

MERLE TAMBUR

Workplace bullying in Estonian organizations:
The prevalence and causes



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Workplace bullying in Estonian organizations:
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Faculty of Economics and Business Administration, University of Tartu,
Estonia

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LIST OF THE AUTHOR'S PUBLICATIONS AND CONFERENCE PRESENTATIONS

I. Articles on the Thesis Topic in International Journals

Tambur, M., Vadi, M. Workplace Bullying and Organizational Culture in Post-Transitional Country – International Journal of Manpower, 2012, Vol. 33, No 7, pp. 754–768.

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II. Book Chapters

III. Conference Presentations on the Thesis Topic in International Conferences

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LIST OF ABBREVIATIONS

CFA	confirmatory factor analysis
CFI	comparative fit index
CIPD	The Chartered Institute of Personnel and Development
EEC	European Economic Community
EMTAK	The Estonian Classification of Economic Activities
ESENER	The European Survey of Enterprises on New and Emerging Risks
EU	European Union
EU-OSHA	European Agency for Safety and Health at Work
EUR	the official currency of the eurozone
GB	Great Britain
GBP	the official currency of the United Kingdom
GDP	gross domestic product
ICN	International Council of Nurses
ILO	International Labour Office
LIPT	Leymann Inventory of Psychological Terrorization
n	sample size
NAQ-R	Negative Acts Questionnaire Revised
NATO	North Atlantic Treaty Organization
OC	organizational culture
OLS	ordinary least square
P	proposition
PHC	Population and Housing Census in Estonia
PSI	Public Services International
PTSD	post-traumatic stress disorders
QOC	Questionnaire of Organizational Culture
RMSEA	the root-mean square error of approximation
RT	research task
s	number of subordinates (subchapter 3.3)
SD	standard deviation
TLI	Tucker Levis fit index
UK	United Kingdom
USA	the United States of America
USD	the official currency of the United States
WB	workplace bullying
WHO	World Health Organization
WHS	Work Harassment Scale
y	tenure in years (subchapter 3.3)

INTRODUCTION

Motivation for research

Organizational studies have started to pay more and more attention to investigating the dark side of working life – workplace bullying. The perspective on bullying at work was developed in Sweden, Finland and Norway during the late 1980s and early 1990s due to national work environment legislation in those countries supporting the rights of all workers to remain both physically and mentally healthy at work (Leymann, 1996). Unfortunately, studies indicate that many employees have to suffer from psychological bullying and comparable negative behavior in their daily work (Di Martino, 2002; Salin, 2003; Lutgen-Sandvik et al., 2007). Workplace bullying refers to persistent negative behavior and communication at work or unresolved escalating conflict (Matthiesen et al., 2003), whereas the harmful effect of bullying is revealed particularly due to the high frequency and long duration of the hostile behavior (Leymann, 1996). Workplace bullying may be related to work tasks, the employee's personality or even threats of physical violence.

Workplace bullying is a rather complicated and often unclearly perceived phenomenon. On the one hand bullying is constituted of the concrete aggressive activities between coworkers and on the other hand of how “a person perceives or feels that he is being bullied” (Agervold, 2007). Researchers have proposed that bullying should be understood as a social stressor at work (Zapf et al., 1996), whereas others even go as far as to say that workplace bullying should be considered to be violence (Di Martino, Hoel and Cooper, 2003). There are two sides involved in the process of workplace bullying – target or victim and perpetrator or bully. This dissertation follows the European perspective in describing and analyzing the concept of bullying from the view of the victimization of a particular target instead of displaying the aggressive behavior of certain perpetrators (Einarsen, Hoel, Zapf, Cooper, 2003). The victim, who is the direct target of negative behavior, is most affected in the process of workplace bullying and is set to the focus as the weakest part. Different individuals may perceive the impact of negative behavior differently and the question that arises is: are there particular groups of people that form a risk group for workplace bullying.

The necessity to focus on workplace bullying comes above all from its negative consequences to individuals, and thereby also to organizations as well as the whole society. On the individual level, the risk is foremost related to an employee's mental and physical health: several studies have verified a high correlation between workplace bullying, psychological satisfaction and health (Einarsen and Raknes, 1997; Zapf et al., 1996, Vartia, 2001). According to Kivimäki et al. (2000) the occurrence of bullying at the workplace can as much as nearly double the risk of belonging to a group of high sickness incidence. Other research results confirm that victims of bullying suffer under remarkable stress (Vartia, 2001; Agervold & Mikkelsen, 2004). For an organization, decrease in

well-being and increase in the occurrence of bullying leads to more frequent sickness absence that is closely related to loss of productivity. Long-lasting workplace bullying results in lower levels of general and job-related well-being (Tepper, 2000) and in higher propensity to leave (Quine, 2001). Altogether, a bullying incident may have a clearly devastating effect on an employee's health, social relationships, job and income.

Organizations do not remain untouched from the negative impact caused workplace bullying. First of all, employee absenteeism and presenteeism are a concern for organizations that are closely related to other problems. Due to sickness or decrease in motivation, victims of workplace bullying are not able to continue working as before (McKay et al., 2008). Workplace bullying is also related to increased staff turnover (Hogh et al., 2011) which represents serious problems for any organization. These consequences, absenteeism and presenteeism and staff turnover, are related to lower productivity and considerable costs for organizations. The main costs caused for organization by bullying are the following: recruitment and selection costs, replacement training costs, and productivity loss costs (Hogh et al. 2011; Hoel, Sparks, Cooper, 2001). In addition, costs arising from the impaired performance due to decreased output and mistakes related to workplace bullying may emerge (Brun and Lamarche, 2006 in Giga et al., 2008). Last but not least, one must also consider the costs proceeding from grievance, compensations and loss of public reputation for the organization (Hoel et al., 2003). The expenditures for organizations may be direct or indirect; however, an organization shall bear the cost one way or another.

Workplace bullying causes considerable economic loss or costs also to the society. For example, health care and medical treatment costs, premature retirement, loss of human resources in a society as a whole, quality of services and products that is related to lower productivity and motivation among workers (Leymann, 1996; Di Martino et al, 2003). Traumatized by their experience of being bullied, victims are often unable to work again. In these circumstances, economic suffering is not only confined to the victim but is passed also to the victim's family (Sheehan, Barker and Rayner, 1999). This refers to the impact of productivity loss to the economy, loss of competitiveness and their consequences to the Gross Domestic Product (Giga et al. 2008). The negative effect of workplace bullying on the societal level are worsened public services, patient care, customer service as well as decreased quality of goods and lower level of innovation.

Although the negative impact of workplace bullying can be visible on the individual, organizational as well as the societal level, first and foremost the phenomenon spreads in a work context, within an organization. Therefore, in order to handle workplace bullying it is important to pay more attention to relevant organizational factors. Many researchers have indicated that the causes of workplace bullying proceed from organizational culture that tolerates negative behavior (Namie, 2007; Lieber, 2010). Additionally problems in the work environment, such as high workload, poor information flow, role-ambiguity, job

insecurity (Einarsen et al., 1994; Hoel and Cooper, 2000) and inappropriate management style (Hauge et al., 2007) may induce workplace bullying. Nevertheless, there is a lack of empirical findings on how exactly can workplace bullying be prevented in organizations considering the main causes of negative behavior. So far, there is no tool or solution for how to cope with the organizational factors that represent extensive antecedents of workplace bullying. Therefore, it is very important to analyze the causes of workplace bullying from the perspective of how to provide practical solutions for its prevention.

Because of its considerable harmful impact to employees, organizations and the whole society in general, workplace bullying represents a very serious problem in many countries. However, job insecurity in the society and on the labor market increases the risk of workplace bullying even more. Many post-transitional countries¹ have experienced necessary but rapid reconstructions during the last decades; and these reorganizations in the society have induced uncertainty that has a negative effect on employees' well-being. Estonia belongs among post-transitional countries and therefore the concept is important. Furthermore, trade unions represent only relatively few employees in post-transitional countries and therefore employees are at a much weaker position compared to employers. However, in post-transitional countries in Europe workplace bullying has not been explored up until now leading to a lack of relative awareness in these countries. Therefore, the hidden impact of bullying may affect even more of the labor market in many post-transitional countries than it does in countries with long lasting experiences of regulating work relations.

Consequently, the research gap of the study proceeds from the following issues. First, the prevalence and risk groups of workplace bullying in post-transitional countries is so far an unstudied topic. If we know whether employees from some sectors are more threaten than others, the mechanisms of prevention can be better targeted and thus more efficient. Secondly, there is no information available about the attitudes and values of managers from post-transitional countries concerning workplace bullying. Prevention of workplace bullying belongs to management's responsibility but their willingness to handle negative behavior at work is unknown. Thirdly, the research gap is also related to previous studies on organizational culture. Although organizational culture is seen as one main antecedent of workplace bullying, it is still not known how exactly it would be possible to implement organizational culture for the prevention of bullying.

¹ Post-transitional countries is defined as the countries which have passed the transition from centrally planned economy to market economy

Originality of research

As seen from the foregoing, workplace bullying has injured organizations, industries and individuals but its causes and antecedents are not yet clear. In addition, workplace bullying is an unexplored topic in many countries so far. There are several reasons for studying workplace bullying in Estonia. First, the issue has not been dealt with in Estonia – its dispersal, causes and impact have not been studied thoroughly enough. Likewise, there is no relevant law concerning bullying, nor does Estonian law on employment cover the issue of work-related bullying, its prevention and intervention responsibilities. No internationally accepted measurement tool which would allow comparison with other countries has also not been adjusted or implemented yet in Estonia. Secondly, the relationship between workplace bullying and organizational culture has not been studied on a deeper level with the aim of finding solutions for preventive actions. Thirdly, it should be considered that Estonian organizations have passed through very fast changes during the last decades: first restructuring and implementing a new economic model, afterward coping with economic recession. It is important to understand the attitudes and willingness of managers to deal with the problem for the first time. Subsequently the contribution of the dissertation is explained more precisely.

This dissertation concentrates on the prevalence and causes of workplace bullying in Estonia concerning the specific societal context of Estonia, which, similarly to other former Soviet states, has gone through a transitional process and undertaken far-reaching transition reforms at cultural, individual, institutional and societal levels during the last decades. Taking the radical change in society as a criterion, the following distinction of development periods in Estonia can be proposed – transitional (post-Soviet, until 2004) and post-transitional (signs: EU, NATO, and Euro-zone member statuses). These periods are used for distinguishing the period of post-communist transition in Eastern Europe until the beginning of this century from the latest developments, where most of the countries in the region became full members of the European Union but are still experiencing the effects of the transition (Tchalaikov et al., 2010). Rapid reconstructions still have an effect on the society, inducing uncertainty among employees, which has a negative effect on well-being. In the organizational context, especially from the perspective of employees' well-being the following characteristics are important in Estonia:

- 1) tensions and fear induced by rapid changes and uncertainty;
- 2) underdeveloped regulations of work relationships and pertinent everyday practices;
- 3) changes in organizational life – understanding of goals and relationships;
- 4) opened and vulnerable economic and social life, highly influenced by global trends.

The above characteristics constitute a combination, accumulate and provide abundant material to consider.

Workplace bullying has so far remained an unexplored topic in post-transitional countries and its prevalence and causes are unclear. That proceeds partially from the societal context which appears also on the organizational level. As for now, the content of bullying is unclear and there have been no societal debates about bullying in Estonia.

Therefore, **the first research problem is the extent of workplace bullying in Estonia.** The present research is the first large scale survey for studying workplace bullying in Estonia and it is important to focus on the problem that has so far been ignored and learn more of its existence.

Previous studies of workplace bullying have associated bullying risk factors primarily with organizational factors. Many surveys refer to specific organizational problems related to bullying, including poor conflict management and work organization (Leymann, 1996), hectic and competitive organizational environment (Salin, 2003), stressful working environment and destructive management styles (Hauge et al., 2007; Hoel et al., 2010), poor communication and organizational climate (Vartia, 1996). However, the question arises whether organizational culture as a whole has an impact on the prevalence of workplace bullying in organizations.

An organization is in constant interaction with its environment and therefore organizations must pursue to implement radical changes when the surroundings alter fast. Organizational culture is influenced by the general cultural environment as the organizational members transfer values into the organization from the external cultural environment, whereas these values can be very different. Thus, organizational culture appears to comply with the societal culture. Organizational culture is a set of several elements, involving unconscious parts of organizational life, and it covers all functions of an organization (Schein, 2004). Additionally, organizational culture depends on the industrial sector and sphere of activity as well as on the economical environment where the organization operates in.

In the dissertation the concept of organizational culture is used for identifying the causes of workplace bullying because it determines the values and norms of an organization and therefore tacitly but strongly affects the behavior of employees. **Therefore, the second research problem is to understand the aspects that factually induce workplace bullying, taking into account the deepest roots of behavior.**

Workplace bullying has been frequently associated with organization management (Ferris et al., 2007; Hauge, Skogstad, Einarsen, 2007). In terms of workplace bullying the management is especially important for two reasons. First, the formation of communication style and organizational culture depends largely on the managers' attitudes. Secondly, preventive actions of bullying and handling of conflicts are related to the awareness and values of managers. In Estonia, the value system of managers on the one hand originates from the Soviet period and on the other hand has been adjusted by rapid societal changes. The problem may arise because the applied management style and managerial methods are not appropriate any more in the changed business envi-

ronment (Liuhto, 1999). Although the old value system has expired, the new one doesn't function fully either since it does not involve a deeper understanding of employees' well-being. Therefore, managers are in a situation where there is no open discussion about bullying at work and they have not perceived the risk of negative behavior in organizations. Hence, **the third research problem is related to the awareness of managers about workplace bullying and willingness to implement prevention activities.** Prevention starts from the management and it is important to explore the managers' perspective in this respect. The actuality of the topic is further enforced by the need for public debate on whether this area should be governed on the national level through passing relevant regulations. Currently no laws or practices concerning workplace bullying that would consider the actual local situation in many post-transitional countries exist.

Aim and research tasks

The aim of the present dissertation is to identify the prevalence and causes of workplace bullying in Estonian organizations as an example of a post-transitional country.

The following research tasks (RT) have been set up to fulfill the aim:

1. To build a fundamental theoretical basis for the analysis of workplace bullying, including the definition, terminology, nature, and previous empirical findings (Chapter 1);
2. To analyze the consequences of workplace bullying that impact on the individual, organizational and societal level (Chapter 1);
3. To formulate research propositions about the prevalence and causes of workplace bullying (Chapter 1);
4. To work out a methodological framework for analyzing comprehensive empirical evidence about the prevalence and causes of workplace bullying (Chapter 2);
5. Based on the empirical research results, to analyze which is the prevalence of workplace bullying in Estonia and which are the major causes for workplace bullying in Estonian organizations (Chapter 3);
6. To draw recommendations as synthesis of the theory and results of the study for preventing and handling workplace bullying within organizations in Estonia as an example of a post-transitional country. (Discussion and Conclusions).

Data and methodology

For studying the prevalence and causes of workplace bullying a total of three empirical studies were carried out from 2009–2013. First, a pilot study was undertaken in 2009 to test the measurement tool for workplace bullying (Negative Acts Questionnaire Revised, NAQ-R). Secondly, a large-scale survey of workplace bullying and organizational culture was conducted in 2010 among 59 organizations with 1748 respondents. Thirdly, semi-structured interviews with 210 top and middle managers were carried out in 2012–2013.

On the individual level, the study concentrates on data that is not related to the personality but rather the socio demographic variables and employee status of the respondents. The choice is based on the standpoint that personality is a very complicated object of study because it may change during the process of workplace bullying and therefore the results may be incorrect. Secondly, the selected variables allow finding out which groups of employees are the most vulnerable and thereby it is possible to compile the victim's profile. On the organizational level, data are related on the one hand with the area of work, size and sector and on the other hand the characteristics of organizational culture.

For analyzing data both quantitative and qualitative methods are used. The quantitative analysis methods for identifying the prevalence of workplace bullying are descriptive statistics, a chi-square test and the K-means cluster analysis. For analyzing causes of workplace bullying the ordinary regression analysis, correlation analysis and Mann-Whitney U test was used. In addition, the qualitative analysis was used for interpreting the interviews with managers. The managers' comments, which were given during the interviews, are used to illustrate the statistical data and for the synthesis of both analyses.

Dissertation structure

The dissertation consists of three chapters: theoretical foundations, methodology for exploring workplace bullying, and results of empirical studies. In addition, the thesis includes discussion and suggestions for implementing preventive measures, and conclusions. Figure 1 gives an overview of the structure of the dissertation.

The first chapter concentrates on the theoretical foundations of workplace bullying and provides a fundamental overview about the phenomenon. First, the terminology and concept of workplace bullying are clarified by introducing the terms and definitions and by bringing out the common features of the concept. Also, the process and activities of workplace bullying are described (subchapter 1.1.). Secondly, the theoretical foundations give an overview of the consequences of workplace bullying on the individual, organizational and societal level (1.2.). In this chapter, also the ways in which the consequences of workplace bullying are related to each-other and how these consequences may again become causes of bullying, are described Thirdly, the theoretical part also co-

vers the prevalence and risk groups of workplace bullying. An analysis based on previous empirical findings in view of different measurement methods is provided about the prevalence of workplace bullying disparities across countries (1.3.). As follows, the individual and organizational risk factors are presented based on existing studies and potential individual and organizational risk groups. Fourthly, the conceptual framework of the causes of workplace bullying is developed in the first chapter (1.4.). The individual-related causes are analyzed from the bully's and victim's point of view and the organizational causes of workplace bullying, which are related to organizational culture, management style, etc., are analyzed. Finally, the societal-related causes are discussed from the cultural and environmental point of view in a post-transitional country.

The focus of the second chapter is the methodology for exploring workplace bullying prevalence and causes. Firstly, the description of the samples and process of three studies are given (2.1.). Secondly, the measurement tools used for measuring workplace bullying and organizational culture are analyzed, whereas the limitations related to measuring workplace bullying are brought out (2.2.). Thirdly, the choice of research methods used in the study are discussed (2.3.), and finally the results of a pilot study are presented to confirm the relevance of the NAQ-R questionnaire in Estonia (2.4.).

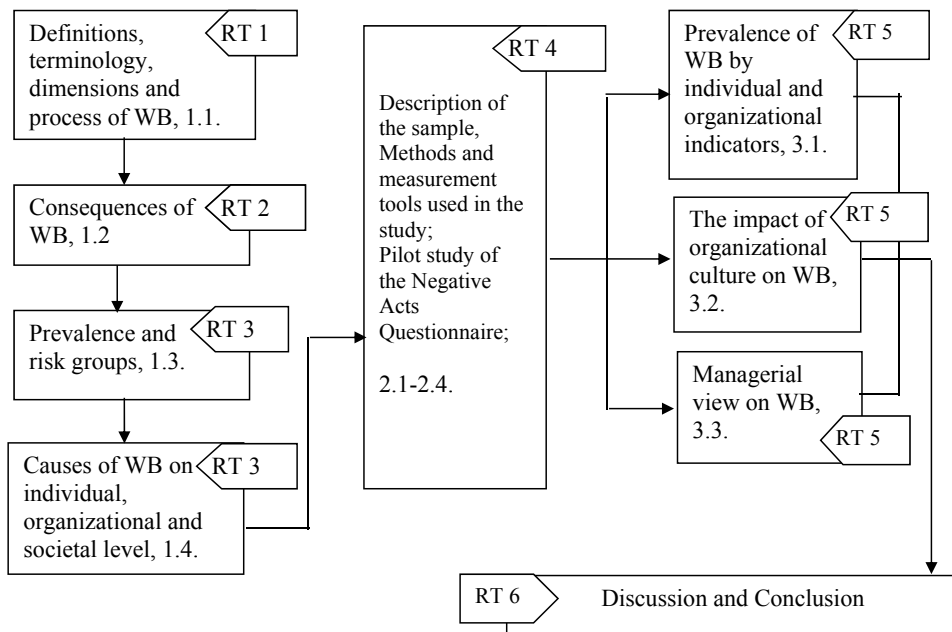


Figure 1. Dissertation structure

Source: Compiled by the author

Note: WB – workplace bullying, RT – research task

The third chapter is dedicated to describing the results of three empirical studies. The first study offers results about the prevalence of workplace bullying by individual and organizational characteristics (3.1). The risk of workplace bullying in Estonia is evaluated and risk groups are identified. The second study provides the results of the study about the relationship between organizational culture and workplace bullying (3.2.). The results indicate prevention opportunities of workplace bullying by means of organizational culture. The third study presents the causes and prevention perspectives through a managerial view (3.3.). The propositions that have been set up in the first chapter will be answered in the third chapter as well as are the research questions. Finally, results are discussed and implications are provided about prevention in a post-transitional country.

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The author of the dissertation is fully responsible for any mistakes or errors that may have remained unintentionally.

I. THEORETICAL FOUNDATIONS FOR WORKPLACE BULLYING

I.1. Definitions, terminology, dimensions and process of workplace bullying

Workplace bullying is a relatively new object for scientific research and the understanding of the phenomenon is only in formation. Many terms and definitions for describing workplace bullying exist, whereas their exact meaning may vary. To clarify the content and concept of workplace bullying the following subchapter gives an overview of the developments in the field of study and the positioning of workplace bullying among the concept of work-related violence. Additionally, the subchapter concentrates on clarifying the definitions, terminology, and dimensions of workplace bullying as well as on describing the process of workplace bullying. Also, the terms and definitions used in this study will be specified.

The concept of bullying was developed in Scandinavia over 20 years ago to examine unethical and aggressive behavior at a workplace. Professor Heinz Leymann observed malicious behavior between coworkers at a workplace that is similar to such behavior between schoolchildren, and described it in his book *Mobbing – Psychological Violence at Work*, which, in 1986, was the first Swedish book about bullying (Einarsen et al., 2003). Actually, the first publication about bullying was published already earlier, in 1976, in the USA, *The Harassed Worker*, by Brodsky who studied bullying behavior, but his investigation had an impact much later (Einarsen et al., 2003). Since the publishing of Leymann's empirical study of bullying, many researchers in Scandinavia have focused their studies narrowly on the activities, antecedents and frequency of workplace bullying (e.g., Björkqvist et al., 1994, Einarsen et al., 1994; Einarsen and Skogstad, 1996; Vartia, 1996, 2001). On the one hand, more attention has been paid to humans in organizations in the recent decades, but on the other hand, more problems related to the human factor have been detected that need to be dealt with. Workplace bullying is one of them.

From Scandinavian studies of bullying in 1990-s the topic spread quickly to other countries and continents, for example, the UK (e.g., Rayner, 1997; Hoel and Cooper, 2000), Austria and Germany (e.g., Niedl, 1995, 1996; Zapf et al., 1996), Italy (e.g., Ege, 1996), the USA (e.g., Lutgen-Sandvik et al., 2007), and Australia (e.g., McCarthy et al., 1996; Sheehan and Jordan, 2003). Workplace bullying has rapidly become an internationally widespread field of study. However, in the post-transitional countries in Europe, up to now workplace bullying has not been explored, which leads to a lack of relative awareness of the issue in these countries. Relevant studies have so far been conducted in Poland (Durniat, 2010) and Estonia (Tambur and Vadi, 2009, 2011). Although information from post-transitional countries is insufficient, it is obvious that workplace bullying as a germinal discipline that expands continually to more and more countries

that start to pay attention to the problem. The rapid development of studies conducted all over the world, indicates that the problems discovered in Scandinavia are extensive and widespread.

For understanding the nature of workplace bullying it is important to begin by clarifying the relationship between the related fields. Workplace bullying is a part of workplace violence, or occupational violence, which covers both physical and psychological violence. According to its definition, workplace violence refers to “*incidents where staff are abused, threatened or assaulted in circumstances related to their work, including commuting to and from work, involving an explicit or implicit challenge to their safety, well-being and health*” (Wynne, 1997). This definition is universal and involves four crucial aspects:

1. both physical and psychological violence is considered;
2. delineation of work situation where commuting is included;
3. any possible impact of violence is taken into account (explicitly or implicitly);
4. affected targets are widely specified (safety, well-being and health).

Figure 2 demonstrates the difference between physical and psychological violence and the position of workplace bullying in this concept. The elements of the concept are explained in more detail as follows.

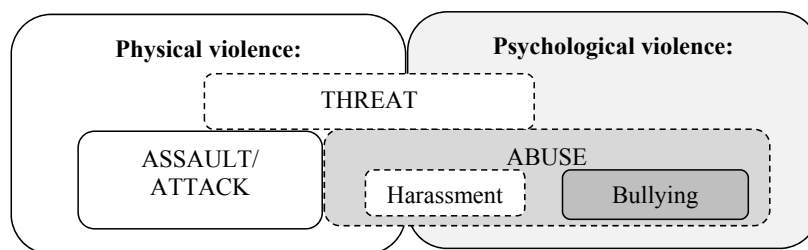


Figure 2: Workplace violence: assault, abuse and threat

Source: Compiled by the author, based on Di Martino, Hoel and Cooper, 2003; EU-OSHA, 2010

According to the World Health Organization (WHO) physical violence is defined as “*the use of physical force against another person or group that results in physical, sexual or psychological harm*” (ILO/ICN/WHO/PSI, 2000). Physical violence is expressed in an assault or attack which means “*an attempt at physical injury or attack on a person leading to actual physical harm*” (Di Martino, Hoel and Cooper, 2003). It may include physical attacks, beating, kicking, slapping, stabbing, shooting, pushing, biting, etc. (Di Martino, Hoel and Cooper, 2003). Psychological violence is “*intentional use of power against another person or group that can result in harm to physical, mental, spiritual, moral or social development*” (ILO/ICN/WHO/PSI, 2000). However, frequently

it can be found difficult to distinguish between psychical and psychological violence, since these forms occur together and have an effect at the same time. For example, abuse² includes both bullying and harassment, whereas in the latter case the border between the two is not clear. Harassment,³ whereby the nature of violence may be both physical and psychological, depends on the behavior of the perpetrator. Similarly, the actual nature of threat⁴ depends on the additional activities of the perpetrator.

Regarding the object of the present dissertation – workplace bullying – there is a clear understanding that the phenomenon belongs to the group of psychological violence, more precisely under non-physical abuse. At the same time, no general agreement or clear consensus exists on the definition of workplace bullying (Vartia, 2003). The author of the dissertation supports the definition given by Einarsen and Skogstad: “*Situations where a worker or a supervisor is systematically mistreated and victimized by fellow workers or supervisors through repeated negative acts. To be a victim of such bullying one must also feel inferiority in defending oneself in the actual situation*” (1996). The definition is broadly used in studies, it provides the main idea of workplace bullying briefly and intelligibly. The definition by Einarsen and Skogstad clearly summarizes five main features of workplace bullying that can be taken as the basis of the phenomenon: repetitiveness of activities, social nature of the phenomenon, intentionality, imbalance of power, and reference to specific negative acts. Through these five features the essence of workplace bullying reveals itself.

In the present study, the five features are named “dimensions of workplace bullying”, whereas Table 1 presents the summary of how different authors have used the dimensions in their definitions during the period of 1976–2007. Different authors have also used different terms for the phenomenon (which will be discussed in more detail below). However, first the nature of workplace bullying is discussed in more detail and the main five dimensions of workplace bullying are analyzed.

First, the concept of bullying refers to the **repetitiveness of certain activities**. Workplace bullying is a behavior that appears in a repeated and persistent form (Brodsky, 1976; Hoel & Cooper, 2000; Salin, 2001; Vartia, 2003) and systematically (Einarsen, Skogstad, 1996). Some authors have specified the frequency and duration of bullying actions and have suggested that bullying actions must occur “very frequently (at least once a week)” and “over a long

² Behaviour that departs from reasonable conduct and involves the misuse of physical and psychological strength (Di Martino, Hoel, Cooper, 2003).

³ Unwanted conduct – verbal, non verbal, visual, psychological or physical – based on age, disability, HIV status, domestic circumstances, sex, sexual orientation, race, colour, language, religion, political views, trade union affiliation or other opinion or belief, national or social origin, association with a minority, birth or other status that negatively affects the dignity of men and women at work. It includes sexual harassment. (Di Martino, Hoel, Cooper, 2003).

⁴ Promised use of unlawful force resulting in fear of physical, sexual, psychological harm or other negative consequences to the victim(s) (Di Martino, Hoel, Cooper, 2003).

period of time (at least six months)” (Leymann, 1990, 1996; Zapf, 1999). Leymann referred to scientific definitions by which the person who has been attacked by one or more individuals is in a helpless position with potentially high risk of expulsion on a daily basis and for periods of many months (Leymann, 1996). Leymann explained that the negative impact of bullying appears in the repetition of maltreatment for a long time as psychological, psychosomatic and social misery (Leymann, 1996). The main reason for using the criterions of duration and frequency proceeds from the evidence that bullying differs from normal occupational stressors (time-pressure, role-conflict) and leads to psychiatric impairment, whereat the period 6 month is frequently used in the assessment of various psychiatric disorders (Einarsen et al., 2003). The criterions (six months and at least once a week) have been used by many authors for measuring bullying activities (e.g., Einarsen & Skogstad, 1996; Vartia, 1996; Zapf et al., 1996; Niedl, 1995). The repetitiveness of the action distinguishes bullying clearly from conflict and any other single instance.

According to Leymann “the distinction between “conflict” and “mobbing” does not focus on what is done or how it is done, but on the *frequency* and *duration* of what is done” (Leymann, 1996, p. 168). Herewith one-off incidents and conflicts are excluded from the bullying concept (Zapf, 1999; Hoel & Cooper, 2000). As seen in Table 1, almost all authors have found it necessary to emphasize repetitiveness as a main characteristic of bullying when formulating their definition.

Secondly, workplace bullying can be characterized by the **social nature of the phenomenon** where at least two participants (agents) are involved. Both superiors and workers are regarded as potential bullies or victims (Einarsen, Skogstad, 1996; Vartia, 2003). Additionally, one party of workplace bullying can be from outside the organization, e.g., clients, patients, partners (Hoel & Cooper 2000, Hogh & Dofradottir 2001). The fact that bullying presumes the existence of a perpetrator and a victim seems self-evident and it could be asked, why include the feature in the definition at all? Liefoghe & Mackenzie Davey (2001) have extended the view of interactive bullying describing organizational practices themselves as bullying and the organization itself is regarded as responsible for bullying practices rather than the individuals within it. Organizational bullying includes organizational procedures, reward systems, hierarchy that might have a negative impact on employees and cause dissatisfaction. Ashforth (1994) supports the same view and argues that tyrannical behavior may be validated by organizational norms, whereas values and, therefore, organizations facilitate the emergence of petty tyranny.

Table 1. Terms and dimensions of workplace bullying

Term	Author(s)	Keywords				
		Regularity	Agents	Intention	Imbalance of power	Negative acts
Bullying	Einarsen, Skogstad, 1996	systematically, repeated	a worker or a supervisor by fellow workers or supervisors	victimize	inferiority in defending oneself	negative acts
	Hoel & Cooper, 2000	persistently over a period of time	one or several individuals	–	difficulty in defending	negative actions
	Namie and Namie, 2000	repeated	by one or more persons	mistreatment	–	verbal abuse, threatening, intimidating conduct
	Salin, 2001	repeated, persistent	one or several individuals	directed	difficulties defending	negative acts
	Vartia, 2003	persistent, repetitive	one or more co-workers, supervisors or sub-ordinates	–	unable to defend	negative acts
	Leymann, 1990, 1996	systematic way, very frequent basis over a long period of time	by one or a few individuals towards one individual	directed	helpless and defenseless position	hostile and unethical communication
Mobbing	Zapf, 1999	repeatedly over a period of time	someone	–	inferior position	offending, socially excluding, assigning offending work tasks
	Duffy, Sperry, 2007	–	workers or other members of organization	designed	–	nonsexual harassment

Table 1. Terms and dimensions of workplace bullying (Continued)

Term	Author(s)	Keywords				
		Regularity	Agents	Intention	Imbalance of power	Negative acts
Harassment/ Emotional abuse/ Workplace victimiza- tion	Brodsky, 1976	repeated, persis- tent	by one person to another	attempts to torment, wear down, frustrate	–	pressure, intimidate, discomfort
	Björkqvist, Öster- man & Hjelt-Bäck, 1994	repeated	one or more individuals	with the aim of	not able to defend	activities that bring mental pain
	Keashly, 2001	repeated	organiza-tional members	directed	–	hostile verbal and nonverbal behaviors
	Aquino, Lamertz, 2004	momentarily or over time	organiza-tional member	–	–	emotional, psychological, physical injurious

Source: Compiled by the author

However, most of the authors still focus on individuals and define workplace bullying as only an interactive phenomenon (see Table 1). Oppressive and difficult situations in an organization have been explained as antecedents for workplace bullying. Zapf clarified this question as follows: "...organizational problems cannot "harass" an employee. Such behavior is only possible for human beings. In such cases, there must always be people who react to these problems" (1999, p. 72). Organizational procedures may be inappropriate or oppressive but if the relationships between employees are good then there no workplace bullying exists. Therefore, in order for workplace bullying to take place, at least two individuals must participate, a perpetrator and a victim. The author of the dissertation considers it justified to underline that bullying is an interactive phenomenon and any and all organizational circumstances should be regarded as causes of bullying and not as bullying itself.

The third aspect of workplace bullying is **intentionality**. Intentionality is controversial in some respects and the understanding of it differs by researcher. Intentionality of bullying means that the perpetrator is aware of his activity harming another person or persons (Björkqvist et al., 1994). According to this description, if the perpetrator is not acting intentionally there is no bullying regardless of the repetitiveness of negative acts and the suffering of the victim. Many authors have excluded the criterion of intentionality because it is very difficult to realize the presence of intent; instead they concentrate their studies on the perception of the victim on how they receive negative actions (Hoel and Cooper, 1999; Vartia, 2003). The victim's perception is subjective and it is almost impossible to understand the purpose of the perpetrator. Hence, the intentional prejudiced action is certainly specified to be an aspect of workplace bullying, but behaving negatively and harming an individual without straight intention to harass them is still considered workplace bullying if the other features of bullying appear simultaneously.

Authors who do not consider intent being part of workplace bullying have stressed the target's subjective cognition and perception in their definitions (Hoel & Cooper, 2000; Vartia, 2003). First Brodsky (1976) pointed out the difference between subjective and objective harassment. According to Brodsky (1976) "subjective harassment" refers to the awareness of harassment by the victim and "objective harassment" to a situation where actual external evidence of harassment is found. Subjective stressors, according to Frese and Zapf (1988), are influenced by an individual's cognitive and emotional processing, whereas objective stressors are observed independently from an individual's cognitive and emotional processing.

In behalf of subjective bullying based on the victim's own perception talks the experience that many of the reported consequences of bullying, such as ill-health, reduced commitment and decreased productivity, are strongly associated with the target's own evaluation of the situation (Salin, 2003). People also show differences in their perceptions (Liefvooghe & Mackenzie Davey, 2001) and the injurious events may not be shared, validated or observed by others (Aquino, Lamertz, 2004). The perpetrator and the recipient may only know the signifi-

cance of a particular behavior, whereas bystanders might interpret the behavior completely differently (Einarsen et al., 2003). Therefore, the measurement methods for workplace bullying are principally based on the self-report of victims (Einarsen and Skogstad, 1996, Leymann, 1990, 1993). In definitions, keywords like “attempts by one person to frustrate”, “hostile communication that is directed”, “activities with the aim of bringing mental pain” refer to the existence of an objective concept of bullying. Otherwise, the definitions seem to emphasize the subjective phenomenon of workplace bullying but do not exclude anyhow the intention of the perpetrator.

The fourth, **imbalance of power**, is one relevant feature of workplace bullying which is included in many definitions (e.g., Leymann, 1990, 1996; Björkqvist, Österman & Hjelt-Bäck, 1994; Einarsen, Skogstad, 1996; Hoel & Cooper, 2000). According to the definitions, the victim is fallen due to bullying into a defenseless, inferior position and has difficulty in defending themselves. It is not considered bullying if two parties of approximately equal “strength” are involved in an incident (Zapf, 1999). Salin (2003) classified the perceived imbalance of power among the enabling structures and processes which include conditions that make it possible for bullying to occur in the first place, i.e. factors that provide a fertile soil for bullying. The imbalance of power might appear directly from the formal position in an organization’s hierarchy, for instance, superior and subordinate. Indirect imbalance of power – informal position – between the perpetrator(s) and the target might proceed from informal domination due to the perpetrators outnumbering the victims, their special knowledge and experiences, or support of influential persons (Hoel & Cooper, 2000). Still, some authors do not consider the imbalance of power necessary enough to be added in their definition. One reason could be the issue that it is difficult to decide who decides whether there is an imbalance of power or not (Cowie et al., 2002). An imbalance of power is a situation whereby indirect or direct power has been given to people so that the targeted person is at a lower power-level. In the nature of the conflict or negative incident this means that there are two unequal parties. Thus, both the perpetrator and the victim may both perceive the imbalance, which is the exact reason why bullying may last over a long period of time and systematically.

The fifth and last common feature of the definitions of workplace bullying is **negative acts** that represents one of the central features of workplace bullying. The authors have named the acts differently in their definitions: “hostile and unethical communication” (Leymann, 1990) or “offending, socially excluding someone or assigning offending work tasks to someone” (Zapf, 1999) or just “negative acts” (Salin, 2001; Hoel & Cooper, 2000). All the definitions of workplace bullying contain explicit reference to negative acts that occur during bullying.

The scale of workplace bullying activities could be very wide and therefore several researches have classified the numerous negative acts or behaviors that could occur during workplace bullying (e.g., Einarsen, Skogstad, 1996; Hoel & Cooper, 2000; Salin, 2001; Vartia 2003). One of the first classifications was

compiled by Leymann (1990) who divided the negative acts into five categories depending on the effects they have on the victim (see Table 2). Leymann gave examples in each category to illustrate the possible effects to the victim. Many of these acts may be relatively common in the workplace, for example “colleagues do not talk with target, not giving work assignments” whereas “used frequently and over a long period of time, their content and meaning changes, consequently turning into dangerous communicative weapons” (Leymann, 1996, p. 170). Therefore, with the other features of bullying, regularity, imbalance of power and intentionality, the factual meaning of these activities appears in the communication process.

Several other classifications of bullying could be found. For example, Rayner and Hoel (1997) classified negative acts into the following categories: threat to professional status, threat to personal standing, isolation, overwork and destabilization. Namie (2007) divided these according to the perpetrator and gave provocative names to four categories (see Table 2). However, factually based on the existing literature, the different activities and categories could finally be divided into two basic categories: activities related to work and activities related to the person, as classified by Einarsen and Hoel (2001) as well as by Beswick et al (2006). Personal behaviors are ignoring, excluding, public humiliation, insulting, spreading rumors or gossip, yelling, intruding on privacy, etc. Work-related behaviors are giving unachievable tasks, impossible deadlines, unmanageable workloads, meaningless tasks, withholding information deliberately or supplying unclear information, threats about job security, scapegoating, etc. These two basic categories enable to distinguish the different behaviors and causes of bullying at work more clearly.

Measuring workplace bullying in organizations the author of the dissertation supports three categories: work-related, person-related and physically intimidating bullying, to distinguish the most severe incidences, as necessary. The previous discussion about different workplace bullying activities finally pointed out two major categories – work-related and person-related bullying activities. For managing and preventing workplace bullying in organizations, it is practical to find out if the bullying activities are primarily related to work tasks or directed to a person.

Table 2. The classification of bullying activities

Author(s)	Categories	Types of activities
Leymann, 1996	Effects to the victim' 1) possibilities to communicate adequately 2) possibilities to maintain social contacts 3) possibilities to maintain personal reputation 4) occupational situation 5) physical health	1) verbal attacking regarding work assignments, verbal threats, verbal activities in order to reject the target 2) colleagues do not talk with target any longer or target is forbidden by management to talk to them, isolated in a room away from others 3) gossiping, ridicule, making fun of a handicap or ethnic heritage or way of moving or talking 4) not giving any work assignments, giving meaningless work assignments 5) giving dangerous work assignments, threatening physically or attacking physically, harassing sexually
Zapf, 1999	1) work-related bullying 2) social isolation 3) attacking the private sphere 4) verbal threats 5) spreading rumors	1) changing victim's work tasks in negative way; making victim's work tasks difficult to perform 2) excluding someone from social events 3) personal ridicule, insulting remarks on someone's private life 4) criticizing, yelling or humiliating in public
Einarsen and Hoel, 2001	1) person-related bullying 2) work-related bullying	1) insulting remarks, excessive teasing, spreading gossip or rumors, persistent criticism, playing practical jokes, intimidation 2) giving unreasonable deadlines or unmanageable workloads, excessive monitoring of work, assigning meaningless tasks or no tasks
Beswick, Gore, Palferman (2006)	1) person-related bullying 2) work-related bullying	1) ignoring, isolating, malicious rumors, belittling remarks, public humiliation, ridiculing, shouting at, threats of violence, attacking person's beliefs, intimidation, verbal abuse 2) unachievable tasks, impossible deadlines, overloading, meaningless tasks, withholding information deliberately, constant criticism, offensive administrative penal sanctions

Table 2. The classification of bullying activities (Continued)

Author(s)	Categories	Types of activities
Namie, 2003	1) The Screaming Mimi – stereotypical bully	1) humiliating publicly, spreading fear, screaming, yelling, swearing, throwing things.
	2) The Constant Critic – hyper-critical nitpicker	2) branding target incompetent, abusing and criticizing with the aim of destroying target’s career
	3) The Two-Headed Snake	3) rumors and double dealings in teams
	4) The Gatekeeper – obsessed with control	4) allocates time, money, staffing and information in ways that ensures target’s failure, withholding resources necessary for target to succeed

Source: Compiled by the author

Nevertheless, several authors considered it important to point out threats to the victim’s physical health by marking it as a separate category (e.g., Leymann, 1996; Zapf et al., 1996). This category represents the most extreme form of workplace bullying which refer to the direct risk to the victim’s health or life. However, the behaviors included in the category of physical health are mainly of a psychological nature (Einarsen et al., 2003). Principally, activities related to threats of physical violence belong to bullying but physical violence is a problem even more serious than that. Whereas the activities under this category could be related to work (forcing to do dangerous work tasks) as well as to a person (intimidation), the nature of the activities is more extreme, and therefore the category is justified.

There is no common understanding about sexual harassment as a bullying activity. According to several authors, sexual harassment might belong to workplace bullying (e.g., Brodsky 1976, Mikkelsen & Einarsen 2001), whereat some see it as a specific form of bullying in which sexuality is utilized as means of oppression (e.g., Björqvist et al., 1994). At the same time, some researchers exclude sexual abuse from bullying activities at all (Keashly et al., 1994). In some cases activities with reference to sexual behavior have also been presented as workplace bullying. After all, sexual harassment is a form of psychological violence (Di Martino, Hoel and Cooper, 2003) but it is different in category from workplace bullying. The author of the dissertation undertakes this position. While sexual harassment and workplace bullying may occur simultaneously, these are different categories of violence.

