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Walden University
2015

Abstract

Bystander Effect of Workplace Bullying, Perceived Organizational Support,

and Work Engagement

by

Monica Christianson

MA, Phillips Graduate Institute, 2000

BA, Mount Saint Mary's College, 1998

Dissertation Submitted in Partial Fulfillment

of the Requirements for the Degree of

Doctor of Philosophy

Psychology

Walden University

December 2015

Abstract

Workplace environments and the dynamics that exist within them affect everyone involved, especially coworkers. Although research has investigated how workplace bullying impacts its victims and the organization, little research has examined the effects of workplace bullying from the role of the bystander. Fewer have investigated how Perceived of Organizational Support (POS) may affect the employee's work engagement of those witnesses. The goal of this quantitative study was to determine the effect of POS on work engagement in the employees who witness workplace bullying. An online survey was used with the Negative Acts Questionnaire-Revised, (NAQ-R), Utrecht Work Engagement Scale (UWES) and POS instruments. It was launched on LinkedIn and 152 respondents participated and were asked to snowball the link. The study employed the affective events theory that presupposes that the occupational atmosphere influences those in proximity to negative behaviors. Regression results showed that only POS (t (150) = 5.14, $p < 0.001$) predicted employees' work engagement. On the other hand, witnessing workplace bullying (t (150) = -0.69, $p = 0.49$) did not affect employees' work engagement. This study provides a useful framework to illustrate how the environment of workplace bullying affects an organization's human and fiscal resources, contributing to the body of knowledge that can benefit organizations by helping to affect social change.

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Dedication

This study is dedicated to all those bystanders who have witnessed bullying in their work environment and felt stressed and feared for their own well-being. I hope this effort provides a valuable basis for organizations to engage in dialogue and as a result, structure policies that can help provide a safe and healthy work environment. Work is so important to the structure and environment in which we live; it should also be free from abuse and incivility. This study is just one effort to help provide a framework for helping organizations to participate in providing a healthy work environment.

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Chapter 1. Introduction to the Study

Due to recent headline events, attention and research has been placed on bullying in schools and in the workplace (Neall & Tuckey, 2014; Rasool, Arzu, Hasan, Rafi & Kashif, 2013; Chekwa & Thomas, 2013). Much of the literature has focused on the direct victim and how being bullied may affect job satisfaction, work engagement, or organizational outcomes such as health care costs, absenteeism, productivity and turnover, or the employee's perception of the organization (Parzefall & Stalin, 2010; Pate & Beaumont, 2010). The Workplace Bullying Institute reported in 2011 that approximately 37 percent of employees in the United States experienced a form of bullying in the workplace, and other researchers have suggested that this number is on the increase (Chekwa & Thomas, 2013; Indvik & Johnson, 2012). One can only imagine the number of witnesses in these situations and the number of possible second-order effects directly attributable to their having witnessed workplace bullying. Nonetheless, there is a paucity of research on the topic of how workplace bullying affects those witnesses and work engagement.

It is the intent of this study to contribute to the ongoing efforts of workplace bullying research by examining the effects of workplace bullying on the witnesses that witness workplace bullying as mediated by perceived organizational support (POS), in addition to its effects on work engagement. The theory of affective events (AET) was used to examine these behavioral characteristics. This theory suggests that the characteristics of the occupational atmosphere influence the occurrence of positive or

negative affective work actions. In the case of workplace bullying, the witnesses who witness the bullying may react with aggression toward agents of the organization, or feel the organization is responsible for fixing the situation. In this case, the resentment exhibited by the witnesses is not exclusively the consequence of effect or sentiment, but rather also a mind-set concerning the organization. Once this occurs, detachment from the organization takes place. AET presupposes that the worker is influenced by the work environment that directly affects his or her work engagement.

Using a quantitative research design method, this study examined the relationship between the witnesses witnessing workplace bullying, POS, and work engagement. Results of this study could further support the bringing about of positive social change by disclosing the enormous effects that workplace bullying has within organizations beyond the direct target of the bullying, including its direct effects on coworkers of the intended target and resulting costs to the organization. The following sections will provide background, a proposed theoretical framework, assumptions, and significance and limitations of the study.

Background of the Study

Researchers have identified "workplace bullying" as various incidents ranging from violent and hostile acts to more passive, negative behavior. In a recent study, Glaso, Nielsen and Einarsen (2009) identified common themes that plagued victims who were bullied at work. Some of the themes suggested that people who had been bullied exhibited signs of Post-Traumatic Stress Disorder (PTSD) and even signs of higher levels

of stress. They reported more absences from work, had lower levels of productivity, reported feeling a lower sense of security on the job, and generally, lower levels of emotional well-being.

Researchers have examined workplace bullying in numerous situations and settings, and studies in this area are gaining momentum (Bond, Tuckey & Dollard, 2010; Pazefall & Stalin, 2010; Djorkovic, McCormack, & Casimir, 2008; Matthiesen & Einarsen, 2004). Much of the research on workplace bullying over the last two decades has focused on who does the bullying, how it affects the targets as related to their own lives, and how it may affect organizations fiscally (Hoel, & Cooper, 2000; Rayner, 1997). As most studies have been conducted on workplace bullying from the viewpoint of the target of the bullying (Djorkovic et al., 2008; Matthiesen & Einarsen, 2004), few have addressed the subject from the viewpoint of the witnesses who witnesses the bullying. The present study focused on the experiences of people who witnessed the direct or indirect aggression aimed at the targets of workplace bullying. The adverse effects of workplace bullying are affecting far more employees than originally mentioned as reported by Namie and Namie (2011). As suggested by Rayner, Hoel and Cooper (2002), witnesses to bullying also may be negatively affected, thereby causing the "ripple effect," a term which describes how witnessing bullying can have a damaging effect on those around the bullying target (Unison, 1997). Rhodes, Pullen, Vickers, Clegg and Pitsis (2010) and Glaso et al. (2009) found that 47 percent of workers witnessed bullying at work, and that those witnesses suffered from anxiety, depression, stress-related illnesses,

headaches, insomnia, skin rashes, and ulcers. Their research suggests that witnessing workplace bullying is just as much of a health problem as being the target of the bullying. Other researchers have found that the bystanders who witness or observe the bullying reported elevated levels of stress, PTSD, high absenteeism, low morale, and decreased work engagement (Vartia, 2001; Einarsen & Skogstad, 1996).

Hahn (1990) suggested the work environment contributes to work engagement, and negative work environments decrease or impede work engagement. Other studies have found that many workers exposed to workplace bullying believed that the organization or the supervisors knew of the bullying and deliberately took no preventative or intervention type measures to decrease or stop the bullying. This suggests that the role of an organization's level of support may have direct effects on the worker's level of engagement. Parzefall and Stalin (2009) suggested that since the witness is affected by being exposed to the bullying, the role of perceived organizational support should be studied with reference to the bystander, or the witness to the bullying. More interesting is how bystanders who witness workplace bullying view the organization's role or support in the workplace, which questions the amount of emphasis placed on the direct target in previous studies and has been shown to have a direct effect on the individual's well-being and work engagement.

Several studies have taken a closer look at the how the target of workplace bullying has suffered, often with resulting traumatic symptoms (Djorkovic et al., 2008; Matthiesen & Einarsen, 2004), how this negative behavior affects society, and how it

may cost the organization. A recent concept has emerged that has seen very little research on how workplace bullying is associated with decreased work engagement. Even fewer studies are available that examine how the perception of organizational support (POS) may contribute to how workplace bullying affects the witnesses who witness workplace bullying (Parzefall & Stalin, 2010; Pate & Beaumont, 2010).

Workplace bullying is a chronic stressor that impedes the work process of individuals and the organization. Researchers have conducted studies to look at how work engagement has been affected by the negative environment they work in. Some have even been able to bring about laws that help to support a healthy work environment, such as the National Work Environment Acts in Sweden, Finland and Norway (Glaso et al., 2009). Despite this, little is known about how POS affects the work engagement of the witnesses who witness workplace bullying, (Parzefall & Stalin, 2010). A very small but significant amount of research has investigated how the witness has been affected emotionally and or physically, but none has been able to show how witnessing workplace bullying has affected the witness's work engagement, (Parzefall & Stalin, 2010; Hoel, Einarsen & Cooper, 2003). These authors suggested that witnesses may contribute to absenteeism rate of the organization, high turnover, and production loss because they are fearful of remaining on the job.

Being exposed to negative acts on the job has huge repercussions for everyone involved—the employee, the bystanders and witnesses to the negative acts, the families of the workers being bullied, the organization and society as a whole. Numerous

researchers have identified ways that negative acts affect the workers and the workers' performance (Bond et al., 2010; Rodriguez-Munoz, Baillien, De Witte, Moreno-Jimenez, & Pastor, 2009).

Work engagement is necessary for workplace productivity and has a huge effect on employee engagement. Rodriguez-Munoz et al. found that bullying on the job was a stressor that affected the worker's well-being and suggested that the ongoing stressor of negative acts on and around the job wore down the worker and affected his performance. The authors suggested that just working in a negative environment and witnessing negative actions transmitted toward others contributed to lower levels of employee engagement. According to Bakker, Schaufeli, Leiter, and Taris (2008), an engaged worker identifies very strongly with his/her work and has higher levels of energy, which ultimately results in increased productivity and decreased absenteeism.

Three areas of research are important in the study of workplace bullying and how it has affected employees and organizations: (a) how workplace bullying has affected employee engagement by witnessing those attacks, (b) how perceived organizational support has contributed to work engagement and (c) how perceived organizational support and employee engagement have affected the organization. Each of these components affects the other and studying each of them will lead to an understanding of the importance of eliminating this costly situation. By documenting the effects of ambient workplace bullying on work engagement and perceived organizational support, this study offers organizations a more comprehensive disclosure of the cost of such behavior to the

organization, in an effort to persuade organizations to enact policies against workplace bullying.

Problem Statement

Research needs to identify the role that witnessing workplace bullying has on the bystander's level of work engagement and the level of POS that may contribute to the bystander's level of work engagement. It has not been determined that witnessing bullying on the job affects the bystander's work engagement, or if POS offers any mitigating influence on the bystander's level of work engagement. This study used affective events theory (AET) to identify mitigating influences from workplace bullying and delineate the factors that influence bystander work engagement.

Purpose of the Study

The purpose of this quantitative study is to identify if there exists a correlation between the witnesses who witnesses workplace bullying, his/her POS, and work engagement. This study obtained information about witnesses to workplace bullying and this information can be helpful to organizations empowered to enact policies and procedures that could bolster workplace relationships and save corporations much time and money. Using correlation and multivariate analysis, this experimental study examined the outcomes reported by witnesses who have witnessed workplace bullying, and examine how POS directly affected the witnesses' level of work engagement, and explore the effect these factors have on organizations.

Hypotheses and Research Questions

This study tested the following hypotheses:

Research Question 1: Does witnessing workplace bullying influence the work

engagement of the witness?

H_0: Witnessing workplace bullying has no influence on employees' work engagement.

H_1: Witnessing workplace bullying has an influence on employees' work engagement.

Research Question 2: Does perceived organizational support influence the work

engagement of the bystander who witnesses workplace bullying?

H_0: Perceived organizational support has no influence on work engagement of the witness

of workplace bullying.

H_1: Perceived Organizational support has an influence on work engagement of the

witness of workplace bullying.

Theoretical Framework

Workplace bullying has been examined from numerous theoretical framework

areas, including: (a) stress, (b) social learning, (c) attribution, (d) conflict, (e) social

interaction, (f) organizational chaos, and (g) relational power. General theoretical

foundation has been presented as relevant to the understanding of ambient workplace

bullying; however, for the purpose of this study, self-categorization theory, social

exchange theory (SET) and affective events theory (AET) will be highlighted.

The study of workplace bullying, employee engagement and employee commitment is

grounded in self-categorization, social exchange (SET), and affective events theories

(AET). Self-categorization theory suggests that a person's identity may be affected by organizational demographic similarities or diversity, which, in turn, may influence behavior through organizational or demographic identity (Hogg & Terry, 2000). The self-categorization model assumes that inter-group categorization processes can cause group polarization (Hogg, Turner & Davidson, 1990). If a witness to bullying identifies with the target, via gender, race, age, or job category, this can send a "you're next" message to the observer to the bullying. If a member of the organization is routinely bullied by a coworker or supervisor, the witness to the bullying may believe the organization supports the bullying behavior and the employees may feel they are part of the in-group, leaving the bullied employee and witness feeling part of the out-group. When applied to workplace bullying, the witness's actions may reflect a perceived shared value or norm with the bully, the victim or the organization. If the witness identifies with the shared norms and values of the organization that ignores bullying behavior, self-categorization theory would suggest that the witness would be less likely to help or side with the target of the bullying. This is similar to what often transpires on the job in racial harassment situations.

In contrast to self-categorization, social exchange theory (SET) is a reciprocal relationship between two or more individuals (Blau, 1964a). SET also has been used to describe relationships in the workplace, and as such has been linked to employee motivation and intraorganizational relationships (DiDomenico, Tracey, & Haugh, 2009). Kahn (1990) suggests that when people are involved in valued relations with one another,

there is shared exchange in the relationship. Studies have provided data connecting the quality of employees' relationship with their supervisors to positive performance outcomes (Cole, Schaninger, & Harris, 2002). Schaufeli and Bakker (2003) noted that engagement is positively associated with social support from one's peers and superiors and is likely linked to job autonomy.

