

## Tilburg University

### Am I contaminated or bullied?

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**Book of Oral Presentation Abstracts**

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002

## **South African Women Academics Experiences of Workplace Bullying and Interventions**

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This study examined South African women academics experiences of workplace bullying using Johnson's (2011) workplace bullying ecological model and intersectional theory as the key theoretical frameworks. A qualitative, in-depth, semi-structured interviews were conducted with 25 women academics, four union representatives and three Human Resource representatives from three South African Universities. Secondary data was obtained from an analysis of grievance policies. A thematic analysis was applied to interpret the primary data collated.

Pre-1994, the South African Higher Education sector has been White male-dominated and led with laws that had excluded other races from participating in higher education. In 1994, South Africa transcended to be a democratic country, the new government system embarked on the transformation of the higher education, which included merging, restructuring, enabling the representation of all races (Blacks, Coloured, Indians and Whites) of the previously racialised higher education.

The study found that due to the history of South Africa, the intersection of social identities (race, age, gender, nationality and class) and personality had an influence on women academics experiences of workplace bullying. Who bullies, the antecedents, the behaviours and outcomes of workplace bullying differed according to the target's social identities. The study presents an expansion of Johnson's (2011) ecological model of workplace bullying, demonstrating that to curb bullying, an understanding of the national context is critical. A Mangolothi workplace bullying intersectional framework was formulated, which includes the micro, meso, exo and macro level antecedents, outcomes, moderators and interventions of workplace bullying. The analysis of the results confirmed that workplace bullying was prevalent in South African Universities. A key contribution of the study derived from the fact that it combined the ecological model and Intersectionality. This provided a holistic and rich view of the experiences of workplace bullying by women academics. This study shows a need to explore the intersection of social identities as a way of getting a deeper meaning of workplace bullying.

**Keywords:** Intersectionality, Social Identities, Ecological Model, South Africa, Women

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009

## **Workplace bullying in the Australian health context: - a health management trainees' perspective**

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### **Background**

Studies demonstrate workplace bullying is a significant issue, and one which warrants an increased research focus. Workplace bullying is a significant issue in healthcare and unprofessional behaviour is widespread in the Australian healthcare system. This research explored graduate health management trainees' (GHMTs) perceptions of workplace bullying. This is sparse literature regarding workplace bullying among GHMTs in Australia. This study, based on Australian data, was significant for four key reasons: (1) survey results across Australia healthcare settings indicate the level of incident reporting continues to remain static; (2) the revocation of accreditation of three teaching hospitals in NSW during 2018-2019; (3) increases in the number of reported suicides among health professionals between 2001-2012; (4) cost of Australian workers' compensation claims estimated to be over \$9 million AUD per annum. This study addressed and researched this gap. Addressing and researching this gap in the literature is important, as GHMTs have a future role in influencing systemic change, policies, education and practice. As their careers advance, GHMTs will also be key decision-makers and be expected to promote a positive and cooperative workplace culture.

### **Aim**

To investigate GHMTs perceptions of workplace bullying, an Australian context.

### **Methods**

The study was conducted in two phases. Phase one used qualitative research methods with focus group and individual interviews (n=19). Respondent validation interviews were also conducted. Phase two of the study used both quantitative and qualitative methods with an international expert reference group to provide feedback and comment on a provisional anti-bullying learning framework developed specifically for this study as a result of the findings from the three data sets in phase one, supported by the published literature and emerged from an exploration of existing frameworks.

### **Results**

Phase one: The findings indicate that GHMTs had a good understanding of the existence of workplace bullying and that it is an organisational issue. They had a reasonable understanding of the overt nature of workplace bullying (ie verbal and physical acts). They were less aware of covert or subtle forms of workplace bullying (ie practices preventing people from performing their role) and impacts on workplace culture and their role as a manager in addressing this. Nine themes emerged from the three data sets: (1) level of awareness of workplace bullying behaviours (WBB); (2) behaviours which constitute WBB; (3) causes of WBB; (4) consequences of WBB; (5) dealing with WBB; (6) nature of WBB; (7) positive relationships; (8) reporting of WBB; and (9) training needs. Each of the themes also aligned with two

overarching domains regarding this study: *perceptions* of workplace bullying and *strategies* for dealing with workplace bullying.

Phase two: The provisional anti-bullying learning framework focused on five guiding principles, which emerged based on the exploration of existing frameworks, the published literature and phase one of the study. The five guiding principles were (1) Leadership; (2) Inclusion; (3) Participation; (4) Support; and (5) Safety. The findings from the interational expert reference group indicate that the provisional anit-bullying learning framework included key elements essential for addressing workplace bullying in healthcare organisations.

## The interface between workplace bullying and dirty work: A new research agenda

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We present a review of international literature underscoring the linkage between dirty work and workplace bullying. Our paper brings a novel dimension to the substantive area since the lens of dirty work has not marked research endeavours in workplace bullying thus far, even though the field houses literature on various occupations and professions which can be classified as 'dirty'. To this end, we demonstrate avenues for new research. Further, our paper extends available literature which evidences the relationship between work-related situational factors and workplace bullying.

Dirty work refers to tasks, job roles, occupations and professions attributed as degrading or disgusting, with their degree of repulsiveness contingent on the dynamics between taint of a physical, moral, social and emotional nature; prestige related to job design, training, income, career progress and power; and the nature of social identity categories involved such as gender, race/ethnicity, migrant status, nationality, class and caste. While occupations and professions contain both pleasant and unpleasant features, some forms of work are seen as dirtier and less prestigious than others due to the taint attached to them.

Low-prestige dirty jobs, often precarious and sometimes even illegal, are usually undertaken by marginalized social groups. The intersection of tainted work, stigmatized identity and labour market uncertainties has been found to render such workers targets of bullying from superiors, peers and subordinates within the workplace (internal bullying) and contractors, suppliers, customers and, significantly, the public outside (external bullying) in real/in-situ and virtual forms. Alongside interpersonal bullying where workers are singled out for mistreatment, depersonalized bullying is also reported due to employers' focus on competitive advantage.

Specificities associated with dirty work are found to play a crucial role in influencing how workplace bullying unfolds. Dirty workers, discredited and 'othered' as lowly and polluted, can sometimes experience more than one taint which exacerbates their vulnerability to mistreatment. To illustrate, beauty service workers are perceived as physically and morally tainted while nurses are seen as physically and socially tainted. Dirty occupations as the central offering of an organization (e.g. a cleaning service company) compared to dirty work as peripheral to organizational functioning (e.g. cleaning work in an information technology firm) usually harbours a higher likelihood that abuse will be greater in the latter instance. While cleaning is seen as irrelevant to the organizational focus in the latter case, rendering dirty workers' stigmatized and devalued status more pronounced, cleaning defines organizational success in the former case such that dirty workers are simultaneously degraded and valued. Dirty jobs, usually being at lower levels of the organizational hierarchy, combine occupational and organizational disadvantage which accentuates the chances of dirty workers being bullied. Dirty work, generally outsourced in the contemporary neoliberal context, often entails direct and third-party employment such that downwards bullying arises from two separate sources.

Our review highlights that the bullying of dirty workers is a universal phenomenon, indicating that conceptualizations of dirty work transcend national and cultural boundaries. Solutions

emphasizing the ILO's principles of decent work provide a promising way forward at an international level.

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012

## **STEPS: A BEHAVIOURAL CHANGE MODEL TO PREVENT BULLYING AT WORK**

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Background. Workplace bullying is one of the most severe workplace stressors. The dysfunctional outcomes create tangible costs for organizations and, hence, more and more businesses start realising the importance of prevention.

Some researchers suggested that workplace bullying is a learned interpersonal interaction and, therefore, can be re-learned. However, bullying prevention is still in its embryonic stages and models that focus on prevention is a priority in applied research.

The main aim of our presentation is to introduce a behavioural change model, called “Steps to Change” that identifies specific steps, tools and methods towards learning interventions in preventing bullying at work.

Methods/ tools. Steps to Change is a methodology for achieving lasting behavioural change in organisations. It was developed in 2014 by Steps consultants and Martin Ledigo of MetaforePartners LLP. The methodology proposes that there are 4 essential steps in the process of behavioural change, i.e. 1) See It - 2) Own It – 3) Change It - 4) Live It

Results/ Discussion. “See it” is the first step of the learning intervention and it focuses on the recognition and awareness of certain behaviours/ dynamics within organizations. Based on the prior research, we propose that seeing one’s own and others’ behaviour and the impact it has allows one to become more aware and consider changing existing behaviour as well as to more effectively respond to negative behaviours at work. In addition, the outcomes at this stage of the learning intervention are best achieved if drama-based methods are employed.

The main aim of the “Own it” step is taking on individual responsibility for a change. Various tools can be introduced at this step, e.g. involving participants in a discussion, highlighting barriers and challenges to desired behaviours, facilitating collaborative problem solving.

“Change it” is about acquiring a new way of behaving. At this step participants are invited (via drama-based techniques) to suggest alternative actions and behaviours to the ones previously demonstrated. Opportunity to contribute towards a solution empowers individuals to adopt the suggested behaviours. In addition, opportunity to engage in discussion and practice of new behaviours is linked to what in the past was referred to as rehearsing behaviours or cognitive rehearsal.

“Live it” is what happens after the learning intervention. It is about making the new behaviour part of one’s daily practice. This component refers to what has been defined as transfer of the learning. To make sure that the behavioural change is lasting and reflected in daily actions it is crucial to have social, peer, and supervisory support.

Conclusions/ Recommendations. The Steps to Change model is most valuable in primary intervention, but can be applied at different levels, i.e. organisational/ employer (management



training), group level, and individual level. We suggest that all four steps have to be followed. For example, although cognitive rehearsal seems to lead to behavioural change, it cannot on its own prevent workplace bullying.

**Toxic Leadership in Irish Higher Education**

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Research into work-based bullying in educational organisations suggests a complex, yet dynamic, interplay between a number of contextual factors in the development and maintenance of negative interpersonal dynamics (see Fahie 2015, for example). Specifically, while the type and quality of *leadership* in organisations has also been put forward as a significant factor in shaping workplace cultures (Villanueva, 2017), there is increasing awareness of the negative impact of, so called, *toxic* leadership on workers and organisations themselves (Kellerman, 2004; Wynne, 2017) particularly within higher education (Waters, 2018). This paper draws upon the lived experience of a cohort of Irish academics of, what they believe to be, destructive/abusive leadership in the workplace and considers the impact of this negative management style on these individuals as well as upon the organisation itself. This pilot study is underpinned by semi-structured interviews with a sample of self-selected academics who work, or have worked, in Irish Higher Education Institutions (HEIs). A total of eleven individuals (four males and seven females) were interviewed and the resulting data were organised thematically and analysed with the support of the computer software package MAXQDA®. The paper considers the role of increased bureaucracy, accountability and surveillance associated with neo-liberal imperatives within the academy (Grummell and Lynch, 2016; Chorley, 2018). In addition, the efficacy of current national legislative/policy initiatives designed to mitigate the impact of negative workplace interpersonal interactions are highlighted. The results show that the experience of toxic leadership was profound for the interviewees across a number of contexts. They reported adverse physical and psychological impacts as well as detailing the repercussions for their respective career trajectories as they endeavoured to safely navigate their often-hostile work environment. Human Resources (HR) departments within their respective institutions were the focus of considerable criticism by the interviewees who highlighted, what they saw as, the inherent contradiction/tension between the perceived roles and responsibilities of such departments in addressing or resolving interpersonal work-related disputes.

## Caste: An internationally significant social category triggering workplace bullying

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Though early conceptualizations of workplace bullying emphasize its status-neutral nature, there is growing international evidence of the conflation between workplace bullying and category-based harassment across gender, race/ethnicity, sexual orientation, disability/chronic illness and religion. We add the social category of caste to this literature. Though caste has its beginnings in South Asia, it now reflects a global reach, being extended by family and chain migration from its original homes of India, Pakistan, Bangladesh, Nepal and Sri Lanka to East Africa, Europe, North America and other sites where the South Asian diaspora resides.

Caste, a form of social stratification around notions of purity and pollution, has five groups, namely, *Brahmins*, *Kshatriyas*, *Vaishyas* and *Shudras* within the *varna* system and *Dalits* outside the *varna* system. Being *untouchables* at the bottom of the social hierarchy, Dalits undergo persistent and pervasive abuse in all aspects of life including the workplace, evident both in countries of origin and countries where the diaspora lives. Treated as sub-humans unworthy of any rights, Dalits experience discrediting, stigmatization, rejection, various forms of segregation and access denial, exclusion, physical violence and emotional abuse.

Our literature-based study is among the first to apply the lens of workplace bullying to the issue of caste, providing comprehensive, international, state-of-the-art insights into Dalits' experiences of workplace mistreatment. The interface between workplace bullying and caste not only reinforces the key features of workplace bullying such as its person-related and work-related manifestations, persistence, institutionalized nature and accompanying powerlessness but also highlights the distinguishing features of social ostracism via untouchability and the entrenched assignment of degrading and humiliating work and other relevant characteristics including name-calling and atrocities. Indeed, with caste having implications for workforce distribution across standard and non-standard employment, an inevitable link with class emerges. The social position of Dalits fuels and perpetuates their economic backwardness, with precarity marking their employment patterns and rendering them vulnerable to further workplace abuse.

Workplace bullying against Dalits, sometimes upwards in direction, endures contemporaneously despite forces of change through modernization, globalization and regulatory and policy initiatives. While industrialism, urbanization, positive discrimination and agency have altered social dynamics, hierarchy persists, with the ascending scale of reverence and the descending scale of contempt largely intact, underscoring the institutionalized nature of the caste system. It is not just the type of occupations ascribed to and associated with this caste group which leads to abuse but rather, by virtue of their caste identity, regardless of the jobs they do and where they are located, Dalits are bullied and harassed at work. Dalits in India who secure white-collared jobs due to positive discrimination describe being openly insulted, intimidated and boycotted. Dalit managers in the UK report upwards bullying where their non-Dalit subordinates malign, threaten and even file false complaints against them.

Alongside extreme human rights violations, the possibility of contagion effects and the implications for the bystander effect as well as the contentious debate around the link between caste and race, our study emphasizes why caste-based bullying at work is an international issue deserving global attention.

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**020**

**Title: Coping mechanisms reported by (alleged) workplace bullies**

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Abstract body: This presentation considers how (alleged) bullies develop self-coping mechanisms when they are accused of workplace bullying.

In research which contributes to the body of knowledge around the phenomenon of workplace bullying and offers insight into both research and development of good business practice. This is important because whilst research in workplace bullying with other parties involved and in the management of workplace bullying, Einarsen (2014), Jenkins, Zapf, Winefield and Sarris (2012), Notelaers (2014) and Samnani and Singh (2012) express concern that research which explores and examines the perpetrator's experience is scarce and needed as a priority in acknowledging the gap in current research and to develop a fuller understanding of the phenomena of workplace bullying.

In this presentation, the limited existing research into the lived experience of the (alleged) bully is reviewed and the main findings of the are identified. In a qualitative study with eight participants from a particularly difficult to access group, the researcher offers an early contribution to the current gap in literature, research and understanding of the perspective of the alleged workplace bully.

Participants in this study engaged in individual, confidential, unstructured interviews with the researcher and spoke candidly about their perceptions and the impact the accusation had on them.

This was then analysed, evaluated and developed through a classical grounded theory approach to develop the theoretical model guilty until proven innocent. In discussing the participants' concerns in this model, the research widened understanding and academic knowledge and narrowed the gap of information of the (alleged) bully's perspective. This presentation focuses on the self-coping mechanisms (alleged) workplace bullies identify with which is one category relevant to the IAWBH 2020 themes of intervention, coping and work environment. Exploring concepts of one's right of reply, moving on, reflection, sense making and self-development this presentation considers what can be learned for prevention and alleviation of workplace bullying from these experiences.

In maintaining the tradition of trying to make workplaces fairer and more dignified in their treatment of all workers, possible strategies for developing a seemingly more transparent support process are offered, with a view to ensuring that both the (alleged) bully and (alleged) victim are seen and treated with equity rather than being labelled and managed accordingly.

Keywords: Workplace bullying, Bullies, Conflict resolution, Self-development

**Power and Inaction: Why organisations fail to address workplace bullying**

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Bullying affects at least one third of workers through either direct exposure or witnessing, both of which lead to compromised health and as a result, reduced organizational effectiveness or productivity. However, there is very little evidence that organisations provide effective protection from bullying, and in fact the converse appears to be the case. This paper elucidates key problems with organisational response as identified in the literature, and critically examines weak organisational response to workplace bullying using power theory, arguing that while overt approaches to addressing bullying appear to be underpinned by a simplistic, functionalist understanding of power, practices on the ground are better explained by more sophisticated '2nd dimension' theorists. There is a need for organisations to move beyond the current individualistic understanding of bullying towards a more nuanced understanding of how Anti-Bullying policies and procedures are themselves an exercise in institutional power protecting and reinforcing dominant power structures. We advocate a realistic assessment of the role of both individual and organisational power in the creation and maintenance of the problem, as a way forward to plan appropriate intervention.