The classification of bullying activities give an overview of possible activities but the list of acts can never be final. New forms of workplace bullying emerge continually due to technological progress and the changing nature of work. Job insecurity and new forms of employment agreements, ageing workforce (especially in Europe), work intensification and poor work-life balance are the areas characterized by higher psychosocial hazards (EU-OSHA, 2007). These topics should be considered for closer analysis in the context of work-

place bullying. For example, the possession of valuable information and availability of networks is becoming an increasingly important advantage on the labor market, whereas new opportunities for negative behavior may emerge in relation to these particular activities. Similarly, cyberbullying is new and important form of bullying (Privitera and Campbell 2009) which would require more attention also within the concept of workplace bullying. Therefore, the definition of bullying does not comprise of all potential acts, but it always involves behavior or an attitude that causes the victim emotional harm and affects his or her mental and physical health.

To summarize the basic features of different definitions, the phenomenon of workplace bullying means repeated and persistent negative activities by one or more persons to another. Bullying at work means also an imbalance of power between the concerned parties that may become obvious in formal or informal positions in an organization. The objective concept of workplace bullying contains the intentionality factor, i.e. the perpetrator is aware of their attempt to harm another person. The alternative way is to concentrate on the victim's suffering and consider the situation as workplace bullying even without direct intentional behavior from the perpetrator's side. Nevertheless, analyzing the different concepts of bullying, intentionality has been considered as a relatively self-evident assumption. Still, some of the authors have included and underlined this characteristic of workplace bullying, which change the concept by making it more understandable. Because of intentionality, workplace bullying may certainly be described as an objective phenomenon that also takes place independently from the victim's perception. As seen from Table 1, various terms are used at the same time for denominating the phenomenon. Therefore, it is important to clarify the terms. The formation of terminology within the discipline is related to different regions and languages. Researchers in English-speaking countries, such as the UK and Ireland (e.g., Hoel & Cooper, 2000; O'Moore, 2000; Rayner, 1997) and Australia (e.g., McCarthy, 1996; Sheehan, 1996) mainly use the term "bullying". In Germanic countries, the term "mobbing" is mainly used (e.g., Zapf et al., 1996). In the USA very different terms have been used by researchers about the phenomenon of unethical behavior at work: harassment (Brodsky, 1976), workplace aggression (Baron and Neuman, 1998; O'Leary, Griffin & Glew, 1996), employee abuse (Keashly, 1998, Keashly et al., 1994), victimization (Aquino et al., 1999), workplace deviance (Robinson and Bennet, 1995), workplace incivility (Andersson & Pearson, 1999; Cortina et al., 2001), and bullying (Namie and Namie, 2000). During a short period of time several different terms have been used for the same or similar concept; referring to the different cultures, traditions and short but quick development of the discipline. This inevitably leads to a confusion and inaccuracy in understanding the concept because through different terms different nuances of workplace bullying are expressed.

Nevertheless, by today, two terms have become more widespread: "bullying" and "mobbing". The term "mobbing" was borrowed from the English word "mob", originally describing animal aggression; however, today the term is

preferred among German-speakers and in the Netherlands (Einarsen et al., 2003). Leymann preferred the term “bullying” for activities between children and teenagers at school and reserved the word “mobbing” for adult behavior (1996). The term “bullying” has connotations to physical aggression and threat, but physical violence is very seldom found at work, simultaneously “mobbing” is characterized by much more sophisticated behaviors, such as, for example, socially isolating the victim (Leymann, 1996). In spite of Leymann’s explanation, the term “bullying” came broadly into use in English-speaking countries and also in Scandinavia (e.g., Einarsen and Skogstad, 1996; Salin, 2001; Vartia, 1996), with the latter being the area where studies in the subject initially originated. The distinction between terms „bullying“ and „mobbing“ has also discussed by Zapf and Einarsen (2005) who suggested the use of „bullying“ in case of negative acts from a manager towards their subordinate(s), and the use of term „mobbing“ in case of negative acts between peers, coworkers. Still, the suggestion has not been widely followed by researchers.

As revealed in the prior overview, several terms have been used in parallel for the phenomenon of workplace bullying. At the moment, there is no consensus about the term of workplace bullying in different countries and among researchers. Moreover, it is not possible to distinguish nuances of negative behavior at work or at school based on the used terms. In the literature, “bullying” or “mobbing” is used for negative activities both at work and in school, which does not enable to understand the differences thereof. In this dissertation, the terms “workplace bullying” or “bullying at work” are used. The author prefers the term “bullying” for the following reasons:

1. the term is used and accepted in English-speaking countries;
2. it is one of the most widely used terms in scientific publications;
3. most researchers in Scandinavia where the discipline originates from, support the term “bullying”, which means that the term is the clearest to express the idea of workplace bullying.

For better differentiation from school bullying, the addition word “workplace” or “at work” is essential.

To sum up the terms used in the discipline, it becomes evident that various terms have been used simultaneously and interchangeably, whereas a unified and unambiguous terminology is still undeveloped. In addition to other terms, “bullying” and “mobbing” have most commonly been used in parallel to mark the aggression in school and at work. The lack of unified terminology complicates the understanding of the phenomenon. Therefore, one challenge the researchers of the discipline are facing is to find a consensus and unify the terminology.

The complicated nature of workplace bullying manifests itself in the long-lasting process of behavior between the parties. The following discussion clarifies the parts of the process to better understand its functioning. The process of workplace bullying is characterized by the escalation of negative activities which become more intense. Based on the existing literature (e.g., Glasl, 1994; Leymann, 1990), the author of the dissertation distinguishes four phases during

the process of workplace bullying. Figure 3 demonstrates the rise and escalation of workplace bullying. At the beginning, a conflict occurs between two equal employees, who are initially concentrated on solving the problem. In the second stage, tension turns from the problem to the person and the parties to the conflict begin to worry about their reputation. Therefore, they start to look for supporters from the organization using indirect negative activities: rumors concerning their conflict partner, hostile communication to demonstrate their attitude, etc. The behavior intensifies, direct negative activities will be added, especially if the one party achieves more power inside the organization, and the hostile behavior changes systematically (every day or every week). The final phase represents destruction, which means that one party leaves the organization or must take sick leave because of the complications.

The described process starts with the conflict which demonstrates one of the possible and yet most common ways for progression of workplace bullying. Instead of conflict the trigger of the process could be related to some personal or organizational reasons that will be analyzed in the third subchapter. Irrelevant to the fact whether the initial reason come from unresolved conflict or something else, the targets' do not often realize for a long time what is happening to them (Leymann, 1993 in Zapf, Gross, 2001) in the beginning of the process. The victim usually is able to understand workplace bullying in retrospect (D'Cruz and Noronha, 2010) when the negative behavior is already systematic. The initial problem could be work-related but during the process, focus shifts more and more to the personal level and the negative behavior becomes more harmful. The bully carries out new and more serious negative activities and the aim of the behavior becomes to harm or destroy the victim as a person, and not to solve a work-related problem. Therefore, the process of workplace bullying can be characterized as stealthily and gradually expanding while moving away from the ultimate cause.

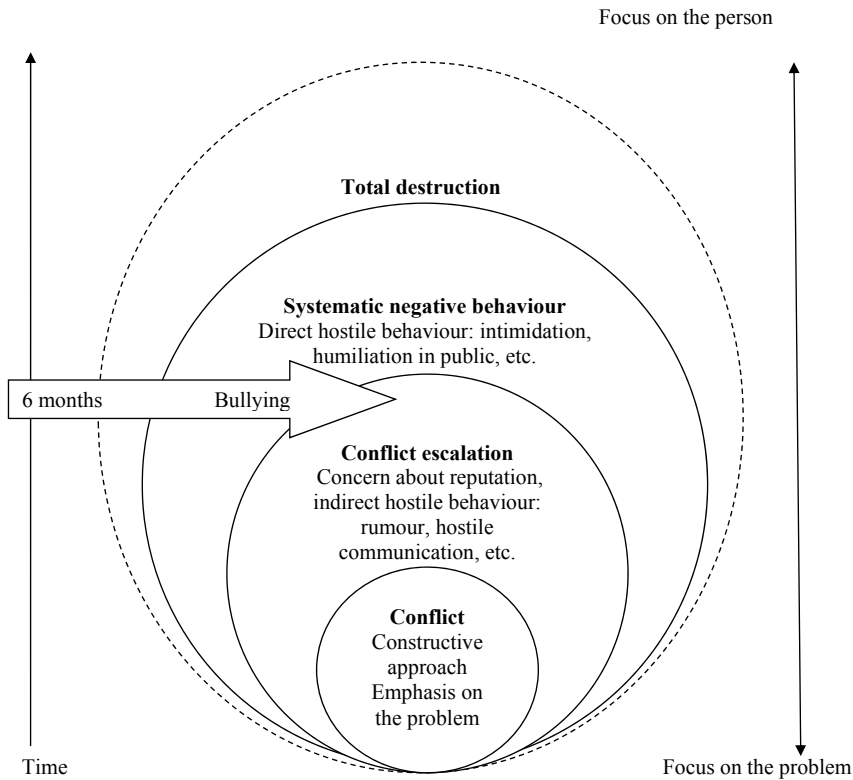


Figure 3. The escalating process of workplace bullying

Source: Compiled by the author based on the literature (Einarsen, 2000; Glasl, 1994; Leymann, 1990)

There are always two sides involved in workplace bullying: the target or the victim and the perpetrator or the bully. Basically, there are two ways to determine the status of a victim. First, the subjective approach – does the target feel themselves as victim. On the other hand, there is the objective assessment from a bystander (colleague) or a psychologist. According to the definition of Aquino and Lamertz victimization is the “employee’s perception of having been the target, either momentarily or over time, of emotionally, psychologically, or physically injurious actions by another organizational member with whom the target has an ongoing relationship” (2004). Thus, the victim can be identified by self-labeling based on his or hers subjective perception. The definition assumes additionally that the behavior was intentional and that it was meant to cause harm to the target (Aquino, Lamertz, 2004). A bystander (coworker, manager) could describe the situation from their point of view and a doctor could diagnose the psychological and physical conditions of the target (consequences) but either of them could never sense the target’s pain and understand what she or he

had experienced. In the present dissertation, third parties are not used for determining victimization, the conception of self-labeling and targets' subjective perception is applied to determine victimization.

Beside the victim there always has to be another party to the process of workplace bullying – the perpetrator. There are different definitions or descriptions about the bully as perpetrator of workplace bullying. Aquino and Lamertz define a perpetrator as “the party judged responsible by the victim for inflicting the injurious action” (2004). Aquino and Lamertz (2004) argue that sometimes it is hard to differentiate the victim from the perpetrator and illustrate their argument with the following example. If one party criticizes the other party's ideas that in turn cause insulting remarks from the other side, then the first party can be considered the original perpetrator who instigated the victimizing act. At the workplace, there are no pure actors or pure targets. Results also suggest that being the target of aggression is related to engaging in aggression and therefore support the reciprocity effect at the victimization process (Glomb, Liao, 2003). Therefore, the role of a bully is first and foremost related to the responsibility for intentional injurious activities, but it depends on the perception of the target.

This subchapter gave an overview about the terms and concept of workplace bullying for the better understanding of the complicated phenomenon. However, the question does not apply only to the terminology and definitions, but also to risk factors, causes and measurement methods. The problem with the vagueness of the concept of workplace bullying interferes with the common understanding of the problem and also results in inadequate policies and interventions (Rayner and McIvor, 2006). For organizations the benefit of common understanding of bullying is related to cost-saving. Whereas employees and employers understand and define the problem similarly, the risk of violating the psychological contact is much lower (Saunders et al., 2007). On a societal level it is important to take measures against such violence. This is a particularly serious challenge for post-transitional countries because it has received very little attention there and the unified concept of workplace bullying is a useful tool for taking the next steps. Therefore, for preventing and managing workplace bullying, it is essential to harmonize and specify the phenomenon of workplace bullying. In the next subchapters the analysis of the concept of workplace bullying will be continued to help understand the phenomenon in more depth.

1.2. Consequences of workplace bullying

Workplace bullying is complex and complicated phenomenon, which related to the consequences of negative activities. The nature of bullying manifests itself completely after considering the effects of negative behavior. Because the hostile behavior lasts for a long time and frequently, workplace bullying often results in considerable psychological, psychosomatic, and social suffering (Leymann, 1996). The focus of the present dissertation is to understand the causes of workplace bullying and find out its prevalence in a post-transitional country.

However, the reason to research the causes and prevalence proceeds particularly from the negative consequences of bullying. Understanding the causes of workplace bullying enables to prevent the phenomenon more effectively and to avoid its negative consequences. The following subchapter demonstrates that the consequences are very serious and constitute an actual threat to individuals, organizations and the society.

Due to the nature of workplace bullying, it always has a negative impact and there might be different kind of effects of workplace bullying. In order to better perceive the extent, seriousness and depth of the problem, the consequences of workplace bullying will be analyzed subsequently. However, what are the concrete and specific outcomes of bullying behaviors and in which exact form they appear on the individual, organizational, and the societal level, this is the topic of this subchapter which aims to identify the most important consequences at all levels.

On the individual level, workplace bullying harms in first order the victims who are the direct targets of long-term negative behavior. Their emotional and social well-being is injured during the process of workplace bullying which leads also to different consequences. The negative effect of workplace bullying extends further and becomes also the bystanders' concern (Vartia, 2001). The witnesses of bullying may worry about becoming the next target of bullying and have been reported to leave their job as a result of an increased stress levels (Rayner, 1999; UNISON, 2000). The consequences discussed in this subchapter are considered both from the victims' and the bystanders' perspective but the focus is on the victims' side due to preliminary researches and availability of data.

On the individual level, the consequences of workplace bullying can be divided into three categories: mental and physical health problems and work-related consequences. Mental health problems include stress, depression, anxiety, higher level of emotional exhaustion, etc. Physical health disorders are, for example, headache or musculoskeletal problems. Work-related consequences are related to decreased job-satisfaction and motivation. The consequences may appear simultaneously or selectively, the emergence of negative effects is individual. It is not correct to present consequences chronologically considering the workplace bullying process, because frequently a mixture of them occurs. Next, the categories of consequences on the individual level are discussed and analyzed.

Most frequently the negative effect of workplace bullying to individuals is revealed by mental health problems. Workplace bullying represents a very serious traumatic event to the target, which may cause internal harm that will never heal. The consequences to individuals who have been exposed to workplace bullying have been described by Hallberg and Strandmark in their model named "being marked for life by bullying" (2006). In this light it is easier to understand the other results about the relationship of workplace bullying and several mental health problems (Hoel et al., 2004; Vartia & Hyyti, 2002). The immediate reactions of workplace bullying are usually anger and frustration (Ciby and Raya,

2014). Targets of bullying are confused and scared; they lose control over the situation. Bullying victims also feel increased mental fatigue (Agervold & Mikkelsen, 2004; Hogh et al., 2005) and a higher level of emotional exhaustion appeared among employees who are more frequently victimized (Tepper, 2000; Winstanley & Whittington, 2002). The victims must work under enormous strain every day and that causes exhaustion. The more serious the negative influence becomes and the longer it lasts, the more serious are the mental problems that may appear. A large number of researchers have found increased symptoms of depression and anxiety among bullying victims (e.g., Björqvist et al., 1994; Cortina et al., 2001; Hansen et al., 2006; Mikkelsen & Einarsen, 2001; Quine, 1999; Zapf, 1999). Nearly all victims interviewed by the researchers revealed various nervous symptoms, melancholy, apathy and sociophobia (Björqvist et al., 1994). The above-mentioned mental health disorders significantly affect the ability to work and the person's well-being.

On the one hand, the occurrence of mental health problems is intelligible in such horrible conditions but on the other hand the question of personality traits and characteristics rises. Matthiesen & Einarsen (2001) have found that a specific vulnerability factor may exist because some victims of bullying are more sensitive to bullying or react more dramatically than others. Zapf (1999) has already before suggested the same tendency that there could be a group of individuals who had pre-existing symptoms of anxiety, depression and negative effect. This group of bullying victims has lower social skills than their colleagues and show deficiencies in their social behavior and, thus, they have an increased likelihood of becoming a victim of bullying (Zapf, 1999). However, due to workplace bullying these symptoms may occur or become more pronounced. Even if becoming a victim and suffering from the negative consequences of bullying is associated with the personality factor, such personality traits are not manifested in a peaceful environment.

The topic that must be explored more closely is stress and its relatively complicated relationship to workplace bullying. Mikkelsen and Einarsen (2001) found significant positive relationships between bullying behaviors and self-reported stress symptoms, but the authors concede that they cannot determine cause-and-effect relationships. Stress could be an effect of long-lasting bullying but otherwise the psychological problems may lead to provocative behavior and induce workplace bullying. Nevertheless, study results (e.g., Vartia, 2001; Quine, 1999; Agervold & Mikkelsen, 2004) confirm that victims of bullying suffer considerable stress caused by negative behaviors, and that this may even cause suicides (Leymann, 1992 in Einarsen and Mikkelsen, 2003), which is the most dramatic consequence of workplace bullying revealing the seriousness and intensity of the effect of workplace bullying. Again, here the personality factor may be an additional factor but it does not diminish the riskiness of the workplace bullying.

Stress can take a very complex form and long-term victims of workplace bullying may suffer under post-traumatic stress disorders (PTSD) (Leymann & Gustafsson, 1996; Matthiesen & Einarsen, 2004; Mikkelsen & Einarsen, 2002).

By American Psychiatric Association the PTSD diagnosis refers to stress symptoms that are typically exhibited by victims who have experienced extra traumatic events. Various studies clarify the relationship between PTSD and workplace bullying experiences. For example, in a Danish study including about 118 bullied victims, it was found that 76% of the victims portrayed symptoms indicating to post-traumatic disorder (Mikkelsen & Einarsen, 2002). Matthiesen and Einarsen (2004) verified the results and compared bullying victims with several other groups of victims or offended people (medical students who were exposed to a high level of temporary stress, postal employees affected by an organizational downsizing process, recently divorced persons and others) and found that PTSD may be widespread among victims of bullying at work. Firstly it can be concluded that the victims of bullying have got a strong experience of trauma which has induced stress and secondly, that the trauma can be compared to any other physical or psychological traumatic event.

Nevertheless, the appearance of PTSD as a result of long lasting workplace bullying is disputable. The question is whether bullying is really equal to other traumatic events and may cause PTSD. The diagnosis of PTSD means that the victim must have experienced a traumatic event that involved loss of physical integrity, or risk of serious injury or death to self or others (Bryant, Harvey, 2000). Leymann & Gustafsson (1996) declared that bullying victims' degree of PTSD is comparable with war or prison camp experiences. Bullying victims are in a prolonged stress-creating situation and therefore PTSD is constantly renewed (Leymann & Gustafsson, 1996). This is exactly the reason why the negative effect of workplace bullying is so strong and harmful. However, returning to the question about the occurrence of PTSD among bullying victims, it is important to consider that the meaning of war has changed and is replaced with economical struggle. Survival and means of living depends from one's job, thus dramatic events at work could lead to losing income and become a question of life. Additionally, from the socio-biological perspective, the survival of human beings depends on whether they are integrated into a well-functioning social group (Einarsen & Mikkelsen, 2003) but workplace bullying causes social exclusion. Due to workplace bullying, targets may experience social death. Therefore, the PTSD diagnosis concerning workplace bullying may be considered valid, as PTSD is a potential consequence of bullying and workplace bullying certainly constitutes a trauma for the victim.

The second category of consequences on the individual level represents several physical health problems caused by workplace bullying. One can find lots of empirical evidence about the relationships between workplace bullying and the deterioration of physical health. The stress and depression caused by the prolonged negative acts of workplace bullying can result in various physical sicknesses for the victims (Agervold & Mikkelsen, 2004; Kivimäki et al., 2000). Headache, migraine and insomnia can easily emerge as a result of workplace bullying (Ciby and Raya, 2014). Evidence about musculoskeletal problems (Niedl, 1996), cardiovascular system health problems (i.e. heart palpitations and hypertension) and irritable bowel disorder (Workplace Bullying Institute, 2012)

being connected to bullying has been found. These diseases have been diagnosed and have been found to be in association with workplace bullying which refers to very serious physical illnesses in addition to emotional sufferings.

Due to severe illness the victim is not capable to continue working and is forced to take sick leave. Studies have found that individuals who are frequently exposed to acts of bullying have a higher prevalence to chronic diseases (Kivimäki et al., 2000) and take sick leave more often than their non-bullied colleagues (Agervold & Mikkelsen, 2004). In another study, almost 1 out of 5 (17%) bullying victims reported that they had been away from work because of bullying (Vartia, 2001). A Finnish study by Kivimäki et al. (2000) even estimated that targets of bullying had on average 50% higher certified sickness absenteeism compared to those who were not bullied. The risk of long-term sickness absence is higher especially for frequently bullied victims (Ortega et al., 2011). Hence, workplace bullying decreases the working ability and weakens the body emotionally or physically to the extent that the victim becomes unable to work.

Studies have found that some negative acts have a stronger negative impact to a victim's psychological and physical health than others. The activities that are most strongly connected to feelings of self-confidence are related to assigning meaningless tasks, restricting one's possibilities to express his or her opinions, being treated like air, and isolation from others (Vartia, 2001). In addition to these acts one's possibilities to express his or her opinions and gossiping behind one's back are associated with mental stress reactions (Vartia, 2001). There is also evidence that attacking a person's private life correlates strongest with the psychological ill-health of a bullied employee (Zapf et al., 1996). According to another study, the behaviors to which regular exposure represented the greatest risk of nonchronic mental health problems were hints to quit, ignoring and persistent criticism (Hoel et al., 2004). To sum up, the behaviors that are directed to the expulsion of the target from the unit and their exclusion so that one stays psychologically and/or physically alone has the strongest effect on a target's health.

The third category of consequences on the individual level covers work-related consequences. There is much evidence which confirms that workplace bullying is related to job satisfaction and motivation. Diminished emotional well-being and job satisfaction is the result of long-lasting bullying at work (Quine, 1999; Quine 2001; Tepper, 2000; Vartia, 2001). Bullying at work is a threat to the psychological well-being of the bullied employees (Vartia, 2001), whereas abusive supervision is associated with lower job and life satisfaction (Tepper, 2000). A study in Norway verified the relationship between workplace bullying, burn-out and lowered job satisfaction (Einarsen et al., 1998). Job satisfaction is an important factor in predicting employee turnover exactly in post-transitional countries (Mihelić, 2013). A study from Trepanier et al. has found that higher burnout correlates with workplace bullying and it is explained with "lack of satisfaction of employees' need for autonomy (i.e. the sense of restriction and absence of self-endorsement at work)" (2013). Several bullying

activities, for example, excessive monitoring or unreasonable criticism contribute to the perception. Targets may easily turn against their organization because of the feeling that they are not a part of a group or the organization any more. Research results confirm that workplace bullying is associated significantly with lowered organizational commitment (Demir, Rodwell, 2012). The victim's willingness to work is considerably lowered especially if he or she does not get any support from the organization. Excluded or socially ignored and with damaged mental and physical health the victim is not capable of working any more.

Talking about work-related consequences it is important to discuss the empirical evidence about job loss. According to the last survey by the Workplace Bullying Institute 74% of bullying targets lose their job because of workplace bullying (2014). Other sources have also claimed that the intention to leave increases significantly due to workplace bullying (e.g., Djurkovic et al., 2008; Quine 1999, 2001; Bowling & Beehr, 2006; Houshmand et al., 2012; Hauge et al., 2010; McKay et al., 2008). For example, in a UK-based study, approximately a quarter of victims left their jobs because they were being bullied (Rayner, 1997). Quitting, including the desire to quit, is one of the most prevalent forms of response to workplace bullying (Lutgen-Sandvik, 2006). The targets of bullying feel themselves too weak and helpless to fight against the bully and leaving provides an escape from the terrible situation. Houshmand et al. (2012) declare that the effect of workplace bullying extends to the bystanders and merely working in a unit with noticeable bullying is linked to higher employee turnover intentions. Those who are not the direct target of bullying can be moved to quit their organization as soon as an opportunity arises out of disgust and protest toward the bullies and toward their organization (Houshmand et al., 2012). Bullying affects also bystanders and the extent of the negative impact extends to the organization. Organizational consequences are discussed hereinafter.

There is adequate affirmation to concede that workplace bullying is related to losing one's job and earnings. For example, the victims of bullying take sick-leave more frequently and are absent from work more often because of mental and physical health disturbances, than non-victims. On the basis of the studies analyzed previously that bring out the negative psychological and physical consequences (e.g., stress, depression, low self-esteem, phobias, sleeping disorders, problems with the digestive and bone and muscle systems, etc.) may presume that the victims of bullying are not capable of working as effectively and with the same workload as before. Their capability of work has been damaged and they are not competitive on the labor market. The results confirm directly that the intention to quit increases among victims and bystanders. In addition to that, the people's personal relations may also suffer; deteriorating relationships with partners may be a result of workplace bullying that sometimes ends in separation or divorce (MacIntosh, 2012). Therefore, based on previous studies it may be concluded that the potential consequences on the individual level might be extended to loss of income, loss of social relations, and loss of healthiness. One has to start from the beginning.

Next, the consequences on the organizational level are analyzed. The negative effect to an organization is closely related to the consequences to employees. Figuratively speaking, the individual consequences of workplace bullying accumulate and thereby the organization becomes ill. The organizational level consequences are discussed foremost from the perspective of absenteeism, presenteeism, productivity, staff turnover, costs and reputation.

As seen above, workplace bullying leads to several health concerns to employees that cause absence due sickness. Absenteeism due to sickness has a considerable negative influence to the work of the organization. From the organization's standpoint, there is one more factor related to absence from work – this is called presenteeism, which means “attending work while ill” (Johns, 2010). That means that although the bullying victims are incapable of work due to sickness or some other individual consequence of bullying, e.g., stress or depression, they are still physically at work. Presenteeism is difficult to discover but the negative effect to the organization may be extensive. Workplace bullying is complex and hidden phenomenon and absenteeism alone does not reveal the effect of bullying.

The primary concern of absenteeism and presenteeism for organization is the decrease in productivity and work efficiency. Violence at work could affect work productivity, whether employees are personally attacked or whether they are just a witness to such events (Hoel, Sparks, Cooper, 2001). A study that examined the effects of workplace bullying verified that bullying experiences changed the respondent's productivity at work (McKay et al., 2008). There are several examples about loss of productivity in the health care sector where bullying behaviors hinder effective patient care (Yildirim, 2009). Another study had previously pointed out that nurses who have been bullied state that distractions related to bullying interfered with their ability to care for patients and decreased their commitment to patient care (Sá & Fleming, 2008). Thus, the consequences of bullying in the health care sector extend to patients who are already in a defenseless position. Similarly, in other sectors the effects of bullying transmit to the work results and the productivity of the whole organization decreases.

For each organization, having experienced, skillful and motivated employees is a critical resource. The quitting of valuable employees could damage the organization. Intention to leave, i.e. thinking about quitting the job, has been found to be a significant predictor of staff turnover (Begley, 1998; Steel and Ovalle, 1984). Several studies have verified the relationship between exposure to bullying and staff turnover (Hogh et al., 2011; UNISON, 2000; Cox, 1987). The risk of staff turnover increases with frequency of exposure, whereas poor management emerged as the most important factor for leaving (Hogh et al., 2011). Staff turnover represents a serious problem for any organization. Increased employee turnover is associated with decreased performance (Ton, Huckman, 2008). Excessive staff turnover hinders the achievement of organizational goals and maintaining stable customer relations. Employees who leave from an organization take valuable knowledge and competences with them.

This loss of knowledge and competence should be considered an organizational consequence of workplace bullying. The reputation and competitiveness of an organization has been injured.

Bowling & Beehr (2006) consider that staff turnover might be an antecedent rather than a consequence to workplace bullying. An employee who expresses the intention to leave the organization may become the target of bullying (Bowling & Beehr, 2006), but this refers to another issue. The intention for leaving arises due to being a target of bullying and after expressing the intention, bullying may intensify because the perpetrator(s) have made progress. In this case, the intention to leave appears simultaneously as an antecedent and a consequence. In fact, being simultaneously a cause and a consequence is a common characteristic for most consequences.

The above-described problems caused by bullying – absenteeism, staff turnover, and decrease of productivity – bring about notable costs for organizations. High costs of absenteeism, sick leave, staff turnover and litigation initiated by victims of bullying (Duffy, 2009) are bullying-related risk for organizations. Staff turnover costs proceed from recruitment and selection, training of replacements, and productivity loss costs (Hogh et al. 2011; Hoel, Sparks, Cooper, 2001). According to Waldman et al. (2004) the costs of staff turnover represents a loss of 5% of an organization's total annual operating budget. There are also several costs for an organization related to presenteeism: impaired performance due to decreased output, reduced standards of production, cost of errors and mistakes (Brun and Lamarche, 2006 in Giga et al., 2008). In addition to the named, workplace bullying may raise the costs of grievance or litigation, compensation and loss of public reputation (Hoel et al., 2003) whereas the hidden costs include monitoring absenteeism (Sheehan et al., 2001 in Giga et al., 2008). Therefore, the consequences of workplace bullying finally lead to a concrete increase in financial expenditure for an organization.

Several studies have concentrated to calculating the expenditures of workplace bullying and have affirmed a direct link between workplace bullying and costs for organizations. Leymann (1990) calculated the cost of bullying for an organization to be approximately 30,000–100,000 USD per year for each individual subjected of bullying. In a Finnish study among hospital staff (Kivimäki et al., 2000) the financial costs that resulted from increased absenteeism was about 125,000 GBP (about 312,593 EUR) in the studied hospitals. In 2007 an illuminating and comprehensive research project was carried out in the UK about the costs of bullying. Giga et al. (2008) calculated that 199,375 employees (approximately) left organizations because of bullying in 2007 and that the relevant total cost of bullying (related to staff turnover) was approximately 1.5 billion GBP. The study took account of the CIPD report (2007), which declared that the cost of staff turnover per employee averages at 7,750 GBP. In addition, 33.5 million days were lost by UK organizations due to bullying-related absenteeism whereas the cost of bullying-related absenteeism was approximately 3 billion GBP (Giga et al., 2008). Taking account the costs for absenteeism, staff turnover and productivity, the total cost of bullying for organizations in the UK

in 2007 was 13.75 billion GBP (Giga, et al., 2008). Although this calculation presents the estimated indirect cost of bullying and it is difficult to assess the exact direct loss, this approximate number is serious enough to illustrate the potential consequences of bullying for companies.

Altogether, the organizational consequences of workplace bullying have a negative effect on an organization's performance mostly for the following reasons: employees' (both victims and bystanders) increased intention to leave and increased staff turnover, increased absenteeism and presenteeism, decreased productivity, harm to the organization's reputation, and, most importantly, increased costs. The relationship between workplace bullying and its negative impact to an organization is not always easily recognizable because the loss appears mostly afterwards when it is not possible to manage the workplace bullying incident any more. Therefore identifying the causes and dealing with prevention makes it possible to avoid additional costs for organizations.

In addition to the individual and the organization, workplace bullying implicates negative consequences also to the whole society. The effects of workplace bullying on the society have not been well documented or characterized, yet. However, on the societal level the following consequences can be identified: rising health care costs, loss of productive human resources, premature retirement, loss of GDP, and decreased quality of products and services. These factors are discussed below.

Based on literature, it is possible to highlight that for the society the negative impact is first and foremost related to substantially increased costs on health care, loss of able workers, and a rise in premature retirement (Hoel, Sparks, Cooper, 2001). Above all, the costs for the society may be related to sickness and health care costs and loss of productivity (Hoel, Sparks, Cooper, 2001). Workplace bullying causes medical expenses that the national health care system has to incur, constituting thereby an economic burden to the society and decreasing productivity and output (Poilpot-Rocaboy, 2006). Therefore, presenteeism, absenteeism and loss of productive human resources lead to the diminishing of the general GDP. While it has not been well studied, some targets of workplace bullying report increased aggression toward family members after experiencing workplace bullying (MacIntosh, 2005). Problems at work carry over to the employees' personal life and may harm their family members. Therefore, the need for health care caused by bullying concerns a much wider group of people and the general costs to be covered by the society increase heavily.

Regardless of the fact that societal costs of workplace bullying cannot be easily estimated, different calculations about the costs to the society caused by workplace bullying can be found. Arnetz & Arnetz (2001) demonstrated the indirect impact of violence as having a possible significant effect on the quality of work. In this case, the quality of patient care was under observation; but generally the impact of bullying is viewed through customer service degradation in the service sector and loss of productivity elsewhere. Members of the society may suffer under the negative effects of workplace bullying. This is an espe-

cially important aspect in the context of a post-transitional country where the traditions of providing better and sustainable high-quality public services are still being developed. Therefore, the costs caused to an organization by bullying are closely related to the societal costs of bullying.

Previous studies have already attempted to calculate the direct, indirect and estimated costs for health care, welfare, premature retirement, criminal justice system, third party interventions, and it has been stated that workplace bullying might cost for the society approximately 682.5 million GBP per year in the UK, but for the total economy 13.75 billion GBP if taking into account costs for absenteeism, staff turnover and productivity loss (Giga et al., 2008). Because of these enormous costs, the consumers and taxpayers in turn become burdened with having to defray additional costs (Hoel, Sparks, Cooper, 2001). It is very difficult, if not impossible to calculate the total loss, including all direct and indirect costs, caused by bullying, but studies do enable to realize the extent of consequences and what a huge costs it must be for the society.

Altogether, the results of studies indicate various consequences of bullying on the individual, organizational and societal level which are presented on Figure 4. The consequences appear first at the individual level, then become an organizational problem, and finally expand to the whole society. On the individual level, the consequences are related first and foremost with negative impact to mental and physical health, job security and income. The caused stress and depression bring about various health problems, which may bring about the need to stay on sick leave for a long time, which in turn may lead to losing one's job and position. It appears that the consequences of workplace bullying to an individual may depend on the duration and intensity of negative acts; and if the bullying doesn't stop, the consequences can potentially even be fatal. The influence of consequences depends on factors to do with an individual (e.g., personality, attitude) but it does not leave the victims unharmed, nor the bystanders.

Workplace bullying is always brings about inevitable damages to an organization. The consequences of bullying on the individual level have a negative influence to an organization and this in turn affects the society as a whole (see Figure 4). Such a situation can be called "accumulation of consequences". The following example clarifies the meaning of this accumulation. Employee's impaired job satisfaction, prolonged stress or anxiety may induce presenteeism or increased absenteeism which leads to lower productivity and higher costs on the organizational level. On the societal level, this translates to the loss of productive human resources – people who are not employed or who are no longer able to work. Above all the consequences for the society stand the increased total costs for health care and premature retirement. However, the consequences may again influence the causes of bullying and therefore give rise to continuing or intensifying activities of bullying. Since workplace bullying arises in the work environment, it is important to investigate the causes of workplace bullying first and foremost on the organizational level.

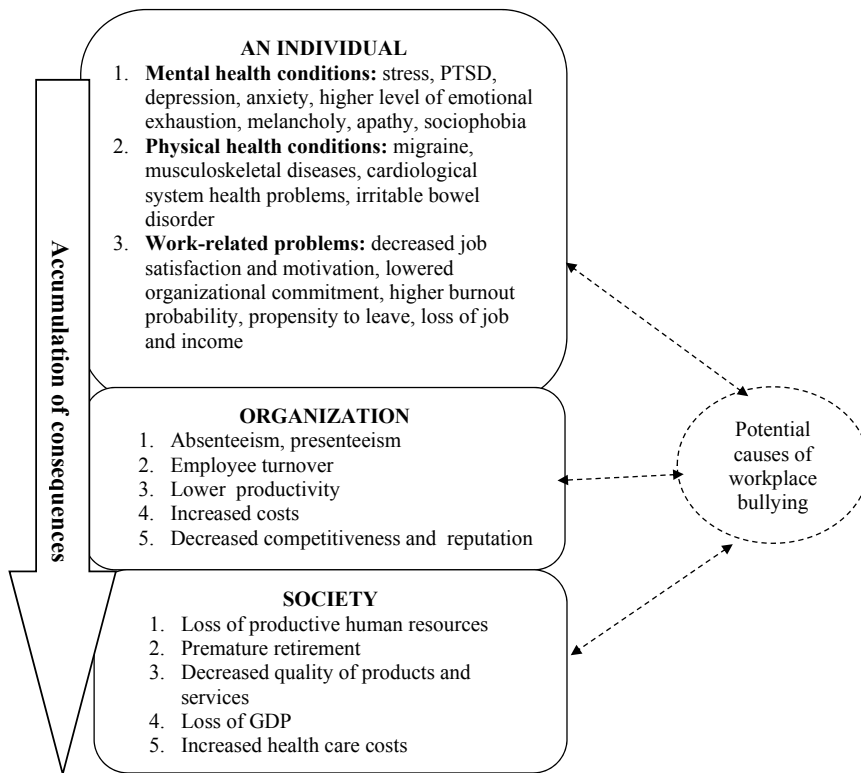


Figure 4. The main consequences of workplace bullying on the individual, organizational and societal level

Source: Compiled by the author based on the literature (Björqvist, et al., 1994; Mikkelsen & Einarsen, 2001; Agervold & Mikkelsen, 2004; Kivimäki, et al., 2000; Vartia, 2001; Quine, 2001; Hoel, et al., 2001; Hogh, et al., 2011; Duffy, 2009; Giga, et al., 2008)

1.3. Prevalence and risk groups of workplace bullying

Studies on workplace bullying most frequently concentrate on the prevalence of negative activities to identify if the problem exists in organizations and how serious it is. Afterward other questions arise about the causes and the coping strategies on the organizational, individual or societal level. Although in Europe, the USA and elsewhere studies have been carried out already for about 20 years, there are only a number of studies that can be found about post-transitional countries. There is insufficient information on what kind of sectors, organizations or individuals are more vulnerable to bullying at work. In this subchapter, the previous empirical findings from different countries will be compared and analyzed in view of different measurement methods. The risk groups of workplace bullying will be identified and brought out on the individual level considering gender, position, marital status, age and education. These socio-

demographic categories represent and include groups which could be more vulnerable in organizations as well as the whole society. On the organizational level, in view of sector, size and field of activity, the risk groups will be identified to bring out the main differences. The propositions of the study are set up based on the risk groups both on the individual and the organizational level.

Large amounts of studies have been carried out in many countries to measure the prevalence of workplace bullying but the comparison of study results is very complicated. The prevalence of bullying behaviors varies in different studies and by countries to a great extent because of cultural differences and differences in definitions and measurement methods (Agervold, 2007). The measurement of bullying is closely related to the understanding what bullying is (Zapf et al., 2003). On the one hand, the understanding of bullying proceeds from its definition and the list of negative acts which were discussed in the previous subchapter. On the other hand, the understanding of what bullying at work exactly means, is related to its societal and cultural context – what are the basic values, what kind of behavior is accepted and why. The societal background in Western European countries varies considerably from the same in post-transitional countries where the awareness of psychosocial risk factors is lower and general tensions in society are higher. When comparing and interpreting the results of previous studies, it is essential to take into consideration the societal and cultural context and the methodology used.

Before comparing the prevalence of workplace bullying in different countries, it is important to understand the basis of the measurement methods. There are two main methods for measuring workplace bullying: self-labeling and operational criteria. Self-labeling in the context of workplace bullying is a subjective measurement method which is based on the perception of the respondent. The respondents assess by the definition of workplace bullying if they have been bullied during the last six months, and if they consider themselves victims of bullying.

The second method is to measure occurrence of various negative acts over a determined period of time (at least 6 months, sometimes one year) and by frequency (weekly, per day). This method is the operational classification method, or operational criteria, which was developed by Leymann (1990). An objective measurement tool would be the perceived exposure to specific bullying behaviors (Einarsen et al., 2003), whereas the most well-known methods for measuring the occurrence of negative acts are Leymann's Inventory of Psychological Terrorization (LIPT) (Leymann, 1990, 1996), the Negative Acts Questionnaire (NAQ) (Einarsen and Raknes, 1997) and the Work Harassment Scale (WHS) (Björkqvist et al., 1994). In the questionnaire negative activities are mostly presented in behavioral terms with no reference to bullying. The questionnaires have been developed mainly to measure the experience of being a victim, less for measuring the perpetration of bullying, or the witnessing of bullying (Cowie et al., 2002). To be considered a victim, the response to at least one item in the frequency of bullying actions should be "at least once a week" and the duration of bullying should be at least six months (Zapf et al., 2003). The named condition

“at least once a week and at least during last 6 months” has been set by Leymann (1990) and it has become known as the “Leymann criterion” (Zapf et al., 2003).

However, the self-labeling and operational classification methods enable to find out the frequency of workplace bullying and to retrieve statistical material about the problem. Other methods for studying workplace bullying could also be found, i.e. case study, interviews, self-report and diary, critical incident technique (Cowie et al., 2002) but all these methods are qualitative and do not provide information about the prevalence of negative acts. When looking to know if there any problems with workplace bullying, how frequently and where exactly these problems arise, then these two methods should give sufficiently detailed responses.

The results of international studies on workplace bullying together with their selected measuring criteria are presented in Table 3. The differences are remarkable. The lowest results of workplace bullying are found where the respondents have been self-labeling by definition. Respondents have had to assess whether they feel themselves to be victims of bullying by the given definition on a weekly basis. On average, this strategy shows 1–4% of bullying (Zapf et al., 2003) but there are exceptions, for example 9.4% in the USA (Lutgen-Sandvik et al., 2007). More respondents declare they are victims occasionally and therefore the percentage is higher, around 10–20% (see Table 3). Studies using the other strategy, operational criteria, usually report frequency of bullying to be between 3–7% (Zapf et al., 2003). Here, several exceptions can be seen even in Europe and Scandinavia: 16% in Denmark (Agervold, 2007); 24.1% in Finland (Salin, 2001); 14.3% in Norway (Nielsen et al., 2009).

Nevertheless, the findings of the prevalence of bullying reflect that in some respects the behavior of respondents is relatively similar: self-labeling is much lower than the prevalence of targets based on exposure to negative acts. For example, a study conducted among business professionals in Finland (Salin, 2001) reveals that by definition 8.8% of employees labeled themselves as victims of bullying, whereas measured by negative acts in the Negative Acts Questionnaire, 24.1% of the respondents had been subjected to at least one negative act weekly over past 12 months. In another study conducted between 2539 Norwegian employees, 2% labeled themselves as victims of bullying, whereas 14.3% were classified as targets of bullying with at least one negative act per week for the duration of at least 6 months (Nielsen et al., 2009). The results from several other studies from other countries verify the general trend that self-labeling with the definition of bullying is much lower than the frequency by negative acts (e.g., Mikkelsen and Einarsen, 2001; Tsuno et al., 2010; Lutgen-Sandvik et al., 2007). The discrepancy in the results may be explained in many ways. First, respondents may not want to identify themselves 'as victims; it is discreditable and painful for them. Secondly, awareness about bullying may not be very high and therefore recognition of workplace bullying and its association to the definition is complicated. At the same time, negative acts are simply recognizable in the victims' regular work.

