims. Bullying emerged when there were informal leaders, groups with different cultures, the practice of spreading of rumors, opposition towards norms and practices, and tough jargon at the workplace. In such cases, the actions were aimed at excluding the victims from the workplaces. At the workplaces, no preventive strategies were specifically directed towards the bullying. However, bullying was indirectly targeted by regular work environment programs in form of individual meetings with the supervisor, leadership education, questionnaires focusing on equality among fellow-workers, workplace meetings, plans and policies. Mostly, the workplace meetings were highly structured towards other activities, not allowing for discussions and reflections on bullying. When the managers suspected there was bullying in the workplace, a sense of paralysis tended to appear. The problem was often passed on between managers on different levels of the hierarchic organization. The most common solution, when the bullying was in an acute phase, was splitting the workgroup by replacing individuals to other positions. Consequently, those involved in the bullying escaped meeting each other. As such, the managers only have solved one part of the problem. Thus, the problem of bullying could reappear again on the new
workplaces. Managers did not integrate plans and policies in their daily work, and, consequently, front-line workers in the organization do not use, or even know of, such plans and policies. Some of the participants could not elaborate on the meaning of values, while others mentioned equal values for all human beings, tolerance, respect, confidence and kind treatment of others.

**Conclusion:** Still, bullying is a hidden and taboo phenomenon at many workplaces. The problem with bullying tends to be solved ‘ad hoc’, during a short time frame when matters have escalated out of hand. Neither short-time nor long-term preventive strategies specifically directed at bullying were presented at the workplaces.

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**Addressing Workplace Bullying: Are Employee Assistance Programmes (EAPs) the way forward?**

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²University of Plymouth, PLYMOUTH, United Kingdom

**Aims:** The study assesses the efficacy of Employee Assistance Programmes (EAPs), defined as ‘strategic interventions designed to produce organisational benefit’ (Employee Assistance Professionals Association, 2011), in addressing workplace bullying. EAPs embrace a range of support systems including occupational health, counselling, mediation, and harassment contact officers (HCOs). While there is some evidence social support mitigates some harmful effects of bullying (Quine, 1999; Hansen et al., 2006; D'Cruz & Noronha, 2010), research has concentrated on co-worker and supervisor support. The role of EAPs has been neglected despite their proliferation in recent years, and the faith invested in them, in countries like the UK (Allen, 2011). This paper addresses the lack of empirical research by assessing the extent to which targets of bullying utilise EAPs and exploring any significant associations with bullying outcomes.

**Method:** The paper draws on a wider study into the role of organisational and non-organisational support mechanisms in bullying intervention, involving the members of three large UK trade unions, in three different sector (n = 5026). A survey captured information on targets' usage of EAPs and measured three bullying outcomes (health impact, the way in which incidents were resolved, and targets' satisfaction with those resolutions). Focus group data was used to clarify the quantitative findings.

**Results:** The usage of EAPs was hampered by a lack of availability, but also by targets' lack of awareness and perceptions of impotence. Bivariate and multivariate analysis revealed few significant associations between accessing these programmes and outcomes, and was supported by the qualitative data. This revealed concerns that occupational health lacked autonomy, staff counsellors were under-resourced, and HCOs lacked training; impartiality; the power to influence outcomes; and clearly-defined, substantive roles.

**Conclusion:** Accessing EAPs failed to significantly improve outcomes for targets, questioning the widespread and indiscriminate use of programmes like mediation and counselling and substantiating the concerns of conflict management theorists (Zapf & Gross, 2001) and practitioners like Ferris (2009) that such interventions are inappropriate in bullying scenarios. Whether well-intentioned but ineffective efforts to resolve bullying, or cynical attempts by
employers to provide the appearance of addressing bullying whilst failing to hold alleged perpetrators accountable, EAPs may be blunt instruments to tackle complex issues like bullying, and providers may not be sufficiently independent for targets to feel they represent their interests. The findings offer considerations for the development of effective anti-bullying strategies which meet the needs of targets.

**Evaluation of drama-based training to address workplace bullying**
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**Aims:** Bullying was identified as a significant problem in a British healthcare organisation, with around 17% of staff reporting that they had been bullied by other staff in the last 12 months. In response, the organisation implemented a drama-based training programme designed to reduce bullying. This project aimed to evaluate the efficacy of this bullying intervention.

**Method:** Staff were recruited to attend training sessions on workplace bullying. Two half-day sessions were arranged for staff with managerial responsibility, three half-day sessions were arranged that were open to all staff members, and three full-day sessions were arranged for specific departments. The half-day sessions included: 1) feedback on bullying prevalence in the organisation, the impact of bullying, and support available; 2) a discussion and activities related to positive organisational values; 3) an interactive drama session in which trainees observed a bullying scenario, interviewed the actors, then coached one of the actors to behave differently during a re-run of the scenario. The full-day sessions were targeted at particular departments and included all of content of the half-day sessions, plus: 4) a discussion of how to challenge inappropriate behaviours; and 5) a role-play practice of challenging negative behaviours. Approximately 150 staff members attended the training.

At the start of each training session, trainees were invited to participate in the evaluation study. They completed a questionnaire that asked about the prevalence of negative behaviours that they had experienced and witnessed in the workplace, their confidence in challenging bullying behaviours, their health and wellbeing, and intention to leave the organisation. At the end of the training session, they completed a questionnaire that asked about their confidence to challenge bullying behaviours, and what they found most and least useful about the training. Approximately two months after the training session, trainees were sent a follow-up questionnaire that asked about their experiences of negative behaviours since completion of the training, their confidence in challenging bullying behaviours, their health and wellbeing, and intention to leave the organisation.

**Results & Conclusion:** Results will be presented on pre- and post-training bullying prevalence, wellbeing and intention to leave the organisation. Feedback from trainees on what they found most and least useful about the training will also be reported. This research is currently ongoing, but early feedback indicates that trainees found drama-based training to be a useful approach to tackling bullying and negative behaviours.
Job intervention part of rehabilitation project concerning targets of workplace bullying
Inger Lise Eriksen-Jensen
Specular, Beder, Denmark

This intervention project was conducted in 2009-2011 and builds on experience from a previous project aimed at severely traumatized individuals who had lost their attachment to the labor market. In the current project the bullied employees were as a rule employed during the intervention which was targeted at the workplaces.

The overall aim of the intervention was
1. that managers, union representatives and colleagues should acquire knowledge of bullying
2. that initiatives were undertaken in the workplaces to prevent bullying
3. a general improvement of management quality and support in the workplace

Method: 6 process teams (3-6 individuals), 60 managers and union representatives, and 7 mentors from workplaces in a large Danish municipality participated in the project. The job intervention consisted of: establishment of process teams in the participating workplaces, accumulation of knowledge through dialog meetings and dialog questions at all levels in the organization, courses targeted managers and union representatives, training of mentors, and exchange of experience.

All the participants attended a four hour dialog meeting where they received basic knowledge about bullying and worked with the subject. The courses for management and union representatives were targeted their role in the workplace. The aim was to generate a deeper insight in the culture, patterns, and symptoms of bullying, the behavior of the bullied as well as roles, possibilities, and dilemmas. The mentor course lasted three (2+1) days. It focused, through themes such as dilemmas, ethics, presence and contact, on the development of competences that support the bullied. The method changed between presentations, reflection, exercises and role play in addition to involvement of experiences/challenges.

Three project days of four hours aimed at prevention and the exchange of experience were conducted simultaneously.

Results: The mentors indicated that their ability to obtain contact to the bullied through listening and presence had improved. Managers, who had made use of all elements of the job intervention expressed that they felt better prepared at detecting bullying, as well as taking action and setting the agenda for the culture in everyday work life. Most of the workplaces have undertaken preventive initiatives.

Conclusion: The job intervention shows that knowledge makes a difference in observing bullying and taking action at an early stage. There is a clear indication that the involvement and action of management has the strongest impact on both the culture in the workplace and the continued attachment to the workplace of bullied targets.
Aims: The aim of this paper is to explore and explain the ways in which organisations respond to workplace bullying, using empirical data.

Method: As part of a larger study of adult workplace bullying, data collection included semi-structured interviews with 31 self-identified targets and 13 HR workers. Thematic analysis was used to explore the ways organisations responded to reports of bullying. The analysis resulted in the identification of several themes, one of which was organisational sequestering. This theme incorporates the difficulties that targets encountered when trying to gain help from managers, HR, and union representatives to resolve workplace bullying.

Results: Both HR workers and targets explained how targets' concerns about bullying were sequestered or set aside. Their responses fitted into the themes of (1) reframing the issue, (2) rejigging the workplace, and (3) rebuffing the target's complaints. Reframing involved viewing targets' complaints of bullying as personal issues, trivial matters, denying their existence, and claiming the target used them as forms of defence in order to avoid disciplinary-type action. Rejigging the workplace involved setting up systems that allowed targets to work around perpetrators, but did not resolve the root problems. Finally, rebuffing involved deterring targets from making complaints by using veiled threats or ignoring issues, and denying help.

Targets indicated that HR staff acted in ways that minimised their own input, for example, reframing issues as the fault of the target or creating temporary solutions to work around perpetrators rather than trying to rectify the problems. Targets also reported that HR workers sometimes lacked the skills or resources to resolve workplace bullying complaints. Occasionally, targets noted that union representatives used organisational sequestering techniques too.

Conclusion: The identification of organisational sequestering is important, because it draws attention to behaviours that effectively enable bullying. Reframing situations or failing to act to resolve problems leads to further undermining and abuse of targets, and prolongs the difficulties for all concerned. Although the avoidance of organisational responsibility for rectifying bullying has previously been noted (e.g., Namie & Namie, 2000; Noronha & D'Cruz, 2008), consideration of the temporary nature of rejigged solutions highlights the complexity of bullying and emphasises the need for solutions that deal with all aspects of the problem. Naming and recognising the ways in which those who have responsibility for managing workplace bullying avoid it may provide a step towards addressing the problems more effectively.
Workplace Bullying in a Survey of Canadian Women Reporting Partner Abuse

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A Canadian Women's Health Effects Study described changes in women's health and resources after leaving abusive partners, explored interrelationships between past and ongoing violence and access to resources, and estimated economic costs associated with efforts to manage. Within this longitudinal study over five years, we explored women's experiences with workplace bullying, specifically in Waves 2, 3, and 4.

Workplace bullying and intimate partner violence are prevalent and costly abuses significantly influencing women's health. Abuse is best examined from a perspective accounting for complex, and potentially interactive, effects of multiple experiences of victimization (Humphreys, Sharps, & Campbell, 2005). Little research to date has explored women's experiences with both of these forms of abuse.

In this longitudinal prospective study, we interviewed annually for five years a community sample of 309 English-speaking women from three Canadian provinces. Eligible women had left abusive partners within 3 years (minimum 6 months) before baseline and scored positive on the Abuse Assessment Screen. Registered nurses conducted interviews using standardized self-report measures, survey questions, and bio-physical tools to measure variables at baseline, 12, 24, 36, 48 months.

Descriptive analysis shows over 75% of women reported experiencing workplace bullying, largely as psychological abuse. Over 50% of bullied women reported being ‘moderately’ to ‘very’ distressed by it. Over 70% of bullied women reported harmful effects on their health, job status, interactions with co-workers, and feelings about themselves. Over 50% of women reported bullying affected their economic situations, friendships, and search for work. Bullied women were significantly less resilient and reported more social conflict.

I discuss these findings and their implications for working with women who have experienced these forms of abuse.

Psychological harassment in Québec: prevalence, consequences and policy considerations
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Aims: This paper reports on results of the Québec Survey on Working and Employment Conditions and Occupational Health and Safety (EQCOTESST), with regard to psychological harassment, describing occupational exposures, associated health outcomes and declared strategies to put an end to the harassment. It concludes by identifying implications of these results for policymakers.

Methods: EQCOTESST, a study mandated by the Québec Ministry of Labour, surveyed a representative sample of 5017 Québec workers, randomly selected, employed for at least 15 hours per week during the previous eight weeks at the time of the telephone survey that took place in 2007-2008. The study looked at a broad range of exposures to different working conditions, including psychological harassment and health measures that included psychological distress, depression, consumption of psychotropic medication, work accidents, musculo-skeletal disorders, presenteeism and negative perception of health status. Bivariate analyses allowed for an overall portrait of the phenomenon in the Québec working population, based on gender, age, unionisation status, occupational sector, profession, job insecurity and temporary or permanent employment status. Analyses studied the association between organisational factors and health outcomes.

Results: Overall prevalence was high as compared to studies in other countries, with 15% of the population (17% of women and 13% of men) reporting having been the target of psychological harassment at work in the previous 12 months. Education, household income, and holding a management or professional position were protective for men, but not for women. The highest prevalence was in the health and social service sector. In univariate analyses, all organisational factors studied, including job strain, iso-strain, tense relations with members of the public were associated with a higher prevalence of psychological harassment, and targets had poorer health outcomes than non targets for all outcomes reported. Vertical harassment was more prevalent than horizontal harassment. 52% of targets took some action to put a stop to the harassment, 57% of women and 46% of men. Few identified strategies that related to the legislation. Results of the multivariate analyses will be presented.

Conclusions: Since 2004, Québec has explicit legislation on psychological harassment and it is possible that the higher prevalence of the phenomenon reflects in part a greater awareness of the phenomenon in the population surveyed. Gender differences in exposure patterns suggest prevention strategies should be finely tuned to ensure the needs of the target populations.

Workplace Bullying and Suicidal Ideation
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Research on suicide and work are still incipient and few studies on workplace bullying indicate
that suicide may be one of the consequences of this form of violence. Our objective will be to analyse in six different groups the possible relationships between workplace bullying and suicidal ideation. The individual is considered to have suicidal ideation when s/he thinks about committing suicide.

Methods: we used a quantitative research strategy centered on the distribution of questionnaires by mail to six groups of workers in Quebec (Canada): Engineers (n=470), Health Professionals (n=613), Technicians (n=500), Blue Collars Workers (n=960), Office Workers (n= 341) and Professionals in the Education Sector (n=1873).

To measure suicidal ideation, we used Beck Depression Inventory where there is a question on thoughts about suicide and the desire to commit suicide and the Beck Hopelessness Scale, a measure of pessimism that appears to be an even more important feature than depression in suicide attempts.

Results: There is a significantly elevated level of suicidal ideation and hopelessness in individuals who experience bullying than when one never experienced bullying. Exposure to longer term bullying and higher frequency bullying causes the suicidal ideation to become more intense. Differences of averages between the groups are statistically significant when we compared those that experienced or experience bullying, and those that never experienced bullying. Sex and age do not appear to have any significant influence on the results.

Conclusion: Taking the findings from the six studies, it is possible to state that when someone experiences workplace bullying, s/he is likely to have more suicidal ideation. Therefore, there is a link between workplace bullying and suicidal ideations. Severe hopelessness appears also to be an important finding in the six groups studied. The duration and frequency of bullying (even moderate bullying), seems to be influential in suicidal ideation, among the other factors.

Therefore, it is important in the intervention of workplace bullying cases to be aware and conscious of the possibility that targets of workplace bullying may have suicidal ideation, and this risk must be assessed and evaluated to ensure that the individual is not at risk of committing suicide.

Considerations should also be given to other organizational variables that may influence on suicidal ideation and may have a synergic relationship with bullying in the dynamics of the suicidal ideations. Other research is necessary to analyse those possible interactions.
Is post traumatic stress disorder one possible consequence of bullying - a literature review with recommendation for the International Association on Workplace Bullying & Harassment (IAWBH)

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Aims: The aim of the present study is to give an overview of the research literature on the association between workplace bullying and symptoms of post-traumatic stress disorder. The study was undertaken as a result of a proposition at the general assembly of IAWBH June 2010. It was suggested that the Board of IAWBH considers submitting a position statement on behalf of the Association to the American Psychiatric Association which proposes that bullying is included within Criterion A of the new Diagnostic and Statistical Manual V used in diagnosing trauma. In the meeting an approach to the International Classification of Diseases revision was also suggested. The Board of IAWBH decided in August 2010 that IAWBH should put up a comprehensive proposal which included summaries of the relevant literature.

Methods: The literature search was conducted through several steps. As a first step, searches in the PsychINFO, ISI Web of Science, Science Direct, Google Scholar, Pubmed, and Proquest databases were done. Secondly, a general request about papers was sent to the IAWBH members by e-mail. Thirdly, the authors' personal collection of publications on workplace bullying, gathered from about 1988 to this day, were examined to find missing publications. As a last step, citations in the collected publications were inspected. The retrieved articles were reviewed by two and two members of the research group and disagreements were discussed in the full group.

Results: For the time being the group is reviewing approximately 50 articles, books and abstracts that are relevant to the subject.

Conclusion: Empirical associations between bullying and PTS-symptoms have been found in several studies. Yet, at the moment of writing this abstract it remains to see how strong support clinical studies give in making a diagnostic connection between bullying and post traumatic stress disorder. The research group will present their findings, final conclusions and recommendations to the IAWBH at the 8th International Conference on Workplace Bullying and Harassment in Copenhagen.

The workplace bullying of trainees and its effects

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Aims: The aim of this study is to explore the workplace bullying experiences of trainees, and
the resultant effects on them. The workplace bullying of trainees/apprentices has received considerable coverage in mainstream news media in several countries, which has increased interest in the phenomenon. Despite this widespread interest, only a few empirical studies have focused exclusively on the bullying of trainees/apprentices.

**Methods:** A semi-structured interview approach was used. The participants were informed that the interview would be about the bullying/harassment of trainees/apprentices, that participation was voluntary, and that responses were anonymous. A sample of three healthcare trainees was used for this paper. Participants were interviewed in a private room at their technical college, away from their worksite. Two note-takers recorded the interviews.

**Results:** The specific forms of the bullying of the healthcare trainees include humiliation in front of others (including patients), not being provided with the appropriate training, being made to work excessive hours, being screamed at, and being the target of rude or abusive behaviour. The effects of these behaviours are substantial and are manifested in psychological, physiological and physical forms. These effects on the targets included (but were not limited to) diminished motivation and job satisfaction, not wanting to go to work, crying in front of staff and patients, diminished self-esteem, grinding/deterioration of teeth, gum disease, and skin psoriasis. The trainees also reported that their increased desire to leave their jobs was hampered by their financial dependence on their positions. Despite the small sample size, the data gathered provide an insight to the experiences of healthcare trainees, and potentially to the experiences of trainees/apprentices in other occupational groups.

**Conclusion:** Some significant characteristics of trainees increase the risk of them being the targets of workplace bullying, relative to other employees. These characteristics include their lack of positional power and their young age. It needs to be communicated effectively to all parties that bullying will not be tolerated in the training environment. Furthermore, given the skill shortages that are present in labour markets in many countries - despite the current weak economic conditions - the mistreatment of young people undertaking skills/vocational training is wasteful and damaging. Qualitative and quantitative studies of different occupational groups have the potential to aid in policy design that is tailored to specific occupations or subsets (e.g., apprentices/trainees) of employees.

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**Session 11**

**Outcomes of workplace bullying: A meta-analytic review**

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The overall aim of this presentation is to meta-analytically summarize the research literature on outcomes of workplace bullying as seen from the perspective of those exposed. Using a study 1-study 2 design, the main objective of Study 1 is to investigate reasonable cumulative estimates, given the limitations of the research literature, of cross-sectional associations between exposure to workplace bullying and different categories of outcome variables. As
cross-sectional research findings do not provide information about long-term relationships and causal associations between variables, the main objective of Study 2 is to statistically summarize the longitudinal findings on the individual consequences of workplace bullying.

In study 1, 137 cross-sectional effect sizes from 66 different samples (N=77,721) are summarized. The findings show that exposure to bullying is associated with both job-related and health and well-being related outcomes such as mental and physical health, somatization, symptoms of posttraumatic stress, burnout, intentions to leave, job-satisfaction, and organizational commitment, whereas the associations with absenteeism, performance, sleep, and self-perceptions is limited or non-significant. Study 2 examines longitudinal effects of bullying on mental health and absenteeism. Based on longitudinal associations from 13 samples (N=62,916), it is established that workplace bullying influences mental health problems over time, whereas baseline mental health problems is associated with increased risk of subsequent exposure to bullying. The long-term effect of exposure to bullying on absenteeism is more limited.

In sum, the two meta-analyses provide robust evidence for the detrimental effects of workplace bullying. Future research should therefore aim at investigating mechanism that can explain the associations between bullying and outcomes. In addition, the literature review show that there is a need for more prospective studies, as well as for studies aimed at preventive measures against bullying.

Workplace bullying and sleep problems- a two year follow-up study
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Background: Sleep is a major path for restitution and vital for our health and well-being. Bullying is a work stressor that affects the health and well-being of the targets. Since bullying may induce stress, and stress may cause sleep problems, it seems conceivable that the negative health effects observed among bullied are mediated via poor sleep. The pathological processes behind the bullied target's poorer health are not fully understood, but it is commonly conceived that stress reactions including sleep problems play a major role. Sleep is a major path for restitution and vital for our health and well-being. Only a few studies have examined whether there is an empirical association between measurements of bullying and sleep.

Purpose: To estimate the risk for subsequent sleep problems at follow-up two years later among bullied and witnesses of bullying. Methods: A total of 3382 respondents (67.2% women and 32.8% men) completed a baseline questionnaire about their psychosocial work environment and health. The overall response rate was 46%. At follow-up two years later 2273 (response rate 33%) responded and of these 1671 also participated at baseline (49% of the 3382 respondents at baseline).

Results: We found a significant linear association between the frequency of bullying at baseline and poor sleep in terms of disturbed sleep, awakening problems and quality of sleep at baseline and at follow-up. Similar associations were found between witnessing bullying and sleep problems. We also found increased OR for long-term sleep problems among occasionally bullied and partly among frequently bullied. However, the associations weakened when
adjusting for sleep problems at baseline. We did not find increased OR for long-term sleep problems among witnesses of bullying.

**Conclusion:** We found that reporting bullying at baseline predicted disturbed sleep and awakening problems among occasionally bullied and non-significantly among frequently bullied. Witnessing bullying at baseline did not predict poor sleep at follow-up.

**How does it feel? Workplace bullying, emotions and musculoskeletal complaints.**

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**Aims:** The present study examines experienced emotions among self-labelled victims of ongoing workplace bullying and tests whether emotions mediate the relationship between exposure to bullying and health in the form of musculoskeletal complaints.

**Methods:** A total of 1,024 employees from a Norwegian public transport company participated in the study, in which 116 self-labelled victims were identified. Ten positive and 10 negative emotions were measured (PANAS).

**Results:** The results showed significant differences in emotional experiences between victims and non-victims regarding all 10 negative emotions and one out of 10 positive emotions. Victims felt less 'interested' and more 'afraid', 'upset', 'angry', 'guilty', 'nervous', 'hostile', 'frustrated', 'ashamed', 'scared' and 'stressed' than did non-victims. Further, the results pointed to both positive and negative emotions as mediators of the relationship between exposure to bullying and musculoskeletal complaints. In particular the negative emotion 'stress' acted as a significant mediator regarding this relationship.

**Conclusion:** Emotions seem to be central to understanding the detrimental effects of bullying on the victims' health.

**Workplace incivility and the link to mental health, satisfaction and intention to leave**

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Uncivil behaviour such as rude, discourteous behaviour and lack of regard for others has recently been recognized as an important phenomenon in work- and organizational psychology. The deleterious effects of incivility for both the individuals and the organization have been discussed. Workplace incivility can be defined as low-intensity deviant behaviour with intent to harm the target in violation of workplace norms for mutual respect (Andersson & Pearson, 1999).

**Aim:** The aim of the present study was to contribute with further knowledge about the
relationship between perceived workplace incivility and mental health problems, low job satisfaction and intention to leave the organization. The hypothesis was that perceived incivility would be positively related to mental health problems, low job satisfaction and intention to leave the organization.

**Method:** An internet-based questionnaire was sent to 490 white-collar workers in a large Swedish organization. A total of 266 (77 female and 189 male) completed surveys were received. The questionnaire included demographic items and scales measuring quantitative demands, job insecurity, control, social support, optimism, mental health, job satisfaction and intention to leave.

**Results:** The results showed, in line with the hypothesis that workplace incivility correlated positively with mental health problems, low job satisfaction, and intention to leave the organization.

However, when controlling for demographic variables, optimism, quantitative demands, job insecurity, control and social support, workplace incivility explained additional variance only in mental health. No additional variance was explained in satisfaction and intention to leave the organization.

**Conclusions:** It can be concluded that workplace incivility is linked to mental health problems and low job satisfaction and employees intention to leave the organization. Incivility is a unique predictor of mental health problems but regarding low job satisfaction and intention to leave other factors in the model did explain all the variance.

**Chronic Stress Caused by Workplace Bullying and Myeloproliferative Blood Neoplasms**

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**Aims:** To demonstrate a possible major impact of severe chronic psychological stress resulting from workplace bullying and harassment on the development of myelofibrosis - one of the most serious myeloproliferative blood neoplasms - including the possibility of new treatments based on specially designed psychological and psychosomatic interventions.

**Methods:** The study is based on the ~ 5 years longitudinal statistical analysis of regular blood tests of a person with myelofibrosis who experienced severe chronic work-related psychological stress associated with continuing workplace bullying, and was simultaneously subjected to psychosomatic treatment in the form of regular (~ 4 hours per day) self-hypnosis sessions. The statistical analysis of the obtained longitudinal data was conducted on the basis of a new concept of generalized stress that unified psychological stress and psychosomatic treatment. Cumulative effects for both stress and treatment were also considered and analyzed.

**Results:** Severe stress and psychosomatic treatment were statistically shown to have the major (dominant) impact on blood platelet counts in this study, with ~ 88% of platelet variation being statistically linked to psychological stress and psychosomatic treatment. Major stressful events including patches of psychological stress associated with workplace bullying and harassment
were shown to have a significant impact on the course of the observed case of myelofibrosis, including significant and prolonged (with the typical relaxation time of \(~ 2\) months) elevation of the observed platelet counts. The conclusion of a significant impact of psychological factors including severe chronic stress associated with workplace bullying and harassment on at least some cases of myelofibrosis is further corroborated by the observed significant therapeutic effect of a specially designed psychosomatic intervention. For example, this intervention led to a rapid reduction of the consistently elevated platelet counts (at the initial level of \(~ 1000 \times 10^9\) per liter or higher) to approximately the normal range within around 3 months, with other blood parameters remaining either stable over time, or showing indications of strengthening immune system.

**Conclusion:** The obtained results demonstrate a significant possibility of a major impact of severe psychological stress associated with prolonged bullying and harassment in the workplace on at least some cases of myeloproliferative blood diseases. This may significantly expand our understanding of health effects of bullying to involve a range of cancers and serious blood diseases, as well as offer new opportunities for psychosomatic treatment of bullying victims and their possible health conditions.

**The unclear self and maladaptive reactions to bullying**

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There are two major causes of bullying (a process of frequent and repeated acts of hostile communication, humiliating an employee): organizational factors and perpetrators’ or victims’ features. Bullying is the process which brings dramatic causes mainly for the victim. Research on the profile of a bullying targets indicates that they suffer from various symptoms such as negative emotions (anger, anxiety, depression symptoms, despair, melancholy, apathy) and stress. Targets are often socially isolated, maladjusted, and feel helpless. Depending on a person these outcomes may be experienced in a different intensity. There are numerous potential antecedents and predictors of maladaptive reactions to be ostracized at work. One of them is the mere self-concept structure and especially the aspect of self-concept integrity. Low level of self-integrity is connected with worse emotional functioning (depression, more maladaptive reactions).

The aim of the present studies was to verify the assumption that rejection was connected with maladjustment especially among individuals with low self-concept integration. It was thus anticipated that those individuals who have less integrated self-concept and experience workplace bullying suffer from more serious symptoms.

To meet this purpose two studies were conducted. In the first study 503 employees and the second study 445 employees took part. They completed six questionnaires. In both studies participants filled out the method measuring the level of being bullied (NAQ-R, Einarsen et al, 1994; Hoel, 1999; Polish adaptation: Warszewska-Makuch, 2006), surveys diagnosing various factors possibly influencing the bullying process (Rosenberg’s SES, Polish adaptation by Lachowicz-Tabacze, Laguna, & Dzwonkowska, 2007- to measure self-esteem, Beck Depression Inventory, Polish adaptation by Lewicka & Czapinski, and State and Trait Anxiety Inventory, Spielberger, Gorsuch & Lushen, Polish adaptation by Wrzesniewski & Sosnowski, 1987). Apart from these, in the first study participants completed Campbell et al.’s (1996) Self-
concept Clarity Scale as a measure of self-concept integrity. In the second study Donahue et al.'s (1993) Personality Consistency across Social Roles Questionnaire was used.

The results have shown that low self-concept clarity was connected with greater maladjustment among individuals excluded during prolonged conflicts. Those victims who scored low on self-concept integrity had lower self-esteem, experienced greater anxiety and depression than victims high on self-concept integrity. The results were stronger in case of self-concept clarity. These findings may be helpful while preparing prevention programmes: it seems essential to focus on broadening employees self-knowledge in general and awareness of personal resources helpful to cope with aggressive coworkers.

Session 20

Self-image as a moderator of the relationship between exposure to acts of workplace bullying and negative affect - a diary study among naval officers
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Aims: A range of cross sectional studies have shown workplace bullying to relate to symptoms of burnout and depression. Yet, we know little about how these variables relate to one another on a daily basis. Drawing on stress theories and the Affective Events Theory (AET) we test the hypothesis that on days with exposure to acts of workplace bullying, targets will report elevated levels of 'depressiveness', in the form of low activation negative affect. Secondly, we test the hypothesis that the self-image of targets, that is their self-esteem and self efficacy, will moderate this relationship. Targets with a negative self-image will be more affected by their exposure to acts of bullying than will those targets with a positive self-image.

Method: The sample includes 54 naval cadets participating in a sail ship cruise from northern Europe to North America. In the sample, 8 of the respondents (14.8%) were female, and the mean age was 23 years. The respondents initially filled out a background survey, and then completed a daily questionnaire on 33 consecutive days from the beginning of the cruise. In order to measure exposure to acts of bullying and low activation negative affect ('depressiveness'), we adapted existing scales such that they could be answered on a daily basis. Self-image (self-esteem, self efficacy, and performance related emotional intelligence) were measured with established scales as part of the background survey. Multilevel analysis was performed using MLwiN 2.19.