## **Workplace bullying targets' experiences of well-being in the platform economy: The relevance of hedonia and eudaimonia**

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**Background and aims:** Research on workplace bullying has predominantly reported negative physiological, emotional and behavioural outcomes on targets, highlighting a stressor-strain approach. However, recently, postpositivist studies emphasize an alternate perspective, showcasing targets' mastery, growth and strength, thereby evidencing targets' quest for well-being. We are currently undertaking an empirical study in India which seeks to further and fine-tune these nascent findings in terms of understanding the nature of targets' well-being, particularly with regard to the emergence of and interplay between hedonic and eudaimonic well-being. Our study is situated in the platform economy, the most contemporary international manifestation of offshoring and outsourcing. Apart from its recent emergence and relatively unexplored nature, the platform economy provides an important work context because of its distinctive character. Platform work is precarious and platform workers are independent contractors beyond the purview of regulation and unionization. Thus, alongside the flexible, entrepreneurial and merit-based nature of platform work, decent work deficits abound. Workplace bullying has been evidenced in such a context, with targets' lack of redress options coexisting with attempts at re-establishing equilibrium and control.

**Methodology:** A hermeneutic phenomenological study of the lived experiences of platform workers in the offline platform economy is currently being undertaken in the Ahmedabad/Gandhinagar region of India. While the purposive sampling technique will be used to ensure adequate inclusion of men and women offline workers, participants will be recruited through snowballing due to the unique spatiality of the platform economy. Platform workers who describe themselves as targets of workplace bullying will be screened via widely used instruments of workplace bullying (e.g. the NAQ and Leymann's criterion) to determine whether their experiences of mistreatment qualify as bullying or not across the varieties of workplace bullying conceptualization; following the screening process, targets who agree to participate in the study will be interviewed in-depth to understand their attempts to restore well-being. Data will be subjected to sententious and selective thematic analyses. The study will incorporate mechanisms of methodological rigour such as prolonged engagement and consensual validation to ensure trustworthiness.

**Expected findings and contributions:** Through its findings, the study will make several contributions, apart from practical implications towards interventions. In elaborating the nature of targets' well-being, particularly in terms of hedonia and eudaimonia, the study extends emergent perspectives on target outcomes, providing detailed and nuanced insights into the dynamics of targets' pursuit of equilibrium, mastery and growth. Through its theoretical anchoring in hedonia and eudaimonia, the study advances the linkage between workplace bullying and positive organizational scholarship/POS, pinpointing the synergies between dark and bright sides of workplaces. The study also adds to the work contexts in which workplace bullying is experienced and explored. Through its findings and theorization, the study deepens the varieties of workplace bullying conceptualization, evidencing the types of bullying present in the platform economy and the juxtaposition between these types of bullying and hedonic and eudaimonic well-being.

## Effects of a more versatile training program on gender harassment based on reducing implicit stereotypes and developing cognitive complexity

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Gender harassment is a severe problem for women in organizations, which has adverse effects on the victims' health, wellbeing, and job performance. Several empirical attempts have been made to reduce gender harassment in the workplaces in Japan, which has indicated that lectures on gender harassment are effective in helping people change (Kobayashi & Tanaka 2012; 2013; 2018). On the other hand, some people in Japan feel uncomfortable with the word "gender". Such people are apt to associate the word with something negative or extreme, and as a result, they might resist opinions and ideas about the rights of female workers. Therefore, more effective and versatile training methods need to be developed. The purpose of this study was to conduct a new type of training program to prevent gender harassment and to examine its efficacy. The program focused on cognitive complexity rather than gender harassment. Several previous studies have demonstrated that higher was the cognitive complexity score, the less robust were stereotypes (e.g., Ben-Ari, Kedem, & Levy-Weiner, 1992). Therefore, the program focused on diminishing participants' implicit stereotypes that cause gender harassment by developing their cognitive complexity regarding coworkers. We conducted an experimental training program with 20 employees in an organization. Participants' gender harassment (Kobayashi & Tanaka, 2010) were assessed by asking them to rate the inappropriateness of items describing gender harassment before the training, just after the training, and two weeks after the training. Participants responded to the Scale of Gender Harassment using a 5-point scale, such that the more they regarded the acts as inappropriate, the higher was the score. The scale examined two different aspects: commissions (7 items) and omissions (6 items). The total score for each dimension was regarded as subscale scores. Participants' levels of implicit stereotypes (Implicit Association Test: IAT, Shiomura, 2015), cognitive complexity (CC: Hayashi, 1976), and sex-role attitudes (Scale of Egalitarian Sex-Role Attitude: SESRA-S, Suzuki, 1994) were also assessed. We conducted a two-way ANOVA (sex-role attitude×times) on the gender harassment score to examine the effects of the training program. The results indicated that the main effect of times on the commission of gender harassment was significant, such that the mean follow-up score of the commission dimension was significantly higher after the training than before. This finding suggests that the efficacy of the program did not depend on differences in their sex-role attitudes. We also conducted a two-way ANOVA (sex-role attitude×times) on CC and IAT scores to examine the effects of the training program. The result indicated neither a significant interaction between CC and IAT nor a significant main effect. These results suggested that the training program was partially effective in reducing gender harassment. However, the mechanisms of its efficacy need to be investigated in the future.



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035

## **A Study on Bullying Prevention Measures: From a Cultural Intelligence Perspective**

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Objective: A generation gap is sometimes one of the factors behind the workplace bullying and harassment. In Japan where the culture of Confucianism had an impact, it is not uncommon to see cases that lead to the workplace bullying and harassment due to the one-sided imposing of values by elders.

The generation gap between the generation of the not so tech-savvy people in their late 40s to the 50s and upward who have experienced an era of prosperity and the tech-savvy people in their 20s to early 30s who have lived only through a period of a declining economy, in particular, has recently become bigger. Consequently, due to their differences in sensibility toward the workplace bullying and harassment, the number of the workplace bullying and harassment cases has been increasing. The relationship between the two sometimes almost looks like a relationship between foreigners that have a completely different cultural background.

The concept of the so-called culture intelligence that is defined as “the ability to function effectively across national, ethnic, or organizational cultures” is thought to be a helpful opening to solving such the workplace bullying and harassment issues.

As such, in this study, I would like to consider the workplace bullying and harassment prevention measures from the perspective of cultural intelligence.

### Method

Examine the effects and effectiveness of measures through a study of human resource representatives and cases of interviews with workplace bullying and harassment perpetrators conducted by applying the 4 steps of cultural intelligence.

### Summary

Cultural intelligence is considered the “ability to be able to conduct oneself in a manner appropriate to the occasion by quickly comprehending the culture, customs, context, and taboos of other countries”; however, it is also considered an ability—among others—that is valuable in the prevention of the workplace bullying and harassment issues with a generation gap in the background.

Of all others, the 4 steps involved in cultural intelligence, namely, CQ Drive (motivation to interact with people who are different from them), CQ Knowledge (knowledge about similarities and differences across cultures), CQ Strategy (strategy before an interaction with someone who is different from them), and CQ Action (awareness and ability to plan for multicultural interactions) are concepts that are seen as applicable to the education of perpetrators centered especially on the middle-aged and elderly.

## **The importance of research for an effective approach on enforcement by the Labour Inspectorate**

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The Labour Inspectorate of the Netherlands oversees compliance with the Working Condition Act and has thereby paid more attention to unacceptable behavior (bullying, sexual harassment and discrimination) at the workplace in recent years. Unacceptable behavior forms part of psycho social workload that also includes work pressure and aggression and violence by third parties. (This is the classification the Labour Inspectorate holds at this time)

The increasing attention for unacceptable behavior is evident from the creation of a special inspection team that only deals with discrimination. There is also a specific program focused on the remaining psycho social workload issues. And there is a whole new addition, tackling discrimination at the gate (applying for jobs) for which legislation is currently being developed. In addition, tools and other interventions outside of inspections have been developed and are being developed in recent years.

### **Unaccepted Behavior in the Working Conditions Act and the need for research**

The Working Conditions Act states that you must identify the risks of psycho social workload and that you must take measures according to the latest scientific and professional insights. It is therefore important to be clear about what these insights are.

It is becoming increasingly clear that the concepts and (risk-increasing) factors of the individual forms of unacceptable behavior differ from each other. While in practice they are approached as one and the same.

The increasing attention for unacceptable behavior, the new developments such as a special inspection team for discrimination, the differentiation that is still insufficiently elaborated and the demand for clarity about the latest scientific and professional insights lead to the need for more research.

Approaches on unaccepted behavior and the need for research

What else do we need research for?

The differences between the unacceptable behavior also requires differences in approach.

Another aim of research is therefore the development of various interventions. For employers, for stakeholders, for employees, etc.

And finally, research helps to develop various tools. Tools to support employers, occupational health and safety professionals, sector organizations, etc. with inventories and measures.

### **Conclusion needed for research**

Research is needed to:

- classification and clear definitions
- development of interventions
- development of tools

Unacceptable behavior and research, an example:

One of the current studies concerns the study of the scientific and professional consensus on the terms of the various forms of unacceptable behavior and the risk factors (Delphi method). This research can form a basis to a clear (leading) differentiation, will be supportive for determining or confirming legal measures and help to develop interventions and tools for employers and occupational health and safety professionals.

The presentation will elaborate on the above, and will be in more detail, on the basis of one or two current paths, explained.

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**041**

## **Using most serious incident data to refine measures of discrimination, abuse of power, and bullying**

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Most studies of workplace discrimination, bullying, and abuse of power use behavioural lists to measure the construct. However, the definitions are more nuanced than behavioural measures allow. In particular, behavioural measures do not include the impact of these experiences despite such impacts being critical to the definitions.

**AIM:** This study explores the potential of most serious incident (MSI) data - combined with behavioural experiences - to distinguish discrimination, abuse of power, and workplace bullying. These analyses use data from a large Department of the Australian Government.

The MSI method draws from critical incident technique to collect non-behavioural data about the most serious incident participants experienced, the personal and work impact, instigators' role and perceived intent, and participants' own description of their MSI.

Non-behavioural data enable single incident high impact experiences – such as abuse of power and discrimination to be identified. Single incidences are not well operationalised by behaviour only measures because the importance of single incidents are obscured in the measure.

### **METHOD:**

Departmental definitions of discrimination, abuse of power, and bullying were examined to identify behavioural and non-behavioural elements. Behavioural elements were measured using 24 non-criminal non-sexualised behaviours derived from published scales and refined through sort tasks and a trial survey. Non-behavioural elements were collected through a series of items focused on the most serious incident. Impact was measured by seven individual items. Participants self-labelled the most serious incident through a check list of options. These data were combined using algorithms to determine if a minimum threshold was met for discrimination, bullying or abuse of power. Organisational impact was measured using the Psychosocial Safety Climate scale.

### **RESULTS:**

Behaviours only criteria estimate higher levels of bullying than algorithms that combined behaviours and non-behaviours.

MSI data enabled abuse of power and discrimination to be distinguished from bullying.

Self-labelled bullying and self-labelled abuse of power were poor predictors of defined bullying and defined abuse of power.

Bullying, abuse of power and discrimination had similar negative impacts on psychosocial safety climate scores.

## CONCLUSIONS and IMPLICATIONS:

Most serious incident data is an innovation in self-report survey methodology to measure non-behavioural elements of interpersonal mistreatment\*. The inclusion of MSI data enables less visible types of interpersonal mistreatment to be assessed using self-report survey methodology and can improve the fidelity of measures to respective definitions.

The divergence between classifications based on Department definitions and participant self-labelling gives rise to new considerations about the shared meaning within organisations of interpersonal mistreatment.

For example, the results allow the Department to consider if interpersonal mistreatment has perhaps been normalised, or whether the messaging about specific types of interpersonal mistreatment such as bullying has 'missed the mark' or appear less relevant because it does not reflect the experience of many employees.

\* This paper uses interpersonal mistreatment as an umbrella term for discrimination, abuse of power, and bullying.

## **Three Formerly Abrasive Leaders: Stories of Disruption, Awakening, and Equipping**

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Three Formerly Abrasive Leaders:

Stories of Disruption, Awakening, and Equipping

In the literature, little is known of the perspective of the accused perpetrator of psychological aggression in the workplace—whether found guilty or not of the accusation. And even less is known of the perspective of an organizational leader who (a) acknowledged his or her interpersonal workplace behavior was inappropriate and (b) significantly improved this behavior and management strategies. In response to filling this need, I recently completed a study with three formerly leaders where each leader and I inquired into each leader's stories. The purpose of this study was to understand the leader's experience as he moved away from the use of abrasive behavior in the workplace. These three leaders were positively influenced with intervention and professional coaching or training. Subsequently, complaints of abrasive behaviors were substantially reduced or eliminated.

Conceptual Framework

Concepts from adult development theory, specifically the works of two highly respected theorists, Jack Mezirow and Robert Kegan, informed my understanding of the experience of each leader. As anticipated, four shared concepts by Mezirow and Kegan (meaning making, impetus of development, assumptions, and blind spots) could be clearly seen in the stories, experience, and meaning making of these leaders as they moved away from the use of abrasive behavior.

Method

Narrative inquiry, conceptualized as a highly relational and collaborative qualitative method, was used to inquire into the developmental experience of these leaders. The leaders (a CEO/President of an insurance company; an orthopedic/spinal surgeon; and a safety director for a gas and underground utility construction company) seemed eager to inquire into their stories. Each leader and I conversed on multiple occasions. We concluded with the first level of analysis: a co-composition of a narrative account of our time together as the leader and I inquired into his stories.

Findings

The analysis involved not only the co-constructed narrative accounts but also an analysis of narrative threads that were woven within and across the accounts. In the secondary level of analysis I identified three emergent narrative threads (disruption, awakening, and equipping) that helped explain the experience of these leaders as they moved away from the use of abrasive behavior. The stories of each leader are rich with detail of how they viewed

themselves prior to, during, and following intervention. Their growing awareness is demonstrated through their insightful reflections and analyses.

### Implications

This study suggests abrasive leaders may develop emotional competency and improve their management strategies. In addition, the study indicates abrasive leaders need (a) ongoing feedback, (b) encouragement, and (c) external specialized professional services to assist them in their development. Furthermore, this study implies abrasive leaders need courageous superiors to set behavioral standards and impose consequences when those standards are not met. These leaders needed a superior to intervene. As one formerly leader stated, he needed a superior to give him that final incentive to change. Subsequently, these three leaders communicated they became better leaders...better people.

Keywords: abrasive leader, workplace bullying, perpetrator, workplace intervention, adult development theory

**The Impact of Hurtful Peer Conduct on Diverse Hospital Staff Nurses**

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**The Impact of Hurtful Peer Conduct on Diverse Hospital Staff Nurses**

**Background:** Hurtful peer conduct among hospital nurses such as incivility, workplace bullying, and horizontal violence is a universal problem that can negatively impact nurses' physical and psychological well-being, patient care, the healthcare work environment, and the nursing profession. Most participants in existing studies on hurtful peer conduct consist of nurses who primarily identify as white and female. Diverse hospital staff registered nurses' views and opinions on hurtful peer conduct are understudied. In this study, diverse is defined as nurses who self-identify with one or more of the following: a person of color or racial/ethnic minority, male, transgender, lesbian, bisexual, queer.

**Aim:** The purpose of this study was to describe and understand how a diverse group of hospital staff registered nurses experience and respond to hurtful peer conduct. The specific study aims were: (1) to describe experiences with and responses to hurtful peer conduct, (2) to articulate the variations of conduct that nurses interpret as hurtful in their everyday hospital work environments, and (3) to distinguish how hurtful peer conduct in the hospital workplace affects nurses' views of themselves and their nursing practice.

**Design:** A narrative, interpretive phenomenological approach was used.

**Method:** Ten diverse staff nurses working in hospitals in California in the United States participated. Recruitment was achieved through purposive and snowball sampling. Interviews with the participants followed a semi-structured interview guide that included questions eliciting participants' views on hurtful peer conduct. Interpretive Phenomenology was used to guide the analysis of direct concrete narratives. Direct concrete narratives capture, in detail, a memorable experience in a person's life. Everyday patterns of interpersonal relations experienced by RNs as hurtful and direct concrete narratives of actual work experiences and their perceived consequences were explored.

**Results:** All nurses in the study experienced hurtful peer conduct as target, perpetrator, or bystander or a combination of these roles. The themes identified were presumed incompetent, labeling targets using cultural stereotypes, the uses of the concept of professionalism, clique conduct, nurse bully tactics, and organizational inaction.

**Conclusion:** Findings from this study about a more diverse group of nurses further support the negative impact of hurtful peer conduct on individual nurses and their work environment while the organizations they work for stood by. More studies are needed to identify effective and innovative strategies that motivate organizations to move from passive bystanders to active participants in resolving this problem.

**Key words:** workplace bullying, incivility, horizontal violence, ethnic/racial diversity, LGBT.

**Digital harassment and cyberbullying in schools – a new work environment risk**

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**Background**

With digital communication and interaction on social media, organisational boundaries are becoming increasingly blurred. As a consequence, ‘organisational outsiders’ (i.e. non organisational members) such as clients, customers, students can with more ease than before become perpetrator of work-related cyberbullying. For all professions where there is a long-term relationship established, there is a potential for cyberbullying from outsiders to develop (Farley, 2017). Hence, Human Service Organisations (Hasenfeldt, 2009) provide an institutional context for digital harassment and cyberbullying from organizational outsiders to occur.