Table 3. Comparison of workplace bullying prevalence across countries

Country	Author(s)	Prevalence ⁵	Duration	Method	Sample
Australia	Privitera, Campbell, 2009	1-34%	6 months	NAQ	Randomized sample, n=145
Austria	Niedl, 1995	1 - 26.6%	12 months		Austrian public hospital employees, n=386
Belgium	Notelaers et al., 2006	6 - 3- 20%	6 months	NAQ	18 Belgian organizations, n=6175
Czech Republic	Zabrodská, Kveton, 2013	1-13.6% 2-6.8% 3-0.7% 4-7.9%	12 months	NAQ	University employees, n=1533
Denmark	Mikkelsen and Einarsen, 2002	1 - 8%; 2 - 2,7%	6 months	NAQ	Manufacturing company employees, n=224
	Mikkelsen and Einarsen, 2001	1) 1 - 16%; 2 - 2%; 4 - 3%; 2) 1 - 8%; 2 - 2.7%; 4 - 4%; 3) 1 - 25%; 2 - 6.5%; 3 - 0.9%	6 months	NAQ	1) Hospital employees, n=236 2) Manufacturing company, n=224 3) Department store, n=215
	Hogh & Dofradottir, 2001	5 - 2%	12 months	self-labeling	Randomized sample of adult citizen, n=1857
	Agervold, 2007	1 - 16.7% 3 - 1%		based on NAQ	Public-sector employees, n=3024
Finland	Björkqvist et al., 1994	types of acts: 16.9% male; 24.4% female	6 months	WHS	University employees, n=338
	Vartia, 1996	4 - 10.1%		self-labeling by definition	Finnish Federation of Municipal Officials, n= 949

⁵ 1 – one negative act at least weekly during the last 6 months (Leymann, 1996)
2 – two negative acts weekly during the last 6 months (Mikkelsen and Einarsen, 2001)
3 – self-labelling by definition, at least weekly
4 – self labelling, occasionally
5 – approximate criterion
6 – latent class cluster modelling

Table 3. Comparison of workplace bullying prevalence across countries (Continued)

Country	Author(s)	Prevalence ⁶	Duration	Method	Sample
Finland	Kivimäki et al., 2000	4 - 5%	lifetime	self-administered questionnaire	Hospital employees, n=5655
	Salin, 2001	1 - 24.1% 3 - 1.6% 4 - 8.8%	12 months	NAQ	Business professionals holding a university degree, n=385
	Vartiainen and Hyyti, 2002	4 - 20.1%	6 months	self-labeling by definition	Prison officers, n=896
France	Niedhammer et al., 2006	1 - 10.9% men; 12.8% women 3 - 8.8% men; 10.7% women	12 months	LIPIT	General working population in the South East of France, n=7694
	zur Mühlen et al., 2001	1 - 10%	over 6 months		Communal administration, n=552
Germany	Mackensen von Astfeld, 2000	1 - 2.9%	over 6 months		Administration, n=1989
	O'Moore 2000	3 - 6.2% (frequently) 4 - 16.9%	6 months	self-labeling by definition	Random national sample, n=1009
Ireland	Giorgy et al., 2011	2-15.2%	6 months	NAQ	25 Italian organizations, n=3112
Japan	Tsuno et al., 2010	1 - 9% 3 - 5.9% 4 - 0.7%	6 months	NAQ	Civil servants of local governments, n=1626
	Malinauskienė et al., 2005	3 - 2.6% 4 - 23%	6 months	NAQ	Schoolteachers, n=475

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- ⁶ 1 – one negative act at least weekly during the last 6 months (Leymann, 1996)
2 – two negative acts weekly during the last 6 months (Mikkelsen and Einarsen, 2001)
3 – self-labelling by definition, at least weekly
4 – self labelling, occasionally
5 – approximate criterion
6 – latent class cluster modelling

Table 3. Comparison of workplace bullying prevalence across countries (Continued)

Country	Author(s)	Prevalence	Duration	Method	Sample
The Netherlands	Hubert and van Veldhoven, 2001	5 - 1.1 - 4.3% (unpleasant situations and aggressive behavior, often or always)		VBBA	Representatives of different industries, n=3011
	Einarsen & Skogstad, 1996	1 - 1.2% 3 - 4.5% 8.6% (occasionally)	6 months	NAQ	n=7986
	Einarsen et al., 1998	4 - 3%	6 months	self-labeling	Assistant nurses, n=745
Norway	Nielsen et al., 2009	1 - 14.3% 3 - 0.6% 4 - 1.4%	6 months	NAQ-R	Representative sample of the Norwegian working force, n=2539
	Cowie et al., 2000	4 - 33.5%	6 months or more	self-labeling by definition	International organizations, n=221
	Carnero and Martinez, 2010	1+3 - 5.8%	12 months	LIPT	Data from the sixth Spanish survey on working conditions, workers, n=11.054
Spain	Iglesias and Vallejo, 2012	1-8%	6 months	NAQ	Nurses, n=538
	Leymann (1993)	1 - 3.5%	6 months	LIPT	Representative of employed, n= 2438
	Leymann and Tallgren, 1990	1 - 3.5%	6 months	LIPT	Steelworks employees, n= 171
Sweden	Rahm et al., 2012	1-18.5% 2-6.8% 3-4%	6 months	NAQ	Hospitals and municipalities, n=1550
	Bilgel et al., 2006	1 - 55%	12 months	20 item bullying inventory	Government employees in health, education and security sectors, n=944
	Rayner, 1997	4 - 53%	during the career		Part-time students, n=581
Turkey	Quine, 1999	38% negative acts occasionally	12 months	20 types of bullying behaviors from literature	National Health Service employees, n=1100
	Hoel, Cooper, Faragher, 2001	3 - 1.4% 4 - 10.6%	6 months	self-labeling by definition	Representative sample, n=5288

Table 3. Comparison of workplace bullying prevalence across countries (Continued)

Country	Author(s)	Prevalence	Duration	Method	Sample
UK	UNISON, 2000	4 - 21%	6 months	self-labeling by definition	Police support staff, n=690
	Cowie et al., 2000	4 - 15.4%	6 months or more	self-labeling by definition	International organizations, n=386
USA	Einarsen, Hoel, Notelaers, 2009	6-3-10%	6 months	NAQ	Employees from private, public and voluntary sectors across GB, n=2764
	Lutgen-Sandvik et al., 2007	1 - 46.8% 2 - 28% 3 - 9.4%	6 - 12 months	NAQ	US workers n=469
	Schat et al., 2006	41.4%	12 months		n=2829

Source: Compiled by the author based on the listed literature

Notes: NAQ – Negative Acts Questionnaire; LIPT – Leymann Inventory of Psychological Terrorization; VBBA – Vragenlijst Belevingen Beoordeling van de Arbeid (Dutch); WHS – Work Harassment Scale

The results indicate that while the differences in frequencies of negative behavior can be explained through the use of a different method, there should be other explanations as well. The results also clearly reveal how important the societal context is in prevalence of bullying – lower rates were revealed in western European countries and higher rates appear in the USA and the UK (Hoel & Cooper, 2000; Lutgen-Sandvik et al., 2007). Table 3 shows that the appearance of negative acts at least weekly is highest in Turkey (55%) and the USA (46%), and the lowest in Germany (2.9%). In Scandinavian countries, prevalence has increased considerably during the last 15–20 years. In Sweden 3.5% of respondents were victims in 1993, but as many as 18.5% in 2012. In Norway the same trend is revealed: according to the study conducted in 1996, the victim ratio was 1.2% whereas in 2009 it was 14.3%. These results are paradoxical at first sight, but may be explained with the increase of awareness as the topic is continually actual in the society and gaining higher visibility. Additionally, the results depend undoubtedly on the particular study sample and the prevalence of workplace bullying among hospital and municipality employees in Sweden (Rahm et al., 2012) is not transferrable to other fields of activities and to other countries. Self-labeling by definition is highest in the UK (53% – during the whole career) and lowest in Norway (0.6% – during last 6 months). Generally, the prevalence of bullying in Scandinavia and Nordic countries varies between 1.2% – 25%, in South Europe between 5%-55%, and in the UK and the USA the prevalence differs between 1.4–53% (see Table 3).

Lower prevalence may be related to lower power distance and feminine values in the national culture (Hofstede, 1980). Bullying is a power-down phenomenon, meaning that smaller power and status differences between employees in different positions are likely to result in less bullying. In feminine cultures with high concern for the quality of interpersonal relations, one might also expect persons to communicate more respectfully (Lutgen-Sandvik et al., 2009). In Scandinavia, for example, awareness of bullying activities is high, workplace bullying is perceived as a risk in the society during a long period. However, there is no knowledge of the behavior of respondents from most post-transitional societies where awareness is still low and regulations of work relationships do not sufficiently control workplace bullying. The societal context will be analyzed in more detail in the next chapter.

One recent explanation about differences in prevalence of workplace bullying is related to climate. Van de Vliert, Einarsen and Nielsen concluded in their comprehensive study that prevalence of workplace bullying is lower “in poor and rich countries with temperate climates and /.../ in rich countries with demanding cold winters or hot summers” (2013). At the same time, the degree of workplace bullying tends to be higher in “poor countries with demanding cold or hot climates, such as the East European countries with continental climates” (Van de Vliert et al., 2013). Therefore, climate and weather represent a challenge especially for poor countries because survival requires higher efforts and has an effect on the occurrence of workplace bullying. To confirm the validity

of the results, more studies should be carried out, especially in Eastern European countries, which are poor in economic terms.

In many studies the most prevalent negative behaviors belong to work-related bullying activities. In a study among business professionals (Salin, 2001) the following work-related bullying activities were found most prevalent: giving tasks below the level of competence (13.7%), withholding important information (7.4%), giving tasks with impossible targets and deadlines (5.3%), and ignoring opinions and views (5.1%). Hoel and Cooper (2000) revealed relatively similar results, whereas almost all frequent activities they recorded belong to work-related bullying activities. Which bullying activities are more frequent depends on the socio-demographic characteristics of the examined group, for example managers are more frequently exposed to “unmanageable workload” and “unreasonable deadlines” as opposed to workers and superiors (Hoel, Cooper, Faragher, 2001). Information about the most frequent negative behaviors in post-transitional countries is currently insufficient.

To sum up, the differences of workplace bullying prevalence are not as much related to different actual situations, but more to cultural and societal differences, traditions and awareness of bullying influence the outcome. Also for exploring the prevalence of bullying at work, it is always essential to consider the methodology used. So far, the studies have not been conducted everywhere and the information about prevalence is not sufficient. While a large number of studies on intimidation and bullying have been undertaken in northern and central European countries, quite few have been conducted in southern Europe and almost no studies from eastern Europe. Elsewhere in the world the studies can be found at most in the USA.

While country-based statistics give an overview of the general situation, the risk groups of bullying indicate more precisely where the problem manifests itself more seriously and who are more likely to become the victims. For implementing preventive actions it is essential to identify individual and organizational risk factors. Much evidence can be found of risk groups on the individual and organizational level where the prevalence of workplace bullying differs. First of all, risk groups will be analyzed on individual level to understand which groups of people are more vulnerable to bullying. The potential risk groups are related to socio-demographic variables like gender, position, education, age and marital status. Subsequently, previous studies are analyzed, and, based on the discussion, the first set of propositions, considering the individual risk groups, is given.

A new and important issue has risen recently in workplace bullying studies – gender differences. In previous surveys about gender distribution the victims of bullying have been found to be about one-third men and two-thirds women in most samples (Zapf et al., 2003). There is much evidence from different countries of women being victims of bullying more often than men: from a total sample of victims 12% were men and 88% women in Finland (Kivimäki et al., 2000), 31% men and 69% women in Sweden (Leymann and Gustafsson, 1996), 23% men and 77% women in Norway (Matthiesen and

Einarsen, 2001), 18% men and 82% women in the UK (Quine, 1999), 39% men and 61% women in France (Niedhammer et al., 2006). In Japan, the results revealed that respondents who labeled themselves victims of bullying regularly were in 3.5% cases men and in 9.1% cases women (Giorgi et al., 2013). At the same results where there are no statistically significant differences between genders can also be found (e.g., Vartia & Hyyti, 2002; Gumbus, Lyons, 2011) or where men have reported a slightly higher prevalence to a bullying or psychological aggression experience, for example in the USA (Schat et al., 2006) and surveys conducted in Portugal, Spain and the UK (Jennifer et al., 2003). However, the results raise the question of why bullying at work is mostly higher among women and what kind of gender effect appears on bullying.

One explanation to why women tend to be victims more often is related to the activities and process of workplace bullying. Frequently the perpetrator is in a superior position and the victim on a subordinate position. Women tend to be in subordinate positions more often, which may also increase the risk of becoming a victim of bullying (Zapf et al., 2003). A study conducted in Great Britain showed that a total of 75% of targets reported being bullied by a person in a managerial or supervisory capacity, 37% by a colleague and 6,7% by a subordinate (Hoel, Cooper, Faragher, 2001). According to study from the UK, the bullies were a manager in 54% of cases (Quine, 1999). At the same time in Norway (Einarsen & Skogstad, 1996), most of the bullies were coworkers on the same level with the victims (54%). Interesting results were found from Finland where „three out of four female victims had been bullied by their coworkers, whereas male victims had been bullied about equally often by their coworkers and their superiors or managers“ (Vartia & Hyyti, 2002). In this study the sample consisted of prison officers and majority of the employees were male, both the subordinates and the managers. Therefore, in a male-dominant environment female employees may obey more easily, a male officer may perceive orders as humiliating, and conflicts may emerge between a female superior and a male subordinate more easily (Vartia & Hyyti, 2002). The described behavior reveals that traditional gender roles may be amplified in a male or female dominant organization and may have an additional risk for emergence in workplace bullying. The study by Vartia and Hyyti (2002) demonstrated differences between the genders of bullies in different environments, but still, according to other previous studies majority of bullies were working in a superior position, whereas victims were in a subordinate position.

Another explanation is related to the gender of the bully: men are mostly bullied by men and women by both men and women (Rayner, 1997). However, in the total sample of most studies women were proportionally over-represented, which may be caused by the over-representation of women in the whole population or in the respective sector (health care, social services, service sector). Therefore, the evidence that women are more frequently at risk to become a victim of bullying is still insufficient (Zapf et al., 2003) and gender differences with a bullying act are not completely clear.

Gender differences may also proceed from different behavioral patterns. First, when women face stress or frustration they manifest more negative emotions which may in turn evoke attacks from the perpetrator (Drabek, Merecz, 2013). Emotional reactions of women differ from men's reactions and may cause misunderstandings. Secondly, since women are physically weaker than men, they may learn to avoid physical aggression already early in their life, and instead develop other means for conflict resolution (Björkqvist, 1994). According to Björkqvist, Osterman, and Lagerspetz (1994) men use strategies that is more direct and their aggression is more rational-appearing (e.g., criticism, interruption) whereas women used more socially manipulative strategies (e.g., gossiping, ignoring). In their study the behavior of men may appear more aggressive and straightforward and therefore more offensive. The same results were submitted by Crothers, et al. (2009) who declared that "women can be just as aggressive as men" and that women tend to use the special more subtle form of bullying – relational aggression, which is a new challenge for managers. The social manipulative behavior used by women may be similarly aggressive but it remains more hidden as an indirect way of communication. However, the aggressive behavior of men is more conspicuous and therefore it is easier to understand that workplace bullying has taken place and to identify its victims.

Gender differences could be combined also with national culture and societal background. For example, sexual harassment is part of psychological violence and a form of bullying that is mostly suffered by women, especially in masculine cultures. In feminine cultures, women tend to have much fewer negative experiences because of sexual harassment (Einarsen & Sorum, 1996). The sexual harassment of women is also one reason to assume that workplace bullying as a form of abuse also affects women more than men.

However, according to the latest results the perception of workplace bullying is a relatively gendered, and not a gender-neutral, phenomenon because female employees assess the negative acts to be more severe than men do (Escartín et al., 2011). In post-transitional countries traditional gender roles tend to be followed, which may have an additional effect on the prevalence of workplace bullying. On the basis of the previous discussion the proposition about gender differences in the case of workplace bullying is set as follows:

Proposition 1a: The victims of workplace bullying are more frequently women than men.

There is plenty of evidence of position having significance in the bullying process and studies have confirmed that the hierarchical level or job status tend to influence workplace bullying (Hoel, Cooper, Faragher, 2001). Most frequently bullies are reported to be line managers or senior managers: 71% of bullying incidents have been identified by to have been initiated by line managers or senior line managers (Rayner, 1997), 75% by the study of Hoel and Cooper (2000) and 54% by Quine (1999). The following study results indicate clearly that mostly managers were perpetrators. Björkqvist et al. (1994) observed 137

bullying cases in 76 of which the bully was in a superior position, and in only 17 of which in a lower position. Durniat (2010) found that the perpetrator is mostly superior in 53% of cases, followed by a group of superiors (20%), then coworkers (16%) and finally a coworker with a superior (8%). Blue-collar employees appeared to be more bullied than white-collar employees (Giorgi et al., 2013). Therefore, empirical findings from various studies affirm unambiguously that most frequently the bully has been in the position of a superior.

These explanations are principally related to the concept of power differences, due to their low status, employees' lack legitimate authority and are thereby also excluded from the organization's dominant coalitions (Aquino, 2000). It is the superiors, who have power to hire people, decide upon their remuneration and retributions (Gumbus, Lyons, 2011) and this has a strong impact to the reciprocal behavior of managers and subordinates. Still, there is some evidence about upward bullying (Branch et al, 2007). In such a case, usually subordinates bully a superior together with other superiors because it is not easy to overcome the formal power structure and therefore informal power is used (Zapf et al., 2003). As an assumption of workplace bullying only being in a managerial position gives a superior official power over the subordinate. In post-transitional countries organizations tend to be more hierarchical, meaning managers have more power to dominate over employees. Previous studies have claimed that the formal power of a superior is the reason why more victims are on the subordinate level, not in managerial positions. Consequently, based on the previous discussion, the following proposition is set:

Proposition 1b: The victims of workplace bullying are more frequently on a subordinate position than on a superior position.

There is not much evidence about relationships between workplace bullying and the victim's educational level as such an issue has remained relatively unexplored. However, some implications have been made that a lower level of education could be a risk factor to become a victim of workplace bullying (Moreno-Jiménez et al., 2008). The explanation could be that „it is possible that education may provide some protection against bullying by providing people with good conflict management skills, thus decreasing the likelihood of conflict escalation” (Moreno-Jiménez et al., 2008). According to another study, employees who had a Bachelor's degree compared to other graduates (Master, Doctoral) were more exposed to bullying behaviors (Hacicaferoglu et al et al., 2012). Higher education may provide higher awareness about workplace bullying or at least generally about psychological violence and its negative consequences for other individuals. Therefore, educated and trained employees may consciously keep away from harmful behavior. On the other hand, employees with higher education tend to be on higher positions in organizations and contrariwise. Thereby, it is not surprising that higher education is one of the assumptions for a lower level of victimization. As already previously demonstrated, victims are mostly on a subordinate position in an organization. Accordingly, there is rea-

son to expect that lower level of education is related to higher prevalence of workplace bullying. In the context of this research lower level of education is defined as basic or primary school, secondary school or trade school; whereas higher level of education is specified as any university degree. On the basis of the assumptions presented above, the following proposition is set:

Proposition 1c: The victims of workplace bullying are more frequently employees with lower education than higher education.

There is very little evidence about the association between victimization and age. Hoel and Cooper (2000) have concluded that age has very little importance in regard to bullying prevalence but still they found that the risk is a little bit higher for younger and middle-aged than older employees. According to a relatively recent study the victims have more often been employees under 30 years of age (Hacicaferoglu et al., 2012). According to another study, the age below 30 is associated more frequently with anxiety (Pai, Lee, 2011). That could be one of the reasons for higher risk of bullying. The most recent results published by the Workplace Bullying Institute state that the targets of bullying are mostly employees in their 40's (40%), followed by employees in their 50's (26.4%) and under 30-year-olds (21.3%). The lowest prevalence of bullying was recorded among employees in their 30's (18.9%) (WBI, 2013).

Thus, according to different studies, younger employees, especially under 30-year-olds, are more vulnerable to bullying, even if the impact of age in other age categories is not clear. The reasons for this may be related to position and education already covered in previous discussion. In post-transitional countries younger people are often forced to work beside or instead of their studies due to economic reasons, but they are not prepared enough for the working life. Employees under 30 years old have recently entered to the labor market and their university studies may still be unfinished. Most of these employees are not on a managerial position. They do not have sufficient knowledge and experience yet on how to defend themselves against aggressive behavior. What's more, job insecurity increases the risk of workplace bullying due to its negative impact on the employees well-being. Additionally, in post-transitional countries the different work culture between younger and older employees could be the reason for disagreements. Under 30-year-olds prefer flexibility and freedom of choice; whereas older employees are used to working in accordance to strict rules and as a remnant of the Soviet times, formal power relationships are very important to them. These attitudes can be encountered in an organization and may cause misunderstanding. Therefore, younger employees frequently have a weaker formal and informal position in an organization. On the basis of the previous arguments, the following proposition about prevalence of workplace bullying and the victim's age are set:

Proposition 1d: The victims of workplace bullying are more frequently younger employees (under 30 years of age) than older employees.

Until now, the relationship between marital status and workplace bullying has remained almost unstudied. It was found only recently that married individuals are less frequently bullied than unmarried individuals (Giorgi et al., 2013). There are many arguments on why it is not necessary to research this aspect at all. First, marital status is a very personal issue and may seem like it has no connection to workplace bullying. Secondly, this question may even be considered discriminative by respondents and they may feel uncomfortable answering to it. On the other hand, there are strong arguments in favor of studying this issue. The question about marital status is relevant in the context of workplace bullying because of the nature of the human being is monolithic in social relationships. If the pattern of social relationships is harmed, people become more vulnerable and this may have an impact on their relationships at work. Relationships form an integral part of 'person's life and any tension or stress in the private life may be carried over to the work environment. The author of the dissertation considers it necessary to understand the broader impact of social relationships on workplace bullying because this may help to find more effective and consistent solutions for the prevention of bullying.

This subject is particularly topical in Estonia because the percentage of single and divorced persons has risen substantially during the recent years. According to the data of the 2011 Population and Housing Census, the share of households with married couples has decreased compared to the same at the previous census in 2000 (from 36.8% to 30.1%), whereas the share of one-member households has grown significantly (from 33.5% to 39.9%) (PHC, 2011). Simultaneously, the share of divorced persons has increased over the past 10 years (PHC, 2011). The number of single persons in the society, whose social relationships are not ideal or have suffered, is proportionally considerable. Having relationship problems, especially combined with other life problems, may influence relationships at work to bring out suppressed tensions. On the basis of the previous discussion, the proposition about marital status in the context of workplace bullying is set as follows:

Proposition 1e: The victims of workplace bullying are more frequently single or divorced than married.

Beside the individual level risk groups (age, gender, position, education, and marital status) there are several organizational factors that may have an effect on the higher prevalence of workplace bullying. Next, the connection of economic sector, size of organization and area of work to workplace bullying are discussed. The main results and basic reasons are brought out and analyzed, to consider why the workplace bullying became a more serious problem in some organizations than in others. Based on the discussion the second set of proposition is set in relation to the organizational factors of workplace bullying.

Previous results reveal that bureaucracy and difficulties in laying off employees with permanent status may increase the value of using bullying in the public sector as a micro-political strategy for circumventing rules, eliminating

unwanted persons or improving one's own position (Salin, 2001). At the same time, studies bring out empirical evidences that the victims of bullying have jobs with good or average job complexity and task control, but they have less control over time. The area of work determines task types where the prevalence of bullying is higher, for example in public administration, health services, schools and offices in general; whereas less bullying was detected concerning industrial workers whose jobs are typically characterized by low complexity and control (Einarsen et al., 1994, Zapf, 1996). Plenty of evidence can be found of bullying being more prevalent in the public than in the private sector (Hoel and Cooper, 2000; Durniat, 2010).

Hence, there is sufficient argument supporting the fact that the causes are related to the work sector. Bureaucratic organizations, role conflicts, poor information flow with autocratic management, little control over time, ambiguity in job descriptions are at the same time risk factors of bullying behaviors as well as characteristics of public sector organizations. Evidence shows that bullying is related to highly politicized and competitive work environments (O'Moore et al., 1998, Vartia, 1996). However, the impact of sector to bullying is not completely clear yet. First, the results of some studies reveal that the prevalence of bullying is higher in the private sector (Einarsen and Skogstad, 1996). Secondly, most studies have focused only on the public sector, e.g., health service, public administration (Niedl, 1995; Agervold, 2007; Björkqvist et al., 1994; Kivimäki et al., 2000; Einarsen et al., 1998; Hoel and Cooper, 2000); and only a few are concentrated on the private sector (Salin, 2003), meaning the evidence about the private sector is currently insufficient. Hence, comparing the public and the private sector is relevant. Based on current empirical evidence there is reason to expect that workplace bullying is a more frequent problem in the public sector but it is necessary to clarify to be sure. Based on the previous discussion, the following proposition about workplace bullying prevalence and sector is set:

Proposition 2a: The prevalence of bullying is higher in the public sector than in the private sector.

In spite of the assumption that the risk is higher in the public sector, the question about the field of activity is still relevant. Is the risk of workplace bullying the same in different sectors? What are the specific risk factors in the private sector that may contribute to the emergence of workplace bullying? After all, empirical evidence reveals large differences between industries. Subsequently, fields of activities where the prevalence of workplace bullying has been found to be more serious are discussed.

According to preliminary studies the prevalence of bullying is highest in the service sector compared to other fields of activities in the private sector, for example the risk is especially high in retail, hotel industry, catering and health service (Hoel and Cooper, 2000). There are several reasons for that. For one, personal interaction is part of the occupation, which means the risk of conflicts

is much higher, whereas managers tend to control all these interactions (MacDonald, Sirianni, 1996). This means that greater emphasis on customer satisfaction may lead to excessive demands and abusive behavior from the clients (Hoel, Salin, 2003). Higher demands from clients and a need for rapid responses have an impact to the relations between employees who are under high pressure. In a service organization the assumption that pressure must be tolerated because employees can follow the customers' behavior can easily emerge. Thus, the workplace bullying could be price paid for higher customer satisfaction.

Higher cooperation requirements and excessive workload should not be underestimated as risk factors of bullying behaviors. Co-operation offers more possibilities for unresolved conflicts as basis for bullying (Zapf, 1996), whereas collective bonus system may reinforce some employees' concern and will to control their colleagues (Collinson, 1988). In addition, excessive workload may induce work stress, whereas the experience of great work strain is found to have negative impact on a person's relationships with their colleagues (French & Caplan, 1972; Marcelissen et al., 1988). According the theory of social interaction (Felson, 1992, Felson and Tedeschi, 1993) negative events affect people's behavior and indirectly cause aggressive behavior in an organization. For example, a miserable or worried employee may not meet other's expectations, may annoy others, behave less professionally or even ignore social norms (Felson, 1992), and in this way they may cause aggressive behavior in the people they interact with. Therefore, workplace bullying might be higher in the service industry where employees are forced to do teamwork and collaborate because of the characteristics of their jobs.

Based on the previous discussion, the proposition about workplace bullying prevalence and sector of operation is as follows:

Proposition 2b: In the private sector, the prevalence of bullying is higher in service organizations.

Previous studies have revealed that the size of an organization appears to be one of the risk factors of workplace bullying. However, study results concerning the organization size and workplace bullying have so far been somewhat controversial and no clear conclusions can yet be drawn. However, it seems that the prevalence of bullying tends to be higher especially in larger organizations like manufacturing companies (Einarsen & Raknes, 1997; Einarsen & Skogstad, 1996). The reason for higher victimization in manufacturing companies and in the industrial sector can be related to male aggressiveness in general (Einarsen, 2000) because traditional manufacturing companies are mainly male-dominated organizations. At the same, results about higher level of victimization in small and medium sized organizations can be found (Hoel and Cooper, 2000). Another study declares that workplace bullying appears significantly more often in organizations of medium size (from 30 to 100 employees) (Durniat, 2010). These findings are explained by the assumption that whereas in post-transitional countries bigger organizations have already worked out preventive policies

against workplace bullying, then in smaller organizations the specific policies may still be missing. In a bigger organization there is a higher likelihood that there is a working environment specialist hired, whose duties also include dealing with psychological risk factors. Therefore, bigger organizations can be better prepared for workplace bullying incidents and their employees should be more informed of coping with negative acts.

Based on the previous discussion the proposition about workplace bullying prevalence and size of organization will be set as follows:

Proposition 2c: The prevalence of bullying is higher in small and medium sized organizations.

Accordingly to the previous discussion it can be seen that the several risk groups of workplace bullying differ. Summarizing the primary risk factors of bullying on individual level the victims of workplace bullying it can be seen that a typically bullied person is most frequently a single or divorced woman from the younger age group working on a subordinate position with a lower level of education (as shown on Figure 5). Younger employees on subordinate positions do not have sufficient power to stand up for themselves if necessary and more often women tend to be on the subordinate position. Lower level of education refers to the lack of ability in conflict management and lower skills to behave appropriately in case of negative actions by colleagues. Single and divorced persons are more likely to be vulnerable because of their dissatisfaction with their social relationships. From the analysis of risk groups, it appears that the main factors which may lead to workplace bullying on the individual level are lack of social skills and ability to behave adequately and imbalance of power.

In Figure 5 the first circle contains the list of individual risk groups and the second circle the risk groups on the organizational level. The design of the figure derives from the nature and process of workplace bullying where negative behavior is identified foremost between individuals (target and perpetrator(s)). Not before workplace bullying is determined on the individual level, is it possible to specify the prevalence and risk groups for the organizational level. However, for an integrated and multifold picture of workplace bullying both the risk factors on the organizational and the individual level should be considered.

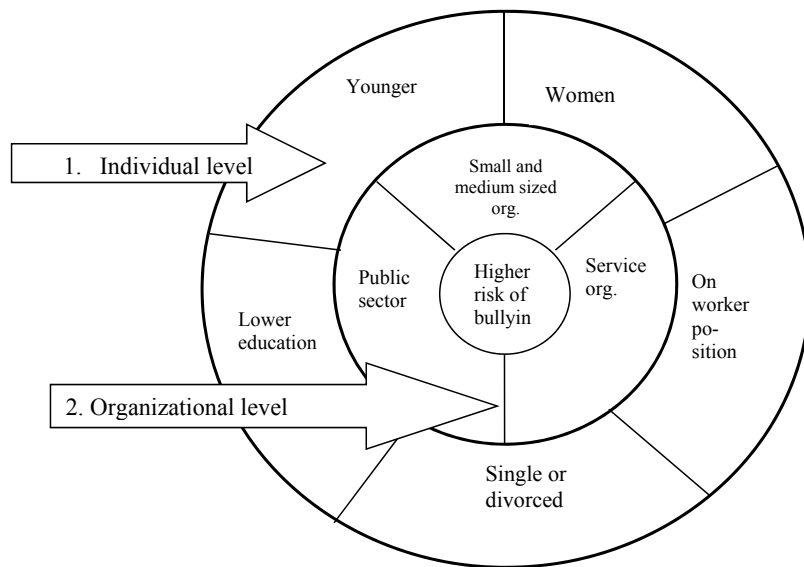


Figure 5. Risk groups of workplace bullying on organizational and individual level
 Source: Compiled by the author

Findings about risk groups on the organizational level reveal that the prevalence of workplace bullying tends to be higher in the public sector because of the problems that tend to occur within a bureaucratic organization. In addition, the prevalence of bullying in the private sector is higher in service organizations and small and medium sized organizations (see Figure 5). For planning prevention it is foremost important to know the risk groups, as also Mikkelsen and Einarsen have marked that information on which sectors are more affected by bullying is valuable because of the possibility to apply preventive measures (2001). Therefore, greater attention to manage and prevent negative acts should be paid in sectors with higher prevalence of workplace bullying.

I.4. Conceptual framework for the causes of workplace bullying

Based on the evidence in previous chapters, workplace bullying represents a real danger for organizations, individuals and the society. Workplace bullying leads to harmful consequences and the prevalence of bullying in different countries showed clearly that there is a reason to be concerned about negative effects. In previous chapters the main risk groups were presented and the problems of workplace bullying prevalence were determined. Nevertheless, while the risk groups reflect the basic statistics about the manifestation of workplace bullying, the real causes of bullying at work remain unknown. These causes are

related to the issues of why and how negative acts begin and spread in an organization. Being aware of the causes, workplace bullying is preventable and manageable; therefore, the causes are within meaning of antecedents here. The causes of bullying at work could be divided into three large groups (Zapf & Einarsen, 2003; Hoel & Salin, 2003; Neuman & Baron, 2003): individual-, organizational- and societal-related. In the present subchapter all of these cause-categories are considered and analyzed.

The causes of workplace bullying on the individual level can be distinguished from the side of the victim' as a target and the bully's' as a perpetrator. Some potential causes that are relevant for both sides can be detected. First, the personality traits of the victim and the perpetrator, such as tendency to experience negative effect or express negative emotions (anxiety, depression, anger). Secondly, the lack of social competences and being overly aggressive are related to victim' status. From the victim's perspective the causes may additionally be related to higher demands and criticism towards other colleagues and to the fact that the victim is somehow different or outstanding in their work unit. From the perpetrator's or bully's side the causes are also the protection of self-esteem and micro-political behavior. The causes of workplace bullying from the victim's and bully's side are presented in Table 4 and discussed below.

Table 4. Main causes of workplace bullying at the individual level

Victim-sided:	Bully-sided:
1. personality traits	
2. lack of social competences	
3. different or outstanding	3. protection of self-esteem
4. overcritical, more demanding	4. micro-political behavior

Source: Compiled by the author based on the literature (Zapf, Einarsen, 2003; Namie, 2007; Poilpot-Rocaboy, 2006)

Negative behavior begins with the choice of an individual to react one way or another and therefore several researchers (Coyne et al., 2000; Namie, 2007) focus mainly on the personality or individual characteristics of the victim or the bully when analyzing the bullying process in organizations. Brodsky (1976) claims that aggressive conduct may be the result of an individual's natural disposition and bullying is a result of human interaction, and therefore, it is impossible to entirely eliminate bullying at work. In research among university employees, workplace bullying was most often attributed to envy and competition for position and status, whereas the victims felt uncertain about the degree to which personality features were important (Björkqvist et al., 1994). Hence, individuality factors might also be important causes of workplace bullying; especially in conjunction with other antecedents of bullying at work.

Information on workplace bullying comes almost exclusively from targets, thus arguably the target is the most researched element within the bullying scenario (Rayner, 1999). Several researches stress the importance of the victim's personality traits as predictors of workplace bullying and victimization. The individual propensity to experience negative effect, which includes such emotions as anger, fear, worry, anxiousness, sadness, and depression are related to victimization measures (Aquino and Thau, 2009). In a Finnish sample victims tended to be less independent and extroverted, less stable, higher in neuroticism than non-victims (Vartia, 1996), whereas in Germany it was also confirmed that victims had pre-existing symptoms of anxiety and depression and lower social skills than a control sample and they avoided conflict by tending to give way (Zapf, 1999). According to another study, the victims of bullying tended to be humorless people (Brodsky, 1976). On the one hand, it is possible to declare based on these results that certain personality traits may lead to workplace bullying. On the other hand, there is no confidence in this claim because it is very difficult, if not impossible, to measure the victims' personality before and after bullying incidences.

Considering the personality of the victim is relatively complicated because of the presumption that the bullying process can change the personality of the victim (Leymann, 1996). The comparison of claimants of work-related harassment and non-harassment complaints in the USA revealed that the victims of harassment were more oversensitive, suspicious and angry than the other studied people (Gandolfo, 1995). Matthiesen and Einarsen (2001) later repeated the research with the same instrument in Norway and verified the results. Researchers (Coyne et al., 2000) concede that the personality profile of an individual may predispose them to workplace bullying but it does not "prove" that personality is a cause of bullying.

Nevertheless, the personality of the victim is relevant in explaining the perception of and reactions to workplace bullying, but is not necessarily as relevant in explaining the behavior of the bully because the personality of the victim may be an antecedent or a consequence of the victimization (Einarsen, 2000). The author of the thesis believes that whereas personality may change during the bullying process, it would be very difficult to consider personality characteristics as one of the major causes of workplace bullying. Instead, other causes on the individual, organizational and societal level should be considered.

While personality is not so easily modified, other factors that are more easily developed and which play important role in becoming a victim could be found. Different studies have pointed to the existence of a relationship between higher risk to victimization and the following abilities and competencies of victims: lack of social skills and unassertive behavior, inability to recognize conflict, being shy, and showing little effort to integrate in the work group (Zapf, 1999). The distant behavior of a victim that characterizes insufficient association is the risk factor. This is related to the submissiveness of the role of a victim. On the other hand, active behavior could provoke bullying like people with a prosocial orientation, a desire to help, educate, or heal others or who try to ignore office

politics (Namie, 2007), whereas this kind of behavior represents rather provocative victim role. Good communication and social skills and competences represent prerequisites for preventing workplace bullying and help to cope in working team. Since good interpersonal skills were not so important in the Soviet-time hierarchical organizations, these competences represent a new challenge in post-transitional countries.

In some cases, factors independent of the victim's personality and social skills may be important. The prerequisite for workplace bullying is the imbalance of power between participants and usually this comes from the formal structure of the organization. The imbalance of power may also be informal and related to individual factors such as knowledge, experience, social situation (e.g., single parent with a dependent child), physical characteristics (e.g., handicapped person or the only black person in a white group) and economic situation (Poilpot-Rocaboy, 2006). Victims of workplace bullying are often different or outstanding in some respect from other coworkers in their work unit (Vartia, 2003). Vartia (2003) has pointed out that a victim may represent a minority in terms of gender, race, religion, education or occupation. In this case the causes of victimization may come from poor assimilation in the work unit due to big differences to other colleagues. The victim may have some silent characteristic, including positive that is not accepted by colleagues. In such a case the problem is that the workplace is not tolerant and open-minded. The above described types of victims might represent more the submissive role of a victim, because the minority try to avoid conflicts and disagreements in organization and may therefore feel anxiety.

Studies have also found that victims of workplace bullying are more conscientious, honest, rule-bound and accurate compared to a control group (Coyne et al., 2000). Brodsky (1976) declared that victim tends to be conscientious, literal-minded and unsophisticated. By Brodsky the victim may believe he is an ideal employee and he has difficulty handling the imperfections (Brodsky, 1976). Therefore, some victims tend to be overcritical and threaten the self-esteem of their colleagues or contradict with group norms (Zapf, Einarsen, 2003). The results about what the victims themselves perceived most often as the reasons of workplace bullying are as follows: envy, competition (Vartia, 1996, Björkqvist et al., 1994) and having a weak superior (Vartia, 1996). The victims often see the specific perpetrator wanting to "push her/him out of the company" and as a "hostile person influencing others" (Zapf, 1999). In this case, the victim has higher motivation or commitment, he is more demanding and colleagues may perceive the victim as a threat to their job and career.

Beside the victim there is always another side in the workplace bullying process and therefore it is also important to consider the causes that are related to the perpetrator. Before the primary theoretical approaches about the perpetrator of workplace bullying will be argued, it is important to clarify that it is rather complicated to discuss about the causes of workplace bullying from the perpetrator's perspective because there is not many studies have been carried out to this effect. Most studies are directed to explore the characteristics of the victim

and approach the issue from the victim's perspective. Therefore, valuable information about the perpetrators is not as easily available and has so far remained partly a hidden area. The reason may proceed from the fact that the researchers in this area first of all concentrated on the problem of prevalence and frequency of negative activities and information was received from targets. Studies about the causes for the targets followed as well.

The personality of the perpetrator may be related to workplace bullying. According to Namie (2007) a toxic mix of personalities exists in the workplace, including highly aggressive, narcissistic individuals; however, a bully is not necessarily a psychopath and may act normally in other non-work situations. A bully may be extremely ambitious, and willing to exploit others when opportunities arise. All bullies are Machiavellian, extremely ambitious, use others to advance their careers, they see and seize opportunities to harm (Namie, 2007). The personality of a bully may be especially relevant in the combination with other factors.

Another explanation for workplace bullying from perpetrator's point of view is their lack of social competences. For example, lack of emotional control or lack of self-reflection which means that bullies might not be aware of what they are doing and how their behavior affects the victims (Zapf and Einarsen, 2003). A manager who is nervous and yelling at a subordinate is a typical example of the lack of emotional control. Nevertheless, the question whether the lack of social competences belongs to workplace bullying at all, arises. Negative activity comes from the perpetrator's inability to communicate properly and he or she does not intentionally harm the victim. Still, workplace bullying is related to and measured first of all using the subjective perception of the victim, and the lack of social competences is not an excuse for a perpetrator.

In addition to personality and lack of social competences, the causes for aggressive behavior can be related both to the high and low self-esteem of the bully. Traditionally, aggressive behavior is related to low self-esteem. The low self-esteem of the aggressor is directed against the victim and may also cause low self-esteem in the victim, which will in turn reinforce the aggressive behavior of the aggressor (Luzio-Locett, 1995). The bully deals with "anxiety through aggression" (Adams, 1992, p 74) whereby aggression can become a self-defence mechanism. The alternative and contemporary theories believe that one of the basic reasons for aggressive behavior is the protection of a threatened ego (Baumeister et al., 1996), which means individuals may become aggressive when they receive feedback that contradicts with their favorable views of themselves (Baumeister, 1996). High self-esteem may also be as justification or argumentation for behaving in a negative way because thane individual with very high self-esteem may feel the superior to others.

Zapf and Einarsen summarized previously discussed theories about protection of self-esteem stating that bullies could be especially frequently be managers because "being dominant, self-assertive, having high self-esteem and protecting this positive self-esteem is normally expected from this group" (2003). Hence, people with high self-esteem are more vulnerable, thus they may react

unexpectedly and may be intolerant to critique towards them. They may interpret different opinions and disagreements as attacks at their self-appraisal and therefore this may become the antecedent of workplace bullying. Besides, such people may not be aware of their own behavior or reactions and the impact it has on other people.

From the perpetrator's point of view it is important to consider micropolitical behavior as a potential cause of workplace bullying. Micropolitical behavior in an organization is based on several presumptions. First, the formal structures and processes are not perfect in organizations and the members of an organization influence the decision-making process (Zapf, Einarsen, 2003). Next, the members of organizations try to protect and improve their status in the organization and they are directed by their own interests (Zapf, Einarsen, 2003). Bullying due to micropolitical behavior indicates harassment in order to protect or improve one's own position in their organization (Zapf, Einarsen, 2003), hence the need for strengthening the power through micropolitical behavior creates a chance for bullying. Frequently vertical bullying from a manager to a subordinate occurs in an organization regardless of whether the manager has official power or not. Considering the main types of bullying related to the perpetrator's characteristics, managers obviously use the protection of self-esteem and micropolitical behavior to achieve and strengthen their power and position in their organization. Hence, perpetrators may use workplace bullying like a useful tool to enforce their will in the organization especially in case their social competencies are not good enough.

It seems that the causes for workplace bullying are often associated with victims' and perpetrators' personalities or individual characteristics. If people use the position of a victim to achieve their personal goals (Zapf and Einarsen, 2003) then the causes are really related to individuals. In case the employee provokes negative behavior in an organization then at first the causes will be sought for on the individual level. However, the victim or perpetrator may be considered guilty in the bullying incident because it seems the easiest solution for an organization. In such a case the actual situation may remain indistinct and the real causes unidentified. Furthermore, recent results about the relationship between the target personality and victimization suggest that the target dispositions explain less than 20% of the variance in victimization (Bowling et al., 2010). If workplace bullying proceeds from micropolitical reasons then the situation implies that there could be problems with communication and management in this unit. Organizational factors may create a fertile ground for revealing individual-based problems because workplace bullying arises and spreads foremost in the work environment, in an organization. In this dissertation the individual-based causes of bullying that were discussed above are considered as possible antecedents to workplace bullying but the main focus is placed on the organizational causes. The reasons are related to particular assumptions. First, workplace bullying takes place in an organizational environment and secondly, organizational factors have a strong and immediate effect on the phenomenon. Thirdly, it is important to consider that the organizational

causes can be managed within an organization, whereas individual-based causes of workplace bullying can not be controlled by the organization. Next, the organizational antecedents are analyzed in more detail.