Beyond other theoretical patterns, SET can best be used and understood in the workplace. Cropanzano and Mitchell (2005) suggested that when work relationships are interdependent, SET could affect work performance outcomes. According to Blau (1964a), the behavior and actions of the organization help to influence relationships between employees and supervisors. Eisenberger, Huntington, Hutchison, and Sowa (1986) theorized that employees commit to an organization in the same way that they perceive the organization may commit to them and their well-being. These authors suggested that many factors influence employees' perceived organizational support (POS). The researchers found that employees formed universal opinions about how their own contributions were valued by the organization; they also formed opinions about how the organization valued the employees' well-being, leading to a reciprocal relationship that valued all parties involved.

According to affective events theory (AET), the characteristics of the occupational atmosphere influence the occurrence of positive or negative affective work actions. Experiencing these actions leads to emotional reactions that, in turn, lead to emotion-driven behaviors and a work mind-set and include emotions such as anger or

frustration. This description could include the frustrated employee who is angry and lashes out at a coworker, or the worker who feels frustrated because he or she feels a coworker is lashing out at them and they feel they have little recourse in this situation. In the case of workplace bullying, the witnesses or bystanders to the abuse may react with aggression toward agents of the organization, or feel the organization is responsible for fixing the situation. In this case, the resentment is not exclusively the consequence of affect or sentiment, but rather is also predisposed by an existing mind-set. According to AET, this affect would influence the mind-set that eventually results in decisive, single-minded behaviors on the part of the employee. Once this occurs, detachment from the organization takes place. AET presupposes that the worker is influenced by the work environment that directly affects his or her organizational commitment and engagement.

In this way, sentiments at work are responses to the affective events that supply emotional distress to individuals. Weiss and Cropanzano (1996) asserted that the events around us are the proximal causes of our reactions, not the environment around us. Thus, events provoke behavior such as organizational detachment, decreased engagement, absenteeism, lawsuits, and workers compensation claims. In this study's case, workplace bullying affects the employees who are witnesses to the bullying. The events that occur around them will affect their engagement with their jobs and ultimately, their organizational commitment.

Operational Definitions

This study incorporates the following definitions:

Workplace Bullying: (Einarsen and Hoel, 2008) A situation occurring in which a person (the target) is subjected to (for a period of six months or more) persistent, negative acts from one or more persons, such as demeaning statements, undermining work efforts, social exclusion, name calling, and harassment. Researchers do not agree on the definition of workplace bullying, but do agree that the negative acts or bullying has to have occurred over a period of six months or more. Many participants describe it as unfair treatment, threatening, infringement on their basic human rights, verbal abuse, intimidating conduct, constant criticism, marginalization, overloading of work and taunting. Some call it mobbing, some call it workplace incivility, but what is consistent among all nomenclature is that it is unwelcomed and unrelenting.

Witness to bullying: Occurs when someone witnesses the repeated and prolonged negative acts toward others for a period of six months or more. For the sake of the study, the term *witness* will be used, indicating this individual has witnessed the negative acts for a prolonged period of time (Namie & Namie, 2010; Glaso et al., 2009). A *Bystander*, according to Clarkson (1987), is someone who does not interfere when another individual is in need of help, usually during a one-time occurrence. By definition, the term bystander is synonymous with witness; he or she is physically present, but is neither perpetrator nor victim and is not held accountable for what happens (Barnett, 1999).

Observers are defined as individuals who witness workplace aggression occurring but are not directly involved; this could be a one-time event or ongoing (Bowes-Sperry &

O'Leary-Kelly, 2005). The terms witness, bystander, and observer differ in the length and

frequency the individual(s) is (are) exposed to the negative act.

Work engagement: Bakker et al. (2008) define work engagement as "a positive,

fulfilling, work-related state of mind that is characterized by vigor, dedication and

absorption" (p. 2). Whereas the worker would show a high level of energy and exhibit a

strong identification to his/her work. In this definition, the employee may assign some

judgment about the organization and or the organizational leaders, as either negative or a

positive judgment, as either caring or uncaring. Bakker et al. stated that for an employee

to be fully engaged in an organization the employee must be physically and emotionally

present to fulfill that role to the best of their ability. Others such as Baumruk (2004) have

defined it as an emotional and intellectual commitment to the organization (Richman,

2005; Shaw, 2000). Maslach and Lieter (2008) argue that job engagement is linked with a

sustainable workload, with the feelings of choice and control, and with the proper

acknowledgment and reward from supervisors or the organizational leadership. When

employees believe they work in a supportive work community where they feel they are

equally valued and where they feel the work is important and valued, they will better

engage with their jobs, which produce the best results for all involved.

Perceived organizational support (POS): Eisenberger et al. (1986) defined POS

as the employee's perception relating to the degree to which the organization values the

employee's contribution and is concerned about his or her well-being.

Assumptions

Each definition of the problem is based on the authors or studies cited. Not all authors cited defined workplace bullying and workplace incivility identically; therefore, the definitions used in this study may emphasize more or less sensitivity to the issues and may resonate differently with different participants. It is assumed that respondents will be honest and forthcoming with information when answering the survey. It is also assumed that their direct experiences at work are not tainted in some way from their experiences outside work. It is also assumed that the survey instruments are reliable for examining factors related to the topic.

Limitations

One limitation of this study may lie in the definitions themselves; they were provided for the participants to use in an effort to help them determine if they have been exposed to bullying at work, yet can be confusing for those participating in the study. Several other factors also should be noted. This study used scales that require self-reporting and participants may have skewed the answers based upon the sensitive nature of the material. Another limitation is that when using a survey tool, the participants answering questions can have vastly different interpretations of the questions from individual to individual. In addition, the tool used can have limitations regarding generalizability to geographic locations, different industries, different campus structures, organization sizes and types. Although researchers use self-reporting instruments, inherent problems of reliability always exist and can be subject to biases. Another

limitation of this study is that participants may exaggerate or minimize their experiences, skewing the results.

Significance of the Study

The study is significant because workplace environments and the dynamics that exist within them affect everyone involved, especially coworkers. As other studies have suggested, work engagement is a vital component for a healthy work environment, and workplace bullying is a large, unresolved problem that affects workers and neighboring bystanders. As much of the literature has neglected to look at how perceived organizational support has played a role in disengagement of the target of workplace bullying, it also has failed to see how bullying has had a huge effect on the work engagement of those witnesses. It is, therefore, necessary to examine how workplace bullying affects the work environment and how these concepts are interrelated.

Examining workplace bullying and its effects on the employees who witness bullying is particularly timely, since legislation concerning bullying is currently being addressed in some parts of the country. Once employees determine how organizational support affects those employees who witnesses bullying, this will help to generate particular interest as such legislation moves forward. In light of all the downsizing, layoffs and economic downturn, production costs, increased absenteeism and turnovers, the potential social benefits of this understanding can be significant.

Summary

This study examined the workplace as a chronic stressor and how bullying affected the work process of individuals and the organization. Workplace bullying has shown to cost organizations due to low employee morale and motivation, reduced work productivity and decreased employee engagement. Numerous studies have been conducted on workplace bullying and how it affects the organization and employee performance, but few have addressed how witnessing workplace bullying affects the coworker. It appears that a quantitative study that investigates the effects of workplace bullying on witnesses and perceived organizational support, which measures the variable of employee engagement, could lead to remediation of workplace bullying. The study tests two hypotheses to show how these variables are related.

Chapter 2. Literature Review

Chapter 2 will consist of a comprehensive review of the literature focusing on

workplace bullying, in which attitudes, behaviors and perception will be reviewed to

provide a framework for the development of bullying and witnesses effects.

Most of the research on workplace bullying has focused on the experience of the target or

victim of the bullying, rather than that of the witness (Parzefall & Stalin, 2010: Pate &

Beaumont, 2010; Djurkovic et al., 2008), with minimal attention given to factors

affecting the witness and perceived organizational support, indicating a gap in the

research. In order to address this gap, the present research study will focus on factors

related to the witness and perceived organizational support as seen through the eyes of

the witnesses to the bullying in an attempt to gain understanding of the topic. The

literature review will also include current policies and laws on the subject, most of which

have materialized outside the United States, but which show great promise in lending

credence to this topic and therefore support the need for further research on bystanders

(Glaso et al., 2009; Namie, 2000).

Strategies for Literature Review

Approaches to this literature review originated from searches for articles on the

topics of workplace bullying, bystander effects, witnesses, and targets of bullying.

Walden University (Ebscohost) and other databases such as Google Scholar added to the

references and significantly to the study. First, a crucial key word search was directed

using Multiple Database Search (i.e., Scholar, PsycARTICLES, PsycINFO, SocINDEX,

and SAGE Premier) and Google Scholar. These databases provided multiple abstracts, international studies, conference papers, and full peer reviewed articles from many research journals. Key word searches included, but were not limited to: workplace bullying, hostility, target, job satisfaction, and work engagement. The literature review is a complete and important database on current research articles on workplace bullying and perceived organizational support.

Studies on Workplace Bullying

A recent survey by the American Psychological Association found that many workers are dissatisfied with their jobs (APA.org, March 8, 2011). The survey found that 36% of workers reported experiencing work stress regularly with 49% reporting stress due to dissatisfaction with their work environment and compensation (APA.org, March 8, 2011). Today's work stress is high, and contributes to various organizational concerns including low work productivity, absenteeism and decreased work engagement (Quick & Tetrick, 2010).

According to Bond et al. (2010), workplace bullying is among those work environments that can create and or cause stress. In an effort to reduce workplace bullying, numerous international agencies and principalities, mostly outside the United States, have enacted laws and policies against workplace bullying and harassment (Glaso et al., 2009). Beginning in 1976, Brodsky studied the harassed worker and identified problems associated with being harassed or bullied at work. Brodsky's book was historical for its time and initiated the discussion on workplace bullying. Brodsky stated

that the term "harassment" becomes harassment when a workplace action spreads outside

a certain socially determined boundary of what is a social standard of behavior (Brodsky,

1976). According to Brodsky, it is difficult to distinguish this boundary or determine

what is well beyond the norm of social behavior for coworkers. For example, keeping

track of a coworker's vacation time and or noticing whether they are coming in on time

and leaving work on time, are classic examples of what would extend past this socially

acceptable behavior for a coworker and thus, may constitute workplace harassment.

Much of the research has been dedicated to understanding the target of workplace

bullying and its effect on the organization and family members of the target (Namie,

2000). Just recently, a small amount of research has begun to focus on the witness to the

bullying. This is relatively new and has yet to concentrate on developing strategies for

interventions to help witnesses deal with the stress from witnessing bullying events that

have affected their stress levels and those of their families (Janson & Hazler, 2004).

Employers and workers alike have particular interests in finding resolutions and

designing a no-tolerance policy for workplace bullying, since they are both affected.

Brodsky (1976) and others (Richardson & Rothstein, 2008; Murphy, & Sauter,

2003), however, have noted that although the well-being of the worker is recognized as

the most important factor in lowering organizational costs and increasing job satisfaction

and work engagement, it still remains unregulated here in the United States (Glaso et al.,

2009).

Additionally, Parzefall and Stalin (2010) have suggested that research on witnesses to bullying is very limited; indicating that much more is needed to study the role of bullying from their perception. Such studies further emphasize that this research may reveal just how workplace bullying affects organization costs beyond the original target of the bully. Additional research (Bond et al., 2010; Rodriguez-Munoz et al., 2009) has found that organizations incur huge costs and consequences when the work environment is filled with hostile or negative behavior among coworkers. Resulting absenteeism, high turnover, and other costs such as lawsuits and workers compensation claims, directly affect an organization's bottom line.

Gender Differences

According to Yildirim (2009), women are among the highest group by numbers to experience workplace bullying. In contrast, a study by Whitaker (2012) conducted with social workers and their responses, perceptions and implications associated with general workplace harassment, found that 59 percent of the targets were men and the majority of the bullies were women. This research suggests there may be some gender variants that can be studied independently and addressed by the organization once they are identified.

The Employer's Role

Although the focus on workplace bullying has grown over the past decade, ranging from interests in finding causes and solutions and trying to understand the effects on the victims, seldom has research addressed the work environment and the effects on those that have witnessed the bullying. Research related to workplace bullying and

employee work engagement has begun to change from a broad understanding and support of concerned organizations (Bond et al., 2010; Rodriguez-Munoz et al., 2009), to the identification of explicit factors affecting the employee's job performance. Employer support is one area where researchers are working to identify specific factors related to employee job satisfaction, and work engagement; however, it is perceived organizational support that acquires the most concentration (Aselage & Esenberger, 2003). Several studies found that when the organization provides a higher level of organizational support, it actually reduces stress in the work environment, including the stressors that lead to workplace bullying (Aselage & Esenberger, 2003).

The effects on the victim or target of workplace bullying are well documented in the research, yet the bystanders and or witnesses to workplace bullying have not received as much focus (Glaso et al., 2009). Some researchers have suggested that the problem is much more widespread than originally thought, and that workplace bullying has been shown to be more prevalent than sexual harassment (Lovell & Lee, 2011). According to Bakker et al. (2008), an engaged worker identifies very strongly with his/her work and has higher levels of energy, which ultimately results in increased productivity and decreased absenteeism. This begs the question of why this situation has gone on for so long. If, as Rodriguez-Munoz et al. (2009) stated, bullying in the workplace affects the bottom line of organization, and if researchers have demonstrated that employees who hold a positive perception of organizational support decrease the level of dissatisfaction

and disconnect of the employee from the organization (Duffy, 2009), why hasn't this been addressed before now?