Results: The results from initial multilevel analysis show a positive association between daily exposure to acts of workplace bullying and low activation negative affect (B=.304, p < .001). Furthermore, evidence of cross-level interactions were found for self-esteem (B = -.094, p < .05), self efficacy (B = -.060), and performance related emotional intelligence (B = .248, p < .01).

Conclusion: Being exposed to acts of workplace bullying on a given day is related to ones affective tone at the end of that day, hence, supporting both theoretical assumptions and earlier studies employing more traditional research designs. Furthermore, self-image moderates this relationship, in that exposure to acts of workplace bullying is particularly related to elevated
levels of 'depressiveness' in targets with a problematic self-image. A positive self-image seems buffer the effect of exposure on the affective tone of the targets, supporting theoretical notions of self-image being a resource that help people to cope with stress-full interactions.

**Health outcomes and personality: differences between workplace bullying and other occupational stressors**

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**Aims:** The study is aimed at analyzing differences in health outcomes and personality characteristics, including anger expression and coping strategies, between workplace bullying victims and other occupational stress cases.

**Methods:** Two samples were selected among patients seeking health care at our Centre: 52 were diagnosed bullying-related disorders (Sample 1) and 44 were diagnosed disorders associated with work organization and interpersonal problems not ascribable to bullying (Sample 2). Data regarding health outcomes (i.e. subjective symptoms, drug consumption, sickness absenteeism) and personality (MMPI-2; Coping Orientation to Problem Experienced; State Trait Anger Expression Inventory) were compared.

**Results:** The two samples were not statistically different for gender (women: S1 55.8%; S2 65.9%), age (average age: S1 43.8; S2 43.7) and education (medium-high education: S1 76.0%; S2 81.4%). In both samples more than half of the subjects reported asthenia, sleep disorders and mood troubles. Victims of workplace bullying reported a significantly higher number and frequency of such symptoms as well as psycho-somatic disorders and attention/concentration problems. At the time of clinical examination, they reported a higher use of antidepressants (59.6% vs 31.8%; \( \chi^2 = 7.4 p<0.01 \)) and were more likely in sick leave (32.7% vs 13.6%; \( \chi^2 = 11.1 p<0.05 \)). In both samples, elevation in MMPI-2 (\( T>65 \)) was found in scales 'Hypocondrias' (S1 T=78; S2 T=75), 'Depression' (T=73; T=69), 'Hysteria' (T=75; T=70) and slightly in 'Paranoia' (T=67; T=66) without significant differences. 'Active coping' and 'Planning' were the most used coping strategies both in S1 and in S2. Victims of workplace bullying reported higher levels of 'State Anger' (T=82 vs T=69; t=-2.9 p<0.01) with high effort to hold (T=81) and suppress it (T=72) and low levels of 'Trait Anger' (T=23).

**Conclusions:** Compared with other occupational stress sources, workplace bullying involved a more complex and serious symptomatology with higher absenteeism and drug assumption. The higher levels of state anger and tendency to repress it, reported by victims of bullying, may explain the increased symptomatology, especially in the psychosomatic field, observed. Subjects from both samples mainly enact active problem-focused coping strategies. The fact that such coping strategies do not usually work for bullying, may be another explanation for the higher impact on health. Our data confirm elevation in MMPI-2 neurotic scales, which is typical of psychological distress somatization; elevation in 'Paranoia' both in victims of workplace bullying and in subjects exposed to other occupational stressors needs further investigation.
Gender and workplace bullying: Examining men's experiences
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Background: Workplace bullying is a serious workplace health issue that presents negative and lasting consequences. Bullying affects both men and women and is characterized by persistent and repeated offensive, unsafe, unwanted, degrading or intimidating behaviours and the abuse of power or control. Even though gender is increasingly being recognized as an important determinant of health, thus far gender has not been a central feature of research on workplace bullying. Further, based on what little research is available, sex differences are often mistakenly reported as gender differences.

Aims: The purpose of this research is to explore and explain men's experiences of and responses to workplace bullying. Because comparisons between men and women fail to account for diversity within and across genders, this research aims to extend existing sex-based and gender neutral research to develop understanding of the interplay of gender and workplace bullying.

Methods: A qualitative grounded theory method was used to interview a community sample of 20 men from three Atlantic Canadian provinces who were targets of workplace bullying. Exploring men's experiences through open-ended qualitative interviewing was a useful alternative to some of the more essential approaches that tend to dichotomize and limit capacity to capture diversity within genders. Further, the focus on contextual influences that is characteristic of grounded theory offered the opportunity to explore and understand factors that account for variation in men's experiences of bullying.

Results: This presentation will focus on the findings of this research including the types of tactics and bullying behaviours men reported, the physical, emotional, and social consequences of the experience, and men's responses to being bullied including coping and help seeking behaviours. Those factors that account for variation in men's experiences of and responses to workplace bullying will also be discussed.

Conclusions: Findings from this research demonstrate that experiences of and responses to workplace bullying vary among men and highlight the need for research aimed at exploring and understanding the gendered nature of workplace bullying.

The buffering effects of resilience and worksite social support for the association between workplace bullying and psychological distress
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Aims: The present study aimed to examine the buffering effects of resilience and worksite social support (supervisor support and co-worker support) for the association between bullying at work and psychological distress in a working population in Japan.

Methods: Cross-sectional data were collected in September 2011 in local governments in Japan.
A total of 991 respondents returned their questionnaire including workplace bullying (Negative Acts Questionnaire-Revised: NAQ-R), psychological distress (K6), resilience (Connor-Davidson Resilience Scale: CD-RISC), worksite social support (Generic Job Stress Questionnaire: BJSQ), and demographic and occupational characteristics (response rate, 47.9%). After eliminating respondents with missing values on at least one of the crucial measures in our study, we analyzed a sample of 804 respondents. Victims of bullying were defined as over 33 scores of NAQ-R. A hierarchical multiple regression analysis was conducted by entering demographic and occupational characteristics (gender, age, marital status, shift work, and overtime in the past month) in step 1, workplace bullying in step 2, resilience, supervisor support, or co-worker support in step 3, and three interactions (i.e., workplace bullying x each of the three variables) in the final step.

Results: Workplace bullying showed a significant main effect on psychological distress ($\beta=0.45$). Resilience, supervisor support, and co-worker support were negatively associated with psychological distress after controlling for demographic and occupational characteristics and workplace bullying; resilience ($\beta=-0.26$) had a stronger correlation with psychological distress than supervisor support ($\beta=-0.12$) and co-worker support ($\beta=-0.09$). No significant interaction effect was observed of resilience or supervisor support. An interaction of workplace bullying and co-worker support was positive ($\beta=0.09$), indicating that co-worker support had almost no effect on psychological distress when they experienced workplace bullying.

Conclusion: In this study of Japanese low government officers, while resilience, supervisor support, and co-worker support were associated with low psychological distress, no buffering effect of any of these variables was found for the association between bullying and psychological distress.

The risk of newly-onset depression according to the proportion of employees witnessing workplace bullying

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Aims: Several studies have found associations between bullying and chronic fatigue, psychological and physical symptoms, general stress and mental stress reactions. However, few studies provide prospective data and earlier studies are confounded by lack of independent exposure-outcome information thus limiting causal inference. To improve the possibilities to make causal inference, we examined the risk of workplace bullying causing newly onset depression in a three wave longitudinal study.

Methods: The participants were Danish employees ($N=8119$) in 685 workplace units recruited from two ongoing cohorts, the 'Workplace Bullying and Harassment Cohort' ($n=3638$) and the 'Prisme Cohort' ($n=4481$). The participants received a questionnaire at baseline in 2006/2007 with follow-ups in 2008/2009 and 2011 (74 % females, mean age 47 years). Workplace bullying was defined according to the proportion of employees in a work unit that had
witnessed workplace bullying 'now and then' to 'daily' during the last 12 months. All participants were identified with their work unit at the lowest level (685 work unit spanning 1 and 161 employees) and were grouped according to proportion of witnesses of workplace bullying: 0 % witnesses (n=1349), 1-20 % witnesses (n= 2472) and >20 % witnesses (n= 3029). Incident cases of depression were diagnosed in the second follow up by the use of Schedules for Clinical Assessment in Neuropsychiatry (SCAN) interviews.

Results: During the follow-up period from 2008/2009 to 2011 we identified 41 new cases of depression. Adjusted risk estimates were computed by proc logistic procedure in SAS version 9.2. All analyses were controlled for gender, age, socioeconomic status, depressive symptoms and previous depression. The odds ratio for newly-onset depression was 0.39 (95% CI 0.105-1.440) for the group 1-20 % witnesses, whereas the odds ratio for the group >20 witnesses was 0.65 (95% CI 0.223-1.882)

Conclusion: The present study indicates no relationship between witnessing of workplace bullying and increased risk of depression, when measuring at work unit level.
Risk/Leadership

Session 5

Leader behavior and bullying in an organization under pressure - Qualitative suggestions of relationships
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Aims: Bullying as a cause of stress for the disadvantaged has been well documented in studies (Hoegh et al., 2009; Rodriguez-Munoz et al., 2010). Some of these studies show that changes in the workplace may increase the incidence of bullying. At the same time, it is highlighted that poor relationships between management and employees can also increase the risk of bullying (Skogstad et al., 2007). Several studies point out the pivotal role that a manager plays in bullying (Hauge et al., 2007; Hoel et al., 2010). The purpose of this study is to present an in-depth description of how the relationship between manager and employees are affected when a workplace is under pressure. Thus, this study offers explanations of the perceptions and behavioral patterns that may contribute to or amplify experiences of bullying in organizations under pressure.

Methods: Most research on bullying is conducted via quantitative methods. However, this study is based on a qualitative case study, including four semi-structured explorative interviews, describing events over a period of 2 years. The informants were employees at the workplace. Interviews were subsequently partially transcribed. A phenomenological hermeneutic analysis approach will help to illustrate, clarify and deepen existing knowledge of the role a manager plays in bullying situations.

Results: The study took place at a public organization that investigates and supports disadvantaged school-age children, in their context. As in many other public bodies, the organisation is under significant economic pressure, resulting in restricted resources; a highly frustrating situation for employees who may feel that their professionalism is compromised. The manager in turn tries to comply with municipal budget requirements, resulting in conflict of interest between the parties. The work environment suffers and according to their statements, some employees feel bullied by the manager. Several require sick leave due to stress and poor management and the fact that they feel bullied and harassed by their manager.

Conclusion: This study emphasizes that bullying is a complex problem; the research takes a nuanced view of the concept of victimization in the light of a larger organizational and political context. In a workplace experiencing major changes and external pressures, it is important to raise awareness of how organizational factors may play a role in management-employee relationships. For example, being forced to compromise on professionalism and work quality can, in itself be experienced as offensive. When the manager is the messenger of a reduced budget, there is a risk that this perceived violation will affect the relationship between manager and employee.
In addition, it is important to consider the manager’s potentially stress-related behavior and how this behavior, for example verbal reprimanding and emotional instability, might be perceived as bullying behavior by employees.

**Longitudinal outcomes of leadership behavior on subordinates’ job attitudes**

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Knowledge about the long-term outcomes of constructive, destructive, and laissez-faire leadership on subordinates' performance and job attitudes is scarce, as few longitudinal studies exist in this field. In addition, research on the effects of laissez-faire and destructive forms of leadership is still far from sufficient for firm conclusions to be drawn.

The present study is based on two individual two-waved longitudinal studies, one with a time lag of six months, and the other with a two-year time interval. The study investigates the outcomes of constructive, tyrannical and laissez-faire leadership respectively, on subordinates' job attitudes in the form of job satisfaction and job insecurity.

The results indicate that constructive leadership predicts a subsequent increase in subordinates' job satisfaction six months later, however, no predictive effects of this form of leadership was found on subordinates' job satisfaction two years later. Furthermore, constructive leadership did not predict a decrease in subordinates' perception of job insecurity. Tyrannical leadership did predict a subsequent decrease in subordinates' perception of job insecurity six months later, but not in the study employing a two-year time interval. Regarding job insecurity, tyrannical leadership at Time 1 did not predict job insecurity six months later, but did predict an increase in subordinates' job insecurity two years later in Study 2. Finally, laissez-faire leadership predicts both a subsequent decrease in subordinates' job satisfaction in both studies, and an increase in subordinates' perception of job insecurity, but only after two years. Hence, destructive forms of leadership have stronger effects on subordinates' job attitudes compared to constructive leadership.

Thus, the present study offers further support to the notion that 'bad is stronger than good' (Baumeister, Bratslavsky et al. 2001), but in the long run the lack of leadership seems to matter most.

**Commitment of the managers is crucial to create a safer workplace**

Alie Kuiper
Bezemer & Kuiper Advice and training, ROTTERDAM, The Netherlands

We find, in the research we do on the prevalence of ‘misbehavior’ at the workplace as well as in the results of our training programs for organizations, that commitment of the managers to bullying policy is crucial to create a safer workplace. The Dutch labour Law obliges employers to protect employees against discrimination, bullying, sexual harassment, aggression and violence at work. Our agency helps organizations to develop and implement policy on these issues. We train managers and employees to make them aware of the issue. We give them tools how to prevent and act in cases of bullying and other unwanted behavior. Usually we start with a program for the managers and then train the employees. However, sometimes an organization argues that it isn't necessary to train their managers and before we evaluated the effects of our
training programs more thoroughly (2002), we sometimes agreed to exclude the managers from the program. In the evaluation as mentioned above we asked the confidential counselors (N=27) of the organizations where we provided workshops for employees, what - in their opinion - the results of the sessions were.

Results: in the organizations where not also a training was organized for the managers (4) nothing changed. In the other organizations (23) - except 1 - not only the employees changed their ideas about unwanted behavior but they also changed their behavior. Interesting was also that the best results of training programs for managers were found in those organizations where the policy on bullying and harassment was initiated by the top. Before and after the evaluation we often train managers without a program for the employees. In a big police department the result of a two day training session was that the confidential counselors received fifty percent less complaints from employees about misconduct of managers. In fifty percent of the bullying cases between employees, the managers played a more positive role in solving the problems. Also in all our researches in organizations (about 40) on the prevalence of unwanted behavior we always see a relation between the number of employees who perceive themselves as victims of bullying and competent managers on harassment issues. In divisions where managers dare to discuss bullying problems less employees reported unwanted behavior compared to divisions where managers stay quiet.

Conclusion: commitment of the managers is crucial to create a safer workplace.

Is Passive Avoidant and Machiavellian Leadership Behaviors Related to Followers' Psychological Need Satisfaction on a Daily Basis?
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Background: Lately, a few studies have linked leadership to followers' satisfaction of psychological needs at the work place. The aim of the present study is to examine if such associations also exist on a daily basis, focusing on passive avoidant and Machiavellian leadership. Moreover, to examine to what extent personal level resources may moderate these relationships.

Methods: The sample includes 61 naval cadets participating in a sail ship cruise from northern Europe to North America over 40 days. In the sample, 7 of the respondents (11.5%) were female, and the mean age was 24 years. The respondents initially filled out a background survey, and then completed a daily questionnaire on 40 consecutive days from the beginning of the cruise. All daily measurements (Psychological need fulfillment, passive avoidant leadership, Machiavellian leadership) were developed or adjusted to capture day to day fluctuations. Multilevel analysis was performed using MLwiN 2.19.

Results: Preliminary multilevel analysis based on data from the first 19 days of the study shows that both daily Passive avoidant leadership and Machiavellian leadership behaviors is negatively related to followers daily psychological need satisfaction (B = -.10, p < .05, B = -.12, p <.05, respectively). Further analysis will be conducted to examine if different personal level resources (e.g. Hardiness), may moderate these relationship.
Conclusion: Preliminary results from the present study suggest that on days where followers experience more Passive avoidant and Machiavellian leadership behaviors their basic psychological needs are less satisfied. The potential moderating mechanism of personal level resources will be examined and discussed.

Session 16

Leadership and fulfillment of the three basic psychological needs at work
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Purpose: Leadership is important for well-being at work. While some forms of leadership may ensure that followers' basic needs are met, other forms may in fact threaten fulfillment of followers' basic needs.

The purpose of this paper is to explore the relationship between transformational leadership and a transactional leadership component (management by exception-active), and fulfillment of the basic needs of autonomy, competence and relatedness.

Design/methodology/approach: The paper is based on data cross sectional data from 661 employees who completed validated questionnaires such as the the Multifactor Leadership Questionnaire (MLQ) and the Basic Need Satisfaction at Work (BNSW). We analyzed the data using structural equation modeling in AMOS 18.0.

Findings: The results showed that both transformational leadership and the transactional behavior management by exception active were significantly related to fulfillment of the basic needs. We found significant regression weights from transformational leadership to relatedness, autonomy and competence. Negative and smaller paths were revealed from management by exception to relatedness. Squared multiple correlations (R2) for relatedness, competence and autonomy were .28, .06, and .27, respectively.

Originality/value: The paper empirically addresses the theoretically suggested link between transformational leadership and need fulfillment.

A qualitative analysis of management responses to workplace bullying in the UK healthcare sector
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Aims: Several recent accounts of workplace bullying have examined the interaction between managers and their staff, focussing in particular on the role of leadership behaviour. Studies of this type have shown that various types of destructive leadership can precipitate increased reporting of bullying. Rather less attention, however, has been paid to the way in which
managers respond when bullying occurs amongst their staff. With this in mind, the primary aim of this study was to examine perceived management responses to workplace bullying from the perspective of various stakeholders. The secondary aim was to isolate the facilitators and barriers to effective management responses to bullying.

**Methods:** Interviews were conducted with 31 members of staff recruited from two London healthcare organizations, both of which had high reported levels of bullying amongst their staff. Participants were either victims of bullying, witnesses of bullying, staff who had been accused of bullying or managers who had been involved in the management of bullying. The interviews were semi-structured and loosely based on the critical incident technique, covering the perceived causes, consequences and quality of management of specific cases of bullying.

**Results:** Most participants described situations in which they felt that workplace bullying had been handled ineffectively, with victims and witnesses outlining a variety of perceived reasons for this. These included local managers being too close on a personal level to their staff, being generally unwilling to deal with personal issues and lacking the skills or training to deal with staff conflict. Many managers agreed that they had not been sufficiently trained to deal with staff conflict. However, managers also described difficulties in dealing with bullying because of limited time and poor support from their seniors when enacting policy. Moreover, managers reported difficulties in managing staff caused by the fear of a claim of bullying being made against them.

**Conclusions:** The results of this study demonstrate that local managers are a crucial element in dealing with workplace bullying. However, bullying was often mismanaged by local managers who lacked the skills and time to effectively manage their teams and who were unsupported by those above them and disempowered by those below them. The major implication of the study, therefore, is that managers must be supported, empowered and trained so that they are able to deal with bullying effectively.

**Authoritarian leadership acting in a propitious cultural environment: a perfect combination of ingredients for bullying to happen in the organizational environment**

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Speeches that proclaim elements of humanization and democratization in the work environment are common. In everyday professional life, however, it is known that abusive practices occur at some companies concerning centralization and abuse of power, the high level of unemployment and tough competitiveness, elements that contribute to understanding the factors that favor bullying practices in the organizational environment.

The present study is characterized as an exploratory research of qualitative nature and was studied by analysis of content. Its purpose is to broaden understanding of the phenomena of bullying in the work environment through the analyses of drawings made by Brazilian professionals who work in the technological sector of a company located in the city of São Paulo. The participants of the study experienced a process of change in leadership, which resulted, after a short period of time, in some members of the team leaving the company due to the truculent and disrespectful behavior of the new leader. The participants, who kept working
at the company, at the time the study was conducted, showed deep dissatisfaction and the
intention of searching for new positions in the organization or opportunities in the work market.

The option to use drawings in this study emerged from the researcher's interest in applying a
technique of data collection which could capture in a more objective way the scenarios in which
the practices of bullying took place, as well as capture feelings that are not always expressed in
words. According to the approach of Vince and Broussine (1996), it is understood that the use
of drawings may facilitate expression, by groups or individuals, of dimensions that are more
difficult of being expressed in an exclusively rational way.

The drawings depicted by the participants in the research express feelings of hostility towards
the leadership and reveal feelings of sadness, humiliation and inferiority. Besides the excessive
use of power by the leader, it is possible to observe a propitious positioning assumed by the
culture of the organization, once the hostile behavior of the leader in question also occurred in
other areas of the organization.

It is understood that knowledge and understanding of situations in which bullying occurs in
organizations, the identification of causing agents and the way power is used; represent an
important role to study the phenomenon of bullying under different perspectives, to understand
the phenomenon better and to propose ways to identify, prevent and fight it.

Nuances in destructive leadership behaviour
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Aims: A prominent characteristic in leadership research, is the distinct division between studies
focusing on effective leadership and studies addressing issues of bad leadership, which may
reflect an implicit assumption that leaders are either good or bad. However, studies on
interpersonal relationships in families and friendships show that social interactions are
frequently characterized by a variety of supportive as well as undermining behaviours (Rook,
1998); a systematic finding which may also hold for leadership behaviours. However, few
studies have scrutinized which patterns of constructive and destructive leadership are common
in working life and their influence on employees' well-being. Hence, we will explore patterns of
constructive and destructive leader behaviours as reported by subordinates. Secondly, we will
investigate how such potential combinations of experienced constructive and destructive types
of leadership are related to subordinates' job satisfaction, and symptoms of depression and
anxiety.

Method: Latent class cluster analyses, using Latent Gold 4.5, were conducted on a
representative sample from the Norwegian working population (N=2539) who described their
relationship with their immediate superior, identifying all together 7 clusters.

Results: In Cluster A respondents described relatively high frequencies of tyrannical leadership
(TL) and low frequencies of constructive leadership (CL)(2%). Cluster B consisted of relatively
moderate frequencies of both TL and CL (5%), while cluster C consisted of relatively moderate
frequencies of TL and high frequencies of CL (3%). The remaining clusters (D, E, F and G)
consisted mainly of various frequencies of constructive leader behaviours in combination with
low tyrannical behaviour. Variance analyses showed that it was first and foremost variations in the frequencies of TL that mattered for outcomes, supporting the claim of Baumeister and colleagues (2002) that 'bad is stronger than good'. However, a change from higher (cluster C) to moderate frequencies in CL (cluster B), with a moderate level of TL in both clusters, also showed to have a significant negative effect on the outcomes.

Conclusion: From this, it is reasonable to claim that in practicing leadership it may by more important to reduce destructive types of leadership as compared to the enhancement of constructive ones. Further, from a methodological point of view it seems very important to measure the more unambiguous constructive and destructive types, as well as the combined patterns of moderate and high levels of both types, because measuring just one of the more unambiguous types may yield inaccurate and misleading results regarding relationships with outcomes.
Rehabilitation

Session 6

Jobbfast - clinical research unit for targets of bullying and harassment at work

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Aims: Jobbfast is established at the Department of Occupational Medicine Haukeland University Hospital to examine, treat and rehabilitate patients with reduced health secondary to psychosocial strain at work; with a special attention to bullying and harassment. Jobbfast will be measured by two end points; health outcomes and work participation among the patients. As a first step a pilot period with 15 patients has been conducted and evaluated.

Methods: A three day clinical work up includes a clinical diagnostic interview, completion of validated questionnaires (including Hospital Anxiety and Depression Scale (HADS), Bergen Insomnia Scale (BIS) and Negative acts questionnaire (22 items), a patient narrative, occupational medical history, physiotherapy examination, work consultant and interdisciplinary evaluation with feedback to the patient. Within four weeks there is a follow up consultation together with the referring M.D. After 4 weeks, 6 and 12 months the patients are sent the questionnaires HADS and BIS and asked questions on work participation and sick-leave.

Results: By April 2012 15 patients will have completed the three day program at Jobbfast. Among the first patients as of December 2011, most suffer from depression and anxiety. The patients have expressed that they have been recognised and valued and consider themselves fortunate to have come to Jobbfast. Writing a narrative helped patients to become more aware of their experiences and seeing these in a broader work and life context. The possibility of addressing their problems in an interdisciplinary team rather than with separate consultations at different public services was seen as helpful. For some of the patients the bullying had stopped, nevertheless they stated that going through the program helped them to achieve a satisfying closure. Several patients have commented on the intensity of the program and have felt rather exhausted at the end. They nevertheless stressed the necessity of the extensive program.

A possible future offer at Jobbfast is group therapy. A research topic could be to compare the existing three day program alone with group therapy combined with the present program with respect to health outcomes and work participation.

Conclusion: Jobbfast is at its very beginning in examining, treating and rehabilitating persons suffering mainly from work life bullying. Results and experiences of patients from a three day clinical work-up of the first 15 patients will be presented and discussed. Future topics for research and practice will be presented for discussion.
A therapeutic rebuilding of targets of workplace bullying
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A new model was developed and evaluated in the project 'Rehabilitation of targets of bullying - an early intervention'. The model is two-pronged: A rehabilitation process for the targets - a therapeutic and psycho educative course programme - is combined with a parallel job intervention in the workplaces of the targets.

This project builds on experience from a previous project aimed at severely traumatized targets who had lost their attachment to the labor market. In the current project the bullied employees were as a rule employed during the intervention.

The course programme included 13 participants who entered the project, and 12 who completed the eight months course.

The aim was
1. Repair of the injuries following bullying
2. Strengthening of personal competences in the working life

Method: The course programme has been a combination of individual and group intervention.

The Specular method works with every part of the individual: Body, emotions and thought processes, in addition to the underlying energy structures which combine them. When working with the bullied focus is on the physical, the psychical and the interpersonal relations. Bullying can in worst case cause damages similar to PTSD. Specular's trauma work aims at increasing the resource and energy levels of the targets, rebuilding their protective functioning/ability to set boundaries and create clarity in their thoughts. In general the method is about reestablishing the safety and trust in life which is shattered when subject to severe bullying.

Specular's work with trauma includes the following sub-methods: Body energy exercises and meditation, work with expression through emotional release, role play, image therapy, and group process.

Results: The course programme enabled the participants to stay connected to the labor force. The participants gained a reduction in their injuries and strengthened their personal competences in connection to the working life. They, for instance, improved their ability to handle issues with teamwork/conflicts, and make constructive contributions to the psychical working environment.

Conclusion: The intensive collaboration between the two strings of the model - the course programme and the job intervention - has been crucial in order to obtain a settlement to repeated critical situations in the meeting between the target and the workplace, with a prosperous outcome for both parties.

The Specular method has proved itself vital to the repair of injuries caused by bullying, even early in the process when the participants were still employed.
Is it possible to rehabilitate targets of workplace bullying?
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Background: Very little is known about whether it is possible to rehabilitate targets of bullying and keep them employed. A previous study developed a clinical program aimed at rehabilitating targets who had left the labour market. An intervention program over two years enabled some of the participants to return to the labour market. However, some of the participants never fully recovered.

Thus, the aim of the present study was to evaluate an early intervention aimed at rehabilitating targets of bullying who were still employed.

Method: Targets of workplace bullying were recruited from elder-care departments in a large municipality. Seventeen persons, social and health-care helpers and assistants, volunteered for the project and participated in the first interview. Three were referred by team leaders, one was self-referred and rest were referred by union representatives. Twelve persons accepted to participate in an intervention with the overall purpose of relieving their psychological and physical injuries, and to strengthen their personal resources and competences in for instance conflict management. The interventions were carried out over app. 8 months. To evaluate the intervention three semi-structured interviews were carried out with each target, one before the intervention, one right after and the last interview one year after the intervention. Eight bullied persons participated in the intervention and all three interviews.

Results: Among these eight persons only one was still working in the team where the bullying took place and one person was working in another team in the same workplace. The rest were fired during the project. At the initial interview, two had symptoms of a major depression according to ICD-10, one had a moderate depression and one had a light depression. None of these had depressive symptoms at the final interview. However, two were still on anti-depressive medication. At the time of the third interview only two persons were not working, one was on sick leave with a broken wrist and were going to retrain for another type of job. The others had found new jobs and one was starting a new education. They felt that their personal resources were enhanced, they were better able to manage conflicts and were positive about there future.

Conclusion: An early intervention seem to have an effect in so far as most of the targets had found other jobs after the intervention, they all felt better able to deal with conflicts and had a positive view of their future.

'Diagnosis- standardised labels or evidence-based symptoms'
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Aims: Some employees are seriously injured by workplace bullying, arrogant employers and medico-legal battles. The difficulties confronting any therapist are diagnosis and treatment. Treating the employee with a mild workplace injury is straightforward, treating the disabled, bullied victim who can't function normally, is a greater challenge!
Currently there are no diagnoses for these victims, thus mental health professionals use a cocktail of diagnostic labels including depression, anxiety disorders, adjustment disorder, panic attacks, social phobia and trauma. A major difficulty is that some victims don't qualify under criterion A, (DSM IV TR), despite contrary evidence (McFarlane 2008), (Breslau, N. et al, 1999) ACPMH (2007).

Unfortunately, inadequate diagnoses reduce the gravity with which many victims of workplace bullying are treated by their family, employer, mental health professionals and the law.

Following my presentation Wales (2010) ICAPS (2010) and my extensive literature review for the Therapeutic Practitioners Group, IAWBH (2011) I believe that all victims of long term workplace bullying experience a range of symptoms. These fall into five categories, physical, psychological, social, cognitive and personality changes. If this hypothesis is correct, then treatment will become more complicated, though more relevant and effective.

**Method:** I used a previous questionnaire, (2010) based upon two standardised PTSD measures (DSM IV TR) and ACPMH (Breslau, N. et al 1999) and a variety of common symptoms and experiences with fifty victims of workplace bullying, who had been unable to work for more than six months.

**Results:** The results indicate that long term victims of workplace bullying experience a range of different symptoms- physical, psychological, social, cognitive and personality change. Many symptoms created a common profile, supporting my earlier hypothesis (2010) of workplace bullying trauma, (WBT). These included a high degree of obsessive thinking about the bullying, ability to recall everything about the trauma, inability to maintain basic home duties, inability to concentrate on anything but their case, fear of leaving home, huge weight gain/loss, sleep disorders, gastro -difficulties and diminished social life.