Workplace bullying takes place if the combination of certain factors appears. There should exist some situational facilitators, like the values and norms of the organization that in combination with other factors foster the bully to gain power over others (Ashforth, 1994). While organizational values and basic understandings appear by organizational culture, the culture could be the primary indicator for determining the pattern of behavior of the individuals. According to the definition of Chatman (1989) behavior is a function of specific people in a specific context. This definition implies that it is not correct to allocate behavior from the surroundings and that is an important implication for understanding workplace bullying. Working in an aggressive environment may lead to offensive intentions “because bullying represents a severe moral transgression that creates an abstract sense of moral uneasiness” (Houshmand et al., 2012). Whereas a peaceful working environment may decrease undesirable intentions. The surrounding environment has a powerful effect on thoughts and behavior of its members, therefore organizational culture contains a wide scope of opportunities for maintaining a healthy working environment. Many authors agree that workplace bullying is a direct result of an organizational culture that tolerates bullying behavior (e.g., Brodsky, 1976; Namie, 2007; Lieber, 2010). However, there is currently a lack of empirical findings how it exactly works. Therefore, the following discussion and the third set of propositions are set up with the aim to understand the relationship between workplace bullying and organizational culture more deeply.

Every organization has its own organizational culture created collectively by its members that provides guidelines for the members on how they should behave. This is a mutual relationship because on the one hand, a certain type of organizational culture affects an individual’s behavior, and on the other hand, how the members of an organization actually act, influences organizational culture. The definitions of organizational culture vary from a very short description given by Deal and Kennedy (1982), “It’s the way we do things around here” to more sophisticated ones, for example, as proposed by Schein (1992), who expresses organizational culture through two major factors, doing and being. In accordance with Schein’s understanding, there is another concept, by Harrison (1995), of organizational culture that can be characterized by two major factors – task orientation and relationship orientation,) where the former demonstrates the understanding of goals, freedom of activity and changes in the organization, and the latter indicates interpersonal relationships, knowing and helping each other. These two orientations – task orientation and relationship orientation – are vital aspects of organizational culture which can influence employee attitudes. Already in the 1970s Harrison marked a trend towards person orientation (Harrison, 1972) which should be taken in to consideration in modern industrial organizations. According to the approach of Harrison power-oriented and role-oriented organizational cultures are traditional and the oldest

(1972), whereas task-oriented and person-oriented cultures are younger and more modern (Roots, 2003). The author of the present dissertation concentrates on the task- and relationship-oriented cultures as part of present-day organizational cultures. Besides, because the activities of workplace bullying can be broadly divided into two large groups (person-related and work-related), relationship-oriented and task-oriented organizational cultures allow a better insight into explaining the reasons behind negative behavior.

Task-oriented organizational culture has a specific way to explore the individual so that work satisfaction tends to decrease. Status and recognition depend almost entirely on task contribution and when the employees' knowledge or skills become obsolete then an individual is expected to step aside (Harrison, 1972). A task-oriented organization uses people as instruments for higher ends (Harrison, 1972). A the task-oriented organization's greatest strength is dealing with complex and changing environments, their well-organized communication and decentralized control system enables to contrive in an unstable environment (Harrison, 1972). Due to short lines of communication and control, relationship-oriented organizational culture is able to deal well with changes inside the organization (Harrison, 1972). On the other hand, relationship-oriented culture has difficulty directing its members in an unstable and unsafe environment (Harrison, 1972). Maybe relationship-oriented culture is not suitable in the conditions of unconsciousness and transition, when it is time for accomplishing high goals and not being concerned about the well-being and satisfaction of individuals? However, members of relationship-oriented organizations are more committed and cooperative and concentrated on common aims which give a powerful effect of synergy. Strong task orientation and relationship orientation imply that the organization is complete by, on the one hand, supporting achieving the aims and, on the other hand, bringing together the members of the organization. This leads to the assumption that the occurrence of negative behavior may be related to some problems with the functioning of the two orientations of organization culture. Subsequently the causes for workplace bullying in connection to organizational culture are discussed.

Several causes of workplace bullying refer to the low orientation on task orientation of organizational culture. Studies have found that workplace bullying is related to role-conflict and role ambiguity (Einarsen et al., 1994) and employees perceive their job situations unpredictable and unclear (Vartia, 1996). According to Leymann (1996), the factors that most likely cause psychological bullying at work are related to work administration in an organization where roles and commands are unclear. Leymann brought out the hospital as an example of an environment where the possible contradictory expectations and demands exist. The nurses in hospitals are often faced with the conflicting demands of doctors and nursing managers at the same time. Lacking formal authority in such kind of working environment stimulates conflict and bullying (Leymann, 1996). Moreover, the experience of role conflict was found to be one of the factors most strongly correlated with bullying, and because of vagueness in work-design and tasks, some persons may attain more informal power in the

organization and thereby the organizational culture will change (Einarsen et al., 1994). The large scale of bullying risk factors lies in the organization's work environment which tolerates ambiguity and uncertainty. An organization with a task-oriented organizational culture is well organized, its tasks have been defined unambiguously and its roles are intelligible.

Paying relatively little attention to task orientation seems to be related also to the poor flow of information and poor conflict management which are the predictors of workplace bullying (Vartia, 1996). Leymann (1996) regards conflict management as an organizational rather than an individual-related problem. Poor conflict management is often combined with poor work administration in the organization. Whereas if the task-oriented organization means well-organized communication (Harrison, 1972) and willingness to achieve organizational goals (Vadi et al., 2002), then the risk of conflict should be hedged and the occurrence of workplace bullying as well.

Another important antecedent for aggression is unfair treatment and injustice in an organization (Neuman and Baron, 2003; Baron et al., 1999). Injustice causes a type of harm or loss to the victim and conflict spirals can proceed to escalate (Reb et al., 2006). The perceived injustice creates preconditions for triggering bullying in an organization. Neuman and Baron (2003) demonstrated that in case of perceived injustice, the aggression is usually directed to someone else than the source of provocation because a direct attack would be too dangerous. The perceived injustice is often related to supervisors' behavior but the displacement of aggression is directed to a relatively weak and defenseless person (Neuman and Baron, 2003). Therefore, perceived injustice represents an organizational problem, because often a supervisor evokes the situation by unfair treatment, which has an effect to the third members of the organization. The roots of unfair behavior may often come from the societal level where this kind of behavior constitutes a social norm. Societal causes of workplace bullying are discussed later in more detail.

Reb et al (2006) argue that the different types of organizational remedies (monetary compensation, disciplinary action) rectify the injustice by providing adequate redress to balance the harm done and that the remedies are most effective in avoiding conflict escalation. Organizational remedy is defined as "an action carried out by an organization with the intention of creating in the mind of an aggrieved employee the judgment that the perceived injustice has been atoned for" (Reb, 2006). The remedies help to manage with injustice afterwards but the system is not so effective that it would enable to avoid perceiving injustice or negative feelings in organizations completely. A more effective way to deal with injustice is through enforcing a task-orientated organizational culture that reveals the employees' attitudes towards management. High task orientation means that the differences between subordinates and superiors are not emphasized (Vadi et al., 2002) and there is decentralized control and freedom of activity on behalf of the general aim of the organization, which facilitates avoiding those causes for workplace bullying that are related to injustice.

Nowadays, organizational changes are frequent and inevitable because the working environment is related to the general economical environment. The development process is inevitable and essential for organizations but restructuring causes greater pressure for employees and makes for a more stressful work environment. Job insecurity in the change process may induce negative behavior, especially in cases of insufficient information. The risk of bullying increases if the changes are enforced in an autocratic manner (McCarthy et al., 1995; Sheehan, 1999). Workplace bullying caused by rapid changes in an organization could be a problem especially in post-transitional countries where large reconstructions have taken place and employees are not able to get used to the changed environment so quickly. Coping with changed circumstances is a question of survival both for employees and for organizations, therefore powerful or strong manners are used more frequently in the transition period. Salin (2003) argues that restructuring and other changes in an organization represent the processes that can easily trigger the bullying process. Indeed, organizational changes may cause chaos and the likelihood of workplace bullying may become much higher. Through well-organized information distribution and goal setting, high task orientation of organizational culture would enable to decrease the chaos and risk of bullying related to organizational changes. Focus on tasks and results, clear roles and concrete plans facilitate coping with organizational changes.

On the organizational level, bullying has been found to be associated also with unsatisfactory relationships at work (Hoel and Cooper, 2000) and the social atmosphere (Baillien et al., 2008). Workplace bullying is likely to prevail in stressful working environments and situations where the immediate supervisor avoids intervening in and managing such stressful situations (Hauge, Skogstad, Einarsen, 2007). The presence of various stressors at work may constitute a generally stressful work environment, which may lead to feelings such as psychological discomfort or goal-blockage. The stressor may be, for example, strong competition between employees that fosters bullying behavior (Namie, 2007). Such stressful working environments may give rise to aggressive behavior by having a negative effect on individuals and generating the search for scapegoats. For dealing with stressful working environment, it would be necessary to focus on the high relationship orientation of organizational culture. A relationship-oriented organization emphasizes the importance of interpersonal relationships in an organization (Vadi et al, 2002), it facilitates interaction, increases togetherness and well-being. As a result, the level of stress may decrease in an organization and the thereby focusing on relationship orientation may prevent the risk of bullying.

From the foregoing discussion it turns out that organizational causes of workplace bullying reveal themselves in the organizational culture that involves work environment features. The culture of the organization may allow or favor bullying behaviors and work as a filter through which behaviors are interpreted (Brodsky, 1976; Einarsen and Skogstad, 1996). The norms of organizational culture are considered the main factors that influence the occurrence of victimi-

zation (Aquino and Lamertz, 2004). Figure 6 presents the main causes of workplace bullying on the organizational level and explains the role of organizational culture to manage the potential risk factors of bullying by task orientation and relationship orientation.

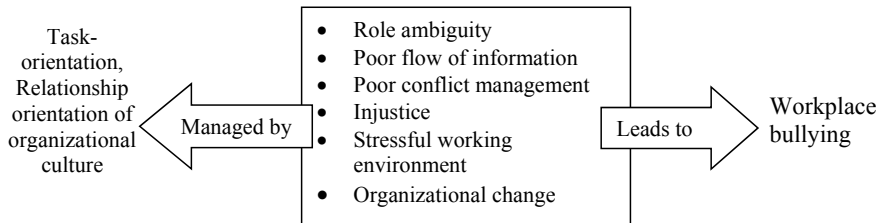


Figure 6. Main causes for workplace bullying on the organizational level that are managed by organizational culture
Source: Compiled by the author

The behavior of employees is determined to a great extent by organizational culture, values and norms of the organization. Therefore, the focus on organizational culture in the present study enables to disclose the deepest roots of the causes for workplace bullying.

Summarizing the empirical findings on the primary causes of bullying on the organizational level, the most important antecedents are poor conflict management (Leymann, 1996), a hostile, stressful and unethical work environment (Einarsen et al., 1994; Hauge et al., 2007; O'Moore et al., 2003), and bad communication (Vartia, 1996; Zapf et al., 1996). Frequently, workplace bullying is a result of fear of organizational change (Agervold, 2009) that is directly related to the employee's welfare. Reorganizations may carry threats to the employee's position and work experience, with adverse effects on health and well-being (Voss et al., 2001). Simultaneously, task-oriented organizational culture should guarantee well-functioning activities related to communication, change management and control, and therefore eliminate the risk of bullying. The results of bullying studies have affirmed additionally that a poor social climate at work and autocratic management can induce the emergence of higher incidences of bullying (Agervold, 2009; Einarsen et al., 1994; Hoel and Cooper, 2000). Poor information flow and lack of mutual discussions about tasks and goals of the work unit can promote bullying (Vartia, 1996). Social support by supervisors is negatively correlated with negative behaviors, the victims perceive less criticism, verbal threats and being shouted at less (Zapf et al., 1996). Bullying can also occur due to job insecurity or due to receiving insufficient task-related feedback (Hoel et al., 2002; Notelaers et al., 2010). The study by Quine (2001) also brings out the role of organizational culture and the study results show that victims who reported being bullied but had good support at work had signifi-

cantly lower scores on the propensity to leave and higher scores for job satisfaction than those who reported being bullied but had poor support. This illustrates that not only can organizational culture be seen as encouraging to workplace bullying activities, supportive work environment can contrariwise be seen protecting the employees from the destructive impact of bullying. The relationship-oriented organizational culture manages with uncertainty and offers social support to members of the organization. Thereby the risk of workplace bullying decreases. Therefore, it can be concluded that a negative correlation exists between task orientation and relationship orientation and workplace bullying.

Summarizing the primary antecedents of bullying in an organization and the above discussed orientations of organizational culture, the third set of propositions is formulated as follows:

Proposition 3a: The occurrence of workplace bullying is negatively correlated to the relationship orientation of organizational culture.

Proposition 3b: The occurrence of workplace bullying is negatively correlated to the task orientation of organizational culture.

In addition to organizational culture, the role of managers in an organization deserves special attention in conjunction with the causes for workplace bullying. Especially because from the moment there is bullying in an organization, it is the organization's problem, and finding a solution to this problem is the management's responsibility. In addition, workplace bullying is interrelated with showing emotions and managers' behavior in different circumstances demonstrates the accepted manner among employees. Therefore, the awareness of managers about the problem and their behavior has an important role in handling with workplace bullying on the organizational level. The fourth proposition will be set up to understand management behavior as a reason of workplace bullying more clearly.

Studies have made a connection between bullying and particular styles of management behavior: autocratic and *laissez-faire* management (e.g., Hauge et al., 2007; Einarsen et al., 1994; Vartia, 1996; Hoel et al., 2010). Autocratic management styles, which are divisive or which use punishment unrelated to the behavior of the subordinate, has particularly been associated with bullying (Hoel and Cooper, 2000). Ashforth (1997) describes the model of "petty tyranny" as a tendency to lord one's power over others, the situational antecedents and effects on subordinates. Ashforth (1994) suggests that the particular behaviors of petty tyranny are belittling subordinates, arbitrariness, lack of consideration, a forceful style of conflict resolution, discouraging initiative, and non-contingent punishment. This theory supports the concept of autocratic management and an authoritarian way of settling conflicts which has been found to be related to workplace bullying (O'Moore et al., 1998, Vartia, 1996 and Hoel et al., 2010). Autocratic management is unfavorable mainly for two reasons. First, the assertive manager who does not choose the means represents itself the po-

tential bully in the organization. Secondly, the management style gives a signal or an example to subordinates on how to communicate within the organization.

Bullying does not necessarily reflect the abuse of power; it is more likely that it results from weak management or the lack of authority. *Laissez-faire* management may attribute to the occurrence of undesired workplace behavior patterns. The absence of adequate management may be experienced by subordinates as an intended and systematic neglect and ignorance (Hoel et al., 2010). *Laissez-faire* management could induce workplace bullying through managers non-intervention or total neglect in case of conflicts (Einarsen et al., 2003). A survey of 2273 Norwegian employees supports that *laissez-faire* management behavior is not a type of zero-management, but rather a type of destructive management behavior that shows systematic relationships with workplace stressors, bullying at work, and psychological distress (Skogstad et al., 2007). *Laissez-faire* management is most harmful in case of changes or conflicts. As demonstrated above, the risk of workplace bullying increases in an organization during changes. Employees perceive confusion and panic whereas the *laissez-faire* management does not handle the challenges and employees are left to deal with tensions between each other.

Thus, one risk factor of workplace bullying is certainly management style, which defines the communication between employees. However, there is no one particular style that is certain to induce negative behavior and both of these management styles – autocratic and *laissez-faire* – have a greater risk. On the one hand, autocratic management generates uncertainty, resentment, fear and anger among subordinates and reveals the strongest predictor of self-perceived exposure to bullying (Hoel et al., 2010). On the other hand, *laissez-faire* management emerged as a predictor of self-reported as well as observed bullying (Hoel et al., 2010).

Furthermore, autocratic management is not always negative for an organization. Ferris et al. (2007) suggests that managers may even use bullying in a manner that can result in positive consequences and organizations may get a short-term increase in productivity. Hersey and Blanchard support the view stating that directing is a favorable behavior in case the follower is not motivated and skills are low (1982). Sheehan (1999) emphasizes the role of managers' self-concept in the change process and argues that if managers influence the processes in an organization, they need to be aware of their own behavior. On the one hand, managers are responsible for the outcome and effectiveness; on the other hand, they are also responsible for generating a healthy work environment and for settling conflicts in the organization. Due to their role, managers have responsibility to deal both with team performance and with relationships at work. But managers may make a conscious choice and concentrate only on the productivity and effectiveness of the organization and choose the management style respectively. Inability or unwillingness to solve conflicts and increase the risk of workplace bullying could be the managers' conduct to increase efficiency. Considering the duality of managers' role and the fact that sufficiently evidence can be found about the relationship of workplace bullying

and management style, there is reason to believe that managers are presumably more aware of how their behavior increases or decreases the risk of bullying.

To sum up the previous discussion, the following proposition concerning the managers' awareness of their behavior which may cause workplace bullying is set:

Proposition 4: Managers are aware of management style as an antecedent of workplace bullying.

Managers' awareness is actually very important because it gives opportunities for the prevention of workplace bullying. However, in spite of the fact that sometimes autocratic management may appear effective, the author of the dissertation believes that an aggressive and autocratic management style represents a more dangerous management behavior for an organization because of the tense atmosphere and higher imbalance of power. Conflicts are not resolved democratically and the interests of subordinates are not taken into account. The aggressive behavior of managers spreads among subordinates who use the same communication style with each other. If the *laissez-faire* management represents a higher risk factor for workplace bullying particularly in critical situations (restructuring, conflict), then the autocratic and aggressive management style has a heightened risk for workplace bullying also in daily work and routine operations.

To sum up the above discussion about the antecedents of workplace bullying on the organizational level it seems that work environment, organizational culture and management style represent the main causes of workplace bullying and at the same time also relevant tools for prevention. This is explained by the fact that an organization and its management are responsible for intervening in cases of interpersonal conflicts and bullying caused by factors at the individual, organizational and societal levels (Zapf, 1999). Einarsen et al. (1994) and Rayner et al. (2002) have found that conflicts may develop into workplace bullying if an appropriate strategy of intervention or conflict management is not applied because of the perception that the organization accepts the behavior. Another study shows that in the majority of cases, employees perceived no or ineffective action from the organization (Namie, Lutgen-Sandvik, 2010). The causes for workplace bullying seem to be related to organizational settings that permit negative behavior and does not apply any prevention policy.

Exploring the causes behind the occurrence of workplace bullying it is important to understand the bigger picture in addition to the individual and organizational level. Next, the societal and environmental causes are taken under observation with the aim of gaining a deeper insight into the problem in a post-transitional country. The main causes in this context are: values and norms accepted in the society, national culture, social environment that supports aggressive behavior, imbalance of power on the labor market, and lack of legal protection (see Table 5). The values and norms accepted in the society are related to the dominant economic system in the country and shape the managerial

culture, which is influenced by path-dependency. Therefore, some managerial issues are analyzed considering the societal context among other causes on the societal level in detail and the fifth set of proposition will be compiled based on the following discussion.

Table 5. Main causes of workplace bullying on the societal level

Societal level causes of WB
1. values and norms accepted in society: materialistic values, profitability, efficiency, pressure of competition
2. national culture: masculinity, individualistic
3. societal environment that supports aggressive behavior
4. the imbalance of power on the labor market
5. lack of legal protection and preventive policy

Source: Compiled by the author based on the literature (Jackson, 2001; Mikkelsen, Einarsen, 2001; Salin, 2003, Lutgen-Sandvik, McDermott, 2011)

Despite the organization being the unit under research in this dissertation, the society, which is interrelated to workplace bullying via national culture and belief system, is also an important factor to be covered. According to Ralston et al., culture may be viewed as “those beliefs and values that are widely shared in a specific society at a particular point in time” (1997), whereas these values, beliefs, and economic ideology have a considerable impact on managerial work values. Cultural variations are important in explaining ethical behavior of managers including judgments involving conflicts and relationships within organization (Jackson, 2001). Proceeding more particularly, Johnson (2001) defines the macrosystem which involves societal and cultural norms of behavior, and laws governing workplace bullying and harassment; and similarly Björkqvist (1994) declares that the choice of an aggressive strategy may be reinforced by social norms in the society in question. Thus, for making sense of the background of workplace bullying it is necessary to clarify the societal framework, which also takes into consideration the cultural context.

Organizational culture in an Estonian organization is influenced by the rapid modernization of the economic system in the early 1990s. In Soviet period the formal ideology allowed behavior in the organization and two tendencies could be bring out for describing the organizational culture. First, interpersonal relationships (comradeship) were very important and secondly, the opposition between a material motive, salary, and satisfaction with job content is also stressed (Loos, 1974; Donskaja and Lintshevski, 1979; Kitvel, 1983). Organizational goals had to be in accordance with the state’s goals (Lazarev and Gregory, 2002) and political ideology dominated over economical and organizational goals. The transition period changed the understanding about the relationship between policy and economy radically.

In post-transitional countries organizations face dilemmas in dealing with the tension between the existing set of values and the desired ones (Trompenaars and Woolliams 2003). As a result of privatization or transformation, many organizations that existed in the Soviet period no longer exist, but the values and attitudes of managers have remained and been transferred to the managers who work in the post-transitional period (Akbar, 2010). Impacts from the transitional processes may intervene with the way in which the industry, organizational size and age determine organizational values (Reino and Vadi, 2012). Finding new forms of existence the organization's members are under high pressure (Vadi, Roots, 2006). The transition processes reveals a situation where the old rules, values and norms are not valid any more, but the new ones do not exist yet.

However, as a result of economical and societal changes the value systems vary substantially between transitional and western countries. In Central and Eastern European countries modern values, like materialism and individual achievement, prevail; whereas in Western Europe social welfare and environmental sustainability are more dominant (Inglehart and Welzel, 2005). Due to transition period Central and Eastern Europe has focused on economic benefits and development and in Western Europe the attention has shifted more from material issues towards well-being and welfare. Therefore, the ethics of managers in post-transitional countries could differ from the ethics of the managers in western countries by emphasizing more materialistic values and keeping well-being in mind as much.

Leadership and management are a relevant part of organizational culture (Schein, 2004) but for a long time the managers in transitional countries were not aware of the importance and significance of organizational culture. This is characterized by the fact that the term "organizational culture" entered the managerial language not before than in the end of the 1990s (Vadi, 2003). Concerning purposes, the next aspects are most important to point out. First, a great part of the managers of the older generation have acquired their education during the Soviet period. The managers' knowledge and background has been shaped by the experience of the command economy (Vadi, 2003). However, regardless of the changes that have taken place in the business environment during last decades, the assumptions of managers have not changed much (Roots, 2003). A recent study carried out by Sakowski et al. (2015) confirmed the statement that the Soviet style of management which is characterized by high formalization continues today. There is reason to believe that management style and management techniques have not changed as much as the economic environment.

Secondly, instead of the implementation of new knowledge and adoption of new values, it seems that the new generation of managers has taken over the basic assumptions and values of the previous generation. Managers do not always notice how managerial methods from the Soviet period may be unsuitable in a changed business environment (Liuhto, 1999). Still, at the same time, there has been a positive shift in overcoming the power-oriented administrative organizational culture that derives from the Soviet period towards a task-oriented

organization culture (Roots, 2003) which is more suitable for modern organizations. At the same time, the shift will take time to reflect in the behavior of managers.

However, the new generation who became managers during the post-transition period, differ from the previous generations of managers in some respect. While organizations have become less hierarchical, the skills that were important before have changed, and the importance of communication skills has increased considerably (Gentry et al., 2008). The new generation of managers has graduated from university after the transition period and participated in management trainings which are in accordance with the changed business environment. Although perhaps not enough, but still, multinational corporations have invested substantially in transforming management practices through training (Akbar, 2010). When the new generation started their career as manager, there was considerably more special information and literature on human resources management. Thus, the new generation is in a better position because it did not have to relearn or reassess their previous knowledge; the managers are able to practice a new managerial culture instantly. Nevertheless, the new generation of managers can be characterized also by a smaller number of subordinates, because their career started substantially later compared to old generation of managers who are still on the labor market.

Therefore, based on the discussion, it can be assumed that the managers with shorter tenure but also with less number of subordinates still meet the changing needs better and are more aware of the new challenges in an organization, including workplace bullying. Until now, there is no information available on what kind of standpoint managers from post-transitional countries have about workplace bullying. Because the prevention starts from managers, it is essential to find out the managers' opinions towards workplace bullying in order to learn about their awareness of negative behavior in an organization and if they are ready to deal with it. To sum up the preceding discussion about the new generation of managers, the following propositions about the managerial experience and attitudes towards workplace bullying are set:

Proposition 5a: The new generation of managers (less managerial experience and a smaller number of subordinates) is more informed about workplace bullying;

Proposition 5b: The new generation of managers (less managerial experience and a smaller number of subordinates) is more supportive of preventive actions.

The other aspect to consider beside the effect of the post-Soviet society, is the natural national culture of Estonia. The national culture has an impact on the formation of organizational culture and further the organizational culture determines the behavior of employees. While Scandinavian culture is more feminine and egalitarian (Mikkelsen, Einarsen, 2001), Estonian national culture is characterized as masculine, since the dominant values are success, efficiency and competition. Cooperation, friendly atmosphere and safeness are not currently

the most acceptable values. The position of Estonia among other cultures in Hofstede's cultural dimensions diagram is "well-oiled machine" type of culture with a low power distance and relatively small uncertainty avoidance (Vadi, Meri, 2005). Situations are solved according to rules and regulations (Hofstede 2003). On the scale of individualism-collectivism, Estonian national culture is rather individualistic, people are supposed to take care of themselves and of their own families (The Hofstede Centre; Vihalem, 2007). Aggressive behavior is likely to be less tolerated in feminine than in masculine cultures, in which there is a greater focus on individual assertiveness and achievement (Mikkelsen, Einarsen, 2001). Thus, considering the national cultural context in Estonia, the highest risk of workplace bullying proceeds from the prevailing masculine values and from individualistic and self-centered attitudes.

Beside national culture, the everyday environment in a work group has an impact on an employee's behavior. Even after individual predispositions are accounted for, dyadic and workgroup factors influence individual member behaviors (Glomb, Liao, 2003). Antisocial behavior exhibited by a work group is a significant predictor of an individual's antisocial behavior at work (Robinson and O'Leary-Kelly, 1998). The roots for those statements come from social learning theory created by Bandura. According to the social learning theory "most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action" (Bandura, 1977). The central idea is that the world and a person's behavior cause each other; behavioral, cognitive and other personal factors and environmental events operate as interacting determinants that influence each other bidirectionally, which is called reciprocal determinism (Bandura, 1977). These theories give a new prism to the causes of workplace bullying and it follows that the occurrence of aggressive behavior requires the conjunction of circumstances, most importantly the environment that facilitates negative behavior. One and the same conflict situation may lead to different behavior and consequences depending on the social environment.

Survey data by Glomb and Liao (2003) suggest a social exchange or reciprocal process as a determinant of individual aggression. The social information processing approach (Salancik & Pfeffer, 1978) supports this approach on the impact of the social environment. The social information processing approach proceeds from the fundamental premise that individuals adapt attitudes, behavior, and beliefs to their social context. Developing their attitudes employees use social information, i.e. information about past behavior and about what others think, therefore their further behavior is influenced by others (Salancik & Pfeffer, 1978). According to these theories, aggressive behavior is not internal aggressiveness but a learned behavior and it is imitation of your social environment.

While workplace bullying arises most commonly from a conflict, it is important to understand why the conflict is the reason. The main reason derives from value conflicts which remain unsolved and the gap widening between participants (Strandmark, Hallberg, 2007). Proceeding with similar under-

standings of the antecedents of workplace bullying, the social interaction approach maintains that nervous situations have an impact on the victim's behavior and therefore the distressed persons may violate expectations, annoy other people and hence elicit aggressive behavior in others (Felson, 1992). Previous theories are similar in some respect with dynamic models of conflict escalation. The formation and escalation of conflict spirals in organizations ("incivility spirals") begin with one party's perception of an incivility and reciprocation with a counter incivility, which can potentially escalate to an exchange of coercive actions when one party reaches a tipping point (i.e., perceives an identity threat) (Andersson and Pearson, 1999). The rise of conflict may most likely happen because of perception errors and the escalation of conflict, which is the main reason of workplace bullying; it is the result of the combination of a perception mistake and the social environment that supports the spreading of aggressiveness.

The roots of negative behavior extend further into the societal level. The values and beliefs accepted in a society influence the interpersonal relations in working groups. The pressure for efficiency and restructuring may lead to an environment where hostility becomes normal behavior (Salin, 2003). In the modern economy market competition enforces organizations to carry out organizational changes, restructuring and cost-cutting which leads to job insecurity of current employees; whereas all of the named are related to hostile behavior at work (Baron, Neuman, 1998). Similarly, the reasons for bullying could be social patterns like reverence toward hard-driving achievers when "the society favours and awards productive people regardless of how they treat others" (Lutgen-Sandvik & McDermott, 2011). The ambitions of profitability are evaluated very highly in the modern society but the way to achieve the objective is not in the spotlight.

While one of the prerequisites for workplace bullying is the imbalance of power, some authors refer to the concept of labor market by which work relations are defined. The changing employment relationships due to technological developments, restructuring and downsizing, cost reductions and delaying leads to the loss of job security (Cooper, 1999). Ironside and Seifert (2003) discuss that employees are mostly in a weaker position when they offer their labor power and if the employee is already hired he or she might be free to quit at any time, but because of the fear of remaining unemployed, it is not realistic. Therefore, the employee is probably ready to suffer at work, if necessary, to keep their job. Ironside and Seifert (2003) suggest that trade unions could modify the situation by empowering employees. In this respect the imbalance between employees and employers is very high in post-transitional countries where trade unions have an especially weak position in the society. However, the weakening position of trade unions is inevitable in the modern society because the nature of work has changed, project-based or contractual employment relationship is prevalent and employees are becoming partners for organizations.

Lack of legal protection can be considered as one potential subject of workplace bullying. According to the implication in the survey of Lutgen-Sandvik &

McDermott (2011) if no laws prohibited bullying then organizations failed to take bullying seriously because the law is seen to be a “societal vocabulary” which frames explanations. Individuals and organizations follow the societal norms and do not consider it necessary to pay attention to the prevention of hostile behavior. Legislation could be one the key initiatives that can help prevent bullying if used wisely (Duffy, 2009). Yamada (2000) has referred to several functions of legislation that help to deal with bullying: encourage the use of preventive measures for organizations and self-help measures for individuals, also provide a compensation system for targets and punishment measures for bullies. There are important tasks that the legal system could implement: formulate the basic values and norms in the society, foresee resources to achieve the goals and give protection against workplace bullying.

At the European Union level, several directives and agreements, which are directed to prevent workplace bullying socially, protect the health and safety of employees. The following steps should be considered as the most important milestones. First, the EU Health and Safety Framework Directive (89/391/EEC), which states “the employer shall have a duty to ensure the safety and health of workers in every aspect related to the work”. Secondly, due to an ongoing concern of increasing prevalence of workplace bullying in the European Union, in 2001 the European Parliament adopted the Resolution on Harassment at the Workplace (2001/2339), which, among other things, underlined the need that member states will counteract bullying at work and review their existing legislation and standardize the definition of bullying. Thirdly, between social partner organizations in 2007 Framework Agreement on Violence and Harassment at Work was signed with the aim of raising awareness and developing collaboration between employees and employers on the national level concerning workplace bullying (Psychosocial risks in Europe, 2014). As can be seen, the activities at the EU are directed to increasing the responsibility of the employer and raise the activeness of member states to deal with workplace bullying on the national level.

Either as a result of the above mentioned EU resolutions and agreements or due to higher awareness, but several member states have found it is necessary to implement a relevant law on the issue. Anti-bullying legislation has been passed in Sweden, the Netherlands, France, Belgium, Finland, Denmark, Norway and, most recently, in Serbia (Pinkos Cobb 2012). In the UK there is no one particular law governing workplace bullying, but claims concerning workplace bullying may be submitted under a variety of laws (Pinkos Cobb, 2012). Nevertheless, in many countries, first of all in post-transitional countries a law regulating workplace bullying is still missing, and therefore there is a lack of juridical remedies, if necessary. The reason may be related to low awareness in these countries about the consequences and causes of workplace bullying. Hence, organizations and individuals in post-transitional countries do not yet pay enough attention to preventive actions of workplace bullying and also social partner organizations are not involved enough. At the same time, the EU directives and national regulations in many countries covering workplace bullying

create a new situation in Europe where post-transitional countries are forced to pass a relevant law.

To sum up, the societal and environmental antecedents of workplace bullying are related first and foremost to the cultural and economical context, learned patterns of behavior, a social environment that supports aggressive behavior, certain values and norms from the society, injustice and imbalance of power on the labor market, and lack of awareness, legal protection and prevention. However, in the case of social and environmental factors, the arising of workplace bullying depends to a great extent on how the individual interprets these factors. According to the General Affective Aggression Model proposed by Anderson et al. (1996) and completed by Neuman and Baron (2003) numerous social-situational variables lead to physiological arousal, negative affect and hostile cognition. Depending on an individual's appraisals of current situation, aggression may occur or not (Neuman and Bauman, 2003). Even though often personal perception represents the decisive factor for workplace bullying, still several social and environmental antecedents give the basis to provoke negative behavior and therefore the prevention should start from the society.

Altogether, the individual, societal and organizational factors discussed in this subchapter are interrelated and the causes for workplace bullying are characterized as a combination of them. Figure 7 summarizes the propositions that were set up based on the discussion about the main risk factors and antecedents of workplace bullying and presents the framework for the present study. The factors that increase the risk of workplace bullying are gender (P1a), work level (P1b), education (P1c), age (P1d) and marital status (P1e) on the individual level; and sector (P2a), area of work (P2b) and size of organization (P2c) on the organizational level. The study focuses on these factors to find out which individuals and organizations are more vulnerable and where is the best focus point for preventive actions.

The studies discussed above support the concept that an organization is responsible for its employees' health and well-being, and that workplace bullying constitutes a threat to that. On the organizational level this dissertation concentrates on two main causes of workplace bullying: organizational culture (P3a, P3b) and management style (P4). The norms of organizational culture may facilitate aggression or foster stress where negative behavior can flourish and therefore the culture is responsible for workplace bullying (Aquino & Lamertz, 2004; Bowling & Beehr, 2006). The causes for workplace bullying may be related to the society and the national culture or come from the individual level, but workplace bullying appears on the organizational level and therefore the organization is the unit which has to cope with the problem. The best resource for that purpose is organizational culture because it comprises of norms and values which direct the individuals' behavior. The present phenomenon was selected for the present study primarily on the assumption that organization culture is the key success factor for developing bullying free organizations and keeping organizations bullying free; however there is a lack of suggestions based on study results on which measures to apply.

On the organizational level the other factor that has a strong impact on the occurrence of workplace bullying is management style. According to the empirical evidence argued in the subchapter, management style plays an important role in the bullying process and therefore this was one of the two main causes of workplace bullying chosen for focus in the dissertation. Dissatisfaction with managers constitutes one of the strongest factors behind bullying at work (Einarsen 1994). Autocratic management is the strongest predictor of observed bullying where targets identified bullying primarily with aggression and arbitrary punishment by managers (Hoel et al., 2010). Therefore, ignoring the problems and conflicts has a very destructive impact and promotes the manifestation of workplace bullying. Management style may have contributed to a higher level of bullying, whereas the management's inefficiency with respect to solving conflicts is related to the incidence of bullying (Agervold & Mikkelsen, 2004). The results of the present study enable to find out if managers' behavior could induce workplace bullying and therefore make practical suggestions for the prevention of workplace bullying in post-transitional countries.

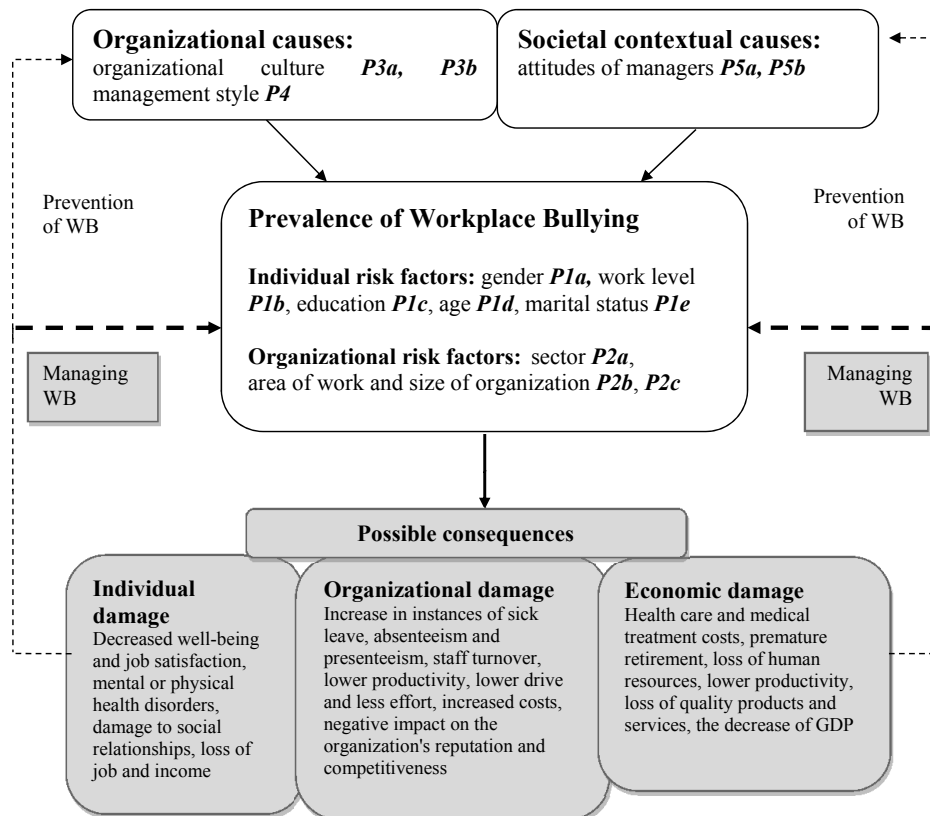


Figure 7. Study framework: the main risk factors and causes of workplace bullying
Source: Compiled by the author

Note: White areas on the figure indicate to the focus of the empirical study. Dotted lines indicate that the consequences may become new causes of bullying.

Finally, it is important to involve the societal contextual factors because due to the impact of national culture and post-transitional managers' attitudes, the wider picture opens and the interpretation of results is more significant (P5a, P5b). Since the prevalence of workplace bullying varies from country to country substantially, and there are only a few studies carried out in post-transitional countries, it is important to study the aspects that may have a broader influence.

On Figure 7 the main focus of the present dissertation is indicated with the white area and involves firstly, the causes of workplace bullying on the organizational and societal level, and secondly, the prevalence of workplace bullying on the individual and organizational level. The consequences of bullying at work are an important part of the concept of bullying but these are not in the focus of the present empirical study. The dotted lines on the figure indicate the reciprocal effect of causes and consequences of bullying, showing that the negative consequences during the process of bullying may become the new antecedents of bullying.

2. METHODOLOGY FOR EXPLORING WORKPLACE BULLYING PREVALENCE AND CAUSES

2.1. Description of the sample

In the present chapter the overview of the sample of the studies, methodology and measurement tools for exploring the workplace bullying are provided. Additionally the pilot study that was carried out for testing the Estonian version of Negative Acts Questionnaire Revised is introduced. The empirical part of the dissertation includes three studies, which were carried out in Estonian organizations from February 2009 until April 2013 as follows:

- 1) a pilot study was carried out from February to March 2009 among 75 people;
- 2) a large-scale survey of workplace bullying and organizational culture was conducted from January to October 2010 in 59 organizations;
- 3) a semi-structured interviews took place from February 2012 to April 2013 among 210 top and middle managers.

The present subchapter gives a detailed overview about samples of the studies.

The sample of the pilot study consisted of the customers of the Estonian Unemployment Insurance Fund. On 28 February people were surveyed at the Tallinn Office of the Unemployment Insurance Fund and on 4 and 10 March in Tartu among the participants of further training commissioned by the Estonian Unemployment Insurance Fund. In the course of the pilot study all in all 75 people were surveyed about workplace bullying, 8 responses proved invalid, making the total number of valid responses 67. All the respondents were contacted personally and asked consent to participate in the survey. After filling the questionnaire form the respondents were asked whether all of the questions were understandable to them. Nearly all of the respondents declared that the questionnaire was clear.

The sample of the pilot study consisted of 62.6% men and 37.4% women. The average age was 42.4 years ($SD=11.12$), with ages ranging from 21 to 64. As much as 40.3% of the respondents defined themselves as unemployed, 10.4% named transport as their current field of work, 8.9% administration, 7.5% industry and 6% health care; the remaining respondents were divided between other pre-set fields of activity. Most of the respondents noted their employment status to be “not employed” (55%), followed by full-time employment (34%). The type of organization where the respondents were working at the time or where they last had worked was marked by 59.2% as the private sector, by 26% as the public sector and by 14.8% as neither. As much as 10.4% of the respondents were members of a trade union. The highest level of completed education was high school (42%), vocational school (28%) and university (22%).

The second study was large-scale survey of workplace bullying and organizational culture. The total number of valid questionnaires that were returned

was 1941. The sample covered 59 organizations across Estonia representing a total of 30 000 employees. The sample included also 73 unemployed respondents who were not related to any organization. The same survey included a questionnaire about organizational culture, where the total number of valid questionnaires that were returned was 1748. Therefore, 1748 respondents returned both questionnaires – workplace bullying and organizational culture (193 respondents did not complete the questionnaire on organizational culture).

In the process of the survey, over 100 organizations all over Estonia were contacted for asking permission to conduct the survey at them. The representatives of organizations were contacted personally and the purpose of the study was explained to them. The critical presumption for cooperation with the organizations was the common understanding that managers or other representatives of the company are interested in guaranteeing the anonymity of respondents and do not prepossess the employees any way. 56% of the contacted organizations agreed with the survey to be carried out among their employees and supported the study. The questionnaires were delivered to personnel in open envelopes. Employees who were interested in participating voluntarily in the survey filled in the questionnaire and returned it in closed envelopes.

Preparing the sample important factors had to be considered. First, proceeding from the propositions that have been set in the theoretical part, it was important that organizations from different areas of work would be represented from both the public and the private sector. Additionally, the representation of men and women, of individuals from different age groups, and with a different educational background was relevant. For that reason, the choice of organizations had to be well-considered and the formation of the sample was limited to some extent. Secondly, it had to be considered that the topic is very sensible and can be unfamiliar to respondents. On the one hand, employees may be afraid to answer the questions about workplace bullying honestly in spite of anonymity. After all, the questionnaire points out potential acute shortages at their workplace. On the other hand, several managers and human resource managers may refuse to conduct the survey about workplace bullying because the theme of the survey may give rise to inconvenient and painful discussions in their organization and they may prefer to avoid that.