Several studies have been conducted on the effects of working in an unfriendly environment, ranging from unfriendly to hostile (Bond et al., 2010; Rodriguez-Munoz et al., 2009). In all cases, the research has shown that working under these conditions has resulted in lowered productivity, higher rates of absenteeism, lower job satisfaction, higher turnover, lowered sense of well-being —all resulting in higher costs to the organization (Rodriguez-Munez et al, 2009). Even now, very little research has been conducted on the organization level of commitment to the employee by regulating or enforcing policies that tend to dissuade workplace bullying (Mathisen, Einarsen & Mykletun, 2011). Some researchers have suggested that the employee's perception of organizational support can lead to higher levels of job satisfaction, even in an environment where workplace bullying may occur (Mathisen et al., 2011). It is thought by many that if the employee believes the organization does not condone these negative acts, the employee will have some recourse to solve the problem (Colligan, & Higgins, 2005). Other studies show that the witnesses to workplace bullying were more likely to leave the job than those directly targeted (Dobson, 2012; Djurkovic, et al., 2008). As the employee enters a work environment and is expected to spend 8 hours a day or 40 hours a week at work, the work environment becomes a place that needs to feel safe. The term *safe* for some people may mean they can come to work and do what is required and leave without incident or that they feel free from fearing for their safety. According

Merecz, Drabek and Moscicka (2009), employees who work with clients or patients but also experience workplace aggression are less satisfied with work, show symptoms of burnout, and their general health is poorer. The assumption here by these authors is that aggression towards coworkers by their peers and supervisors reflects the quality of long-term interpersonal relationships at work, and it may affect the health and functioning of workers stronger than a single incident in the short-term contacts with clients. This indicates that the workplace environment is extremely important to workers' health and well-being.

Research has suggested that employee job performance is the principal factor that contributes to performance outcomes on the job and contributes to organizational success, (Schat & Frone, 2011). These authors state that workplace aggression (WPA) is far more common in the workplace than experiencing of physical violence on the job. Furthermore, in a national study by Kelloway, Barling and Hurell (2006) it was revealed that 41.4 % of American workers reported that they have been exposed to workplace aggression over the past year, compared to 6% exposed to physical violence on the job. In a study by Porath and Erez (2007), they found that in the helping professions those who witnessed rude behavior by an associate were more likely to exhibit reductions in performance, and creativity. As stated above, the work environment is so important to both the organization and the employee that organizational support can help to limit or decrease the negative effects of WPA.

Costs to Organization

According to some authors (Whitaker, 2012; Pearson &Porath, 2005) workplace incivility costs organizations time and money by as much as 13% of managers' time dealing with the conflict and as much as a month and a half of non-productive time spent per manager. In addition, these authors suggest that managers do not always believe that incivility is this costly. Aside from the obvious absenteeism, decreased job commitment, increased apathy, loss of creativity, workers compensation claims, lawsuits, costs of employee turnover consisting of training and rehires, workplace aggression has also been found to affect leadership and job satisfaction, and can contribute to poor company image, (Davenport, Schwartz & Elliott, 2005). Studies suggest the cost can be as much as $50,000 for each case of bullying, consisting of absenteeism, cost of investigation and turnover costs of those employees who were targets of workplace bullying, not including litigation costs, (Einarsen, Hoel, Zapf, & Cooper, 2011). Employee exposure to harassment in the form of bullying can also produce anger, depression and aggression in those who have witnessed workplace bullying; this stressor by itself can lead to job burnout and job dissatisfaction, or retaliation by the employee (Gambus & Lyons, 2011).

Indirect Victims

Since there can be a large number of indirect victims, or witnesses affected by observing workplace bullying, per incident, the potential harm caused by workplace bullying can affect a higher number of employees than the direct victims themselves. This suggests that it is far more important to conduct research from the witness's point of

view than originally believed. In the UNISON study conducted by Raynor et al. (2010), it

was evident that there was a wave of witnesses leaving their jobs (22%) because of the

stress of witnessing workplace bullying. These authors suggested that research should be

conducted on the witnesses and how the families of those witnesses may be affected. This

suggests that those affected by workplace bullying can be far reaching, well beyond the

intended victim. Four elements of concern should be noted here: (a) a negative action that

harms someone, (b) an imbalance of power, (c) repetition of the negative action over

time, and (d) how the first three elements can negatively affect a person's life (Janson,

Carney, Hazler, & Oh, 2009). From the UNISON study the researchers found that 95 %

of the 1,137 responses stated that the reason that bullying continued was because the

bully could get away with it (Raynor et al., 2002). This suggests that the employers have

a responsibility to intervene, and also that legislation may be needed as a preventative

measure.

Previous research has significantly established that traumatic events witnessed by

bystanders and those who witness workplace bullying have been affected by what they

observe on a one-time basis. It has been noted by authors that witnessing abuse over a

length of time can have a greater influence and should be studied further (Janson et al.,

2009). As these authors all have suggested, being the victim of abuse significantly affects

the psychological well-being of those witnesses. Because the contributing actions and the

inner scars can be emotional in nature, they are more difficult to see and generally receive

less attention and may be less valid to managers and to the organization. The long-term

effects, however, indicate that employees can be affected by not only what they endure directly but also what they observe (Rodriguez-Munoz et al., 2009). Furthermore, some research indicates that being a witness may present some cognitive dissonance, as the witness struggles with the decision whether or not to intervene.

<p align="center">**Perceived Organizational Support**</p>

The customary exchange of mutual respect is one that is a society norm, when an employee takes a job they believe that the employer will reciprocate with compensation for the work rendered. For many employees, these obligations go beyond compensation. According to Rousseau (1990), many employees believe that a safe work environment is among the items expected from their employers. Research in perceived organizational support by Eisenberger and others (Eisenberger et al., 1986) found that managers' concern for their employees' commitment to the organization is positively correlated to the employee's belief that the organization is committed to them in a form of reciprocity. According to these authors, the level of job satisfaction and job commitment is related to the employee's belief that the organization cares about their well-being. The researchers identified three common qualifications for perceived organizational support: supervisor support, fairness and organizational rewards, and job conditions. When the employee believes they are receiving fair treatment as an employee, they believe the organization supports their well-being (Eisenberger et al., 1986).

It is important to look at these factors when researching workplace bullying. If an employee continuously witnesses workplace bullying over numerous months, the

employee's level of belief that the organization supports this activity can rise, therefore affecting the employee's belief that the organization is no longer interested in their well-being. Furthermore, if the workplace bullying continues, the employee who witnesses the abuse may begin to believe that they will be next.

Social support has been noted to be important for society in many areas; it also has been linked to better health and overall satisfaction in life. A social support community can include the work community, and according to Weiss (1974), support and belonging are linked to good health, including that in the work environment. According to this author, in a work setting, an employee who feels a sense of belonging and support also reports a sense of well-being and this offers the employee some degree of predictability and stability at work. Some evidence suggests that when the worker has a higher level of stress, but reports that they feel the support from their supervisors, they report lower levels of stress, compared to those who do not report the same level of support from their supervisors, (Constable & Russell, 1986). As legislation has brought about policies that mandate how employers must treat their employees, as relates to as pay and work conditions, it makes sense that having a work environment that is hostile free would be a fundamental principle for employers to have a "duty to care" (Raynor et al., 2002).

Luxmi and Yodav (2011) have demonstrated that employees view the organization they work for as being favorable or non-favorable to them as stakeholders, not by the actions that their supervisors take for or against them but rather through the

individual characteristics, traditions, rules and principles that the organization upholds. When an organization is vested in securing the safety of their employees and helping to keep the stress level low, it has shown the employee that the organization is interested in their well-being.

According to Emdad, Alipour, Hagberg and Jensen, (2013) workplace bullying been shown to cause symptoms of depression not only in the intended targets, but few studies have been conducted on bystanders and depression. They argue that studies have shown that working in an environment with a negative atmosphere such as caused by workplace bullying can cause a variety of health concerns, including depression. In a similar study by Vartia (2001), employees who witnessed workplace bullying reported a higher level of stress and decreased work satisfaction and overall work experience. This suggests that workplace bullying is not purely an interpersonal matter, but an organizational issue that affects all who may be exposed to it. It is a triadic experience: bully, target and witnesses.

Studies such as Vartia's (2001) provide information and insight about how employees perceive the organizations contribution or concern for their well-being. The intent of this type of study is to educate the stakeholders involved, including managers, organizations, witnesses and employees to better avert potentially harmful situations, and also to underscore how bullying affects all of these stakeholders, including the organization's bottom line (Emdad et al., 2012). Consequently, workplace bullying is not just a relational issue, but also a workplace issue that affects all those who are exposed to

the bullying, victim and witness alike. Having observed workplace bullying, the witness's impression or perception of the organization may change; their expectations of the organization's concern for the employee may have changed. This makes it far more important to use POS as a modifier to discover how the perceptions of those witnesses may affect their work engagement, (Parzefall& Stalin, 2010). Once we have answered this question, we can find solutions for organizations to help decrease the effects that such negative atmosphere may have caused, helping reduce the cost of workplace bullying to the organizations and to those exposed to the bullying.

Vartia (2001) suggested that bullying influences everyone, including those who are witnesses to the bullying, and that the non-bullied witnesses had reported higher levels of negativity and stress. His study reported that witnesses indicated a decrease in work satisfaction and overall work experience. This would strongly suggest that work engagement was also negatively influences for these witnesses.

Job Stress and Performance

Job stressors are varied and can affect the employee's level of job performance and absenteeism, among other cost factors (Schat & Frone, 2012). According to these authors, the results of studies that have been conducted linking stress and job performance have produced inconsistent results depending on the stressors that are studied. They emphasize that none of the studies on the workplace and job performance has looked at workplace psychological aggression (WPA) as a stressor and how it may affect job performance. The authors suggest that when employees' satisfaction and

commitment are compromised by stressors such as WPA within the workplace, the employees' level of motivation to apply efforts towards their job performance that would benefit the organization are also compromised. Numerous studies have been conducted on stress and health and how higher levels of negative stress can affect the health and well-being of workers, (Schat & Frone, 2011; Bond et al., 2010; Aselage & Eisenberger, 2003) and how certain stressful conditions can also affect job performance.

Understanding the Role of Effects of Witness Status

It is possible for those who are observers or witnesses to bullying to re-experience the trauma from a previous such event, or a re-victimization (Rivers, Poteat, Noret & Ashurst, (2009). Since the efforts of Leymann and Gufstafson (1996), researchers have devoted large amounts of efforts trying to identifying the cause of workplace bullying and organizational effects. The focus of these studies has been the victim and or the costs to the organization. Little research has looked at the witnesses that observe workplace bullying and how this aspect of the situation may be even costlier. For each victim there could be several identifiable witnesses, which could potentially send the costs of workplace bullying even higher than originally expected. According to some researchers, there could be as many as five witnesses for each direct victim of workplace bullying. As a result of witnessing this abuse, the witness also suffers stress-related strain (Gumbus & Lyons, 2011; Namie & Namie, 2010).

Work Engagement

Work engagement is important to both the employee and the organization. Bakker and Leiter (2010) state that although work engagement is a personal experience of each employee, it does not happen in isolation. They suggest that a complete consideration of sources, experiences, and consequences of the engagement must also consider and assess the social dynamics among each other and along with the organization. They state that the shared work environment and shared work experience is important and it holds the possibility for social pollution, where their shared work environment can influence each other. They also suggest that work engagement has broad, over- arching implications for employees' performance, and a positive work environment enhances team development, team cohesion, flexibility and creativity and broadens the employee's role and commitment to the organization. In contrast, the stresses of a negative work environment narrow the employee's commitment toward the organization (Bakker and Leiter, 2010). Work engagement and stress are primary factors that accompany each other, according to Briggs, Brough and Barbour (2014); you cannot have one without the other. Trying to engage workers in an environment that has stressors beyond the regular workload of the employees daily routine is counterproductive. These authors also state that work engagement among the employees is predicated by the perceived support from the organization itself, the supervisors, or the organizational climate where they work. These authors suggest that once there is a positive perception of supervisors, leaders and work climate, there is a positive outcome for work engagement.

Some researchers have found that positive experiences at work are primary elements to work engagement, and relate it to positive psychology, in which the finest experiences at work help improve work engagement (Kinnunen, Feldt & Makikangas, 2008). These authors reference the Eisenberger and Rhoades research in over 70 studies of POS that found that a positive POS has a very strong relationship to positive outcomes with regard to fairness and treatment at work and negative outcomes with relation to on-the-job stressors. These authors suggest that high turnover rates, job burnout, ill health, depression, and intention to leave the organizations were all related to negative POS. However, some studies suggested that the reverse could be true, that a positive outcome of POS can act as a barrier or shield to stressors in the work environment.

Summary

Workplace bullying is an issue that has more importance now than ever before. Researchers have found the cost to organizations and workers from bullying has resulted in organizational losses in the billions of dollars (Djorkovic et al., 2008; Matthiesen &Einarsen, 2004). Organizations need to consider the factors that affect the employee's well-being and that influence the environment the employee works in, and what it can do to help sustain a more engaged and healthy worker, which may include conflict resolution, prohibiting workplace bullying, and providing problem-solving skills (Bond et al., 2010). As Henne and Locke (1985) found, worker satisfaction is affected by changing the perception of the job situation or environment, which could include perceived organizational support. Hahn (1990) stated that research has established how employees

of organizations perceive themselves, the organization and the relationships between the two. Understanding this concept helps organizations construct better policies and procedures that help protect the employee, which will increase employee engagement. Surveys help information and insight into how employees perceive the organization's contribution or concern for their well-being.