**Conclusion:** The results indicate that standard diagnostic labels aren't sufficient in treating the bullied victim. The therapist needs to assess and then regularly review their symptoms in therapy. The bonus is that victims reported experiencing further validation when their symptom list is added to their standard diagnoses, while lawyers value this list in court.

Session 7

Prevention of bullying and conflicts - results from post intervention and follow-up interviews

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Aims: To present process evaluation data from an intervention study in two organisations, a hospital department and a business college. The study aimed at preventing bullying and conflicts at work and identifying process factors associated with the implementation and effects of such interventions.

Methods: A quasi-experimental, process-oriented research design was used. The following interventions were implemented: lectures on bullying, courses in conflict prevention and management, dialogue meetings, the distribution of pamphlets, newsletters and posters as well as steering group meetings. Six post-intervention group interviews, each with 2-5 interviewees, were conducted using an interview guide containing questions relating to the interviewees' knowledge of the project, perceived commitment from management and perceived benefits from interventions, as well as questions relating to barriers affecting their implementation. Approx. one year later, 6 follow-up interviews, each with 1-4 interviewees, were conducted using the same interview guide.

Results: Results from post intervention interviews indicated that at both workplaces, participants had benefitted from the interventions, in particular the dialogue meetings and the courses in conflict prevention and management. Moreover, various factors stimulating or obstructing the implementation and effects of interventions were identified at both workplaces, the latter being for example poor identification with bullying, lack of continuous commitment from management and aspects of the organisational culture. Data from follow-up group interviews at the hospital indicated that the long-term effects of the interventions seemed to be an increased awareness of the importance of constructive communication and to some extent an increased focus on managing conflicts. At the business college, some interviewees reported an increased awareness of interpersonal communication and that management appeared more active in relation to solving conflicts. With respect to stimulating or obstructing factors follow-up group interviews revealed very much the same picture as did the post intervention interviews. For instance, due to external factors such as organisational merges and changes in management, several of the action plans from the dialogue meetings at the business college had never been implemented.

Conclusion: Results from the study illustrate that the interventions appear to have had some effect especially in relation to increasing awareness of constructive communication. The use of qualitative process-evaluation throughout the study helped identify important process factors affecting the implementation and thus effects of the interventions. Accordingly, we recommend that future intervention studies include both qualitative and quantitative process evaluation.
Approaches to harassment prevention in Japan
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Aim: Ministry of Health, Labour and Welfare of Japan hosted nine study sessions from July 2011 to gain a picture of bullying and harassment in the workplace, their types, and employer's commitment to them. The ministry made a suggestion on power harassment at the workplace in March 2012. In the suggestion, the government defined harassment, including bullying and moral harassment, as workplace power harassment for the first time and recommended workers and employers to take preventive actions. This suggestion is made at the 10th year since the author had defined workplace harassment problems as power harassment and started working on to prevent the harassment. This report describes the situation in Japan up to now, the author and others' approaches to prevention, and verification of validity of the approaches.

Method: The author has been providing companies with Employee Assistance Program services as an external consultant since 1990 and added consultation and training services for sexual harassment through enforcement of the law in 1999 requiring employers to prevent sexual harassment. A survey on prevention of power harassment was conducted because issues not involving sexual matters but making employees suffer from health problems due to rigid instructions by superiors or forcing them to leave job were found through consultation. The result was released through the media and lectures to disseminate severity of the problems and importance of prevention. Result Cuore C Cube has stressed risk of leaving harassment, provided preventive trainings, asked companies, who can control working environment, to take actions to solve problems should they arise, and concluded contracts with them. According to a survey of 163 business companies conducted in 2010, the number of malicious issues such as violent behaviors and forcing of unlawful act decreased in last five years.

Consideration: There are two main approaches to harassment issues: 1) supporting victims so that they can resolve problems by themselves and 2) improving work environments of victims. It is possible to support a victim for him/her to resolve the problem by oneself. However, it is difficult for an external organization to act on behalf of the victim and to intervene in the company to improve its environment. From this perspective, having a direct contract with a company, which allows the external organization to support a victim and to provide advices with the company

Bullying: the Church of England at the Cross Roads. Where Next?
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The Archbishops' Council, the governing body of the Church of England, produced a report, Dignity at Work, in 2008 in response to frequent high-profile allegations in both the national and international press of bullying and harassment in the Church of England during 2006 and 2007. This paper looks at the different ways in which the 44 Dioceses (administrative geographical areas) of the Church of England have either implemented or ignored it, as bullying has a serious effect on the mission of the church as well as on the individuals concerned.
Aim: To discover how far the policies put forward in the report Dignity at Work have been implemented including best practice towards paid workers and volunteers, both lay and ordained.

Method: Structured interviewing of Diocesan authorities, Bishops and other members of senior staffs, including harassment officers where they have been appointed. Interviews include looking at the extent of the loss of ministers, paid and self-supporting, because of bullying.

Results: Responses vary from one Diocese insisting that bullying is 'rare' and deciding not to put the report on the Agenda at all, to one diocese promoting wide discussion of the issues raised in the report and making it a prominent feature.

Conclusion: Reasons for this wide disparity will be discussed and suggestions made for updating the report to help senior staffs engage with the issues raised so they are able to use it to make church workplaces safer, more respectful and effective. This includes identifying where there is denial, exploring its causes and suggesting how it can be overcome.

Positivity against Negativity: How Could a Leader Prevent Work Harassment?
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'The synthesis of one's values, proactive management principles and consciousness is the touchstone for change, building a healthy work environment and thus neutralizing bullies, determinedly difficult people and predators at work.' (Irby, 2006).

Workplace bullying or harassment requires more attention from practitioners as reflected by the negative effects on employees in terms of economic costs and psychological and health problems (McCarthy & Mayhew, 2004). We propose that leadership in organizations may be one of the most important factors to address related to understanding and preventing the workplace harassment. Considering, that a large number of researchers are concentrating on negative leadership and it's relation to harassment, we base our study on a positive psychology perspective and a need for prevention. In that we investigate how transformational leadership and work harassment are interrelated.

The research data were obtained from anonymous self-report questionnaires, completed from employees in three Lithuanian companies in 2010. The sample included 320 respondents (with 77.1% response rate). 62.5% (200) of participants were men and 36.3% (116) were women. The mean age of employees was 39 years (SD = 11.7). Transformational leadership was measured using a seven-item Global Transformational Leadership scale (GTL; Carless et al. 2000). The Work Harassment Scale (WHS) (Björkqvist, Österman, 1992) was used to assess work harassment. GTL scale demonstrated high internal consistency reliability in the present research (Coefficient a = .92) as well as the scale of WHS (Coefficient a = .94).

The confirmatory latent class factor model yielded that transformational leadership is related to workplace harassment. The most significant finding was discovered in relation to comparisons
of the mean transformational scores and low transformational scores as rated by employees. Findings yielded that leaders rated by employees as having low transformations scores on the leadership instrument perceived four times more chances of being severely harassed.

Our findings on transformational leadership and the connection to bullying highlight the importance of transformational leadership development. Understanding positive leadership and how it may impact work harassment could serve as a guide for the prevention strategies related to leadership training (Resch & Schubinski, 1996). As Kilburg advocates ‘(…) the true answer to workplace violence in the long run lies in taking the need to develop managers and their performance teams extremely seriously’ (Kilburg, 2009). Our finding that no single victim of harassment was associated with the highest levels of transformational leadership may support this statement.
Many social scientists are familiar with the phenomenon of a group of small chicks attacking a snake and killing it by pecking, as Konrad Lorenz presented it in the mid of last century. However, Lorenz could not predict that such a behavior would be displayed in the workplace as well. Now it is an established phenomenon and widely studied in the recent years, with the name 'mobbing'. The present study deals with the mobbing in the workplace, in the academic settings in Albania. The study aims at establishing a prevalence of this phenomenon in Albanian academic setting, looking into the personality traits of the mobbed, and few consequences of this phenomenon.

To the knowledge of the researcher there are no studies to estimate the prevalence of this phenomenon in Albania. Therefore, it is a very important study to start as a baseline in Albania. Moreover, the researcher tried to establish a link between mobbing and some of the personality traits of the mobbed persons. More specifically, the self-esteem (high or low), anxiety levels (high, average, low) and the introversion and extraversion traits of the mobbed people were studied as compared to the non-mobbed persons. Besides these personality traits, some consequences, such as physical symptoms, psychological symptoms, and stress level (high, average, low) were investigated as well. As it is very difficult to certify that mobbing is really happening against someone in purpose, and based on the other researchers' experiences, the best way to establish the prevalence was thought to be the self report questionnaires. 100 questionnaires were distributed to full time lecturers in various universities in different cities of Albania. The Negative Act Questionnaire was the instrument to measure mobbing; Rosenberg self esteem scale was used to measure the self esteem. The scales were translated in Albanian and back-translated in English twice and piloted in 20 lecturers which were not included in the main sample. The mobbing scores were calculated based on Leymann's definition about mobbing (at least once a week, for at least six months). The consequences of this phenomenon as expressed in physical, psychological symptoms, and stress level are calculated and discussed.
bullying through the development of a negative social climate at work which fuels interpersonal conflict, of which bullying is an extreme example.

In the present study, by adopting a full panel longitudinal design, we contribute to research in this area by testing whether role stressors - which are considered the main potential antecedents of bullying - predicted negative social climate at work (e.g. 'At my work, the interpersonal climate is strained') one year later once personal vulnerability factors have also been controlled for.

Data were collected from a sample of 215 employees of the Italian national healthcare system by using an anonymous questionnaire. Structural equation modelling analysis showed that role stressors had a positive lagged effect on negative social climate at work. Personal vulnerability, which was measured in terms of mental distress, had also a lagged effect on negative social climate.

The results indicate that role stressors are implicated in the creation (or intensification) of negative social climate at work, suggesting that the path from role stressors to bullying proposed by the work environment hypothesis may indeed be mediated by the escalation of interpersonal conflicts.

**Personalities of Workplace Bullies and Victims**

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**Aim:** To compare perpetrators of workplace bullying and victims of workplace bullying in terms of perpetrator-like traits. A greater understanding of the traits associated with bullying may help Human Resource departments to screen out potential bullies. Understanding how victims and bullies differ may help victims to defend themselves against bullying in the workplace.

**Method:** Participants were 228 Canadian university students with prior work experience. Participants completed a battery of personality instruments with established or hypothesized links to bullying.

Measures of the 'Dark Triad' which includes machiavellianism, narcissism and psychoticism were used. Dominance and social-dominance orientation, the tendency to feel one's ingroup should dominate others, were both measured. Aggression was measured with three subscales that measure anger, hostility, and verbal aggression. Empathy, perspective taking, sensation seeking, boredom susceptibility, disinhibition, and social desirability were also measured.

The Negative Acts Questionnaire-Revised (NAQ-R), which is a behaviourally based self-report measure of bullying, was used to measure victimization. A modified version of the NAQ-R was used to measure bullying.

**Results:** Thirty-four percent of respondents reported experiencing bullying, at least once per week in the past 6 months, somewhat lower than the forty percent reported by Lee & Brotheridge (2006). The NAQ-R, used in this study, appears to be a more conservative method
than the Lee & Brotheridge (2006) scale which was based, in part, on the NAQ-R. Those who reported bullying others at least once per week made up 15.8% of the sample, again lower than the 24% reported by Lee & Brotheridge (2006).

Bullying was associated with Dark Triad traits as well as dominance and social dominance orientation. Bullying was also positively associated with aggression, impulsivity, and disinhibition and negatively with empathic concern.

Contrary to expectations, victimization was positively associated with Dark Triad traits, dominance, aggression and impulsivity. The high proportion of bully/victims, who both bully and are bullied by others, likely contributed to the similar profiles of bullies and victims. In fact, 86.1% of bullies were also victims and 40.8% of victims were also bullies.

Conclusion: Many bullies are also victims. Longitudinal research is required to determine if bullies become victims or if victims become bullies. Some researchers believe that bullies become victims when their victims retaliate. Others believe that victims learn to bully in an effort to protect themselves.
Session 9

Forms of resistance to workplace bullying
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This presentation focuses on the multiple strategies of resistance employed by targets of workplace bullying to defy abusive treatment at work. The study draws on 37 narratives from individuals who were targets of workplace while employed at various public and private organizations in the Czech Republic. The aim of the study was to identify specific strategies of resistance to workplace bullying employed by the targeted individuals and to examine under what circumstances these strategies were effective. The analysis showed that individual and informal forms of resistance (e.g. avoidance, private confrontation) were prevalent, whereas collective and formal forms of resistance (e.g. grievances, collective voice) were rare. This finding can be linked to the lack of social and organizational support available to Czech employees as well as to an absence of anti-bullying policies and legislation in the Czech Republic. The findings further indicated that active forms of resistance, namely confrontation, grievances, and early exit from employment, were seen by the targeted individuals as the most effective strategies of resistance, allowing them to maintain a sense of agency and empowerment in the face of their otherwise deeply traumatic experience. Based on these findings, the author argues that active resistance, despite its many risks, plays a crucial role in diminishing the negative impacts of workplace bullying which are otherwise long-term and severe.

Coping with Workplace Bullying: A Qualitative Study on Women Targets
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Aims: This study aimed to explore the coping strategies employed in tackling workplace bullying and their effects on the course of bullying from the perspective of women targets.

Methods: Based on a qualitative design, 18 women who identified themselves as targets of bullying were interviewed in-depth and data were analyzed using content analysis method.

Results: Through analysis, targets' coping strategies were grouped into seven categories: avoid, confront, ask for support, complain, behave like a bully, ignore, and leave. The results indicated that targets' coping strategies both affected the course of bullying and were affected by the escalating nature of the process itself. Accordingly, targets employed a combination of strategies in the bullying process. The most prevalent encountered way of coping was assessed
as avoiding the bully initially, followed by using more active strategies, and leaving the job eventually.

When the particular outcomes of the coping strategies were evaluated, it is detected that avoiding and ignoring the bully and exhibiting aggressive tendencies (e.g., to behave like a bully) towards other colleagues, didn't contribute to alleviating bullying but severed it. On the other hand, confronting the bully didn't lead to successful outcomes at all times and provoked the bully occasionally. Filing a formal complaint to relevant authorities in the organization and asking for the support of colleagues helped to de-escalate and end bullying in two cases where the organization was reported to be successful in managing bullying and the work environment was defined to be supportive. However, leaving the job was assessed as the final strategy in the bullying process as sixteen targets ended bullying either by transferring to another branch or filing a resignation.

Conclusion: This study emphasized that tackling workplace bullying is a complex issue and targets employ various strategies to resolve the problem and generally end up with leaving the organization. Moreover, it is indicated that bullying could also result in targets' success with the presence of a supportive work environment and an effective organizational intervention.

Coping with Workplace Bullying: Three Mechanisms of Coping in Public Sector Bullying Cases
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Few studies provide theoretical constructs specifically for coping with and surviving incidences of workplace bullying. Those studies that discuss how targets cope or extricate themselves from a situation of workplace bullying emphasize the frequency of exit as the only real strategy. There is very little discussion of other remedies for bullying. Additionally, there is no significant examination in current literature of how targets repair psychological damage done by bullying.

One study in this area begins to specifically explore targets' responses to bullying (Lutgen-Sandvik, December 2006). The focus in this qualitative study is both on the individual and organizational responses; however, there is an emphasis on the collective strategies. A more recent study by D'Cruz and Noronha looks at coping in the context of the organization and Human Resources interventions into the bullying situation. In this phenomenological study, the authors encapsulate targets' experiences in the core theme of 'protecting my interests' which included four themes, experiencing confusion, engaging organizational options, moving inwards and exiting the organization (2010). Another study related to coping looks at how individuals cope with tyrannical bosses. In their grounded theory study Bies and Tripp (1998) analyze coping strategies with regard to public and private persona and argue that the ways in which one presents the coping strategy is predicated on whether one is working from the public or the private persona.

This paper expands on the literature on coping by looking specifically at coping strategies as experienced and used by targets. Exploration of the targets' understanding of their success in coping is an important addition because it provides a deeper understanding of this specific phenomenon that is not currently available in the literature. This paper focuses on the 'lived
experience' of workplace bullying in the United States public sector. The presentation is based on doctoral research conducted at the School of Humanities and Social Science, Nova Southeastern University, Ft. Lauderdale. Through the in-depth qualitative analysis of interviews with nine participants a view of coping is found that provides a more holistic idea of how targets move forward in bullying situations. The theoretical framework which informs the analysis draws particularly on narrative theory, social construction theory and formation of self-identity. Themes of coping that are explored in this paper are participant-centered coping, bully-centered coping and organizational-centered coping.

**Workplace bullying, a process?**

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**Aims:** Bullying is often described as an escalating process, frequently triggered by a work-related conflict (Leymann, 1993; Zapf & Gross, 2001) in which the target becomes increasingly stigmatized and victimized and therefore unable to cope with the situation (see also Einarsen, 1999; Leymann, 1990b). However popular this conception of workplace bullying is, empirical support for it is lacking. We aim to empirically explore the process of workplace bullying.

**Methods:** The analysis draws baseline cross-sectional data from a 3 wave Norwegian representative study about causes and consequences of workplace bullying in Norwegian working life. Following earlier latent class clusters models (Nielsen, et al., 2009) hinting in the direction of a process of workplace bullying, latent class Markov models in Latent Gold (Vermunt & Magidson, 2009)/ Lem (Vermunt, 1997) will be deployed to estimate the number of stages in the development of workplace bullying. Thereby the data obtained with The Negative Acts Questionnaire (NAQ-R) will be used.

**Results:** A 5 latent class Markov model showed to most appropriate because BIC was the lowest. This means that 5 different stages in this process are identified. The 5 different latent stages were labeled as follows: ‘not bullied’, ‘limited work criticism’, ‘rarely bullied’, ‘occasionally bullied’ and ‘severe target’. However, latent stages allow us to study the development of workplace bullying. The transitions probabilities yielded that the lower the exposure at baseline the higher the probability to not become more exposed to bullying. Moreover the transition probabilities suggests a gradually escalatory process and a gradually de-escalatory process because transitioning to adjacent latent stages was more probable than transitioning to the not bullied or for instance the severe target class. Moreover, the trend was decreasing: the transition probabilities to de-escalate were larger.

**Conclusion:** In accordance with the conception of workplace bullying as a gradually escalating phenomenon a latent class markov model approach identified different stages of which the transition probabilities confirm to a large extent previous scholarly descriptions of a the process.
Identifying/Measuring

Session 10

An integrated approach to identify victims of workplace bullying.
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Aims: To develop and evaluate an integrated model for identifying victims of workplace bullying, combining the subjective (self-labeling) and objective (operational criterion) approaches.

Methods: The sample (n=1550) consists of employees in randomly selected hospitals and elderly care settings (municipalities) in two regions of Sweden. In addition to background data, the mailed survey (response rate 55%) included the Negative Acts Questionnaire (NAQ-R), General Health Questionnaire (GHQ-12) and the Health Index (HI). In addition, respondents were asked whether they had been bullied or witnessed bullying in the past 6 months, as well as previously in life (their subjective self-labeling).

To combine the subjective and objective approaches, all NAQ-R items and self-labeling questions (including reports of previous bullying) were incorporated into a single latent class cluster model in Latent Gold 4.5. In addition, the model controlled for age, gender, education, ethnicity, profession, and a number of factors related to employment characteristics as well as family/household.

Results: A 5 latent class cluster solution was most optimal and had the best fit. Respondents in the first identified class cluster (52,0% of respondents) reported no exposure to negative behaviors, whereas respondents in the second class cluster (25,4%), were only rarely bullied (the conditional probability to respond never to the items was very high). In the third class cluster (11,9%), respondents were more likely to endorse NAQ-R items. However, respondents reported mostly work related negative behaviors to a limited extent. In the fourth class cluster (9,0%), the conditional probability of responding 'occasionally' to any type of negative behaviour was high. Finally, the fifth latent class cluster, had the by far largest conditional probability of being 'weekly or more often' exposed to negative behaviors. These are the severe targets or victims of workplace bullying (1,7%). They also had by far the highest probability of agree (by self-labeling) that they are victimized. Preliminary analysis yielded high criterion validity: target groups had significantly lower health status as measured by GHQ-12 and HI.

Conclusion: The integrated model revealed target groups that resemble previous LC analyses in other studies. Although there are more types of targets than victims alone, only victims have a substantial probability of labeling themselves as victims of workplace bullying. Repeated exposure to bullying is harmful in itself, and, agreeing with the definition is not a necessary condition for suffering health consequences from bullying.
Measuring psychosocial risks in agricultural sector.
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Aims: This study aims to create a tool to measure the psychosocial risks within organization operating in the agricultural sector, with a purpose of improving people's health and well-being as a collective dimension and a strategy for an economical growth.

Using a standardized measuring instrument for assessing psychosocial risks in the companies in every occupational settings can raise some reasonable doubts concerning the reliability and validity of the instrument used and so, for practical and ethical reasons, it should be developed new ones also in order to generate new methodological and procedural elements.

The measurement is not the only one outcome of an assessment on physical and psychological workers' health at an individual or a group level, but it might be conducted through ethnographic observation on the relational dynamics in continuous searching for a meaning and a shared value. What we will measure will be represented by the type of relationship with the other.

Methods: The technique bottom-up used to satisfy the aims of the research involves a broad range of social institutions as well as enterprises with a qualitative-quantitative research system using various tools such as semi-structured interview, focus groups, and questionnaires.

A pilot survey will be conducted with a pre-test in which companies will be selected basing on their organizational structure and the production sector, than follow the final administration of the questionnaire to a sample of about 500-1000 employees, representing a population of about 20,000 workers employed in the agricultural sector in Autonomous Italian Region 'Friuli Venezia Giulia'.

Results: In agricultural sector, the presence of typical stressors of the particular occupational setting and the presence of specific organizational models, can cause hyperstress normally undetected with standardized questionnaires (Favretto G., 1994, 'Lo stress nelle organizzazioni', ed. Il Mulino, Bologna), furthermore the measurement can influence the overall risks assessment as well as it can underline more specific organizational and relational diseases such as burnout and workplace bullying.

Conclusion: Following the european strategy on health and safety in the workplace and recent national legislation, this research has the objective of better defining and assessing potential new emerging risks, by creating operational synergies with other scientific areas by developing empirical experiences with the use of new operational tools (Community strategy 2007-2012 on health and safety at work).

Workplace Bullying in Higher Education in Portugal
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According to the IV European Working Survey (Parent-Thirion, Macías & Vermeylen, 2007),
the risk of experiencing bullying and harassment is greatest in education and health sectors (7.9% and 15.2%, respectively). Other studies, namely Hubert & Veldhoven (2001) and (Zapf, Einarsen, Hoel & Vartia, 2011), report similar data on the incidence of bullying in these sectors.

In Portugal there is scarce evidence about workplace bullying in this sector. Besides some empirical data collected in the University of Coimbra Hospital ((Serra et al, 2005), there is no empirical data on this subject. Thus, in order to further the research about workplace bullying in higher education, we have realized a study in the main private and public Universities of Portugal. We contact all the academic and researchers and collected 659 valid responses (response rate is 20%, roughly). The sample is 61% female and 37% male. The majority of respondents are assistant professors (29%) and 19.42% are assistants; 37.4% did not specified their position.

The occurrence of workplace bullying was measured both through a definition and a list of behaviours. According to the definition, 5.5% of respondents have been frequently bullied and 22.6% occasionally bullied. The most frequent bullying behaviours are: 'You are exposed to an unmanageable workload', 'You are humiliate and ridiculed in connection with your work' and 'You are systematically required to carry out tasks which clearly fall outside your job description'. The majority of respondents (72.7%) consider bullying a relevant organizational problem.

For those who consider themselves bullied at work, the experience has lasted between 1 and 3 years (26.9% of bullied people); the majority was bullied alone by a superior (64%). The gender of the bully was reported both as male and female (33.2% versus 34.7%). As reported by bullied respondents, the experience has damaged their health, namely mental health (47.1%) and their familiar and social life (38.6% versus 32.9%).

These results are in line with previous research in higher education, namely the results reported by Lewis (2002) in a study conducted in further and higher education in Wales.

**Workplace bullying among Turkish social security institute staff**

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**Objectives:** The purpose of the present study was to explore the prevalence and characteristics of bullying among Social Security Institute staff. It was also aimed to identify the perceived causes of bullying and responses to such behaviors.

**Methods:** 589 employees working at social security institutes in the Anatolian part of Istanbul responded to a self-report questionnaire (response rate: 58.1%) and 409 questionnaires were satisfactory completed. To determine the prevalence of bullying, participants were given a definition of the phenomenon and directly asked whether they felt subjected or observed other employees' exposure to bullying in the last six months. Characteristics of bullying cases were assessed by asking the types of negative behaviors experienced and also the gender and position of the perpetrator(s) to those reporting bullying only. All participants were directed questions relating to their actions on being bullied and their perception of the causes of bullying.
Results: The study showed that 23.7% of the participants had labeled themselves as being bullied and approximately three in four reported the duration of bullying as longer than 12 months. Observed bullying prevalence was determined as 40.4%. Targets experienced predominantly work-related negative acts such as excessive work monitoring and given meaningless tasks. Superiors were identified as perpetrators in 86% of the bullying cases. 87% of targets reported being bullied by more than one person and most of them were bullied by both men and women (47%). No significant difference was detected between the gender of targets and perpetrators. Poor management and hostile work environment were perceived as the most important causes of bullying, but significantly for targets ($\chi^2 = 49.803 \ p < .001$; $\chi^2 = 76.916 \ p < .001$). Regarding the responses to bullying, 60% of non-targets claimed that they would complain to immediate manager, while 51% to senior manager. Yet, 24% of targets actually complained to immediate manager, 32% to senior manager but 57% asked support of family and/or friends. Moreover, among targets who reported poor management as an important cause of bullying, only 25% complained to a manager.

Conclusion: Bullying can be considered as an important problem among social security institute staff participated in this study. Among them workplace bullying was clearly perceived as an organizational issue and when their commonly reported responses were taken into account, it may be claimed that poor management might influence targets' coping reactions and instigate their use of less effective strategies.

**Workplace bullying in the health and social care systems in Sweden. A descriptive study.**

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Aims: This study aims to map and describe the problem of bullying within the health and social care systems as a foundation for an intervention. In this presentation we will present the study and preliminary results concerning negative acts and work-place health in Sweden.

Methods: Baseline data for this quantitative study was collected at nursing wards at five hospitals and five wards for eldercare in municipalities. Questionnaires were sent by post to 2810 employees. Response-rate was 55% (n=1550).

Bullying was measured both with an operationalized and a self-labelling method. The instrument used in the former were The Negative Acts Questionnaire, NAQ-R, and bullying was assessed according to the operational criterion suggested by Leyman (1996) 'exposure to at least one negative act/week during six months' and a stricter criterion by Mikkelsen & Einarsen, (2001) suggesting 2 negative acts/week during six months.

As for the self-labelling of bullying a definition of bullying was presented and questions were asked whether the person had been bullied or had witnessed bullying the last 6 months. A further question was asked regarding previous life-time experiences of bullying.

To assess work-place environment the Nordic Questionnaire for Psychological and Social Factors at work, QPSNordic34+ was utilized. In addition a questionnaire made for this study
concerning demographic information and specific workplace related questions were included.

Primarily descriptive statistics was used.

**Results:** Bullying measured by NAQ-R, using the operational criterion, reported results of bullying at 18.5% (Leyman) and for the stricter criterion 6.8% (Mikkelsen & Einarsen). Four percent (4%) reported bullying relating to the self-labeling question. A higher proportion, 22%, had witnessed bullying and an even higher proportion, 38%, reported having experienced bullying earlier in life.

An association was shown between having been bullied earlier in life and experiencing bullying at the workplace at the present time. Also work-place environment, age, where you were born, living in a relationship, education and length of employment were, respectively, associated to more negative acts in the workplace.

**Conclusion:** The operationalized method yields a higher percent of bullying compared to the self-labelling method. This is also shown in earlier studies and might be due to bullying being stigmatizing and shameful and therefore difficult to express in a straight-forward way.

A significant relationship was observed between being bullied earlier in life-time and current exposure. As far as we know this represents new knowledge and should be further investigated.

**Combining self-labeling and behavioral measures of workplace bullying into a latent class cluster approach to estimate the prevalence of workplace bullying in Spain**

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**Aims:** The current study aims at establishing the prevalence of bullying in Spain by integrating the most widely used methods to estimate the prevalence of workplace bullying (the self-labeling method and the behavioral method) into a latent class cluster approach (see Nielsen et al., 2011; Notelaers et al., 2006). Such approach may overcome previous drawbacks in bullying assessment as well as provide some useful insights for designing anti-bullying interventions.

**Methods:** 1,619 employees from different workplaces in Andalusia (Spain) participated in this survey-based study. The bullying definition provided by Skogstad and Einarsen (1996) was used to measure this phenomenon by a self-labeling approach. The Spanish reduced version of the Negative Acts Questionnaire (Moreno-Jimenez et al., 2006) was used to measure exposure to bullying behaviors. In addition, an interpersonal conflict measure (Benitez et al., 2012) and a psychological well-being measure (GHQ-12) were used as criterion variables.

**Results:** Cluster solution revealed six different groups that can be distinguished according to both the nature and intensity of reported bullying behaviors and the perception of being bullied at work: (a) employees not exposed to bullying behaviors (34%); (b) employees rarely exposed to bullying behaviors (32%); (c) employees occasionally exposed to work pressure and physical intimidating behaviors (14%); (d) employees occasionally exposed to work-related bullying...
behaviors (12%), (e) employees severely exposed to bullying behaviors (5%); and (f) employees severely exposed to work pressure and physical intimidating behaviors (3%). Those employees grouped in the groups ‘a-c’ hardly perceives them as bullied, whereas the employees in the remained groups have a high possibility of considering themselves as bullied. Furthermore, perceptions of higher interpersonal conflict and negative psychological well-being are reported as exposure to bullying behaviors is more frequent and perceptions of being bullied are more likely, supporting the idea that the self-labeling process is crucial in the association between exposure to bullying behaviors and health (Vie et al., 2011).