Human service organisations (HSOs) is an umbrella term for organisations such as schools, social services and hospitals, which works with human as ‘the raw material’ and where the students/client/patient relation is the core activity (Hasenfeldt, 2009). The crucial role HSOs play in many people’s lives make the relations to organisational outsiders deeply embedded in power structures. This is manifested in the HSO workers’ control over resources or grading of student’s performance. Despite the asymmetric power relations, students/clients/patients can impose different strategies to influence decision making. Moreover, the use of digital communication in such situations tend to influence the power relations involved and creating new types of power dynamics (Cowen Forssell, 2019).

**Aim**

This study focuses on teachers and school leader’s exposure to digital harassment and cyberbullying. According to the Swedish Work Environment Authority, exposure on social media and critically formulated emails and SMS from parents after working hours are a new work environmental risk for teachers and school leaders (Arbetsliv 2017-11-21; Suntarbetsliv 2017-09-17). Still, research on cyberbullying in schools has primarily been research from a student perspective while teachers and school leader’s exposure are largely under-researched. There is a need to develop methods and strategies that prevents the occurrence of digital harassment and cyberbullying in schools and that promotes teachers and school leaders digital work environment. In order to do so, it is crucial to understand the particular context where the cyberbullying behaviour unfolds. Hence, the aim of this study is to create a greater understanding of the complexity involved in teachers and school leader’s exposure to digital harassment and cyberbullying from parents and pupils.

**Methods**

The study is led by a qualitative approach. In-depth interviews and focus group interviews with approximately 20-25 teachers, school leaders, parents and pupil will be conducted within the project. The interviews will be analysed using a thematic approach. A theme is operationalised in the study as something that both captures important elements in relation to the research question and represent a patterned response within the study (Braun & Clark, 2006).



## Results

The research project is ongoing. Preliminary results from the in-depth interviews with teachers and school leaders will be presented. The preliminary results will be discussed in themes that in different ways illustrate the complexity behind the digital harassment of teachers and school leaders from parents and pupils.

**Evaluation of a drama-based training intervention to reduce negative behaviours and enhance feedback in surgical training**

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**Background:**

Negative behaviours and bullying are persistent problems in healthcare (Carter et al., 2013; Hoel & Cooper, 2000; NHS Staff Surveys, 2018) with significant adverse consequences for individuals, teams, organisations, and patients (Hoel et al., 2003; Paice & Smith, 2009; Riskin et al., 2015). The problem of bullying in surgical training is particularly pronounced, with high prevalence levels reported in the UK and internationally (Bradley et al., 2015; General Medical Council, 2017; Ling, 2016). Some studies have indicated that 60% of surgical trainees have experienced bullying, and 94% have witnessed bullying (Royal College of Surgeons of Edinburgh, 2014). However, there is a lack of robust evidence on interventions to tackle bullying, and reviews of anti-bullying interventions have reported a strong need for further intervention research (Escartin, 2016; Gillen et al., 2017; Illing et al., 2013).

**Aim:** To deliver and evaluate a drama-based training intervention designed to reduce negative behaviours and improve feedback in surgical training, in order to enhance surgical training and improve the learning environment.

**Methods:**

An intervention was designed to reduce negative behaviours and enhance feedback in surgical training. As surgical consultants are identified as the most common source of bullying, the training intervention was delivered to consultants in the largest surgical specialties (general surgery and trauma & orthopaedic surgery) of one large healthcare organisation in the UK.

The training involved an interactive drama session in which surgical consultants observed a tailored surgical scenario illustrating negative behaviours and poor feedback. The consultants then interviewed the actors, and coached the 'consultant' character to behave differently during a re-run of the scenario. In addition, the training session opened with an introduction from a senior surgeon, lending senior leadership support.

The intervention was evaluated using: 1) pre/post questionnaires for surgical trainees and the wider surgical team (theatre nurses, operating department practitioners and anaesthetists) which gathered data on the prevalence and impact of negative behaviours, and 2) post-intervention questionnaires for surgical consultants which gathered data on responses to the intervention and consultant intentions to apply the training.

**Results and Conclusions:**

The drama-based training intervention will be described. Pre and post-intervention questionnaire data will be presented, comparing the pre/post prevalence of negative behaviours (experienced and witnessed) and bullying, staff wellbeing, impact on performance, and ratings

of satisfaction with leadership climate. Feedback from surgical consultants participating in the training was positive, and highlighted how consultants intend to apply the training.

These findings present evaluation data on drama-based training as an intervention for negative behaviours and bullying in surgery, and contribute to the limited evidence base on bullying interventions.

## **Workplace Bullying and Management Practices: What Lessons Can Be Learned from the France Telecom Case?**

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There will be a before and after France Telecom case. During the privatisation of the company and the need to make it more efficient very quickly, the management declined a restructuring policy between 2006 and 2010 to obtain 22,000 departures and 10,000 mobilities out of a workforce of 120,000 employees. Setting such targets required management to initiate a broad and intractable restructuring plan that resulted in an unprecedented wave of suicides. The pressure was felt on every level, the restructuring objectives had to be met at all costs and the targeted employees should go “through the door or the window” according to the words of the CEO! The years 2008 and 2009 count alone no less than 35 suicides pushing the Labour Minister to adopt an emergency plan for the prevention of psychosocial risks at work on October 9, 2009.

From May 6 to July 11, 2011, two months of litigation punctuated 46 hearings and heard 120 plaintiffs. The prosecutor ordered a fine of € 15,000 against the former executives and a fine of € 75,000 against the company. These penalties seem very weak, but constitute the maximum enacted in the Criminal Code before 2012. These penalties seem even weaker in light of the chilling testimonies expressed during the proceeding, the extreme suffering that led the victims to commit suicide and the families who suffered this trauma. Faced with a restructuring plan that has generated and institutionalised real psychological violence to the point of pushing some people to commit suicide, was it relevant to retain the criminal incrimination of workplace bullying? Indeed, French law refers to an individual relationship when it comes to addressing the issue of workplace bullying.

As a result, the issue arises from a prosecution on the charge of endangering others as suggested by Sylvie Catala, the labour inspector in charge of investigating suicides at France Telecom. This way for criminal prosecution in a context of violence resulting from certain institutionalised managerial practices is interesting rather than attempting to demonstrate a not very clear “collective bullying” which is not recognised by the French Supreme Court. In these circumstances, the criminal incrimination of workplace bullying, understood as a collective bullying, therefore seems more fragile to cope with because more difficult to recognize in French law with respect to endangering the lives of others. If the penalties of 15,000 euros fine and 1 year imprisonment remain very low, the impact of having recognized that a company by its mode of management has endangered the lives of its employees would have an impact all the more resounding, especially when considering the impact on health at work of certain management methods from their conception. The debate would inevitably question ethical considerations in the decision-making process.

**Bystander Responses to Dysfunctional and Abusive Workplace Behaviour**

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Dysfunctional and abusive workplace behaviour is an ongoing threat to the health and productivity of workplaces (Mikkelsen et al. 2020). Organisations, practitioners and academics alike continue to seek methods for preventing and managing such behaviours. One particular area of intervention – bystander intervention – has received increased attention in recent years, spurred by social movements such as #metoo (Brown & Battle, 2019; O’Neil et al 2019). Understanding how witnesses and bystanders are affected by poor workplace behaviours (Salin & Notelaers, 2018; Sprigg et al., 2019), and how they respond to such behaviours (Li et al. 2019; Ng et al. 2019) may form a solid foundation from which organisations can shape policy, procedure and processes to tackle unwanted workplace behaviour. However this field of research, especially in an organisational context, is segmented and piecemeal. Accordingly this study provides a thorough evaluation and ‘stock take’ of existing scholarly investigations of bystander intervention is needed in order to (a) collate existing research on bystander responses to dysfunctional and abusive behaviour at work, (b) identify gaps in the existing field of research and; (c) establish a clear set of focal areas for future research and study. Specifically, we sought to understand how bystander behaviour in response to negative workplace behaviour/acts differs on three axes: Type: interpersonal (person-related) vs depersonalised (work-related) Source: internal (colleagues, supervisors, subordinates) vs external (customers, clients, suppliers) Form: Face-to-face (in-person) vs electronic/virtual (email, social media) Forty-three peer-reviewed articles were assessed for the review. Analysis is continuing, but preliminary lessons from the articles suggest: • Experimental vignettes are the preferred methodology for the study of bystander behaviour, but their effectiveness in predicting actual behaviour has not been explored. • Few studies seek the lived experiences of real life bystanders, despite the rich context that personal accounts would provide. • Few studies have explored and identified potential facilitators to bystander behaviour, restricting the evidence base for practitioners to design and implement organisational interventions. • The field of research is constrained to western perspectives with low power distance between perpetrators and bystanders/between bystanders, constricting generalisability to high/medium power distance contexts.

## **Sticks and Stones: Bullying in the UK Museums Sector**

Alexandra Woodall

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In November 2018, I proposed that the UK Museums Association establish a working group to investigate bullying in the museums sector. As a well-established professional with over 15 years' experience managing programmes in a variety of museums and galleries, I was becoming increasingly aware of bullying as a widespread problem. I was also aware that it was often dealt with insufficiently, if at all.

Personal experience was that trade unions could be effective in providing support in individual cases of bullying, but this approach was not universal: unions are not sector-specific, there are numerous different unions that museum workers can join, and of course not every museum worker is a union member. Getting centralised advice, training and support was not easy or well signposted for a museum professional. My view was that the sector would welcome the support of the Museums Association in raising awareness of bullying, undertaking much needed research to establish a baseline, that would enable issues to be tackled, and plans for developing strategies to deal with or prevent bullying to be implemented.

I also discovered that up until that point, there had been little, if any, research ever undertaken into bullying in museums. As largely public sector institutions and as civic spaces, museums have a duty to act, investigate and importantly, to develop strategies to ensure that staff feel enabled to thrive in the workplace. When so many museum programmes are dedicated to participant health and wellbeing, when activism for social justice is high on the agenda, and where looking after objects is central, it seemed ironic that the staff delivering these agendas of care to our publics, were often those experiencing the very opposite of workplace good health, not least due to stagnant management and/or toxic workplace cultures.

I was delighted that the Museums Association took my proposal on board, and we have been collaborating throughout 2019 to establish a working group made up of representatives from trade unions, academics and sector-support organisations. One of the first outcomes of the 'Sticks and Stones' project was to produce some initial signposting to support colleagues experiencing workplace bullying.

Most significantly, we developed and are undertaking the first ever (anonymous and confidential) online survey, recording people's experiences of bullying in museums, both directly and as witnesses. This survey opened in November 2019, and is due to close 17 December 2019. Within the first 10 days, we had already received almost 220 responses. A period of data analysis will follow in early 2020, with a report and key recommendations published. I aim to present some of the initial findings at the IAWBH2020 conference, with a view to exploring what might be the next steps for this project – both as a tool for the museums sector, but also in terms of developing collaborative or comparative research.

Is there something specific about museums leading to a prevalence of bullying in these institutions? Is there something specific about the nature of bullying in museums that is any different from other organisations?

## **The motivations of Human Resource Professionals (HRPs) and Employee Representatives in addressing workplace bullying: An Australian perspective**

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### **Aim**

The aim of this paper is to examine the views of Australian Human Resource Professionals (HRPs) and Employee Representatives concerning the motivations of organisations in addressing workplace bullying.

### **Methods**

This qualitative study was part of a larger study. For this component of the study, a total of 15 in-depth individual interviews were conducted with Human Resource Professionals (n = 10) and Employee Representatives (n = 5) from various industries in Australia. The participants were asked to consider what, in their experience, are the motivations of organisations in addressing workplace bullying.

### **Results**

A desire to shape a positive organisational culture, employee psychological health and wellbeing, and productivity and profitability were highlighted by the HRPs as being key motivations of organisations in addressing workplace bullying. Compliance with legislative or statutory obligations and fear of litigation were viewed as additional motivators. It was noted that most HRPs are people-centred individuals who are drawn to the profession to make a difference to people's lives. The Employee Representatives expressed frustration at often being prevented from accessing the employees directly and viewed many organisations as wishing to sideline the union and direct employees to approach HRPs if they considered that they had experienced bullying. This was viewed as the organisation trying to ensure that HRPs – who ultimately are accountable to the organisation – are central in addressing the bullying.

### **Conclusion**

The HRPs and the Employee Representatives have divergent views on the motivations of organisations in addressing bullying. Whereas the HRPs increasingly see organisational culture and its various outcomes, as well as compliance, as central motivations of organisations in addressing workplace bullying, the Employee Representatives see a more sinister motivation being present in which organisations aim to exert influence over the outcome via HRPs being made central to addressing the bullying.

**Keywords:** Australia, Employee Representatives, Human Resource Professionals, Workplace Bullying.

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## **The Opposite of Bullying**

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### The Opposite of Bullying

We all understand that bullying is destructive and damages all parties involved. Telling staff members that they must not bully, however, is not an effective strategy.

The understanding of what behaviour constitutes bullying varies from one person to the next. Training needs to give staff a better understanding of what bullying is and the reasons it is damaging.

Human beings, however, are not well suited to learning what not to do. This training leaves the obvious question – if I shouldn't behave in a bullying manner – how should I behave? Training staff in what they should do is a far more effective approach as it gives staff members the skills they need to build a positive workplace culture that builds others up rather than damaging them – the opposite of bullying. Changing the culture creates a workplace where bullying and inappropriate behaviour is called out early and is not allowed to continue.

This paper examines three effective strategies for changing workplace cultures.

The first strategy is making respectful communication a core value of the workplace. This is achieved through a combination of training and policy development. Policy development is most effective when it is done in consultation with the broader workforce.

The second strategy is empowering bystander intervention. If employees are empowered – given permission – by management and trained in appropriate techniques to intervene when inappropriate behaviour occurs, bullying behaviours are likely to be dealt with much sooner after they have occurred.

The third strategy is simply talking about respectful behaviour and bullying. Highlighting respectful behaviours and their positive impacts combined with calling out workplace bullying are both part of the normal management conversation in an organisation. Appropriate behaviour will be encouraged and inappropriate behaviour will be much less likely to be able to hide through staff being reluctant to address it. Bad deeds hide in dark places.

Disrespectful communication can happen at any time through misunderstanding, carelessness or in some cases through malice. A culture that discourages disrespectful communication and addresses it quickly is the opposite of a bullying culture. Workplaces that engage and celebrate positive and supportive behaviours will be an important part of improving staff attraction, retention, satisfaction and productivity.



## **“More than One Way to Skin a Cat - Shining a Spotlight on Bullying and Harassment in the Workplace”**

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‘If I were given one hour to save the planet, I would spend 59 minutes defining the problem and one minute to resolve it’ Albert Einstein

Democratic governments should model exemplary leadership, culture and conduct. In Australia, particularly in relation to workplace bullying and harassment, they do not. While some agencies are better than others, you need only listen to the news or read the papers, to see that little has changed. A recent news report, for example, highlighted the fact that despite more than a decade of significant complaints of workplace bullying and harassment by workers in one government department there had, by August 2019, been an increase in reported cases, up from the previous year. And this was in the context of the government vowing a workplace culture ‘overhaul’.

There is a sense of de ja vu here.

Australia’s state and territory government departments and agencies recognise that there is a problem. There are legislative frameworks, guidelines and policies which establish core values and behaviours. These clearly articulate that workplace bullying and harassment will not be tolerated. For example, the Australian Government’s Australian Public Service (APS) Code of Conduct requires APS employees to ‘treat everyone with respect and courtesy, and without harassment when acting in connection with APS employment’. There are similar provisions across all Australian jurisdictions as well as significant (possible) consequences and sanctions for any workers who have been found to breach the relevant values and behaviours.

Yet, the Australian Public Service Commission State of the Service Report of 2018-2019, reporting on the 2019 APS employee census, found that some 13 per cent of APS employees (or 12,583 workers) had perceived bullying or harassment in the workplace in the previous 12 months. While this perception has reportedly been decreasing steadily since 2015, it indicates that workplace bullying and harassment is clearly still a significant issue for both organizations and workers. In 2019, the most common types of (perceived) workplace bullying or harassment reported were verbal abuse, interference with work tasks and inappropriate and unfair application of work policies or rules.

If Government agencies were required to providing this information, it would shine a spotlight on bullying and harassment in the workplace. It would begin to provide a measure of the true financial (and other costs) and provide a benchmark for comparison with other agencies and the private sector.

Our research will explore Commonwealth government annual reports highlighting mandatory reporting requirements on specific societal issues, with a view to providing recommendations to include reporting on costs of workplace bullying and harassment to improvement accountability and transparency on these issues,

## Am I contaminated or bullied? Constructing Contamination as a Form and Motive to Workplace Bullying

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Contamination is defined as transferring one's various specialties to another. This concept is based on sympathetic magic which means when things communicate with each other, they transfer themselves and create an effect on each other (Frazer, 2011). Through time, contamination has also been categorized under different concepts such as cognition, emotions and even interpersonal relationships. Although, this concept has been extensively studied in psychology and consumer behavior (e.g. Goffman, 1961; Belk, 1988), in organizations it is limited to special institutions like asylums or prisons.

In this qualitative research, we explore the concept of contamination at work and similarities between contamination and workplace bullying. 30 in-depth interviews with academicians working in Izmir, Turkey, were conducted to gather their personal stories and observations about contamination. According to our findings, contamination exists in workplaces with its different concepts, manifests itself through different behavioral tactics (e.g. gossiping, interference in private life, emotional abuse, trying to regulate target's interpersonal relationships, helping, teaching, advising) and create a wide range of positive or negative consequences (withdrawal behaviors, loss of self for the victim, or personal and professional development through role modeling).