The intent to this type of study is to educate the stakeholders involved, such as managers, organizations, witnesses and employees to better avert potentially harmful situations, and also emphasize and stress how bullying affects all of these stakeholders, including the organization's bottom line (Emdad et al., 2012). Workplace bullying is not just a relational issue but also a workplace issue that affects all those who are exposed to it—the target victims and the ancillary victims who are the witnesses.

After observing workplace bullying, witnesses' impression or perception of the organization may change; their expectations of the organization's concern for their well-being may change. This makes it extremely important to use POS as a modifier to determine the effect of these perception changes and how they may affect witnesses' work engagement (Parzefall & Stalin, 2010). Once we have determined the reasons for the changes and negative effects, we can find solutions for the organization to help decrease the negative effects that this atmosphere may have caused, helping to reduce the cost of workplace bullying on the organization and to those who have been exposed to it. Vartia (2001) suggests that bullying affects everyone, including those that are witnesses to the bullying and that the non-bullied witnesses report higher levels of negativity and

stress. His indicated that the witnesses involved in his study indicated a decrease in work satisfaction and overall work experience. This would strongly suggest that work engagement would also be negatively affected. Work engagement relies on the well-being of the employee in relation to their work environment.

In some studies, bullied workers lost time from work, resulting in costs to the organization and the employee (Rodriguez-Munoz et al., 2009). Neither the employee nor the employer can achieve their goals without considering the situations that affect employees' lives, most particularly, the conditions that affect the employees' work environment and their safety. According to Rasool, et al. (2013) a strong commitment from the organization to the well-being of the employee has huge and long-lasting effects on the employee's loyalty toward the organization and its success. These authors suggest that when the organization takes necessary steps and efforts to ensure the employee's safety and well-being, it demonstrates to the employee that the organization values and supports them, which results in the employee feeling more committed to the organization. These authors offer helpful steps and suggestions that can lessen workplace bullying by placing strict policies in place that can hold punitive results for those who may engage in workplace aggression.

Chapter 3: Research Method

Introduction

The primary focus of this study is to determine the factors that influence the work engagement of witnesses to workplace bullying. This chapter consists of a description of the research design of the proposed quantitative study. Also included in this chapter is an explanation of the setting and sampling, power analysis, proposed tools and materials used to measure the study variables, the data collection procedure. In addition, a discussion of the proposed statistical analysis procedures is included. The last part discussed the measures taken to protect the rights of the participants.

The present study follows the quantitative research method. According to Creswell (2009), research designs that examine relationships and mind-sets, are best evaluated using a quantitative non-experimental survey design study. Since the focus of this study is to test the relationship among perceived organizational support, work engagement and witnessing workplace bullying, a quantitative research approach using multiple regression is an appropriate method. Parzefall and Stalin (2010) stressed a need for additional empirical data regarding perceived organizational support and the witness. Additionally, the few studies cited above (Djorkovic et al., 2008; Matthiesen &Einarsen, 2004) that have examined the direct effect on those who witness workplace bullying have some limitations. Lastly, an online survey using SurveyMonkey will be used to collect data one time so to substantiate the findings.

Research Question and Hypotheses

This study tested the following hypotheses:

Research Question 1: Does witnessing workplace bullying influence the work engagement of the witness?

H_0: Witnessing workplace bullying has no influence on employees' work engagement.

H_1: Witnessing workplace bullying has an influence on employees' work engagement.

Research Question 2: Does perceived organizational support influence the work engagement of the bystander who witnesses workplace bullying?

H_0: Perceived organizational support has no influence on work engagement of the witness of workplace bullying.

H_1: Perceived Organizational Support has an influence on work engagement of the witness of workplace bullying.

Research Design and Approach

The study was completed to evaluate the hypothesis that witnessing workplace bullying and perceived organizational support has had a negative effect on work engagement. A quantitative, non-experimental research design was used in this study to measure perceived organizational support and its influence on the witness's work engagement. Non-experimental design was used since this study did not introduce any interventions to the participants nor experiment any methodology with any of the study participants. Quantitative methods are often used to investigate relationships and differences between two or more variables (Babbie, 2012). Quantitative methodology is

used to address the research hypotheses that require numerical representations of variables. Quantitative methodologies are based on objective measurement and statistical analysis of numeric data in order to explain phenomena (Mustafa, 2011). The variables in this study were measured using survey instruments using number Likert-scales. Researchers have suggested that increased levels of organizational support will have a direct effect on the witnesses to workplace bullying and their work engagement. Others have suggested that workers who are less engaged will leave the organization more often, which will result in higher costs to the organization (Rodriguez-Munoz et al., 2009).

Setting and Sampling

The target population for this study was employees of organizations across the United States. These employees were contacted through LinkedIn and asked to participate. This survey was anonymous included both part-time and full-time employees who had been employed a minimum of six months prior to this survey. No restrictions were placed on organization size or industry, nor were the samples reduced by factors such as gender and position in the organization. Purposeful sampling method was used to recruit participants. Purposeful sampling is used because of the accessibility advantage, higher speed, and lesser costs to sample the study participants (Coy, 2008).

Power Analysis

The three vital limitations required for statistical power include alpha (significance level), sample size, and the limitations of the effect size (Faul, Erdfelder, Lang, & Buchner, 2007). Alpha levels in any social and behavioral research should be set

at 0.05 to reduce Type I errors (Lipsey & Wilson, 1992). When the sample size is not large enough Type II errors might occur (Lipsey & Wilson, 1992). Type II errors increase the probability of non-significant outcomes (Lipsey & Wilson, 1992) by incorrectly verifying a false null hypothesis (Faul et al., 2007). In order to decrease the likelihood of a Type I and Type II errors a power analysis will need to be conducted. Following the common alpha and power levels, all statistical analysis for this study will use an alpha level of 0.05 and power of 0.80, with two predictor variables. According to Faul et al. (2007), a moderate effect size (.15) is appropriate when using multiple regression analysis for the NAQ and generally, a sample size of 80 would be acceptable. Cohen (1988) suggested that rules of thumb for effect sizes can be small, medium, or large effect size. As Cohen warned, how-ever, these rules of thumb may be different for each field of study. The threshold of effect size is based on a conservative estimate of effects and to determine whether the size of an effect is meaningful in a practical sense.

Using G* Power to compute the required effect size involving a two-tailed regression analysis involving two predictors, an alpha level of 0.05, power of 0.80, and a total sample size of 80, these values translate into an effect size of 0.10. The results of the computation of the effect size can be seen in Appendix G. Furthermore, keeping in mind that many response rates are about 50 %, Lipsey and Wilson, (1992) recommend distributing double the amount of questionnaires to achieve the appropriate sample size, about 160 questionnaires.

An a priori study was also conducted for this proposed research to help determine sample size. An a priori analysis is appropriate to use prior to collecting data (Mayr, Erdfelder, Buchner &Faul, 2007). Statistical power increases the consistent reliability between the null and alternative hypothesis (Mayr et al., 2007). G Power was used for the power analysis. G Power is indicated for social and behavioral research (Mayr et al., 2007), with the most recent version focusing on tests for correlation and regression analysis (Mayr et al., 2007).

Instruments

The NAQ, SPOS, UWES-9, and demographic surveys were used for this study. The NAQ instrument was used to measure the independent variable of workplace bullying. The SPOS was used to measure the independent variable of perceived organizational support. The UWES-9 was used to measure the dependent variable of employees' work engagement. Lastly, the demographic questionnaire was used to collect basic demographic information of the respondents.

Negative Acts Questionnaires (NAQ)

One of the most widely used measures of workplace bullying is the Negative Acts Questionnaires (NAQ-R) (2009). The NAQ-R is a 17-item survey that comprises an answer set using a 5 point Likert scaling as follows: 1= never, 2 = now and then, 3 = monthly,   4 = weekly, 5= daily. The score for workplace bullying is obtained by summing the scores on the 21 items.

In addition to being used in several international studies (Einarsen, Staale, Guy, Hoel, Hodge, & Notelears, 2009; Trijueque & Gomez, 2009; Glaso & Einarsen, 2010), the NAQ and variations of it have also been applied to domestic research (Lutgen-Sandvik, Tracy, & Alberts, 2007). These researchers measured workplace-bullying strength by averaging the score of the entire NAQ. In these studies, the NAQ was found to have high internal consistency with Cronbach's alpha equal to 0.937 indicating a very reliable survey measure. The NAQ score as measure of measures of workplace bullying was significantly correlated with measures of mental health, psychosocial work environment and leadership indicating a good construct validity of the instrument (Einarsen, Hoel, & Notelaers, 2009). Exploratory factor analysis showed that the NAQ has good construct validity if it is used as a three factor instrument, although the instrument can be used as a single factor instrument. The three factors include personal bullying, work-related bullying, and physically intimidating forms of bullying.

Survey of Perceived Organizational Support (SPOS)

The Survey of Perceived Organizational Support (SPOS) is a 36-item survey that comprises an answer set using a 7 point Likert scaling as follows: 0 = Strongly Disagree, 1=Moderately Disagree, 2= Slightly Disagree, 3=Neither Agree nor Disagree, 4=Slightly Agree, 5=Moderately Agree, and 6=Strongly Agree. The questions ask the degree of agreement or disagreement with the statements asking different aspects of organizational support. Items 3, 6, 7, 11, 16, 17, 22, 23, 26, 28, 31, 32, and 34 will be

subject to reverse coding. After reverse coding of several items, the score for perceived organizational support will be obtained by summing the scores on the 36 items. The 36-item SPOS should acceptable reliability. A reliability and item analysis of the scores obtained in the original study indicated acceptable internal consistency with Cronbach's alpha value of 0.97, with item-total correlations ranging from 0.42 to 0.83 (Eisenbergeret al., 1986; Worley, Fuqua, & Hellman, 2009). McFarlane and Tetrick (1991) showed in their study that SPOS has empirical evidence that supports it validity in measuring perceived organizational support when used to support that employees are able to distinguish their own commitment level to the organization from their perceptions of the organizations commitment to them. In other studies, using factor analyses with employees from diverse occupations and organizations has provided evidence for the high internal reliability and uniformity of the SPOS (Eisenberger, Huntington,

Hutchinson & Sowa, 1986; 1990; Shore, & Tetrick, 1991). Research of Eisenberger et al. (1986; 1990) and Shore and Tetrick (1991) confirms that perceived organizational support is strongly correlated with affective commitment, because organizational commitment is purported to develop as a result of perceived organizational support. SPOS showed acceptable convergent validity because the SPOS total scores were significantly predicted from a linear combination of affective commitment, organizational communication and organizational participation scores in a simultaneous equation (Worley, Fuqua, & Hellman, 2009).

Work Engagement Questionnaire (UWES-9)

Work engagement was measured using the UWES-9. The Work Engagement

Questionnaire (UWES-9) is a shortened version of the original 17-item UWES. It uses a

7 point Likert scaling as follows: 0 = never, 1= almost never, a few times a year or less,

2= rarely, once a month or less, 3= sometimes, a few times a month, 4= often, once a

week, 5 = very often, a few times a week, and 6 = always, every day. The questions are

statements asking if the respondent feel the different statements at work. It measures

three constructs of Vigor, Dedication, and Absorption. The score for *work engagement*

will be obtained by summing the scores on the 9 items.

Data was collected in 10 different countries ($N = 14,521$), and results indicated

that the original 17-item Utrecht Work Engagement Scale (UWES) can be shortened to 9

items (UWES-9). The factorial validity of the UWES-9 was demonstrated using

confirmatory factor analyses, and the three scale scores have good Cronbach's Alpha

score for internal consistency and acceptable test-retest reliability. The internal

consistency values of the three scales of the UWES were equal or exceeded the critical

value of 0.70 (Nunnaly & Bernstein, 1984). Confirmatory factor analysis of the 9-item

UWES utilizing five divergent occupational samples exhibited good construct validity.

Structural Equation Modeling showed high rank-order stabilities for the work

engagement factors (between 0.82 and 0.86) of vigor, dedication, and absorption

(Seppälä, Mauno, Feldt, Hakanen, Kinnunen, Schaufeli, & Tolvanen, 2009). There was a

significant correlation among the three factors of vigor, dedication, and absorption. This

means that work engagement is a construct that consists of three closely related aspects that are measured by three internally consistent scales. Thus, the 9-item UWES was a sound measure of work engagement.

Demographic Questionnaire

A demographic questionnaire was used to collect basic demographic information of the respondents. The demographic items asked included the gender, age, education attainment, race, and state from. Questions also asked the work background of the respondent, including the position in their education, part-time or full-time employee, and the length of tenure of the respondent in their current company. It also asked information about their organization such as the organization size and industry.

Data Collection

As stated, different survey instruments were used to collect data about witnessing workplace bullying, perceived organizational support, and work engagement. Participants were asked to complete questions from four instruments: A short demographic question (see Appendix A), Negative Acts Questionnaires (NAQ) (see Appendix H); the Survey of Perceived Organizational Support (SPOS) (see Appendix H); and the Work Engagement Questionnaire (UWES-9) (see Appendix H). Data was collected online using the SurveyMonkey survey platform. Since this online survey is not a longitudinal study, no follow-up survey administration was conducted. The use of SurveyMonkey's panel for industrial/organizational research has been commended in professional journals (Basil, Ridgeway, & Basil, 2008; Rogers & Bazerman, 2008), indicating this is an acceptable

way to survey employees. Selected participants, based on previously defined criteria in the setting and sampling section, will be emailed a link to the survey. The participants were provided instructions to complete the survey as well as information regarding confidentiality and completion timeframes. The participants' responses were posted directly into the researcher's SurveyMonkey account via internet. The SurveyMonkey site automatically stored and encrypted the information from the completed surveys. Only the researcher was able to access the information with a username and password.