Conclusion: Although the cross-sectional nature of the data, these clusters portray different paths for the workplace bullying process, in which negative work-related and person degrading behaviors are strongly intertwined. The analysis of criterion-related validity showed that integrating previous estimation methods into a single measurement latent class model provides a reliable estimation method of workplace bullying, which may overcome previous flaws as well as may suggest the necessity to carry out specific interventions depending on the group that employees are classified.

Session 19

Vertical and lateral workplace bullying in nursing: Development of the Hospital Aggressive Behaviour Scale (HABS-CS)
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Healthcare staff is one of the professional groups that suffers the highest exposure to sources of occupational stress such as bullying from co-workers and superiors.

Aim: In order to contribute to the assessment of bullying behaviours in the healthcare sector and to obtain a brief and manageable instrument for the assessment of this psychosocial risk, we developed the Hospital Aggressive Behaviour Scale - version Co-workers-Superiors (HABS-CS).

Methods: By means of thorough qualitative analysis, an initial pool of 166 items was obtained, which were reviewed according to precise criteria until concluding with a total of 57 items, which were administered to a sample of 1,484 healthcare professionals from 11 public hospitals of a southeastern region of Spain (Murcia).

Results: The analyses concluded with the selection of 17 items distributed in two subscales. The internal 5-factor structure is the result of exploratory and confirmatory factor analysis conducted in two samples. Both the resulting questionnaire and the factors identified present adequate psychometric properties: high internal consistency (Cronbach's alpha of .86) and adequate external validity, analyzed by means of significant correlations between the HABS-CS and job satisfaction, burnout, and psychological well-being.

Conclusion: The systematic use of this scale within the prevention of occupational hazards can be useful for the early detection of workplace bullying from the organizational viewpoint, identifying the services at risk, and at the individual level, detecting conflicts among co-workers.
and superiors, where possible victims of workplace bullying could be identified. Another possible application of the instrument is its use as an indicator of the risk of psychological alterations due to exposure to violent behaviours at the workplace.

**Quantifying the risk: Adding severity to frequency measures of workplace bullying**

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The treatment of bullying behaviour as a health and safety hazard is a growing approach internationally (Leka et al., 2011). Recognising the negative impact of bullying behaviours is a key criterion for identifying bullying within this approach. However, existing measures of bullying have focused on the frequency of bullying events rather than their impact. Risk estimation requires simultaneous attention to the frequency of exposure and the impact it has.

An exclusive focus on frequency is problematic because a worker may be exposed to bullying behaviour(s), but not experience significant negative consequences (e.g. due to coping strategies; work context variables). They could nonetheless be classified as 'bullied' according to the operational method often used with frequency based scales.

Accordingly, measures of prevalence could unintentionally maintain perceptions that rates and claims of bullying, are imprecise, overstated, or spurious. Being able to identify whether and to what extent particular bullying behaviours have negative impacts (i.e. effects on psychological and physical health and safety) is important in prioritising interventions, and supporting the treatment of bullying as a risk issue.

Some attempts have been made to examine the relative severity of categories of bullying behaviours (Escartin et al., 2009), but this has not taken account of the negative impact on the individual exposed to the behaviour. This study aims to measure the negative impact of specific bullying behaviours and develop a scoring method that combines frequency with severity information.

A random sample of Australian workers completed a modified version of the NAQ-R (Einarsen et al., 2009), and were asked to rate each event in terms of its negative impact on them (no negative impact, minor, moderate, significant and severe negative impact; with details to exemplify response options). Similar to other scales measuring the frequency and severity of stress (e.g. Spielberger & Vagg, 1999), frequency and negative impact will be analysed separately and as a product. Outcome variables, including general health and negative affect were also measured to help examine the validity of the frequency/impact score combination. Resulting rates of bullying will be examined in the context of existing prevalence rates from Australian and international studies.

The potential benefits of measuring impact along with frequency include that workgroups particularly at risk could be better identified, and interventions better targeted. In addition, prevalence rates will be more likely to accurately represent the burden of workplace bullying, improving all aspects of the management of this hazard.
Exploring the efficacy of an enhanced weighting and scoring structure for the Negative Acts Questionnaire-Revised (NAQ-R)

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Currently the Revised Negative Acts Questionnaire (NAQ-R: Einarsen et al, 2009) viewed by many academic researchers to be the measurement tool of choice for understanding the phenomenon of workplace bullying (Caponeccia, 2011). Although the psychometric properties of this measure are well established, at present all 22 behavioural items are currently weighted equally in terms of severity. Additionally, the measure also employs a strict scoring system which may lead to issues in adequately identifying workplace bullying. Therefore, the aim of this paper is to present results of an in-progress research project being undertaken to explore a more complex weighting and scoring system for the NAQ-R and answer the following research questions:

1. Do working individuals perceive each of the 22 items contained within the NAQ-R to be of equal severity and if not, how severe do they perceive each of the behaviours to be in relation to workplace bullying?

2. Can a pattern in the progression of behaviours contained within the NAQ-R be identified and scored which may help researchers and organisations to successfully diagnose the occurrence and impacts of workplace bullying on individuals?

To provide answers to the above questions, this research program is being undertaken in 4 phases. Phase 1 entails adapting the NAQ-R to enable the temporal and progressive aspects of workplace bullying to be collected and analysed. In phase 2 a series of focus groups will be conducted with the aim of exploring the weighting structure of behavioural items contained within the current NAQ-R. Phase 3 will then focus on incorporating the findings from both the initial on-line survey and the focus groups to create a revised version of the NAQ-R which is capable of capturing the complex elements of time, progression and severity of behaviours not yet possible with the existing measure. Finally, phase 4 will focus on incorporating the new NAQ-R weighting and scoring system into an existing survey constructed as part of a wider program of research. Data collected using the newly enhanced scale will then be compared with this initial sample and can be used to determine the efficacy of the enhancements made to the existing measure.

In conclusion, this research will determine whether the NAQ-R's current weighting and scoring system can be enhanced to more fully capture the complex perceptions and impacts of this phenomenon for individuals in organisations. In-progress results and conclusions will be communicated in full during the conference.
This study addressed workplace incivility, workplace bullying, and school culture in public education. Workplace incivility has been found to cause significant distress on the individual and organization in the private sector, often resulting in extensive damages, including decreased performance of workers and companies. There has been limited research regarding incivil type behaviors in the public sector within the U.S., with the majority being qualitative in nature. This study addressed the prevalence of and related constructs of workplace incivility in K-12 education.

The participants in this study were educators from fifty-two elementary, middle, and high schools in Kentucky (n = 380). The survey involved the Workplace Incivility Scale (WIS), the Workplace Bullying Checklist (WB-C), and the School Culture Triage Survey (SCTS). Demographic information was also requested including: (a) age; (b) gender; (c) ethnicity; (d) marital status; (e) educational level; (f) school level; (g) job title; (h) number of years experience; (i) number of years in current setting; (j) tenure status; (k) type of teacher certification; (l) enjoyment of teaching. Factor analysis, Pearson correlations, hierarchical multiple regression, and ordinary least squares regression were used to investigate six research questions: (1) prevalence of workplace incivility and bullying, (2) relationship of incivility and bullying, (3) relationships among incivility, bullying, and school culture, (4) school culture as a predictor of incivility, (5) school culture as a predictor of bullying, and (6) demographic characteristics of targets.

Results indicated that the prevalence of experienced workplace incivility was 22% instigated by administrator, 26% instigated by principal and 38% instigated by a co-worker, within the previous year. Workplace bullying and workplace incivility were found to be related constructs as significant positive correlations were found. Workplace incivility and workplace bullying were inversely related to school culture as WIS correlated with SCTS (p < .001) and WB-C correlated (p < .001) with the SCTS. After controlling for the demographic variables, school culture was a statistically significant predictor (p < .01) of both workplace incivility and workplace bullying. For teachers, marital status predicted the total workplace incivility score (p < .01) and age predicted the co-worker incivility score (p < .01). Gender was a significant predictor of workplace bullying (p < .01), as males reported more bullying than females.

Findings and implications of this study are discussed.

Exploring the Culture of Bullying at Work through Focus Groups

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Aim: The aim of this research is to explore the use of focus groups to uncover the nature of workplace bullying and the influence of culture. Much of the extant research is based upon providing respondents with pre-prescribed checklists of behavioural items, such as the Negative Acts Questionnaire (Einarsen & Hoel, 2001), and/or a definition of bullying, to explore the
prevalence and nature of bullying. However, general instruments may fail to identify the impact of different workplace cultures. This paper answers calls from researchers like Fevre et al. (2009) to develop other methods of researching bullying. This paper proposes the use of focus groups, which have been used to a limited extent in bullying research to date (Liefooghe & Olafsson, 1999), to explore how bullying manifests in particular working environments. Focus groups have been employed in other disciplines and found to be a cost-effective means of generating interaction which leads to a rich understanding of how attitudes, experience and knowledge operates in given cultural contexts (Morgan, 1998; Stewart, Shandasani & Rook, 2007).

Method: Two different samples were used to explore the nature of negative behaviour and bullying in the workplace. The first sample consisted of four focus groups of skilled manual workers of between six to eight people. Sample two consisted of fifteen focus groups with officials and members from three large UK trade unions, comprised of between two and seven participants. The discussions were transcribed and analysed thematically to identify behaviours.

Results: Sample one identified several behaviours that were considered negative but were not considered as bullying. These behaviours included shouting, destruction of work and sexual harassment.

Sample two revealed several behaviours which were considered bullying but did not appear in standard survey instruments. These included bullying perpetrated by peers, such as putting undue pressure on team members to achieve targets, and by subordinates, such as refusing to co-operate.

Conclusion: Focus group evidence from a variety of organisations suggests they are a useful tool for understanding how bullying manifests itself in particular working environments. This has important implications for developing industry and organisation-specific instruments which provide a more accurate measure of the incidence of bullying and abusive behaviours, and tailoring anti-bullying programmes to address specific workplace problems.

Workplace bullying in a professional environment: Perspectives of legal practitioners
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Bullying may not be evenly distributed across industry. Zapf, Einarsen, Hoel and Varita (2003) consider bullying to be more prevalent among white collar workers and service employees. This paper reports the findings of a study of workplace bullying in the legal profession in Australia.

Members of the professional association were asked to respond to a survey and to provide stories on their perceptions of the nature, causes and consequences of workplace bullying in the legal environment. The survey was dispatched to all members of the association in Western Australia; 327 completed forms were returned.
The fiercely competitive nature of the field, and work practices such as ‘billable hours’ were seen as significant contributors to the environment of workplace bullying. Direct and indirect negative behaviours were reported by the respondents with adverse consequences at the individual and organisational levels.
Phenomenon

Session 13

A Replication Study: Perceptions of Workplace Bullying and Psychological Empowerment among IT Professionals

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Aims: This quantitative research study, a replication of a study published in 2010, investigated the prevalence of workplace bullying among IT professionals and the relationship between workplace bullying and psychological empowerment.

Methods: This quantitative correlational study evaluated the frequency of workplace bullying among IT professionals overall and frequencies related to form of bullying (work-related or personal), job type (executive or non-executive) and work sector (public or private). The degree of association between each of four cognitive dimensions (meaning, competence, self-determination, and impact) associated with psychological empowerment and workplace bullying was assessed using Pearson r correlations. The Negative Acts Questionnaire (NAQ-R) was used to measure perceived exposure to bullying and victimization at work (Einarsen, Raknes, Matthiesen & Hellesøy, 1994). Participants were provided with an online questionnaire list of 22 operationally-defined negative acts that have been associated with workplace bullying and asked to select the number that best corresponds to perception of exposure to the negative act over the last six months. A Likert-type scale ranging from 1 (Never) to 5 (Daily) was used. Workplace bullying was also measured using a subjective method in which participants were provided with a specific definition of workplace bullying and asked to respond or self-identify as to perception of being exposed to workplace bullying as target or as witness over specific periods within the last six months. A second instrument, the Psychological Empowerment Instrument, developed by Spreitzer (1995), was used to measure four dimensions of psychological empowerment as related to self-orientations that people may have with regard to work role.

Results and Conclusion: The research study found that IT professionals are frequently exposed to workplace bullying and that psychological empowerment is negatively correlated to workplace bullying. The study also found that IT professionals are exposed to work-related forms of workplace bullying more frequently than personal forms of workplace bullying. IT professionals in the executive job type report less exposure to workplace bullying than IT professionals working in non-executive job types. The key findings of this study (a) provided the frequency and forms of exposure to workplace bullying by IT professionals and (b) determined the degree and direction of the relationship between workplace bullying and psychological empowerment in the IT work environment. The limitations of this study and suggestions for future research are discussed.
Bound to a Bully Work Environment: The Role of Job Embeddedness in the Relationship Between Bullying and Aggression
James Burton
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Aims: In this paper, we examine how bullying in the workplace (i.e., 'the persistent exposure to interpersonal aggression and mistreatment from colleagues, superiors or subordinates' - Einarsen, Hoel, & Notelaers, 2009, p. 24) is associated with employee aggression at work and at home. In addition, we propose that employee perceptions of job embeddedness (i.e., the accumulated affective and non-affective factors that bind individuals to their organizations - Mitchell, Holtom, Lee, Sablynski, & Erez, 2001) can impact the relationship between being bullied and subsequent aggressive behavior. While past research traditionally focused on the positive effects of embeddedness on outcomes such as lower absenteeism and turnover (Lee, Mitchell, Sablynski, Burton, & Holtom, 2004), more recent research has examined the potential 'dark side' of job embeddedness (e.g., Sekiguchi, Burton, & Sablynski, 2008). Specifically, we argue that individuals who are highly embedded in their organization react more strongly to instances of workplace bullying since they may perceive they are 'bound' or 'stuck' in the unfavorable situation involving the workplace bully.

Methods: Participants for this study were 269 full-time employees located in the United States. Seventy-three percent of the respondents worked in the business or engineering field with the remaining respondents working full time in a variety of other professions (e.g., education, protective services, manual labor, health care, etc.). Fifty-two percent of the subjects were male and they averaged 34.49 years of age (SD = 9.87) and 14.30 years of work experience (SD = 10.22).

Results: Results of the study demonstrate that increased perceptions of workplace bullying are related to increased instances of aggressive behavior (expressions of hostility and obstructionism at work). In addition, employees who perceived greater episodes of bullying at work indicated they are more likely to bully others (i.e., family, friends) at home. Finally, we find that highly embedded employees are more likely to become aggressive in response to episodes of bullying at their organization.

Conclusion: While past research has demonstrated the link between bullying in the workplace and subsequent aggressive behavior at work and at home, this study is the first to examine how perceptions of embeddedness may impact this relationship. We find that being embedded in an organization is not always a positive thing. In fact, organizations that take steps to embed their employees must also be aware of the culture of bullying and how these two may interact to produce acts of aggression.

Theories which Explain the Actions and Reactions of Workplace Bullies, Victims and Bystanders
Sally Kuykendall
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Drawing on research from youth violence, school bullying, and domestic violence, this
presentation will review some of the major theories of why workplace bullies, victims and bystanders act in the ways that they do. There is no one, single cause of violence perpetration. Abusers torment others for a variety of reasons which include atypical brain physiology, frustration-aggression, exposure to toxic stress, narcissistic personality, differential social association, learned behavior or deficits in moral development. While these theories of violence perpetration provide an understanding of abusive behaviors, bullying is different from single-action violent behaviors because the bully continues to harm the victim, repeatedly while witnesses fail to intervene on behalf of the victim. Social systems support on-going abuse. One such system is conflicting styles of relating. In the workplace, co-workers collaborate on tasks. When the victim uses a collaborative style of relating and the bully uses a competitive style of relating, the two styles come in conflict and the victim is vulnerable to abuse. The abuse becomes chronic if the victim is unable to adapt to the competitive style. Workplace colleagues are often ineffective in stopping the abuse because they succumb to conditions of obedience and bystander effect (Genovese syndrome). The presentation will end with a discussion of how these models and theories inform interventions.

A Phenomenological study of the experience of victims of bullying in the workplace in South Africa
Margeretha De Wet, M.K. Du Toit
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The problem that informed the current research is that the impact of workplace bullying has serious consequences for the individual, the group, and the organisation. This behaviour has the ability to destroy the self-image of a person in so many ways that competent persons may begin to question their own competencies. If the human resource manager in an organisation is unable to handle this phenomenon, the organisation may have to deal with serious repercussions; organisations that tolerate bullying behaviour may be violating local laws and policies, as well as fail in their ethical responsibility to ensure a safe workplace and a professional milieu for their employees.

The aim of the study was to gain understanding of the perceptions and lived experiences of victims of bullying in organisations in SA, thereby to attempt to enable organisations to identify and take appropriate action against it, and to formulate guidelines for how this can be dealt with by a Human Resource Department.

Methods: A qualitative research method focused on exploring the subjective experiences and views of the participants regarding bullying behaviour was adopted. In-depth interviews were conducted with fifteen individuals who have had or still have direct experience of the phenomenon, to let them express their experiences in a personal supportive dialogue. Ten HR managers who were willing to share information about cases of bullying and the handling thereof were also consulted. The questions that were incorporated in the semi-structured interviews with the HR managers were based on information derived from a literature overview, the personal interest of the researcher and personal interviews with victims. Interviews were also conducted with two family members of participants who are victims of bullying.

Results: The analysis is currently in progress. Preliminary findings from nine victims (men and women) ranging in age from 21 to 64, illustrate the traumatic consequences of bullying - eight
of the nine victims resigned from their work. They had received no support from HRM. Bullying also has consequences for mental and physical health of victims, besides having an impact on co-workers.

**Conclusion:** Although the study is still in progress, there already are clear indicators that point to the necessity of acknowledging the seriousness of this problem and of formulating policies and procedures to address the psychological, organisational and legal implications of bullying more efficiently.

**Misuse of Terminology: Are we abusing 'bullying' and 'harassment'**?

Shayne Mathieson, Margaret Hanson

Top Drawer Consultants, AUCKLAND, New Zealand

This paper sets out to explore the rise in the public awareness of the concepts of harassment and bullying, specifically in a New Zealand context, but not limited to this country. Having been practitioners in the area of harassment and bullying for over 30 years the authors have noticed a change in the way that these issues are viewed, and how the terminology around behaviours has changed. This has an impact on how harassment and bullying may potentially be treated in corporate or educational settings.

At one end of the spectrum, we see major physical brawls, videoed by cheering audiences, being labelled as bullying. In the authors' opinion this is not bullying; it is outright criminal assault, and should be dealt with as such. If organisations treat this behaviour as what is 'bullying' though, the risk is that lesser behaviour (which would in our opinion be bullying) is not treated appropriately, is trivialised or not addressed at all.

At the other end of the scale we have disgruntled employees, unaware of the effect of their own behaviour on others in the workplace, apparently oblivious to their lack of effective work performance claiming harassment or bullying whenever a manager attempts to address a performance issue. The impact of this in some instances is that organisations limp along with under-performers who misuse their harassment prevention policies to avoid addressing their own workplace shortcomings. Those who truly have been bullied or harassed may find that when/if they do lodge a complaint that the organisation is so irritated by those who have misused the policy that their quite legitimate complaints are not taken seriously or addressed appropriately.

The paper cites case studies to illustrate these points, identifying issues surrounding misuse/abuse of the terms, and looks to some actions that ensure that the important issues of harassment and bullying are kept in the appropriate perspective within workplaces and schools. It looks to implications for practitioners in the field, and may inspire thoughts to inform further research in the area.

Shayne Mathieson and Margaret Hanson are founding partners in Top Drawer Consultants, a New Zealand consultancy which specialises in diversity and equity issues and which has worked across the employment spectrum in the private, public and not-for-profit sectors.
Exploring the link between Emotional Intelligence and Workplace Bullying: Results from two working samples.

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For more than a decade Emotional Intelligence (EI) has been promoted as a tool that can be used to provide positive individual, team and organizational outcomes in the workplace. Mayer and Salovey (1997) define EI as the awareness, understanding, facilitation and management of emotions in self and others. Although, researchers have demonstrated links between EI and organizational variables, little is known of the links between EI and workplace bullying. It has been argued that workplace bullying is not just a cognitive process but also emotional, suggesting that behavior ‘is more of a function of emotional regulation than of rational or cognitive processes’ (Sheehan & Jordan, 2003, p. 359). With this in mind some have suggested EI can act as a moderator between workplace stress and aggressive behavior (Slaski & Cartwright, 2003), while others propose that EI training may help reduce the negative effects of bullying (Cartwright & Pappas, 2008; Sheehan, 1999). However, caution is recommended with the potential for EI to be misused to abuse others (Cartwright and Pappas, 2008). Thus, further investigation into the link between EI and workplace bullying is needed prior to testing the efficacy of EI training in addressing workplace bullying.

This presentation will outline results from one study based on two Australian samples (Working Student sample: 104; Union sample: 300) that aimed to explore the question What is the nature of the relationship between EI and workplace bullying? and the following hypothesis:

Hypothesis 1: Is there a direct relationship between EI and workplace bullying?

Hypothesis 2: Do people with high EI perceive less experience of workplace bullying behaviors than those with low EI?

Hypothesis 3: Do people with high EI who have either witnessed or experienced workplace bullying experience less negative reactions at work than those with low EI?

Exploring the data from each sample separately it was found that a relationship between EI (WEIP-6, Jordan et al., 2002) and workplace bullying (NAQ-R, Einarsen et al., 2009) does exist. Specifically, the results reveal that targets of workplace bullying reported significantly lower EI scores than their non-bullied colleagues. Additionally, bullied individuals reported a significantly lower ability to manage their own emotions. Further results in relation to witnesses will be discussed in the presentation. Clearly, these findings indicate that further research examining the relationship between EI and workplace bullying is warranted including research to examine causality.
Costs

Session 14

The relationships between victimization, absenteeism and job satisfaction and moderations of leadership and work pressure in the Netherlands Defense Organisation
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Aims: Using the Michigan Stress Model (Caplan, 1975) and part of the Job Demand Control model (Karasek, 1979) this survey (among staff of the Netherlands Defense Organization) focused on 'victimization' as a perceived work situation and 'absenteeism' and 'job satisfaction' as two types of stress reactions. We expected victimization to have a significant negative relationship with job satisfaction and a positive relationship with absenteeism. Transformational leadership (as a type of social support) and work pressure (as a job demand) were assumed to moderate both relationships.

Method: A survey (N=909, response rate 84%) was conducted using existing self report data from an investigation held at a support company in the Netherlands Defense Organisation. The survey contained self-constructed questionnaires about unwanted behaviour (α=.644), job satisfaction (α=.893), leadership (α=.911), work pressure (α=.625) and absenteeism (1 item). Hypotheses were examined using hierarchic, multiple regression analyses.

Results: In 2010 2% of the respondents often have been bullied, 10% suffered once in a while and 88% wasn't bullied at all. As hypothesized the relation between victimization and job satisfaction were negative (β=-.378, p=.000) and between victimization and absenteeism positive (β=.570, p=.001). No moderation of leadership or work pressure was found for the entire population but, when exploring group differences (e.g. sex, agreement), work pressure did moderate the relation between victimization and absenteeism for airforce personnel (β=1.856, p=.002).

Because of a proven significant relationship between leadership and job satisfaction (β=.275, P<.001) but absence of moderation we explored whether leadership possibly mediated the relationship of victimization and job satisfaction. Using the method of Baron and Kenny (1986) a partially mediating effect of leadership (Sobel test, S= -4.821, SE=.042, p<.001) was demonstrated.

Conclusions: The Michigan Stress Model was partly verified. As expected employees who encounter more unwanted behaviour report more absenteeism and lower job satisfaction. Work pressure moderated the relationship between victimization and absenteeism for Air Force personnel. Contrary to the research model no moderation was found for leadership. Aside from the model leadership appeared to mediate the relationship between victimization and job satisfaction. Because of the cross-sectional character no statements about causality can be made. Further research on the influence of leadership and victimization is recommended, preferably by using validated questionnaires on bullying.

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The costs of Workplace Bullying: Sickness Absence, Inequality and Unemployment

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²University of Copenhagen, COPENHAGEN, Denmark

Aim: Psychological and sociological research indicate that workplace bullying have severe detrimental effects on the individual's health and ability to work. This is likely to induce reduced productivity in workplaces and society. At the same time payments to sick leave are costly: The OECD average was 0.8 percent of GDP in 2005 and payments to sickness benefits in Denmark were 2 billion euro in 2010. Furthermore individuals on long-term sick leave are very likely to resume on disability benefits thereby being excluded from the workforce (OECD 2009). From an economic point of view bullying may therefore be extremely costly to the individual, workplaces and society. Despite this, studies documenting the effect of bullying on the individual are scarce. The purpose of this paper is to fill this gap by investigating the effect of bullying on sickness absence, unemployment, and wages, using unique survey data combined with register data.

Method: We apply propensity score matching in order to circumvent the problem of non-random selection. The analysis is based on survey data collected by the Danish National Research Centre for the Working Environment (NFA) combined with the matched employer/employee dataset (IDA) and the DREAM dataset containing information about every individual receiving government benefits in Denmark. The NFA conducted an extensive workplace survey in 2006 with a follow-up survey in 2008. They asked participants a wide variety of questions regarding their psychical work environment, negative acts at the workplace, conflicts, bullying, sexual harassment and violence. These measures are crucial in the matching analysis in that they are very likely to affect victimization in terms of bullying and the outcome variable. Omitting these variables will therefore lead to selection bias. In addition the combination of survey data and register data enables us to address the issue of bias due to common method variance. A further advantage of the data set is, that the register data allows us to follow the individuals before and after the survey minimizing bias due to reversed causality.

Results: The preliminary results indicate that bullied men have 50 percent and bullied women 7 percent more sick days compared to their non-bulled counterparts when considering a self reported outcome of sickness absence.
Addressing conflict, power and practitioner turnover in the domestic violence sector
Deb Duthie
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Retention of experienced and valued practitioners is highly important in terms of professional practice and service provision within the community services sector. The purpose of this exploratory Australian study was to consider methods of retaining skilled and experienced staff within the domestic violence sector. It became evident in this study that turnover in the sector is potentially quite high. More alarming is the primary reason for the turnover of study participants: bullying, conceptualized here as parallel power processes. Parallel power processes, as developed through this research, aims to capture how workplace behaviours can strongly mirror, or parallel, behaviours used by domestic violence perpetrators. This study revealed that some domestic violence practitioners appear to be experiencing their own abusive relationship, not within the confines of their home, but within their workplace. Additionally, parallel power processes are compounded by ineffective organisational conflict management processes addressing this behaviour. As such, parallel power processes contributed directly to practitioners leaving their workplace and, sometimes, the sector. From these findings, it is suggested that in order to retain domestic violence practitioners, domestic violence services must identify and address parallel power processes.

Workplace bullying, qualitative job-insecurity and intention to leave: A six-month prospective study among north-sea workers
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Aim: Bullying at work is currently recognized as a serious and far-reaching challenge in organizations, bringing about detrimental consequences both for the individuals affected, such as targets, bystanders and next of kin, as well as for the organization itself. The present study set out to investigate bullying behavior at work, and its association to job insecurity and intention to leave the job, respectively. More specifically, it was hypothesized that the qualitative sub-dimension of job-insecurity as well as intention to leave would be predicted by exposure to bullying behavior.

Method: Cross-lagged multiple regression analyses were conducted on survey-responses collected among north-sea workers at two different time points (N=734), with a time-lag of 6 months. Outcomes and demographics were statistically controlled for at base-line, and the analyses were also conducted in the reverse order. Constructs were measured using well-established scales.

Results: The analyses revealed that exposure to bullying behavior at work at time 1 significantly predicted both qualitative job-insecurity and intention to leave at time 2, when controlling for the relative stability of the outcome variables as well as demographics. The analyses were unsupportive of reversed relationships.
Conclusion: It is concluded that exposure to bullying behavior may over time lead to both insecurity about important job-features (i.e., qualitative job-insecurity) as well as intention to leave the job. Given that bullying is understood as a dynamic process and a gradually evolving and escalating phenomenon, this seems meaningful. In light of the current findings it may seem as though the negative consequences of bullying, both on individual and organizational levels, are partly manifested in terms of qualitative job-insecurity and intention to leave the job.

The association between whistleblowing, workplace bullying and the employees' intentions to leave their jobs
Stig Berge Matthiesen
University of Bergen, BERGEN, Norway

A group of employees that may face workplace bullying as a kind of reprisal are the whistleblowers, those who have voiced their concern about some kind of wrongdoing. One may distinguish between whistleblowing after organizational wrongdoing or corporate crime (perpetrated by someone in the top management group), and whistleblowing after occupational wrongdoing (perpetrated by someone else, lower in the organizational hierarchy).

In the present study the link between whistleblowing and a possible after effect of it, namely the employees' intention to quit their jobs, are examined. It was also examined if exposure to subsequent workplace bullying may increase the probability furthermore. 1604 respondents, randomly selected citizens of Norway, took part in a postal survey study (52% females, mean age= 45,8 years).

The research questions addressed were as follows: 1) Does the whistleblower subgroup report a higher propensity to quit their job (intention to leave), as compared with a non-whistleblower group? 2) Is it possible to trace further subgroup differences, for instance that blowing the whistle after organizational wrongdoing/ corporate crime, more substantively leads to plans about having an exit from the organization? 3) Does workplace bullying even more increase the probability of quitting the job?

Overall, the study demonstrated a significant interconnection between whistleblowing and intention to leave the job, especially if organizational wrongdoing or corporate crime was the triggering event. Workplace bullying seems to play a major part in the employee turnover scenario. A practical relevance of the study is to gain more knowledge about the whistleblowing phenomenon, and various hazards connected to it, not the least the interconnection with workplace bullying.

'Are we going back to the future? ‘Dinosaurs, thugs and bullies' and their continuing challenge to the presence of women in densely masculinist workplaces'.
Susan Harwood
Susan Harwood & Associates, PERTH, Australia
Aims: Drawing on her feminist participatory research PhD project, the author provides a gendered perspective on the organizational and societal costs of bullying and harassment when the perpetrators are law enforcement officers. This exploration takes into account the role of sexual harassment, discrimination, and workplace bullying in maintaining the imbalance of power in gendered workplace cultures. The project goal was to develop recommendations for change, linked to a framework for successful implementation.