The socio-demographic variables on the individual level asked about in the questionnaire are: gender, age, education, marital status, position, employment status. Further questions covered the organizational form, area of work, and size of organization (number of employees). The most important variables have been presented and description of the sample has compiled (see Appendix 1) based on these variables. Subsequently, some features that characterize the sample follow. The sample consists of 62% women and 38% men. The average age is 36.2 years (SD=11.9; n=1928), with ages ranging from 18 to 70. Majority of the respondents holds a Bachelor's degree (35.3%), followed by high school diploma (28.3%). The vast majority of respondents are first level employees (72.8%). The employment status of 83.8% is full-time and 92.9% of respondents are not union representatives at their workplace. A large part of all re-

spondents are married (46.7%), most of the younger respondents (up to 30 years old) are single (71.8%). The educational level of women is higher, 41% of women hold a Bachelor's degree, while the same for men is 26%.

The Estonian Classification of Economic Activities (EMTAK) was taken as basis for determining the respondents' field of work (Appendix 1). More than half of the respondents work in the private sector (55.6%). The respondents represent 12 different areas of work and industries (besides unemployed respondents and the ones who selected "other"). A higher number of respondents represented the following areas: retail (17.2%), manufacturing (14.6%), electricity, gas (13.5%), and public administration (11.6%). While the percentage of male employees is much greater in electricity (77%) and transport (75%), the percentage of women is higher in health care (91%) and education (89%). The proportion of younger employees (under 30 years old) is much higher in accommodation and food service (72%) and voluntary organizations (100%). The proportion of older employees (over 51 years of age) is higher in health service (41%) and transport (30%). The size of organization where the respondents work was noted by 34.5% between 26–100 employees and by 32.2% between 101–500 employees. These types of organizations were most common and there were no differences between men and women or age groups.

The third study was carried out from February 2012 to April 2013 among 210 middle or top managers from Estonian private and public organizations. The description of the sample is presented in Table 6. Most of the respondents are from the private sector (91%) and represent different industries as follows: 20.5% service organizations, 13.3% production sector, 9% transport organizations, 7% information technology, 6% financial organizations, 4% education organizations, 9% the public sector. The proportion of respondents divides relatively equally concerning the number of subordinates but a higher number of managers had shorter tenure (1–9 years) – 60.5%.

Table 6. Description of the sample, semi-structured interviews with managers, n=210

Sector		TOTAL		Organization form	
		n	%	Private n (%)	Public n (%)
Variable		n=210		192 (91.4)	18 (8.6)
Number of subordinates	1–9	99	47.1	93 (48.4)	6 (33.3)
	10 or more	111	52.9	99 (51.6)	12 (66.7)
Tenure	1–10 years	127	60.5	117 (60.9)	10 (55.6)
	Over 10 years	83	39.5	75 (39.1)	8 (44.4)

Source: Compiled by the author

The semi-structured interviews were conducted verbally by interviewing managers or in written form by e-mail, depending on the respondent's preference. Approximately 30% of respondents preferred to respond by e-mail. The respondents were contacted personally, the purpose of the study was explained to them and their consent to participate in the research was asked for. If the respondent agreed, they were asked if they are ready for an interview or prefer to answer the questions in written form. In the first case, time and place for interview were agreed upon and in the second case the questions were sent by e-mail. In both cases, respondents were asked to add their own comments to each question. Each interview lasted approximately 20–30 minutes.

2.2. Defining the measurement tools in view of the nature of workplace bullying

For defining the appropriate methodology for the study, it is first important to specify some limitations to the study. First, workplace bullying is a very sensitive topic and the fact that individuals may not be ready to answer questions about negative experiences should be considered. They may be ashamed or afraid to talk of bullying in their workplace. Therefore, the questioning must without fail be anonymous and confidential. Secondly, the survey is related to some ethical problems. There are always at least two parties in workplace bullying activities: victim and perpetrator. Identification of victims is indirectly related to determining the perpetrator, the offender. But labeling the offenders on the basis of the survey is not the focus of the present study. Therefore, the questionnaire should not be too personal and should contain questions about negative behavior in generalized form. Thirdly, the respondents may have very little prior information about workplace bullying. The topic may be unfamiliar for respondents and this may change the results. For example, answering about the causes of bullying the respondent may not necessarily know what bullying exactly means. However, the methodology presumes that the questionnaire is understandable and clear for all respondents and if the questionnaire contains the term “workplace bullying” then it should also include the explanation or definition of it.

There is a principal choice between two different research approaches: quantitative and qualitative data collection. Quantitative research tends to limit its range to finding out what exists from a perspective of distance (isolating variables) and of averaging phenomena through numerical proxies (Thorpe, Holt, 2008). The object of quantitative research is to obtain numerical data and answer the questions “how much”, “how frequently”, etc. Using a quantitative method, it is possible to calculate the frequency of responses for a particular survey item and to analyse the data by comparing the responses to another variable, such as gender or age (Colton, Covert, 2007). Quantitative data collection allows to obtain data, which describes the respondents by socio-demographical characteristics and gives information about the risk groups of workplace bullying.

In the research on workplace bullying quantitative research methods have mostly been used in the form of various questionnaires, because it makes possible to obtain data on the dispersal, reasons and duration of work-related bullying, and also differentiate the occurrence of bullying in terms of gender, age, education level, field of activity and other parameters. A questionnaire can also be used with other questionnaires if looking at relationships between bullying and organizational culture. The advantages of the questionnaire method are that the researcher can collect large amounts of data in a relatively short space of time; also, the anonymity of the participants can be assured (Cowie et al., 2002). In this way it is also easy to carry out statistical analysis of a range of factors (Cowie et al., 2002). Thus, a questionnaire allows collecting a large amount of data, to make general conclusions and find correlations with other variables.

The disadvantages of the quantitative methods according to Cowie et al. (2002) are that such methods are inflexible in their structure and therefore it is complicated to get detailed information and radically new findings. The number of questions is limited and does not necessarily include the behaviors that have taken place. Also, there may be difficulties in relying on the respondent's memory concerning defined periods (at least 6 months), and the questionnaire format makes it difficult to gain detailed information regarding the processes and dynamics of bully or victim situations (Cowie et al., 2002). The results obtained by a questionnaire do not allow deep insights into the problem, as they do not reflect the bullying process in detail. Besides, the questionnaire method does not correspond to all criterions of workplace bullying, i.e. intention of perpetrator and causes for negative behavior.

A qualitative research method looks to find what exists by involvement and hence accepts the ensuing messiness and difference of using rich descriptions (Thorpe, Holt, 2008). This method includes descriptive information and allows the researcher to understand the respondent's behaviors in a particular context and at a particular time (Colton, Covert, 2007). Using qualitative research, it is possible to answer the questions "how", "why" and "when" and the process of research is more flexible compared to a quantitative method. Thus, the qualitative research allows explaining the phenomenon in concrete context, at a specific time and place, but the generalizability is relatively small.

Therefore, both methods have advantages and disadvantages, but the quantitative and qualitative methods may also be used together to broaden the range of information made available and to complement the data collected under each approach (Colton, Covert, 2007). The combination of quantitative and qualitative methods allows obtaining diverse information and therefore to get a more comprehensive overview of the subject. Combining the quantitative and qualitative methods is especially useful when prior information in the field is limited; and therefore the task of the researcher is to create a holistic approach as a result of the study process. Multiple or mixed methods might be used when different methods are appropriate for different elements of the study, with each contributing to an overall picture (Thorpe, Holt, 2008).

In the present study, the quantitative methods are certainly appropriate for obtaining data about the prevalence of workplace bullying. Additionally, based on the literature and using the quantitative methods, it is possible to find out the main reasons of workplace bullying. However, for deeper insight and for understanding the causes in the context of Estonia as a post-transitional country, the qualitative method is reasonable. There is still only little knowledge about bullying in Estonia and qualitative research allows to get a more detailed insight into the subject.

Beside the quantitative and qualitative methods there is another methodological choice to consider for measuring workplace bullying. There are two methodological approaches for research on bullying: the subjective and the objective method. The subjective method is based on the subjective perception of the respondents (self-assessment or self-labeling) whether they perceive themselves as a victim of bullying or not (Zapf & Einarsen, 2003). The subjective method is usually based on the definition of workplace bullying. The objective method is based on exposure to specific negative behaviors at work. According to the operational criterion (Leymann, 1990) or latent class cluster approach (Notelaers et al. 2006), the victims of bullying were identified and the frequency of bullying activities was ascertained.

A self-assessment of bullying at work and objective evaluation of the occurrence of various negative acts may yield different results. The subjective method is based on the definition of bullying and the result depends very much on the interpretation of the definition by the respondent. Additionally, self-assessing depends on personal characteristics and readiness to accept the status of a victim. Measuring workplace bullying by negative activities, the list of acts is always limited and does not take into account all bullying situations that may occur, which depend on the circumstances and the fantasy of the perpetrator. In addition, there may be difficulties in relying on memory in defining periods (6 months) (Cowie et al., 2002). Also the respondent may take into account different negative acts that have occurred just once. However, only situations where a specific act is repeated regularly are regarded, and cases where the target is subjected to different acts should be left out (Salin, 2001). Therefore, a respondent, who suffers under various negative acts that have happened only once or twice, is not considered to be a victim. What's more, there is a possibility that the questionnaire does not include a negative act that a respondent has experienced as bullying and therefore all bullying incidents are not reported of through the questionnaire.

Researchers Mikkelsen and Einarsen (2001) suggested, on the basis of their extensive research on workplace bullying in the Danish work-life, that researchers should use a combination of self-reported exposure to bullying (subjective method) and exposure to negative acts (objective method) to provide information on both self-reported victimization by bullying as well as exposure to specific bullying behaviors. Nielsen et al (2009) have confirmed these results and argued that workplace bullying is a complex phenomenon that is not easy to measure using one single method and therefore the most adequate solution is to

combine self-labeling with the behavioral experience approach. The objective method enables to obtain large amounts of data about the regularity of different negative activities. The definition of bullying summarizes criteria of workplace bullying; and therefore the combination of two methods allows measuring the main features of workplace bullying and obtain more detailed information.

Considering the previous discussion and particularly the limitations in measuring the workplace bullying, the methodology of the present research is based on the combination of 1) quantitative and qualitative methods; and 2) subjective and objective methods. Therefore, three measurement tools were chosen for exploring the causes and prevalence of workplace bullying in this dissertation:

- 1) the Negative Acts Questionnaire Revised (NAQ-R) which includes subjective and objective methods for measuring prevalence of workplace bullying;
- 2) Questionnaire of Organizational Culture (QOC) which enables to receive data for exploring the relationship between organizational culture and workplace bullying;
- 3) semi-structured interviews which make a more profound insight about workplace bullying in Estonian organizations possible and understand managers' attitudes about workplace bullying;

Next, the description of the measurement tools is provided.

The Negative Acts Questionnaire Revised

Thus, there are a few basic conditions for measuring workplace bullying. First, the measurement tool should include both a list of negative acts and a chance to give a subjective self-report of workplace bullying. Secondly, it is important that a questionnaire should comprise of questions about negative acts without using the term "bullying". The internationally standardized questionnaire which completely satisfies these conditions, is the Negative Acts Questionnaire Revised (NAQ-R). The NAQ is a research inventory developed for measuring perceived exposure to bullying and victimization at work; whereas the NAQ-R is a revised version based on a previous version of questionnaire (Einarsen & Raknes, 1997). The new version was developed because the validity of some items was found questionable, especially because it was revealing the cultural bias (Einarsen et al., 2009). To sum up, "the NAQ-R was therefore created with the aim of establishing a reliable, valid, comprehensive, yet a relatively short-scale, tailor-made questionnaire for use in a variety of occupational settings, and it was especially adapted to Anglo-American cultures" (Einarsen et al., 2009). If a questionnaire comprises of both subjective self-reporting of bullying at work and responses about occurrences of negative acts, it is possible to get a more comprehensive overview of the problem.

The analysis of validity and factor structure confirm that the NAQ-R represents a reliable instrument for measuring bullying. First, according to the Einarsen et al. (2009) the Cronbach's alpha for the 22 items is 0.90 which indicates high internal consistency. Secondly, the three-dimensional structure that divides the NAQ-R into three factors – work-related, person-related and physi-

cally intimidating bullying – has the best fit (RMSEA=0.049, $p>0.05$)⁷ and all factor loadings exceed 0.070 (Einarsen et al., 2009). The correlations between the factors or dimensions are very high: 0.96 between person-related and work-related bullying, 0.89 between work-related and physically intimidating bullying and 0.83 between person-related and physically intimidating bullying (Einarsen et al., 2009). The high correlation between factors refers to the co-occurrence of these different types of bullying (Einarsen et al., 2009) i.e. the negative acts are generally used in combination.

The NAQ-R was used in the present dissertation to test the propositions related to the prevalence of workplace bullying on the individual and the organizational level (1a-1e, 2a-2c). Additionally the NAQ was used to test the relationship between organizational culture and workplace bullying (3a, 3b). Before using the questionnaire, the English version of the NAQ-R questionnaire was translated into Estonian and Russian, the content and meaning of the questions were not changed. The translation process consisted of three phases. First, a preliminary version of the translation was sent to experts of organizational behavior who made corrections and comments. The experts were working or studying in University of Tartu and Tallinn Technical University. On the basis of the feedback, the second version of the questionnaire was compiled, which was sent back to the experts, and thirdly, after further improvements, the final translation was composed. No questions were added or excluded compared to the original version. The questionnaire in Estonian is presented in Appendix 2.

The NAQ-R consists of two parts. First, the respondents were asked via 22 items how often they had been exposed to particular negative behavior t their workplace during the last 6 months. The questionnaire is based on studies of literature and accounts given by victims of long-lasting harassment; whereas the items are written in behavioral terms with no reference to the term harassment or bullying. Secondly, the respondents were asked how often they had been bullied during the previous 6 months. The response categories were: no, yes but only rarely, yes, now and then, yes several times per week, and yes almost daily. When answering that question, the respondents were asked to take into account the following definition of bullying: *A situation where one or several individuals persistently over a period of time perceived themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of the bullying has difficulty in defending him/herself against these actions. A one-off incident is not bullying.* The formulation of the definition in the NAQ-R is slightly simplified for respondents compared to the definition by Einarsen and Skogstad (1996), the latter of which the author of the present dissertation supports; however, the definition is completely consistent with the definition of Einarsen and Skogstad and includes all five dimensions of workplace bullying (presented in subchapter 1.2.). Bullying was measured in

⁷ RMSEA – The root-mean square error of approximation, RMSEA values < 0.05 indicates good fit of model

the NAQ-R on the basis of the definition as the respondent's own perception and subjective feeling.

In conclusion, the NAQ-R is a valid and reliable measure of exposure to workplace bullying, and for measuring the correlation between the NAQ-R and other scales. The NAQ-R is a reliable measurement tool; the internal consistency of the scale is very high. The NAQ-R includes both self-labeling exposure to bullying and exposure to negative acts, enabling to get both a comprehensive database and a deeper overview of the problem, making it suitable for measuring workplace bullying. As a result, it is possible to measure the frequency of the behavior in question and the respondent's self-reported exposure to bullying can be identified on the basis of a subjective evaluation of bullying at work.

Questionnaire of Organizational Culture

For analyzing the relationship between workplace bullying and organizational culture to understand the possible causes of negative behavior the measurement tool developed by Vadi et al. (2002), Questionnaire of Organizational Culture (QOC), was used. The measurement tool is based on the theory of Harrison (1972, 1995) who suggested the view of task-oriented culture and relationship-oriented culture. The QOC consists of 43 items and respondents were asked to indicate their attitude to each item on a 10-point scale ranging from "completely disagree" to "completely agree" (Vadi et al., 2002). The QOC questionnaire can be found in Appendix 3.

The QOC contains two main factors: general attitudes towards organizational task (OC1) and interpersonal relations between the members of the organization (OC2) (Vadi et al., 2002). Both of subfactors consist of eight items. The reliability of the scale is relatively high, the Cronbach alpha for OC1 subscale was 0.80 and for OC2 0.74 (Vadi et al., 2002). The subscales are not completely independent from each other because the correlation between the two subscales was moderate ($r = 0.36$, $p = 0.000$) (Vadi et al., 2002). The first subscale (OC1) consists, for example, of the following items: people are proud of their organization, people are rewarded for their good work, everyone has a much freedom for activity, people are not afraid of making mistakes. The second subscale (OC2) includes, for example, the following items: employees know one another, accepted communication standards exist, people know about each other's personal lives, in case of mistakes one feels embarrassed in front of the other members of the organization. On the one hand, the use of QOC enables a complete overview of organizational culture in an organization, and on the other hand, it clearly allows bringing out the relationships between person-related and work-related negative activities in the NAQ-R. The subscales of QOC are comparable to the activities in the NAQ-R.

The QOC was used for testing two propositions in order to identify if workplace bullying correlates negatively to relationship orientation and task orientation of the organizational culture (3a and 3b).

Semi-structured interviews with managers

For evaluating managers' attitudes towards workplace bullying and to get a deeper insight into the subject, qualitative analysis was used. The chosen form was semi-structured interviews. The author of the dissertation compiled the interview questionnaire on the basis of the literature and the results of previous studies on workplace bullying. For example, for compiling the list of possible causes of workplace bullying for the questionnaire, the studies by the following authors were used: Vartia, 1996; Leymann 1996; Zapf and Einarsen, 2003; Namié, 2007; Lieber, 2010; O'Moore et al., 2003; Hauge et al., 2007. The results of these studies were also discussed in the theoretical part of the present dissertation. The questionnaire covers the causes of workplace bullying considering all levels – individual, organizational and societal. The question about preventive actions was created as a synthesis of two types of sources. First, the implications and recommendations from the above mentioned studies were applied for that reason. Secondly, reports of international organizations (Workplace Violence and Harassment: a European Picture, 2011; Chappell, Di Martino, 2006) were used to test the prevention recommendations made by ILO and EU-OSHA.

The questionnaire consisted of 10 items, which were divided into three categories: 1) respondents' awareness and their evaluation of workplace bullying, 2) the prevalence and potential causes of workplace bullying, and 3) the prevention and managing of workplace bullying. First, the general attitude of managers about workplace bullying was evaluated through 5 indicators: awareness of the problem, previous experience of workplace bullying according to the definition, frequency of bullying incidences, job performance depending on relations at work, and bullying as a health risk. Secondly, two items were used to measure the causes workplace bullying: occurrence of negative activities and main antecedents of bullying behavior; both questions were provided with various alternatives. Finally, the prevention of workplace bullying was measured by three indicators: relevance of prevention, specific preventive actions, and necessity of relevant law.

The response alternatives were predetermined for each question whereas after each question there was space for comments. The managers' comments given during the interview enabled to realize the managers' understanding of workplace bullying in more detail and more comprehensively. In addition to the main 10 questions, each interview includes questions about the duration of working experience as a manager, number of subordinates, number of employees in the organization and about sector the organization operates in. The questionnaire is presented in Appendix 4.

The semi-structured interviews were used for testing two propositions: first, the general awareness of the new generation of managers' about workplace bullying and their readiness to use preventive actions (propositions 5a, 5b) and the managers' awareness of management style as an antecedent of workplace bullying (proposition 4).

2.3. Research methods used for measuring workplace bullying and relationships with organizational culture

For testing the propositions that have been raised in the theoretical part of the dissertation different statistical methods are combined and qualitative analysis is used. First, a pilot study was conducted for testing the measurement tool, Negative Acts Questionnaire, and descriptive statistics are used to analyze the received data. Secondly, for testing the propositions about prevalence of workplace bullying (1a-1e, 2a-2c), the following statistical methods are used: descriptive statistics, chi-square test and K-means cluster analysis. Thirdly, propositions about the causes of workplace bullying (3a, 3b, 4, 5a, 5b) are tested by regression analysis, factor analysis, correlation analysis, and Mann-Whitney U test. Additionally, qualitative analysis for interpreting the interviews with managers is carried out. Table 7 presents the methods in regard to each proposition that has been set up. This subchapter explains the choice of statistical methods as well as the qualitative method.

The Cronbach alpha was used to measure the internal consistency of the measurement tools, the Negative Acts Questionnaire Revised (NAQ-R) and the Questionnaire of Organizational Culture (QOC). The score of alpha ranges from 0 to 1 and the higher value of Cronbach alpha indicates the reliability of the scale. According to a widely used rule, alpha over 0.7 is good and over 0.9 is excellent (George and Mallery, 2003).

Descriptive statistics is used to explore the frequency of negative acts and thereby identify the prevalence of workplace bullying on the individual and the organizational level. The descriptive statistics used in the present dissertation includes average estimations, standard deviations and percentages. Descriptive statistics gives the main summary of the sample and describes the general situation of workplace bullying in Estonia. A chi-square test was conducted to evaluate the tables of frequencies about various demographic groups, for example, age, marital status, area of work, to find out the sample variances concerning workplace bullying. The chi-square statistical method compares the fit between the covariance matrix to the observed data, whereas the covariance matrix is derived from a theoretically specified model (Fornell, Larcker, 1981). The chi-square analysis enables to test the sampling distribution whether significant differences between expected and observed frequencies occur or not. Two hypotheses were set for conducting the test. First, H₀: Workplace bullying and demographic variables are independent. Second, H₁: Workplace bullying and demographic variables are dependent. A chi-square test was conducted to identify the victims of workplace bullying on the basis of Leymann's criterion according to which bullying occurs at least once a week over the period of six months (Leymann, 1996).

H₁ can be adopted if the value of the standardized residual exceeds 4 and at a significance level of 0.05 (Agresti, 2002). The standardized residual reports the number of standard errors that an observed count falls from its expected count and indicates strong evidence of a deviation from independence (Agresti,

2002). The test assumes random sampling and a large sample size, whereas both conditions were satisfied. Consequently, a chi-square test allows specifying the victim's profile and determine the basic risk factors for workplace bullying.

K-means cluster analysis was used to group objects by classifying similar responses. The aim of the process was to identify the victims of workplace bullying in another way, which is more flexible and differs from Leymann's criterion. K-means clustering divides N observations into K clusters so that the differences between clusters are maximized and the within-cluster sum of squares (variances) is minimized (Hartigan and Wong, 1979). The cluster analysis enables a different perspective to the assessment of the prevalence of bullying. Cramér's phi was used to test the association between variables. Cramer's V is suitable for measuring the strength between ordinal or nominal variables with no restriction to the number of categories. Cramér's V varies from 0 to 1, where 0 means there is no association between variables and 1 means complete association.

Ordinary regression analysis (ordered logistic regression) was used to identify the potential predictors or antecedents of workplace bullying. The ordinary regression model is suitable for ordinal variables where responses to the questionnaire are not equal and measurable. For that purpose independent variables were first recoded to dummy variables to carry out the ordinary regression analysis. The organizational culture task orientation variable was re-coded into three dummy variables: orientation is low (1–3 points on a 10 point scale), orientation is medium (4–7 points) and orientation is high (8–10 points). Likewise, the organizational culture relationship orientation variable was re-coded. Low, medium and high orientation of organizational culture, enable to express the basic tendency of organizational culture in an organization.

Factor analysis was used for grouping the questionnaire of the NAQ-R items. Confirmatory factor analysis (CFA) allows to place substantively meaningful constraints on the factor model and gives the opportunity to specify the number of factors or set the effect of one latent variable on observed variables to particular values (Albright, Park, 2009). In this dissertation, the CFA was used for following the structure of the measurement tool. The Negative Acts Questionnaire consists of 22 items and after the reduction of items during the process of factor analysis, three sub-factors were found. Einarsen et al (2009) suggested the NAQ-R as a three-factor measurement tool where the inter-related factors are associated with person-related bullying, work-related bullying and physically intimidating bullying. Therefore, the CFA was used for analyzing the results of workplace bullying more precisely by following the structure of the original questionnaire.

Table 7. Statistical methods and measurement tools used for testing the propositions

Type	Proposition	Measurement tool	Statistical data analysis method(s)
Prevalence: personal and industry characteristics	<p>Pilot study</p> <p>Proposition 1a: The victims of workplace bullying are more frequently women than men.</p> <p>Proposition 1b: The victims of workplace bullying are more frequently on a subordinate position than on a superior position.</p> <p>Proposition 1c: The victims of workplace bullying are more frequently employees with lower education than higher education.</p> <p>Proposition 1d: The victims of workplace bullying are more frequently younger employees (under 30 years of age) than older employees.</p> <p>Proposition 1e: The victims of workplace bullying are more frequently single or divorced than married.</p>	<p>NAQ</p>	<p>Descriptive statistics</p> <p>Descriptive statistics – to identify frequency of negative acts</p> <p>Chi-square test – to identify the significant differences between expected and observed frequencies</p> <p>K-means cluster analysis – to group similar responses in NAQ for identifying victims in detail</p>
	<p>Proposition 2a: The prevalence of bullying is higher in the public sector than in the private sector.</p> <p>Proposition 2b: In the private sector, the prevalence of bullying is higher in service organizations.</p> <p>Proposition 2c: The prevalence of bullying is higher in small and medium sized organizations.</p>	<p>NAQ</p>	

Table 7. Statistical methods and measurement tools used for testing the propositions (Continued)

Type	Proposition	Measurement tool	Statistical data analysis method(s)
<p>Causes: characteristics of organization</p>	<p>Pilot study</p> <p>Proposition 3a: The occurrence of workplace bullying is negatively correlated to the relationship orientation of organizational culture.</p> <p>Proposition 3b: The occurrence of workplace bullying is negatively correlated to the task orientation of organizational culture.</p>	<p>NAQ</p> <p>NAQ</p> <p>QOC</p>	<p>Descriptive statistics</p> <p>Confirmatory Factor Analysis – for testing the validity of NAQ-R</p> <p>Ordinary Regression analysis – to identify predictors of workplace bullying</p> <p>Correlation analysis – to identify relationship between workplace bullying and organizational culture</p>
	<p>Proposition 4: Managers are aware of management style as an antecedent of workplace bullying.</p>	<p>Semi-structured interviews</p>	<p>Mann-Whitney U test – to identify differences between groups of managers</p>
	<p>Proposition 5a: The new generation of managers (less managerial experience and a lower number of subordinates) is more informed about workplace bullying.</p> <p>Proposition 5b: The new generation of managers (less managerial experience and a lower number of subordinates) is more supportive of preventive actions.</p>		

Source: Compiled by the author

Correlation analysis is a method used for finding out which kind of relationships exist between variables, whether the relationships are negative or positive, and how strong the are. Namely, correlation analysis was used to examine which kind of relationship exists between workplace bullying and organizational culture in organizations where the victims of workplace bullying work. The Spearman correlation coefficient was used for describing associations between variables. The Spearman correlation coefficient does not assume a normal distribution of the data; whereat the coefficient measures the statistical dependence between variables in the scale between +1 and -1, inclusive, where 1 is positive correlation, 0 is no correlation, and -1 is negative correlation.

The Mann-Whitney U test was carried out to find out differences between different groups of managers. Mann-Whitney U test was found appropriate because it is a nonparametric test and does not assume a specific distribution. The U-test requires two independently sampled groups and assess whether two groups differ on a single variable (McKnight, Najab, 2010). The test was used for linking the results with basic managerial attributes – tenure and number of subordinates. The analysis is useful for differentiating groups of managers by their attitudes towards workplace bullying.

Confirmatory factor analysis was performed with Amos 5, all other statistical analyses were carried out using the SPSS Statistics 19.

In addition to statistical methods, thematic analysis was also used. Semi-structured interviews with managers were carried out and numerous comments were received during the interviews. The majority of the respondents provided comments to at least half of the questions; meaning each question gathered around 100 comments. The comments were transcribed verbatim and analyzed using descriptive codes or keywords. The codes were set depending on the question. For example, if the question was “*Is workplace bullying a frequent problem in Estonia?*”, the codes were related to frequency: “*often*”, “*frequent*”, “*infrequent*”, “*rare*” etc. Or, if the question was “*Was the bully at the same position as the victim or at a higher position in the organization?*”, then the codes were related to the employee’s position in the organization: “*manager*”, “*subordinate*”, “*colleague*”, etc. The codes were then grouped into themes and categories. As a result of the analysis, a model was designed and a detailed report was written to present the dominant understandings of bullying by managers. The method includes basic elements of thematic analysis (Braun & Clarke, 2006) and this kind of method has been used before in workplace bullying studies (Huntington et al., 2011).

Altogether, determining the prevalence of workplace bullying and understanding the causes for it dictate different methodological approaches. Using both quantitative and qualitative methods enables a versatile and broad approach to the content. Details about the use of methods are provided in the respective parts of the empirical study.

2.4. NAQ-R pilot study

The pilot research was carried out to administer the NAQ-R questionnaire for measuring the dispersal, frequency and intensity of bullying for the first time in Estonia. It was important to carry out the pilot study for two reasons. First, there was no certainty whether the negative acts presented in the NAQ harass people in Estonia at all and through the pilot study it was possible to ascertain if workplace bullying presents a problem in Estonia that required research. The second reason was to test the definition of workplace bullying to know whether the internationally known definition remains unintelligible or if it is recognizable to Estonians and if it is possible to use it in the main study.

Because workplace bullying may result in loss of job, the unemployed make a bullying risk group. Exploring the risk group of workplace bullying in a pilot study raises the likelihood of finding bullying incidents. This makes it possible to test negative acts and their translations presented in the questionnaire in a more efficient way, and also to find out whether the statements in their presented form are understood in the Estonian cultural space. As the respondents are unemployed and/or are currently looking for work, it meets the requirement that the questionnaire is first tested in a bullying risk group and among respondents with varying work experience.

In order to test the questionnaire, an important criterion for conducting the survey was to ensure that the respondents should be permitted to contact the person administering the survey if they failed to understand the questions or the instructions for filling in the questionnaire. This being a pilot research, it was equally important to obtain information on whether the respondents had additional questions and if they did, what kinds of questions these were. It was also necessary to observe how long it took to fill in the questionnaire. The survey was conducted at the office of the Labour Market Board at a further training event where the immediate contact between the respondent and the person administering the questionnaire was possible.

Conducting the survey among the customers of the Estonian Unemployment Insurance Fund was well-grounded, as based on the objective of the research; an appropriate sample would be characterized as follows: 1) having had work experience in different organizations; and 2) belonging to a bullying risk group. The existence of respondents who had worked or were currently working in various organizations provides the research with as extensive a feedback as possible, and shows whether and how respondents from different backgrounds understood the questionnaire. It also makes it possible to obtain a preliminary picture of the situation with workplace bullying in Estonia, which is important information in preparing for further research.

The results of the pilot study are presented from two perspectives. The pilot study evaluates the scale of the NAQ and the results, in essence. Both assessments are important to be sure the NAQ-R is an appropriate measurement tool for the purpose within the selected study area. The model revealed a relatively high internal consistency, Cronbach alpha was 0.78.

Following the structure of the NAQ-R, the results are given in two parts. First, the prevalence of bullying was evaluated according to 22 negative acts (see Appendix 2). At least one negative act given in the questionnaire was reported to have happened “daily” by 16.4% of the respondents and “weekly” by 28.3% of the respondents. Secondly, self-reported exposure to bullying was measured. Respondents were presented the definition of bullying and they were asked whether they had experienced any bullying. The question: “Have you been bullied at work over the past six months?” was answered affirmatively by 19.4% of the respondents. Out of these respondents 14.9% reported “yes, but only rarely” and 4.5% reported “yes, now and then”. None of the respondents defined themselves as victims of bullying that had a frequency of several times per week or almost daily.

As much as 21.4% of the men and 16% of the women defined themselves as having been bullied according to the definition. The fact that men in general report a higher frequency of exposure to negative behavior compared to women may suggest that the male work environments are more hostile (Hoel, Cooper, Faragher, 2001). On the other hand, according to negative acts, more women were exposed to bullying (see Table 8).

Of the bullying victims, the majority (69.2%) worked in the private sector. Just one victim of bullying was a member of a trade union. The negative acts which most of the respondents experienced at least once a week, were the following:

1. Someone withholding information which affects your performance (13.4%);
2. Excessive monitoring of your work (12%);
3. Being given tasks with unreasonable or impossible targets or deadlines (9%);
4. Being exposed to an unmanageable workload (7.5%).

The 22 acts presented for evaluation can be divided into two groups: acts related to work or performing work tasks (8 acts) and acts related to the personality of the respondent (14 acts). It turned out that the four acts that the largest number of respondents reported to have occurred “daily” and “weekly” all belong to the first group, i.e. questions about work or about performing a work task.

Table 8. Demographic indicators for the victims of bullying in pilot study, n=21

Negative acts	Gender male/ female (%)	Average age	Marital status married/ single/ other (%)	Education 1- primary or basic school 2- secondary or upper secondary school 3- vocational school 4- Bachelor's degree 5- Master's degree (%)	Area of work 1- transport 2- public administration 3- manufacturing 4- unemployed 5- other (%)	Sector private/ public/ other (%)
Withholding information	78/22	37.4	66.7/33.3/0	1- 11.1 2- 22.3 3- 44.4 4- 11.1 5- 11.1	1- 22.2 2- 11.1 3- 11.1 4- 55.6 5- 0	66.6/0/ 33.4
Excessive monitoring	25/75	45.1	50/37.5/12.5	1- 0 2- 62.5 3- 12.5 4- 25 5- 0	1- 12.5 2- 25 3- 12.5 4- 0 5- 50	75/25/0
Unreasonable targets or deadlines	50/50	46	66.7/33.3/0	1- 0 2- 50 3- 0 4- 33.3 5- 16.7	1- 16.6 2- 0 3- 50 4- 0 5- 33.4	66.7/33.3/0
Un-manageable workload	20/80	45.8	60/0/40	1- 0 2- 40 3- 0 4- 40 5- 20	1- 0 2- 40 3- 20 4- 20 5- 20	20/60/20

Source: Compiled by the author on the basis of the research data

Table 8 highlights the demographic indicators of the victims of bullying, by respondents who have experienced bullying at least weekly concerning the most frequent negative acts. The results of the research indicate clearly that the risk group studied in Estonia suffers from bullying. The research proved that the negative acts that the largest number of respondents reported to have experienced “daily” or “weekly” were all related to work or performing work tasks. Figure 8 highlights the main negative acts and characteristics of the victims according to the results of the study; it also indicates to the relationship between the potential causes and consequences of bullying. Compared to other researches, the pilot study revealed very similar results (e.g., Salin, 2003; Hoel, Cooper, 2000) for the most frequent reports of respondents’ experience with work-related negative acts. The strong dominance of work-related harassment over personality-related harassment indicates that bullying tends to be connected closely to work. The results of the pilot study may refer to the fact that masculine values generally prevail in the Estonian cultural space, and that achievements at work are highly valued (Vadi, Meri, 2005). At the same time, the dominance of work-related negative acts indicates that in spite of problems existing at work, the capacity to keep personal and work-related subjects separate exists.

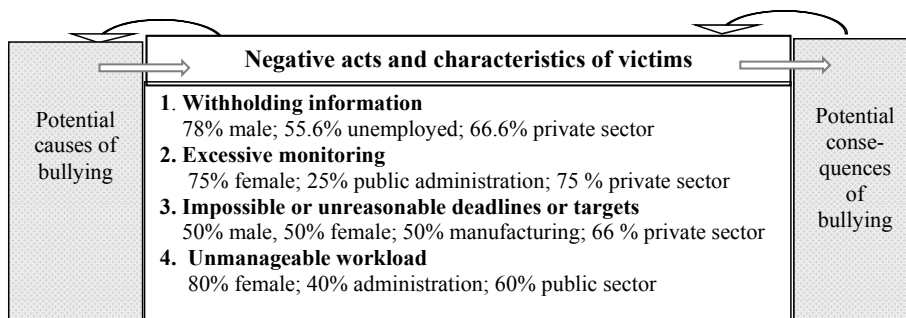


Figure 8. Negative acts that most respondents have experienced and characteristics of the victims, results of the pilot study
 Source: Compiled by the author

In the case of the present pilot study, the fact that the sample consisted of the customers of the Estonian Unemployment Insurance Fund, whose work-related problems are currently more acute, cannot be dismissed. This raises the question of whether the respondents were unemployed as a result of workplace bullying or rather because they have problems coping with work tasks. It is clear that further studies of the causes and consequences are necessary to determine other possible risk groups of bullying in Estonia.

According to Leymann's criterion, bullying at work is defined as incidents with an occurrence of once a week or more, over the past six months (Leymann, 1996). On this point, the research reveals different results. The pilot study indi-

cates that a large number of respondents have experienced negative acts at work at least once a week and even once a day. At the same time, the respondents did not admit to a daily or weekly bullying experience if they were asked to respond to the term bullying, given its definition. In comparison, results from research that used similar methods for measuring bullying can be looked at. A study carried out in the UK demonstrated that when adding together all those who labeled their experience as bullying independent of the frequency of their exposure, 10.6% reported having been bullied during the last 6 months. At the same time, a total of 9.2% were “occasionally bullied” and 1.4% “regularly bullied” (Hoel, Cooper, Faragher, 2001). The pilot study shows that the results also vary significantly depending on the method of measurement, whereas the self-reported exposure to bullying is noticeably lower.

Number of reasons can explain the differences in the results of the pilot study between self-report and negative activities. First, there may be a psychological explanation: it was humiliating or offensive for the respondents to identify themselves as victims of bullying. Presumably, one reason for this is that many victims reject the victim role, given that this role implies weakness and passivity – personal attributes that most people would feel do not fit their usual self-image (Einarsen, Raknes & Matthiesen, 1994). The second reason may be connected to information. The negative acts presented in the questionnaire were familiar to the respondents – they had encountered them, and they also admitted so in their responses. But bullying as a term was unfamiliar to the respondents, and they were tackling the definition of bullying for the first time – they did not have any prior information about what bullying was. Where bullying as a phenomenon was unknown to the respondents, they did not identify themselves with it.

Compared to previous studies of workplace bullying, the different prevalence rates of victims supports the argument that workplace bullying has different meanings in different organizations, populations, countries and even professions. “The lack of a standardized definition and method to measure bullying and cultural differences regarding the concept of bullying can be considered among the prime factors leading to the differences in the rates” (Moayed et al., 2006). Therefore, to ensure reliable data, the term and definition of bullying should first be clear to the respondent.

To sum up, the pilot study confirmed several aspects to consider carrying out the following studies. Firstly, the formulation of negative activities was understandable for respondents and therefore the NAQ-R is an appropriate questionnaire for measuring workplace bullying in Estonia. During the survey, the respondents did not comment on any question being unintelligible and the results of the pilot survey were in accordance with previous studies. Secondly, the results indicated clearly that the rates of bullying depend on the measurement method and differ considerably weathered measured by negative acts or by self-labeling, which is an important aspect to keep in mind when interpreting the results. Thirdly, workplace bullying is a serious problem among respondents who participated in the pilot study; therefore it is important to continue with research in order to find out the prevalence and causes of workplace bullying.

3. RESULTS OF EMPIRICAL STUDY OF WORKPLACE BULLYING IN ESTONIAN ORGANIZATIONS

3.1. The effect of individual and organizational indicators on the prevalence of workplace bullying

The first research question of the present dissertation was to find out how serious the risk of workplace bullying is in Estonia. In the theoretical part it was assumed that on the individual level the prevalence of workplace bullying is higher among single and divorced women from the younger age group working on a subordinate position and with a lower level of education (propositions 1a-1e). On the organizational level it was assumed that the public sector, service organizations and manufacturing companies are more vulnerable (propositions 2a-2c). In this subchapter the results of the study on workplace bullying on the individual and organizational level are presented, propositions are tested and the research problem is solved.

Following the structure of the NAQ, the results are given in two parts. First, the prevalence of bullying is evaluated according to 22 negative acts. According to Leymann's criterion (1996), at least one negative act per week⁸ with a duration of at least 6 months was reported by 23.44% (n=455) of the respondents (n=1941). Considering the criteria recommended by Mikkelsen and Einarsen (2001), two negative acts weekly during the last 6 months, was declared by 10.46% (n=203) of the respondents.

Secondly, self-reported exposure to bullying was measured. Respondents were given the definition of bullying and they were asked whether they had experienced any bullying at work. Only 0.87% of the respondents defined themselves as victims of bullying that had a frequency of several times per week or daily and 8% of the respondents labeled themselves as "occasionally bullied".

The negative acts which most of the respondents experienced at least once a week were the following (n=1941):

1. being exposed to an unmanageable workload (8.4%, n=163);
2. someone withholding information which affects your performance (7.4%, n=144);
3. excessive monitoring of your work (5.8%, n=112);
4. being ordered to do work below your level of competence (4.5%, n=87).

The 22 acts presented for evaluation can be divided into two groups: acts related to work or performing work tasks (8 acts) and acts related to the personality of the respondent (14 acts). It turned out that the four acts that the largest number of respondents reported to have occurred "daily" and "weekly" all belong to the first group, i.e. questions about work or about performing a work task. Table 9

⁸ Hereinafter negative acts per week are calculated by summing the responses „daily“ and „weekly“

represents the descriptive statistics of endorsed items of the NAQ. The percentage is calculated according to Leymann's criterion and represents the respondents who have been subject to the following negative acts at work at least weekly.

Table 9. Descriptive statistics of bullying activities by NAQ-R by respondents (n=1941)

Negative activities (NAQ-R)	n	Average	SD	%
Someone withholding information which affects your performance	1937	1.84	0.96	7.4
Being humiliated or ridiculed in connection with your work	1941	1.27	0.60	1.6
Being ordered to do work below your level of competence	1941	1.61	0.87	4.5
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1940	1.44	0.71	2.4
Spreading of gossip and rumors about you	1938	1.40	0.71	2.5
Being ignored, excluded or being 'sent to Coventry'	1939	1.38	0.65	1.6
Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life	1940	1.27	0.60	1.4
Being shouted at or being the target of spontaneous anger (or rage)	1940	1.46	0.71	2.5
Intimidating behavior such as finger-pointing, invasion of personal space, shoving, blocking/barring the way	1941	1.13	0.45	0.8
Hints or signals from others that you should quit your job	1941	1.16	0.47	0.7
Repeated reminders of your errors or mistakes	1940	1.49	0.70	1.5
Being ignored or facing a hostile reaction when you approach	1939	1.39	0.67	1.9
Persistent criticism of your work and effort	1941	1.37	0.66	1.9
Having your opinions and views ignored	1937	1.66	0.74	2.4
Practical jokes carried out by people you don't get along with	1940	1.21	0.51	0.8
Being given tasks with unreasonable or impossible targets or deadlines	1939	1.52	0.74	2.7
Having allegations made against you	1941	1.26	0.54	0.8
Excessive monitoring of your work	1939	1.64	0.96	5.8
Pressure not to claim something which by right you are entitled to (e.g., sick leave, holiday entitlement, travel expenses)	1941	1.23	0.55	1.0
Being the subject of excessive teasing and sarcasm	1940	1.28	0.59	1.3
Being exposed to an unmanageable workload	1941	1.82	1.02	8.4
Threats of violence or physical abuse or actual abuse	1941	1.04	0.26	0.5

Source: Compiled by the author

Notes: The scale of the NAQ-R: 1-never, 2-now and then, 3-monthly, 4-weekly, 5-daily
% – labels the occurrence of incidence with frequency “weekly” or “daily”

The negative acts which most of the victims experienced at least once a week, were the following (over 10% of all victims, n=455):

1. being exposed to an unmanageable workload (35.8%, n=163);
2. someone withholding information which affects your performance (31.6%, n=144);
3. excessive monitoring of your work (24.6%, n=112);
4. being ordered to do work below your level of competence (19.1%, n=87);
5. being given tasks with unreasonable or impossible targets (11.4%, n=52);
6. spreading of gossip and rumors about you (10.8%, n=49);
7. being shouted at or being the target of spontaneous anger (10.5%, n=48).