Findings of our study reveal that the concepts of contamination and workplace bullying are related in two ways; contaminative behaviors may look like bullying behaviors and prevention to contamination occurs as the main motive for bullying.

According to the stories recounted by our participants, to extend him/herself and contaminate people, one may represent behaviors like violations of personal boundaries, gossiping and showing disrespect. These behaviors are easily interpreted as bullying by the targets. Conversely, positive gestures and favors are shown as part of contaminative actions to influence the target person and create a base for contamination. In this case, favoritism and injustice are perceived by other people who are not the target of contamination, and they may claim that they are victimized. Although there are strong similarities, there is one important distinction: in bullying, the main motive of the perpetrator is to harm the target, however in contaminative actions, there is no intention to harm and, generally person is unaware of the negative perceptions regarding his/her behaviors. While there is an ongoing debate about the subjectivity of definition of bullying, we believe that putting distinction between bullying and contamination may lead us to better prevention and intervention methods.

Contamination is a relational two-way phenomenon. In some cases, targets refuse to be part of the interaction and therefore they don't allow themselves to be contaminated. In these cases, contamination may turn into a main motive for bullying; the perpetrator attempts to get revenge of not being able to contaminate and tries to punish the target. In our study, participants shared stories of being blocked from organizational resources and having access to their workplace rights being banned.

We believe that this study will help distinguish similar concepts which has a significant impact on individuals at workplace, thus individuals get a better idea of what they are encountering and prepare themselves to handle these difficult situations in different ways.

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## **Exploring the Workplace Bullying of migrant workers in the construction industry employed under the Omani Kafala System**

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### Aims

This research investigates workplace bullying among migrant South Asian construction workers in Oman who are employed under the Kafala system. It examines the possible connection between the misuse of relational power and workplace bullying due to the Omani Kafala system.

### Introduction

Migrant workers make up 44% of the population of Oman. The majority of the migrant construction workers are from India, Pakistan Bangladesh and Sri Lanka, they are all male and most are unskilled. They come to Oman due to its proximity their home country, the ease of immigration and the ease of transferring money back to their home country.

The employment of migrant workers in Oman is regulated by law by the Kafala system. This sets out migrant work regulations such as: contracts; wages; leave; working hours; domestic workers employment; work safety; labour disputes; unions - Omani workers federation; complaint procedures and penalties. The migrant worker is also sponsored by an Omani business owner in order to get a work visa.

While the Omani Kafala system clearly sets the responsibilities and rights of workers and sponsors, nevertheless, it has been regarded as controversial as it has been criticised for enabling the mistreatment of migrant migrants through long work hours, withholding passports, delaying payments and verbal abuse. The migrant workers may find themselves powerless as they are unable to move without the permission of their sponsor while government ministries ensure the implementing of state rules. The Kafala system is largely based on individual relations between migrant workers, sponsors and supervisors all of this can lead to bullying and abuse.

### Method

The research examines the nature of workplace bullying, the frequency, duration and the role of the perpetrator. The study uses semi-structured interviews using English, Arabic and 'Pidgin' (a form of linguistic communication using Arabic, English, Indian and Bengali). Due to the nature of the study identifying a willing sample was difficult and therefore, the sample is small. The initial investigation involved interviews with three Omani, contractors, three expatriate foremen and five South Asian migrant workers to identify the role of the relational power network and the Kafala system in perpetuating workplace bullying.

### Findings

The findings indicate that relational power actors play a role in workplace bullying through circumventing the Kafala system. The findings also show that the South Asian workers interviewed have faced a range of negative work practices such as shouting and insulting name-calling, exclusion and belittling in addition to other negative organisational practices such as long working hours, not providing safety at work, not providing health insurance and pressuring workers.

#### Discussion and Conclusion

There is an indication that workplace bullying is prevalent in the construction industry in Oman and it is related to the power structures of the kafala system. As the sample is small, further research is needed to investigate the breadth and depth of workplace bullying.

**Trainee anaesthetists' experiences of workplace bullying**

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**Background and Aims**

Workplace bullying in healthcare has been shown to have significant negative impacts on a number of stakeholders, including the target of bullying, bystanders who observe the behaviour and the wider organisation (Carter et al., 2013), with an estimated annual cost of approximately £2.28 billion to the UK National Health Service (Kline & Lewis, 2018).

Anaesthetists work across hospital departments and are often bystanders in bullying situations. However, there are numerous barriers to intervening and to reporting bullying (Thompson et al., accepted; Carter et al., 2013). Trainees can be particularly vulnerable to experiencing workplace bullying (Ling et al., 2016), but also more concerned about raising concerns than those with permanent employment.

The Great Britain and Ireland Association of Anaesthetists Trainee Committee is engaged in work to reduce bullying. This study was designed to understand anaesthetic trainees' experiences of bullying in more depth, in order to inform an anti-bullying strategy and interventions to reduce bullying.

This study aimed to explore the experiences and impact of workplace bullying in trainee anaesthetists, with a focus on responses to experienced and witnessed bullying. The findings will inform interventions to build the capacity and confidence of trainees to intervene positively when they experience or witness workplace bullying.

**Method**

Semi-structured telephone interviews were conducted with a sample of 8 self-selected trainee anaesthetists. All participants had at least four years of specialist training in different hospitals and healthcare organisations.

The interview schedule consisted of 7 structured, open questions concerning participants' experiences of witnessing, intervening in, and experiencing workplace bullying; participants' views on how workplace bullying can impact on patient care and the wider team; and support required to reduce the incidence, and possible causes, of workplace bullying. Interviews lasted between 30 and 45 minutes. These were recorded, transcribed and common themes identified using Thematic Analysis.

**Results/Discussion**

From the interviews, a number of themes emerged relating to behaviours, impact, causes, responses, and next steps. The importance of hierarchy and the significant barriers to reporting and intervening were highlighted.

Participants described a range of behaviours including undermining, shouting, public criticism, and throwing equipment in surgical theatre. They outlined the negative effects of workplace bullying on the target, including anxiety, stress, isolation and rumination, as well as on the wider surgical team in terms of performance, team communication, and creating a tense environment. Participants also commented on the actual and potential impact on patient care. Participants suggested potential actions that healthcare organisations could implement to improve the resources and strategies available to employees that experience and witness workplace bullying.

Participants also indicated that consultants (senior doctors) are often expected, or relied upon, to intervene in workplace bullying situations. This demonstrates the importance of trainees and consultants developing the confidence and skills to intervene successfully in workplace bullying situations.

Future research should evaluate the efficacy of evidence-based interventions to tackle workplace bullying within healthcare.

## **Legal protection against workplace bullying in Poland – practical problems**

Mateusz Gajda

*University of Łódź, Łódź, Poland*

### **Legal protection against workplace bullying in Poland – practical problems**

Provisions prohibiting workplace bullying have been introduced to the Polish legal system over 15 years ago due to the need to adjust employment standards to the global developments. Even though Polish employment law prohibits workplace bullying, provisions governing the prevention of the phenomenon are criticized as their wording creates a room of interpretation as well as it does not correspond to the current labour market trends. For example, abusive behaviours directed against employees may be regarded not only as workplace bullying, but also as their harassment if it may be proven that they relate to the protected characteristics of the individual. The fact that there may be doubts whether the victim is bullied or harassed is important from the victim's point of view as different procedural rules are applicable for the victims of workplace bullying and victims of harassment. This includes in particular evidential rules i.e. if the employer fails to prevent harassment or sexual harassment, the burden of proof lies with the employer and the employee is only obliged to provide the court with case facts while in case of workplace bullying it is the employee who has to provide the court with strong evidence that he/she is the victim of workplace bullying. In practice, employees are usually obliged to provide medical documentation describing negative effects of the workplace bullying on their health which does not constitute obligatory evidence in harassment/sexual harassment cases.

Additional problem, connected with the wording of the provisions governing workplace bullying prevention is that they prohibit workplace bullying only in case of employees, while other victims of the workplace bullying may demand compensation from the perpetrators under general rules of protection of their personal interests which are less favourable than the labour law standards.

It seems that even though Polish Labour Code expressly prohibits workplace bullying, adopted standards are not enough to address the problem in an effective way in the age of development of more flexible and precarious forms of employment. This raises the question whether all workers are guaranteed the necessary protection against the workplace bullying which should be provided to all individuals performing work in Poland in the light of the international standards of protection of employee's dignity. Even though the main of this presentation will be to present the most important practical problems connected with the wording of the Polish law, it seems that those problems may also arise in case of the other legal systems, in particular in connection with the emergence of the platform economy and on-demand employment.

Key words: Polish Labour Code, workplace bullying, flexible forms of employment, precarious employment



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## **Comparative analysis of employer's obligations related to workplace bullying**

Mateusz Gajda

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Nowadays, the problem of workplace bullying has been recognized in most modern legal systems as a form of psychological violence in the workplace and constitutes a dangerous threat to enterprises in the modern world. Even though workplace bullying may be considered as a global phenomenon, there is no unified definition of the workplace bullying as well as different approaches to prevention of the workplace bullying problem has been established. The problem may also arise in naming the phenomenon. Even though in most countries the problem of long-term unwanted behaviours directed against the employee is called workplace bullying, in France and Belgium legislators call it moral harassment (*harcèlement moral*) and in Japan a power harassment (*Pawahara*) term is used. Despite the terminological differences, most of the legislators recognize workplace bullying as a serious infringement of the employment law and impose on the employers obligation to prevent the problem.

An analysis of the different measures adopted in various legal orders leads to a conclusion that they closely resemble each other i.e. most of the employers are obliged to introduce internal procedures giving victim the possibility to report the problem and initiate investigation procedure. Even though, it seems that prevention rules around the world have something in common, there are some important differences between principles established in the different countries which have an impact on the victim's status. For example, increasing number of legal systems consider workplace bullying as an health and safety issue (Belgium, Canada) or even a criminal offence (France) which not only grants the victim of the workplace bullying more rights and privileges, but also is connected with additional obligations imposed on employers.

The first aim of the presentation will be to present the most important similarities and differences between those obligations. The analysis will be based mainly on the provisions of some EU Member State's labour law regulations (including Belgium, France and Poland) as well Canadian standards of prevention against workplace bullying. The second aim of the presentation will be to discuss whether a unified, global model may be adopted in the near future, especially in connection with possible ratification of the ILO's violence and harassment convention no. 190.

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## **Disruptive Women: A HERo's Journey of Creative Convictions and Workplace Bullying**

Suskind Dorothy

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Calls to reimagine ourselves and our workplaces spill off the titles of self-help books. On the next row over, case studies of innovation in corporate and school life abound. You will also find books speaking about trauma, victimization, and withstanding a bully at work or on the playground. What is missing, and I searched extensively, is a study that tells the perils creatives face when they put forth news ideas and structures that shake the status quo and leave the office hierarchy chart askew. Often we conceptualize targets of workplace bullying as passive and meek. My research does not support such a characterization. On the contrary, many targets of workplace bullying are high achieving, connectors who are well-liked and respected. Independent in their thoughts and uninterested in office politics, they skip past the ladies gossiping at the lunch table and get busy reimaging the next iteration of their project. As dynamic problem-solvers, colleagues seek them out for counsel and support. Bullies prefer workers they can puppeteer and quickly become agitated by the creatives' ideas and social capital. In order to retain their sense of control, dominance, and bias for mediocrity - bullies launch covert attacks. It begins with lunchtime gossip, is fed by small-move manipulations, progresses toward project sabotage, and culminates in isolation as they push the creative swiftly to the door. Drenched in self-loathing and despair, the target slips into herself feeling discarded and alone. In the wake of her departure, the institution stagnates and innovation packs her bags in search for someone else to feed her.

The above findings are supported in the literature and grow out of my eighteen-month study in which I interviewed 105 women across the United States and six countries. I am a qualitative researcher grounding my work in the conceptual frameworks of Narrative Inquiry and Ethnography. In other words, I am a storyteller who studies people's stories and makes meaning of what they have to share through storying. Storying is a verb. It is the act of crafting understanding through oral, written, and visual narratives which include elements of people, plot, and setting situated in a particular culture. I also adopt a phenomenological lens, or the study of people with a shared experience. By collecting multiple tellings from diverse individuals, I searched for "clusters of meaning" of how workplace bullying is experienced, felt, and seen by creatives who walked inside and survived the aftermath, or the essence of the phenomenon.

During this presentation, I will share the findings of my study in which I detail the characteristics of the creative women who were targeted, the types of cultures and circumstances in which the attacks occurred, and how each organization addressed the abuse. Next, I will contrast these toxic cultures with case studies of work environments that invite innovation. Lastly, I will offer steps schools, companies, and nonprofits can take to create communities in which all individuals are invited to show up as their full selves.

## **Impact of Workplace Harassment and Mistreatment in a Representative Sample of U.S. Workers: Outcomes from the Quality of Worklife Survey**

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**PURPOSE.** The purpose of this study was to examine incidents of general workplace harassment and mistreatment in a nationally-representative sample of U.S. workers as well as the impact of such mistreatment on the individual and the organization.

**PROCEDURE AND ANALYSIS.** Data were pooled from the National Institute for Occupational Safety and Health (NIOSH) Quality of Worklife (QWL) module, which is a part of the larger General Social Survey (GSS) conducted by the National Opinion Research Center (NORC). The most recent waves of the QWL from 2002, 2006, 2010, 2014, and 2018 were included in these analyses.

The dataset contained 7339 observations, and 52 percent of the participants were female. General workplace harassment was assessed using a single item measure (“*In the last 12 months were you threatened or harassed on the job in any way?*”).

Descriptive statistics were compiled for all outcome measures. Health and wellbeing outcome measures were assessed for the past 12 months and included job stress, burnout, fatigue, sleep problems, general physical health, overall mental health, depression, hypertension, back pain, missing activities, injuries at work, overall wellbeing/life satisfaction, work/family balance, job satisfaction, and intent to leave.

**RESULTS.** The results indicated that roughly 9% of the respondents were threatened or harassed in the past 12 months, and that a higher percentage of women (10%) reported experiencing harassment than did men (8.5%). Workplace harassment and mistreatment had a negative impact on all outcome measures.

Overall general physical health was poorer for those who reported experiencing workplace harassment and mistreatment. Respondents who experience workplace harassment and mistreatment were also more likely to have been told they have hypertension (36% vs. 27%), reported more daily back pain than those who were not harassed (38% vs. 25%), and also indicated that they often had difficulty falling or staying asleep (43% vs. 20%).

Mental health was also impacted negatively by workplace harassment and mistreatment, with 60% of those who experienced harassment or mistreatment reporting one or more days of poor mental health in comparison to 38% for those who were not harassed, and those who experienced harassment and mistreatment averaged around 7 days of poor mental health within the past 30 days in comparison to an average of 3 days for those who were not harassed. Further, 32% of those who reported workplace mistreatment indicated that they were told they had depression, compared to 16% of those who were not mistreated.

Other deleterious outcome measures related to workplace harassment were increased job stress (55% vs. 28%), burnout (63% vs. 38%), fatigue (14% vs. 8%), and injuries at work (23% vs. 9%). Those who experience harassment also reported reduced job satisfaction (77%) and work family balance (58%), and higher likelihood of turnover (27%). Those who were harassed

reported missing normal activities (37%) and reduced current life satisfaction, with only 7% reporting being in a high or best possible state.

**CONCLUSIONS.** Workplace mistreatment is prevalent in the U.S. workforce, and negatively impacts a wide range of outcomes. More in-depth analyses are needed to extend the current work on the relationship between harassment and health and wellbeing outcomes.

**Keywords:** Harassment, Mistreatment, Health, Wellbeing

**In the eyes of the bystander: Constructing and validating measurement scales to assess the uncivil experiences of teachers witnessing incivilities.**

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In line with the incivility theory, the current research aim was threefold. Firstly, it was aimed to capture the experience of bystanders among primary and secondary public schools' teachers in Montreal and construct and validate a quantitative questionnaire to measure the experience of these witnesses. Secondly, it was aimed to capture the set of behavioral responses of teachers who experience incivility as bystanders. Thirdly, the current research was aimed to construct and validate a new reflective measurement scale of bystanders focusing on the emotional response of bystanders. The study was conducted in two stages. During the first stage, 12 Canadian teachers were interviewed concerning their experience as bystanders and their reactions to these experiences. In the second part of the research, we created three scales out of the findings of the first stage: 1) A formative scale measuring teacher experiences as bystanders, 2) a formative scale measuring teachers' responses to these experiences, 3). Lastly, we constructed a reflective measurement scale that was aimed to measure the emotional reactions of these bystanders. These scales were distributed to an additional sample of 156 teachers in Israel and were validated using existing work incivility scales (WIS). Thus far, scant research was done concerning bystanders. Specifically, measurement tools to reflect the perception and impact (both emotionally and behaviorally) on bystanders, are missing. All in all, we hope the current research can fill the gap and contribute both theory and measurement of incivility.

**Bullying and the paradox of recognition at work**

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Recognition has many different meanings. In bullying literature, recognition is usually used as admission that something has happened. In this paper, we use recognition as a dynamic process with acts of recognition confirming that my actions have affected others; your actions affect me and you matter to me (Honneth 2000; Todorov 2001). Dejours (1992) highlights the importance of recognition at work through two judgements: a utility judgement, what I do is useful; and an aesthetical judgement, what I do is well done. On the other hand, denials of recognition are always associated with humiliation, disrespect and lack of dignity. Our objective is to identify and analyze the paradox of recognition in the dynamics of bullying at work.