All of the responses from the participants were coded to ensure confidentiality in the data analysis and reporting of results. Codes were assigned to each respondent instead of putting their name in order to maintain their anonymity in the study. The data collected were summarized in an Excel sheet. The different study variables were enumerated in the columns of the Excel sheet while the rows of the Excel sheet were listed with the data of the different respondents.

Data Analysis

Multiple regression analysis was used to test the proposed relationships. The regression analysis was selected to effectively determine the significance of the influences of the independent variables of witnessing workplace bullying and perceived organizational support to the dependent variable of employees' work engagement. This analysis allowed determining the influence of independent variables, which are perceived organizational support and employee engagement, to the dependent variables, and measure how these independent variables may play a role in influencing the work

engagement of the witness of workplace bullying. A level of significance value of 0.05 will be used in order to determine the statistical significance of relationships. A statistically significant relationship between the independent variables and the dependent variables will be determined if the probability value of significance (p-value) of the regression is less than or equal to the level of significance value (0.05). If the parameter estimate is significant at the 0.05 significance level, the null hypothesis will be rejected, which implies that there is a statistically significant relationship between independent variable and the dependent variable. The beta coefficient of the regression then will be investigated to determine how strongly the independent variable is associated with the dependent variable.

Prior to the regression analysis, descriptive analysis will be conducted to summarize the data of the measured study variables and demographic information. Central tendency measures of means and standard deviation will be used to summarize the data for the three study variables of workplace bullying, perceived organizational support, and work engagement. Frequency and percentage summary will be used to summarize the data of the demographic questionnaire.

Measures for Ethical Protection of Participants

Measures for the protection of participants both ethically and legally were reviewed by the Institutional Review Board (IRB). An informed consent form was included in the survey packet (see Appendix E) and participants were informed about the limitations of the study, the purpose of the study, the length, and processes related to the

research (APA, 2002). Additionally, the informed consent form addressed the rights of the participants, the benefits if any, any incentives offered, and the limits of confidentiality (APA, 2002). Confidentiality is necessary for both the participants and the organization in this study. Any needed or required disclosure statements were included. Ultimate approval was required and granted from the IRB.

Summary

Chapter 3 discussed the methodology for this study. The purpose of this study was to examine if there existed a correlation between the witnesses who witness workplace bullying, his/her POS, and work engagement. Quantitative methods were used to answer the research questions. Regression analysis was conducted to address the two research questions of the study. Survey data was collected using an online survey tool of SurveyMonkey.

This chapter discussed the research design of this study. It also discussed about how the data was collected, the instruments used, and how the data was analyzed. The samples were described in detail. Chapter 4 discusses the results of the analysis used to address the objectives of the study.

Chapter 4: Results and Analysis

Introduction

The purpose of this quantitative, non-experimental study is to determine the factors that influence the work engagement of witnesses to workplace bullying. The independent variables are witnessing workplace bullying and perceived organizational support while the dependent variable is employees' work engagement. Multiple linear regression analysis is conducted to address the objective of the research. The following research questions and hypotheses guided this study:

Research Question 1: Does witnessing workplace bullying influence the work engagement of the witness?

H_0: Witnessing workplace bullying has no influence on employees' work engagement.

H_1: Witnessing workplace bullying has an influence on employees' work engagement.

Research Question 2: Does perceived organizational support influence the work engagement of the bystander who witnesses workplace bullying?

H_0: Perceived organizational support has no influence on work engagement of the witness of workplace bullying.

H_1: Perceived Organizational Support has an influence on work engagement of the witness of workplace bullying.

The focus of this chapter is to present the results of both the quantitative analyses that are used to test the different research questions. The study outcomes are presented in

tables and graphs with descriptive narratives. First, the summaries of the demographic information of the sample are presented. This followed by the descriptive statistics of the study variables. Then, the results of the multiple linear regression analysis to address the research questions of the study are presented.

Summaries of Demographic Information

The following discussion summarizes the demographic information among the sample of 152 employees of organizations across the United States. Frequency and percentage summaries were used to summarize the data of the demographic information. The data are summarized in Table 1.

In terms of age, 41 to 45 years old garnered the highest number of age, 27 (17.6%) while 25 to 30 years old garnered the lowest number of age, 12 (7.8%). In terms of the location of the organization, a majority (112; 73.2%) of the sample was located in urban cities and only 44 (21.6%) were located in small rural towns. In terms of the length of time working in the organization, almost half (68; 44.4%) were working for more than 2 years but less than 10 years, 33 (21.6%) were working for more than 10 years, 26 (17%) were working for more than 6 months but less than 2 years, and 20 (13.1%) were working for more than 20 years.

Table 1

Frequency and Percentage Summaries of Demographic Information (N = 152)

	Frequency	Percent
Gender		
Female	111	72.5
Male	42	27.5
Highest level of school you have completed or the highest		
degree you have received		
Associate degree	28	18.3
Bachelor degree	29	19
Certificate Program	8	5.2
Graduate degree	49	32
High school degree or equivalent (e.g., GED)	18	11.8
Some college but no degree	21	13.7
Position within the organization where you currently		
work.		
Administrator	21	13.7
Clerical/Office worker	47	30.7
Management	25	16.3
Other	15	9.8
Professional	45	29.4

(table continues)

	Frequency	Percent
Employment status within organization		
Missing	1	0.7
Full time	115	75.2
Part time	37	24.2
Location that best describes where this organization is		
located		
Missing	1	0.7
City	1	0.7
Glendora	1	0.7
Growing rural area outside large metropolis area	1	0.7
Resort town	1	0.7
Small Rural Town	33	21.6
Suburban city	1	0.7
Suburbs	1	0.7
Urban City	112	73.2
USA	1	0.7
How many employees work for the organization where		
you work? (size of organization)		
Approximately 5-100 employees	30	19.6
Approximately 101-500 employees	25	16.3
Approximately 501-1000 employees	23	15

	Frequency	Percent
Approximately 1001-2500 employees	13	8.5
Approximately 2500-5000 employees	9	5.9
Approximately 5500-10,000 employees	6	3.9
Approximately 10,500-100,000 employees	9	5.9
More than 100,000 employees	4	2.6
Not sure	34	22.2

Descriptive Statistics of Study Variables

Table 2 summarizes the descriptive statistics of the study variables. The study variables include the independent variables of witnessing workplace bullying and perceived organizational support and the dependent variable of employees' work engagement. These were computed by summing the responses to each item on the NAQ, SPOS, and UWES-9. The mean score for witnessing workplace bullying was M = 50.06 (SD = 18.37) was in the lower end of the possible 21 to 105 range of scores indicating that there is less frequency of witnessing workplace bullying. for this sample The mean score for perceived organizational support was M = 23.07 (SD = 11.31) was in the lower end of the 0 to 48 possible range of scores indicating that there is low levels of perceived organizational support. The mean score for employees' work engagement was M = 29.07 (SD = 14.18) was in the middle of the 0 to 54 possible range of scores indicating that there is moderate levels of employees' work engagement.

Table 2

Descriptive Statistics of Study Variables (N = 152)

	N	Minimum	Maximum	Mean	Std. Deviation
Workplace bullying	153	22	99	50.06	18.37
Perceived organizational support	153	0	48	23.03	11.31
Work engagement	153	0	54	29.07	14.18

Normality Testing of Study Variables

Prior to conducting the statistical analysis of multiple linear regressions to address the research question of the study, normality testing of the study variables was conducted to ensure that the data of the study variables followed a normal distribution, this being one of the assumptions of a parametric statistical test such as regression analysis. The test of normality conducted was the investigation of the histogram graph.

Histograms (see Figures 1 through 3) were generated for each of the study variables of witnessing workplace bullying, perceived organizational support, and employees' work engagement. As shown in each histogram, the distribution of data formed a partial representation of a bell-shaped curve pattern for a normal distribution. Although the bell-shaped pattern formed in each graph was not a perfect representation of the desired pattern, this is acceptable, since the results of the normality testing through the skewness

and kurtosis of the data of each study variable fell within the acceptable values,

indicating that the data exhibited a normality distribution. Thus, the normality assumption

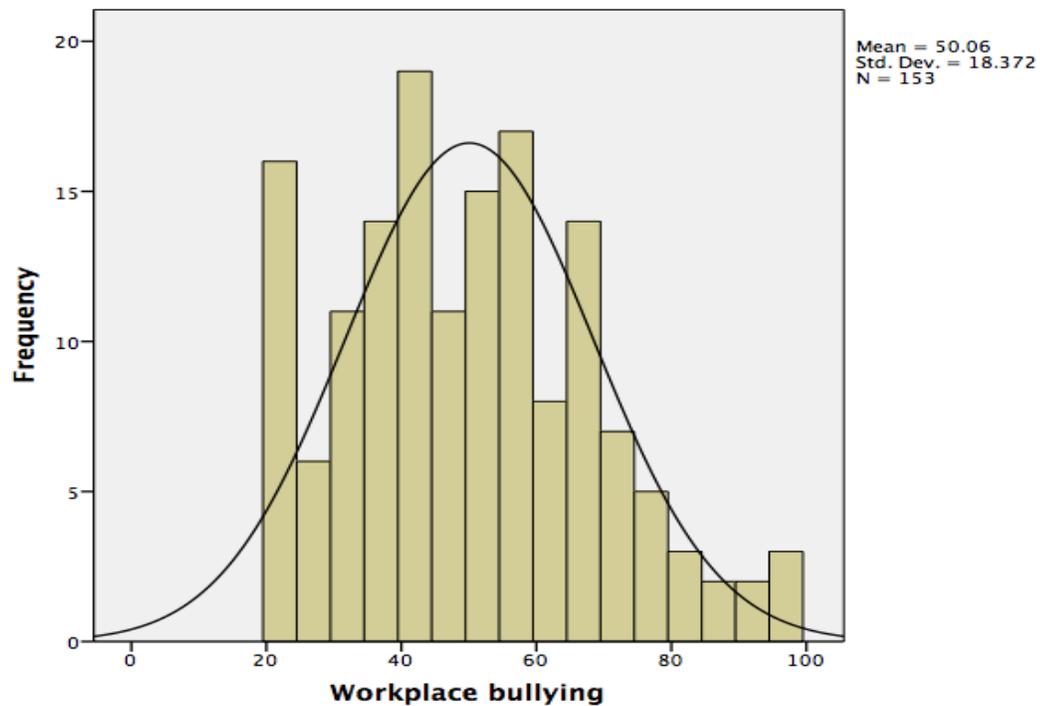for all the study variables was not violated.

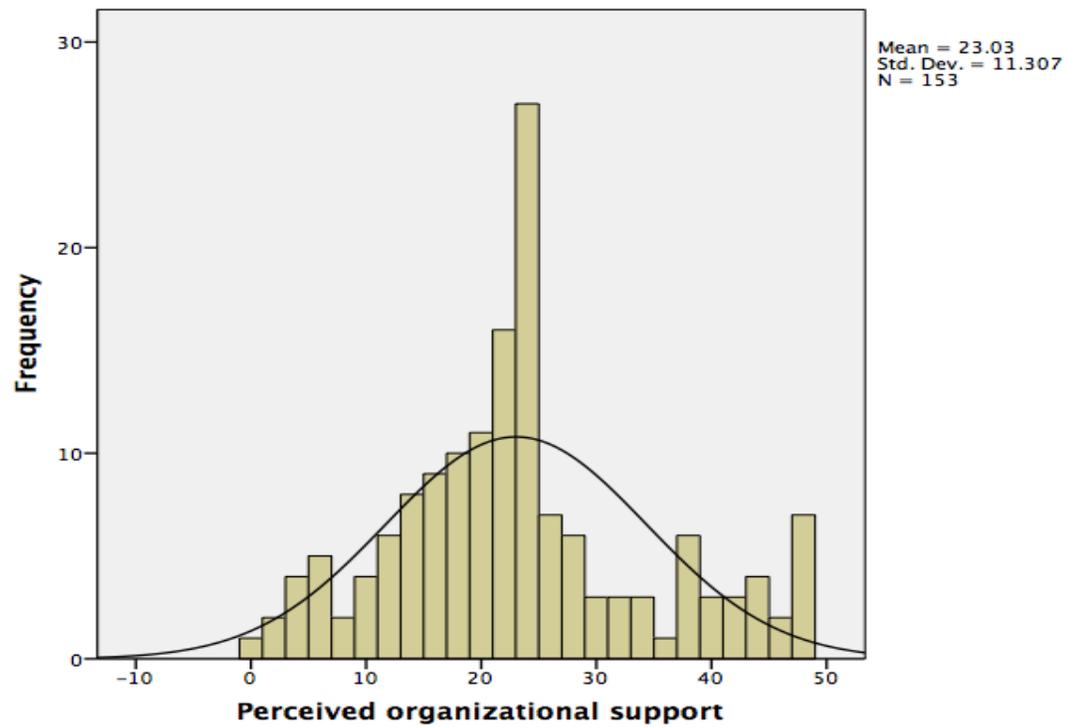*Figure 1*. Histogram of witnessing workplace bullying