The first three acts that the largest number of victims reported to have occurred “daily” and “weekly” (over 20% of victims) all belong to the first factor, i.e. issues concerning work-related bullying.

Prevalence of workplace bullying on individual level

For specifying the risk groups of workplace bullying, the analysis of the victim’s profile was carried out. Checking the validity of the propositions about prevalence of workplace bullying and specifying the victims profile two methods were used: Leymann’s criteria and K-means cluster analysis. First, according to Leymann’s criterion (1996), at least one negative act per week with a duration of at least 6 months was reported by 23.44% (n=455) of the respondents from the total sample (n=1941). Secondly, the cluster analysis K-means was used to form the groups on the basis of similar responses. The number of clusters was determined by comparing the variance of groups in case of a different number of clusters. Three clusters appeared the most appropriate solution because the decrease of variance ends with three clusters and the addition of the fourth cluster it is not possible for getting relevant information.

The K-means analysis reveals the following three clusters:

1. Cluster 1: Victims of bullying (2.7%, n=52);
2. Cluster 2: Occasionally perceived workplace bullying (30%, n=583); and
3. Cluster 3: Non-victims (66%, n=1285).

Three clusters are distinguishable by the responses to 22 questions in the NAQ. The first cluster characterizes the negative activities mostly weekly or daily (35%) or monthly (27%). In the second cluster large part of respondents have reported negative acts to take place “now and then” (43%, n=251). The third cluster is characterized mainly by the response “never” (82%). Table 10 summarizes the general output of clusters and later in this subchapter Tables 12 and 13 describe the three clusters by individual and organizational indicators in detail.

Table 10. Clusters of workplace bullying by frequency of negative acts

	Cluster 1		Cluster 2		Cluster 3	
	Victims of bullying		Occasionally perceived negative behavior		No bullying	
Size of cluster	n	%	n	%	n	%
	52	2.7	583	30	1285	66
Never	8	15	269	46	1051	82
Now and then	12	23	251	43	221	17
Monthly	14	27	42	7	10	1
Weekly/Daily	18	35	21	4	3	0.2

Source: Compiled by the author

Descriptive statistics indicates that according to the comparison between female and male respondents, 60% of the victims were female (n=276) and 40% male (n=179). Respectively to Leymann's criteria from the total sample of male (n=739) the proportion of victims was 24.2% and from the total sample of female (n=1202) the proportion of victims was 23%. According to a chi-square test, the differences were not statistically significant: $\chi^2 = 0.42$, $df = 1$, $p = 0.51$. The cluster analysis did not reveal any differences by gender: victims were found with the equal rate of 2.7% among men and women. The results were not statistically significant. Tables 11 and 12 demonstrate the prevalence of workplace bullying in detail by bullying criteria and cluster analysis, correspondingly.

The discovered difference between genders was statistically not significant; therefore, proposition 1a which proposed that the victims of bullying are more frequently women than men, was not confirmed.

For analyzing victimization according to the formal position of respondents, three main positions were distinguishable. The results were analyzed on the level of the worker, middle manager and senior manager. The positions of 10.1% of respondents were not known (n=197). Descriptive statistics revealed that from the total sample of workers the proportion of victims was 24%; from the total sample of middle managers the proportion of victims was 21.5% and from the sample of top managers the proportion of victims was 15,1%. The results were not statistically significant (Table 11). According to cluster analysis there is no association between position and workplace bullying (Cramer's $V = 0.046$, $p = 0.257$).

Therefore, proposition 1b that declared that the victims of workplace bullying are more frequently on a subordinate position than on a superior position, is not confirmed.

According to highest level of education, five groups of respondents were formed: the lowest level was basic school, and the highest Master's degree. The proportion of victims by education is shown in Table 11. The differences between all levels of education were not statistically significant. Therefore,

proposition 1c which proposed that the victims of workplace bullying are more frequently employees with a lower level of education than higher, was not confirmed.

For the next analysis, to understand if the frequency of bullying is higher among younger or older employees, the sample was divided into four age groups: respondents between 18–25 years (younger employees who have just entered the labor market), 26–40 years, and 41–55 years (respondents in the active working age), and 56–70 years (the older group of employees who prepare to retire). 17 respondents did not reveal their age. The results of the descriptive statistics revealed that the prevalence of workplace bullying was especially high inside the first group among the youngest employees, under 25 years old. Cluster analysis confirmed the results partially: respondents under 25 years most frequently belong to the second cluster, perceive negative behavior occasionally, whereas older employees (56–70 years) belong more frequently among victims of bullying (first cluster). At the same time older employees suffer much less under occasional negative behavior compared to other age groups and older employees belong more frequently to the third cluster which means they do not have bullying experiences at all (Table 12). The association between workplace bullying and respondents' age is relatively weak (Cramer's $V=0.088$, $p=0.000$) but considering the fact that the results are statistically significant ($\chi^2=11.3$, $df = 3$, $p = 0.01$) we can conclude that workplace bullying is related to employees' age.

Thus, the results revealed that employees who lately entered the labor market and have not adjusted to the circumstances are vulnerable to workplace bullying. Additionally, respondents over 56 years of age, who begin to leave the labor market, tend to suffer under serious bullying behavior but do not suffer under the occasionally perceived negative behavior as much as the other age groups. Therefore, **proposition 1d which declared that victims of workplace bullying are more frequently younger employees (under 30 years of age) than older employees, was partially confirmed.**

According to marital status, the respondents divided into four groups: married, divorced, widowed and single. The highest victimization appears among respondents who are widowed, followed by single respondents. Table 11 summarizes the results. Cluster analysis clarified the results and revealed that widowed and single employees tend to belong to a different cluster: widows suffer mostly under serious bullying acts (belong to the first cluster "Victims") and respondents who are single experience mostly occasional negative behavior (second cluster) (Table 12). The second group after widowed respondents, who belong to first cluster, is divorced employees. The association between workplace bullying and marital status exists (Cramer's $V=0.089$, $p=0.000$) and the differences between respondents with different marital status are statistically significant ($\chi^2 = 9.19$, $df = 3$, $p = 0.02$). **Therefore, proposition 1e that declared that the victims of workplace bullying are more frequently single or divorced than married, was partially confirmed.**

Table 11. The prevalence of victims by Leymann's criterion

	Respondents (n)	Victims (n)	Victims (%)	Chi-square test
Gender				
Female	1202	276	23	$\chi^2 = 0.42$ df=1 p=0.51
Male	739	179	24.2	
Age groups				
18–25 years old	467	134	28.7	$\chi^2 = 11.3$ df= 3 p = 0.01
26–40 years old	778	166	21.3	
41–55 years old	546	126	23.1	
56–70 years old	133	24	18	
Level of education				
Basic school	63	17	27	$\chi^2 = 2.50$ df= 4 p = 0.64
Upper secondary school	549	130	23.7	
Vocational school	522	132	25.3	
Bachelor's degree	686	150	22	
Master's degree	113	25	22	
Position				
Worker	1414	340	24	$\chi^2 = 2.142$ df= 2 p = 0.342
Middle manager	297	64	21.5	
Senior manager	33	5	15.1	
Marital status				
Married	907	209	23	$\chi^2 = 9.19$ df= 3 p = 0.02
Divorced	215	35	16.3	
Widowed	49	14	28.6	
Single	753	194	25.8	
Size of organization				
Less than 25 employees	108	27	25	$\chi^2 = 19.9$ df= 4 p = 0.00
26–100 employees	670	125	18.6	
101–500 employees	625	181	29	
501–1000 employees	135	28	20.7	
more than 1000 employees	324	75	23	
Sector				
Private	1079	244	22.6	$\chi^2 = 0.85$ df= 1 p = 0.35
Public	681	167	24.5	
Area of work				
Manufacturing	546	136	24.9	$\chi^2 = 13.9$ df= 5 p = 0.02
Service industry	563	140	24.9	
Public administration	225	64	28.4	
Education	189	30	15.9	
Health care	53	7	13.2	
Other	369	78	21.1	

Source: Compiled by the author

Table 12. The three clusters of workplace bullying and prevalence by individual indicators, N=1920 (21 cases missing)

		Victims of bullying		Occasionally perceived negative behavior		No bullying	
		n	%	n	%	n	%
	Total	52	2.7	583	30.0	1285	66.2
Gender	Male	20	2.7	237	32.4	475	64.9
	Female	32	2.7	345	29.1	810	68.2
Phi=0.035, Cramer's V=0.035, p=0.301							
Position	Worker	39	2.8	413	29.5	948	67.7
	Middle manager	6	2.0	99	33.8	188	64.2
	Senior manager	2	6.1	11	33.3	20	60.6
Phi=0.065, Cramer's V=0.046, p=0.257							
Education	Basic school	1	1.6	24	38.1	38	60.3
	Upper secondary school	14	2.6	165	30.4	364	67.0
	Vocational school	16	3.1	151	29.2	350	67.7
	Bachelor's degree	19	2.8	202	29.9	455	67.3
	Master's degree	2	1.8	37	32.7	74	65.5
Phi=0.041, Cramer's V=0.029, p=0.919							
Age	18–25	14	3.0	171	36.9	279	60.1
	26–40	14	1.8	223	28.9	534	69.3
	41–55	17	3.2	164	30.4	358	66.4
	56–70	6	4.7	19	14.7	104	80.6
Phi=0.124, Cramer's V=0.088, p=0.000							
Marital status	Married	20	2.2	255	28.5	621	69.3
	Divorced	10	4.7	49	23.0	154	72.3
	Widowed	5	10.4	12	25.0	31	64.6
	Single	17	2.3	263	35.3	466	62.5
Phi=0.125, Cramer's V=0.089, p=0.000							

Source: Compiled by the author

Finally, it is important to highlight some characteristics about the victims of workplace bullying. The next results refer clearly to the uncertain position on the labor market and imbalance of power which may increase the risk of victimization. First, the prevalence of workplace bullying was calculated considering full-time or part-time employment status. 85.5% (n=389) of the victims were full-time employees and 7% (n=31) part-time employees. 7.5% of the victims did not declare their employment status. The prevalence of workplace bullying is higher among full-time employees, 23.9% from the total sample of full-time employees (n=1624) appeared victims and 17.7% from all part-time employees (n=175) were victims of bullying. Secondly, workplace bullying was measured among the unemployed (n=73), who answered about their previous

place of work. In this group victimization was very high – 24.6% (n=18). It can be assumed that workplace bullying may be one reason why they are not actively on the labor market. Most of the victims were not members of a trade union (94%, n=429). From all respondents who were not members of a trade union (n=1795, 92.5%) the proportion of victims was 23.9%, and from the respondents who were the members of trade union (n=138, 7.1%) the proportion of victims was 5% (n=23). Organizational culture may be less tolerant towards negative behavior where trade unions create a much safer environment in an organization. Employees do not need to use or suffer under workplace bullying behavior for job retention. But the needs for affiliation and safety of the employees, who have already lost their job because of workplace bullying, have not been fulfilled and they have been totally broken, which means these people lack support to cope with the situation.

In conclusion, according to Leymann's criterion of workplace bullying on the individual level, the statistically significant differences are related to age and marital status. The risk to become a victim of workplace bullying or to perceive negative behavior occasionally is especially high among younger employees under 25 years of age, older employees over 56 years of age, and among widowed or single persons. The differences in victimization are not related to gender, working position or education. Cluster analysis did not reveal strong relationships between individual characteristics and being a victim of workplace bullying.

Prevalence of workplace bullying on organizational level

On the organizational level the prevalence of workplace bullying was calculated in regard to the type of organization, area of work and size of organization. Further calculations about workplace bullying prevalence are based on Leymann's criterion and K-means cluster analysis by response categories.

First, workplace bullying was identified in the public and private sector. 53.6% of the bullied victims work in the public sector and 36.7% in the private sector; 5.7% of victims did not belong to either category (selected "other") and 4% of victims did not specify their working sector. From all the respondents who were working in the private sector (n=1079), the proportion of victims was 22.6% (n=244); and from all the respondents who were working in the public sector (n=681), the proportion of victims was 24.5% (n=167). Using a chi-square test no statistical differences were discovered between the private and the public sector: $\chi^2 = 0.85$, $df = 1$, $p = 0.35$. According to cluster analysis, the victims of bullying were almost equally from among the private and the public sector inside the second cluster and there were no sectorial difference concerning workplace bullying (see Table 13). **Therefore, proposition 2a which declared that bullying is higher in the public sector than in the private sector, is not valid.**

Secondly, the prevalence of workplace bullying was calculated by area of work. The respondents were divided into five main working areas. According to proposition 2b, the prevalence of bullying in the private sector is higher in ser-

vice organizations. According to Leymann’s criterion, the highest prevalence of bullying appeared in public administration, but in the private sector the prevalence appeared equally high in the service industry and in manufacturing companies. Cluster analysis confirms these result, finding the occasional negative behavior and victimization both very high. Additionally, the cluster analysis revealed that workplace bullying is a problem in health care. The differences between areas were statistically significant ($\chi^2 = 13.9$, $df = 5$, $p = 0.02$), but the cluster analysis revealed that the association was relatively weak (Phi=0.102, Cramer’s V=0.072, $p=0.030$) and therefore it can be concluded that the area of work is slightly related to victimization. To sum up, **proposition 2b which declared that in the private sector, the prevalence of bullying is higher in service organizations, is partially valid.**

Table 13. Three clusters of workplace bullying and prevalence by organizational indicators, N=1920 (21 cases missing)

	Total	Victims of bullying		Occasionally perceived negative behavior		No bullying	
		n	%	n	%	n	%
		52	2.7	583	30.0	1285	66.2
Sector	Private	23	2.2	307	28.7	738	69.1
	Public	18	2.7	217	32.2	438	65.1
	Other	10	9.4	27	25.5	69	65.1
Phi=0.109, Cramer’s V=0.077, p=0.000							
Size of organization	Less than 25	1	0.9	32	29.6	75	69.4
	26–100	13	2.0	185	27.9	464	70.1
	101–500	20	3.2	197	31.8	403	65.0
	501–1000	6	4.5	42	31.3	86	64.2
	More than 1000	11	3.5	92	28.9	215	67.6
Phi=0.068, Cramer’s V=0.048, p=0.379							
Area of work	Manufacturing	21	3.9	170	31.4	351	64.8
	Service industry	10	1.8	166	29.7	383	68.5
	Public administration	9	4.0	79	35.4	135	60.5
	Education	2	1.1	47	25.0	139	73.9
	Health care	2	4.2	8	16.7	38	79.2
	Other	8	2.2	113	31.4	239	66.4
Phi=0.102, Cramer’s V=0.072, p=0.030							

Source: Compiled by the author

Thirdly, the victims of workplace bullying were specified according to the size of organization. Further analysis about the proportion of victims in different sizes of organizations presents the situation in more detail. Proposition 2c declared that the prevalence of workplace bullying is higher in small and me-

dium-sized organizations. First, the results demonstrated that the prevalence of bullying depends on the size of organization and the risk of bullying is the highest in medium-sized organizations (101–500 employees) – 29%. The prevalence is also high in very small organizations (less than 25 employees) – 25%. The differences were statistically significant ($\chi^2 = 19.9$, $df = 4$, $p = 0.00$). Secondly, cluster analysis did not reveal any differences by size of organization. **Therefore, proposition 2c which declared that the prevalence of workplace bullying is higher in small and medium-sized organizations, is partially valid.**

To sum up, on the organizational level workplace bullying is dependent on area of work and size of organization according to Leymann's criterion. The victim's profile in detail according to cluster analysis did not reveal any strong associations between workplace bullying and organizational variables. Therefore, it can be concluded that victimization by bullying is a relatively poorly predictable phenomenon which does not depend on most individual or organizational characteristics. Returning to the research problem that was set up concerning the risk of workplace bullying, it must be admitted that the prevalence of workplace bullying measured by negative activities indicates a very high level of risk in Estonian organizations. The risk is the highest among younger and older employees, widowed and single individuals, who are working in public administration in medium sized organizations. The risks groups concerning other characteristics (gender, education, position) are more latent and clear risk groups were indistinguishable.

3.2. The impact of organizational culture on workplace bullying

In this subchapter propositions 3a and 3b are tested. These propositions declared that bullying is negatively correlated to relationship orientation and task orientation of organizational culture. To examine the impact of organizational culture on workplace bullying, the following analysis was carried out. Firstly, the scale of the NAQ and the QOC were tested to confirm their internal stability and reliability. Secondly, a regression model was created to identify the most important antecedents of bullying. Thirdly, the correlation between workplace bullying and organizational culture was calculated. As a result, the second research problem of the study about organizational culture, which may affect the prevalence of workplace bullying in organizations, finds an answer.

Before finding a relationship between organizational culture and workplace bullying, the validity of the NAQ was tested. Cronbach's alpha was 0.89 for all 22 items of the NAQ-R. This confirms the results of earlier studies which have shown a high internal stability of the scale, ranging from 0.87 to 0.93 (Einarsen and Hoel, 2001). To test the validity of the NAQ-R, confirmatory factor analysis was conducted according to the original questionnaire (Einarsen et al., 2009) (see Table 14).

Table 14. Factor loadings of the NAQ-R by confirmatory factor analysis

Factors	Description of Items	Factor loadings	
Work-related bullying	1. Someone withholding information which affects your performance	0.51	
	3. Being ordered to do work below your level of competence	0.56	
	14. Having your opinions and views ignored	0.64	
	16. Being given tasks with unreasonable or impossible targets or deadlines	0.53	
	18. Excessive monitoring of your work	0.47	
	19. Pressure not to claim something which by right you are entitled to	0.47	
	21. Being exposed to an unmanageable workload	0.52	
	Person-related bullying	2. Being humiliated or ridiculed in connection with your work	0.66
		4. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	0.53
		5. Spreading of gossip and rumors about you	0.60
		6. Being ignored or excluded	0.64
7. Having insulting or offensive remarks made about your person		0.62	
10. Hints or signals from others that you should quit your job		0.63	
11. Repeated reminders of your errors or mistakes		0.60	
12. Being ignored or facing a hostile reaction when you approach		0.66	
13. Persistent criticism of your work and effort		0.70	
15. Practical jokes carried out by people you don't get on with		0.52	
Physically intimidating bullying	17. Having allegations made against you	0.61	
	20. Being the subject of excessive teasing and sarcasm	0.57	
	8. Being shouted at or being the target of spontaneous anger	0.60	
	9. Intimidating behavior such as finger-pointing, invasion of personal space, shoving, blocking/barring the way	0.63	
	22. Threats of violence or physical abuse or actual abuse	0.42	

Source: Compiled by the author on the basis of the research data

Next, ordinary least square (OLS) regression analysis was carried out to identify if organizational culture or other factors function as predictors for workplace bullying. Work-related bullying was chosen as a dependent variable because bullying incidence was found extremely high there (according to the results presented in the previous subchapter). Three models are presented in Table 15. First, organizational culture where the variables of task orientation and relationship orientation are recoded into dummy variables: orientation is low (1–3 points on a 10 point scale), orientation is medium (4–7 points) and orientation is high (8–10 points). Second model covered organizational culture and variables on the individual level that were statistically significant according to the results of a chi-square test in the previous subchapter (age and marital status). The third model includes organizational culture and the variables on the organizational level that are statistically significant (area of work and size of organization). After constructing different regression models, the results showed that organizational culture is the best describer of workplace bullying.

Table 15. Results of OLS regressions, n=1748

Independent variables	Model 1: OC	Model 2: OC and individual level variables	Model 3: OC and organizational variables
OC task low	0.69* (0.31)	0.63* (0.31)	0.71* (0.31)
OC task medium	-0.47 (0.29)	-0.55 (0.30)	-0.46 (0.30)
OC task high	-1.33** (0.35)	-1.37** (0.36)	-1.34** (0.36)
OC relation low	0.86* (0.46)	0.81 (0.47)	0.83 (0.47)
OC relation medium	0.35 (0.40)	0.27 (0.40)	0.30 (0.40)
OC relation high	-0.02 (0.40)	-0.08 (0.40)	-0.07 (0.40)
Married		-0.43 (1.09)	
Divorced		-0.50 (1.10)	
Widowed		0.03 (1.13)	
Single		-0.32 (1.08)	
Age 18–30		-0.12 (1.64)	
Age 31–50		-0.50 (1.64)	
Age 51–70		-0.49 (1.64)	
Manufacturing			-0.09 (0.15)
Service industry			-0.26 (0.16)
Public administration			-0.41 (0.22)
Education			-0.41* (0.20)
Health care			-0.41 (0.33)
Less than 25 employees			1.91 (1.23)
26–100 employees			1.71 (1.21)
101–500 employees			1.82 (1.21)
501–1000 employees			1.83 (1.22)
Over 1000 employees			2.06 (1.21)
Nagelkerke R ²	0.09	0.10	0.10

Source: Compiled by the author

Notes: Dependent variable is work-related bullying; Independent variables are dummy variables;

Standard errors in parentheses.

*p<0.05, **p<0.01

The results show that organizational culture (OC) is an important predictor of workplace bullying. Highly task-oriented culture ($B = -1.33$; $p < 0.00$) is negatively correlated to work-related bullying. The model reveals clearly that low task orientation of organization culture ($B = 0.69$; $p < 0.02$) and low relationship orientation ($B = 0.86$; $p < 0.05$) are both strong predictors of workplace bullying: the lower the task orientation and relationship orientation of the organizational culture, the higher could be the risk of bullying.

Regression Model 1 is significant according to a chi-square test ($p < 0.000$). The Nagelkerke R^2 indicates that the model explains 9.1% of the variance of workplace bullying. The attempt to identify more antecedents of work-related bullying did not get any statistically significant results. Age groups, marital status or size of organization were not predictors of work-related bullying. Only education (area of work) seems to be related to work-related bullying ($B = -0.41$; $p < 0.04$).

Thirdly, a correlation analysis was carried out and the results indicated clear negative relationships between bullying and organizational culture (the results are shown in Table 16). The scale of the NAQ correlated negatively with the scale of the QOC (-0.36^{**} , $p < 0.01$). The analysis indicated that task-oriented organizational culture and sub-factors of bullying are related negatively to each other, the correlation coefficients vary between -0.23 and -0.38 (see Figure 9). Relationship-oriented organizational culture and sub-factors of bullying are related negatively to each other, the correlation coefficients remain between -0.21 and -0.30 (see Figure 9).

Table 16. Cronbach's alphas, correlations and descriptive statistics of NAQ and QOC scales

	1	2	3	4	5	6	7
1. NAQ	0.89						
2. Work-related bullying	0.87**	0.72					
3. Person-related bullying	0.94**	0.67**	0.87				
4. Physically intimidating	0.72**	0.49**	0.69**	0.49			
5. QOC	-0.36**	-0.36**	-0.31**	-0.24**	0.92		
6. Task orientation	-0.35**	-0.38**	-0.29**	-0.23**	0.85**	0.80	
7. Relationship orientation	-0.30**	-0.23**	-0.25**	-0.21**	0.88**	0.69**	0.79
Mean	1.38	1.58	1.31	1.20	6.44	4.69	6.58
Standard Deviation	0.37	0.50	0.39	0.35	1.15	1.67	1.48

Source: The author's calculations on the basis of research data

Notes: ** Correlations are significant at the 0.01 level.

Cronbach's alphas are shown along the diagonal

The negative correlation demonstrates that the risk of bullying is higher when the task orientation or relationship orientation of the organizational culture is lower. Correlation analysis brings out the strongest negative relationship between task orientation and work-related bullying (-0.38). Comparing the other correlation coefficients, it can be concluded that task orientation and workplace bullying are more strongly related to each other; whereas the occurrence of work-related bullying depends more on organizational culture. Therefore, the results reveal that misunderstanding the goals and changes in an organization can be one of the main predictors of work-related bullying.

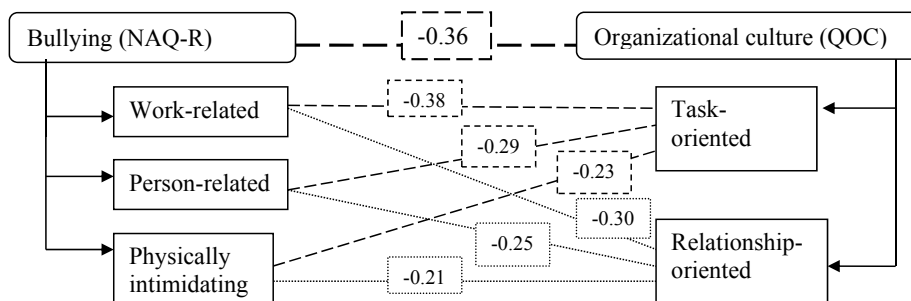


Figure 9. Relationship between bullying and organizational culture (based on Spearman correlation coefficient)

Source: Compiled by the author

To sum up, the results bring out that organizational culture is a clear predictor of the occurrence of workplace bullying. Low task orientation of organizational culture facilitates workplace bullying in an organization while high task orientation of organizational culture has a preventive effect towards workplace bullying. Therefore, well-organized communication, clear roles and goal-settings are important aspects of managing workplace bullying. Medium and high relationship orientation of organizational culture does not have a significant impact. In other words, good relations between employees do not have an important role concerning workplace bullying. However, poor relationships in an organization and low relationship orientation of the organizational culture are certainly related to workplace bullying and give rise to negative behavior. The results also revealed that **there is negative correlation between workplace bullying and the relationship orientation and task orientation of organizational culture; whereas this refers once again to the suggestion that if organization culture is highly oriented to tasks and relationships, then the risk of workplace bullying is lower. Therefore, propositions 3a and 3b are confirmed.** The second research problem was to understand the aspects that induce workplace bullying. In light of these results the causes of workplace bullying are related to organizational culture and negative behavior is managed by task orientation and relationship orientation of organizational culture.

3.3. Managerial view on workplace bullying

The present subchapter continues to analyze the causes of workplace bullying and examines possible prevention prospects. It was proposed that that managers are aware of management style as the antecedent of workplace bullying (proposition 4) and declared that the new generation of managers (less managerial experience and lower number of subordinates) is more informed about workplace bullying and are more supportive towards preventive actions. (propositions 5a and 5b). Subsequently, the results of semi-structured interviews with managers are presented and propositions 4 and 5 are tested.

The thematic analysis of the interviews with managers brought out three main categories as follows: 1) the managers' general awareness of workplace bullying; 2) potential causes of bullying; and 3) preventive actions. The first category, general awareness, includes the following subcategories: information channels where managers have received information about bullying; have they had earlier personal experiences; assessment about the prevalence of bullying in Estonia; and attitude concerning the relationship between negative behavior and work results. Secondly, the causes and negative activities were identified, which provides the necessary knowledge about the need and direction of prevention. Thirdly, the prevention section concentrates on the importance of prevention, implementation of relevant law, concrete anticipatory measures that managers considered most important, and the impact of negative behavior on employees' health. Figure 10 summaries the model of the survey, presenting the categories and subcategories and bringing out the main results by each subcategory. The following analysis presents the results by each subcategory in detail. Comments given by respondents have also been given to illustrate the results. The comments have been translated from Estonian language by the author of the dissertation. In parentheses, after the comment, the tenure of the respondent as a manager in years (y) and their number of subordinates (s) have been marked. The information is especially important considering the propositions 5a and 5b.

Managers' awareness of workplace bullying

The first category covers managers' awareness about and attitudes towards workplace bullying. Results revealed that the general awareness of workplace bullying among middle and top managers is satisfactory – more than two thirds of respondents are generally or completely aware of the problem. Awareness among less experienced managers (tenure up to 10 years) was 75.6% and awareness among more experienced managers (over 10 years) was 62.7%. The managers with a smaller number of subordinates (up to 9) were more informed (74.7%) compared to managers with a larger number of subordinates (over 10) who were less informed (66.4%). The results are presented in Appendix 5.

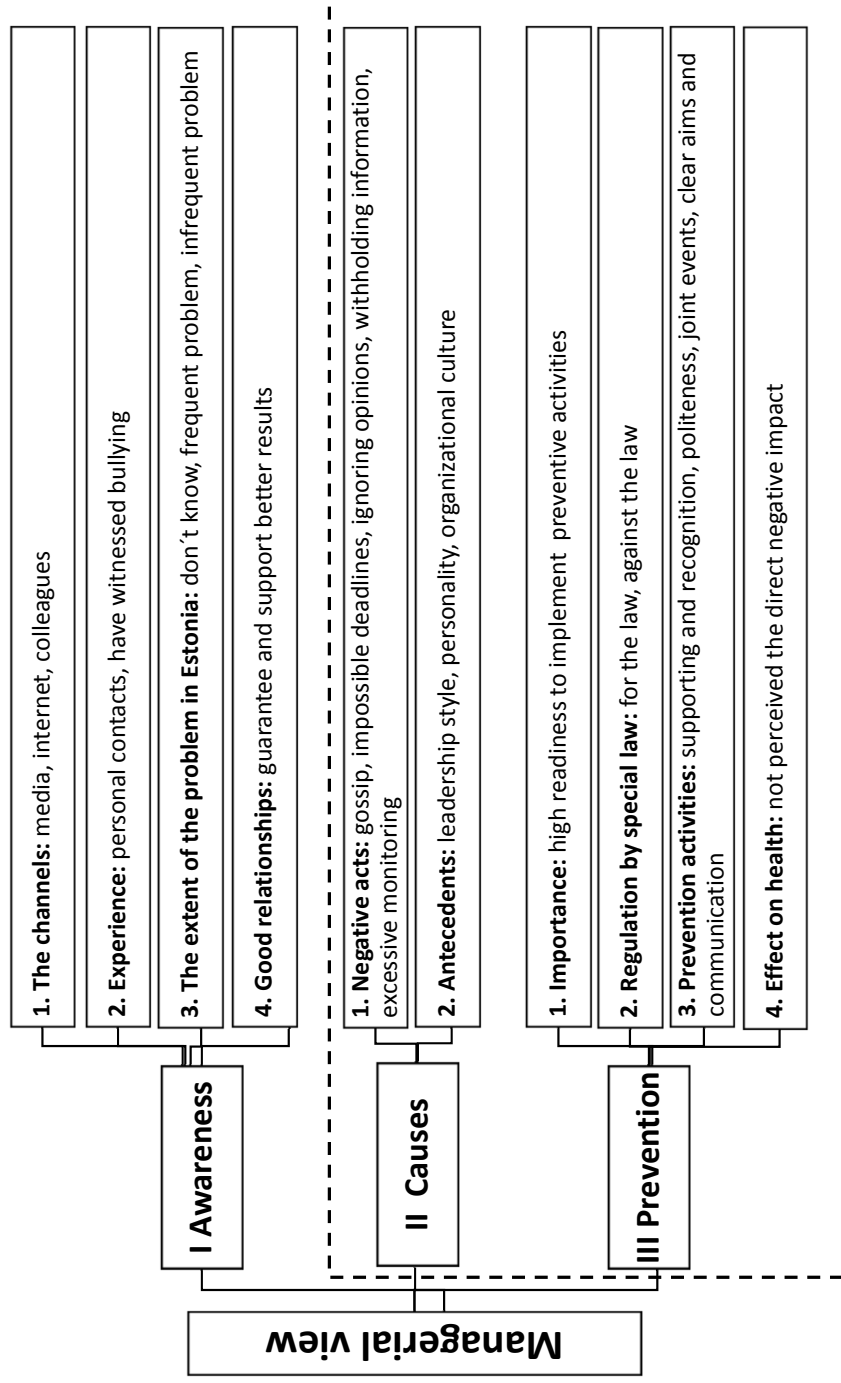


Figure 10. Managerial view model on workplace bullying: based on the empirical data
 Source: Compiled by the author

Primarily managers have received information about workplace bullying via the press, the internet or from their colleagues. Information has also come from management training programs or special courses, whereas some respondents had their own experiences or had witnessed bullying incidences. None of the managers had been informed about workplace bullying through formal organizational documents or channels.

According to the workplace bullying definition, 53% (n=112) of managers have had personal experiences or have witnessed workplace bullying during their career: 10% several times, 31% a couple of times and 12% once. 47% of respondents have not had any previous contact with workplace bullying during their working time. Respondents, who had personal contacts or had witnessed bullying, commented their experiences as follows:

“A victim was a subordinate and the manager just did not perceive the impact of his behavior, he was just demanding by his opinion” (3y/4s); “I have seen similar behavior (like bullying) between same level co-workers, it was really horrible” (1y/2s).

The comments demonstrate that respondents have noticed negative behavior on the same level as well as between different levels in an organization. A selection of the most typical comments by managers who have had previous experiences with workplace bullying is presented in Table 17.

Table 17. Comments of the interviewees: previous exposure to negative behavior

On the same level	On different levels
<ul style="list-style-type: none"> - competition between employees (5y/14s) - overstepping (10y/4s) - slandering was part of culture (2y/3s) - teasing and jokes every day (3y/4s) - incompetent manager was the main reason (12y/9s) 	<ul style="list-style-type: none"> - manager was very demanding (6y/13s) - employer themselves was the bully (4y/5s) - belittling employees (2y/6s) - manager was continuously blaming his subordinate (3y/5s) - the purpose was to get rid of the worker (7y/10s)

Source: Compiled by the author on the basis of the interviews

From the interviews it appeared that most managers have heard the term “workplace bullying” before but they are not sure of the particular meaning of the term. The definition of workplace bullying was unfamiliar and incomprehensible in some respects. The most surprising circumstance for managers about the definition of workplace bullying was the understanding that a one-time conflict or hassle is not considered workplace bullying. On the other hand, some of the managers commented the definition saying that such negative behavior and

attitude towards colleagues happens in their organization from time to time and sometimes even every day, but such behavior is nothing special and it is not necessary to deal with it.

Awareness about the prevalence of workplace bullying in Estonia was relatively low among the respondents – 44% (n=92) of managers were not able to evaluate the extent of the problem. 15% (n=32) of respondents believed that the problem is rather frequent and 41% (n=86) believed on the contrary that it is rather not. Table 18 presents a selection of comments by the respondents who assessed the problem to be frequent, infrequent or abstained from evaluating.

It can be concluded that managers who have not had any personal experiences, tend to consider bullying as a rather infrequent problem, whereas managers who were not able to evaluate the extent of the problem, were not aware of the exact content and meaning of bullying. Respondents who considered workplace bullying a frequent problem drew attention to the fact that employees do not want to raise the problem and just suffer quietly.

Table 18. Comments of interviewees: arguments determining the frequency of bullying

Frequent problem (15%)	Do not know (44%)	Infrequent problem (41%)
<ul style="list-style-type: none"> - Among female personnel bullying is a really serious problem (8y/5s) - Big problem of course, but people do not name it “bullying” every time it happens (2y/2s) - People do not want to talk about that and suffer silently (3y/4s) - Unfortunately it happens quite often (3y/1s) 	<ul style="list-style-type: none"> - Hard to decide on the basis of the press, it may not be true (8y/3s) - From newspapers we can hear only single cases, we do not know what’s really happening (2y/6s) - Bullying is more likely to appear in bigger organizations (4y/6s) - It depends on the sector or area, difficult to comment (3y/4s) - Managers do not have an overview of the real situation (4y/5s) - Do not know, I have worked only in one organization for a long time (12y/9s) 	<ul style="list-style-type: none"> - There is no bullying in our organization (5y/8s) - I have never seen something like that (10y/12s) - Serious problems are not widespread (4y/4s) - The problems are more likely to be conflicts than bullying (3y/5s) - In the banking sector it is not a problem (6y/7s) - I can’t give any examples (8y/10s) - There are much more serious problems for businesses in Estonia (15y/7s)

Source: Compiled by the author on the basis of the interviews

The first category covers also the managers' awareness about the connection of good relationships in a working team to work results. Nearly all respondents agreed with that statement: 42% (n=88) of managers answered that good relations guarantee good results and 55% (n=116) answered that good relations promote gaining better work results. Managers commented the issue as follows:

"It is obvious that good relations are related to good results" (2y/4s); "Good relations between employees means also good relations with clients" (7y/13s); "Good relations are important for having long-time success, only in a short-time prospect success is possible even with bad relations" (11y/6s).

Respondents stressed the importance of good relations especially in the case of teamwork. The consensus of managers' opinion in this question can be summarized with the next comment: „*Human capital is the main asset for a firm*“(4y/6s).

The respondents pointed out the important role of a manager, stating that good relations between employees depend mostly on the attitude of the manager:

"The relations depend on the behavior of the manager, how they treat the subordinates. Their attitude determines the mentality of the working team" (5y/3s), "If the manager is friendly then employees dare to ask help or advice and that leads to better results"(3y/2s).

However, also other kinds of comments were given in the course of the interviews regarding good relationships between co-workers. The managers questioned if too kind relationships could interfere with concentrating on the working process:

"The chatting and coffee breaks are just a loss of time and could not help gain better work results in any way" (11y/6s), "The relations should be normal, not familiar" (5y/4s).

Although some of the respondents argued that results do not depend on good relations in the working team, they still agreed that negative relations have a negative impact on work results. Therefore, even if good relations may not always guarantee attaining the goals and better results in an organization, then negative relations between co-workers certainly interfere with achieving the organization's goals.

As discussed, more than half of the respondents have had a previous contact or experience with workplace bullying during their career and most of the respondents agreed that good relations between co-workers guarantee or help to attain good results at work. Nevertheless, managers are not well enough aware about the problem of workplace bullying in Estonia and their knowledge of bullying, being based on the media and the internet, is superficial. Therefore, it

is important to ask managers about their personal experiences with negative behavior, what kind of negative acts they have experienced or witnessed at work, before continuing the interview with causes for bullying. The managers may not necessarily know what bullying activities exactly include, but if they have had exposure to the negative behaviors that are considered bullying, then the further examination of causes towards this kind of behavior is justified. The results are presented in the next section.

Causes for workplace bullying

The second category concentrates on the results concerning previously experienced negative activities and presents the causes for workplace bullying. At first, the interview question focused on whether and how frequently respondents have had any previous experiences with bullying activities or have witnessed negative activities in their organization. The results revealed that the acts the interviewed managers have witnessed most frequently are: ignoring opinions (13.3% of interviewees named that these activities have happened daily or weekly), withholding information that affects performance (12.4%), and spreading gossip and rumors (11.9%) (see Figure 11). Most of the respondents admitted that these negative acts have happened now and then in their organization between employees, with the most frequent act being giving tasks with unreasonable or impossible targets or deadlines (68.6% of managers have witnessed or experienced this) and gossiping (68.1%). The results demonstrated clearly that managers have previous experiences or have witnessed negative behavior between employees at least now and then. Therefore, the respondents are aware of the existence of negative behavior in organizations and there is reasonable ground to ask for their opinions about potential causes of bullying.

During the interviews, lots of comments were given by the respondents that reflected their attitudes towards negative behavior in an organization. The opinions divided broadly in two opposite standpoints. One part of the respondents considered negative behavior to be relatively inevitable and believed that the negative acts mentioned above could happen sometimes in every organization, especially gossiping, withholding information or insulting. The following quote illustrates this attitude:

„In many cases the behavior is not malevolent and systematic but just a part of organizational life“ (7y/3s).

Thus, managers sometimes accept negative activities in an organization and consider the behavior as unavoidable. This attitude of managers is rather harmful for an organization and refers to the fact that managers do not believe in the existence of a bullying-free organization.

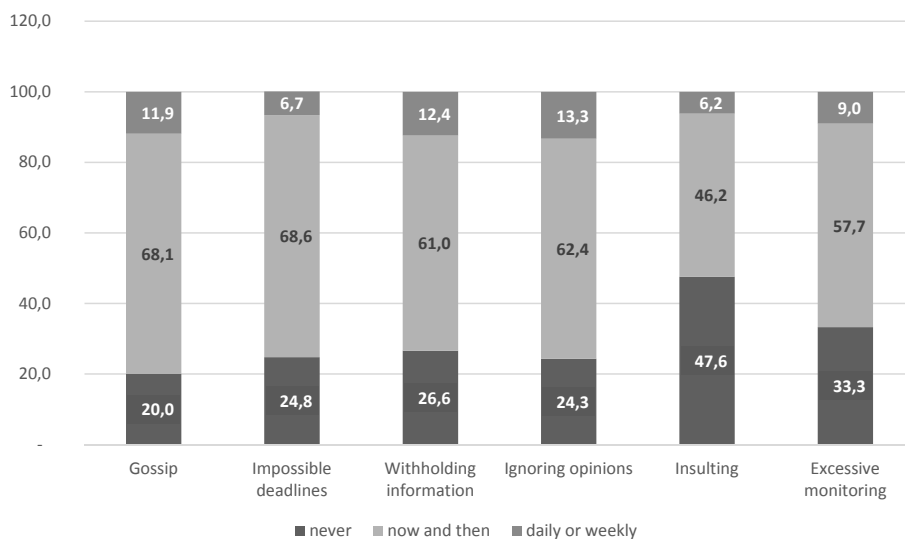


Figure 11. Estimations on the appearance of workplace bullying activities according to interviewees (%)

Source: The author’s calculations on the basis of research data

Simultaneously, the other part of interviewees considered negative behavior a relatively serious problem that should not belong to the modern working life. They admitted that they have had serious contacts with workplace bullying, and especially before they became managers. The next quote explains the situation:

“Every week on a certain day was an audience by the chief where insulting and reviling took place, just in case” (3y/8s).

Another respondent pointed out that insulting as a managerial style belongs to the soviet time. Still there are managers who continue using this kind of managerial style. Thus, the responses were somewhat controversial. The respondents revealed that sometimes managers accept negative behavior or even cause negativity in an organization. At the same time, the respondents considered negative behavior certainly not normal, on the contrary, it is problematic and they condemned unfavorable activities.

The second subcategory presents the causes and antecedents of workplace bullying. Workplace bullying is caused mostly by personality traits (83% of respondents agree completely or agree), inappropriate management style (74%), followed by organizational culture which tolerates negative behavior (70%), and unclear assignment of work (59%). Problems or dissatisfaction with the physical working environment, such as lighting, equipment and workrooms were not considered as a high risk factor for bullying. According to the manager’s opinion, both the lack of a particular law for regulating the subject in Estonia

and insufficient participation in the decision-making process are also not primary causes of workplace bullying. Figure 12 gives an overview of the frequency of causes according to the respondents' estimations.