We are going to present the results of seven quantitative studies conducted among unionized Quebec (Canada) workers: engineers, technical workers, blue-collar workers, education workers, professionals in the education sector, health workers and university professors. We analyzed six organizational variables: workload, control, recognition, community, organizational justice and value coherence (Maslach & Leiter 1997) that may be related to bullying in the workplace. Three measurements identifying bullying at work were used: the LIPT - Leymann Inventory of Psychological Terror, the NAQ - Negative Acts Questionnaire and a direct measure, using a definition of bullying, followed by a question to establish the link between respondents and bullying at work.

Using logistic regressions for each occupational group, we obtain a model with the list of bullying predictors among the organizational variables studied. Globally, based on the odds ratio, the more cooperation and organizational justice, the less chances of being bullied in all seven models. Indeed, there is a negative relationship between bullying, cooperation and organizational justice.

Results concerning recognition are paradoxical. It is present as a predictor in the models of five out of the seven occupational groups studied. Thus, for the occupational groups of engineers, blue collars, professionals in the education sector and health workers, based on the odds ratio, the more recognition, the less chances of being bullied. In other words, there is also a negative relationship between recognition and bullying; when recognition increases, bullying decreases for these groups.

Paradoxically, we have the opposite result among university professors as based on the odds ratio, the more recognition, the greater the odds of being bullied. In other words, there is a positive relationship between recognition and bullying; when recognition increases, bullying increases. How can one explain this inversion on the role of recognition as a predictor of bullying among university professors? We are going to present, analyze and discuss these results in detail, especially in terms of the role of recognition in the dynamics of bullying. Other research projects involving university professors are currently under way, and we intend to analyze if this paradoxical role of recognition is also present in these university professor groups or if this remains restricted to a specific dynamic in the group studied here.

## The influence of psychosocial safety climate and the work environment on individual health and leave intention outcomes

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### Introduction

Workplace bullying has been described as a significant social stressor in contemporary working life. This damaging and highly-prevalent form of psychosocial hazard has been empirically associated with a wide range of negative individual health and organisational outcomes. Research indicates that New Zealand workers are highly vulnerable to psychosocial workplace problems, notably workplace bullying and stress, thereby placing a considerable burden on the economic and social wellbeing of society. International researchers have reported psychosocial safety climate (PSC) to be a powerful predictor of employee perceptions of exposure to workplace bullying, and to be structurally related to psychosocial health outcomes by influencing the demands and resources in the work environment. Drawing on PSC theory and social exchange theory, the present study hypothesized that high PSC would negatively influence employee psychological distress and leave intentions, mediated through positive (work engagement) and negative (workplace bullying) aspects of the work environment. Further, we predicted that employee perceptions of inclusion would moderate the workplace bullying mediation effects of PSC and employee leave intentions.

### Method

Data was collected through from over 1400 respondents working in management or non-managerial roles within 25 organisations participating in the 2018 New Zealand Workplace Barometer study. An on-line, cross-sectional quantitative questionnaire was used to collect the data. Data analysis involved the use of structural equation modelling to examine the structural relationships between the study variables (PSC12, workplace bullying, work engagement, inclusion, psychological distress and intention to stay with the organization).

### Results and Discussion

Consistent with PSC theory and social exchange theory, the results indicate that both negative (workplace bullying) and positive (work engagement) aspects of the work environment mediated the relationship between PSC and psychological distress and intention to stay with the organisation. The study also indicated that perceptions of inclusion moderated workplace bullying's mediation of PSC and intention to stay with the organisation. This finding indicates that positive perceptions of inclusion may enhance the influence of PSC on workplace bullying and buffer the impact on employee intentions to leave. Theoretical and practical implications of these findings will be discussed. Suggestions for further research include the need to understand the mechanisms by which the influence of PSC is enacted downstream in the workplace to impact on exposure to workplace bullying. The influence of an 'inclusion climate' on workplace bullying and other psychosocial risks is also worthy of further research attention.

**Perceived Abusive Supervision and its Negative Consequences: The Moderating Roles of Attachment Orientations and Gender**

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In the present study we argue that supervisors' and subordinates' attachment orientations and gender moderate the link between subordinates' perceptions of abusive supervision and its negative consequences. Specifically, we focus on the interpersonal manifestations of two key intrapersonal factors in psychology and management -- supervisors' and subordinates' attachment orientations and gender – and examine the extent to which they shape the negative consequences of abusive supervision on subordinate's well-being, distress, burnout, job satisfaction, intentions to quit the job, and absenteeism. For this purpose, we conducted a correlational study within an organization in which 235 subordinates and their 31 supervisors completed questionnaires assessing attachment orientations, demographic variables including gender and abusive supervision and its consequences. Findings revealed that supervisors' avoidance and gender and subordinates' avoidance and anxiety significantly moderated the links between subordinates' perception of abusive supervision and some of its emotional and behavioral consequences. Theoretical contributions of the current study as well as implications for managerial and organizational practices are discussed.



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## **“It ends at management level!”: Implementation of the bystander intervention “Intervene” in a large public organization**

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### Purpose

To evaluate the implementation of an alternative version of the dialogue-based bystander intervention “Intervene” in a large public organization with predominantly male employees performing manual work.

### Methodology

Five group interviews (3 with employees, 1 with managers and 1 with employee representatives) were conducted in the summer of 2016, approximately 3 months after implementing Intervene - Step 1. Around two months later, a short version of Intervene Step 2 was implemented. A second round of group interviews were conducted in winter 2017 (3 with employees, 1 with managers and 1 with employee representatives). All interviews were recorded, transcribed and analysed using the method of interpretative phenomenological analysis.

### Results

The first round of interviews showed that Intervene Step 1 was believed to have led to an increased awareness of bullying, its risk situations as well as constructive and destructive bystander roles. Several interviewees also reported that they themselves, or others, had reflected more on their own communication, or that they had commented on a harsh tone or intervened in situations with conflicts or bullying. Regarding perceived barriers for the intervention’s long-term preventative effect, employees and employee representatives pointed to a general avoidance of conflicts and insufficient intervention in conflicts and situations with bullying by most foremen and department managers, some of whom were perceived as bullies.

The second round of interviews revealed a general lack of follow-up initiatives believed to be due to a major organizational incident and changes in management. Several pending conflicts between individuals and groups were also reported. Even though few interviewees remembered Intervene Step 2, most interviewees thought that Intervene Step 1 had had a positive effect including an increased focus on bullying and constructive bystander behaviour. Especially employee representatives reported that they intervened more in conflicts and cases of bullying and gave examples of such interventions.

### Conclusion

Although developed for workplaces in the health sector, the content and structure of Intervene Step 1 also appeared to work well in a very different organizational context. Perhaps due to a lack of follow-up, the implementation of a short version of Intervene Step 2 appeared to have had little effect. The study corroborates findings from a previous study indicating that

Intervene addresses factors related to constructive bystander behaviour and that follow-up interventions are needed to obtain a long-term preventative effect.

**The Possible Interactions between Mobbing, Job Burnout, and Leadership: A Conceptual Research Framework**

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**Background:** The concept of mobbing has introduced to the literature in the last few decades as one of the most hazardous negative behaviors at workplace. As mobbing characterized by frequency, duration, and psychological effect, burnout could be one of the most negative consequences of mobbing. Considering the psychological danger; burnout is a syndrome of emotional exhaustion and cynicism that occurs frequently among people at workplace which may affect employees, organizations, and even society. It is obvious that organizations should protect their members from the exposure to mobbing and from the experience of burnout in order to sustain a healthy work environment the reason why the main responsibility to reduce such unacceptable behaviors carried by true leadership. Leaders influence task, strategies, and goals of the organization, attitudes, and behavior of employees. **Aim:** The aim of the research paper is to explore the possible interactions between mobbing, burnout, leadership. **Method:** This research paper utilized critical review of previous literature related to workplace mobbing, burnout, and leadership. **Findings:** Since leadership has found as a significant factor that contributes to employee perceptions in the workplace, leadership could modify the negative impact of exposure to mobbing which may drive the employee to adopt a burnout behavior. **Conclusions :** Based on the critical analysis of previous literature on workplace mobbing, burnout, and leadership, they may propose a research framework including workplace mobbing as an independent variable, and burnout as a dependent variable, while leadership as a moderating variable on the said relationship. In addition, the proposed research model may benefit both; scholars to further empirical studies, and managers in way to build a fit polices that sustain a healthy work environment.

**Keywords:** Mobbing, Burnout, leadership, Conceptual framework

**The Moderation Role of Trust on the Relationship between Workplace Bullying and Employee Silence Behavior: Theoretical Research Model**

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Background: In everywhere, we go; there are much compliance regarding misbehaviors at workplace, from all organizational levels. Employees mostly, keep silent in some situations at workplace for many reasons. Theoretically, many studies have found workplace bullying or mobbing is one of the significant predictors of employee silence behavior, mostly in the western countries and very scare studies in the Middle East countries (Hüsrevsahi, 2015). Employees choose to be silence regarding organizations issues for many reasons, mainly, the fear of being seen or labeled as a negative person, relationship damage, revenge or punishment, isolation, negatively affecting the others. The other factors stands behind employee silence are Individual, organizational, and administrative roots (Çakıcı, 2010 cited in Erigüç, Özer, Turaç, and Songur, 2014). Mostly, trust is the essential factor that may affect the attitude of people (Beer and Eisenstat, 2000), and will definitely affect both the contextual and fear and risk factors regarding employee silence. If the employee do trust his or her supervisor, the fear and risk will disappear, and so the contextual factors. Aim: This study aimed to look at the potential linkage between workplace bullying, trust, and employee silence behaviors. Method: This research paper using critical review of previous literature related to workplace bullying, trust, and employee silence. Findings: Given that trust found as a significant factor that contributes to employee silence at workplace, it could modify the negative impact of exposure to bullying which may drive the employee to adopt a silence behavior. Conclusions: Derived from the theoretical investigation of previous literature on workplace bullying, trust, and employee silence, it could possible to propose a research framework include the moderation role of trust on the relationship between workplace bullying and employee silence.

Keywords: Workplace Bullying, Employee Silence, Trust, Literature Review

## Cultural influences on the interpretation of Workplace Bullying: A four country study

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**Introduction.** Workplace bullying remains relatively unexplored in African and Asian contexts. Of particular concern is whether instruments routinely used to measure incidence of bullying developed in Scandinavia (for example, Negative Acts Questionnaire (NAQ) Einarsen and Raknes, 1997) are applicable in different countries. Indeed, Fevre, e al., (2009) revealed inconsistencies in interpreting NAQ items in another 'Western' culture in their study national UK study. The variation in interpretation could be even greater in more culturally distant samples. This study seeks to understand how English-speaking participants based in India, UAE, Nigeria and Ghana interpret the items in the revised questionnaire, NAQ-R (Einarsen et al., 2009), through the use of cognitive interviews. The findings add to the limited number of studies that explore cultural influences on the experience of bullying (for example, Salin et al., 2019), helping to develop appropriate interventions.

**Method.** Cognitive interviews have been used rarely in workplace bullying research but can increase the reliability and validity of survey instruments (see Fevre et al., 2009). Tourangeau's (2003) four-stage cognitive model indicates errors arise when respondents encounter problems in comprehending questions, recalling information, motivation to answer, and finding adequate response categories. A cognitive interview protocol was drawn up following Willis (2005) which required respondents to 'think aloud' when answering survey questions, explaining how they arrived at their responses. A total of 80 interviews were conducted in the four countries and analysed in accordance with Willis (2005). The results may be used to modify survey items to provide more consistent and meaningful data.

**Findings.** Areas of common understanding were revealed, but also variations in interpretations of NAQ-R items within and between national samples. This paper will highlight national cultural influences upon the bullying experience, helping to refine survey questions in order to produce more meaningful data from which to develop the most relevant anti-bullying strategies and interventions in specific contexts.

**Keywords:** workplace bullying; cross-cultural; cognitive interviews

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**092**

**Experiences of seeking justice**

Susanna Lundell

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Under the Finnish Occupational Safety and Health Act, an employer, after becoming aware of harassment or other inappropriate treatment that is likely to constitute a risk to the target's health, shall by available means take measures for remedying this situation. Under the Penal Code, an employer or a representative thereof, who intentionally or negligently violates work safety regulations shall be sentenced for a work safety offence. The occupational safety and health (OSH) authorities who operate in five Regional State Administrative Agencies are responsible for enforcing compliance with legislation and regulations on OSH.

My presentation is based on the findings of my doctoral thesis, which examines workplace bullying cases that have been dealt with by OSH authorities, the police and other competent authorities. The presentation focuses on victims' experiences regarding the procedures followed by the authorities as well as the outcomes of these procedures. I will also review the victims' expectations concerning the processing of their cases. Moreover, the presentation will highlight the procedural difficulties that the victims have faced during these procedures.

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095

**Does assertiveness predict exposure to workplace bullying?**

Malgorzata Gamian-Wilk

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There have been two major explanations of workplace bullying phenomenon: the work environment hypothesis and the vulnerability hypothesis. Previous research from cross-sectional studies support the first, suggesting that organizational factors cause workplace bullying. Other cross-sectional studies bring ambiguous results on which individual traits are causes and which are the outcome of exposure to bullying. Some studies indicate that low assertiveness is linked with exposure to bullying. In the present full two-wave panel design study (N = 128), workers filled out the Negative Activities Questionnaire (NAQ-R), Social Skills Profile Scale to measure assertiveness and Organizational Bullying Risk Factors Scale twice, with a six-month interval between them. In line with the work environment hypothesis the results indicate that organizational risk factors in T1 predicted exposure to bullying in T2. Moreover, surprisingly, high assertiveness in T1 predicted exposure to bullying in T2 but only when organizational risk factors were not included in the model. When both organizational and individual (assertiveness) predictors were included in the model only bad working conditions predicted exposure to workplace bullying. These results support the work environment hypothesis.



## Clustering the exposure to workplace bullying – Comparing fuzzy modelling with the latent class analysis

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The aim of this paper is to compare the Latent Class analysis with Fuzzy Modelling for identifying targets of workplace bullying. We first provide a conceptual discussion and compare the different measurement approaches in a large-scale sample.

The frequency of exposure to various negative acts is one of the key criteria for measuring (severe) victimization to workplace bullying (e.g. Short Negative Acts Questionnaire SNAQ, Notelaers et al., 2018). Possible responses typically include “never”, “now and then”, “monthly”, and “weekly or more”. The latent class analysis approach has been established as valid method for measuring exposure to bullying, amongst other reasons because it enables to treat the categorical frequency variables as ordinal ones when establishing (latent) clusters of respondents with different degrees of victimization. Similarly, fuzzy modelling takes into account that the frequency variable is (linguistically) imprecise, i.e. fuzzy, yet of ordinal nature. This imprecision needs to be described quantitatively for further statistical analysis, including fuzzy clustering, which is a form of clustering in which an individual resulting response can potentially belong to multiple clusters.

Similar to Fuzzy modelling, latent class analysis takes into into account that there is uncertainty about an object’s class membership. An important difference between these two approaches is, however, that in fuzzy clustering an object’s grades of membership are the “parameters” to be estimated (Kaufman and Rousseeuw 1990) while in LC clustering an individual’s posterior class-membership probabilities are computed from the estimated model parameters and its observed scores. This makes it possible to classify other objects belonging to the population from which the sample is taken, which is not possible with standard fuzzy cluster techniques.

Methods: In 2015 the SNAQ was distributed in a large scale Austrian sample in 7 industries (n= 5091). It has been found that a 4-cluster solution for LCCA fits the data best. The responses to the 9 SNAQ-items were converted to fuzzy numbers with trapezoidal membership functions. Mathematical operations for fuzzy numbers were, then, applied for calculating the sum score, along with subsequently centroid method for defuzzification. Finally, via fuzzy c-mean method, the resulting de-fuzzified sum scores were assigned to four fuzzy clusters, along with their degrees of membership.

Preliminary results and conclusions: From a preliminary comparison, 42% of the resulting four clusters derived directly from the two methods are identical. These matched clusters are mostly extreme cases, i.e. clusters resembling no victimization and severe victimization. Further results and implications of findings will be discussed in depth.

Keywords: Workplace bullying measurement, latent class cluster approach, fuzzy modelling, fuzzy clustering

## Does workplace violence exposure perpetrated by clients increase the risk for workplace bullying?

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**Background:** Workplace violence (WPV), or “violent acts, including physical assaults and threats of assault, directed toward persons at work or on duty” (CDC/NIOSH, 1996), is a common hazard in the healthcare sector. In U.S. Bureau of Labor Statistics data (2002-13), WPV injuries to healthcare workers were four times more frequent, on average, than to all private industry employees. Eighty percent of incidents were client-initiated. The American Nurses Association recently reported widespread bullying by peers (48%), bullying by superiors (39%), and physical attacks by patients or their visitors (25%). Client attacks often produce emotional strain because workers must suppress their emotions and continue care-giving. In turn, this may lead to difficult inter-personal interactions among healthcare workers.

**Purpose/Aim:** This paper uses survey data from five U.S. public sector healthcare facilities to examine whether there was a relationship between participants experiencing actual assault or threat of physical harm from clients and negative acts (bullying) from patients or from members of the workforce.