Methods: The methodological framework comprised a complex interplay between four qualitative models: participatory action research, Quality Management, a gender lens interventionist approach and feminist ethnography. Men and women formed insider teams to conduct a thorough, forensic examination of their workplace, enabling them to look through a 'gender lens' to examine and reveal what lay beneath.

Results: Some of the key results showed that the blanket term ‘bullying’ can mask other unlawful behaviours: negative behaviours uncovered by the research teams included discrimination against and harassment of women on the basis of their race, gender, age, religious beliefs, pregnancy, marital status, parental responsibilities and/or an intersection of several of these elements. Women working in masculinist organisations do not always recognise they are being targeted on these grounds; nor does their organisation. The term ‘bullying’ tends to subsume these less attractive elements of working life.

Conclusion: Techniques for supporting women who are being harassed and bullied within authoritarian, densely masculinist workplaces must include bold and highly visible ‘critical acts’. However, there is no 'magic bullet' for redressing gendered workplace cultures. It is an incredibly hard research area to engage in and for good reason: the everyday manifestations of the anti-women culture are brought to bear on the research process, on the insiders who engage with it, and on the outsiders whose methodological approach is interventionist. Much more immediate actions are necessary when the dimensions of 'the problem' for women are so large and resistance to change so intransigent. These research findings demonstrate the need for a radical, 'big wins' change management initiative to challenge and overcome the 'situational construction of gender' (Messerschmidt, 1995: 171).
Bystanders

Session 17

Workplace relationships and managerial ideology as determinants of bystander behaviour
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Aim: Bystanders constitute the largest group in a bullying situation but have received little empirical attention. While incidence studies, studies of targets and experimental studies of bystanders highlight bystander heterogeneity and point to the critical role bystanders play in bullying evolution and outcomes, deeper insights are needed.

Method: Adopting van Manen's hermeneutic phenomenology, bystanders' lived experiences were explored via conversational interviews and sententious and selective thematic analyses in a study conducted with international facing call centre agents in Bangalore and Mumbai, India.

Findings: Participants' experiences were captured by the core theme of 'helpless helpfulness' which subsumes the major themes of 'the primacy of friendship' and 'the ascendance of the self'. Friendship prompted participants to completely protect targets and to fully resolve the bullying situation. Yet, participants, whose initial behaviour was in the desired direction, greatly curbed their efforts in response to managerial reactions. Inclusivist and exclusivist HR strategies adopted by the employer organization constrained participants in their endeavours to support targets. Participants experienced regret over their limited effectiveness and struggled with confusion, guilt and remorse.

Conclusion: Bridging a gap in the literature, the study underscores the relevance of workplace relationships and managerial ideology in influencing bystander decisions, actions and outcomes. Further explorations of bystander behaviour through the framework of workplace relationships (including superior-subordinate links, peers and romantic partners) as well as the retheorization of Darley and Latane's bystander effect (which privileges bystander homogeneity and apathy) are called for. The development of bystander intervention and training programmes, increasingly considered to be the most viable solution to workplace bullying and to the creation of dignified workplaces, will succeed only if these endeavours address managerial ideology at their outset.

The influence of co-workers in a target's workplace bullying experience.
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²Charles Sturt University, SYDNEY, Australia

Aims: The aim of this study was to investigate how a target's colleagues can influence how the target experiences and labels bullying behaviour by (a) witnessing the behaviour (Audience), (b) participating in the behaviour (Consensus) and (c) also being targeted (Distinctiveness).
Method: A series of experimental vignettes presenting hypothetical workplace bullying events were devised to systematically test the influence of targets' colleagues on their experience of bullying. The variable Audience was manipulated in two ways: (a) the presence of others during the bullying act and (b) the bullying act occurred in private. Consensus was also manipulated in two ways: (a) a single individual perpetrator bullied the target and (b) multiple individuals perpetrated the bullying behaviours. The variable Distinctiveness was also manipulated in one of two ways: (a) one person was targeted and (b) multiple people were targeted by the bully. Participants were asked to read two randomly assigned vignettes and then to rate the perceived severity of the behaviours described on a 5-point scale ranging from 1 (very mild) to 5 (very severe). Participants were also asked to indicate whether they would label the behaviours depicted as bullying (yes/no).

Results: The results indicated that presence or an absence of others (Audience) during the perpetration of the behaviours described in the vignettes did not significantly influence the perceived severity of the behaviours. However, participants perceived behaviours perpetrated in front of others as bullying more frequently than behaviours perpetrated in the absence of others. The results also indicated that the number of bullies involved in the perpetration of the bullying behaviours (Consensus) did not significantly predict the perceived severity of the behaviours or whether the behaviours were perceived to be bullying. The results further indicated that the number of employees subjected to the behaviours described (Distinctiveness) did not significantly predict the perceived severity assigned to the behaviours. However, participants perceived behaviours perpetrated against a single target as bullying more frequently than they perceived behaviours perpetrated against multiple targets.

Conclusion: This study illustrates that how a target's colleagues react and respond to bullying behaviour that they witness or experience personally may have a significant influence on how the target responds to his or her own bullying experience. Consequently, organisations should endeavour to educate and encourage their staff to take a more active role in supporting an employee whom they witness being bullied or who confides in them about his or her bullying experience.

Ethics, Empathy and Employment - creating a compassionate workforce
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Human are by nature social animals and reliant upon creating and maintaining positive relationships within their family, group and tribe for safety and emotional wellbeing. This ethical, compassionate and altruistic attitude is not a recent development (Boehm, 2008) but one that has been present for at least 45,000 years. The evolution of the human species has favoured altruistic individuals capable of supportive relationships, starting at birth (Bowlby, 1979) and continuing throughout life (Spinelli, 2007). These reciprocal relationships are central to the effective and healthy functioning of the individual, the group and society (Kelner, Haidt & Shiota, 2006). The neurological pathways involved in this positive relational propensity is emerging through the development of sophisticated brain scanning equipment which provides insight into the intricate functioning of the brain (Damasio, 2003; Baron-Cohen, 2011; Gilbert, 2005). Whilst some writers and researchers regard evil and human cruelty as an integral or unavoidable part of human nature (e.g. Frey-Rohn, 1967; Daniels, 2005: Hare, 1993), a view
which is frequently presented by the media when reporting distressing crimes, this is not a position held by many psychologists and researchers who suggest that the concept of evil is unhelpful in explaining or dealing with antisocial or unethical behaviours. The position taken in this presentation is that to understand and address the harm caused by cruel and callous acts it is necessary to look beyond a simple naming and blaming of the individual identified as the wrongdoer or perpetrator. Regardless of the reason for unethical and damaging behaviours it is clear that in the workplace these behaviours can have a detrimental impact on health and wellbeing of the victims, witnesses and unwilling perpetrators as well as on the organisation itself.

This presentation will look at workplace ethics and wellbeing from a psychological perspective and will touch on four areas:
2. The dynamics involved in the suppression, projection and recognition of positive and negative emotions
3. The results of a survey designed to identify whether a link exists between unethical behaviours and mental health
4. Suggestions on the actions or interventions which can be taken to help to create more compassionate and sane workers and organisations

**Bystanders in workplace bullying: Roles, impact and responsibilities**

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Bystanders have received only a small portion of the research attention paid to workplace bullying. The act of bullying has, until recently, typically been seen as a dyadic interaction between victim and perpetrator. Recognition of the roles of bystanders in the school based bullying literature led Twemlow et al. (2004, 220) to consider it not as a dyadic interaction but in 'triadic terms, as an interactive effect between bully, victim and bystander, in which the responses of each directly affect the harmfulness of the outcome'. This presentation will argue that bystanders have integral roles in workplace bullying scenarios, which are therefore accompanied by significant responsibilities.

Bystanders are not always detached third parties. They are often involved on the side of bully or victim, either actively or passively. Individual bystanders can take on more than one role at a time, different roles in different circumstances or move between roles as the course of a series of bullying events or issues evolves. Some roles have positive outcomes while others are negative. Whether the role is active or passive contributes to the extent to which it may contribute to the outcome.

Victims have been shown to invite, escalate or deflect bullying behaviours (e.g. Omari 2007; Zapf and Einarsen 2011) and a bully's motivation and mental state has been shown to contribute to his or her propensity to engage in bullying (e.g. Hoel and Cooper 2001; Zapf and Einarsen 2011). The roles and actions or inactions of bystanders, whether active or inactive, contribute to the escalation or diminution of bullying. From this perspective, bystanders are not just bystanders but participants.
Drawing on work to develop a typology of bystander roles (e.g. Paull, Omari & Standen, in press) in workplace bullying, this presentation considers the responsibilities of organisations to educate staff about the significance of their roles in bullying scenarios. It also considers how it might be possible to encourage staff to take personal responsibility for their individual roles.

Bullying needs to be seen as more than an interaction between bully and target. Bystanders may consciously or unconsciously take sides and their response will influence the outcomes and the wider impact of the bullying behaviour. Education of employees on their power and responsibilities as bystanders would therefore be one aspect of creating an environment that discourages bullying.

**Bullies as actors in bullying.**
Charlotte Bloch
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Research on workplace bullying has become an international field of research in the course of the last few decades. This research, however, has primarily been carried out on the basis of the experiences and perspective of the victim. We know only little about how bullies experience the process of bullying and how they contribute to this process. The present paper focus on bullying among colleagues, i.e. horizontal bullying and the objective of the present paper is to explore bullies' experiences and how they contribute to the bullying process. The analysis is based on qualitative interviews with bullies and on theories of interaction and emotions. In the analysis four analytical themes are identified: moral classification of victims, emotions, actions and micropolitics and power and morals. The analysis shows how bullies classify the victims as violators of basic conditions for interaction and key moral codes. It is also shown how these experienced violations trigger moral emotions such as contempt, anger, vengeance and disgust. Emotions are converted into actions, and here the analysis identifies different negative actions through which the bullies downgraded victims within the informal microhierarchy. The precondition for bullying as social process is that the bullies' interpretation of and negative actions are collectively confirmed and justified. Here the analysis points to different types of justification-seeking practice. The paper concludes by summing up the results and places them within the interactional dynamics between victims, witnesses and bullies, which is the breeding ground of bullying.
HR in the Crossfire: An Exploration into the Role of Human Resources and Workplace Bullying

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The aim of this study was to examine the prevalence of workplace bullying among Human Resource (HR) professionals and to explore whether such abuse may be related to their role at work.

The study was a mixed-method project consisting of a quantitative survey extended to 1,800 members of the Kentucky Society for Human Resource Management (SHRM) professional group and 28 follow up interviews typically lasting between 45 to 60 minutes.

Of the 102 Kentucky SHRM professionals completing the study, 31.4% reported that they had been bullied at work. The bullying behaviors included verbal abuse (33.3%), offensive conduct (24.2%), and work interference or sabotage (42.4%). The negative acts occurred frequently, with more than 60% indicating that these bullying behaviors were directed toward them on a daily (24.4%) or weekly (39.4%) basis.

Although the prevalence rate was within the ranges reported by other surveys of employees at-large, an important finding is that a majority of the bullied participants (54.1%) felt that the abuse was in some way related to their role as an HR practitioner. As a result, semi-structured interviews were conducted with 28 HR professionals to further explore this issue.

Using thematic analysis to analyze the interview texts, the following explanations emerged: HR must often tell managers 'no'; the role is not fully appreciated and/or understood; HR is perceived as lacking business knowledge and/or not in sync with the business; HR practitioners sometimes lack professional credentials, education or 'organizational fit'; and insecure managers may see competent HR professionals as a threat.

With the benefit of hindsight, participants offered several response strategies that might benefit bullied HR practitioners in the future. These included: take a stand; de-personalize the situation; document the problem; continuously build professional credentials; network with other HR professionals; seek support from mentors, friends, family and/or their company's EAP; and, if all else fails, leave the organization.

This study is the first of its kind in the United States to suggest that the HR role itself may be a contributing factor to bullying behaviors at work, and extends previous studies conducted by this researcher.

Keywords: workplace bullying, prevalence, negative acts, Society for Human Resource Management (SHRM), HR professional, HR practitioner, Kentucky, United States
The relationship between role stressors and exposure to workplace bullying - A prospective study of Norwegian employees
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Aims: The work environment hypothesis states that stressors at work are the main reason for bullying to occur. Earlier studies on the topic are mainly cross-sectional and the aim of this study was therefore to determine the relationship between role stress and workplace bullying by using a prospective design.

Methods: 2835 Norwegian employees answered questions regarding role stress and workplace bullying at both baseline (T1) and follow-up (T2). Baseline data was gathered between 2004-2006, and follow-up data were gathered between 2006-2009. The time-lag between T1 and T2 was approximately two years for all the respondents. The factors measured in the study were sex, age, self-reported workplace bullying (1 item), role clarity (3 items) and role conflict (3 items). All measures were collected with the General Nordic Questionnaire for Psychology and Social Factors at Work (QPS-Nordic).

Results: A logistic regression analysis adjusted for sex, age and bullying at T1 showed that both role clarity [Odds ratio (OR) 0.76, 95 % CI 0.59 - 0.99] and role conflict [Odds ratio (OR) 1.69, 95 % CI 1.28 - 2.22] predicted bullying at T2.

Conclusion: There is support for the notion that role stressors are predictors of self-reported bullying two years later. Both role clarity and role conflict have an independent effect on bullying after adjusting for sex, age and bullying at T1. Further analyses are however needed to exclude the possibility for a reverse relationship between the variables.

Risk factors of workplace bullying: the role of the physical work environment, type of work contract and compensation system
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Aim: The aim of this study was to examine possible risk factors of bullying. Due to the scarcity of previous studies concerning the role of the physical work environment, we focused in particular on these aspects and included, for example, uncomfortable temperatures, noise and smell. In addition, due to recent and ongoing changes in Finnish work life we also analyzed the significance of type of work contract and compensation system.

Method: The analyses are based on a nation-wide study about work and health carried out in Finland (Quality of Work Life Survey 2008 - Statistics Finland). 4,392 respondents took part in the survey, of whom 45.8% were men and 54.2% women. Respondents were asked to self-label as bullied or not. As for type of work contract, respondents were asked whether they had a
permanent or contingent work contract. As for compensation scheme, respondents were asked whether their pay was performance-based or fixed. As for the physical work environment respondents were asked about their exposure to different possible nuisances in the work environment, including draught, cold or hot temperatures, noise, poor lightening and dust. In addition, some demographic variables, such as age and gender, were included as control variables.

Results: In total 4.3% of the respondents classified themselves as bullied and an additional 20.1% reported that they had previous experiences of being bullied. Women reported somewhat more bullying than men (5.5% vs 3.0%). A binary logistic regression analysis was undertaken to analyze the variables mentioned in the section above. Bullying was more common among employees experiencing a higher number of physical nuisances in the work environment. Above all, hot temperatures and restlessness were associated with more bullying. In contrast with previous research, performance based pay was negatively related to bullying. However, performance-based pay was significant only for men. The results indicated that type of work contract was not significant.

Conclusion: This study highlights the role of the physical environment for explaining, and preventing, bullying, something that has so far received scarce attention. The results also question previous findings indicating a positive relationship between bullying and performance-based pay.

Workplace bullying, job demand-control and the role of social support and coping in reducing symptoms of Post Traumatic Stress Disorder
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Aims: To test the following hypotheses: (1) frequent workplace bullying is positively associated with higher job demands and negatively associated with lower job control; (2) employees subjected to workplace bullying report more psychological reactions of Post-Traumatic Stress Disorder (PTSD), i.e. avoidance, intrusion, and hyperarousal; (3) the factor 'social support from colleagues and leaders' and the coping behaviours 'talking with family and/or friends' and/or 'talking with a psychologist', significantly reduce symptoms of PTSD in employees subjected to workplace bullying.

Methods: Out of 7358 subjects invited from 90 Danish companies, a total of 3382 employees (67.2 % woman and 32.8% men; mean age age 45.7) from 60 companies (22 private and 38 public) completed an anonymous questionnaire concerning their psychosocial work environment and health (overall response rate 46%). Workplace bullying was measured with one frequency-based item: 'Have you been subjected to bullying at work within the past 6 month?', with the following five response options: 'never', 'now and then', 'monthly', 'weekly' and 'daily'. Job demands and job control were measured with scales taken from the Copenhagen Psychosocial Questionnaire. The Revised Impact of Event Scale was used to assess symptoms of PTSD. Self-composed items were finally used to measure social support from colleagues and leaders and the two coping behaviours.
Results: In all, 354 participants reported having been subjected to bullying (10.8%): 9.5% ‘occasionally’ (exposed ‘now and then’ or ‘monthly’) and 1.3% ‘frequently’ (exposed ‘weekly’ or ‘daily’). Multivariate tests revealed that, after adjustment for gender and age, a higher combined score of job demands and job control was significantly associated with more frequent workplace bullying ($F= 12.53, p<.001$). Moreover, associations between symptoms of PTSD and frequency of workplace bullying (significant $\beta$'s ranging from 0.08 to 0.31) were reduced, though remaining statistically significant, by higher social support from colleagues and leaders and by talking with family/friends and/or a psychologist about the negative experience. Hence, all three study hypotheses were supported.

Conclusion: In line with recent research, in our study the job demand-control model proves effective in capturing adverse psychosocial characteristics of the job possibly leading to workplace bullying. It also indicates that the severe psychological effects of workplace bullying may be reduced thanks to a supportive working environment and by seeking emotional support from significant others outside work and/or a mental health professional. These findings may be useful for orienting appropriate primary- and secondary-level interventions aimed to reduce the burden of workplace bullying.

Workplace bullying and organizational change: The case of layoff procedures
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Aim: Organizational change is considered to increase workplace bullying but empirical research to support this claim is marked by paucity. A review of existing studies highlights unanswered questions pertaining to the source of workplace bullying (i.e., downwards and/or horizontal bullying), the etiology of workplace bullying (i.e., employee [including manager] reactions to organizational change and/or managerial implementation of organizational change) and the target orientation of the bully (i.e., interpersonal and/or depersonalized bullying) during organizational change.

Method: Attempting to address the aforementioned gaps, the present study examined the process of conducting layoffs in the Indian IT sector during the financial recession of 2008-2009. Van Manen's hermeneutic phenomenology which captures experience as it is lived and in its essential structure was adopted. Accordingly, conversational interviews were held with laid off employees and subject to sententious and selective thematic analyses.

Findings: The core theme of ‘being summarily discarded' captures participants' experiences of the layoff procedure in terms of the preceding events, the actual exit and the working through which followed, highlighting the roles of their superiors, the HR department and the employer organization in personalized and unfair target selection, provision of false reassurances, maintenance of secrecy, sudden and unexplained alteration of organizational policies and procedures, willful and unchecked manipulation of performance data and unexpected and abusive execution. The findings reinforce the position that organizational change results in increased workplace bullying, highlighting the presence of depersonalized bullying arising from managerial implementation of the layoff programme and hence depicting downwards bullying.

Conclusion: Whereas depersonalized bullying is generally considered to be an endemic feature
of capitalism stemming from legitimate organizational power and engendering employee consent, the misuse of organizational power via lies, manipulation, deceit, blackmail and aggression during phases of organizational change violates employee rights and well-being and challenges the legitimacy of depersonalized bullying. Employees experience and express distributive, procedural and interactional injustice, which results in the foci of their workplace commitment shifting from employer organization, boss and team to self and career. The findings suggest the relevance of further research on psychological contracts of employment and trust as well as emphasise the significance of collectivization and co-worker mobilization as interventions.
Risk

Session 22

Workplace Harassment in Mexican State Universities - Incidence and Risk Factors
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The present study measures the incidence of workplace harassment among fulltime professors in Mexican State universities; and identifies harassment strategies and their association to organizational culture and personal and professional characteristics of victims (gender, age, seniority, academic capital, disciplinary adscription).

Data were gathered by an electronic survey among fulltime professors (FP) from 28 Mexican State universities and National Autonomous University of Mexico who belong to National Research System. 733 individuals responded the survey. Workplace harassment scale (alpha Cronbach = .917) consisted of 29 items type Lickert scale exploring vertical and horizontal harassment in five different areas: recognition of academic achievements (5 items), teaching (4 items), scientific production (6 items), payment system (3 items) and psychosocial integrity (10 items). Organizational culture was measured by 34 items (alpha de Cronbach = .973) exploring 5 areas: recognition, support, participation, distributive justice, leadership style. Data were analyzed by SPSS.

Factor analysis detected 7 different harassment strategies (each consisting of interrelated harassment behaviors) which explain 64.1% of variance: aggression towards academic identity (40.3% of FP suffered from medium to severe levels); academic piracy (21.1% of FP), social marginalization at workplace (19.5%); communicative isolation (18.2%); harm to psychosocial integrity (12.6%); minimization of academic achievement (11.2%); and economic damage (10.2%). Five harassment strategies observed a strong collaboration between superiors and peers. Only two were conducted exclusively by superiors. Bivariate analysis showed that persons suffering from one type of harassment are at greater risk of being harmed by other types of workplace harassment. Regression analyses yielded an inverted relationship between features of organizational culture and workplace harassment: low levels of distributive justice, organizational democracy and institutional workers' support, and highly authoritarian leadership culture were significantly related to higher incidence of workplace harassment. Organizational culture explained 41% of variance. Size of institutions, labor position and disciplinary adscription were significantly associated to certain harassment strategies, although they explained only very small amounts of variance (between 1 and 3% of variance). Gender, age, seniority and individuals' academic capital did not explain workplace harassment.

In conclusion: more than 40% of fulltime professors in Mexican public universities cope with medium to severe levels of workplace harassment. Therefore, workplace aggression in Mexican academia seems to be considerably higher as in European universities. This study confirms other research results which have emphasized the fundamental role of organizational culture in workplace harassment.
Conflicts and conflict management styles as precursors of workplace bullying: a two-wave longitudinal study.

Elfi Baillien, Katalien Bollen, Martin Euwema, Hans HUBrussel, BRUSSEL, Belgium

Aims: Despite valuable indications that workplace bullying may be triggered by conflicts, few studies to date have unravelled this issue in more detail. Specifically, incident-based models drawing on qualitative studies underlined that the occurrence and management of conflicts at work may create a breeding ground for becoming a target or a perpetrator of bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009; Leymann, 1996). This proposition was quantitatively confirmed for targets in a range of cross-sectional studies (Agervold, 2009; Ayoko, Callan & Härtel, 2003; Baillien & De Witte, 2009; Hauge, Skogstad, & Einarsen, 2007). The current study aims to advance this line of research by investigating the lagged relationship between the occurrence of conflicts, the employee's conflict management styles, and bullying. In addition, we try to extend our findings to bullying enactment by including both targets and perpetrators. Building on the conflict and workplace bullying literature, we assumed a positive relationship between the occurrence of conflicts in the work unit at T1 and being a target or being a perpetrator of bullying at T2. We expected a negative association between problem solving at T1 and being a target or a perpetrator of bullying at T2. We hypothesised that yielding at T1 and avoiding at T1 relate positively with being a target at T2 and negatively with being a perpetrator at T2. We expected that forcing at T1 associated negatively with being a target at T2 and positively with being a perpetrator at T2. We moreover assumed that the relationship between the occurrence of conflicts in the work unit at T1 and being a target or a perpetrator of bullying at T2 is moderated by the conflict management styles at T1.

Method: Data were collected in a full panel two-wave longitudinal design (n = 277) in two organisations in Belgium; using a time lag of 6 months.

Results: Results only revealed main effects of forcing at T1 (β = .10; p < .05) and of problem solving at T1 (β = -.17; p < .01) on being a perpetrator at T2. The other hypothesised relationships were not significant.

Conclusion: Our findings seem to suggest that conflicts and the way they are handled may only be regarded as triggers for bullying enactment, and not for being a target of these negative acts. These results may provide some valuable leads for organisations that wish to pursue a policy against workplace bullying.

Workplace bullying: The cumulative effect of organizational risk factors among various risk groups
Several studies in workplace bullying have identified potential organizational risk factors such as organizational culture, structure and leadership (Baillien et al., 2009). In the context of culture, workplace bullying has been associated with cultural characteristics such as strong competitiveness (Bjorkqvist et al., 1994), bad communication and low social support (Zapf et al., 1996) In the context of organizational structure, workplace bullying has been associated with strong hierarchy, bureaucracy and power distance (Mikkelsen & Einarsen, 2001). In the context of leadership, various aspects of bad leadership have been associated with workplace bullying (Einarsen & Rakens, 1997; Lee 2000).

The present study expands on the existing literature and research in two ways. First, acknowledging that workplace bullying is associated with multiple organizational factors, it constructs a model in which aspects of organizational culture, structure and leadership are combined in a model of cumulative risk factors. The hypothesis is that the quantity of organizational risk factors rather than the combination of any of the factors predispose people to bullying (Findings from preliminary data analysis do no reject this hypothesis, Figure 1). Also, in assessing the relationship between cumulative organizational risk factors and bullying, the present study constructs a cumulative measure of bullying.

Second, acknowledging that different groups of people run different levels of bullying risk (Notelaers et al., 2010), the present study adopts a comparative approach. It compares the relationship between cumulative organizational risk factors and cumulative bullying across gender, age, educational and managerial groups. The data show that some groups are more vulnerable to the risk of bullying at lower numbers of organizational risk factors while other groups are less vulnerable at the same numbers of risk factors. The implications are important for policymakers at organizational and national level, as the latter can adopt alternative types of interventions to target alternative groups.

The data come from 632 employees working in 60 organizations in Greater Athens area. Bullying is measured by the long version of the Negative Acts Questionnaire.
an individual's likelihood of being a bullying victim will be lower, the more strongly he or she identifies with the group. Likewise, between groups, an individual's likelihood of being a bullying victim will be lower, the higher the average of his or her group member's identification with the group.

**Method:** Respondents were 521 employees from 20 small and medium enterprises from the Northeastern region of Spain. Participants from each organization came from a single department. The Spanish version of the Negative Acts Questionnaire and the Mael and Ashforth’s six-item measure were used to measure victim status and identification, respectively.

**Results:** Preliminary analyses confirmed the sharedness of bullying reports within workgroups. Results revealed group identification to be an important factor influencing work-related bullying at both the individual and the group level. The more employees identified with their group, the less likely they were victims of bullying. More importantly, the higher the average level of group identification in the organization, the lower the odds of being a victim versus not being a victim. The latter effect constituted a genuine context effect.

**Conclusion:** These findings fill in the research gap regarding the social bases of workplace bullying, and suggest that bullying needs to be understood within a broader perspective of workgroup identities. The results suggest that identification measures could be profitably used for organizational diagnosis and to track the success of antibullying interventions. For such antibullying interventions it seems optimal to create strong social identities with norms of social support.

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**Doing 'Sensitive' Research - Some Ethical and Methodological Issues**  
Declan Fahie  
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This paper explores a number of ethical and methodological issues which arose following the qualitative analysis of the twenty four in-depth interviews of a group of Irish primary school teachers who claim to have been subjected to adult bullying in the course of their work. Critically, it was the interview process itself which proved particularly traumatic, both for those interviewed and, to a lesser extent, for the interviewer. In light of this, a number of ethical issues are considered which have relevance to any study of, so called, 'sensitive' topics. While the traditional discourse which underpins the notion of ethical research has justifiably concentrated on the rights, concerns and protection of the research participant(s), it may be argued that insufficient attention has been paid to the positioning of the researcher, specifically in the context of his/her relationship with the interview participant. An understanding of the interpersonal dynamic between the parties concerned, and the particular locus of power which this implies, has proved a critical factor in the analysis of the data for this study and in the emergence of a more nuanced understanding of these teacher's personal testimonies.

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**Understanding and Identifying Systemic Racism in the Workplace**  
Carol Agocs
Aims: In racially diverse countries such as Canada, members of racialized groups frequently confront organizational barriers to equal access to employment and career development. Some of these barriers are built into the everyday practices, policies and culture of the workplace, and their discriminatory impacts may be unintended rather than based upon a motive to discriminate and exclude. We see the results of systemic discrimination in persistent patterns such as the under-representation of racialized people in workplaces, especially in decision-making positions, inequality in pay and promotion opportunities that is not explained by productivity factors, and the harassment of people who are members of racialized groups. Systemic discrimination has been recognized as an issue by human rights commissions and in policy under the federal Employment Equity Act. Yet there is a lack of clarity surrounding the definition of systemic discrimination and the kinds of evidence required to identify and substantiate its existence before human rights tribunals and in other contexts. One result of this is that there is often denial that systemic racism exists; hence it cannot be addressed. This paper will provide a perspective on what systemic racial discrimination is, how it is manifested in employment settings, and the kinds of evidence useful in identifying and addressing it in the workplace.

Methods: The conceptual framework of the presentation will be grounded in the work of social scientists and human rights practitioners on this issue, and on a review of the decisions of human rights tribunals in cases involving systemic racial discrimination in the workplace. These cases provide a picture of the kinds of evidence that has been considered by tribunals and the degree to which this evidence has been persuasive to adjudicators. The analysis will also identify strengths and weaknesses in the way systemic racism has been addressed, and patterns linked to the gender and identity of persons who have experienced it.

Results and conclusion: The research and analysis will provide ways of understanding and identifying systemic racism in the structure, culture and decision-making processes of the workplace. This will contribute to developing more effective human resource management and policy approaches to the challenging issue of systemic discrimination. As well, it will assist human rights practitioners to strengthen their approaches so that victims of systemic discrimination are more likely to receive justice and fairness in their working lives.
1st Poster session

Phenomenon

Identifying bullying and harassment Analysis of non-verbal facial communication
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Aim: The scourge of bullying and/or harassment is growing in the society. The aim of this contribution is to observe the phenomenon of non-verbal facial communication of a subject being harassed/bullied in order to analyze it.

Method: We intend to work on a short teenager's video scene who displays her victimization on a social network. If this medium appears to be a new basis of harassment, the testimonies of victims are also displayed on the screen. This document is used to analyze the propensity of some victims to consciously display a facial expression translated as a positive attitude (smile) to hide the repetition of hostile acts, violence that weaken them psychologically and/or physically.

Results: These results demonstrate that even if many elements of non-verbal facial communication play an important role in communication between individuals, the smile is often exposed. Reading a non-verbal facial communication such as smiling does not always allows detecting the harassment.