Figure 2. Histogram of perceived organizational support
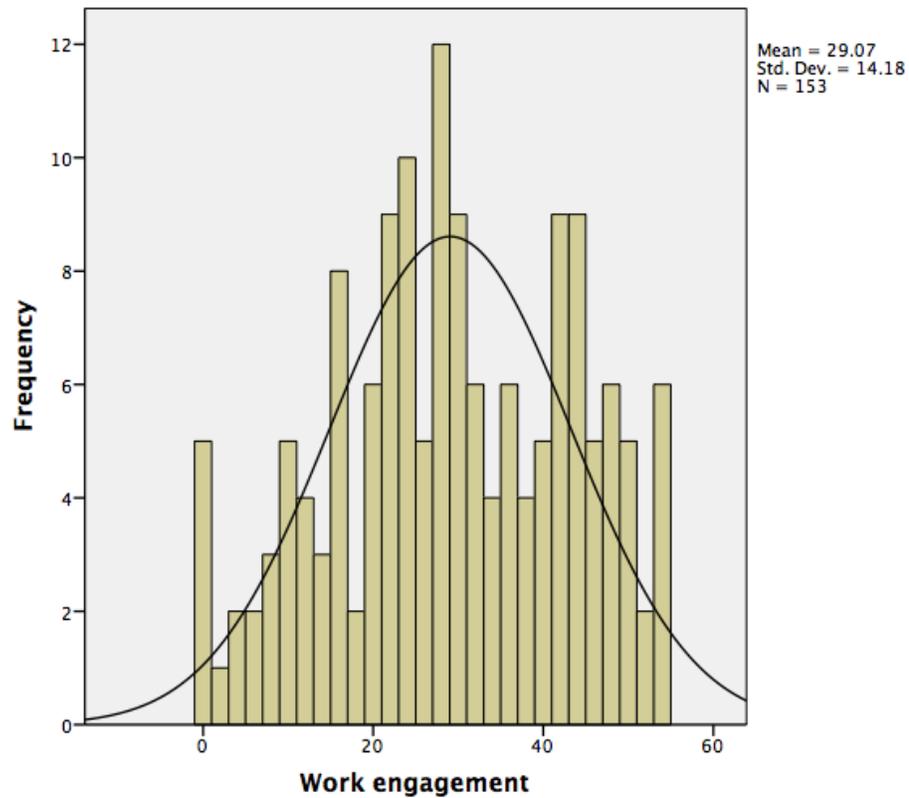
Figure 3. Histogram of employees' work engagement

Outlier Investigation

Other than the assumption of normal distribution, the sample data also should not

violate the other required assumption of the parametric statistical test. The other

assumption is that there should be no multivariate outliers existing in the data set for each

of the study variables included in the statistical analysis. These assumptions were

investigated using scatter plots, as shown in Figures 4 through 6.

As can be seen in each of the three scatter plots, the required assumption of no outliers

was not violated, since the possible values of each study variable were within the range of

possible scores (minimum and maximum). Scatter plots in these figures showed that there

were no outliers in the data for each of the three study variables, since the dispersion of

the data in the plots was not too wide and the scatter of the data sets was uniform. There

was no abnormality shown in any of the graphs. Thus, conducting the regression analysis

is acceptable, since none of the study variables exhibited any outliers.

Figure 4. Scatter plot of witnessing workplace bullying

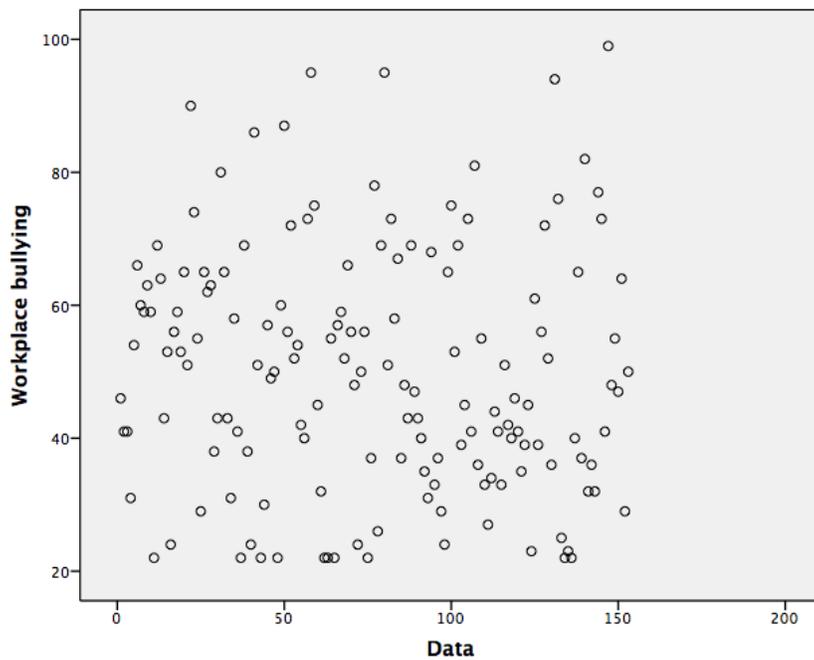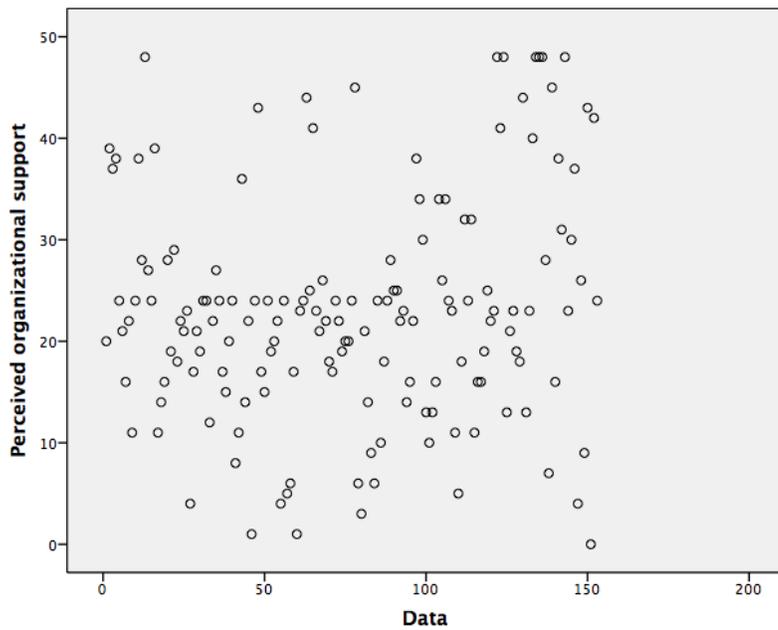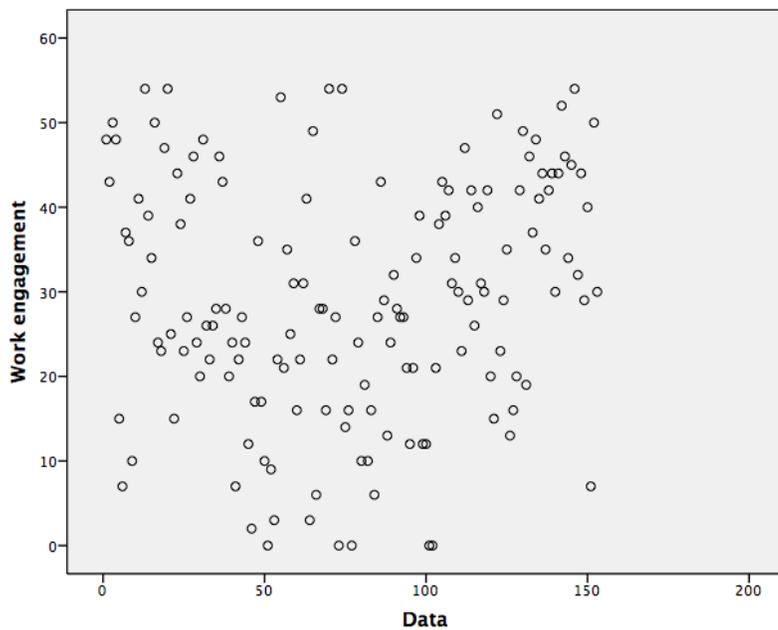*Figure 5. Scatter plot of perceived organizational support*

Figure 6. Scatter plot of employees' work engagement

Results of Multiple Linear Regression Analysis

The two research questions of the study were addressed using a multiple linear regression analysis. The regression model was used to determine the significance of the influences of the independent variables of witnessing workplace bullying and perceived organizational support to the dependent variable of employees' work engagement. A level of significance value of 0.05 determines the statistical significance of relationships in the regression analysis. A statistically significant relationship between the independent variables and dependent variable is determined if the probability value of significance (p-value) of the regression is less than or equal to the level of significance value. Table 3 summarizes the results of the regression analysis.

First, the model fit in terms of R^2 of the generated linear regression model was 0.21, which indicated that the combined effects of witnessing workplace bullying and perceived organizational support accounted for 21% of the variance in the prediction of employees' work engagement. The model prediction has a moderate variance since the R^2 value is far from the perfect linear value of 1. This means that the combined effects of witnessing workplace bullying and perceived organizational support have a moderate effect size on the employees' work engagement. The result of the ANOVA of the regression ($F(2, 150) = 20.33$, $p < 0.001$) was significant, which indicated that the overall effects of the witnessing workplace bullying and perceived organizational support on employees' work engagement were significant.

In terms of the significance of the individual effects of witnessing workplace bullying and perceived organizational support on employees' work engagement, the regression results showed that only perceived organizational support (t (150)= 5.14, $p < 0.001$) significantly predicted or influenced the employees' work engagement. This was because the p-value was less than the level of significance value of 0.05. With this result, the null hypothesis for Research Question 2 that "Perceived organizational support has no influence on work engagement of the witness of workplace bullying" is rejected. On the other hand, witnessing workplace bullying (t (150)= -0.69, $p = 0.49$) did not significantly predict or influence the employees' work engagement. This was because the p-value was greater than the level of significance value of 0.05. With this result, the null hypothesis for Research Question 1 that "Witnessing workplace bullying has no influence on employees' work engagement" is not rejected.

The unstandardized beta coefficient was analyzed to determine the independent contribution and the relative importance of perceived organizational support on employees' work engagement. The unstandardized coefficient value (beta = 0.54) was positive, indicating that perceived organizational support has a positive contribution to employees' work engagement. These results suggest that employees' work engagement would increase if there were higher level of perceived organizational support. For every one point increase in the scores of perceived organizational support, the employees' work engagement will increase by 0.54. The regression equation is written as: Employees' work engagement = 18.87 + 0.54 Perceived organizational support.

Table 3

Regression Results of Influences of Perceived Organizational Support and Workplace Bullying to Work Engagement

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
(Constant)	18.87	5.02		3.76	0.00
Workplace bullying	-0.04	0.07	-0.06	-0.69	0.49
Perceived organizational support	0.54	0.11	0.43	5.14	0.00

Note. $F_{(2, 150)} = 20.33$, $p < 0.001$, R Square (R^2) = 0.21, N = 152

a. Dependent Variable: Work engagement

b. Predictors: Constant, Perceived organizational support, Workplace bullying

Summary

Chapter 4 presented the results and the calculations of the descriptive statistics and multiple linear regressions used to address the research questions and hypotheses of this study. The results of the multiple linear regression analysis showed that perceived organizational support has an influence on work engagement of the witness of workplace bullying. The influence was positive. On the other hand, regression results showed that witnessing workplace bullying has no influence on employees' work engagement. Chapter Five concludes this study. Chapter Five contains findings from the study as related to literature, implications for action, and recommendations for future research.

Chapter 5. Discussions, Conclusions, and Recommendations

This quantitative and correlational, non-experimental study is intended to determine the factors that influence the work engagement of witnesses to workplace bullying. The purpose of this quantitative study is to identify if there exists a correlation between the witnesses who witnesses workplace bullying, their POS, and work engagement. For this study, the researcher utilized the Negative Acts Questionnaires (NAQ), the Survey of Perceived Organizational Support (SPOS), the Work Engagement Questionnaire (UWES-9), and demographic items. The independent variables are witnessing workplace bullying and perceived organizational support, while the dependent variable is employees' work engagement.

A total of 152 employees of organizations across the United States participated in this study. The researcher conducted multiple linear regression analysis to address the objective of the research. The following research questions guided this study: (a) Does witnessing workplace bullying influence the work engagement of the witness; and (b) Does perceived organizational support influence the work engagement of the bystander who witnesses workplace bullying?

Accordingly, this chapter presents the summary of findings, the accompanying discussions, as well as the conclusions generated in this study. The chapter also presents the clinical implications of findings generated from this study. Finally, it contains a discussion of the study's limitations and recommendations for future studies, followed by a summary of the discussed points.

Discussion of Findings

As reflected in the results, there are low frequencies of witnessing bullying and perceived organizational support among the respondents. This finding is opposed to the study conducted by Rayner et al. (2002), which posited that the perceived organizational support among employees is a significant factor influencing employees' work engagement. Thus, the results of the current study contributes to the body of literature on bullying by showing that, as opposed to the expected results, there are low levels of perceived organizational support to workplace bullying. This finding may generate attention from researchers that leads them to examine the topic under study, Moreover, with these increased health risks among the witnesses of bullying, organizational support plays a vital role. Emdad, Alipour, Hagberg and Jensen (2013) argued that working in an environment with a negative atmosphere, such as those created by workplace bullying, can cause a variety of health concerns, such as depression.