**Methods:** A self-administered survey measured workplace bullying using six questions from Einarsen’s Negative Act Questionnaire (NAQ) on the frequency of having been: (1) humiliated/ridiculed; (2) ignored/shunned; (3) insulted/offensively remarked about; (4) shouted at/targeted; (5) intimidated with threatening behaviors; and (6) subjected to excessive teasing/sarcasm. Three additional WPV questions asked whether participants in the last six months experienced: (1) threat of physical hurt/assault; (2) actual physical hurt/assault; (3) actual sexual harassment. Frequency of both incident types were obtained. NAQ and WPV variables were compared by perpetrator, type of job, and facility; Pearson correlations examined relationships between frequencies of assault and of negative acts.

**Results:** A total of 1,061 surveys were collected from mostly female participants. At least one negative act was reported by 58% of participants, with nearly 30% reporting “frequent” incidents. Participants reported perpetrators of negative acts to be supervisors (22%), coworkers (22%), subordinates (12%), and clients (22%) (not mutually exclusive). Direct care workers reported negative acts more frequently than non-direct care workers ( $p=0.015$ ). The frequency of reported negative acts varied by site ( $p<0.0001$ ), being most common at one mental health care facility (“occasional” and “frequent” combined). For WPV, 21% reported threats of assault, 13% reported physical assaults, and 9% reported sexual harassment from clients. Few reported WPV incidents were by supervisors or other employees. The frequencies of assaults and negative acts by clients were strongly correlated ( $r=0.51$ ). Only weak positive correlations were found between frequencies of client assault and of coworker negative acts.

**Conclusion:** Risk of WPV is a multi-level phenomenon, related to institutional policies, practices, and patient/client mix, as well as behaviors of clients and direct care staff. Further analyses of these data may clarify whether the two incident types were correlated within each facility or concentrated in the one that serves forensic mental health patients; and whether in that facility client assaults had a stronger relationship with co-worker bullying. Understanding these relationships and the impact of emotional labor required to meet client needs is essential to shape appropriate interventions in the healthcare work environment.

## **Bullying and harassment in the age of Artificial Intelligence and People analytics.**

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This paper will go through the state of the art of some of the latest developments in the use of Artificial Intelligence and People analytics technologies specifically designed for bullying and harassment prevention, intervention and compensation strategies.

Working environments are dramatically changing alongside the introduction of new technologies and work processes. Given the integration and deployment of Artificial Intelligence (AI) technologies in people management practices, there's a need to look both the positive and negative aspects of the use of this technology in the workplace together with the key implications for employment practices, people analytics, workforce management practices.

On the negative aspects we can see trends of increased monitoring of workers and management of work by algorithms that are starting to become the new 'business as usual' for workers and labour practices. Monitoring and surveillance of workers' activities and the related processing of data on the specific activities carried out by workers implications in workplace settings are just beginning to be understood but the risk for the technology to become invasive and controlling can not be denied.

On the positive aspects the use of these technologies and the data undoubtedly have the potential to improve bullying and harassment prevention and coping strategies. As AI can be used to gather and analyse more data, companies might make use of AI to detect patterns, identify or predict risks and find the best way to minimise them. One particular example can be seen in the bots using algorithms to identify potential bullying and harassment in company documents, email communications and chats looking for anomalies in the language, frequency or timing communication patterns. Some other uses of this emerging technology is being focused in compiling information for harassment claims or to improve how employees report sexual harassment allegations.

In this evolving context AI technologies applied to complex data management can go through records and workplace information that can be used to predict how workers might perform and develop or monitor workers patterns and traits in behaviour, communication and management styles. This might also entail the use of behavioural profiling at a business level where employers could make hiring or promotion decisions based on who is compliant with policies, workers incivility records, etc...

There are other developments on the horizon that might have an impact in bullying and harassment strategies as the use of algorithms that can read human emotions or predict our emotional responses will also be a matter of concern in the next few years. Could we imagine a world of work where harmful behaviours such as incivility, harassment or bullying could be predicted and mitigated before they even take place?

**Keywords:** Artificial Intelligence, People analytics, Human analytics, management, digital bullying, online harassment.

## **Workplace Bullying and Harassment in Australia's Aviation and Rescue Firefighting Service - How Organizations Facilitate and Perpetuate Abuse**

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We conducted a confidential and anonymous online survey of Australia's Aviation and Rescue Firefighters from August and September 2019 to explore the incidence, if any, of workplace abuse (defined here to include workplace bullying, sexual and non-sexual harassment and discrimination) across the Australian Government's Aviation and Rescue Firefighting Service (ARFFS). The survey relied on an adapted version of the Negative Acts Questionnaire (NAQ).

Invited respondents included serving and retired ARFFS firefighters with email invitations to participate sent to all members of the United Firefighters Union of Australia (UFUA). While the UFUA has about approximately 98% coverage of all firefighters employed in ARFFS, the survey was open to all ARFFS employees, including those who were not union members. Two follow-up reminders about the survey were emailed in September 2019 to those invitees who had not yet responded. The follow-up emails secured a small number of additional responses. In total, 342 former and currently employed and/or operational ARFFS firefighters responded to the survey.

Our findings indicate high levels of workplace bullying and harassment within the ARFFS and make a number of recommendations to government (noting that the ARFFS falls under the umbrella of Airservices Australia, a body corporate established under the *Air Services Act 1995* (Cth), with its precursor organisations, include the Civil Aviation Authority, and the Department of Aviation). The many respondents with service across multiple of these agencies provide particular insights which will be discussed alongside the organization's response to the survey recommendations, together with a case study of an anti-bullying application made by one ARFFS firefighter in 2019..

## **Cultural safety: What is it and how to do achieve it?**

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Cultural safety is a critical factor in working with Indigenous people in education, health and work contexts and seen as essential for ensuring sustainable changes in social determinants of health and wellbeing for Indigenous peoples. This presentation will review the wide number of concepts currently in use, including cultural awareness, cultural responsiveness, cultural competence and cultural safety. We will outline the current work by the Australian Health Regulator in developing a national definition and approach to cultural safety for all health professions and discuss implications for work with Indigenous colleagues and communities. The importance of Indigenous culture, governance, self-determination and a focus on strengths will also be discussed. Cultural safety is a critical factor in working with Indigenous people in education, health and work contexts and seen as essential for ensuring sustainable changes in social determinants of health and wellbeing for Indigenous peoples. This presentation will review the wide number of concepts currently in use, including cultural awareness, cultural responsiveness, cultural competence and cultural safety. We will outline the current work by the Australian Health Regulator in developing a national definition and approach to cultural safety for all health professions and discuss implications for work with Indigenous colleagues and communities. The importance of Indigenous culture, governance, self-determination and a focus on strengths will also be discussed.

## **Malleability of Severity Ratings: Influence of Social Power on Third-party Perception on Workplace Sexual Harassment**

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Media attention to Harvey Weinstein's case in the later part of the last decade have highlighted the influence power differentials on workplace sexual harassment. The fact, though, is that researchers were well aware of the antecedents and consequences to a myriad of harassment behaviors since decades back (McDonald, 2012; Willness, Steel, & Lee, 2007). Yet in our knowledge of workplace sexual harassment, there seems to be a gap in terms of understanding third-party perceptions of observed workplace sexual harassment incidents. Outrage management theory (McDonald, Graham, & Martin, 2010) focuses on how harassers manage third party outrage after harassment had occurred, while theories linking social power to harassment specifies the enabling conditions that a harasser can exploit (Popovich & Warren, 2010). As is, it seems the discourse is silent with regards to how third-party opinion formation can be influence of the situational context of harassment episodes.

Borrowing arguments from Popovich & Warren (2010), we designed a vignette-based experiment to test the influence of sources of social power (French & Raven, 1959) on third party's perception of sexual harassment incident. The outcome of interest is participant's perception of severity of a sexual harassment incident, while our experimental manipulation focuses on creating vignettes that taps onto the five social power conditions of coercive, reward, referent, expert, and legitimate power. To ensure a meaningful representation of the variety of workplace sexual harassment behaviors, twelve sexual harassment dimensions from Fitzgerald, Magley, Drasgow, and Waldo's (1999) dimensions were adapted for the local context.

Our experiment (N=181) with working adult females was carried out in the capital city of a Central Asian country, Kyrgyzstan. A repeated measures design was used with a 5 x 12 factorial design. At the omnibus level, we showed that participant's mean ratings of severity towards twelve different sexual harassment incidents differ significantly between the social power conditions (between harasser and the harassed) as depicted in our vignettes. Post-hoc analysis showed that, while lay theory would propose severity ratings to be highest in the conditions of coercive and reward power, as compared to legitimate and expert power, such differences were insignificant. Mean severity ratings of referent power were, however, significantly lower, when compared to coercive and legitimate power conditions.

The contribution of this study lies not just in extending Popovich and Warren's (2010) arguments, but also to bring attention back into earlier studies of perceptions of workplace sexual harassment (for instance, see early works by Fitzgerald & Omerod, 1991). Given the general tendency for the harassed to be silent, greater understanding on the malleability of third-party perception will go towards devising useful intervention strategies to encourage timely and accurate reporting. While the study is conducted in Central Asia, which could limit generalizability in developed economies, the sample in a region where gender inequality is rife could provide a different angle on a phenomenon pervasive worldwide.

## **How to prevent Workplace Bullying? A case study based on a Systemic and Communicational Approach**

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### 1. Context and aim

Considered as a fairly complex phenomenon, workplace bullying is a result of the interaction of many factors. Many quantitative studies now provide an understanding of the contributing factors of workplace bullying. However, the resulting models do not give us access to the dynamics of interaction between those various factors, whereas qualitative methodology enables us to reach a better understanding of the processes involved. The aim of this communication is to illustrate how the different levels interact with each other in a situation of workplace bullying and present a new approach which is unprecedented in this context of studies: “the systemic and communicational approach”.

### 2. Methods

The data were gathered through two cases of workplace bullying in various organizational contexts (French public sector, industrial sector).

The data collection process was carried out in three phases:

Firstly, the victims were invited to talk about work situations in a general sense, giving as many examples as possible. We took notes during their interviews and completed these notes immediately afterwards.

Secondly, the victims were invited to complete the Leymann Inventory of Psychological Terrorization (LIPT, Leymann, 1996) validated in French (Niedhammer et al., 2006). They then had to illustrate, as much as possible, each of the 45 items of the LIPT using professional situations they had been through and that had been outlined in the interviews.

Thirdly, the victims were invited to sketch a diagram of the relations between the main protagonists of the organization according to the Systemic and Communicational Approach.

### 3. Results

The interviews made it possible to update the personal, interpersonal, group, and organizational processes and to show how they interact. The LIPT enables to be sure that one is indeed faced with a situation of workplace bullying. Applying “the Systemic and Communicational Approach” in the study of workplace bullying demonstrates the importance of including the notion of “organizational games” and how these games play a role in the form of rigid transactions.

### 4. Conclusion



Studying workplace bullying using a communicational approach is a first. This approach offers a multi-level reading of communication between the protagonists and can help subordinates and supervisors improve their interactions. Thanks to a better understanding of the processes involved, this innovative approach could help the prevention of workplace bullying within professional establishments.

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## **Amoral Malignancy: Workplace bullies as significant ushers for corrupt behavior in the workplace**

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The purpose of this research is to analyze the likelihood that workplace bullying contributes to corruption and unethical workplace behaviors. Enveloping the research on motivation and research on social contagion, I use institutional corruption theories to extend the definition of corruption as the use of power or authority for personal gain.

Workplace bullying is based on abuse of power to demoralize and intimidate employees, and empirically has been proven as an external motivation which promotes subordinates to act as henchmen to destroy a target (Hollis, 2019). Reasonably, that same milieu inclusive of an abuse of power coupled with Aguilera and Vadera's (2008) 'opportunity-motivation-justification' model can generate the conditions for fraud. First, the opportunity elements include an amalgam of conditions and contexts that allow a reasonable person to think that their fraudulent behavior would not be revealed (Albrecht et al, 2015; Tittle, et al., 2004). Second, the motivation can contain a number of issues such as the need to maintain authority, pay bills, or secure an objective (Aguilera & Vadera, 2008). Third, those engaging in corruption often justify their behavior. Recent studies have offered revenge as a motivation to commit fraud. Perceived organizational injustice such as demotion, furloughs, budget cuts, and workplace bullying can motivate the aggrieved party to exact justice (Dellaportas, 2013; Liang 2018).

The research uses a Chi-Square analysis and a sample of n=328 employees recruited through SurveyMonkey Audience to complete a brief survey about corruption and workplace bullying. This analysis, which is supported by a power analysis, confirms a statistically significant likelihood that workplace bullying precipitates corruption. This paper empirically contributes to the literature regarding workplace bullying and its association with corruption in the workplace. The findings confirm a need for organizations to develop external processes that can address workplace bullying and keep the organization from devolving into corrupt practices.

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**Practitioner Perspectives on Perpetrators of Workplace Bullying:  
Criminal, Crazy, Contentious, Distressed, or Clueless?**

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This paper explores practitioner approaches to correcting the behavior of perpetrators of workplace bullying and the potential influence of these approaches on the practitioner's perspective of the perpetrator. Practitioners in this newly emerging field were interviewed from the disciplines of psychotherapy, mediation, training, generalized coaching and specialized coaching. Their perspectives of workplace bullying perpetrators are described according to their professional preconceptions, objectives, methods, data sources, responses to resistance, and lived experience of the practitioner. Practitioners' professional disciplines appeared to exert significant influence on their perspectives of the perpetrator as either morally impaired (criminal), psychologically disturbed (crazy), conflictual (contentious), stressed (distressed), or lacking insight (clueless). Practitioners who held the latter two perspectives expressed more success in engaging with perpetrators to increase awareness, self-reflection, and improved behaviors. Effective interventions for individuals who engage in workplace bullying will evolve only if methods are based upon research into the perspectives of these perpetrators – their voices must be understood. Imposing intervention methods dictated by the practitioner's professional discipline without the benefit of such research may impede, rather than relieve suffering experienced by co-workers, the organization, and the perpetrator.

## **Workplace bullying: Lessons from contemporary French storytelling**

Martin Goodman

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Storytelling provides a unique platform for understanding and addressing workplace bullying in today's pressured organisations that use digital technology to enforce individual performance.

Fictional stories are unlike social science studies. They are targeted at broad audiences, not just academic ones. They focus on the journeys that individuals make as they are subjected to a sustained pattern of psychological violence, as well as its mental and physical consequences. These include stress, shame, loss of appetite, sleeplessness and potential breakdown of close personal relationships.

Fictional stories about bullying that are well-told can engage the mind, especially where they depict 'authentic' situations. Individual readers and audiences can absorb themselves in them but remain free from any sense of guilt or complicity regarding their own behaviour because they have no direct personal involvement in the unfolding narrative. Arguably, this makes them more receptive to learning.

In this presentation I will synthesise learning from around 40 contemporary stories from French literature, cinema and theatre about workplace bullying ( le harcèlement moral) and show how these increase our understanding of the nature and consequences of bullying in the modern organisation. This analysis is supported by extensive critical literature mostly from French psychological and sociological and management sources. From an Anglo-Saxon perspective, dominated as it is by management texts from the US and UK, many of these texts will be unfamiliar. However, the issues they discuss and the ideas expressed are generally refreshingly articulated and well-researched. I hope you will find them invigorating and this encourages you to question your own experiences in the world of work.

This talk has been drafted from the standpoint of an individual with more than 40 years' experience working in some 70 complex organisations, variously as an HR Director, management consultant, interim manager and academic researcher in the UK and internationally. My modest ambition is to encourage use of storytelling to provide a fresh perspective on workplace bullying whose incidence reduces productivity, causes much individual suffering and results in considerable cost to public health systems.

## **Union representation in cases of perceived workplace bullying: A qualitative study of target views**

Chris Woodrow

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### Purpose

Comparatively high rates of bullying have been reported in some parts of the UK healthcare sector. There is no specific legislation in place to deal with workplace bullying in the UK. Union membership is common in many healthcare professions, and unions often become involved in cases of workplace bullying. Union representatives can therefore become an important part of the resolution process. However, union involvement in cases of perceived workplace bullying has received very limited research attention, and little is known about their perceived role and usefulness in the process. With this in mind, the aim of this study is to explore the role of union representation in cases of workplace bullying. This is achieved by focussing on the views of perceived targets of bullying.

### Methodology

This study utilises qualitative interview methods. Data were collected in the UK from staff working in the healthcare sector. Individuals who reported that they had been targets of workplace bullying in the past were invited to participate. In-depth interviews were then conducted to explore their perceptions of the role of union intervention in these cases. The interviews also covered the perceived causes and consequences of bullying, the usefulness of organisational policy and practice, and any barriers or facilitators to resolution.

### Findings

Analysis of interview data revealed that union representatives have an influential but complex role in the resolution of cases of workplace bullying. Representatives often primarily assumed a supportive role in the process, and targets viewed their involvement very positively. However, a number of factors emerged that complicated their involvement in the process and the route to resolutions.

### Conclusion

This study makes an important contribution to research on the way in which bullying cases are resolved. In particular, it highlights the important role of union representatives, and a number of difficulties that are associated with their involvement in cases. Additionally, the study highlights strategies that may be used in the future to facilitate the role of union representatives in cases of bullying and case resolution. This research involved interviews with targets of bullying in one sector; future research might usefully examine this issue from additional viewpoints.