Conclusion: In conclusion, the victim in some cases uses elements of non-verbal communication (e.g., smile) to cover harassment or bullying. Due to a good command of a non-verbal communication by the subject, the harassment may be not revealed. In many cases, a real prevention must be applied to potential victims, even if the facial expression shows a 'brave face'. Tools to identify and measure the bullying by the facial analysis of non-verbal communication are therefore to be developed.

Cyberbullying among students: Causes and Psychological effects
Macarena Herane Bustos
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Aims: The increasing availability of Internet and cell phones has provided new avenues through which adolescents can bully. With recent widespread use of technologies, school students have expanded traditional bullying techniques into the virtual environment. Referred to as electronic bullying or cyberbullying, this phenomenon includes bullying through instant messaging, by email, in a chat room, through digital messages or images. Cyberbullying has become an increasingly emergent problem in schools, placing student's psychological health, safety, and well being at risk (Mason, 2008). The present study provides an overview of cyberbullying,
defines difference between bullying and cyberbullying, and presents research exploring the causes of cyberbullying and the psychological impact on students.

**Design/methodology/approach:** To achieve this objective, a total of 20 middle school students were interviewed during focus groups held at two public schools. This qualitative design enables participant expanded and explain their experiences and feelings.

**Results/ Hypothesis:** It is expected to find that students victims of cyberbullying experience powerfully negative effects and have significantly lower self-esteem than those who had no experience with cyberbullying.

In this paper, I will present preliminary findings from my qualitative PhD project that seeks to contribute to a more rigorous understanding of cyberbullying and its consequences. More specifically, in this paper I will reflect the ideas and personal experiences that this students have related to cyberbullying, and to see what are the psychological consequences of this type of violence.

**Cross-cultural understandings of workplace bullying: Preliminary findings from Turkey and Australia**

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In an era of globalisation, workplace differences necessitate an increasing need for diversity tolerance. A key to tolerance is mutual understanding facilitating appropriate conduct, including between cultures.

Behaviour in the workplace is the focus of research into bullying, an area receiving increasing attention. The 7th International Conference on Bullying and Harassment included papers from more than 20 countries examining bullying and related constructs. This is evidence that bullying is not a country or culture specific issue.

Cross-cultural studies on workplace bullying are quite limited (Anderson & Bushman, 2002). Researchers accept that behaviours classified as bullying, as well as their antecedents and outcomes vary across cultures (Escartin, Zapf, Arrieta & Rodriguez-Carballeira, 2011; Moayed, Daraiseh, Shell & Salem, 2006). In the above-mentioned conference, among the approximately 150 papers presented only four offered comparisons between cultures. It is apparent, however, that cross-cultural studies will increase our understandings about bullying by identifying the effect of culture on perceptions, understandings and behaviours, and help us develop more effective prevention and intervention strategies.

In the current study, university business students in Turkey and Australia were asked to reflect on their workplace experience and contribute their perspectives on bullying as part of a larger project which aimed to develop a cross-cultural perspective. Turkey is one of only two countries situated in both Europe and Asia; and Australia, is uniquely western in history, but located in the Asia Pacific region. Both countries have considerable diversity within their populations, reflected in their workforces.
Early analysis of free response survey data has yielded a comparison of the convergence and divergence of views between cultures, and also between literature and actual workplace experience. Results develop an understanding of the diversity of perceptions of 'bullying', and place them in a cultural context. Intra-cultural understandings as well as cross-cultural differences play a role in individual interpretations of what constitutes workplace bullying, as does workplace experience.

**Social and institutional conditions for bullying**

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Much of the work regarding workplace bullying, to-date, has focused on specific aspects: the target, the bully, workplace policies, rehabilitation, remediation, laws designed to prevent the behavior, and so forth. If we are to move towards prevention, though, there is a need to better understand the societal and institutional factors which allow such uncivil behavior to occur at all. This presentation will offer a framework for understanding the dynamics of bullying in a larger context, and suggest theories which might support future research and practice.

There is strong tendency in traditional science to attribute behavior to the intrinsic characteristics of an entity. Something or someone acts the way they do because 'it is the way they are.' In the case of bullying, reference is typically made to the thought that an individual in question 'is' a bully - rather than 'acted like a bully in this situation.' The same attributions, though, are rarely made about a target of bullying. It would, in fact, be rather condescending to suggest that a person 'is' a target, as if that were an inherent part of their nature.

In either case, assuming that a person behaved the same way in all circumstances would be foolish. People act in relation to their circumstances and environments. There are times and places when aggression is considered constructive, and others when it is not appropriate. There are situations and institutions in which varying levels of violence are expected (e.g. fighting matches in sports and reality television shows.) But even in such cases there are still norms about behavior, and limits to what is condoned.

How, then, have we arrived at place where economically-oriented organizations seem to operate without those understood norms of civility? Some of that is undoubtedly historical, and some a matter of current societal factors. This presentation will provide a framework for making sense of what often appears to be either abhorrent individual behavior, or the absence of moral codes.
The threat of violence and harassment for working women has steadily increased (Estrada et al (2011). In light of this, this paper reflects on the many experiences of bullying and harassment faced by women in the workplace. In doing so it focuses on perpetrators who are both internal and external to the workplace, for example co-workers, clients and service users. Additionally it addresses a wide range of experiences encountered by women throughout their working lives. These experiences range from verbal aggression, to psychological abuse and physical violence. Furthermore the paper concentrates on additional risks that are posed to working women. These risks manifest themselves in the form of infatuation, sexual harassment, sexual acts, and stalking.

The paper theoretically frames the experiences of women in patriarchy. This is because men, more than not, traditionally hold the positions of power in the workplace. As such they are more likely to be the boss, the manager or the supervisor, and at times this power is abused. Additionally men create hostile working environments, in this way protecting male dominated workplaces and areas (Bowland, 2005). That is not to say however that women do not adopt similar practices themselves. Women have a tendency to both target and bully other women in the workplace, whilst men however prefer to spread their attention equally between genders. In essence this increases the vulnerability of women in the workplace (Padavic & Reskin, 2002).

As a consequence, women suffer in a variety of ways. This can result in the victim taking sick leave or eventually relinquishing her role completely. Currently there are few studies that relate specifically to working women's experiences in relation to workplace violence. More often than not, they tend to be generalised with that of men's in relation to workplace violence, bullying and harassment (Gunnison & Fisher, 2000), plus they tend to focus on physical violence as opposed to psychological harms. This paper will present analysis of in-depth qualitative research carried out with women from a broad range of occupations across the working sectors, in the south west of England. The paper therefore will provide a valuable insight into women's experiences in the workplace, and how women themselves understand these experiences.

'Bullying Cultures?' - How organizational values and norms impact upon victimization and coping strategies of women
Eva Zedlacher, Sabine Koeszegi
Vienna University of Technology, VIENNA, Austria

The impact of (conflicting) cultural and gender norms on bullying perceptions and conflict management has been put forward by scholars (e.g. Archer 1999; Salin 2009). Yet the relationship between organizational culture, aggression and culture-specific coping behavior of men and women lacks extensive empirical evidence. In this comparative case study majority-minority settings are applied to investigate whether aggression against female minority
members is a valve for value conflicts rooted in the specific organizational culture and majority gender norms. Selected departments of three organizations - the Austrian Armed Forces (abbr. AAF, n= 443), a public university of Science & Technology (n=325) and a private insurance Company (n=174) - with hypothesized different professional (sub)cultures and different gender proportions were sampled to reveal differences within and across cases.

Following a triangulation approach culture perceptions and bullying rates are surveyed with well-established and partly adapted instruments (LIPT; Diagnosing Organizational Culture Instrument, Harrison and Stokes 1992) as well as through in-depth narrations with targets and third parties.

Quantitative results reveal a bullying rate of 6.7% in AAF, 3.3 % in academia, and 0.5 % in the private company. Yet bullying rates vary heavily across departments: In elite and training units of AAF as well as in university schools aggression levels are significantly higher than in purely administrative departments of all three organizations. Across all cases 'power culture' perceptions are linked to individual aggression experience. Only in AAF results reveal significantly higher victimization rates for female minorities, scapegoating and collective bullying against women - predominantly in training centers. Preliminary qualitative results undermine that aggression in AAF is caused by socialization processes, cultural norms and hierarchical gender orders: Collective aggression against female novices leads to token coping strategies, i.e. trivialization and aggression against other fellow women who do not accomplish male performance criteria. For the two other organizations no quantitative gender effects were found, yet token dynamics (for example trivialization of aggressive behavior) also apply for female academe.

Our results suggest taking socio-cultural aspects, especially token and gender dynamics, into consideration for future bullying research.
Work environment

Workplace bullying in higher education: findings from the Czech Republic
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Institute of Psychology, Academy of Sciences of the Czech Republic, PRAGUE, Czech Republic

In this presentation, the authors report findings from the first large-scale study into workplace bullying and other forms of negative workplace behaviour in Czech higher education. The aim of the study was to analyze the prevalence and forms of workplace bullying among university employees in the Czech Republic and to investigate organizational contexts that promote bullying. The research participants were 1533 respondents from three public universities, including academic workers, administrative and technical staff, and PhD students. The results show that Czech universities are not immune to bullying. When provided a definition of workplace bullying, 7.9 % of the respondents reported that they had been bullied during the past year, and 28.8 % reported that they had witnessed bullying during the same time span. In addition, 13.8 % of the respondents reported that they had been targets of workplace bullying in previous (mostly academic) jobs. Workplace bullying was most frequently perpetrated by a single person in a senior position, implying that bullying at Czech universities is strongly linked to institutional power. The results further indicated that the occurrence of workplace bullying was significantly related to specific organizational factors, namely a low level of cooperation among employees, a poor work climate, significant organizational changes, and a toxic organizational culture.

Looking at yourself in the mirror: analyses of studies on bullying at Brazilian universities
Míriam Rodrigues
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Caran (2007) points out that at the same time that universities constitute centers of education and research, they also tend to be environments in which perverse situations between people and groups take place; these situations can be characterized as bullying. In the case of bullying against the professor, stigmatization could be considered an easy task, since the professor's activities cannot be completely codified, in order to make him /her responsible for eventual disciplinary and pedagogical difficulties of the university where he/she works. This author also highlights that the university environment ia a place where it is not unusual for rivalries to happen between people and research groups, where people strive to have better results than their colleagues because this may represent points when applying for a promotion among other things. Besides that, inadequate management by superiors may also contribute to the onset of even more serious situations.

This study presents the results of a research conducted in Brazil, based on data available on the Portal of Thesis Capes (Coordination for the Improvement of Higher Education), which contains records of dissertations and theses presented as of 1987. The objective is to identify how bullying happens in Brazilian universities and how it has been investigated as for
methodological approach and which are the emerging subjects in this context, such as the representation of the roles of the harasser and the harassed person and relevant circumstances to situations of bullying.

It is understood that it is essential that studies on bullying be multiplied, spread and detailed. Approaching this theme in a metaphorical way, it can be said that looking at oneself in the mirror, identifying and recognizing what is seen, constitutes the first step for decision making and taking the necessary steps to understand, prevent and fight against this brutal phenomenon. As well as other segments of the society, universities cannot and should not avoid facing this important task.

'Power Harassment' and 'Fukushima'
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A tragic nuclear power-plant accident occurred in Fukushima right after the Great East Japan Earthquake on March 11th 2011.

Just after the earthquake, I worked as a volunteer for disaster victims and lived within 250 km from Fukushima. Soon, I realized that there was something wrong with my body. So, I started to investigate the various problems including nuclear plants and radiation.

This is when I noticed the great number of 'Power Harassment'(a Japanese English word for 'bullying') problems in the Japanese nuclear power plant organizations and system.

For example, most of the workers handling the crippled plants 'Fuku-ichi', (Fukushima No.1 plant) are subcontractors and are referred to as 'partner corporation staff.' Such workers know the risks, but if they don't want to lose their jobs, they have no choice but to work onsite where there is a high-dose of radiation. Although the power company pays about $625 per day (naturally though, they are unable to work such long hours due to high radiation), since there are many middle-brokers who exploit their wages illegally, it is said that the workers end up with a total of only $125-$180.

In another case, a certain minister lectured a disaster-area prefectural governor when he was late for a reconstruction work meeting; the minister threatened the governor that the 'national government will not support him if he doesn't shape up.' This minister also said 'any mass media company that writes about this will go out of business' to the reporters standing around.

The Prime Minister at the time, who instructed the stop of the Hamaoka Nuclear Power Plant (said to be the most dangerous nuclear plant in the world) situated where the 4 earth-plates overlap, retired from his post soon after for reasons unclear.

It said that the power company paid a huge amount of money to mass media companies. When 'Fuku-ichi' exploded, no accurate information came from the TV or the government; many people were not told the truth and were exposed to radiation. Many children still live in Fukushima. More so, historically, most nuclear power plants were built in poor villages where enormous money was paid to silence them.
The purpose this article is to draw attention to the present conditions of bullying in Japan behind the disaster and nuclear power plant problems, by researching articles, information from the mass media, web-sites, and interviews.
The Phenomenon of Workplace Bullying Amongst Medical Doctors
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Aims and Background: It is estimated that workplace bullying impacts approximately 50% of the U.K workforce (McAvoy:2003:776), and that up to 84% of junior doctors have been bullied at work (BMJ:324:848). This knowledge, and the lack of focus into workplace bullying amongst Australian medical doctors, has proven impetus for this study. Data collected, and discussed in this paper is gleaned from the author's preliminary PhD investigations.

The aim of this paper is to increase the audience's awareness of potential ethical considerations, as well as highlight possible consequences that workplace bullying may have on the doctor, hospital and wider community. This paper does not seek to provide an ultimate resolution of a stated problem, rather it is anticipated that the content will stimulate further dialogue on the issue.

Methods: Review, synthesis and analysis of current academic and clinical literature that highlights the phenomenon of physician targeted and instigated workplace bullying. Thematic codes include, but are not limited to: psychological impact of bullying, ethical and economic considerations, physiological effects, perpetrator and victim profile, and organisational culture. Observations were made as to the centrality of a concept within a text. This information was then cross-referenced with how often that particular theme reappeared within the literature reviewed.

Results: There were a number of prominent themes within the literature. These included the role of the organisation, negative impact on the mental health of victims, and prevalence of workplace bullying. Recurring themes included: subjectivity of definitions, power differential and hierarchy between key players.

There is much focus on the quantifiable link between mental health and bullying, and on the process, definition, or measurement of bullying, however few investigations use personal narratives. Exploration of medical workplace bullying using normative ethical frameworks were also scant. Such an analysis could increase our understanding of bullying amongst doctors. I submit that the gaps in literature say as much about the practice of workplace bullying as the words already written.

Conclusions: This paper has implications for future research direction, as well as clinical practice, for both healthcare professionals and medical educators.

There is a possibility for incorporating findings into medical education, as ongoing professional development for practicing physicians, or course modules aimed at students undertaking a medical degree. Research results may also be salient for hospital managers and administrators.
Risk factors for bullying and harassment in the workplace

Aim: According to published research data there are many different risk factors associated with bullying and harassment in the workplace. These factors can be related either to organizational or to individual issues. In this study we investigate trigger factors for bullying in a small sample of employees.

Methods: Case records of the first author have been analyzed with respect to forensic assessments carried out by mandate of the Labour Court or on behalf of private litigants. Data pertaining to 36 plaintiffs claiming for health damages caused by bullying and harassment in the workplace have been processed by means of Microsoft Excel© statistical tools.

Results: The sample included in the study consists of 36 subjects (100% of case records) referred for consultation to the first author in the period 2003-2011. The investigated population includes 21 males (mean age 50.9 ± 12.4 years, mean length of service at the workplace where bullying occurred 18.4 ± 12.4 years) and 15 females (mean age 48.6 ± 8.6 years, mean length of service 21.7 ± 9.4 years). Thirteen subjects were public employees, twenty-three were in the private sector. Thirty-four subjects were found to be suffering from bullying-related disorders, two subjects were found either free from bullying-related disorders or suffering from psychiatric illness not associated with bullying.

Among individual risk factors we found: reinstatement of dismissed employee after tort litigation; long-term sickness absence; pregnancy absence; industrial accident; sexual harassment.

Among organizational risk factors we found: turn over at senior management level; mergers or reorganizations; harassment from boss, subordinates or peers. In three subjects we found concurrent factors of illness not dependent on work issues.

Conclusions: Results of this study show that organizational issues, compared to other factors, play a key role in the causation of bullying-related disorders, particularly in female subjects. Contribution of risk factors independent of the work environment is very low.

Psychosocial and organisational factors and bullying among blue-collar workers in Polish manufacturing sector

Aim: Manufacturing sector in Poland seems to be a sector facing high incidences of workplace bullying, especially among women (CBOS, 2008). The aim of the study is to investigate the levels of bullying in this sector. The second aim is to test the psychosocial and organisational factors which could be connected with exposure to workplace bullying. The psychosocial and organisational factors which we take into account are: role clarity, control, social climate, organizational culture, training, leadership, work load and job insecurity. Moreover, we would like to explore how bullying is connected with well-being of this group (i.e. the state of mental...
health and the level of work satisfaction).

**Methods:** The group of respondents was comprised of Polish blue-collar workers employed in the manufacturing sector. The research was carried out in 2011 in the form of regional questionnaire surveys. The questionnaires were conducted in five large cities in Poland. Participation in the survey was voluntary and anonymous. The pollsters gave out 583 questionnaire sets in total and 400 correctly filled in questionnaires were included in the study (which gives a relatively high response rate of 69%). The measure instruments used are: 1) the Questionnaire ORM for the assessment of the risk of bullying which takes into account psychosocial and organisational factors of this risk (Warszewska-Makuch, 2010), 2) the Polish version of the Negative Acts Questionnaire (NAQ) (Einarsen et al., 1994; Hoel, 1999), 3) the Polish version of the Goldberg Health Questionnaire (GHQ-12) (Goldberg, 1978), 4) the scale Job Satisfaction from the Polish version of Copenhagen Psychosocial Questionnaire (Kristensen, 2000). The respondents were also asked about their intention to leave the present workplace.

**Results:** Analysis of the data is to be performed imminently.

**Conclusion:** Preliminary results from the survey will be presented at the conference. The gaining results from this study will afford the better knowledge of the relationship between psychosocial and organisational factors and workplace bullying which could be a significant support for practical experts who are responsible for the development of some tools which are to prevent and manage the workplace bullying.

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**Bullied in school - bullied at work?**

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Most studies on the stability of exposure to bullying through adolescence - from school-age till early adulthood - are retrospective. They show that the highest risk of being bullied at the workplace is being a bully-victim at school. Furthermore, research from prospective longitudinal studies has found this trend to be relatively stable.

**Aims:** The purpose of this study is to investigate whether the same individuals are victimized from bullying both in school and four years later at the workplace and if certain groups of adolescents are at greater risk of being exposed to bullying in the workplace?

**Methods:** The participants are 3681 individuals born in 1989, of which 3058 answered the baseline questionnaire in 2004. Three years later 2181 individual participating in the first data collection answered a follow-up questionnaire.

**Results:** Results showed that in 2004, 25, 4% reported being in school bullied during the last six months and in 2007, 8.6% reported being bullied at work during the last six months. However, the risk of being bullied at work at age 17/18 is approximately 3 times higher for those who were bullied in school at age 14/15. Adjusted for unhealthy lifestyle, experience of bullying at age 14/15, social position in peer groups, parental relations, socioeconomic status, analysis showed that girls have a significant higher risk of experiencing bullying at work. Furthermore, having troubled relationships with parents characterized by conflict and lack of
communication increases the risk of experiencing bullying at work. And finally, low levels of self-esteem increases the risk of being bullied at work. The associations between early experience of bullying, low level of self-esteem, having a troubled relationship with the parents and later bullying at work might be due to an ineffective development of coping skills. Thus, in the case of problems at work, the victims might miss sufficient coping skills which might increased the risk of being bullied.

**Conclusion:** In schools and at work, organizational factors can contribute to the incidence of bullying. However, the results indicate some continuity in victimization at the individual level between school and workplace. The results underline that prevention of bullying in schools is very important. Furthermore, the results underline the need at the organizational level of having a specific policy to reduce bullying among youngsters. Finally, handling bullying could be a part in the vocational education on equal terms as safety practice.
Relationship between Workplace Bullying, Burnout and Coping Strategies in University Faculty
Deborah Flynn, Kirsten Vaillancourt
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Aim: The aim of this study was to examine the effects of various coping strategies on workplace bullying and burnout.

Method: The sample includes 72 university faculty members from a small undergraduate institution. Participants completed the Negative Acts Questionnaire, the Maslach Burnout Inventory and the Brief COPE. A multiple linear regression analysis was used to test the effects of coping strategies on workplace bullying. Regression analyses were used to test the effects of coping strategies on the three subscales of burnout: emotional exhaustion, depersonalization and reduced personal accomplishment.

Results: Results indicate that coping strategies influence workplace burnout. More specifically, active coping accounted for 5.8% of the variance in bullying, instrumental support accounted for 6.5% of the variance in bullying and positive reframing accounted for 8.5% of the variance in bullying. Coping strategies were also found to moderate emotional exhaustion and depersonalization. More specifically, self distraction, emotional support, instrumental support, and humour combined account for 15.9% of the variance for the emotional exhaustion subscale. Results also showed that self-distraction, instrumental support, humour, religion and self-blame combined, accounted for 20.6% of the variance for the depersonalization subscale.

Conclusion: These results suggest that certain types of coping act as a buffer to the harming effects of workplace bullying and burnout.
Regulating Workplace Bullying in Brazil: considerations on regulatory effectiveness
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I aim to discuss part of the data collected during my ongoing doctoral research. My research topic is centered on the regulatory frameworks governing workplace bullying in Brazil. My goal is to describe the standards and determine if they are being enforced or not and which are not. I intend to observe if the current legislation provides access to justice for workers that were victims of workplace bullying in Brazil. I am concerned with issues permitting me to better understand how gender, race/ethnicity and precarious employment are relevant in the understanding of regulatory effectiveness of workplace bullying. More specifically, I want to understand how the different legal actors - the labour judges, the labour prosecutors and the labour inspectors - interact and shape the effectiveness or ineffectiveness of the laws and regulations concerned with psychological harassment in the workplace.

During my doctoral research, I have collected different types of data, including recent legal decisions concerning workplace bullying in Brazil, ethnographical observations of workplace bullying hearings and interviews with legal actors, collected throughout my fieldwork in Brazil. In this presentation, I will analyze part of the data that I have collected, such as recent legal decisions as well as the data from my fieldwork performed with a qualitative methodology. I will only briefly discuss my research on the recent legal decisions, since I have decided to focus my analysis on the ethnographical observations of workplace bullying hearings in Labour Courts in three cities (both in the state São Paulo and in the state of Rio de Janeiro) in Brazil. These observations served both as an entranceway to my fieldwork and as an illustration of how the different legal actors interact with each other within a workplace bullying case.

Moreover, I will also focus the presentation on my interviews with labour judges, labour prosecutors and labour inspectors. I have chosen to interview these three different types of actors, because I believe that each of them plays a different role within the regulation of workplace bullying in Brazil. This idea of looking at the different legal actors through their different positions within the juridical field is inspired by the work of both Bourdieu (1986) and Galanter (1974). My goal in understanding those actors as different players within the juridical field is to try to understand the interaction and social practices within courts and outside courts concerning the regulation of workplace bullying.
The definition of workplace bullying in comparative labor law: Do they really serve for the purpose?
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As an extreme social stressor, workplace bullying has severe consequences on victims, organizations and societies. For victims, it may lead to serious psychological and even physical health problems such as insomnia, depression, anxiety, and tendency to suicide (e.g. Björkqvist et al., 1994; Brousse et al., 2008). Besides health problems, victims experience negative work attitudes as lowered job satisfaction and commitment (Hoel & Cooper, 2000), loss of team spirit and motivation, and increased intention to leave (Hoel et al., 2003). As a result of these negative work attitudes, workers' absenteeism significantly increases while their performance and productivity decrease (Einersen et al., 1994; Hoel & Cooper, 2000). Finally, bullying creates significant cost to societies by damaging the well-being of people and the target of having a productive community. Hoel et al (2001) estimates the cost of bullying to English society as 18 million lost working days. Leymann (1996) indicates that the only cost to society is not due to lost working days but also due to expensive health treatments and early retirements.

Bullying is a critical issue in the workplace, and its prevention is crucially important for individuals, organizations and societies. For this reason, scholars have spent great effort to increase the awareness of human resources professionals, managers, policy makers, and societies. As a result of their efforts, workplace bullying has become a well-known issue and very important topic in the workplace. Thus, victims demand significant help from authorities to cope with bullying, employees expect to be protected from potential bullies and managers and human resources professionals attempt to develop effective prevention and intervention strategies to create bullying free work environments. However, it was (and is) obvious that without a strong legal base, it would be very difficult to achieve these aims. With this reality, the regulatory bodies of the countries were busy in the last two decades trying to cope with workplace bullying activities.

The aim of this work is to study labor regulations of different countries (both from Anglo-Saxon and Continental European legal systems) about workplace bullying to analyze their understanding of the term, to see the common criteria of workplace bullying and the differences between countries and to evaluate the potential of the regulations to serve the main purpose with the current legal definitions.

Workplace Bullying: A Review of U.S. Federal Case Law
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Aim: This abstract highlights U.S. Federal cases involving workplace bullying claims following the first workplace bullying case heard in America, Raess v. Doescher.

Method: Analyze workplace bullying Federal cases.

Results: Currently, no anti-workplace bullying statutes exist in the U.S. In the absence of
statutes, courts have addressed the issue suggesting there may be hope for workplace bullying claims under case law.

The following cases were decided after Raess, a state court case that found workplace bullying could qualify as a form of intentional infliction of emotional distress (IIED).

A. IIED Claims
Although workplace bullying still has not been formally addressed in Federal court under a common law IIED claim, one case indicates a challenge still exists because of the high standard of proof necessary to demonstrate 'outrageous conduct.'

• Nijem v. Alsco - Recovery for common law IIED is limited to mental injury caused by conduct so outrageous that it is not tolerated in civilized society.

B. Title VII - Hostile Work Environment
Alternatively, Federal case law does show that Title VII hostile work environment claims require less proof of outrageous behavior. However, courts are reluctant to allow cases not linked to a discriminatory basis to proceed.

• Borski v. Staten Island Rapid Transportation - No discrimination under Title VII when there is no evidence to suggest an employee was targeted because of being a member of a protected class.

• Vito v. Bausch & Lomb Inc. - Workplace bullying claim completely detached from a discriminatory motive is insufficient to sustain a hostile work environment claim under Title VII.

• Yancick v. Hanna Steel Corp. - Vague complaints to employers about workplace bullying without a discriminatory basis are insufficient to establish employer liability.

Furthermore, the courts suggest that although the bullying behavior need not be 'outrageous' it nonetheless must be objectively and subjectively hostile and pervasive.

• Ahern v. Shinseki - Employee's belief that he/she is being bullied alone is not actionable. Evidence must also show that a reasonable person would believe the same.

Conclusion: Common law IIED and Title VII hostile work environment claims are two possible avenues for workplace bullying claims in U.S. courts. Under IIED, the behavior must be 'outrageous.' If not, there is a stronger chance of success under a hostile work environment claim but only if the employee is part of a protected class and the bullying is subjectively and objectively intolerable.

From Facilitation to Train the Trainer in delivering a Bully-Free Workplace Program
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The NSGEU Bully-Free Workplace Program emerged from Grounded Theory with the
commitment of the Nova Scotia Government and General Employees Union (NSGEU) commitment to address workplace bullying; and a group of NSGEU members who researched and developed the program and materials who were also selected to facilitate the process. With the high demand, new facilitators needed to be recruited, however it was recognized that new presenters would not have the intensive content knowledge obtained by the original group. We had to consider how to have the program remain strong, cohesive and relevant with respect to content and delivery to diverse worker populations. Content centers on the essential message: 'Bullying in the workplace is a form of violence, that makes it an occupational health and safety concern; and something can be done.' The content outline supports this vital piece. Facilitators are clear to their audience that they are present as educators. This first intervention defines and identifies what bullying is, characteristics of bullies and targets, bullying behaviors and the whole person health impacts. Whether a two hour format, or a six hour workshop the second portion of the presentation makes suggestions for tools and remedies to begin to create personal and work place change. The program has quickly evolved to encourage participants to consider their own attitudes, behaviors and roles both personally and in the workplace. This self-awareness and self-reflection has been applied to the facilitator role, recognizing that those who express an interest in this particular work are most likely to have some past history or experience of their own from which they may discover they have not fully healed. In order to effectively meet the demand in Nova Scotia Workplaces and in response to employer requests, we are preparing to launch a Train the Trainer Program for facilitators. The mission statement reads, 'Through a shared set of beliefs of NSGEU solidarity and equity and through the facilitators' personal values of integrity, transparency, accountability and respect, to provide education to promote the right to Dignity on the job, to promote legislation and transformation for healing workplaces.' In addition to training for content and process this program includes a strong reflective component. This reflection piece acknowledges facilitator vulnerability with a goal of providing opportunity for personal growth and support as may be required.
Health

Association between post traumatic embitterment disorder (PTED) and workplace bullying: Findings from an empirical study
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Objectives: The aim of the present study was to investigate the association between perceived victimisation from bullying at work and self-reported embitterment reactions.

Methods: Data were obtained through anonymous questionnaires from 409 participants working at social security institutes in the Anatolian part of Istanbul (response rate: 58.1%). Workplace bullying was measured by presenting the participants a definition of bullying and asking them to indicate whether they perceive themselves as targets of current and/or previous bullying. Information on PTED symptoms was retrieved by PTED self-rating scale which is designed to assess features of embitterment reactions to negative life events. However, in the present study, participants were specifically asked to fill in the scale considering the negative events they had experienced in their workplace. A mean total score of 2.5 was defined as cut-off to detect the clinically significant intensity of reactive embitterment.