Vartia (2012) explained how employees perceive the organizations' contribution or concern for their well-being. It was found that workplace bullying is not just a relational issue, but also a workplace issue that affects all those who are exposed to the bullying, victim and witness alike (Vartia, 2012). It was also found in this study that there is moderate level of work engagement among the employees who responded. This finding contributes to the existing literature by considering the perceptions of witnesses of bullying towards work engagement. It has been then established that work engagement is related to stress (Briggs, Brough, & Barbour, 2014).

Focusing on the influence of witnessing workplace bullying and perceived organizational support of employees' work engagement, the researcher found that the overall effect of witnessing workplace bullying and perceived organizational support is significant. This finding supports the study of Rayner et al. (2002) concluding that witnessing workplace bullying and perceived organizational support of employees' work engagement is a significant factor that influences employees' work engagement. According to Rayner et al. (2002), a wave of witnesses left their jobs (22%) because of the stress of witnessing workplace bullying. In relation to these findings, it was found that the primary reason why workplace bullying persists was because the bully could get away with it (Rayner et al., 2002). From the findings of Rayner et al. (2002), it can be assumed that employers have an important role to prevent workplace bullying, supporting the notion that perceived organizational support is an essential factor to employees' work engagement.

Parzefall and Stalin (2010) added that the witness's impression or perception of the organization may change, specifically; their expectations of the organization's concern for the employee may have changed after witnessing workplace bullying. Focusing on witnesses of workplace bullying, Vartia (2012) posited that bullying affects everyone, including those who are witnesses to the bullying, and that the non-bullied witnesses had reported higher levels of negativity and stress. Along with these findings, it was revealed that witnesses indicated a decrease in work satisfaction and overall work

experience. Thus, work engagement was also negatively affected for these witnesses (Vartia, 2012).

Considering the individual effects of witnessing of workplace bullying and perceived organizational support, it was revealed that only perceived organizational support significantly predicted or influenced the employees' work engagement. This can be explained by the study of Briggs, Brough and Barbour (2014). Briggs et al. (2014) posited that work engagement is always accompanied by stress. Employees who experience stressors beyond the regular workload will not experience work engagement. In line with this, Briggs et al. (2014) postulated that work engagement among the employees is based on the perceived support from the organization itself, the supervisors, or the organizational climate where they work. Briggs et al. (2014) further suggested that once there is a positive perception of supervisors, leaders and work climate, there is a positive outcome for work engagement.

Conclusions

The purpose of this quantitative study is to identify if there exists a correlation between the witnesses who witness workplace bullying, their POS, and work engagement. The researcher utilized the Negative Acts Questionnaires (NAQ), the Survey of Perceived Organizational Support (SPOS), and the Work Engagement Questionnaire (UWES-9), and other demographic surveys. Quantitative methods were utilized to answer the research questions. The researcher conducted regression analysis to

address the two research questions of the study. Survey data will be collected using SurveyMonkey, an online survey tool.

While the overall effect of witnessing workplace bullying and perceived organizational support on work engagement has been significant, focusing on their individual effects revealed that only the perceived organizational support has significant effects on employees' work engagement. As reflected in the current literature, both independent variables are linked to negative emotions such as stress. With this, it can be concluded that mediator variables such as emotions may influence the insignificant effect that witnessing of workplace bullying has on employees' work engagement.

Implications

The main implication of the study is that its findings can trigger positive social change. One form of positive social change is policy reassessment among companies regarding their work engagement programs. The findings of the current study can have an effect on leaders of companies across the United States. It was found that perceived organizational support has a significant effect on employees work engagement. With these findings, leaders of organizations may focus more on improving their support among employees who experience witnessing workplace bullying. It has been found that workplace bullying can result in negative behaviors. Therefore, improving work engagement among employees who experienced witnessing workplace bullying is essential for reducing attrition rates.

Another implication of the findings is their influence on the community level. The findings may improve the status quo of the working employees. The knowledge that can be contributed by the current study may inform supervisors and managers on how to deal with employees who witness workplace bullying. In this manner, the indirect effect of workplace bullying on the employees will not only be considered, but also the development of awareness about employees' healthcare will also be achieved. Finally, the findings of the current study may influence the focus of future researchers. There are few studies on the effect of witnessing workplace bullying on work engagement. Thus, the findings of the current study will contribute to the existing body of knowledge. Furthermore, the role of perceived organizational support on work engagement will generate much attention among researchers because of the current study.

Limitations

The current study has several limitations. First, the use of self-reported tests has its weaknesses. There is a risk of personal bias when letting participants answer questions based on their perceptions about the phenomenon. Moreover, self-reported questionnaires may be limited by social desirability. Thus, participants may choose to respond with social acceptable answers.

Another limitation of the current study is the nature of its design. Despite the appropriateness of correlational research in identifying and measuring relationships among variables, it lacks power for making causal inferences. As Reyes (2008) noted, when correlation has been established between two variables, it must not be

misunderstood that one of the variables caused the other. The purposeful sampling method was used to recruit participants. While this sampling method has the advantage of lower costs and higher speed on the administration of questionnaire, the purposeful sampling method may incur generalizability issues as compared to the random sampling method. The homogeneity of participants should have been considered more carefully in this study.

Another limitation of the current study is the failure to achieve the appropriate sample size, which is 160 (Lipsey and Wilson, 1992). Moreover, it has been established that bullying may differ across organizations or parts of the sample. For instance, other respondents may have experience workplace bullying while others may not. This diversity among the perceived experience of the sample may limit the representativeness of the findings to the entire population. Thus, it is recommended that the researcher specifically choose those people who witnessed bullying in the workplace.

<div align="center">**Recommendations**</div>

Considering the limitations of the study, it is recommended that future researchers modify the research methodology in order to come up with stronger conclusions about the correlation between the study variables. Specifically, the researcher of the current study recommends that future researchers consider using the qualitative method. In this manner, future researcher may dig deeper on the perceptions and lived experiences of the participants. The researcher of the current study recommends future studies replicate this study using a phenomenological research design. With this research design, data-

gathering requires face-to-face interactions between the researcher and the participants. Thus, utilizing face-to-face interviews may enable future studies to gain a deeper understanding about the perceptions of indirect victims of workplace bullying. While the current study revealed the correlation between witnessing of workplace bullying, perceived organizational support and work engagement, the methodology lacks details and insights from the participants who responded.

Summary

Chapter 5 provided the summary of findings of the current study. Along with the summary of the findings are discussions about the alignment of the current findings to the existing literature. It was revealed by the findings that the overall effects of the witnessing workplace bullying and perceived organizational support on employees' work engagement were significant. In terms of the significance of the individual effects of witnessing workplace bullying and perceived organizational support on employees' work engagement, the regression results showed that only perceived organizational support significantly predicted or influenced the employees' work engagement.

This chapter also presented implications and limitations of the current study. Together with the discussion of limitations are the recommendations of the researcher for future studies and a summary of the study's key points.

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organisational support: Which measure should we use? *SA Journal of Industrial*

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Appendix A. Demographics Questionnaire

1. Age: 18-24 ____   25-30____   31-35 _____   36-40 _____   41-45 _____   46-50 _____   51-55 _____

    56-60 _____   61-64 _____   65 + _____

2. Gender: Female _____   Male _____

3. Position within Organization: Part time Worker _____   Full time _____

    Management ____   Administrator ____   Clerical/Office worker ____

    Professional ____   Other ____

4. Educational Level: High School _____ Certificate ____ AA/AS ____ BA/BS ____ MA/MS _____

    PhD ____

5. Organization size (Approximate number of Employees):

    5-100 ___   101- 500 ___   501-1000 ___   1001-2500 ___   2500-5000 ___   5500-10,000 ___

    10,500-100,000 ____   More than 100,000 ____   Not Sure ____

6. Location of Organization: Small Rural Town _____   Urban City _____

7. How Long with this organization:

    Less than 6 months ____

    More than 6 months but less than 2 years ____

    More than 2 years but less than 10 years _____

    More than 10 years ____

    More than 20 years ____

Appendix B. Permission to use Negative Acts Questionnaire

Dear Monica Christianson

Thank you for your interest in the Negative Acts Questionnaire.

 My name is Oystein Hoprekstad, and I am writing to you now on behalf of Professor Staale Einarsen, as his research assistant.

We will grant you the permission to use the scale on the condition that you accept our terms for users found in the word-file attached in this e-mail. Please fill this in and return. Normally, it is free to use the scale as long as it is not for profit and research only. If not, please be in contact.

One of our terms is that you send us your data on the NAQ with some demographical data when the data is collected. These will then be added to our large Global database which now contains some 50.000 respondents from over 40 countries. Please send them as soon as your data is collected. A SPSS database is attached to this mail in the NAQ info file.

 I have attached the English version of the NAQ, a SPSS database, psychometric properties of the questionnaire and the articles suggested on our website. Please use the Einarsen, Hoel and Notelaers article (2009) in Work and Stress as your reference to the scale. I have also attached a book chapter on the measurement of bullying where you also find information on the one item measure.

 If you have any questions, we will of course do our best to answer them.

Best regards

Oystein Hoprekstad, Research Assistant

On behalf of

Professor Staale Einarsen

Bergen Bullying Research Group

Appendix C. Permission to use SPOS

Dr. Eisenberger I am a graduate student at Walden University working on my PhD and want to do research

on workplace bullying from the perspective of the witnesses and how perceived organizational

support influences or affects the employees who witness workplace bullying. I was hoping to use the

SPOS as one of my instruments. I am writing to you ask for permission to use it, or where I need to go

for permission? I look forward to your response.

Thanks

Monica Christianson

Monica,

Sounds like an interesting study. I am happy to give you permission to use the SPOS.

Cordially,

Bob

Robert Eisenberger

Professor of Psychology

College of Liberal Arts & Soc. Sciences

Professor of Management

C. T. Bauer College of Business

University of Houston

reisenberger2@uh.edu

(302)353-8151

Appendix D Permission to use UWES-9

Letter to Dr. Arnold B. Bakker requesting permission to use UWEs-9:

Professor Bakker, I am a student trying to research the impact that witnessing workplace bullying has on work engagement of those who witness it. I am writing to you to ask permission to use the UWES-9. If you have any question please contact me here at this email.

Thank you for your contribution to organizations and well being, it has been a pleasure to read your work.

Reply to Monica Christianson:

You have my permission, good luck!

Kind regards, Vriendelijkegroet,

Arnold

www.arnoldbakker.com

Prof. dr. Arnold B. Bakker

Erasmus University Rotterdam

Chair Dept. of Work & Organizational Psychology

Secretary General Alliance for Organizational Psychology

Past President EAWOP

Appendix E. Invitation Letter

You are invited to take part in a research study of workplace bullying and work engagement. The researcher is inviting adults ranging between the ages of 18-64 who have worked for more than 6 months at their current position to participate in the study. This form is part of a process called "informed consent" to allow you to understand this study before deciding whether to take part.

This study is being conducted by a researcher named Monica Christianson, who is a doctoral student at Walden University.

Background Information:

The purpose of this study is to identify if witnessing workplace bullying affects work engagement.

Procedures:

If you agree to be in this study, you will be asked to:

- Complete the Negative Acts Questionnaire-17, approximately 6 minutes;

- Perceived Organizational Support, approximately 6 minutes;

- Work Engagement UWES-9, approximately 2 minutes, and

- A short Demographic questionnaire, approximately 1 minute.

Here are some sample questions:

1. I have witnessed a coworker being humiliated or ridiculed in connection with their work.

2. I have witnessed someone being ordered to do work below their level of competence.

3. I have witnessed a coworker's key area of responsibility removed or replaced with more trivial or unpleasant tasks.

Voluntary Nature of the Study:

This study is voluntary. Everyone will respect your decision of whether or not you choose to be in the study. No one at on LinkedIn or Walden University will treat you differently if you decide not to be in the study. If you decide to join the study now, you can still change your mind later. You may stop at any time.

Risks and Benefits of Being in the Study:

Being in this type of study involves some risk of the minor discomforts that can be encountered in daily life, such as stress or becoming upset. Being in this study would not pose risk to your safety or wellbeing, if you do feel the need to talk to someone please contact the National Association on Mental Illness at http://www.nami.org/ for referrals in your area.

If you may be pregnant:

If you think you may be pregnant it is suggested that you speak to your doctor before participating in this survey, and if you experience any discomfort as a result of taking this survey, please consult with your doctor before proceeding further.

Identifying how witnessing workplace bullying can impact the stress level and the work environment can help employees gain protection and restitution, it may also help to enact laws to help protect future employees from being impacted negatively.

Payment:

No compensation is offered or will be paid.

Privacy:

Any information you provide will be kept anonymous. The researcher will not use your personal
information for any purposes outside of this research project. Also, the researcher will not include
your name or anything else that could identify you in the study reports. Data will be kept secure by
locking the data gathered in a password protected computer. Data will be kept for a period of at least 5
years, as required by the university.

Contacts and Questions:

You may ask any questions you have now. Or if you have questions later, or wish to have a copy of the study, you may contact the researcher via monica.christianson@waldenu.edu, 909-223-0714. If you want to talk privately about your rights as a participant, you can call Dr. Leilani Endicott. She is the Walden

University representative who can discuss this with you. Her phone number 612-312-1210. Walden

University's approval number for this study is <u>IRB will enter approval number here</u> and it expires on <u>IRB</u>

<u>will </u>enter expiration date.

<u>Please print or save this consent form for your records. (for online research)</u>

Statement of Consent:

I have read the above information and I feel I understand the study well enough to make a decision about

my involvement. By <u>clicking the link below</u> and <u>returning a completed survey</u>, I understand that I am

agreeing to the terms described above.