## Conceptualising the components of structural and psychological readiness for workplace bullying interventions

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Over the last 20 years, research has attempted to address the persistent issue of workplace bullying through the development and implementation of interventions. The success of this work has been limited (Aust, Rugulies, Finken and Jensen, 2010; Hodgins et al., 2014; Hoel, Giga and Faragher, 2006; Gillen, Sinclair, Kernohan, Begley and Luyben, 2017; Nielsen and Einarsen, 2018; Van Rooyen and McCormack, 2012), with critics attributing these limitations to design/implementation errors (Aust et al., 2010; Gillen et al., 2017; Hodgins et al., 2014; Hoel, Giga and Faragher, 2006; Nielsen and Einarsen, 2018). Little consideration is given for the role organisations play in establishing conditions optimal for intervention success. According to Hoel, Giga and Faragher (2006), factors such as poor planning, low management support and subsequent, reduced employee engagement can all impact negatively intervention effectiveness.

Within change management literature, the notion of readiness is widely regarded as a crucial factor for intervention success (Choi and Ruona, 2011; Dearing, 2018; Ford, Ford and D'Amelio, 2008; Holt, Armenakis, Feild and Harris, 2007; Rusly, Corner and Sun, 2012; Vakola, 2013). By establishing readiness at a structural and psychological level before implementation, employees are more likely to engage in change initiatives and key principles are more likely to be successfully disseminated (Dearing, 2018; Ford, Ford and D'Amelio, 2008; George and Jones, 2001; Vakola, 2013). Although Coyne and Campbell (2017) imply the notion of readiness by suggesting the need to understand an organisation's current approach to bullying and its 'attitude' towards bullying before gauging the potential success of a bullying intervention, to date the understanding of what readiness means for workplace bullying interventions has not been conceptualised.

Integrating the research literature on workplace bullying and change management, this paper proposes a model of readiness for bullying interventions. The model proposes two components of workplace bullying intervention readiness (structural and psychological) and the interaction between these components. Structural readiness consists of six elements: process and policy, leadership, culture, climate, job-design and resources. Psychological readiness comprises four elements: psychosocial safety, trust, fairness and efficacy. The model proposes that employees' evaluations of the success of a proposed bullying intervention, and their subsequent engagement with it, are influenced by how they appraise the fairness, safety, efficacy, and trust of the six structural readiness components. For an organisation to be perceived as ready to implement and uphold a bullying intervention, employees need to be convinced that their organisation is structurally ready for the intervention allowing them to be psychologically ready to engage with it. Ultimately, this model may help organisations evaluate their level of readiness and address some of the perceptions before trying to implement bullying interventions. Presentation of practical outcomes from this model will be discussed.

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## **ILO Convention 190 and work-related Violence and Harassment during Pandemic**

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This paper aims to underline the importance of the ILO Convention 190 (approved in 06-2019, into force from 25-06-2021, complemented by the Recommendation 206) to address, prevent, and providing a general regulatory framework for Violence and Harassment, as phenomena multiplied exponentially during Covid times.

The Pandemic imposed social distance and dictated teleworking as mandatory, which implied the massive use of new technologies and the processing of countless personal data, hugely transforming the world of work through the neutralization of the boundaries of time and place. This situation triggered the spread and severity of cyber harassment occurrences, mainly related to improper access, and use of personal data and telematic means.

On the other hand, the battle against the Virus threw to the forefront certain activities that involve direct and personal contacts. As a result, there are reports of violence perpetrated against doctors, nurses, police, volunteers, social and emergency service workers, domestic and night or isolated workers, and people who monitor compliance with restrictive measures.

Thus, as in all economic crises, the people most affected are workers who already belong to fragile groups (women, young, sick, caregivers, migrants, precarious, informal). The Pandemic acts as a catalyst for social stigma and discrimination and aggravates these dilemmas.

The Pandemic requires urgent responses and immediate action, in multiple articulated areas, enhancing the general problems about Violence and Harassment and highlighting four negative issues: the absence of definitions and their clear understanding by people; the lack of regulation about OSH implications; the need for collective bargaining and collective representatives' participation; the deficit of adequate conflict resolution mechanisms.

ILO Convention 190 anticipated these issues with a bold, innovative, and global vision, becoming the first set of norms of international law to address these issues, which, during the Pandemic, is crucial as a reference for the creation of specific national regimes. Its precise provisions are concise enough to serve as a legal argument or as a motto for further legislative actions, addressing those concerns, and providing, *maxime*:



- General definition of Violence and Harassment as a “range of unacceptable behaviors and practices, or threats thereof, whether a single occurrence or repeated, that aim at, result in or are likely to result in physical, psychological, sexual or economic harm and includes gender-based violence and harassment” (art. 1/1/a/b).
- Broad concept of workplace and work-related behaviors, including communications also technologic (art. 3), recognizing the importance of data, and the link between domestic violence and work (art. 10/f).
- Delimitation of sectors and groups as more exposed and vulnerable (art. 6, 8).
- General definition of protected workers, including interns, apprentices (art. 2), and informal economy (art. 8).
- Underline of multidisciplinary actions, involving employers, social partners, and collective bargaining (art. 4).
- Emphasize of OSH management and risk assessment (art. 9), and dispute resolution mechanisms (art. 10).

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## Consequences of abusive supervision in social isolation conditions for employees and organization.

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**Aim:** People spend a significant part of their lives at work. They want, or not, but in some part, the work environment influences their mental state, especially when the business relations at the organization are not as ethical as they should be. In our study, we decided to focus on the consequences of abusive supervision, which is not a common type of leadership but could have serious influences on employees (job satisfaction) and organization (employees' turnover intention). Moreover, nowadays, in the COVID-19 pandemic, the next danger is social isolation conditions. In order to decrease the spreading of the virus, the worldwide governments put many "social distance" restrictions. Also, many organizations changed the work system into the remote. Many research indicated that social isolation changes the way of looking at the surrounding environment as more threatening, which activates vigilance against social threats. That is why we decided to firstly, investigate that the relationship between abusive supervision and the employees' turnover intention is mediated by job satisfaction. Secondly, we investigated if perceiving social isolation moderates the impact of abusive supervision on the employees' job satisfaction.

**Methods:** We used longitudinal quantitative designs to investigate the links between abusive supervision, job satisfaction, turnover intention, and perceiving of social isolation. Three repeated measurements of the study (N1 = 306, N2 = 213, N3 = 168) were carried out at intervals of 1 week, on people who are currently employed and performing their duties, as well as working throughout the study in the same organization. The research lasted one month, from mid of April to mid of May 2020, and was conducted in Poland.

**Results:** Based on the PROCESS macro developed by Hayes (2013), we indicated a significant indirect effect of the abuse of supervision on employees' turnover intention through job satisfaction (model 4). Furthermore, we also confirmed that the mediation effect depends significantly on perceived social isolation. The test of moderated mediation (model 7) turned out to be significant. Participants with a higher level of social isolation were significantly more likely to experience dissatisfaction with work due to abusive supervision.

**Conclusions:** Social isolation conditions created the situation in which employees perceived the consequences of the abusive supervision as more severe in terms of their job satisfaction and intention to quit.

**The interaction of exposure to workplace bullying and institutional betrayal. Review of concepts and a study.**

Pat Ferris

*Pat Ferris Consulting, Calgary, Canada*

Since the introduction of the concept of workplace bullying (WPB), there has been a great deal of scientific and popular press literature building awareness of the concept and the need for protection of employees in the workplace. Workplace bullying (WPB) is now a recognized as both a world wide phenomena and a serious psychosocial hazard with potential severe consequences to the individual such as mental issues including symptoms consistent with Post Traumatic Stress Disorder, depression and suicide and physical issues such cardiovascular disease and diabetes. At the organizational level WPB is associated with turn-over and sickness absence. Legislative requirements to address reports of WPB, to monitor and prevent WPB are increasingly being implemented worldwide. Nonetheless, poor organizational response to allegations of workplace bullying is acknowledged in the literature and is an area which the author has explored since 2004. However, there has been little research exploring the interactive effects of the exposure to workplace bullying, organizational response and mental health outcomes. This is a critical area in need of examination because many targets of WPB, despite legislation and policies find themselves faced with processes, grievances and legal proceedings in which they are stone-walled, gas-lighted or otherwise denied due process. Clinicians have observed that such betrayals of process and procedural justice exacerbate the original mental health consequences of exposure to WPB and in some cases can be associated with outcomes worse than the original injury. Research has not yet examined, from a theoretical perspective, the mechanism of such further injury. Institutional betrayal provides such theory. The term 'institutional betrayal' refers to wrongdoings perpetrated by organizations/institutions where a person, usually an employee is dependent on the institution. Institutional betrayal includes failure to prevent or respond supportively to wrongdoings by individuals committed within the context of the organization. Such theory may provide rich insight to the experiences of many targets of WPB. In addition, research examining the exacerbating effect of institutional betrayal would inform organizational representatives, psychological safety personnel, arbitrators, legislators and courts of the consequences to the mental health of the targets of WPB when their organizations ignore, accuse, deny, and delay processes and procedural justice. As well, it would inform clinicians that exposure to institutional betrayal is an important clinical consideration in diagnosis, treatment and return to work processes. The purpose of this presentation is to review clinical observations of the interaction of exposure to WPB and institutional betrayal and the impact on mental health, to review previous research noting this interaction, introduce the concept of institutional betrayal in the domain of WPB, and review a research study the author is about to undertake.

## **Bullying in the New Zealand senior medical workforce: prevalence, correlates, and consequences**

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Workplace bullying is an issue of on-going concern for the medical profession. Described as the most destructive phenomenon plaguing medical culture, bullying poses significant risks to patient safety, staff morale and job satisfaction as well as the physical and psychological wellbeing of doctors and their co-workers. Research commissioned by the Royal Australasian College of Surgeons (RACS) in 2015 found almost half of all surgeons in New Zealand and Australia had experienced some form of inappropriate behaviour, with trainees reporting the highest reported levels of bullying amongst those surveyed. Surgical directors or consultants (senior doctors) were found to be the main perpetrators. Little is known, however, about the prevalence and consequences of bullying experienced by senior doctors and dentists. This study addresses this gap by investigating the prevalence of bullying amongst senior doctors and dentists of different specialties working in New Zealand's public health system.

This paper reports on a study conducted in June 2017 on the prevalence of bullying among senior doctors and dentists working at New Zealand's 20 District Health Boards (DHBs). Prevalence of workplace bullying was measured with the negative acts questionnaire (revised) (NAQ-r). Levels of workplace demand (including factors such as workload and the work environment) and support from colleagues and non-clinical managers were measured using 17 items from the Health and Safety Executive Management standards analysis tool. Categories of perpetrators for self-reported and witnessed bullying and barriers to reporting bullying were obtained and qualitative data detailing the consequence of bullying were analysed thematically. The study also explored correlates of experiencing negative behaviours, including medical specialty, gender and ethnicity.

The study found bullying was prevalent in New Zealand's senior medical workforce and was associated with high workloads and low peer and managerial support. The overall prevalence of bullying, measured by the NAQ-r, was 38% (at least 1 negative act on a weekly or daily basis), 37.2% self-reported and 67.5% witnessed. There were significant differences in rates of bullying by specialty ( $p=0.001$ ) with emergency medicine reporting the highest bullying prevalence (47.9%). The most commonly cited perpetrators were other senior medical or dental specialists. 69.6% declined to report their bullying. Bullying across all measures was significantly associated with increasing work demands and lower peer and managerial support ( $p=0.001$ ). Consequences of bullying were wide ranging, affecting workplace environments, personal well-being and subjective quality of patient care.

The results of this study indicate a need for a comprehensive series of interventions not only to address problematic behaviours but to consider the broader implications of growing workloads, under-resourcing and understaffing for the health and wellbeing of this medical workforce and their patients. These findings help identify conditions and pressures that may encourage bullying and highlight the significant risk of bullying for individuals and their patients.

**Understanding How Virtual Workers Experience Workplace Bullying**

peggy flanagan

*Athabasca University, Athabasca, Canada*

This study explored workplace bullying that occurs in the virtual workplace through the experiences of workers who have observed or experienced the phenomenon. This qualitative study investigated the experiences as lived by virtual workers, shedding light on how workplace bullying occurs in a virtual context, as well as understanding the impacts to these workers. Using an exploratory qualitative approach, in-depth interviews were held with 12 adults who worked as virtual workers and either observed or experienced negative acts associated with workplace bullying in their virtual roles. Survey questions from the Negative Acts Questionnaire – Revised (NAQ-R) were used to determine the intensity and severity of bullying behaviours and the Patient Health Questionnaire (PHQ-9) helped to assess depression and anxiety, which are often reported symptoms of the chronic stress associated with workplace bullying. The results confirmed that virtual workers are at risk of workplace bullying, but that the nature of virtual work itself may create additional risks of incivilities that workers have to manage, which could increase the likelihood of being bullied in this context. Further, the effects are consistent with the negative physical, psychological, and social outcomes with many studies involving collocated workers.

**Keywords:** virtual workers, remote workers, distributed workers, global workers, workplace bullying, virtual workplace, negative acts in the workplace, bullying behaviours in the workplace.

**The Intersections of precarity, positionality, and workplace sexual harassment and violence**

Adriana Berlingieri

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The #MeToo and #TimesUp movements have popularized what thirty years of research had already revealed: workplace sexual harassment continues to be a pervasive and insidious problem. However, we continue to lack an empirical understanding of the contexts of workers' experiences, including the barriers and retaliation they face when reporting sexual harassment, the supports available to them, and the ways that workplaces respond. This is particularly true for workers marginalized due to their social location (e.g., gender, race, age, etc.) and/or their employment status. This presentation discusses a mixed-methods study consisting of quantitative and qualitative methods aimed at responding to these gaps. From a critical perspective, the study centres an understanding of worker subjectivities and how violence is experienced by differently socially and structurally located subjects. Workers' experiences of sexual harassment/violence cannot be understood outside of the context of the employment relationship, which is imbued with power inequities. Therefore, this study also captures how workers' experiences of harassment and violence intersect with organizational practices meant to counter these phenomena as well as others more broadly related to human resource management. The study gathers data on the experiences of workers across a wide array of jurisdictions across Canada, sectors, and industries, as well as the intersection of sexual harassment/violence with other forms of workplace harassment, discrimination, and violence.

Phase One of the study consists of a nation-wide online survey. The focus of this survey includes the prevalence of various forms of harassment and violence, details regarding the contexts of workers' experiences, the actions workers have taken and the impact of those actions. Also of importance are barriers to taking action (e.g., reporting), forms of retaliation, and which practices organizations are adopting (or not) to prevent and respond to harassment and violence, and their use and effectiveness. The survey also captures demographic and employment data (e.g., employment status, shifts worked, membership in a union, sector of employment) of workers. Phase Two consists of interviews and focus groups to gain a deeper understanding of the experiences and needs of workers, particularly marginalized workers. The interviews/focus groups are being conducted with participants within two groups: (1) workers who have experienced harassment and/or violence and (2) advocates/representatives from organizations working with workers with regard to harassment and violence. The presentation includes a discussion of the preliminary findings of the study and the related implications for the shaping of future organizational practices, including policies, procedures, and training programs.

## **‘You’re on your own’: Mental health and workplace effects of clinical teacher bullying accusation**

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### Background

In an overall worldwide climate of persistent bullying behaviours and our own research in the clinical teaching context, we aimed to further investigate emergent evidence about those accused of workplace bullying. Specifically, to investigate whether the accused might experience similar phenomena to those reported by a key contributor from the business sector. McGregor (2015) found the accused are likely to have experiences which are significantly negative, to include social isolation and ‘feeling bullied’ by the manner of complaint management.

### Method

Three clinical teachers were recruited from two tertiary teaching institutions, all of whom had been accused of bullying students and/or colleagues. We conducted semi-structured interviews with each, twice over a one-month period and analysed qualitative data using an informed Grounded Theory method.

### Results

Results indicate similarly negative, universal experiences and further details of concern. Using ‘silence’ to manage workplace confidentiality resulted in the accused feeling unable to seek sufficient support, while this requirement was flouted by the complainant. Complainants were also offered support from management, while the accused were not. This preferential treatment played out further where the accused was mistreated by colleagues and these bullying type behaviours left unchecked. In one case, these behaviours led to thoughts of suicide.

Management also failed to establish effective communication with the accused, leading to long term anxiety about job insecurity and an ongoing lack of closure and/or support to develop a plan to move forward. In all cases, the latter was further compounded by a universal failure to garner the accused’s version of bullying incidents, essentially rendering the inquiry void.

Experiences of the accused also coincided with the organisation’s instigation of a lecture-style intervention. This delivery method, content and a disingenuous ‘tick box’ attitude displayed by the facilitator failed to engage participants in useful thinking but worryingly for two, triggered a PTSD reaction in relation to their accusation. Overall, these experiences led to significant mental health issues for the accused and the creation of a workplace culture in contradiction with that sought.

### Conclusion

These experiences point to significant deficits potentially replicated in other workplaces, and needing to be addressed. We recommend an increased focus on developing accessible, long

term services for the accused's wellbeing and investigating methods with which to upskill management in intervening negative workplace behaviours to include those relating to the accused. Results also serve as a reminder that organisational policy should be correctly executed as well as regularly reviewed, and that bullying interventions should be carefully devised, and methods evidence-based. That is, delivered via best practice pedagogy for the adult learner and undertaken by professionals skilled in this subject area, and its likely populous, and displaying positive values appropriate to this practice and those espoused by the parent organisation.