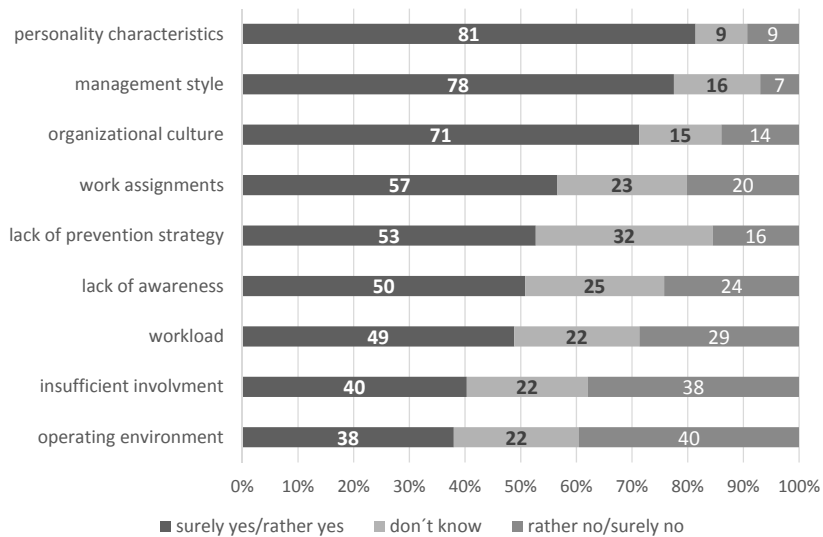


Figure 12. Estimations of causes for workplace bullying according to interviewees (%)
 Source: The author's calculation based on research data

The majority of respondents were convinced that personality traits are related to negative behavior in an organization and therefore during the recruitment process it is important to take personality into consideration. Respondents were also critical concerning managers themselves and brought out arguments that support the opinion that management style could be a risk factor for workplace bullying. Table 19 presents the main comments concerning personality and management. One main reason for bullying according to the interviews is organizational culture, which proceeds from and could be interrelated to management: *“weak organizational culture that tolerates bullying is the main reason behind bullying”* (7y/5s). For summarizing the category of causes for workplace bullying, the following quotation from an interview illustrates the situation in many organizations: *„The problem could be simply that the employees are ready to suffer in the name of their job. First of all they (employees) care about retaining their job and monthly salary and if there is negative behavior in their workplace, then they just do not pay attention to it“* (5y/4s). Respondents discussed also that if the problems already exist at a workplace then the solution could be providing a mentor or the help of a trained colleague who is able to support the defenseless employee.

Table 19. Comments by interviewees: arguments about the causes of workplace bullying

Causes	
Personality	Management style
<ul style="list-style-type: none"> - workplace bullying proceeds from attitudes and norms which are related to personality (10y/8s) - victims are usually somewhat different as people, silent and reserved (13y/9s) - some employees just want to show power over others (2y/2s) 	<ul style="list-style-type: none"> - after all the manager is responsible for the situation (7y/11s) - if the manager ignores someone or insults them, then the behavior is the main reason why bullying could appear and spread in the organization (7y/5s) - the main reason of bullying is definitely an inappropriate management style (5y/4s)

Source: Compiled by the author

To sum up the second section and category, it can be said that managers named the most frequent workplace bullying activities to be “ignoring opinions” and “withholding information”. The primary causes for workplace bullying according to interviewees are personality traits, management style, and organizational culture (at least 70% of respondents agreed). Managers admitted that they take personality into account when selecting new employees, because behavior proceeds from personality traits. At the same time, respondents were very critical towards managers themselves, 74% of respondents found management style to be one of the three main causes for workplace bullying. The comments pointed out that managers sometimes use autocratic managerial style, which is characteristic of the Soviet period, and causes negativity in an organization. Respondents were well informed of the managerial style as one main antecedent for workplace bullying. **Proposition 4 declared that managers are aware of management style as an antecedent to workplace bullying. According to the results, the proposition is completely valid.**

Prevention of workplace bullying

The third category covers the attitudes and readiness towards prevention activities. This is an important additional input to the recommendations and conclusions of this dissertation and helps understand the willingness to deal with the issue of workplace bullying. The results revealed that the respondents approved almost all basic preventive actions in an organization: support and recognition, settling a dispute in an amicable way, politeness, organizing joint events, explaining to the employees the aims of work tasks and the functioning of the whole organization and facilitating communication between managers and subordinates. Assessing the need for the prevention of workplace bullying a total of 67% (n=141) of managers considered preventive actions necessary to be implemented in Estonian organizations, 22% (n=46) did not know, and only 11% (n=23) considered prevention relatively non-important. Many respondents regarded the above-mentioned activities to be self-evident:

“Supporting employees, explaining aims, communicating politely, etc. – these are elementary activities for normal operating” (9y/15s).

However, several respondents considered preventive actions to be too time-consuming and needless, especially in Estonia because they did not believe that workplace bullying could be a problem here. Another reason for being against prevention was fear of overregulation.

The managers commented that the most important preventive actions and behaviors from their point of view are open communication, including regular meetings and availability of information, which precludes misunderstandings so that the employees would perceive themselves as equal:

“If communication is organized poorly inside the organization, then questions need to be asked over and over again and this is just additional time spent and problems or conflicts may arise” (4y/6s).

Acknowledgement is a good resource for achieving a bullying-free environment:

“Showing gratitude or appreciation for a good job is simple but creates a good synergy in a working team” (5y/3s).

Additionally, the respondents pointed out a connection with job management:

“If employees work without a common purpose then the possibility workplace bullying incidents arising is much higher because in case of problematic subjects it is more complicated to find satisfying solutions” (5y/3s).

Most differing opinions revealed considering organizing joint events at work; whereas some respondents believe that joint events are not necessary at all:

“They are working together all the time, why should they spend their free time together as well? These events are not profitable.” (12y/7s), “A joint event offers a great opportunity for bullying” (8y/12s).

Thus, managers doubted if joint events have any preventive impact on workplace bullying.

The respondents gave supplementary suggestions for prevention: special trainings for personnel about the consequences of workplace bullying, psychologist in organization who helps solve the incidents, considering candidates' personality characteristics during the personnel selection process. The respondents believed that prevention of workplace bullying is part of organizational culture to start from. However, prevention begins on the societal level with the formation of general ethical values and morale.

The results on the question concerning relevant law for the prevention and punishment for bullying incidents, differ greatly: 40% of managers supported legal regulation whereas 29% was against it; 31% was not able to assess the need for a law. The divided comments regarding passing a relevant law are given in Table 20. Respondents who expressed their opposition to the law questioned the possibility to measure negative behavior and find juridical solution for bullying incidents. The third category includes also the managers' opinions about the perceived risk of workplace bullying among Estonians and its harmful effect on health. The results reveal that according to managers' views awareness is low or relatively low in Estonia (67%, n=141). Actually 31% (n=65) of the respondents were not able to assess the situation and only 2% (n=4) believed that the awareness of threats caused by bullying is relatively high among Estonians. Therefore, the respondents consider general awareness among Estonian employees to be much lower than the managers' own awareness. According to the results presented in the first section, managers believed themselves to be relatively well-informed about the problems of workplace bullying.

To sum up, the third section of the survey shows that managers support prevention activities in organizations and generally consider prevention important and essential. On the other hand, respondents are not in the same opinion regarding the need of a relevant law for regulating workplace bullying in Estonia and think that Estonians are not yet aware of the harmful effect of bullying on employees' health.

Table 20. Comments by interviewees: arguments about relevant law on workplace bullying

For the law	Against the law
<ul style="list-style-type: none"> - Bullying is violence and the perpetrator must be held responsible (5y/3s) - Psychological terror is very harmful and needs to be dealt with (6y/3s) - Protection for victims is important, especially if managers do not want to deal with the problems (10y/7s) - Then people would think more about their behavior (12y/4s) - It is a way for decreasing bullying (2y/2s) 	<ul style="list-style-type: none"> - Does organization have to pay compensation then? (11y/) - This is overregulation, as in the Northern countries (15y/7s) - It is not possible to solve the issue just juridically, this is more a question of morale (3y/1s) - Managers have to solve these kinds of problems themselves (10y/12s) - People do not anyway dare to speak about bullying, let alone give a formal statement (3y/3s) - Prevention is more important than punishment (6y/8s) - Hard to measure and find evidence (5y/4s) - Employees could use the law in their interest (8y/10s)

Source: Compiled by the author on the basis of the interviews

Differences between groups of managers

One of the objectives was to investigate the relevant differences between managers concerning their awareness of bullying, the prevalence of bullying, opinion on the need for relevant law and need for prevention in Estonia. For that reason, managers were divided into groups on the basis of their tenure and number of subordinates. First, by tenure, the managers were divided as follows: 1) tenure up to 10 years (n=127); over 10 years (n=83). Secondly, the groups were formed accordingly: 1) number of subordinates 1–9 (n=99); 2) 10 and more (n=110). Descriptive statistics about the groups of managers is shown in Appendix 5.

The first group of managers, tenure up to 10 years, is characterized by the highest awareness about the phenomenon of workplace bullying (75.6%); also, the respondents in this group have had personal contacts to or have been witnessed the workplace bullying activities most frequently (61.4%) comparing to other groups of managers. The majority from this group was not able to assess the general situation in Estonia on how serious the problem of workplace bullying is for Estonian organizations. Compared to other groups, managers with tenure up to 10 years were most confident that workplace bullying has not been perceived as risk to employees' health in Estonia (74%), the awareness about the consequences of workplace bullying is rather low. The respondents belonging to the first group support prevention activities in Estonian organizations (69.3%) and most of the respondents support the implementation of special law on workplace bullying (46.5%).

The second group of managers, tenure over 10 years, is the least informed about workplace bullying compared to the other groups, but inside the group the awareness is average (62.7% of respondents informed). Simultaneously, the members of this group have had the least previous personal experiences with or have not witnessed workplace bullying (41.0%). Managers with longer tenure do not believe workplace bullying could be a frequent problem for Estonian organizations (48.2%). At the same time, they believe that workplace bullying has not been perceived as risk to employees' health in Estonia (56.6%) and support preventive actions, still not as strongly as the other groups (63.9%). The second group could not assess the necessity of the implementation a relevant law.

The third group of managers, 1–9 subordinates, is characterized by relatively high awareness about workplace bullying (74.7%) and by an above-average level of previous personal contacts with workplace bullying (56.6%). The group is most confident that workplace bullying is a frequent problem in Estonian organizations (19.2%) and they believe more than other groups that it has been perceived as a high risk factor to employees' health in Estonia (4%). The third group supports preventive actions (67.7%) as well as a relevant law on workplace bullying in Estonia (43.4%).

The fourth group of managers, over 10 subordinates, is characterized by average awareness of workplace bullying (66,4%), whereas the members of the

group have had previous contacts or have witnessed workplace bullying activities (50.9%). In spite of the awareness and previous experiences, the group was and able to assess the frequency of workplace bullying in Estonian organizations. Most of the respondents in this group were sure that the risk of workplace bullying to employees' health has been undervalued in Estonia (65.5%). The group supports preventive actions (66.4%) but was not sure about a relevant law for regulating workplace bullying in Estonia (36.4%).

Furthermore, the Mann-Whitney U test was conducted to find out differences between different groups of managers by number of subordinates and tenure. The results of the Mann-Whitney U test by tenure revealed statistically significant group differences in the estimation of awareness and previous contacts with workplace bullying: managers' with up to 10 years of managerial experiences awareness about workplace bullying is higher than the ones with longer managerial experiences. Also, the former considered bullying to be a more frequent problem in Estonia and evaluated the risk of workplace bullying to employees' health higher (see Table 21). However, no statistically significant differences by number of subordinates were discovered (see Table 22).

To sum up, awareness of workplace bullying is the highest among managers with the shortest tenure – up to 10 years. The second group, tenure over 10 years, differs by the fact that the managers in this group are least informed of workplace bullying. Therefore, the second group could not assess the perceived risk of workplace bullying to employees' health. Statistically significant differences appeared between these two groups by tenure. However, no statistical differences appeared between the groups of managers with smaller and larger number of subordinates. **Therefore, to answer proposition 5a, which declared that the new generation of managers (less managerial experience and a lower number of subordinates) is more informed about workplace bullying, is partially valid. Proposition 5b, according to which the new generation of managers (less managerial experience and a lower number of subordinates) is more supportive towards preventive actions, is not valid.** Thereby, the third research problem of the study has also found a solution. The awareness of managers with tenure up to 10 years, is higher compared to managers with longer tenure, and they are better informed about the possible risks of workplace bullying in Estonia. Information about workplace bullying is mainly obtained from the media, the internet and from colleagues. Managers are willing to implement preventive actions but consider that the perceived risk of workplace bullying to employees' health is rather low.

Table 21. Results of the Mann-Whitney U test by managers' tenure (years), n=210

Statement	Group	Average	Average Rank	U (z)	p-value
Have respondents had personal contacts or have they witnessed WB	Up to 10	2.85 (1.04)	99.3	4482 (-1.96)	0.05
	Over 10	3.12 (1.13)	114.9		
Respondents' awareness on WB	Up to 10	2.24 (0.71)	99.6	4520 (-2.03)	0.04*
	Over 10	2.45 (0.77)	114.5		
Is WB a frequent problem in Estonian organizations?	Up to 10	3.16 (0.77)	98.7	4415 (-2.14)	0.03*
	Over 10	3.40 (0.85)	115.8		
Is there need for relevant law governing WB?	Up to 10	2.76 (1.02)	99.7	4540 (-1.77)	0.07
	Over 10	3.00 (0.89)	114.3		
To what extent is WB perceived as a risk to employees' health in Estonia?	Up to 10	3.91 (0.72)	113,1	4297 (-2.47)	0.01*
	Over 10	3.67 (0.70)	93.7		
Necessity for prevention	Up to 10	2.23 (0.82)	102.7	4915 (-0.99)	0.32
	Over 10	2.40 (0.87)	109.7		

Source: Author's calculations on the basis of the research database

Note: *=significant (p<0.05)

Table 22. Results of the Mann-Whitney U test by managers' number of subordinates, n=210

Variable	Group	Average (SD)	Average Rank	U (z)	p-value																																										
Have respondents had personal contacts or have they witnessed WB	1-9	2.95 (1.05)	104.4	5383 (-0.15)	0.88																																										
	10 and more	2.96 (1.12)	105.6			Respondents' awareness on WB	1-9	2.23 (0.63)	99.0	4854 (-1.58)	0.11	10 and more	2.41 (0.78)	110.3	Is WB a frequent problem in Estonian organizations?	1-9	3.19 (0.88)	102.8	5231 (-0.52)	0.59	10 and more	3.31 (0.73)	106.9	Is there need for relevant law governing WB?	1-9	2.76 (1.00)	99.4	4897 (-1.31)	0.19	10 and more	2.93 (0.95)	109.9	To what extent is WB perceived as a risk to employees' health in Estonia?	1-9	3.84 (0.78)	107.7	5171 (-0.68)	0.49	10 and more	3.79 (0.66)	102.5	Necessity for prevention	1-9	2.28 (0.86)	105.06	5450 (-0.12)	0.90
Respondents' awareness on WB	1-9	2.23 (0.63)	99.0	4854 (-1.58)	0.11																																										
	10 and more	2.41 (0.78)	110.3			Is WB a frequent problem in Estonian organizations?	1-9	3.19 (0.88)	102.8	5231 (-0.52)	0.59	10 and more	3.31 (0.73)	106.9	Is there need for relevant law governing WB?	1-9	2.76 (1.00)	99.4	4897 (-1.31)	0.19	10 and more	2.93 (0.95)	109.9	To what extent is WB perceived as a risk to employees' health in Estonia?	1-9	3.84 (0.78)	107.7	5171 (-0.68)	0.49	10 and more	3.79 (0.66)	102.5	Necessity for prevention	1-9	2.28 (0.86)	105.06	5450 (-0.12)	0.90	10 and more	2.31 (0.84)	105.90						
Is WB a frequent problem in Estonian organizations?	1-9	3.19 (0.88)	102.8	5231 (-0.52)	0.59																																										
	10 and more	3.31 (0.73)	106.9			Is there need for relevant law governing WB?	1-9	2.76 (1.00)	99.4	4897 (-1.31)	0.19	10 and more	2.93 (0.95)	109.9	To what extent is WB perceived as a risk to employees' health in Estonia?	1-9	3.84 (0.78)	107.7	5171 (-0.68)	0.49	10 and more	3.79 (0.66)	102.5	Necessity for prevention	1-9	2.28 (0.86)	105.06	5450 (-0.12)	0.90	10 and more	2.31 (0.84)	105.90															
Is there need for relevant law governing WB?	1-9	2.76 (1.00)	99.4	4897 (-1.31)	0.19																																										
	10 and more	2.93 (0.95)	109.9			To what extent is WB perceived as a risk to employees' health in Estonia?	1-9	3.84 (0.78)	107.7	5171 (-0.68)	0.49	10 and more	3.79 (0.66)	102.5	Necessity for prevention	1-9	2.28 (0.86)	105.06	5450 (-0.12)	0.90	10 and more	2.31 (0.84)	105.90																								
To what extent is WB perceived as a risk to employees' health in Estonia?	1-9	3.84 (0.78)	107.7	5171 (-0.68)	0.49																																										
	10 and more	3.79 (0.66)	102.5			Necessity for prevention	1-9	2.28 (0.86)	105.06	5450 (-0.12)	0.90	10 and more	2.31 (0.84)	105.90																																	
Necessity for prevention	1-9	2.28 (0.86)	105.06	5450 (-0.12)	0.90																																										
	10 and more	2.31 (0.84)	105.90																																												

Source: The author's calculations on the basis of the research data

DISCUSSION AND SUGGESTIONS FOR IMPLEMENTING PREVENTIVE MEASURES OF WORKPLACE BULLYING

In the present study, the prevalence of workplace bullying in Estonian organizations was identified and the risk groups in the specific societal context were brought out. The contribution of the dissertation lies, among other things, in the fact that the topic of workplace bullying is no longer a vague and undefined concept in Estonia, on the contrary, the understanding of the phenomenon and information about the concrete risk levels has become clearer. The findings of the empirical studies are discussed below, whereas the results are associated to the theoretical part of the dissertation. Additionally, suggestions for prevention, which are based on the synthesis of the empirical and theoretical part, are provided.

The first research problem was to find out the extent of the workplace bullying in Estonia. The research results indicate clearly that bullying represents a very serious problem in Estonia. According to Leymann's criterion, at least one of the negative acts presented in the questionnaire, was reported to have happened at least weekly by nearly a quarter of all respondents. Compared to stricter criterion, two negative acts weekly during the 6 months (Mikkelsen and Einarsen, 2001), the prevalence of workplace bullying was found to be about 10% in Estonia. The second measurement method was self-labeling, which revealed that almost 1% of the respondents defined themselves as victims of bullying that had a frequency of at least weekly; and 8% of the respondents labeled themselves as occasionally bullied. The results revealed that respondents suffer under workplace bullying in Estonian organizations, but the results differ considerably depending on whether the chosen measurement method is direct or indirect.

Based on the indirect measurement method the responses indicated that a large number of respondents have experienced negative acts at work at least once a week and even once a day. Based on the direct method, the respondents did not admit to a daily or weekly bullying experience if they were given the term "workplace bullying" and its definition. Research shows that the results also vary significantly depending on the method of measurement, whereby the self-reported exposure to bullying was found noticeably lower. The results from other countries that have used similar methods for measuring bullying, confirm the same tendency (e.g., Lutgen-Sandvik et al., 2007; Salin, 2001). The findings of this study provide significant support for the argument that self-labeling of workplace bullying is much lower and revealed different results from negative acts presented indirectly in the questionnaire. One explanation could derive from psychology: it was humiliating or offensive for the respondents to identify themselves as victims of bullying. However, the reason could also be related to insufficient prior information, bullying as a term having been unfamiliar to the respondents and them tackling the definition of bullying for the first time.

The negative activities that respondents most frequently reported were all work-related activities, i.e. belonged to organizational features, not personal features. Being exposed to unmanageable workload and withholding information which affects performance were most frequently the reasons of victimization (reported by over 30% of victims). These results refer clearly to managerial problems in organizations. In post-transitional countries, Soviet-time-influenced management style often supports high formalization and therefore limits employees' freedom to cope with their work (Sakowski et al., 2015). Soviet management style and high formalization are not suitable any more in the changed business environment and it has led to serious risks of workplace bullying.

At the individual level no considerable differences between men and women among victims of workplace bullying were identified in Estonia (see Table 23, proposition 1a). Considering the large number of previous studies which refer to the predominance of women among victims of workplace bullying (e.g., Zapf et al., 2003; Quine, 1999) the result of the present study was surprising. The proposition 1a, which stated that the victims of workplace bullying are more frequently women, was not valid because no significant evidence was found that women would be more vulnerable than men or the other way around (see Table 23).

The findings of previous studies have found that women tend to be victims of bullying more frequently (Vartia & Hyyti 2002) and most that the common forms of bullying against women are unfair criticism and intimidation (Simpson and Cohen, 2004). These activities refer to the possibility that the bully could be on a managerial position. The explanation why there were no gender differences in the Estonian study could be related to the gender of the superior. While men tend to be more often in a superior position and women are still on a subordinate position, then women do not dare to report of negative behavior, whereas men have power and courage to confront such issues.

The results of the study reveal that victimization does not depend on the position of the victim (proposition 1b). These results refer to an actual situation whereby the superiors, regardless of their higher position of power are not protected against bullying either. The reason may be related to the interpretation of manager's behavior, for example, staff may perceive implementing change as bullying and activate retaliatory behavior directed against the manager (Branch et al., 2007). In post-transitional countries the changes in organizations take place very often. Therefore, it could be considered an understandable reason. In situations where the victim is on a managerial position, there have to be several subordinates as bullies to overcome the official power distance. The relatively high degree of victims among respondents on managerial positions was unexpected and demonstrated that workplace bullying takes place at all levels of organization.

The study did not confirm the statement that the victims of workplace bullying are more frequently employees with lower education than higher education (proposition 1 c). In fact, there were no statistically significant differences

between different levels of education (see Table 23). Although there are quite a few previous studies concerning victim's education, the relationships are still unclear. One explanation is related to awareness. Lower level of education may be a risk for workplace bullying due to the person's lack of knowledge on how to manage negative behavior and how to behave conflict situation (Moreno-Jiménez et al., 2008). Another explanation to why higher education could be a risk factor for bullying is that some of the negative activities presume office work on a relatively high position (i.e. being ordered to do work below your level of competence; having key areas of responsibility removed or replaced with more trivial or unpleasant tasks), which means that "the higher the education of an employee, the higher the risk that some of the tasks he or she has to do are below their level of competence" (Salin, 2001). According to the results, the prevalence of the above mentioned work-related bullying activities was very high and therefore this could be the reason why respondents with higher level of education were victims of workplace bullying.

The results mostly supported the proposition that the victims of workplace bullying are more frequently younger employees (under 30 years of age) than older employees, which is in accordance with other recent studies (Hacicaferoglu et al., 2012). The reasons are related to lower awareness of bullying and lower level of knowledge to manage conflicts. Additionally, younger people are often on lower positions in an organization because they have entered the labor market only recently and may have not finished their studies yet. Therefore, the risk of losing their job and earnings is higher namely among younger employees, those between 18–26 years of age. The results revealed also that younger employees suffer under occasional negative behavior while older employees (56–70 years old) belonged most frequently to the victims' cluster. High risk of bullying among older people may be explained through the fact that they are less welcome in the organization because they are close to retirement and are soon leaving the labor market (Zukauskas, Vveinhardt, 2009). Therefore, workplace bullying is related to age in an organization, whereas younger and older age groups are especially vulnerable: younger employees because their insufficient preparation on labor market and older employees because the interest of the organization has decreased. Proposition 1d is only partially valid, because in addition to the younger age group, higher risk for bullying was also revealed among older employees.

The proposition which stated that victims of workplace bullying are more frequently single or divorced than married people, has been partially confirmed (proposition 1e, see Table 23). The results of the present study revealed that there are two groups who are most vulnerable. Firstly, widowed employees, who are most frequently victims of bullying; and secondly, single respondents who most frequently suffer under occasional negative behavior. In this respect, the results support previous studies that claim that marital status is associated with workplace bullying, stating that single employees are more frequently bullied than married (e.g., Iglesias and De Bengoa Vallejo, 2012; Giorgi et al., 2013).

Some assumptions on why marital status may have an influence on the frequency of bullying could be brought out. First, social relationships of single individuals may not be balanced and they may bring their personal problems to work. In case of problems at work, single persons may not have supporters who help cope with the complicated situation. Married individuals may not turn so much attention to the negative activities at work because of the other responsibilities at home which have occupied a more important place in their lives (Hacicaferoglu et al., 2012). However, it is only one assumption and may not be valid for many single and married individuals. The issue is more complicated and depends on other factors as well. At the same time, the results in the Estonian study did not reveal that the risk of bullying is very high among divorced individuals compared to other groups. It may be concluded that divorced people have learned how to cope with complicated relationships or how to protect themselves against negative behavior.

On the organizational level the study revealed that workplace bullying does not depend on the work sector (proposition 2a). There were no statistically significant differences between private and public sector (Table 23). Researchers have reported different results about the prevalence of bullying in the public and the private sector (e.g., Salin, 2003, Einarsen and Skogstad, 1996). The public sector is more bureaucratic and employees have less control over time (government agencies), at the same time employees in the private sector have higher cooperation requirements (sales organizations). Thus, there could be different reasons for high prevalence of bullying in the public and the private sector. The results of the current study are particularly valuable considering the fact that most previous studies have concentrated on the public sector.

Table 23. Individual and organizational risk factors of workplace bullying

Propositions	Validity
<p>1a: The victims of bullying are more frequently women than men.</p>	<p>Not valid</p> <ul style="list-style-type: none"> - From the total sample of men (n=739) the proportion of victims is 24.2% and from the total sample of women (n=1202) the proportion of victims is 23%. - According to cluster analysis, the proportion of victims was equally 2.7% among men and women. - There were no statistically significant differences between men and women.
<p>1b: The victims of workplace bullying are more frequently on a subordinate position than on a superior position.</p>	<p>Not valid</p> <ul style="list-style-type: none"> - Among first level employees were found 24% (n=340) of victims, among middle managers 21.5% and senior managers 15.1% - According to cluster analysis the proportion of victims among managers was 6%, first level employees 2.8% and senior managers 2% - There were no statistically significant differences between respondents on different positions.
<p>1c: The victims of workplace bullying are more frequently employees with lower education than higher education.</p>	<p>Not valid</p> <ul style="list-style-type: none"> - Among respondents whose highest level of education was primary school was found 27% (n=17) of victims, among respondents whose highest level of education was trade school was found 25.2% (n=132) of victims. - Respondents with the lowest level of education, primary school, belonged to victims' cluster 1.6% (n=1). - There were no statistically significant differences between different levels of education.
<p>1d: The victims of workplace bullying are more frequently younger employees (under 30 years of age) than older employees.</p>	<p>Partially valid</p> <ul style="list-style-type: none"> - The prevalence of workplace bullying was the highest among youngest employees, between 18–26 years of age (28.7%, n=134) - The youngest employees belonged most frequently to the cluster “occasionally perceived negative behavior” (36.9%, n=171), but the oldest employees (56–70 years old) belonged most frequently to the victims' cluster (4.7%, n=6). - The differences between age groups were statistically significant.
<p>1e: The victims of workplace bullying are more frequently single or divorced than married.</p>	<p>Partially valid</p> <ul style="list-style-type: none"> - The prevalence of workplace bullying was the highest among widowed respondents (28.6%, n=14), followed by single employees (25.8%, n=194). - Widowed respondents belonged most frequently to the victims' cluster (10.4%, n=5). - Single respondents have experienced occasionally negative behavior more than other groups (35.3%, n=263). - The differences between groups of respondents considering marital status were statistically significant.

Table 23. Individual and organizational risk factors of workplace bullying (Continued)

<p>2a: The prevalence of bullying is higher in the public sector than in the private sector.</p>	<p>Not valid</p> <ul style="list-style-type: none"> - The prevalence of bullying was 24.5%, n= 167 in public sector and 22.6%, n=244 in private sector. - There were no statistically significant differences between sectors. - Employees from the private and the public sector belonged equally 2% to the victims' cluster. - The public sector was more frequently exposed to occasionally negative behavior (32.2%). - The differences between sectors were statistically significant in cluster analysis.
<p>2b: In the private sector, the prevalence of bullying is higher in service organizations.</p>	<p>Partially valid</p> <ul style="list-style-type: none"> - The prevalence is highest in public administration (28.4%, n=64). - The prevalence of bullying among the private sector is highest in the service industry (24.9%, n=140) and in manufacturing (24.9%, n=136). - The differences between different areas of work were statistically significant.
<p>2c: The prevalence of bullying is higher in small and medium sized organizations</p>	<p>Partially valid</p> <ul style="list-style-type: none"> - The prevalence of bullying is highest in medium sized organizations (29%, n=180) and in small organizations (less than 25 employees) (25%, n=27). - The differences between different sizes of organizations are significant. - The differences considering the size of organization were not statistically significant in the cluster analysis.

Source: Compiled by the author

Among the private sector, bullying is the most serious problem in the service sector (travel, hotel industry, catering, sales organizations, etc.) and in manufacturing. By the study of Leymann, bullying is frequent among employees who did graphical work, e.g., hotel and restaurant workers (Zapf et al., 2003). Some causes of bullying argued previously, refer to the poor flow of information and autocratic or tyrannical management. The results confirm that the organizational environment is hostile and unfriendly in these sectors. Previous studies have found that there is a need in the restaurant sector for challenging the attitude that aggression and bullying is a natural and even necessary part of the work environment (Matthiesen, Einarsen, Mykletun, 2008). In conclusion, proposition 2b is only partially valid – the prevalence of bullying is indeed high in the service sector, but at the same time it constitutes a major problem among factories. These results indicate that bullying is not only a problem among office employees.

The implication of the present study is that the prevalence of bullying depends on the size of organization and it is highest in organizations with 101–500 of employees. At the same time, bullying is a serious problem in smallest organizations too, ones with less than 25 of employees. Insufficient job manage-

ment may induce negative behavior between employees similarly in smaller and in medium sized organizations. The study does not confirm the previous empirical findings discussed in the theoretical part that the higher prevalence of workplace bullying in bigger companies (e.g., manufacturing companies) could be the result of male domination. Workplace bullying in Estonian organizations does not depend on gender and bullying is even a more serious problem in smaller and medium organizations. The causes of higher prevalence in manufacturing companies tend to be related to other circumstances. The study supported the idea that in smaller organizations the prevention of workplace bullying could be less organized and therefore induces a higher prevalence of bullying.

To sum up the results about the prevalence of workplace bullying, then the conclusion to the first research problem is that the risk of workplace bullying is relatively high in Estonian organizations. The negative acts that were reported of most frequently are all related to organizational features. On the individual level, workplace bullying depends on age and marital status; and on the organizational level, on area of work and size of organization. The risk of workplace bullying is highest among younger (18–25 years old), widowed or single employees who are working in medium sized enterprises (101–500 employees) in service industry or in manufacturing. In spite of the fact that bullying is highest in the above mentioned layers, it is not only a sector-specific or people-centered problem. Numerous victims are working in other areas or represent other characteristics. The study reveals that very clearly distinguishable groups of victims do not exist and therefore workplace bullying is not a phenomenon we can identify and explain by individual or organizational socio-demographical characteristics. This tendency should be considered especially important in the context of a post-transitional country where the prevalence of workplace bullying is high but risk groups do not reveal themselves clearly.

The results showed clearly that workplace bullying represents a serious organizational problem and bullying itself is related to organizational culture. The following discussion concentrates on organizational factors that have an influence on the existence of bullying and the results are discussed in the light of the propositions about the relationship of organizational culture and workplace bullying.

The second research problem was to understand the aspects that factually induce workplace bullying when taking into account the deepest roots of behavior. The results reveal that workplace bullying is the result of ongoing changes in the organizational life, creating vagueness and uncertainty. The negative acts that the largest number of respondents reported to have experienced weekly or more frequently were all related to work or performing work tasks or to other organizational features: unmanageable workload, poor flow of information, excessive monitoring and incorrect tasks. These results are in accordance with previous studies (e.g., Salin, 2003; Hoel, Cooper, 2000). A high degree of ambiguity or incompatible demands and expectations around roles, tasks and responsibilities may have created a high degree of frustration and conflicts within a work group (Einarsen, Raknes & Matthiesen, 1994). Hence, the negative acts

that the largest number of respondents reported to have experienced weekly or more frequently were all related to work or performing work tasks, and therefore it can be concluded that workplace bullying is first and foremost an organizational problem.

The results demonstrate a clear negative link between bullying and task-oriented and relationship-oriented organizational culture (propositions 3a and 3b, see Table 24). The negative relationship between bullying and organizational culture indicates that the strong orientation to tasks and relations in organizational culture will lead to a decreasing risk of bullying. A stronger negative correlation was found between bullying behavior and task orientation. It could be alleged intuitively that negative acts are more related to interpersonal relations inside the organization than to attitudes towards organizational tasks, but the results demonstrate that task orientation is even more important in Estonia. This could be influenced by the recent economic crisis during which the efficiency dimension was emphasized very much and it outshone the human aspect of work relations in Estonian organizations. The recent global crisis has demonstrated the vulnerability of organizations to external shocks where practices were targeted on quantitative growth. Therefore, it may happen that bullying is more related to organizational tasks than to the interpersonal relationships. This leads to the idea that supporting the achievement of organizational goals by employees and rewarding good work by employers creates an atmosphere for a bullying free environment. Simultaneously, togetherness and open discussions between employees contribute to the prevention of the occurrence of bullying.

Organizational culture is a very complicated and multilevel phenomenon which holds valuable tools on how to prevent workplace bullying. The study confirms that both substantial orientations of organizational culture have significant relationships with bullying (see Table 24). This is an important issue for understanding bullying in the context of a post-transitional country where these problems have not yet been addressed.

Table 24. Relationships between bullying and organizational culture

Propositions	Validity
3a: The occurrence of workplace bullying is negatively correlated to relationship orientation of organizational culture.	Completely valid Negative correlation was found between negative acts and relationship orientation of organizational culture.
3b: The occurrence of workplace bullying is negatively correlated to task orientation of organizational culture.	Completely valid Negative correlation was found between negative acts and task orientation of organizational culture.

Source: Compiled by the author

Hence, it is apparent that workplace bullying in a post-transitional country is connected primarily with organizational factors. It can be understood in the light of path dependency, according to which the activities and decisions made in the past influence subsequent behaviors. The socialist system created a specific context where certain managerial behavior patterns were introduced and reinforced due to the ideological pressure. The behavior patterns have a long lasting impact on a role model in the society and the path dependency may explain actual relationships and activities. Estonia as a post-transitional country has experienced necessary but rapid reconstructions during the last decades and these reorganizations in the society have induced uncertainty which has a negative effect on well-being. Job insecurity has a negative impact on employee well-being, which could be the one main reason for a high level of workplace bullying.

The managerial view of workplace bullying provides a clear input for understanding the causes more deeply and engaging in the prevention of workplace bullying. Based on the results, the main antecedents of workplace bullying appeared to be personality characteristics, organizational culture and management style. Previous findings to support the idea that causes of workplace bullying are related to personality can also be found (e.g., Vartia, 1996; Zapf, 1999). Simultaneously there are lots of studies contradicting the statement and arguing that the victim's personality may change and disorders appear namely due to the bullying process (e.g., Leymann & Gustafsson, 1996) and there is not enough evidence to clearly confirm such a statement. On the other hand, explanation only by means of personality traits can be understood as avoidance of responsibility from the manager's point of view. The organization and its management are responsible for intervening in cases of interpersonal conflict and bullying caused by factors at the individual, organizational and societal levels (Zapf, 1999). Therefore, the managers' awareness about causes also on the organizational level and ability to react, may help to avoid bullying or on the contrary, lead to bullying.

The third research problem was to understand the awareness of managers about workplace bullying and willingness to implement preventional activities. The study provides support also to the statement that managers are aware of organizational antecedents. First, the managers admitted the role of the organizational culture as precursor of workplace bullying, which confirms also the previous empirical study (propositions 3a and 3b: relationships between organizational culture and workplace bullying). These results, similarly to many other studies, increase the support to the arguments that organizational work environment factors play an important role in the occurrence of bullying and raise the doubts that the main causes are related to personality (Jennifer, 2000). Secondly, the managers' high awareness of management style as one of the most frequent antecedents of bullying reveals that managers are relatively critical towards themselves and admit their participation in the bullying. Similarly to many previous studies (e.g., O'Moore et al., 1998, Hoel et al., 2010) bullying was associated with an autocratic managerial style, which has remained as a

common behavioral pattern from the Soviet period. Based on the results, it can be summarized that proposition 4 is completely valid: managers are aware of the management style as an antecedent of workplace bullying (see Table 25).

The management style as one important antecedent and managers' high awareness of the consequences of their behavior leads to controversial conclusions. On the one hand, bullies are more often rated as superior to the target of the bullying (Hoel, Cooper, Faragher, 2001; Durniat, 2010) and victims are therefore more frequently on the subordinate position. It follows that if managers are aware of the managerial style as one of the causes of bullying, then they are doing it deliberately – using an inappropriate managerial style for the purpose of bullying. On the other hand, the study reveals that general awareness of workplace bullying among managers is still random and the knowledge originates mainly from the media and the internet. According to Namie and Lutgen-Sandvik (2010) senior management is unlikely to witness employee abuse and many interactions between employees may even be concealed from the management. In many organizations in the EU, the occupational health and safety issues are never, or not on a regular basis raised at top-level management meetings, most rarely in Lithuania and Estonia (European Survey of Enterprises on New and Emerging Risks, 2010). Therefore, the management may be generally informed about the phenomenon and may condemn negative behavior between employees. Nevertheless, this is not sufficient for the managers to adjust their management style because they are not familiar with the actual risk situation in their organization.

Finally, the discussion concentrates on the wider societal context of workplace bullying. The study indicates that managers with less managerial experiences (up to 10 years) are more informed about workplace bullying compared to managers with tenure over 10 years (see Table 25). Managers with shorter tenure consider workplace bullying a greater risk to employees' health and frequent problem in Estonian organizations. The respondents with a smaller number of subordinates did not differ from others substantially. The results support the theoretical foundations about the new generation of managers, who have emerged in post-transitional countries and differ from the managers in Soviet period. Organizations have changed significantly and survived reconstructions, as well as the required skills and knowledge of managers have done during the past 10 years (Gentry et al., 2008). In conclusion, propositions 5a and 5b about the new generation of managers are partially valid. The results reveal that managers with shorter tenure represent the new generation of managers whose values differ and awareness is higher. Apparently, the number of subordinates does not determine belonging to the new generation, instead, the main indicator is the new managerial culture which is free from Soviet influence.

Table 25. Managerial view on workplace bullying

Propositions	Validity
<p>Proposition 4: Managers are aware of management style as an antecedents of workplace bullying.</p>	<p>Completely valid</p> <ul style="list-style-type: none"> - 74% of respondents found that management style is the cause of workplace bullying. - Managers were found very well informed of managerial style as one main antecedent for workplace bullying in addition to organizational culture and personality traits.
<p>Proposition 5a: The new generation of managers (less managerial experience and a smaller number of subordinates) is more informed about workplace bullying</p>	<p>Partially valid</p> <ul style="list-style-type: none"> - Managers with less managerial experiences (up to 10 years) were found more informed about workplace bullying. The differences between longer and shorter tenure are statistically significant. - The differences considering the number of subordinates were not statistically significant
<p>Proposition 5b: The new generation of managers (less managerial experience and a smaller number of subordinates) is more supportive towards preventive actions</p>	<p>Not valid</p> <ul style="list-style-type: none"> - The differences between longer and shorter tenure are not statistically significant. - The differences considering number of subordinates were not statistically significant.

Source: Compiled by the author

The results of the interviews with managers also indicated that the respondents approved basic preventive actions in an organization and their attitude towards prevention was very supportive. Respondents agreed that effective preventive methods are open communication, recognition of employees, and trainings. Managers' opinions differed concerning joint events, enforcing a law for the prevention and punishment in the case of bullying incidents. Prevention is within the competence of a manager and the choice of preventive actions depends on the manager's vision. The results of the present study revealed that different generations of managers may have different attitudes towards workplace bullying, therefore problems in finding consensus on prevention activities in organization may occur.

However, the results of the managerial study are positive especially in the light of the broader societal context in a post-transitional country. Due to extensive reforms and the transition process to the modern economy, job insecurity may increase, whereas well-being decreases (Baron, Neuman, 1998) and worsened relationships between employees may follow. Organizational cultures are rooted in larger social norms (Lutgen-Sandvik & McDermott, 2011) but in the conditions of a modern economy the value system is still immature and the legal system is insufficient for providing protection to the targets due to no national

prevention policy. Therefore, it is gratifying that managers are generally familiar with the problem, they are critical towards their own behavior of causing bullying in an organization, and that they are supportive towards prevention. A new generation of managers has come whose readiness towards prevention activities is higher and who considered bullying an important issue to be well aware of. There is reason to believe the trend will continue.

Altogether, the results of the study support several recommendations to cope with workplace bullying in a post-transitional country. The next suggestions foresee practices and steps necessary for preventing or decreasing the negative impact of workplace bullying. Since workplace bullying causes harmful consequences to individuals, organizations and to the whole society, the practical recommendations are distributed into three categories to provide opportunities for prevention at all levels. The recommendations about prevention are grouped and presented on Figure 13. On the societal level the preventive measures should derive from and be in accordance with the national preventive policy. The following topics are raised and recommendations are directed on the societal level.

1. Work environment legislation. At least three reasons for using legislation in the prevention process of workplace bullying can be identified. First, the law defines the societal norms and values that people follow and raises the importance of the topic publicly. Good examples exist in the Nordic countries as well as in other countries where the rights for all employees to remain physically and mentally healthy at work are guaranteed through relevant anti-bullying legislation (Duffy, 2009). Secondly, relevant law of workplace bullying enhances the juridical responsibility of the perpetrator and guarantees the protection of the victims. A law would help to claim compensation for suffering and identify an appropriate punishment for a bullying incident. Thirdly, a law provides organizations with official tools to implement prevention activities. At present, the responsibility to deal with workplace bullying has remained only with the organizations. In some respect organizations have left the state behind – they have general knowledge and awareness about workplace bullying, especially among the new generation of managers, and willingness to deal with prevention. However, for organizations there is no guarantee that the issue is important nationally and there are no guidelines on how to proceed, because there is a lack of support from the state in the form of legislation or official policy.

2. Nation-wide communication campaign. The subject of workplace bullying is still new and very little recognized in post-transitional countries. The frequency of bullying in post-transitional countries exceeds the Nordic countries or Western Europe, but the awareness is relatively low, particularly concerning the negative impact to employees' health. In Norway, positive results have been achieved with the help of nation-wide campaigns. For example, in collaboration with the government and trade unions the campaign "The Bully-Free Workplace" was carried out. Constant attention on workplace bullying has had an impact and has decreased the prevalence of bullying during the last decades (Nielsen et al., 2009). A nation-wide preventive communication campaign helps

recognize negative behavior and preclude it. The campaign should include the following information: the nature of bullying, consequences, preventive and interventive measures.