Appendix F. Confidentiality Agreement

Name of Signer: Monica Christianson

During the course of my activity in collecting data for this research: Bystander Effect of Workplace Bullying, Perceived Organizational Support and Work Engagement, I will have access to information, which is confidential and should not be disclosed. I acknowledge that the information must remain confidential, and that improper disclosure of confidential information can be damaging to the participant.

By signing this Confidentiality Agreement I acknowledge and agree that:

1. I will not disclose or discuss any confidential information with others, including friends or family.

2. I will not in any way divulge, copy, release, sell, loan, alter or destroy any confidential information except as properly authorized.

3. I will not discuss confidential information where others can overhear the conversation. I understand that it is not acceptable to discuss confidential information even if the participant's name is not used.

4. I will not make any unauthorized transmissions, inquiries, modification or purging of confidential information.

5. I agree that my obligations under this agreement will continue after termination of the job that I will perform.

6. I understand that violation of this agreement will have legal implications.

7. I will only access or use systems or devices I'm officially authorized to access and I will not demonstrate the operation or function of systems or devices to unauthorized individuals.

Signing this document, I acknowledge that I have read the agreement and I agree to comply with all the terms and conditions stated above.

Signature: **Date:**

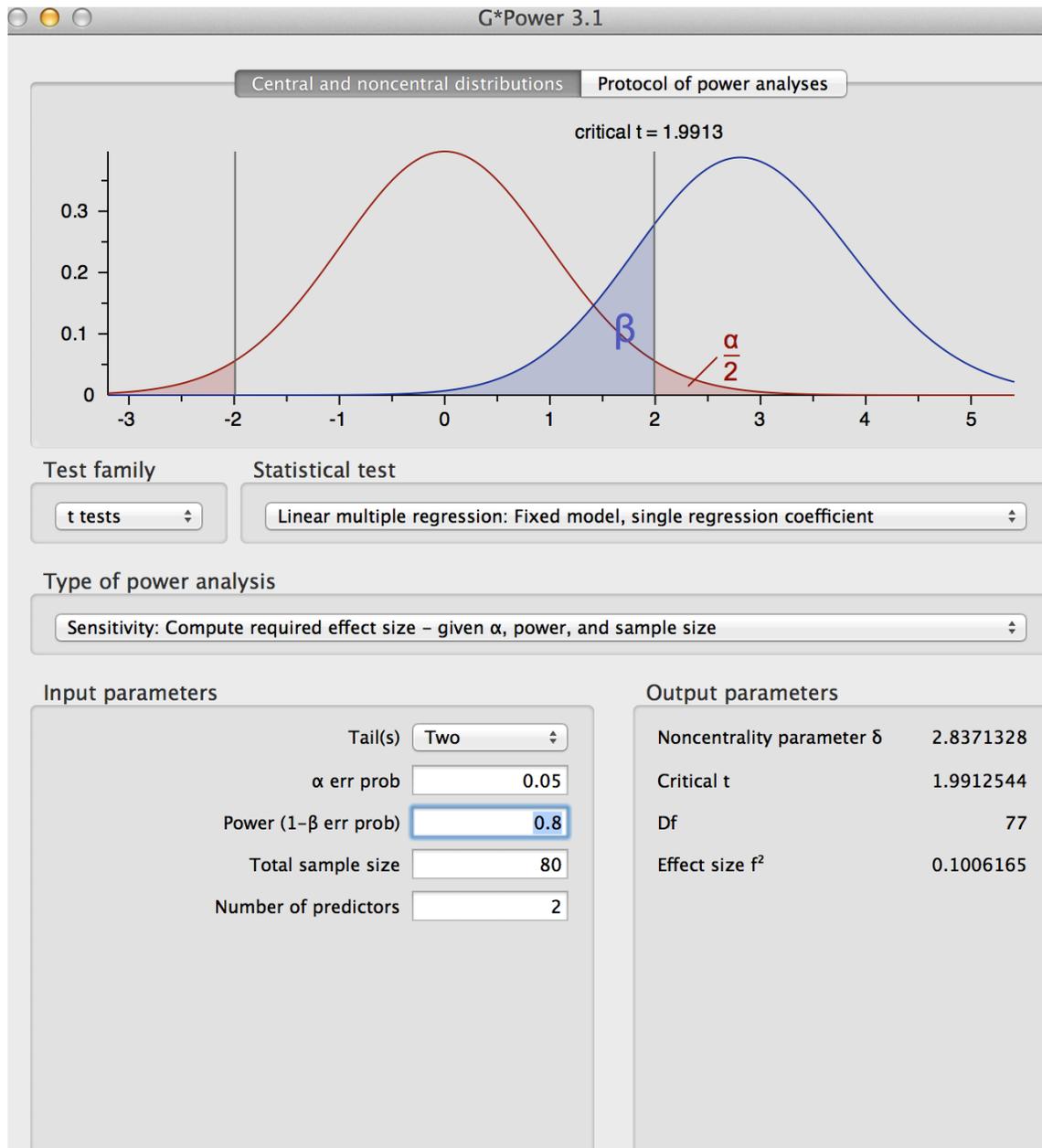Appendix G. G*Power Computation of Effect Size

*Figure G1. G*Power Computation of Effect Size*

Appendix H: Instruments

Negative Acts Questionnaire (NAQ-R)

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

1. Someone withholding information which affects your performance.
2. Being humiliated or ridiculed in connection with your work.
3. Being ordered to do work below your level of competence.
4. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.
5. Spreading of gossip and rumors about you.
6. Being ignored or excluded.
7. Having insulting or offensive remarks made about your person, attitudes or private life.
8. Being shouted at or being the target of spontaneous anger.
9. Intimidating behaviors such as finger pointing, invasion of personal space, shoving, blocking your way.
10. Hints or signals from others that you should quit your job.
11. Repeated reminders of your errors or mistakes.
12. Being ignored or facing a hostile reaction when you approach
13. Persistent criticism of your errors or mistakes.
14. Having your opinions ignored.
15. Practical jokes carried out by people you don't get along with.
16. Being given tasks with unreasonable deadlines.
17. Having allegations made against you.
18. Excessive monitoring of your work.
19. Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses).
20. Being the subject of excessive teasing and sarcasm.
21. Being exposed to an unmanageable workload.
22. Threats of violence or physical abuse or actual abuse.

Format for the 8-item Survey of Perceived Organizational Support

0	1	2	3	4	5	6
Strongly Disagree	Moderately Disagree	Slightly Disagree	Neither Agree nor Disagree	Slightly Agree	Moderately Agree	Strongly Agree

1. The organization values my contribution to its well-being.

    3. The organization fails to appreciate any extra effort from me. (R)
    7. The organization would ignore any complaint from me. (R)
    9. The organization really cares about my well-being.
    17. Even if I did the best job possible, the organization would fail to notice. (R)
    21. The organization cares about my general satisfaction at work.
    23. The organization shows very little concern for me. (R)
    27. The organization takes pride in my accomplishments at work.

Work and Well-being Survey (UWES)

The following 17 statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job. If you have never had this feeling,write "0" (zero) in the space preceding the statement. If you have had this feeling, indicate how often you feel it by writing the number (from 1 to 6) that best describes how frequently you feel that way.

Almost never 1 A few Times a ear or less	Rarely 2 Once a month or less	Sometimes 3 A few times a month	Often 4 Once a week	Very Often 5 A few times a week	Always 6 Everyday

1. At my work, I feel that I am bursting with energy (VI1)*
2. I find the work that I do full of meaning and purpose (DE1)
3. Time flies when I'm working (AB1)

4. At my job, I feel strong and vigorous (VI2)*

5. I am enthusiastic about my job (DE2)*

6. When I am working, I forget everything else around me (AB2)

7. My job inspires me (DE3)*

8. When I get up in the morning, I feel like going to work (VI3)*

9. I feel happy when I am working intensely (AB3)*

10. I am proud of the work that I do (DE4)*

11. I am immersed in my work (AB4)*

12. I can continue working for very long periods at a time (VI4)

13. To me, my job is challenging (DE5)

14. I get carried away when I'm working (AB5)*

15. At my job, I am very resilient, mentally (VI5)

16. It is difficult to detach myself from my job (AB6)

17. At my work I always persevere, even when things do not go well (VI6)

* Shortened version

Curriculum Vitae

Monica Christianson MA.

1365 Wilson Ave
Upland, CA 91786
monicachristianson@yahoo.com
Phone: 909-223-0714

PROFESSIONAL EXPERIENCE:

February 2007
to
Present

Citrus College   **Glendora, CA**
Veteran Success Center Director

Oversee the Veterans Success Center day to day operations including but not limited to:
Responsible for all aspects of the Citrus College Veteran Center U.S. Department of
Education FIPSE Grant, responsible for ensuring outcomes of the grant goals, oversees
budget, maintaining personnel, responsible for documentation of grant, including writing
annual reports, and designed policies and procedures manual.
Assisted with departmental staff training and provided overview of the details of the Grant to
the Board of Trustees.
Responsible for designing Student Learning Outcomes (SLO) and implementation of surveys
to measure SLO's. Was responsible for writing Annual Program Reviews and five year
Comprehensive Program Reviews. Set up new student orientation for veteran students,
implemented VA work study on campus and coordinated with VA to host a
VA Vocational Rehabilitation Counselor on campus.
Helped to coordinate services with State Assembly Member Roger Hernandez's office to
identify and bring resources to the veteran students.
Was instrumental in designing new modalities to help serve veterans and their families
with sponsoring and coordinating Wilderness Therapy for veteran students and their
families to ensure vital communication skills as a transitional need.
Helped to set up the first of southern California colleges to host VA Combat Care unit to
campus, helping to ensure the veteran student saving the veteran hours as they seek help
and transition to civilian life.

November 2006
To May 2010

Worked as transitional counselor providing assessments, crisis interventions and short
term treatment for mental health issues to the veteran student population
Worked as part time therapist in the student health center, assessing, providing referrals,
participated in the student conduct team, helped design and implement Student Conduct
Guidelines and TITLE IX mandates. Provided in-service training to nursing students on
diversity issues, conducted in-service training to college staff and faculty on distressed
students, Suicide Prevention QPR, Conflict Resolution, Conflict in the Workplace, De-
escalation, and SAFE Zone Training and implementation.

Bonita Counseling   **San Dimas, CA**
Therapist

Provide assessments, marriage and family counseling, substance abuse counseling,
Diagnose and treat, write treatment plans, bill insurance companies, run anger management
groups, facilitate trauma group therapy. Design and implement curriculum for anger
management and trauma groups, and provide treatment planning.

September 2003 *to* *Present*	**Chaffey Adult School** Instructor/Counselor	**Ontario, CA**

Design, write, and implement curriculum for chemically addicted incarcerated population. Facilitate trauma process group, and teach cognitive classes. Assess, diagnose, treatment planning, and provide therapy for dually diagnosed trauma victims. Provide intensive

Therapy, treatment and process groups to severally traumatized inmates in a correctional facility. Assess career aspirations using Myers Briggs, CAPS COPES and Holland Occupational assessments, interpret results, and provide career planning for work release population in a correctional facility.

August 2002 *to* *December 2002*	**Mount Saint Mary's College** Adjunct Professor	**Los Angeles, CA**

Teach, assess and evaluate student progress in undergraduate counseling class. Design course objectives, syllabus and grade student work.

December 2001 *to* *September 2002*	**Tri-City Mental Health** Therapist Case manager	**Pomona, CA**

Provide assessments, diagnosis, treatment and intervention with severally mentally ill population. Worked with homeless population and the dual diagnosed population within the three city region, provided in-service for staff development on dual diagnosed population. Provide intensive treatment and coordinate services for severally traumatized clients.

January 2001 *to* *December 2001*	**Prototypes outpatient and residential Treatment** Therapist	**Pomona, CA**

Provided therapy to chemically dependent population, facilitate groups, diagnose, development treatment planning, coordinate treatment with Psychiatrist, and provide crisis intervention with a diverse population.

Education: *2015*	**Walden University** **Minneapolis, MN** Ph.D. Candidate Organizational Psychology GPA: 3.95
2000	**Phillips Graduate Institute** **Encino, CA** MA Marriage and Family Therapy
1998	**Mount Saint Mary's Los Angeles, CA** BA Liberal Arts

CERTIFICATIONS:

>Teaching credentials
>Certified in Hogan
>>Assessment
>>Certified as QPR
>>trainer
>Certified Anger Management Facilitator
>Certified Duluth Model Domestic Violence Facilitator
>Registered with the Board of Behavioral Science

COMMUNITY INVOLVEMENT:

>Co-Chaired Region 8 Veterans Consortium, 2012-2013
>Congresswoman Napolitano's Mental Health Consortium Veterans
>>Subcommittee Chair, 2014
>State Assembly Member Roger Hernandez Veterans Task Force, 2012-2014
>Co-Chair re-accreditation Committee, Chaffey Adult School, 2015.

KEYWORD SUMMARY:

>Proficient in operating Microsoft word, excel, proficient in interpreting and
>Administering Caps, Cops, Myers Briggs, and Holland Occupational
>>Assessment, able to conduct research and data entry using SPSS. Hogan
>>Assessments, QPR trained instructor.

PUBLICATIONS:

>Christianson, M. Crisis Intervention with Gay, Lesbian and Bi-sexual
>>Teenagers/Students, (2000).

>Strickland, Strickland and Christianson, College Success: A Concise Practical
>>Guide for Veterans, (2015).

>Bystander Effect of Workplace Bullying, Perceived Organizational Support and
>>Work Engagement. (2015)