**The Domestic Violence (DV) at Work Project: A Collaborative Model**

Adriana Berlingieri

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Domestic violence (or intimate partner violence) is estimated to cost more than 5% of the global Gross Domestic Product (GDP) (Vara-Horna, n.d.). The impacts of the abuse are experienced by victims-survivors, abusers, co-workers, supervisors, managers, union stewards, and others. Canada, on both provincial and federal levels, has joined other countries worldwide in establishing legislation addressing workplace harassment and violence, including domestic violence. More recently, the federal government has introduced amendments to the Canada Labour Code, which took effect on January 1, 2021, giving federal workers increased rights and employers' new responsibilities to strengthen the existing legislative framework. The Government of Canada has invested in projects that will help federal workplaces comply with the new legislation. A mandatory requirement of the funding is the collaboration between employers, unions and violence and harassment experts. One such collaborative partnership was created with two major Canadian universities, a large union group, and an employer association representing organizations in the transportation and communications industry. The aim of this partnership is to develop policies, tools and training programs to assist organizations to prevent domestic violence and provide supports to workers impacted by domestic violence. This project has also provided unique opportunities to conduct research with the aim to evaluate the project outputs and to learn more about domestic violence as a workplace issue from multiple perspectives. Three quantitative studies comprising of online survey instruments were developed. Collectively, the studies gather data to assess the existence of practices (e.g., policies, training) adopted by organizations and their effectiveness; improvements in workers' experiences related to domestic violence at work; changes in individual behaviour (e.g., how bystanders respond to co-workers experiencing domestic violence); the impacts of domestic violence on productivity, absenteeism and accidents at work; the experiences, knowledge and self-efficacy of supervisors and managers as responders to disclosures of domestic violence in their workplaces; and the readiness of organizations (within eight primary domains) to respond to domestic violence in the workplace and measure changes over time. This presentation begins with a discussion of the partnership and its processes as a collaborative model bringing together multiple stakeholders to address workplace harassment and violence. This is followed by an overview of the project outputs housed within a newly created online portal. Preliminary research findings from the three quantitative studies will then be shared.

## Registered Nurses Experiences with Incivility During the Early Phase of COVID-19 Pandemic: A Multi-state Survey

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**Background:** Incivility among workers in the health sector is recognized as an occupational hazard. The COVID-19 outbreak brought sudden and profound changes to many healthcare settings, many of which have been identified as antecedents to workplace incivility. The purpose of this retrospective study was to explore the experiences of nurses with workplace incivility, cyber incivility and incivility outside of work during the early phase of the COVID-19 pandemic.

**Methods:** Data were collected from June to September 2020 via an online survey which consisted of both closed and open-ended questions.

**Findings:** There were 526 complete responses. More than one third of the participants experienced greater incivility during the COVID-19 outbreak than before the pandemic (37.4%), and almost half (45.7%) said they witnessed more incivility than before the pandemic. Cyber incivility and incivility outside of work were also issues. Qualitative results indicated that respondents felt they were *On Edge* during this period. Other themes that were identified included *Leadership Failure*, *Fractured Co-worker Relationships*, *Heightened Incivility from Patients and Families*, and *Hostility and Ostracism from the General Public*.

**Conclusions and Implications:** Incivility, cyber incivility and incivility outside of work hours related to their professional role were all issues that exacerbated the other stressors that nurses experienced during the early phases of the COVID-19 pandemic. Occupational health nurses, nursing leaders and staff nurses need to work to restore relations that were fractured by incivility during the pandemic. In the future, improved preparedness may lessen incivility by decreasing role stress and organizational chaos.

## Toxic Leadership in Irish post-primary schools

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<sup>1</sup> Research conducted in partial fulfilment of the requirements of the Degree of M.Ed. School Leadership, University of Limerick, Ireland., Limerick, Ireland

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### Aim:

There is a growing body of literature in the field of negative leadership practices within organisations, yet research within the context of educational organisations is limited. This scoping study sought to explore school leadership in Irish post-primary schools, with specific focus on toxic leadership behaviours and its associated personal and professional consequences on individuals who have experienced this type of destructive leadership.

### Methods:

The study adopted a concurrent mixed methods approach. A survey was designed incorporating Schmidt's (2008) Toxic Leadership Scale © - a 30 item questionnaire designed to measure the prevalence of specific toxic leadership behaviours on a 5 point Likert Scale - and a series of open-ended questions where participants were asked to reflect on the effects school leaders, one whom they perceived to be constructive and another destructive, had on them professionally and personally as well as on their job satisfaction and overall staff morale.

The survey was hosted electronically via qualtrics.com ® and distributed via a Twitter ® post inviting interested parties to follow a link. The final sample size consisted of 111 post-primary school teachers across the four Irish provinces. Participants were aged between 24 and 65 years, with eighty five percent of participants having in excess of ten years teaching experience and fifty seven percent having in excess of 20 years.

SPSS ® was used to apply descriptive and one-way ANOVA analyses to the quantitative data, while Close analysis of the open-ended questions was conducted taking account of the commentary provided.

### Findings:

Findings indicated the prevalence of toxic leadership in Irish post-primary schools. Responses to Schmidt's (2008) Toxic Leadership Scale © revealed toxic behaviours are notable and observed with frequency. Of the thirty behaviours described, sixteen were selected as "strongly agree" by participants. Three of the domains (narcissism; self-promotion and authoritarian leadership) saw in excess of fifty percent of participants selecting "strongly agree" to a description of a toxic behaviour.

Data analysis of the open-ended questions identified three superordinate categories as experiential factors: *Professional Impact*, *Personal Impact* and *Staff Morale*. Negative effects of experiencing toxic leadership by participants included: *decreased job satisfaction; erosion of staff morale; decreased professional agency; reduced performance; increased attrition; increased incivility and negative impact on career development*. In addition, negative

consequences on personal/home life, as well as, highly concerning adverse effects on individual's psychological, emotional and physical wellbeing were noted including: *reduced self confidence; depression; stress & anxiety; fear; feelings of humiliation and anger; burnout; health issues; substance abuse and suicidal thoughts.*

**Conclusions:**

This research was conducted as an initial scoping study. The results indicate that the quality of leadership was perceived to influence the health of respondents and had a bearing on their occupational wellbeing. Results also indicate that further research and discourse in this field is warranted.

**Keywords:** Toxic Leadership; dark side of leadership; post-primary school; education.

## **The Role of Gender and Power Relations in Residential Care Aides' Encounters with Workplace Incivility in Long-Term Care**

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Residential care aides (RCAs; unregulated workers also known as nursing assistants or personal support workers) provide the majority of hands-on care for individuals in Canadian long-term care (LTC) homes. Predominantly middle-aged women, with little formal education, many RCAs are born outside Canada. Despite high levels of unionization within the sector, they are among the lowest paid in the LTC workplace and are afforded little power, respect or recognition. In addition to being highly gendered and racialized, RCAs' workplaces routinely feature heavy workloads, insufficient staffing, and highly regimented routines. While they comprise the largest workforce within the LTC sector, RCAs remain an understudied occupational group.

Of increasing concern is the potential for workplace incivility and bullying to disrupt the respectful, collaborative and effective working relationships key to RCAs' safety and quality care provision. To date, however, much of the literature on workplace incivility and bullying within healthcare settings has focused on acute care and professional staff (i.e., nurses). Far less is known about the experiences of unregulated staff (i.e., RCAs), particularly those in LTC homes. Seeking to add to this small body of literature, we explored the nature of peer incivility and bullying among RCAs working in two not-for-profit LTC homes in British Columbia, Canada. This paper addresses how social locations (e.g., gender, race and age) and broader organizational factors (e.g., staffing arrangements, workload, power relations) influenced RCAs' experiences of incivility and bullying.

Using critical ethnography, we conducted 100 hours of participant observation and 33 semi-structured interviews with RCAs, licensed practical nurses, support staff and management. While their encounters with bullying were rare, RCAs experienced peer incivility – that is, covert, subtle, micro-aggressions with an ambiguous intent to harm – on an almost daily basis. Two key themes, 'gendered work environment' and 'seeking informal power and control' reflect how RCAs experienced and explained their uncivil encounters. The first theme highlights the intra-gender relations and high-school like behavior (e.g., gossiping, social exclusion, social cliques) that characterized their uncivil encounters. The second illustrates the informal power, control and status that underpinned such encounters and how RCAs leveraged such power through covert and overt acts. We draw upon the concept of relational aggression, more commonly utilized in adolescent female bullying, to further explain and interpret RCAs' experiences of workplace incivility. Findings reflect the need for developing gender-informed workplace policies and procedures for addressing peer incivility within the LTC sector.

## **The Cultural Beauty and Challenges of Studying an Under-researched Part of the World: Insights from the Modern UAE**

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**Keywords:** Multicultural Contexts, Social Identification, Workplace Bullying, Group Behaviors, Culture and Norms

**Background:** Workplace bullying is now a phenomenon of global interest (Nielsen & Einarsen, 2018). While workplace bullying is recognized as a serious issue for management around the world, extant literature on the potential roles of groups and culture in international settings is sparse. More specifically, few studies have investigated causes at levels beyond the individual, such as the groups (Samnani & Singh, 2015) and the role that culture and group norms play in exposure levels to work-related bullying (Ramsay et al., 2011). D’Cruz and Noronha (2019) claim the knowledge gained from studying culture and country will help in providing specific and effective interventions that would meet the need of specific contexts; and this provides a gap in relation to the United Arab Emirates,

**Significance and Aim of the Study:** The UAE has a unique work environment and the country is demographically unusual. In 2020, the UAE population was estimated to be around 9.9 million with 11.6% of these being Emiratis and 88.4% non-Emiratis (United Arab Emirates Population, 2020) and it has been noted that the population displays constructed social categorisations between the nationalities (Maitner & Stewart-Ingersoll, 2016). Furthermore, the absence of unions, difficulties in changing jobs owing to the nature of residence visas, difficulty in gaining citizenship, and more importantly lack of strong legislation and organisational policies (Rizvi, 2019), have resulted in a challenging work environment, making it an area worthy of investigation in relation to workplace bullying. Such characteristics raise important questions with reference to workplace bullying, not only theoretically but also methodologically; these questions relate to the extent of bullying, the role of Social Identity Theory among expatriates and its impact on the process of workplace bullying, and the role that culture plays in such processes, given the different perceptions and reactions that individuals may demonstrate in times of conflicts.

**Methodological Background:** The study is using quantitative methods in order to build a comprehensive understanding of bullying in workplaces in the healthcare sector. The Negative Acts Questionnaire (Einarsen et al., 2009) and the 6-Item Social Identification Measure Questionnaire (Mael & Ashforth, 1992), will provide data on the extent that bullying is experienced amongst individuals in the UAE, and how social identification is defined among groups, with a view to identifying a relationship. The intent is to use Social Identity Theory (Tajfel & Turner, 1979) to identify the extent to which identity affects the level of exposure to workplace bullying. In addition, the role of culture and its impact, both theoretically and as part of data collection stage, will be examined using Hofstede’s Value Dimensions (1980), in order to build on and extend the existing body of literature.

The abstract is part of the student’s PhD studies and the presenter’s aim is to present and highlight the important elements of literature as well as challenges faced as part of on-going process of data collection.

## **Access to Justice for Workplace Bullying in Ireland: a review of cases taken under the Industrial Relations Act**

Ursula Connolly

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In Ireland workers have very little recourse to legal avenues for redress in cases of occupational bullying, outside of costly, time-consuming litigation in the courts. One mechanism by which complaints can be dealt with in a cost-effective way is by referring bullying complaints as trade disputes to the Workplace Relations Commission (WRC). This paper reports on the results of a review of 30 sample bullying complaints referred to the WRC between June 2017 and July 2020. The review sought to capture key information about the pattern of complaints referred, including the length of time from a referral to a recommendation being made, the level of representation of the parties, the issues raised, the findings of the WRC and the recommendations made. The review found that the time to reach a recommendation compared very favourably with the courts system, but unfavourably with other actions before the WRC. It also found that complainants were far less likely to be legally represented. Only 27% of claimants were represented compared to 84% of respondents. More than double the number of employers retained a solicitor and/or barrister than workers. Employer respondents were also and perhaps, not surprisingly, twice as likely to be successful, with 20 of the 30 cases reviewed resulting in a finding in favour of the employer. The study suggests that the unavailability of legal aid for workers to bring complaints to the WRC places them at a significant disadvantage compared to more resourced employers. The study also found an inconsistency with the approach of WRC Adjudication Officers (AOs) in how they reached a recommendation. In some cases, there was an insistence that a determination could only be reached on procedural issues and not on the substantive issue of whether bullying occurred; in others, AOs commented on whether in their view bullying had taken place. Remedies ranged from recommendations that employers provide training to awarding monetary compensation, without any clear rationale being provided for the recommendation made or amount awarded.

The paper argues that the negative experience of workers before the WRC when referring a bullying issue as a trade dispute points to a significant access to justice issue for Irish workers with bullying complaints, particularly when viewed in the context of the very limited alternatives available to affected workers in Ireland. This situation, it is argued, contravenes number of its legal obligations, including article 47 of the EU Charter on Fundamental Rights. The paper proposes that significant reform is required. The reform it is argued should address two major issues: firstly, securing appropriate representation for workers before the WRC and providing legal aid if required to do so, and secondly, clarifying the role and powers of the WRC when adjudicating bullying complaints to increase transparency in the process.

## **Return to work policy to Detour to work practice: An innovative approach to empowering victims of workplace bullying**

George Rafael, Manohar Pawar

*CSU, South Morang, Australia*

Return to work policies and programs are vital in the lives of victims of workplace bullying. They provide hope to the victims that they can work in a safe environment, contribute to productivity and lead a less stressful and fulfilling life. This article looks at whether the return to work policies and programs lead to these outcomes for the victims.

**Aims:** In the workplace bullying context, this article aims to:

1. Discuss policies and programs relating to return to work;
2. Explore how those policies and programs are implemented in terms of systems and processes;
3. Examine traumatic return to work experiences of victims; and
4. Present an innovative social work practice approach that focuses on empowering workplace bullying victims through alternative work.

**Method:** By following a qualitative research method, this research employed a combination of single case study method, autoethnography and reflective practice method. The primary source of data was the practitioner's recounts of and reflections on his social work practice with a victim of workplace bullying. The qualitative data was analysed and categorised in terms of presenting problem and its causes; enabling and empowering interventions implemented, and outcomes achieved.

**Results:** The analysis of the case suggests that although the return to work policies and programs are well intended, they can cause more trauma and harm to victims if it is implemented in a short period without undertaking any changes in the workplace and without healing injuries of and effects on the victim of workplace bullying. Return to work policies tends to favour organisations and their systems, significantly disadvantaging the victims of workplace bullying. It is evident that Australia's current return to work system is emotionally, psychologically, socially and financially daunting and confusing to victims, and takes time to get an outcome. Enabling and empowering interventions with an alternative work option, rather than return to the same work, are likely to enhance mental health and wellbeing of victims of workplace bullying. Allowing victims to recover gradually with their own pace, enhancing emotional and psychological wellbeing and increasing self-confidence, and working with affected family members and friends are likely to produce better outcomes for both victims and workplaces.

**Conclusion:** Significant reforms are needed in the current return to workplace policies and programs and their implementation. More accountability of workplaces that cause bullying and alternative work options with necessary enabling and empowering support are likely to result in better outcomes for everyone.



## **Bullying in context: Law, policy, and workplace bullying in Canadian health care**

Sarah Jessup

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### **Bullying in context: Law, policy, and workplace bullying in Canadian health care**

In Canada, prevention, management, and response processes to bullying at work are influenced by provincial and federal legislation and are shaped by the economic and social environment specific to the health care sector in each province. This paper represents one part of a larger research project that examines the role of unions in preventing and responding to workplace bullying in Canadian health care. It applies a qualitative, case study approach to combine an analysis of union strategies in health care workplaces, employer policies and programs, and relevant legislation enacted and applied to prevent and respond to bullying in the workplace. While the research looks at two unions in two different provinces (Ontario and Saskatchewan), this paper provides an overview and assessment of the legal, policy, political, and economic environment in Canada more broadly. The health care sector in both provinces, therefore, is situated within the broader context of power disparities and economic policies in Canada. Such policies are found to be marked by austerity, where individual experiences of workers in the health care sector cannot be removed from the background of neoliberal efforts to reduce (or shift) costs of health care through expenditure cuts, which have ultimately resulted in fewer resources and increased (and often differential) demands on health care workers across Canada.

Through an examination of relevant law and policies, this paper considers the impact of globalization and privatization on health care and argues that such policies perpetuate discrimination and reinforce ongoing disparities that enable and foster toxic work environments. Overall, the project is premised on the understanding that bullying is one form of aggression in the workplace that often occurs along with, overlaps with, or precedes other harmful behaviours, such as violence, harassment, and sexual harassment, and that this is particularly so in the case of health care, where violence and harassment are normalized. This paper also takes into consideration the current pandemic environment, where COVID-19 has both revealed and exacerbated tensions and disparities.

**Keywords: bullying, health care, Canada, policy, legislation**