Results: 6.6% of the participants reported exposure to current bullying, 19.1% to previous bullying, 17.1% to both previous and current bullying and 57.2% labelled themselves as non-targets. When the PTED scores were analyzed, it is determined that 72.1% of the participants reported feelings of embitterment due to a recent event in the workplace. Accordingly, it is assessed that 56.3% of the participants that reported embitterment reactions also felt subjected to bullying. Significant differences in the mean PTED scores between the targets (mean rank=282.74) and non-targets (mean rank=146.86) of bullying ($U=6870.00, z=-11.6, p<.001$) were ascertained and experiencing workplace bullying was found to be in correlation with displaying embitterment reactions ($r=0.55, p<.001$). However, significantly higher PTED scores were observed in participants who labeled themselves as targets of both current and previous bullying ($\chi^2=6.271, p<.05$). Moreover, prevalence of clinically relevant embitterment was determined as 21.1% among targets of bullying and 2.1% among non-targets. No significant difference was observed in the bullied participants' PTED scores in regard to their socio-demographic characteristics.

Conclusion: The results suggest that being bullied is positively associated with reporting embitterment reactions, thus it can be concluded that workplace bullying might lead to feelings of embitterment. Furthermore, long-term bullying might also cause the target to suffer from prolonged embitterment in an intensity of clinical relevance.
Harassment and Depression in Japanese Workplace
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AAWMH is a voluntary association comprised of mainly female workers (some of them are former plaintiffs of harassment lawsuit) and some experts such as lawyers and academic. We consult for those who are bullied in workplace through telephone every month and distribute harassment related information to our members by paper and upload it on our website. This will be the 2nd time for us to conduct a poster presentation. Japanese population is about 120 mil and nearly 27 mil live in Tokyo and the neighboring prefectures. Nearly 25% of the Japanese population converges in the capital city and there are suicides by throwing themselves into train railway almost every week in Tokyo, the overpopulated city. Although it is said that the number of suicides has been more than 30,000 yearly for the consecutive 13 years, some study shows it can exceed 100,000 every year. The population of depression annually surpassed 1 mil. In 2011, about 5,458 school teachers took a break from school due to mental illness including depression, which is about 8 times higher in number compared to that in 1979. What happened in school teacher? Why Japan became a country with the highest population of suicide and depression? This poster presentation illustrates the statistics and interview report related to workplace mental health problem, its causes, structural traits especially in school. We examine the elements that make specific industries more workplace-harassment and depression oriented using both officially published data and reality obtained through grass-root activities.

Workplace violence and health: Does resilience moderate outcomes?
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The health sector includes a series of occupations that present a high risk of suffering from workplace violence. The literature supports the view that nurses are more likely to experience aggression from patients to whom they provide direct care, or from visitors, relatives or friends, rather than from other members of the multidisciplinary team or intruders.

However, not all nurses present negative health outcomes as a result of violence in the workplace. This may be due to personal resilience, the ability of an individual to positively adjust to adversity.

Aim: The aim of the present study is to analyze the buffer effect of resilience between the perception of violence and its consequences on the psychological well-being of nursing staff. We hypothesized that resilience moderates the relationship between the perception of violence as a stressor and the consequences on well-being in the way that high levels of resilience would buffer the negative consequences on well-being after perceiving high levels of violence. Nurses with low resilience levels would show more emotional exhaustion, cynicism and an affected psychological well-being.

To sum up, the purpose of this paper is to examine how the interaction between job demands (emotional demands, patient violence) and personal resources (resilience) affect the core dimensions of burnout (exhaustion and cynicism) and psychological well-being.
Method: The research questionnaire, administered to a total sample of 1,489 nurses from 11 public hospitals of the southeastern region of Spain (Murcia), included the The Maslach Burnout Inventory - General Survey, The General Health Questionnaire - GHQ-28, the Connor-Davidson Resilience Scale and the Hospital Aggressive Behaviour Scale- HABS-U. Based on data from 922 nurses, descriptive analysis was performed. Then we examined the modulating effect of resilience through hierarchical regression analyses.

Results: We found that nurses with low levels of resilience manifest lower levels of psychological well-being when they perceive violent behaviours at work.

Conclusion: The results indicate that nursing staff increased exposure to violence means more emotional exhaustion and cynicism, and lower levels of psychological well-being.

But resilient subjects have lower levels of those consequences. We conclude that resilience is a potential moderator variable between the perception of violence and negative health outcomes in nursing staff. Therefore resilience-building programmes should be incorporated into nursing education in order to counteract the negative consequences on the personnell's health and to increase good performance.

Neutralization of the effect of being harassed: Development of the scale and examination of the factor structure.
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In early stages of workplace bullying, many employees who experienced harassment responded to their bullies in constructive ways (Zapf & Gross, 2001). In such cases, as bullies neutralize their aggression (Sykes & Matza, 1957), victims may also neutralize their own victimization, which would lead victims to respond in constructive ways. Neutralization of victimization has a function to accommodate the bully-victim relationship. Additionally, though it is only temporary, neutralization of victimization provides victims with psychological stability (Graham & Juvonen, 1998). So, to alleviate the burden of being harassed, victims neutralize their own victimization. However, neutralization of victimization may lead victims to harmful consequences (e.g. repeated victimization).

The aim of this study is to develop the neutralization of victimization scale, and to examine the factor structure. Whilst one-factor model can be construed as a cognitive distortion to aggressed events, multi-factor model means that structures of neutralization of victimization are isomorphic to those of aggressors (e.g. Sykes & Matza (1957)).

Participants of this study were 312 undergraduate students: the mean age was 19.24 (SD=2.12). Participants answered questionnaire in which they were assumed to be indirectly aggressed, such as being ignored, by their close friends. Measured variables were a) denial of aggressors' responsibility (5 items), b) denial of victimization (4 items), c) causal attribution to victims themselves (4 items), d) loyalty to their friends (4 items).

To examine factor structures, a confirmatory factor analysis, using maximum likelihood estimation, was conducted to one-factor model and multi-factor model. In view of indices of fitness, multi-factor (four-factor) model was better than one-factor model. Factors were
moderately correlated, and internal reliabilities (Cronbach's alpha) of these factors were more than .70. Comparing the mean by gender, males were significantly higher in denial of victimization than females.

In conclusions, in terms of the indices of fitness, multi-factor (four-factor) model was better than one-factor model, which would mean that factor structures of neutralization of victimization were isomorphic to that of aggressor.
Intervention

Supervisor Workplace Stress and Abusive Supervision: The Buffering Effect of Exercise
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Aims: Demands for high productivity, the quest for efficiency, and the competitiveness of modern work organizations have contributed to an environment for workers where job stressors are many and commonplace. Supervisors, who are usually responsible for carrying out changes during turbulent economic times, are especially at risk of experiencing increased levels of stress at work (Hogan & Overmyer-Day, 1994). In this paper, we examine how supervisor stress is associated with employee-rated abusive supervision (subordinates' perceptions of the degree to which their direct supervisors engage in the sustained display of hostile verbal and nonverbal behaviors toward them - Tepper, 2000, p. 178). However, we propose that stressful working conditions do not always have to be associated with abusive supervision; that is, supervisor stress is not fatalistic in sabotaging the relationship between supervisors and subordinates. We test the premise that higher levels of physical exercise by supervisors can buffer the negative effects of stress on their relationship with their subordinates.

Methods: Participants for this study were full-time employed MBA students (and their supervisors) located at two universities in the midwestern United States. The students in these MBA programs were working full time in a variety of professions (e.g., accounting, finance, management, sales, human resources, etc.) while also attending school. Our final sample size consisted of 92 matched surveys. Sixty percent of the MBA students were male and they averaged 30.82 years of age (SD = 9.44), and 11.16 years of work experience (SD = 9.17). Seventy-one percent of the supervisors were male, and they averaged 43.56 years of age (SD = 11.35) and 23.72 years of work experience (SD = 11.13).

Results: Results of the study demonstrate that increased levels of supervisor-reported stress are related to the increased experience of employee-rated abusive supervision. We also find that higher levels of supervisor exercise reduces employee perceptions of abusive supervision in response to supervisor stress.

Conclusion: While the current economic conditions and a host of other trying workplace factors mean that supervisors are likely to experience workplace stress, we found evidence that they do not necessarily have to transfer these frustrations onto those they supervise. Our study supports a link between supervisor stress and employee perceptions of abusive supervision, but this is a link that can be loosened if supervisors engage in the healthy coping mechanism of a moderate level of physical exercise.
Aim: When an employer receives a bullying complaint they face a crossroad. The standard direction forces them along an adversarial path, signposted by legal expectations, informal and formal investigations, internal or external personnel, some with adequate training most without, mediations, conciliations and when all else fails, retaliation, redundancies and legal battles. This name and shame pathway neglects bystander distress or complicity, enmeshed roles of victim and perpetrator, management deficiencies and other major organizational, unethical and cultural causes of workplace bullying, individual personal injuries and damage caused to the organization. Some employers discover that following expensive legal action nothing has changed and the climate is more toxic!

The alternative path follows the collaborative solutions approach. (Field 2010) It involves treating every employee with respect and equity. Bullying complaints are regarded as evidence of poor leadership, inept risk management, toxic cultures, and systemic dysfunction, requiring intensive modification.

Method: The Board of Management of a training company working with disadvantaged job seekers in a Victorian country town were concerned about their CEO. His bullying behaviors had resulted in employee complaints, legal action, high staff turnover, nepotism, mismanagement and unethical behaviors.

The author was engaged to solve this difficult situation using a collaborative solutions approach. The first session included an overview about bullying, its causes, individual injuries and organizational damage. Next the author interviewed the bully, his mates, bystanders and targets in a private, tower room attached to her heritage, hotel accommodation. A fortnight later she spoke to the staff again and summarized her findings. Then she provided an overview of what organizations, managers and employees can do to manage bullying at work.

Results: Employees were surprised to hear that the bullying affected everyone, including the bully, targets and bystanders. They were prepared to workshop suggestions but following earlier legal threats from the CEO, the board dismissed him that afternoon! Thus staff also needed time to debrief! Since then a new CEO has been appointed and the company is now productive.

Conclusion: The formal complaint process may be necessary, however, it is more respectful to avoid the name and shame process, and mend the system than punish employees. By assuming that bullying signifies poor leadership (Einarsen 2010), validating employee's concerns and utilizing feedback to improve the work culture, organizations are more likely to create a more positive outcome.
A layered, long term intervention to create organisational change - an effective response to workplace bullying?

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Aims: Company A (94,000 employees) operates in a highly competitive global market experiencing years of continuous business remodelling, downsizing and a recent, vigorously applied performance management system. In 2005 it launched a range of interventions at organisation, function, work team and individual levels to address bullying.

Methods: Self-labelled bullying is identified using a quarterly employee survey (conducted yearly until 2009) which also invites anonymous comment. Bullying is measured via one question in the survey. In 2008 a methodology was introduced providing intervention support and monitoring for hotspots. (Hotspots are identified in teams of ‘over 50 respondents and 18% + state they have been bullied (in 2009 this was reduced from 20% to 18%). Or 20-49 respondents where 25%+ state they have been bullied'.

Longer term educational interventions are provided at company, functional or group levels via knowledge calls, on-line publicity, on-line and face to face training, an advice line, a bullying hotline, partnership with unions, an investigator charter and process refinements and from 2009, mediation.

Results: Recent globalisation of the workplace has provided challenges in creating a common conceptual language. In practice there appears to be wide international acceptance of the concept of workplace bullying or mobbing.

There is organisation wide acknowledgement of bullying. A typology has been identified: organisation, work process (in which the employee is a participant), direct line managers, managers in other parts of the organisation and peers. Links between negative organisation outcomes (absenteeism, ill health and low employee engagement) have been established.

Compared with 2006 there was an average 92% increase in bullying related formal grievance (2007 to 2011); however the complainant success rate fell on average by 5%. Early mediation show promise: of the 391 pre formal complaint mediation cases reviewed 389 did not become formal.

Conclusion: In spite of cultural acceptance of 'tough management' the company claims cautious success in gaining organisational commitment through communication, interaction consistency and persistency. Emerging hotspots have fallen by 75% since 2005. However teams with 25 or fewer respondents self-labelling bullying now require focus. There are signs of early and widespread 'calling-out' of inter-personal bullying. More work is needed in developing investigation skills and to ensure that behaviour change work is completed with perpetrators. Intra-company communication relating to perpetrator behaviour poses unresolved legal and ethical problems. Addressing organisational acceptance of senior negative role modelling presents other challenges. Measurement and concept correlation in a global context pose questions for the future.
Campaign for the Prevention of Bullying’, conducted by the Knowledge Centre for the Working Environment
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Aim: In the spring of 2010, the Knowledge Centre for the Working Environment launched a campaign website for the prevention of bullying. The website targeted managerial staff and employees in Denmark's public sector. The campaign is part of the Knowledge Centre's dissemination of knowledge relating to psycho-social occupational health and is scheduled to run to the end of 2015. The campaign is the result of a tripartite agreement involving the Danish government, public-sector management and labour organisations and aims to impart knowledge to the target groups on how to prevent and deal with bullying. In this context, knowledge is defined as both scientific and practical knowledge in the form of examples of best practices, as well as methodology and tools. The aim of the campaign is to be instrumental in ensuring that the target groups learn about, use and act on the basis of the knowledge imparted to a sufficient extent.

Methodology: The scientific knowledge and definitions on which the campaign is based derive from recent Danish and Norwegian research. Campaign activities consist of a comprehensive campaign website, printed matter, articles in the National Research Centre's own media, advertising and PR efforts in other relevant technical media, two conferences, as well as themed meetings at public-sector workplaces conducted by the National Research Centre's 'flying squad'.

Results: The National Research Centre analyses the campaign's impact at regular intervals. Eighteen months into the campaign, the main results for 2010/2011 are as follows: the campaign website has been visited more than 20,000 times; roughly 24,000 campaign pamphlets have been sent to public-sector workplaces; more than 800 people have attended conferences; and the flying squad has held 72 themed meetings about the prevention of bullying at public-sector workplaces.

The National Research Centre's impact measurement system shows that 9% of the target group know about the campaign, and that 11% of public-sector managers and employees who are members of the OSH organisation or have other representative positions know about the campaign.

The impact measurement relating to application and intervention will be explained in more detail at the conference, as data will be collated for a second time in March.

Discussion: The preliminary results and experience gained verify lessons learned from other campaigns that both a massive and a multi-tiered campaign effort are required to heighten the awareness of an occupational health campaign and how this campaign can be used. In this campaign, a multi-year, yet delimited and targeted, campaign strategy has been selected with the use of limited resources.

It is still too early to tell whether the campaign strategy needs to be revised to achieve the desired impact on awareness, utilisation and intervention. At the conference, we will inform about our methodology and the lessons learned, both in relation to campaign efforts and the response we get from meeting with recipients of the scientific knowledge at the workplaces.
Challenges of regulating workplace bullying: the safety response

Andrew Morgan, Nigel Docker
Comcare, SYDNEY, Australia

Challenges of regulating workplace bullying: the safety response

Comcare, Australia's Federal Work Health and Safety (WHS) Regulator, has experienced a steady rise in allegations of workplace bullying. A key response Comcare initiated to address this is the Workplace Relationship Resolution Team (WRRT). This team of specialist work health safety inspectors are tasked with addressing behavioural risks to health and safety, including bullying, through a range of intervention strategies. This paper will outline these strategies, the challenges faced by the inspectorate, and propose a model for inspectorate teams to focus strategically on the risk factors associated with bullying behaviours. This moves away from traditional reactive and punitive models.

Campaigns to raise awareness have increased the profile of bullying as a workplace issue in Australia. This increase of awareness has also been coupled with a number of high profile litigation matters and increased community expectations of regulators, such as Comcare, to do all that is possible to eliminate bullying in workplace settings.

The challenge for a WHS regulator is identifying allegations that can be addressed through regulatory intervention. Across Australian jurisdictions, the majority of matters brought to regulators are based on perceptions of performance management and minor conflicts rather than incidents that, at first glance, could be framed as 'safety incidents' in the traditional sense. The WHS regulator is often the 'last port of call' for a worker, who has been shut out from other agencies or internal processes. By this stage the worker may have been more damaged by the process rather than the actual incident itself. In some instances, the label bullying is being used to promote victimhood and creates oppositional relationships between workers and employers, which pose a greater risk than the bullying behaviour.

Within the WHS regulatory framework, Comcare's Workplace Relationship Resolution Team has built a model to ensure interventions are:
- Risk-based with a primary consideration given to the immediate risk to health and safety
- Proportionate, consistent and transparent
- Directed towards sustainable process improvement at the organisation level.

The challenges to address are:
1. Educating complainants, respondents and organisations in their role to resolve issues
2. Unreasonable expectations of complainants seeking validation and retribution
3. Moving from perception to evidence based conflict resolution
4. Ensuring appropriate expertise within inspectorate teams
5. Ensure proportionate balance between reactive and pro-active regulation - vital to sustainability, credibility and effectiveness of the specialist inspectorate team and the regulator.
Backlash prevention programs in the Netherlands were originally developed in forensic psychology. Some 10 years ago, we realized we could adapt these programs in our work on bullying and sexual harassment. And we did. Our backlash prevention program is nowadays an attractive 'product' for employers who wish to prevent further bullying and sexual harassment at work. In most cases employers can't get rid of perpetrators so easily. Even after severe incidents. Because the incidents were nasty but not severe enough to do so, or because it is (for the employer) too costly. And to be realistic, quite often an employer doesn't want to get rid of an employee who harasses on the one side, but is a productive employee on the other side. In these cases a backlash program for the perpetrator might be the solution from which benefit both employee and employer. And of course the (potential) victims of the perpetrator. We developed a backlash prevention program of 10 sessions. In the presentation we describe: - the conditions of this program; - the indications and contra-indications; - how goals of this program are defined, and by whom; - the special contract we developed; - the special skills of the coach/therapist; - the content of the program. And of course we present our experiences with this backlash prevention program, including the pitfalls we fell in and kept out.

Workplace Bullying, and Union Role in Restorative Practices
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The Nova Scotia Government and General Employees Union (NSGEU), Nova Scotia's largest union, has developed and implemented a Bully-Free Workplace Program. The NSGEU opted to use the term workplace bullying as a very specific form of workplace behaviour that crosses all lines and is detrimental to individuals and groups of employees, as well as to the organization. It was decided to use language specific to bullying rather than harassment which is generally considered to apply to the prohibited grounds of the Canadian Human Rights Act.

This program originated as uniquely member driven with facilitators trained from around the province to deliver a two hour awareness seminar or a six hour workshop. Research and development of this program followed a Grounded Theory Approach. Following the first year of province wide program delivery and evaluation, integrating quantitative and qualitative evaluation data has confirmed the overwhelming positive acceptance of the program by both employees and their employers. This poster will present data supporting the beneficial impact of the program as a tool to initiate both personal and organizational change. What are the dynamics of making the program mandatory, as part of an Occupational Health and Safety Program rather than as optional training. Additional outcomes highlight the unexpected developments and future possibilities, for example, offering an on-line course through a virtual campus. A further significant development includes the growth and progress in the area of restorative (workplace) practice, in keeping with changes in Human Rights legislation in 2012.

In addition to eliminating bullying behaviours through policy, appropriate investigation and sanction is the emerging field of restorative practices which offers a common thread to tie together theory, research and practice in seemingly disparate fields, such as education,
counseling, criminal justice, social work and organizational management. Restorative Practices provides a general framework for a range of approaches that give those most affected by conflict the tools and principles needed to resolve problems and build relationships. The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in authority do things with them rather than to them or for them. The premise of restorative practice forms a theoretical framework that helps to explain human motivation and social behaviour not only within families, classrooms and communities, but within the social construct of the workplace.

**Action Protocol in the Event of Workplace Harassment**

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Once a violent situation is detected at a workplace, it will be essential to deal with it properly; it will be fundamental in the near future of companies. Actually, workplace violence is not a recent problem, but it has not been sufficiently dealt with until now. It is no time to look for definitions of this practise, something that is usually done at the beginning of its study; it is time to find solutions.

Up until now, there have been two ways to proceed. Firstly, there is the evaluation of psychosocial risks. This is a preventive procedure, since it is a legal obligation. Secondly, the establishment of an action protocol specifically focused on severe cases of violence is looked at. There is a wide range of these protocols. This way of proceeding restricts the intervention to those cases where a complaint has been made, which normally takes place when the deterioration of the worker's health is high. It is a reactive, belated and limited approach, in which only situations of sexual and psychological harassment are considered, and doesn't acknowledge organizational violence as a whole. Typically, it only offers a solution to the problem that causes the complaint, without expanding on the organizational factors that produce it. It is not, in my opinion, a preventive action method, since it is not integrated in the organizations' preventive activity. It is rather an internal way of administration, in an attempt to avoid having to go to court.

In Spain, these protocols have been established through the collective bargaining agreement. The collective bargaining agreement is the negotiation freely adopted between the workers' representatives and the employers, by means of which their reciprocal relations are regulated, at both individual and collective levels, including rights and obligations of binding legal effectiveness. In this way, this legal model of collective negotiation is exceptional, in recognizing the collective bargaining agreements as automatically legally effective, or erga omnes -namely every employer and employee inside the work field, regardless of their affiliation to any of the negotiating organizations.

In most cases, the procedure taken seems to be suitable only for the most serious cases. In some sense, the use of this type of procedure in a company results in failure. It is just something to resort to in the most extreme cases, with the objective of not initiating legal channels.
The Danish Working Environment Authority (DWEA) - hotline on bullying in the workplace.
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Bullying is recognized by the DWEA as a risk factor, that is a potential threat to the health of the individual. Therefore bullying is regulated in the health and safety legislation. Research in the prevalence of bullying in Danish workplaces suggests that the problem is widespread and does not relate to specific sectors only. As DWEA inspections does not uncover bullying to an extent that corresponds with research, it suggest a widespread taboo regarding bullying. On this background DWEA in April 2010 launched a hotline and an internet-based complaint form which is specifically designed for complaints on bullying.

The purpose of the hotline is to offer supportive and guiding conversations. The users of the hotline and those who choose to file a complaint about bullying in a specific workplace will always remain 100% anonymous. No action is taken towards specific companies unless the DWEA receives a formal complaint on bullying.

The bullying hotline identifies four target groups: The bullied, Witnesses to bullying and family of the bullied, Companies with bullying problems, Companies looking to prevent bulling problems. The hotline has especially been used by the bullied, and the experiences so far tell us that people find the conversations helpful. It is often emphasized by the users, that it 'was good to be able to talk about the problem with bullying with someone who is not a part of the conflict' and that it was helpful to hear that 'I am not (going) insane'. Users also request specific advice on how to deal with the specific situation.

The hotline can meet this request to the extent that the conversation does not turn into a therapeutic session. In the period from the introduction of the hotline in April 2010 to December 2011 approximately one thousand people have called the hotline. This is about 10-20 calls per week. About one in four of the callers wishes to file a complaint about bullying at their workplace. The accumulated number of complaints on bullying from April 2010 to December 2011 is 310. This is a huge increase from the annual app. 20-40 complaints that the DWEA received before the introduction of the bullying hotline and the internet based complaint form.

A bullied persons development after participation in a rehabilitation project
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Background: The focus of the project 'Rehabilitation of bullied persons and prevention of bullying in the workplace' was to do an intervention in nursing home departments in a large municipality, enabling the departments to prevent bullying and to keep the employees in the workplace. The project consisted of two types of intervention, a work intervention and a clinical intervention. The intention of the work intervention was to create knowledge about how to prevent workplace bullying. The clinical intervention was aimed at the bullied persons.
The present purpose is to present a bullied person who participated in the clinical intervention. The purpose of the intervention was to train the bullied in processing the bullying experiences, to train conflict management and to strengthen personal skills in relation to working life.

Methods: Three semi-structured interviews with the same bullied person were carried out before the intervention, 7 month after the intervention and one year later.

Results: In the first interview the bullied person explained the negative behaviour she was subjected to: Her colleagues ignored her, excluded her from the social life in the department and talked behind her back. In an informal conversation with her manager she gets confronted with complaints about herself and her work performance. The manager had over time collected complaints from her colleagues, of which she was uninformed. She was not allowed to defend herself and the manager told her she was unqualified to work in the profession. After this her confidence in others had been affected negatively and she was constantly aware of who she talked to, how and why. In the second interview she explained that, because of the project, she felt empowered in the things she was doing, she became aware of how she related to other people, particularly those she distrusts. In the final interview she had a bright outlook on her future. She had learned how to interact with other people which she, along with her own bullying experience, will use going forward in her work and she wants to teach other people, in the profession, about her experience in the project.

Conclusion: The results indicate that the bullied person, after having participated in the clinical intervention, has become better at handling conflicts and she has seen a positive development in her personal skills.
Workplace bullying in a professional environment: Perspectives of legal practitioners

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Abstract

Bullying may not be evenly distributed across industry. Zapf, Einarsen, Hoel and Varita (2003) consider bullying to be more prevalent among white collar workers and service employees. This paper reports the findings of a study of workplace bullying in the legal profession in Australia. Members of the professional association were asked to respond to a survey and to provide stories on their perceptions of the nature, causes and consequences of workplace bullying in the legal environment. The survey was dispatched to all members of the association in Western Australia; 327 completed forms were returned. The fiercely competitive nature of the field, and work practices such as ‘billable hours’ were seen as significant contributors to the environment of workplace bullying. Direct and indirect negative behaviours were reported by the respondents with adverse consequences at the individual and organizational levels.

Introduction

A common theme in most definitions of bullying is the experience of negative behaviours (Rayner & Cooper, 2006) and detrimental effects on the victim. There are also clear indications of an imbalance of power, and the exercise of a wide range of techniques and bullying behaviours. Factors such as, organisational culture, the nature of the work, management/leadership role modelling and diversity tolerance all play a part in the labelling of certain behaviours as workplace bullying (Omari, 2007). While the exact causes of any bullying incident may be difficult to determine, Leymann (cited in Einarsen, 2000) has identified four factors which have been found to promote the behaviour: work design, leadership behaviour, victim vulnerability and workplace moral standards. Consequences may range from reduced engagement, productivity and morale; and increased illness, absenteeism and turnover; through to adverse client and industry perceptions and loss of investor confidence (Sheehan, 2004).

There is consensus in the literature that workplace bullying can be context specific (e.g. Rayner, Hoel & Cooper, 2002). It is therefore necessary to have detailed knowledge of the given environment, prevalent issues and those of concern within a particular sector in order to be able to establish acceptable norms, and therefore identify and address inappropriate conduct in the workplace.
In the wake of a number of tragic events, including suicides, the nature of the working environment for the legal profession in Australia has come under recent scrutiny (Kelk, Luscombe, Medlow & Hickie, 2009; Kendall, 2011). The high-pressure environment is seen to cause feelings of loss of control, leading to lowered performance, adverse impacts on the quality of work life, and in extreme cases, psychological injury. One aspect of this intense environment has been found to be workplace bullying.

In 1999, challenges faced by legal practitioners in the workplace including the organisational culture and the legal environment in general were the subject of a Law Society report (LSWA & WLWA, 1999). Findings of this report pointed to difficulties experienced at the workplace which in turn affected quality of work life issues and influenced exit decisions; especially for female legal practitioners. Management practices and the high-pressure environment were recurring themes.

A New South Wales study (Kelk, Luscombe, Medlow, Hickie, 2009, p. 42) found that: “law students and members of the legal profession exhibit higher levels of psychological distress and depression than do community members of a similar age and sex.” This report highlights the highly competitive nature of the profession, an antecedent of negative workplace behaviours, including workplace bullying, as contributing to mental illness. Clear links have been established between workplace bullying and psychological injury, including Post-Traumatic Stress Disorder (e.g. Coyne et al, 2000; Lewis, 1999; Mikkelsen & Einarsen, 2002; Omari, 2007).

In 2011, the working environment and conditions experienced by legal practitioners continue to be of concern (Blades, 2011; Kendall, 2011b). The Law Society of Western Australia’s review of its strategies for mental health and wellbeing in the profession (Kendall, 2011a), makes a number of recommendations with a view to taking an holistic approach to the problems identified, including workplace bullying. Kendall’s report cites a recent address by the West Australian Chief Justice Wayne Martin in which he “called on the legal profession to move away from billable hour requirements” (p. 11). Billable hours refers to the practice of keeping records to charge clients for time spent on their case in small time intervals with set daily, weekly and monthly targets. This results in legal practitioners having to work very long hours and creates competition and conflict while reducing work-life balance.

There is longstanding recognition of the prevalence of inappropriate workplace behaviours (e.g. workplace bullying) within the legal environment. These are not unique to this environment, however, the competitive and high-pressure nature of the workplace put the profession at further risk. The Courting the Blues (2009) study which collected data from 924 solicitors and 756 barristers in Australia found that the causes of depression in lawyers were related to the nature of the work and industry, namely:

a) A culture of competitiveness: fear of failure is common.

b) Pessimism: legal work often warding off what will go wrong.

c) Learned helplessness: lawyers must follow a client’s instructions, even if those instructions contradict the lawyer’s better judgement.

d) Disillusionment: many lawyers feel compromised by ethical dilemma in their work.

e) Perfectionism: lawyers tend to be perfectionists, which is related to obsession and anxiety, both fertile grounds for depression (Kendall, 2011b, 9-10).
This paper reports some of the findings of a larger study of the nature, causes and consequences of workplace bullying involving the membership of a professional association for legal practitioners in Australia. Of particular interest were insights into the competitive and high-pressure environment of the legal profession which were seen to place employees at further risk of workplace bullying.

The Study

Two main data collection processes were employed: a survey and a request for participants to relate their stories. The former had already been tested through a pilot study and another much larger project involving 11 government agencies in Western Australia.

The survey was dispatched to the membership of the professional association; 2688 in total. The number of returned surveys (327) and the associated stories (71) provided valuable insight into the negative experiences of the study participants in the legal profession. The survey (Dignity and Respect at Work) was divided into three main sections: the first collected information on the organisational culture (Cameron & Quinn, 1999) and climate (Stringer, 2002); followed by questions as to whether respondents had been bullied in their current place of employment, and if so, through what behaviours and under what circumstances. The final section of the survey collected demographic and occupation related information. The qualitative data was analysed using a thematic approach.

Slightly more females (55.5%) responded than males, with 65% of respondents being aged between 25-44. The majority had English as a first language (93%) and were from private firms (73%). Their full range of experience in the law spanned 0 – 52 years, with a mean of around 10 years post admission experience. Most had been in their current place of employment for almost 5 years with some respondents having worked in the same place for up to 30 years and others being their in their first year.

Results

This study found that legal practitioners from firms with anti-bullying policies reported lower incidents of the behaviour in their workplace. Anti-bullying policies may go some way in preventing the negative behaviours or perpetuating appropriate standards of conduct, however, to ameliorate the behaviour it is also necessary to have an understanding of context specific behaviours, causes and consequences of workplace bullying.

The nature of workplace bullying in the legal profession

Workplace bullying is generally seen as “unwelcome and inappropriate conduct” (Omari, 2007, p. 105). The nature of workplace bullying spans a range of behaviours from those that are direct and intentional through to indirect and inadvertent.

The survey respondents in this study reported a range of behaviours as workplace bullying in their particular work environment (Table 1). These included behaviours which have been associated with workplace bullying such as intimidation and ‘whiteanting’, as well as some which may be more specific to the legal environment such as unrealistic deadlines and pressure to conform. The latter can be seen as by-products of such practices as billable hours.
Table 1 – Behaviours reported as workplace bullying

- Intimidation, insults, verbal abuse and hostility
- Silent treatment, being sidelined and ignored
- Pressure to conform and shifting goal posts
- Unrealistic deadlines and unreasonable demands
- Withholding information and taking credit for the victim’s work
- Abuse of power, threatening with the sack and use of a patronising tone
- Sarcasm, being made fun of and being sworn at
- Dressing down in public and ‘whiteanting’

The quotes below reinforce the proposition that in general competitive environments and workplace cultures can act as breeding grounds for bullying behaviour.

*My supervisor/partner withheld information, gave misleading information, fabricated incidents and took credit when it was not due. It was intentional and systematic.*

*The scenarios range from; giving no work or work in excess of legitimate expectations.*

Examples such as the ones above might be found in any workplace, however, some respondents’ experiences were more specific to the legal environment:

*The whole idea of billable hours results in lawyers ultimately becoming enslaved in an unhealthy work-life balance that is unavoidable. It is my sincere belief that any practitioner in private practice needs to work a 12 hours day in order to bill the required 6.5 – 7 hours per day.*

*I was told in a threatening and aggressive way that I needed to change my personality to suit the firm’s style of marketing and mould, for my apparent level of shyness.*

Some victims believed that many of the bullies who were partners were protected by the organisation. These senior staff were seen as being instrumental to the organisation attaining its goals and remaining competitive. The bully’s relative value to the firm protected them thus reinforcing the negative behaviours. The following quotes demonstrate the self-perpetuating nature of this situation:

*The bully was a senior partner who was known within the firm to be difficult to work with. However, no one makes complaints against the bullying ... because you know that nothing will come of it. Partners who make lots of money for the firm are tolerated and are effectively immune from the firm’s bullying policy.*

*Behaviour which would result in sacking in junior staff is ignored it’s indulged in by senior management and you get labelled as someone to be ‘dealt’ with, they want people who will ‘shut up and bill’.*

One respondent provided an interesting perspective on the behaviours of top management and their role in shaping the climate and culture of the organisation:

*I was in a top tier law firm for the first 5 years of my career. In my opinion if you wanted to design a workplace to get the worst out of people, you should start off with a major firm as your base. The ridiculous hours you are expected
to work mean it is just not possible to have a balanced work life. The people that thrive in that environment, and hence become partners and managers of other people, generally have ‘abnormal’ personalities and as a result perpetuate the miserable working environment. I knew it was time to leave when at my annual performance review I was told that the quality of work was excellent, the turnaround time on my work was great and the clients enjoyed dealing with me BUT it had been noted that I left work most nights before 5.30 pm and I “should try and spend a bit more time in the office”.

The causes of workplace bullying in the legal profession

The causes of workplace bullying were reported at the individual and organisational levels. At the individual level the cause factors related to the power, behavioural traits, competence, confidence and resilience. Organisational culture, size and policies and practices, as well as the nature of the profession were also found to create breeding grounds for bullying. One respondent offered the following:

Financial systems in organisations create behavioural issues. Having come from one of the largest law firms in Australia in my view the behaviour was counterproductive. All forms of financial performance were monitored. People became individually focused and lack of trust was high. In a new firm where this doesn’t happen, it is surprisingly refreshing. People enjoy coming to work and it achieves better results because of the commitment to each other. Interestingly, it is more profitable.

This example contrasts a large law firm with an entrenched culture with another where the work environment is positive.

The consequences of workplace bullying in the legal profession

The environment, including organisational culture, contributed to consequences for both individuals and organisations. At the individual level both the work and personal life of the victim were affected, as well as the state of health, attitudes and behaviours. An extreme case was reported: The bullying in my workplace was so severe that I attempted suicide on two occasions and have been chronically depressed for 3 years. Another respondent indicated: I grew ill, developed diabetes, hypertension and stress related ailments.

Aside from personal consequences, individuals also reported the impact on their work:

<table>
<thead>
<tr>
<th>Table 2 – Consequences of bullying for the individuals’ work</th>
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<tbody>
<tr>
<td>- Go slow attitude</td>
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<tr>
<td>- Worked harder</td>
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<tr>
<td>- Inability to perform, paralysed</td>
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<tr>
<td>- Productivity the same, job enjoyment low</td>
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<tr>
<td>- Feeling incompetent and inadequate</td>
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</tbody>
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| - Double and triple checked everything, lost time and produc-
  tivity                                                   |

The work consequences related to a range of factors including loss of trust and respect:

Dynamics between teams and individual lawyers are very poor and there is a lack of respect for one another (this is even evident between the partners in
question). This makes for a far less pleasant, more competitive environment for employees as teams actively compete against each other, and do work within another team’s area of specialisation, on a regular basis rather than working together for the benefit of our client. Accordingly little trust exists between those teams. This contributes significantly to employee stress and even seems to have an impact on loyalty to the firms.

and unproductive behaviours resulting from loss of confidence and self efficacy:

Spent time worrying about bullying and so often spent time working longer hours to keep up with his demands.

It caused me to second-guess myself, do work which I should have been able to delegate to non-legal staff (i.e. administrative staff), thereby increasing the cost to the client.

The interactive effect of the impact on individuals and their work contributes to wider consequences for the organisation including loss of reputation and reduced productivity (Table 3).

Table 3 – Consequences of bullying for organisations

| - Lost money, reports and oversight |
| - Reputational damage, losing good people |
| - Lack of innovation, low morale and loyalty |
| - Culture of narcissistic aggressive bullying |
| - Lost billing time/productivity |
| - Loss of trust and respect for the organisation |
| - Toxic environment |

Many respondents were acutely aware of the consequences for the organisation:

The firm is not running as efficiently as it could have been because everyone is chronically depressed. 5 of the 8 lawyers are on antidepressants solely due to the work environment ... both my psychiatrist and psychologist describe the work environment as ‘extremely toxic.’

The firm is plodding along where it could be racing along and has very high staff turnover.

Observations of the negative consequences were seen as not being confined to employees:

We almost lost an important client who observed what was happening.

Further, as one legal practitioner commented, there are consequences for the profession as a whole which will have an impact on attraction and retention:

I also believe that being a lawyer has taught me to be negative and has entrenched this thinking. I am looking to change my career in the near future.

The results provide insights into negative behaviours in the legal profession and indicate that in many cases there is a fine line between workplace bullying and a work environment which includes managerial prerogative; operational efficiency; performance driven cultures and
competitive work practices. Organisational history and context act as backdrops, and set the scene for acceptable or unacceptable behaviours and conduct in any given workplace.

Discussion

It is important to recognise that the concept of workplace bullying is highly subjective in nature. Behaviour that may be unwelcome or unwanted by one person, may be seen as benign by another. The context of work and the general environment are also critical. Certain behaviours may be seen as acceptable in one setting (e.g. shouting in the military) but inappropriate in another (e.g. shouting in an office environment). It is therefore essential that anti-bullying measures be context specific.

The legal profession is by its nature commercially based and competitive; conflict is inevitable in such settings. Bagshaw (2004) and Kaukianinen et al. (2001) posit that conflict is an inevitable part of human relationships. Conflict in itself may be used as a competitive tool; functional conflict allows for problem solving and better, more innovative ways of attaining goals. Dysfunctional conflict, however, may result in employees resorting to inappropriate and unacceptable strategies (Matthewman & Foss, 2009). It is well recognised in the literature (e.g. Salin, 2001, Zapf, 1999) that workplace bullying is prevalent in competitive settings. There is strong evidence suggesting that the negative behaviours can be a product of the organisational context and culture. Bing (2002, p. xi) author of What would Machiavelli do: The ends justify the meanness in the Acknowledgements page of his book writes:

*I’d like to thank the Business pages of the New York Times, for keeping the abuse of power always in vogue by unfailingly extolling the virtues of gigantic Machiavellian monsters that shape our working environment in every industry on a daily basis.*

Role modelling for a nation commences with its politicians and their standards of conduct. For many decades, society has been critical of the public and private behaviours of Australian politicians. Many observers of the phenomenon are of the opinion that popular culture including the advent of reality TV has been detrimental to advances in recognising and addressing workplace bullying. Programs such as: Next Top Model, Idol, Big Brother and Hell’s Kitchen glamorise the abuse and torment of others to obtain entertainment for the masses. Popular drama series such as House and NCIS have lead characters who use physical, verbal and psychological tactics in intimidating their direct reports in order to obtain ‘desired results’.

The organisational context plays a significant role in bullying scenarios. Culture establishes accepted norms of conduct and behaviour; role modelling by organisational leaders perpetuates and reinforces these norms. The legal environment has specific characteristics conducive to workplace bullying. In the legal profession, due to culture of protecting senior staff who deliver income and results for the firm at ‘all costs’, power differentials are perpetuated, removing the ability of others to defend themselves.

Work intensification is also found to relate to workplace bullying, where volume and pace are high, for example, in an environment of billable hours, there is increased work pressure possibly resulting in unacceptable behaviours. Intensification of work can often result in long hours. A common theme in many responses to the survey related to the difficulties associated with long working hours (including late nights and weekend work).
McAteer, 2007, p.155) proposes two explanations of the motivation to work long hours: the first one borne of engagement and enjoyment, and the second, not so positive, associated with a requirement for “superhuman standards”. Such pressure can in turn lead to psychological distress, depression and burnout, currently a key concern in the legal profession in Australia (Kelk, Luscombe, Medlow & Hickie, 2009; Kendall, 2011a/b).

It may be overly ambitious to expect the eradication of workplace bullying, as it is a by-product of human interactions and an integral part of the fabric of our making. Further, Keashly and Nowell (2003, p. 348) contend that even when conflict is dissipated, a psychological “residue” may remain, preventing complete resolution of the issue. We can, however, work to significantly reduce the occurrence of the behaviours and related consequences.

Measures to address bullying often include anti-bullying policies and codes of conduct. In this study, the existence of anti-bullying policies were found to have a positive impact on reducing the prevalence of the behaviour. One of the reasons for this may be that rules and procedures are in keeping with the nature of the legal environment.

A policy in itself will not be a panacea for all workplace issues. A more holistic approach is recommended. This includes: raising awareness of employee rights; greater open debate and discussion of the issues; positive leadership styles; the provision of (generic/soft skills) training and support; grievance handling procedures and more open organisational cultures. In the legal profession, efforts to ameliorate bullying should not only draw on the broader understanding of management of bullying in the workplace, but should also identify and address the key characteristics of the professional environment which create and perpetuate the behaviour. It is important for law firms to review their strategies, policies and practices to ensure all staff conduct themselves appropriately. A recurring theme in the findings of this study was the sheer volume of work, and expectations that work would come first with ‘billable hours’ taking precedence over an employees’ personal life. The profession should seek behaviours that preserve the right of employees to dignity and respect at work.

Concluding Comments

Bullying is a complex behaviour with multiple interrelated antecedents and consequences. Effective preventative strategies therefore need a multi-pronged approach involving organisational leaders, managers, policy makers, human resource (HR) practitioners and the involvement of employees at all levels. The particular organisational and professional context should be an important consideration in the development of an integrated strategic approach. There is also a need for congruence between anti-bullying policies and other regulatory mechanisms within organisations. Such policies should provide the framework for implementing anti-bullying strategies.

The legal profession is unique and complex. Competition is strong and fierce between, and within, law firms. The high stakes nature of the environment results in undue stressors and pressure on legal practitioners. The results may manifest themselves in different ways including ill-health and negative behaviours, including workplace bullying. In this context, employing firms have a duty of care to ensure staff are equipped with the necessary skills, knowledge and abilities to improve their resilience and solve workplace problems (including those involving the human element). There is also a requirement to review industry standards and work practices to ensure employee rights are maintained and staff are afforded due dignity and respect at work.
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Article 2:

WORKPLACE BULLYING, AND UNION ROLE IN RESTORATIVE PRACTICES

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ABSTRACT: The Nova Scotia Government and General Employees Union (NSGEU), Nova Scotia’s largest union, has developed and implemented a Bully-Free Workplaces Program. The NSGEU opted to use the term workplace bullying as a very specific form of workplace behaviour that crosses all lines and is detrimental to individuals and groups of employees, as well as to the organization. It was decided to use language specific to bullying rather than harassment, which is generally considered to apply to the prohibited grounds of the Canadian Human Rights Act.

This program originated as uniquely member driven with facilitators trained from around the province to deliver a two hour awareness seminar or a six hour workshop. Research and development of this program followed a Grounded Theory Approach. Following the first year of province wide program delivery and evaluation, integrating quantitative and qualitative evaluation data has confirmed the overwhelming positive acceptance of the program by both employees and their employers. This poster will present data supporting the beneficial impact of the program as a tool to initiate both personal and organizational change. What are the dynamics of making the program mandatory, as part of an Occupational Health and Safety Program rather than as optional training. Additional outcomes highlight the unexpected developments and future possibilities. For example, offering an on-line course through a virtual campus. A further significant development includes the growth and progress in the area of restorative (workplace) practice, in keeping with changes in human rights legislation in 2012.

In addition to eliminating bullying behaviours through policy, appropriate investigation, and sanction is the emerging field of restorative practices, which offers a common thread to tie together theory, research and practice in seemingly disparate fields, such as education, counseling, criminal justice, social work and organizational management. Restorative practices provide a general framework for a range of approaches that give those most affected by conflict the tools and principles needed to resolve problems and build relationships. The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in authority do things with them rather than to them or for them. The premise of restorative practice forms a theoretical framework that helps to explain human motivation and social behaviour not only within families, classrooms, and communities, but within the social construct of the workplace.
**Introduction:**

The Nova Scotia Government and General Employees Union’s (NSGEU’s) interest in the phenomenon of workplace bullying and defining workplace bullying as a form of violence emerged from stories by workers about how they were being treated in the workplace. At the same time definition of—and legislation on—psychological harassment in the workplace, and development of respectful workplace policies has been gaining momentum not only with employers, but with legislators and policy makers. In response to the growing number of member complaints, the NSGEU made a significant commitment to its membership to address workplace bullying.

The NSGEU launched a member driven, Bully Free Workplace initiative in September 2010, with twelve facilitators trained from various areas in the province. Participant feedback quickly determined the need to advance the program beyond education in defining and naming the problem, to introducing intervention strategies. Following 4,500 participant responses in 2011 it was determined that intervention must include attention to appropriate identification of the situation, address both workplace policy and culture; and hypothesize how we move beyond the rigidity and unenforceability of ‘zero tolerance’ and workplace culture that is based on suppressive ways of interacting.

As far back as 1999 the International Labour Organization (ILO) report on workplace violence emphasized that physical and emotional violence is one of the most serious problems facing the workplace in the new millennium. The ILO definition of workplace violence includes bullying as “any incident in which a person is abused, threatened, or assaulted in circumstances relating to their work. These behaviours would originate from customers, co-workers at any level of the organization. This definition would include all forms or harassment, bullying, intimidation, physical threats/assaults, robbery, and other intrusive behaviours.”

This is underscored by the Nova Scotia Occupational Health and Safety Act which states, “Every employer has a duty to provide a safe and healthy workplace.” This also serves to address resistance where an employer has made this mandatory training and an occasional employee may ask, "If my employer made me come here today isn’t that bullying"

We began with the belief in the responsibility for the NSGEU as a union to deal with the problem of workplace bullying and decided to address this through a member driven education program. In making this a successful undertaking the scope of the program has had to expand to delve into issues of policy, and remeiation and restoration.
Method

Drawing from Grounded Theory the program did not start from a scientific premise but from labour. The original data came from member complaints of bullying as well as personal stories brought to the union. At the same time social media was beginning to profile the topic of bullying in schools, cyberbullying and workplace bullying, while scientific research was also taking an interest.

The project began in 2008 with the recruitment of twelve facilitators from various regions of the province. As no program existed to meet member needs, skilled facilitators took on the task of research, development, and field testing, with evaluation and revision prior to the formal launch on September 8, 2010. A workbook was developed promoting self-awareness and self-reflection on how employees are being treated by, and behaving toward one another. Materials were further revised over the summer of 2011 in order to remain relevant and respond to real life need in renewed workshop activity in September 2011.

A two hour awareness session is primarily delivery of information. The six hour workshop allows participants to work with the material in an interactive way with focus on understanding this workplace concern and how to begin to make change. The essential message is: Bullying is a form of workplace violence, therefore it is an occupational health and safety concern; and we can do something about it.

We provide definitions to ensure a common understanding of the topic, for example:

- **Respect:** behaving in a way so as not to cause discomfort to another, or behaving in a way to remove discomfort from another.

- **Bullying:** repeated and persistent behaviour often becomes worse with time, intended to offend, humiliate, and intimidate.

- **Violence:** *Any incident in which a person is abused, threatened, or assaulted in circumstances relating to their work. Includes all forms of harassment, bullying, intimidation, physical threats/assaults, robbery, and other intrusive behaviours.*

- **Psychological Safety:** A psychologically safe and healthy workplace is one that promotes employees psychological well-being and does not harm employee health in negligent, reckless, or intentional ways.4

In defining bullying the characteristics and behaviours of a bully, as well as who gets bullied, we also identify what is not considered to be bullying—normal managerial duties unless carried out in a way intended to offend, humiliate, and intimidate. Emphasis is on the health risks to individuals who experience and also those who witness bullying, health risks which en-
compass the whole person. The second part of the presentation focuses on remedies and solutions. The facilitators’ who provide education in the workplace are also data collectors.

From October 1, 2010 to June 1, 2011 the NSGEU completed 169 of 191 scheduled sessions. This meant delivery of the Bully-Free Workplace Program to approximately 4,500 participants. Comprised of about 70% NSGEU members this number represented approximately 10% of the total NSGEU membership. It has been the mandate of the NSGEU president\(^5\) that the program will be delivered to any employer in the province who requests it. With the premise that the NSGEU is giving back to its members, the commitment includes all employees in the workplace. Delivery has included other unions e.g., Canadian Union of Postal Employees (CUPE), Nova Scotia Nurses Union (NSNU), Nova Scotia Teachers Union (NSTU), Liscenced Practical Nurses of Nova Scotia (LPNNS), New Brunswick Union of Public and Professional Employees (NBUPPE) and the National Association of Public Employees (NAPE) as well as non-unionized employees and their employers.

**Results**

Using a Likert Scale quantitative data presents a measure of participants overall satisfaction. However, there is no cohort or other program to make a comparison. A comparison tool might look at measuring change in various workplace dynamics for specific groups or employers. For example: absenteeism, productivity, and work satisfaction in follow-up to determine what measurable and sustainable changes have occurred as a result of the program.

Approximately 98% of participants stated they would recommend the program and many respondents expressed that the course should be a mandatory program at all levels of the organization.

![Diagram](image)

**Figure 1 Program Satisfaction, 2010**
The Program was developed and intended primarily as delivery of information; however we quickly realized that some participants were experiencing, perhaps for the first time, validation of their experiences. “Wow, I had no idea that every aspect of this two hour session I have experienced in my workplace. This is a great program so we can start to heal ourselves...people need to hear this and know that this is the first step to solving the problem.”

Participant comments also validate the task the NSGEU has taken on with some common themes identified as part of qualitative evaluation:

- I believe this should be incorporated into the orientation presentation to all employees.
- Education is desperately needed—not just for those being bullied but for the bullies themselves, especially as they are unaware. This session has been a source of validation for me. Thank you.
- Instructors were very educational on the bullying topic—real life examples and great information, helpful. Very well done. Six hour one would be great.
- I feel that all workplaces need reminders of how workplace bullying affects the entire workplace and can end up leaving the victim feeling lost and broken.
- Wow, I had no idea that every aspect of this two hour session I have experienced in my workplace. This is a great program so we can start to heal ourselves...people need to hear this and know that this is the first step to solving the problem.
- I have experienced bullying in my workplace for the past few years to the point that I don’t enjoy my job anymore and don’t feel like a valued employee. I have come to the realization that I have to change my attitude because feeling the way I do is hurting me and my family. This workshop has helped me see that there is help out there. Thank you.
- People need to feel validated and supported when they are victims. This workshop let us know we were not alone as I thought I was in my situation, but we have an organization to turn to. With this workshop and learning; STOP IT! And no silent observers—will be part of my work day.
- Please continue this activity and awareness program—things don’t change overnight, first small steps towards peace and civility to broader community.

Figure 2. Quantitative Data - change as a result of attending program

<table>
<thead>
<tr>
<th>witnessed bullying *</th>
<th>able to act (past)</th>
<th>bullied**</th>
<th>able to act (past)</th>
<th>would act in future***</th>
</tr>
</thead>
<tbody>
<tr>
<td>10%</td>
<td>70%</td>
<td>3%</td>
<td>49%</td>
<td>17%</td>
</tr>
<tr>
<td>38%</td>
<td>68%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 2. Quantitative Data
181

*70-80 % of respondents indicated witnessing bullying

** 49-52 % indicated being bullied, however many people choose not to answer this question, leading us to speculate this number is actually higher

*** 68% responded they would now take action as a result of attending this program; an additional 7% state that they might take action, depending on what was at stake.

With both quantitative and qualitative data gathered some key concepts emerged: a) the pervasiveness of the problem throughout the employment sector, b) the significant impact on individuals and workplaces, and c) the need for appropriate interventions and movement in the direction of restorative practices. The foundation of the Bully-Free Workplace Program remains education while core competency areas include research, delivery, validation, evaluation and consultation.

Employers appear eager to understand this workplace concern and want to know how to address this issue through appropriate policy, procedures, and best practices. Many employers have respectful workplace policies with a caveat stating that harassment and bullying in any form will not be tolerated. A clear and concise respectful workplace policy should outline all those qualities which are desirable in the workplace and which workplaces would strive towards. However violence in the workplace, harassment, and bullying policies should clearly articulate those things which are not desirable and which we want to move away from.

A goal is to foster a cultural shift as people are motivated in different ways. There will be those employees who are motivated toward respectful action and those whose motivation will be to move away from unpleasant experiences and situations. The goal of changing culture requires supporting that change with policy. Future direction includes the potential for consultation and input for provincial legislation on workplace bullying. A national goal would be for every province to have legislation consistent with a national mandate.

Creating a true cultural shift will encompass the following with a need to;

- Establish investigation procedures which are both unbiased and balanced. For example, an employee has a conflict with a supervisor. Their manager respects them both and wants to contain the conflict to minimize the impact on the organization and attempt to negotiate a resolution. As a manager to both individuals, this creates an imbalance between the employee who feels bullied and the supervisor. Although wanting to be fair, at some point the manager may feel they have to make a decision on which employee is right or more credible. This may happen on an unconscious level leaving one or both employees feeling dissatisfied and distressed.
Implement Restorative Workplace Practices. In addition to stopping bullying behaviours through policy, appropriate investigation and possible sanctions is the dynamic of restorative practices. The emerging field of restorative practices offers a common thread to tie together theory, research and practice in seemingly different fields of education, counseling, criminal justice, social work and organizational management. Restorative Practices provides a framework for approaches that give those most affected by conflict the tools and principles needed to resolve problems and build relationships. The underlying premise of restorative practices is that people are happier, more cooperative, more productive and more likely to make positive changes when those in authority do things with them rather than to them or for them. “This premise is part of a unifying conceptual framework that helps to explain human motivation and social behaviour, from families and classrooms to workplaces and communities.”6 Promoting restorative practices has required the NSGEU program to take a close look at the language used in materials and presentation.

- Maintaining a website to ensure it is current and user friendly with the potential for e-learning. Given the demand and the diverse workplace settings we need to expand our accessibility. The experience of our facilitators has been that in person presentation is more than knowledge transfer. It provides the validation and a tangible call to action. However, it is also recognized that in the first year only about ten percent of the NSGEU membership received this training; therefore we have to look at alternate formats if we hope to create momentum and sustainable change.

- E-learning Pilot with the Nova Scotia Liquor Commission (NSLC). One of the early employers to request workshops was the NSLC. The NSGEU initially received a request to provide six hour workshops to their warehouse personnel, a largely male population. Following up on the positive feedback, they felt all managers should have a workshop to know the content and to be able to respond accordingly. However with offices and outlets throughout the province and irregular working hours the employer was looking for a way to provide this education/training to all their employees. In offering to partner with the NSGEU, the employer was willing to take on the cost of putting the content into an online e-learning format. That content is copyrighted by the NSGEU and responsibility for updating the content would remain with the union is acknowledged. It would provide the opportunity for the union to evaluate the effectiveness of this format and determine how successful this education platform could be
in reaching members who might otherwise have difficulty in attending a seminar or workshop.

- Partnering has become a key word with employers in referring to the NSGEU Bully-Free Workplace Program. The South Shore Regional Health Authority was the first employer (notably in health care), to make the NSGEU Bully-Free Workplace Program mandatory for all employees, across all occupational groupings. This included the CEO as well as physicians, and was undertaken in a concentrated period of time to precede the launch of a respectful workplace initiative. The employer issued to all employees business cards citing: In a respectful workplace, people are polite, friendly and courteous to others; treat others as they wish to be treated; listen and are open to what others have to say; recognize and value the diversity to others; are willing to apologize sincerely if they offend someone; and work together to create an environment that is safe and welcoming to all. This represented a significant investment on the part of the employer who granted time for approximately 1,100 employees to attend over an estimated three month time frame.

- This initiative led to inquiry regarding granting continuing education credits (CEC’s), at this time the Canadian Counselling and Psychotherapy Association has granted credit hours for their members who take this educational program.

- Train the Trainer has been undertaken as the program continues to be modified as new data and information comes available and as demand is exceeding the ability of facilitators from within the NSGEU to respond. In February 2012 the training was opened to facilitators from outside the union with Northwood Home Care embarking on a year long project, the Self-Help Connection and a United Church Presbytery undertaking program delivery to their unique populations.

- A separate but related piece centers on domestic violence in the workplace, where an employee may be at risk of a spouse or partner bringing violence into the workplace. Employees who are bullied or abused at home impact the workplace and organizational culture. The costs to the employer can be significant where bullied employees take on average seven days more per year sick leave, and experience many more physical, psychological, emotional health complaints and behaviours associated with bullying, all of which impacts performance and productivity. The NSGEU has been invited to have an advisory role in a provincial family violence in the workplace initiative. Additional program development may occur around Bully-Free workplace interventions as shown in figure 3.
Discussion

We have continued with research, development, and revision of program and materials as a result of listening to comments like, “I feel that all workplaces need reminders of how workplace bullying affects the entire workplace and can end up leaving the victim feeling lost and broken.”

Program delivery to date has helped to bring into the open problems associated with workplace bullying. As we witness employer willingness to look at and address incidents. The NSGEU program has presented a fit with member and employer needs, as well as other and non-unionized workplaces. The concerns are relevant and timely and the approach is highly functional. We first name it as workplace bullying, providing education, looking at how this message is communicated through out organizations, and through ongoing evaluation.

On several occasions a participatant has stated, “I was somewhat skeptical about attending a session on workplace bullying, but my eyes have been opened and I am so glad this was offered.” Another frequent remark, “This was time well spent.” While these comments validate the task the NSGEU has taken on, participants also recognize that incivility and bul-
lying do not remain in the workplace. On a particular occasion three mothers became tearful, recognizing the relevance of the information for their children who were being bullied at school.

Having determined the merits of the Bully-Free Workplace Program as promoting a change in confidence and willingness to take action, the next question asked pertains to what type of action might be undertaken. The evaluation process has evolved from the single question of “Would you to take action as a result of this workshop,” to qualitative inquiry. Respondents are asked to name; “One thing I will do personally as a result of this workshop ____.” and “One thing I will do in my workplace as a result of this workshop ____.” The later question allows us to provide helpful feedback to the employer.

Demand for seminars and workshops and the feedback received from both participants and their employers has affirmed that the program is providing a needed educational service and has directed the NSGEU toward further areas for development. This union program has exceeded all expectations in terms of the demand from union members, other unions, and non-unionized employers in the province of Nova Scotia. There has been interest from other provinces in Canada, as well as the United States, following a presentation at the International Institute for Restorative Practices (IIRP) Conference, held in Halifax, June 2011.

Presentation at this conference subsequently influenced revision of materials to reflect the language of restorative practice. The title of the NSGEU presentation “Naming the Problem, a First Intervention in Healing and Workplace Restoration” was based on the premise that an intervention prior to beginning a healing, or restorative process in the workplace is to name the problem. It has been found that while workplace civility and respectful workplace programs have merit, however, they may miss the mark where psychological harassment and workplace bullying occur. Policy language is often ambiguous or coached in legal terminology, shying away from what it is that workers are actually experiencing.

That conference was followed by the International Institute for Qualitative Methodology (IIQM) Conference in Edmonton, Alberta, Canada. The focus of that presentation looked at Grounded Theory in the research, development, and implementation of the NSGEU program. Integrating quantitative and qualitative evaluation data demonstrated that the program has been positively received by both employees and their employers. Data gathered supports the beneficial impact of the program and indicates potential for additional interventions.

As we move forward opportunities continue to arise even as challenges are presented. We continue to strengthen core competency areas in this education program with ongoing re-
search, consultation, delivery of seminars and workshops. We believe the research to date confirms the opportunity for a dynamic union role in addressing workplace bullying through restorative practice
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