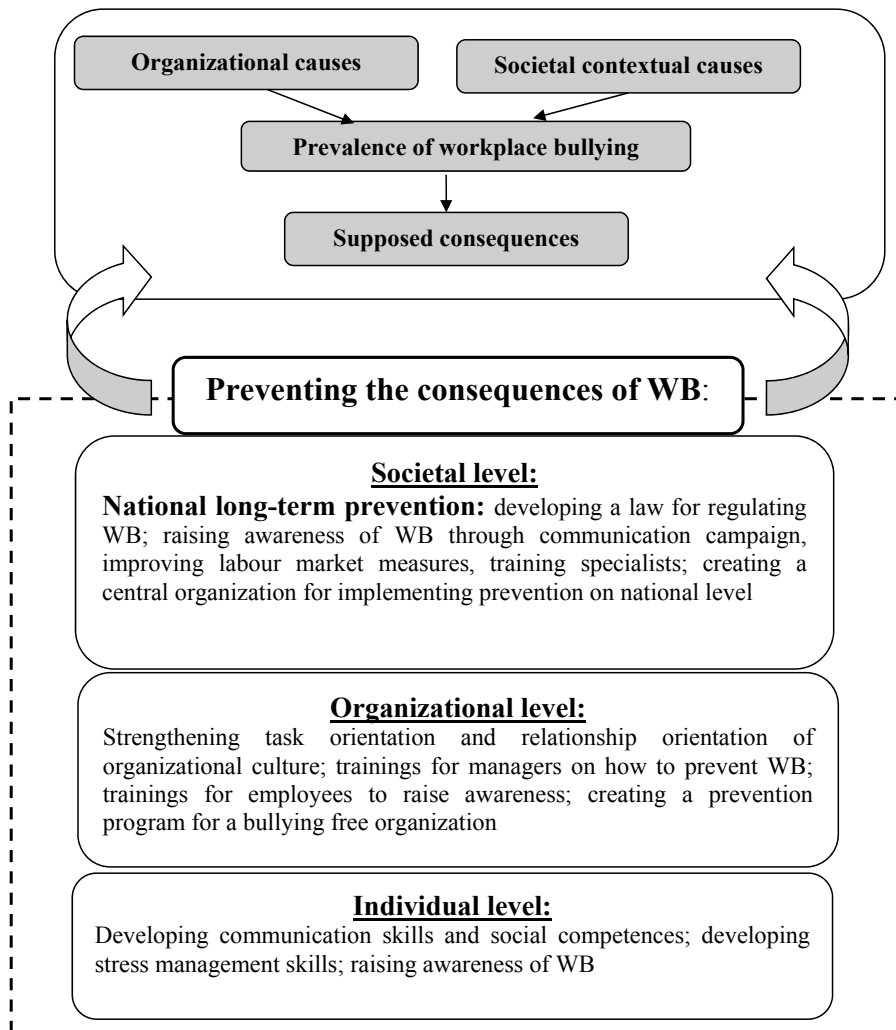


Figure 13. Main recommendations of the study: preventing WB

Source: Compiled by the author

Note: The white areas of the figure indicate the focus of the recommendations

3. Labor market measures. Due to the risk groups of bullying among younger (under 25 years of age) and older (over 56 years of age) employees, the negative impact for the society is the loss of productive human resources, unemployment

and premature retirement. These problems cause a considerable economical loss for the society. On the other hand, the problem of higher prevalence of workplace bullying among younger and older employees refer to a power imbalance on the labor market. Therefore, the application of labor market measures is needed for decreasing the risk of bullying. It would be important to develop practical guidelines and programs for young people to improve their conflict management skills, communication skills and juridical knowledge about their rights and responsibilities at work. The preparation for entering to the labor market should be organized more efficiently. At the same time, for older people life-long learning opportunities should be supported to maintain their equal position on the labor market and prevent premature retirement.

4. Qualified specialists. There is a lack of competence in dealing with the problem of bullying in post-transitional counties. Therefore, it is important to provide special trainings with the aim to increase the competence for preventive activities. On the one hand, skilled professionals are effectively able to prepare preventive policies, communication campaigns and other measures that need to be implemented. On the other hand, the existence of qualified specialists or consultants, who have passed special trainings and are able to carry out the reconciliation in the organization – neutral and impartial trustee –, would be a great help for organizations.

5. Central national organization. The prevention activities on the national level are currently at a very early stage. Guided by the experiences of other countries the most effective way to organize prevention and deal with the consequences would be a central organization of workplace bullying. The present study encourages considering the establishment of a central national organization which would be responsible for prevention, empirical studies, information, trainings, and legal and psychological consultations for individuals and organizations.

In reality workplace bullying occurs in a work context and therefore several preventive actions can be performed directly in the organizations. The following recommendations are directed to the organizational level with the aim to decrease the negative consequences of bullying.

1. Organizational culture. Similarly to the societal level, where the individuals' behavior is affected by the environment; in organizations organizational culture has an impact to its employees' behavior and performance. Organizational culture is a strong predictor of workplace bullying, strong task orientation especially decreases the risk of bullying. Therefore, organizations should turn attention to their culture to develop task orientation for preventing negative behavior and support the (mental) health of their employees. Open communication, clear tasks and roles, decentralized management, a transparent reward system, understandable vision and mission, innovative and inspiring goals – these are essential components of an organizational culture which minimizes the risk of bullying.

2. Trainings for managers. Changes at the organizational level start from the managers, and management style is one of the predictors of bullying in an organization. At present, managers with tenure over 10 years are less informed about bullying and do not consider the risk of workplace bullying as high as managers with shorter tenure. Therefore, trainings for medium and top level managers and personnel managers, especially with longer tenure, are needed to achieve positive changes on the organizational level and for managing bullying by changing organizational culture. Managers are responsible for providing a healthy work environment and they need to be aware of the consequences and positive impact of prevention. The trainings should provide managers with skills and knowledge necessary for creating bullying-free organizations.

3. The preventive program. The present study recommends that all organizations would develop a preventive program for their organization. According the ESENER study, only 2% of Estonian organizations have implemented procedures to deal with bullying and harassment, which is the lowest rate in Europe (2010). Several aims could be highlighted here for the prevention program. First, defining acceptable and unacceptable activities. Secondly, providing guidelines for victim on how to get assistance in case of a bullying incident and who is responsible to analyze and solve the case. Thirdly, planning concrete preventive actions.

4. Trainings for employees. Workplace bullying is not a matter only between the victim and the perpetrator, the whole collective suffers and the motivation of bystanders decreases because of the negative climate. Organizations should organize trainings for their employees about the causes and consequences of workplace bullying with the aim of raising awareness. Being aware of the preventive possibilities, employees can solve conflicts and thereby avoid malevolent behavior. The trainings should also include developing emotional intelligence competences. Also, such trainings are useful for linking with strengthening the task orientation of the organizational culture in collaboration with the employees.

Surprisingly workplace bullying and individual risk factors are not associated, or if, then only in a very small extent. There are only some risk groups on the individual level, who are more vulnerable to bullying, and in other cases the coincidence may play an important role. Although most prevention opportunities are related to the societal or organizational level, some implications and recommendations could also be provided on the individual level.

1. Social competences. Developing general communication skills and social competences is the most important assumption for avoiding bullying at work. Due to poor social competences, conflicts may arise at work; and workplace bullying is the result of unresolved conflicts. High level of social competences implies successful coping skills in every working area. Better preparation for entering the labour market is especially important for younger people who start working before finishing their studies.

2. Stress management. Stress management skills and stress tolerance give protection in tense situations. This skill and knowledge is useful mainly for two reasons. First, high workload, problems in the work environment or other negative conditions at work do not lead to stress as quickly. Secondly, higher stress resistance may give protection against workplace bullying or reduce the negative consequences of bullying because the negative emotions that occur have no effect. Stress management with the aim to maintain good working relations is especially important for individuals with lack of social support (single, widowed, divorced).

3. Awareness. General awareness of the consequences of workplace bullying is relatively low and its harmful effect to health is not considered relevant. It would be important to raise awareness about aggressive and negative behavior, its causes and risk to mental and physical health. Increased knowledge about workplace bullying helps on the one hand monitor employees' own behavior with the aim of not harming colleagues and, on the other hand, to be able to respond better in case of bullying.

The negative influence of workplace bullying accumulates on the societal level because of extensive harm and loss to organizations and individuals. Therefore, planning and performing a national long-term preventive policy for workplace bullying should be a priority. In post-transitional countries the focus over past two decades has been on extensive reforms and developing the new economic model; this has taken place in the circumstances of job insecurity and uncertainty. The consequences of the transition process on individuals' well-being and security have remained neglected. There are considerable differences between new and old EU Member States concerning the awareness of the impact of workplace bullying on employees' health (Natali et al., 2008). Negative behavior represents a pattern of an individual's behavior which is supported by environmental conditions. In post-transitional countries individuals' learned pattern of behavior often reflects the turbulent transition period and the roots lead to the Soviet period. Therefore, it is essential to develop a national long-term prevention policy to minimize the costs of workplace bullying for the society. Developing a national prevention program will help to decrease the high prevalence of workplace bullying. A long-term policy would be sustainable if it specifies all risk factors of workplace bullying and provides the measures to minimize these factors at the individual, organizational and national level.

CONCLUSIONS

The need to conduct a study on workplace bullying in a post-transitional country proceeds from the fact that this area has been neglected for a long time in these countries. Previous studies about workplace bullying have originated from the Nordic countries, where research started over 20 years ago. The studies have spread quickly all over the world, but so far there are no sufficient empirical findings about the prevalence of workplace bullying in Eastern Europe. The occurrence and spreading of workplace bullying is closely associated to the surrounding environment on the organizational and the societal level. Post-transitional countries have passed extensive reforms during the last decades which have had a considerable effect to the society. Therefore, to understand how serious the risk of workplace bullying is and how to prevent it in Estonia, the aim of the dissertation was to identify the prevalence and causes of workplace bullying in organizations in Estonian that serves as an example of a post-transitional country.

The concept of workplace bullying is summarized by the definition given by Einarsen and Skogstad: "Situations where a worker or a supervisor is systematically mistreated and victimized by fellow workers or supervisors through repeated negative acts" (1996). Workplace bullying is an escalating process of negative activities which frequently begins from an unresolved conflict and ends with the aim to destroy the other party. The process of bullying is characterized by repetitiveness of activities, interpersonal phenomenon, intentionality, imbalance of power and referring to specific negative acts.

One reason for studying workplace bullying proceeds from the need to prevent or manage its expansive and harmful effect on individuals, organizations and the society. The consequences to victims and bystanders are related to diminished motivation and job satisfaction, mental and physical health disorders, which may lead to the loss of job and social relations. Workplace bullying causes the increase of costs to organizations, which derive from loss of productivity, absenteeism and presenteeism, and increased staff turnover. On the societal level, the negative consequences are related to increased health care costs, premature retirement, and loss of productive human resources.

According to previous empirical findings about the prevalence of workplace bullying in Scandinavia, other countries in Europe and elsewhere, the higher risk to become a victim has been identified more frequently among women, single or divorced individuals, in the younger age group, on a subordinate position, and with a lower level of education. The common feature of these risk groups is a lower level of power on the labor market for different reasons. On the organizational level, the risk tends to be higher in the public sector and among private sector organizations in service organizations and small and medium size organizations. Regarding several risk groups, there was a lack of information from post-transitional countries and previous empirical results were sometimes controversial. In the present dissertation, the prevalence of work-

place bullying was explored and the validity of the risk groups was tested in Estonian organizations as organizations in a post-transitional country.

The most difficult task is to identify and understand the causes of such aggressive and harmful behavior as workplace bullying, but this is an essential goal for providing practical suggestions for prevention. While workplace bullying manifests and spreads on the organizational level, it is most important to identify its organizational causes. The claim that organizational culture that tolerates bullying behavior represents the main risk factor has been supported by many researchers, but so far it lacks the empirical proofs. The surrounding environment, the values and norms supported in the organization are reflected in the employees' behavior. Strong task orientation and relationship orientation of organizational culture has a positive effect to employees' behavior through clear goals and tasks, freedom of activities and changes, helping coworkers, joint events, etc. The risk factor for the emergence of workplace bullying is also certainly the management style, since the manager determines the communication style, manners and behavior practices that subordinates follow. Additionally, the implementation of the prevention of bullying in an organization starts from the manager. Therefore it is very important that the awareness of managers about the problem and the readiness to create a bullying-free organization would be high. The present study examined the relationship between organizational culture and workplace bullying as well as manager's awareness.

As one of the first large-scale studies in a post-transition country, this research has explored the prevalence of bullying using the internationally acknowledged measurement tool Negative Acts Questionnaire Revised (NAQ-R) that has enabled comparisons with other results from countries. The questionnaire involves 22 items for measuring the occurrence of negative activities during the last 6 months and self-labeling by definition of bullying. A total of three studies were carried out: in 2009 a pilot study among 75 people; in 2010 a large-scale survey of workplace bullying and organizational culture in 59 organizations; and in 2012–2013 semi-structured interviews with 210 managers.

The results of the present dissertation reveal that bullying presents a serious problem in Estonia. A strong dominance of work-related bullying behavior over person-related negative activities is revealed. Victims suffer mostly from being exposed to an unmanageable workload, from information being withheld so that it affects performance, from excessive monitoring of work; and from being ordered to do work below their level of competence. Findings indicate that organizational factors have a considerable influence on the existence of bullying and there could be problems with work administration and workflow.

While the research clearly points to the occurrence of bullying on a weekly basis, the self-labeling by respondents does not reveal the same frequency of occurrences. At least one of the negative acts presented in the questionnaire was reported to have happened at least weekly by 23% of respondents. Two negative acts weekly during the last 6 month was report by about 10% of respondents. Whereas according to self-labeling almost 1% of the respondents defined themselves as victims of bullying that had a frequency of at least weekly and 8% of

the respondents labeled themselves as occasionally bullied. The results of the study confirmed the results of earlier research carried out in other countries: a subjective evaluation of workplace bullying and evaluation of occurrence of various negative yields different results.

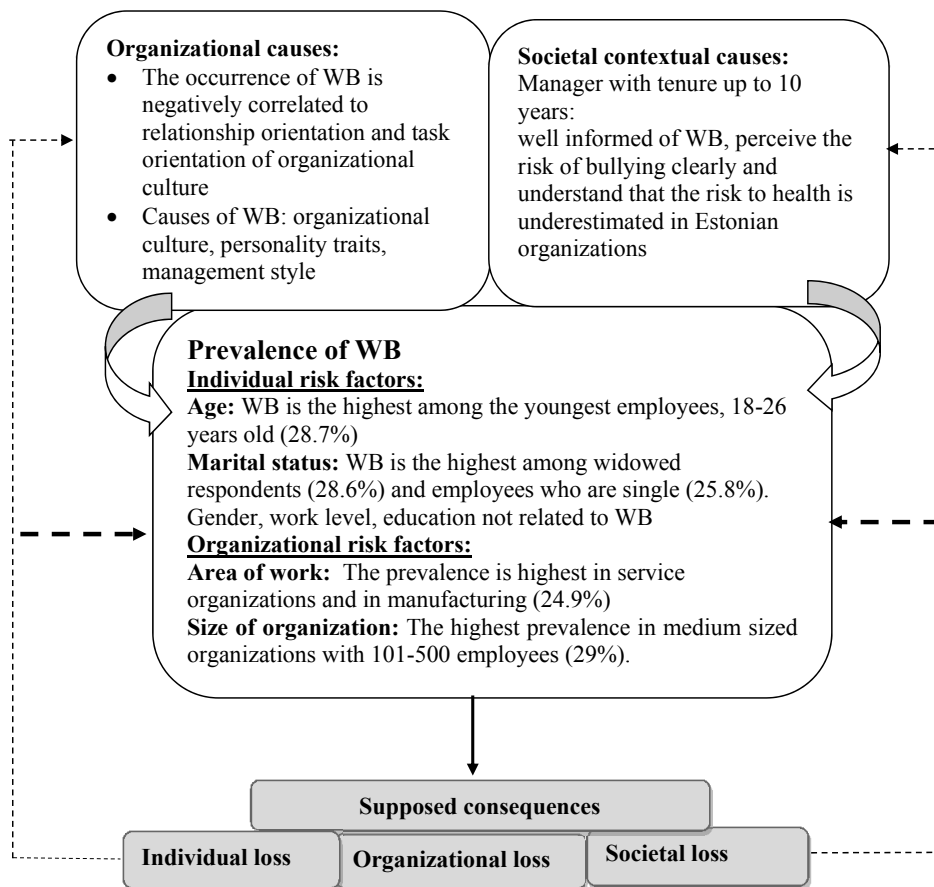


Figure 14. Main results of the study: risk factors and causes of bullying

Source: Compiled by the author

Notes: The white areas indicate to the focus of the empirical study. The dotted lines indicate that the consequences may become new causes of bullying.

Main risk factors of workplace bullying are presented on Figure 14. On the individual level, workplace bullying is related to age and marital status. Workplace bullying does not depend on gender, work level and education. The study indicated that the risk of workplace bullying is higher among younger and older employees. Younger employees (18–26 years old) are not yet master conflict management techniques and they mostly work on lower positions in an organi-

zation. They have not graduated from university yet and are located on a weaker position on the labor market. Similarly, older employees (over 56 years old) represent a risk group of bullying at work because they are less welcome in the organization, they are nearing retirement. Organizations' interest towards older people is decreased, and therefore are older employees more vulnerable. If older employees leave an organization because of victimization before they can or want to retire, then finding a new job is very complicated and they may not be able to return to the labor market.

The study revealed that victims of bullying are more frequently single and divorced individuals. Social relationships of married people help to cope with conflicts and they have other responsibilities to turn their attention to. Individuals whose social relationships have been injured or are missing, may bring their personal problems to work. In case of negative behavior at work single persons do not have supporters who help them to cope with the stress and tension.

On the organizational level workplace bullying is related to area of work and size of organization. Workplace bullying does not depend on the sector. The prevalence of bullying is higher in the service organizations and in manufacturing. The results are in accordance with previous studies confirming that bullying is frequent among employees who did scheduled work (Zapf et al., 2003). Previous studies have also suggested that bullying is a natural and even a necessary part of the work environment in the restaurant sector (Matthiesen, Einarssen, Mykletun, 2008). The high prevalence of bullying in different industries has a substantial influence on customer outcomes: services and products. This may be particularly evident within service-led organizations where bullying could take place in front of public view or have an immediate impact on the quality of the service received, but it is equally damaging in, for example, manufacturing settings where an established brand image may very easily be compromised by the production of faulty goods (Giga, Hoel, Lewis, 2008). The results of the present study show clearly, that bullying is not only a problem among office workers. The study indicated that the prevalence of bullying is higher among medium-sized organizations with 101–500 of employees and a relatively serious problem in small organizations with under 25 employees.

The results about the prevalence of bullying in Estonia reveal some features that can be compared to Western and Northern Europe. First, assessing the risk of workplace bullying in the European context, Estonian results it should be considered relatively high affecting a large number of employees. Secondly, according to the results of other European studies, there are risk groups of workplace bullying who are more vulnerable. In the present study, the existence of few risk groups was confirmed, but mostly not. In Estonian organizations the risk is more hidden and workplace bullying affects a wider range of employees. Therefore, prevention in post-transition countries, where the risk groups are not clearly identified, should be more general involving employees at all levels, and organized more widely.

The results of the present study clearly prove the need for preventing and managing workplace bullying in post-transitional countries. The low level of

self-labeling by the definition of bullying compared to an indirect method, support the need for rising public awareness of bullying at work which could help recognize negative acts and preclude them. Managing workplace bullying is directly related to employee well-being and the employers' need: a reduction of bullying brings economic benefit (Kivimäki et al., 2000) through rising productivity. The duty of employers to ensure employees are treated fairly at work benefits also the employees' mental health and well-being (Ferrie et al., 2006).

The present study provides evidence of managing bullying by organizational culture. To eliminate bullying in the workplace the necessity to change organizational culture will emerge (Cowie et al., 2002). Workplace bullying is the combination of individual, organizational and contextual factors. The results showed that workplace bullying is not as widespread in an task-oriented or relationship-oriented organization. Furthermore, clear factors on the organizational level indicate to the need to direct preventive actions against workplace bullying in post-transitional cultures. In other words, when considering activities covered by the statements of organizational culture orientations, it would be possible significantly reduce bullying. This is a very practical issue because it may lead to better performance through task orientation and relationship orientation also being positively related to organizational performance (Aidla and Vadi 2008).

The study confirms the existence of a new generation of managers, whose values have changed, awareness has increased and readiness to deal with negative behavior is higher compared to managers with longer tenure. The results indicate that the new generation of managers (ones with up to 10 years of managerial experience) are most informed of workplace bullying as a possible problem in an organization and understand that workplace bullying represents serious risk on employees' health. They perceive the real situation realistically. On the opposite end, managers with longer tenure, over 10 years, are the least informed and do not believe workplace bullying represents a serious problem.

The results supported the presumption that managers are aware of their own role in the occurrence of workplace bullying. Additionally, managers considered organizational culture and personality traits as the main antecedents of bullying. While bullying behavior often begins because of micropolitical reasons, it would be more easily controlled by organizational culture or the management instead of the employees personally. Therefore, a critical attitude by the managers towards their own part in preventing workplace bullying provides a potential solution.

The study demonstrated managers' general willingness to deal with prevention and they are generally aware of their own role in tackling bullying via management style. However, several barriers may occur. First, managers may be not sufficiently aware of the actual situation in the organization, since workplace bullying may take place covertly. Also, only a number of studies about workplace bullying have been carried out in post-transitional countries. Secondly, regardless of the higher awareness of the new managers, they may not have acquired new management techniques to deal with workplace bullying cases. Managers have to learn or relearn and adapt to the new situation where issues

about the mental work environment are part of a manager's routine work. Thirdly, there are no laws and regulations imposed by the state to tackle workplace bullying. Because no laws have prohibited bullying, organizations have failed to take bullying seriously (Lutgen-Sandvik & McDermott, 2011). In fact, prevention in organization starts even farther, on the national level, because managers in turn need support. The law or a national prevention program would provide a general framework to organizations and it would help to increase the attention given to the topic nationally and cater a harmonized vocabulary.

The present study encourages an open discussion and further studies of workplace bullying in post-transitional countries. It would be invaluable to identify the prevalence and causes of bullying in other post-transitional countries, and find confirmation to the finding that organizational culture represents the main predictor as well as the main preventive tool for bullying. Organizational culture has become affected by similar occasions during the past decades, therefore the results would provide a good basis for comparison. Also, it would be interesting to identify what are the other organizational and societal antecedents that could affect the occurrence of workplace bullying and to which of these should attention be paid especially in post-transitional countries. Nevertheless, it is important to continue with studies on workplace bullying to identify its prevalence and understand the effects of bullying on the individual, organizational and societal level. Comparable statistics would enable to monitor the effectiveness of prevention.

This dissertation contributes to the complete and integrated understanding of workplace bullying in Estonia. The study provides a comprehensive theoretical basis for the phenomenon: it clarified the terminology and content of bullying, systematized and analyzed the risk factors, and discussed the consequences and causes of workplace bullying on the individual, organizational and societal level considering the context of a post-transitional country. By searching for opportunities to decrease economical and societal loss and increase productivity on the societal level, the present dissertation offered an understanding about the effect of psychological risk factors on individuals' health and performance. On the methodological level, the study was the first in Estonia where an internationally well-known and approved questionnaire was used (Negative Acts Questionnaire Revised). The NAQ was translated and tested and as a result, the comparison with other countries all over the world is feasible. The empirical findings revealed a relatively high frequency of negative activities in Estonian organizations that indicates to the strong need to turn attention to prevention. Individuals, organizations and the society/state should all be involved in the process of prevention to decrease the occurrence of workplace bullying and increase the work efficiency. Whereas the surrounding environment has a significant impact to individuals' pattern of behavior, at least in the initial phase the main focus of prevention has to be on the societal level. The author of the thesis believes the most important contribution of the study is activating a societal debate in Estonia concerning the prevention of workplace bullying.

Limitations

The main limitation of the study is the measurement tool that was used. Measuring the occurrence of certain negative acts and self-labeling are the most commonly used methods for identifying the prevalence of workplace bullying. The results of previous studies reveal that the prevalence of workplace bullying depends on the method that was used; whereas the cultural context also an impact. The Negative Acts Questionnaire Revised is an internationally recognized questionnaire for studying workplace bullying and it allows to measure self-labeling as well as the occurrence of negative acts. However, the definition and negative acts that were used in this questionnaire may delimit the results. The respondents' understanding of workplace bullying depends of the wording of the definition and of the set of questions. If another questionnaire for workplace bullying would have been used, the results could differ.

Another limitation to the study is the awareness and prior information about the topic. In Estonia, the term „workplace bullying” is relatively new and unknown as well as the issue itself. Many respondents heard the definition of bullying for the first time and they did not have any prior information about it. Answering the questions in the NAQ-R, respondents may have thought about the problem consciously for first time and identifying bullying incidents may have been confusing and difficult for them. Especially complicated may have been answering to the last question where respondents were asked to label themselves victims of bullying or not according to the definition. Therefore, the results may be underestimated, particularly in case of self-labeling, because the issue is not familiar to respondents, the term and definition is unknown and respondents could not identify with the subject.

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APPENDIX I. Description of the sample

Large-scale survey of workplace bullying and organizational culture, n=1941

	Total (% of total sample) n = 1941		Gender	
			Male	Female
			739 (38%)	1202 (62%)
Education:	n	%		
Basic school	63	3.2	33 (4.5)	30 (2.5)
Upper secondary school	549	28.3	234 (31.7)	315 (26.2)
Vocational school	522	26.9	244 (33.1)	278 (23.1)
Bachelor's degree	685	35.3	192 (26.0)	493 (41.0)
Master's degree	113	5.8	32 (4.3)	81 (6.7)
Missing	9	0.4	4 (0.4)	5 (0.4)
Marital status:				
Married	907	46.7	345 (46.7)	562 (46.8)
Divorced	215	11.1	56 (7.5)	159 (13.2)
Widowed	49	2.5	8 (1.1)	41 (3.4)
Single	753	38.8	326 (44.2)	427 (35.5)
Missing	17	0.9	4 (0.5)	13 (1.1)
Position:				
First level	1414	72.8	517 (70.1)	897 (74.6)
Middle manager	297	15.3	85 (11.4)	212 (17.6)
Senior manager	41	2.1	25 (3.4)	16 (1.3)
Other	113	5.8	42 (5.7)	71 (5.9)
Missing	76	3.9	70 (9.5)	6 (0.5)
Number of employees (size of organization):				
Less than 25	108	5.6	35 (4.7)	73 (6.1)
Between 26–100	670	34.5	269 (36.4)	401 (33.4)
Between 101–500	625	32.2	223 (30.2)	402 (33.4)
Between 501–1000	135	7.0	59 (8.0)	76 (6.3)
More than 1000	324	16.7	81 (10.8)	243 (20.2)
Missing	79	4.1	72 (9.8)	7 (0.6)

Source: Compiled by the author

APPENDIX I. (Continued)

Description of the sample

Industry	Variable	Total (% of total sample) n = 1941	Gender	
			Male	Female
			739 (38%)	1202 (62%)
Organizational form:				
	Private	1078 (55.6)	421 (57.0)	657 (54.7)
	Public	681 (35.1)	199 (27.0)	482 (40.1)
	None	108 (5.6)	47 (6.4)	61 (5.1)
	Missing/unemployed	74 (3.7)	72 (9.6)	2 (0.2)
Area of work:				
	Manufacturing	284 (14.6)	78 (4.0)	206 (10.6)
	Electricity, gas	262 (13.5)	201 (10.4)	61 (3.1)
	Retail trade	334 (17.2)	71 (3.6)	263 (13.6)
	Transportation, storage	63 (3.2)	47 (2.4)	16 (0.8)
	Accommodation, food	116 (6.0)	20 (1)	96 (4.9)
	IT, communication	187 (9.6)	91 (4.7)	96 (4.9)
	Finance, insurance	50 (2.6)	9 (0.5)	41 (2.1)
	Real estate	25 (1.3)	10 (0.5)	15 (0.8)
	Public administration	225 (11.6)	69 (3.6)	156 (8.0)
	Education	189 (9.7)	21 (1.1)	168 (8.7)
	Health care, social work	53 (2.7)	5 (0.3)	48 (2.5)
	Voluntary activities	29 (1.5)	15 (0.8)	14 (0.7)
	Unemployed	73 (3.76)	72 (3.7)	1 (0.1)
	Other	51 (2.63)	30 (1.5)	21 (1.1)

Source: Compiled by the author

APPENDIX 2. The Negative Acts Questionnaire Revised

Negatiivne käitumine tööl

Küsimustik

Järgnevad tegevused on sagedamini esinevad näited negatiivsest käitumisest tööl. Kui tihti viimase 6 kuu jooksul on teile tööl olles osaks saanud järgmised negatiivset käitumist näitavad teod?

Palun tehke vastuses ring ümber numbrile, mis kõige enam vastab Teie kogemusele viimase 6 kuu jooksul.

Kui tihti olete tundnud, et...

	1	2	3	4	5
	Mitte kunagi	Vahetevahel	Kord kuus	Kord nädalas	Iga päev
1) Teile ei anta tööks vajalikku informatsiooni	1	2	3	4	5
2) Teid alandatakse või naeruvääristatakse teie tööga seoses	1	2	3	4	5
3) Teil kästakse teha tööd, mis on allpool teie kompetentsi taset	1	2	3	4	5
4) Teilt võetakse ära peamised vastutusvaldkonnad või asendatakse need lihtsamate või ebameeldivamate ülesannetega	1	2	3	4	5
5) Teie kohta levitatakse laimu ja kuulujutte	1	2	3	4	5
6) Teid ignoreeritakse, välditakse	1	2	3	4	5
7) Teile tehakse solvavaid või ründavaid märkusi teie isiku (st harjumuste ja päritolu), seisukohtade või eraelu kohta	1	2	3	4	5
8) Teie peale karjutakse või valatakse välja viha (või raevu)	1	2	3	4	5
9) Teid hirmutatakse nagu vibutatakse sõrme, tungitakse isiklikku ruumi, tõugatakse, tõkestatakse tee	1	2	3	4	5
10) Te saate teistelt vihjeid või signaale, et peaksite töölt lahkuma	1	2	3	4	5
11) Teile tuletatakse korduvalt meelde teie vigu või eksimusi	1	2	3	4	5
12) Teie pöördumisi ignoreeritakse või neile reageeritakse vaenulikult	1	2	3	4	5

13) Teie tööd ja pingutusi kritiseeritakse järjepidevalt	1	2	3	4	5
14) Teie arvamusi ja seisukohti ignoreeritakse	1	2	3	4	5
15) Teile tehakse vingerpussi inimeste poolt, kellega te ei saa hästi läbi	1	2	3	4	5
16) Teile antud ülesanded on ebamõistliku või võimatu eesmärgiga või tähtajaga	1	2	3	4	5
17) Teie vastu esitatakse süüdistusi	1	2	3	4	5
18) Teie tööd kontrollitakse liigselt	1	2	3	4	5
19) Teile avaldatakse survet, et te ei kasutaks oma õigusi (näiteks õigust jääda puhkusele, haiguse korral õigust võtta töövõimetusleht, lähetuses viibides katta ettenähtud kulused)	1	2	3	4	5
20) Teid narritakse ja tehakse sarkastilisi märkusi	1	2	3	4	5
21) Te olete kaitsetu ülemäärase töökoormuse tõttu	1	2	3	4	5
22) Teid ähvardatakse vägivaldaga või tarvitatakse füüsilist vägivalda	1	2	3	4	5

23. Kas teid on tööl kiusatud? Meie defineerime tööalast kiusamist järgmiselt: situatsioon, kus üks või mitu inimest püsivalt teatud ajavahemiku jooksul tunnevad ennast negatiivsete tegevuste sihtmärgina ühe või mitme inimese poolt ja seda olukorras, kus kiusatava(te)l on raske ennast kaitsta. Ühekordne juhtum ei ole kiusamine.

Kasutades ülalmainitud definitsiooni, palun määratlege, kas teid on tööl kiusatud viimase 6 kuu jooksul?

- Ei
- Jah, kuid harva
- Jah, vahetevahel
- Jah, mitu korda nädalas
- Jah, peaaegu iga päev

APPENDIX 2. (Continued)

The Negative Acts Questionnaire Revised – Demographic

Negatiivsed tegevused tööl

Küsimustik – demograafilised näitajad

Palun tehke vastuses ring ümber numbrile, mis kirjeldab teid kõige paremini

1. Teie vanus?	_____ aastat		
2. Teie sugu?	1 Mees		
	2 Naine		
3. Teie perekonnaseis?	1 Abielus	3 Lesk	
	2 Lahutatud	4 Vallaline	
4. Teie haridus?	1 Alg- või põhiharidus	4 Kõrgharidus	
	2 Kesk- või gümnaasiumiharidus	5 Magister	
	3 Kutseharidus		
<hr/>			
5. Teie praegune töövaldkond?	1 Tervishoid	13 Omanik/Juht	
	2 Haridus/teaduslik töö	14 Vaimulik	
	3 Riigiteenistus	15 Vabakutseline	
	4 Kohalik omavalitsus	16 Jaekaubandus	
	5 Haldus	17 Sõjaväelane	
	6 Ravimitööstus	18 Päästeteenistus	
	7 Keemiatööstus	19 Infotehnoloogia	
	8 Energia/Energeetikatööstus	20 Meedia	
	9 Muu tööstus/ tööline	21 Turism/Hotellindus	
	10 Transport	22 Vabatahtlik organisatsioon	
	11 Post/Telekommunikatsioon	23 Töötu	
	12 Tootmine /Töötlev tööstus	24 Muu	

6. Teie pragune staatus tööhõives?	1	Täiskohaga töötaja	5	Üksikettevõtja
	2	Osalise tööajaga töötaja	6	Pensionär
	3	Kodune	7	Ei tööta
	4	Üliõpilane		
7. Milline on teie organisatsioonivorm, kus te töötate?	1	Erasektor	3	Mitte kumbki
	2	Avalik sektor		
8. Kui palju on selles organisatsioonis töötajaid, kus te töötate?	1	Vähem kui 25	4	501–1000
	2	26–100	5	Rohkem kui 1000
	3	101–500		
9. Mis tasandil te organisatsioonis töötate?	1	Tööline / teenistuja	3	Tippjuht
	2	Keskastme juht	4	Muu
10. Kas te olete ametiühingu liige?	1	Jah		
	2	Ei		

APPENDIX 3. The Questionnaire of Organizational Culture

2. Organisatsioonikäitumine

Mis ühendab inimesi nende töökohas? Antud uurimus püüab leida sellele küsimusele vastust. Palume ka Teie abi! Järgnevatele väidetele pole “õigeid” ja “valesid” vastuseid ja tulemus kujuneb paljude arvamuste liitmisel. Püüdke hinnata 10-pallilisel skaalal, millisel määral kehtivad Teie organisatsioonis järgmised väited.

Palun märgistage lahter, mis kõige paremini kirjeldab Teie organisatsiooni:	1 kui väide ei kehti ja 10 kui nõustute täiel määral									
Meie organisatsioonis või firmas:										
1. ... on palju allüksusi	1	2	3	4	5	6	7	8	9	10
2. ... on meeldiv töökeskkond	1	2	3	4	5	6	7	8	9	10
3. ... tuntakse üksteist	1	2	3	4	5	6	7	8	9	10
4. ... korraldatakse ühisüritusi	1	2	3	4	5	6	7	8	9	10
5. ... inimesed tunnevad uhkust oma organisatsiooni üle	1	2	3	4	5	6	7	8	9	10
6. ... tuntakse hästi konkurente	1	2	3	4	5	6	7	8	9	10
7. ... tunnustatakse inimesi hea töö eest	1	2	3	4	5	6	7	8	9	10
8. ... teatakse, kuidas omavahel suhelda	1	2	3	4	5	6	7	8	9	10
9. ... pääseb juhi jutule kui vaja	1	2	3	4	5	6	7	8	9	10
10. ... teatakse, millised on organisatsiooni eesmärgid	1	2	3	4	5	6	7	8	9	10
11. ... võetakse uusi töötajaid hästi vastu	1	2	3	4	5	6	7	8	9	10
12. ... on traditsioonidel suur tähtsus	1	2	3	4	5	6	7	8	9	10
13. ... arvestatakse iga inimesega	1	2	3	4	5	6	7	8	9	10
14. ... arvavad inimesed ühtemoodi paljudest maailma asjadest	1	2	3	4	5	6	7	8	9	10
15. ... on vajalik teave kõigile kättesaadav	1	2	3	4	5	6	7	8	9	10
16. ... teatakse üksteise isiklikust elust	1	2	3	4	5	6	7	8	9	10
17. ... langevad juhtide ja teiste töötajate arvamused sageli kokku	1	2	3	4	5	6	7	8	9	10
18. ... on eksimuste korral piinlik teiste organisatsiooni liikmete ees	1	2	3	4	5	6	7	8	9	10
19. ... on rasketes olukordades tugev ühtekuuluvustunne	1	2	3	4	5	6	7	8	9	10
20. ... liikmed tahaksid rohkem teada oma organisatsioonist	1	2	3	4	5	6	7	8	9	10
21. ... on igapäevane suur tegevusvabadus	1	2	3	4	5	6	7	8	9	10
22. ... ei karda inimesed eksida	1	2	3	4	5	6	7	8	9	10
23. ... toimuvad pidevalt positiivsed muutused	1	2	3	4	5	6	7	8	9	10
24. ... lahendatakse omavahelised arusaamatused õigeaegselt	1	2	3	4	5	6	7	8	9	10
25. ... ei rõhutata alluvate ja ülemuste erinevusi	1	2	3	4	5	6	7	8	9	10
26. ... mõtlevad inimesed rohkem oma vajadustele kui organisatsiooni eesmärkidele	1	2	3	4	5	6	7	8	9	10

27. ... tunnustatakse neid, kes on juhtkonnaga heades suhetes	1	2	3	4	5	6	7	8	9	10
28. ... teatakse üksteise harrastustest ja töövälisest tegevusest	1	2	3	4	5	6	7	8	9	10
29. ... on moodustunud mitmesuguseid sõprusgrupe	1	2	3	4	5	6	7	8	9	10
30. ... suheldakse omavahel viisakalt	1	2	3	4	5	6	7	8	9	10
31. ... on häbi tunnistada teistele oma töökohta	1	2	3	4	5	6	7	8	9	10
32. ... tullakse tööle vastumeelselt	1	2	3	4	5	6	7	8	9	10
33. ... peetakse lugu heast tujust	1	2	3	4	5	6	7	8	9	10
34. ... abistatakse üksteist tööalastes probleemides	1	2	3	4	5	6	7	8	9	10
35. ... tuntakse töörõõmu	1	2	3	4	5	6	7	8	9	10
36. ... arutatakse kõik olulised asjad omavahel läbi	1	2	3	4	5	6	7	8	9	10
37. ... reageeritakse igale eksimusele rangelt	1	2	3	4	5	6	7	8	9	10
38. ... mõeldakse inimeste heaolule	1	2	3	4	5	6	7	8	9	10
39. ... täidavad kõik oma tööülesandeid hästi	1	2	3	4	5	6	7	8	9	10
40. ... on ühisüritused populaarsed	1	2	3	4	5	6	7	8	9	10
41. ... tahavad paljud töökohta vahetada	1	2	3	4	5	6	7	8	9	10
42. ... töötavad paljud inimesed juba pikka aega koos	1	2	3	4	5	6	7	8	9	10
43. ... selgitatakse ülesandeid täpselt	1	2	3	4	5	6	7	8	9	10

Täname vastamast!

APPENDIX 4.

The questionnaire for semi-structured interviews with managers

Intervjuu küsimused juhile

Eestis on läbi viidud töökäitumise ja organisatsioonikultuuri vaheliste seoste uuring Tartu Ülikooli majandusteaduskonna doktoritöö raames, millele vastas üle 1700 töötaja erinevatest organisatsioonidest. Uuringu tulemuste analüüsimisel ja järelduste tegemisel on väga oluline teada saada ka juhtide nägemust antud teemal. Selleks viiakse läbi intervjuud Eesti era- ja avaliku sektori keskastme ja tippjuhtidega. Intervjuude eesmärgiks on kaardistada juhtide suhtumine ja hinnangud tööküsimise kohta: kuidas on seotud töötajate omavahelised suhted ja töötulemused, mis võib põhjustada negatiivset käitumist tööl ja kuidas sellega toime tulla. Teie poolt antud vastuseid ei seostata konkreetse isiku ja organisatsiooniga, vaid kasutatakse üldise olukorra analüüsimiseks.

I osa: juhtide teadlikkus ja hinnang probleemile

1. Kuivõrd olete teadlik tööküsimise probleemist organisatsioonides?

- 1 – olen täielikult teadlik probleemist
- 2 – olen üldiselt kursis probleemiga
- 3 – olen kuulnud mõistet „tööküsimine“, kuid ei tea, mida see täpsemalt tähendab
- 4 – ei ole üldse teadlik

Vastuste 1,2,3 korral palun täpsustage, millistest allikatest olete lugenud/ kuulnud tööküsimisest (ajakirjandus, konverents/koolitus, internet, kolleegid, organisatsiooni ametlikud kanalid vm)

2. Tööküsimine on rahvusvahelise definitsiooni järgi vaenulik ja ebaetiline suhtumine ja käitumine ühe või mitme töötaja suhtes, kes selle tõttu on kaitsetus olukorras. Tegevused on sel juhul korduvad ja regulaarsed, ilmnevad vähemalt kord nädalas ja pika perioodi vältel, kuus kuud. Ühekordne konflikt ei ole tööküsimine.

Kas selle määratluse järgi olete oma praeguses või varasemates töökohtades kokku puutunud või pealt näinud tööküsimise juhtumeid?

- 1 – jah, mitmeid kordi
- 2 – jah, paaril korral
- 3 – jah, üks kord
- 4 – ei, mitte kunagi

Vastuste 1, 2, 3 korral palun täpsustage, kas kiusaja(d) oli(d) sama tasandi töötaja(d) või kõrgemal positsioonil võrreldes kiusatavaga?.....

3. Kas töökiusamine on Teie arvates Eesti organisatsioonides sagedane probleem?

- 1 – jah, kindlasti on
- 2 – jah, pigem on
- 3 – ei oska hinnata
- 4 – ei, pigem ei ole
- 5 – ei, kindlasti ei ole

4. Kuidas Teie arvates head suhted töökollektiivis on seotud töötulemustega?

- 1 – head suhted tööl tagavad head töötulemused
- 2 – head suhted aitavad kaasa töötulemuste paranemisele
- 3 – ei ole seotud
- 4 – head suhted toovad kaasa töötulemuste halvenemise
- 5 – head suhted tööl toovad kaasa kehvad töötulemused

Kommentaar:

II osa: Negatiivse käitumise esinemine tööl ja põhjused

5. Kas ja kui sageli olete kokku puutunud/pealt näinud organisatsioonis järgmisi tegevusi töötaja(te) vahel:

1- jah, iga päev 2- jah, iga nädal 3- jah, vahetevahel 4 – ei, mitte kunagi

- 1. Laimu ja kuulujutu levitamine
- 2. Antavad tööülesanded on ebamõistliku tähtaja või eesmärgiga
- 3. Tööks vajaliku informatsiooni mitte edastamine
- 4. Arvamuste ja seisukohtade ignoreerimine
- 5. Solvavate märkuste tegemine, alandamine
- 6. Töö liigne kontrollimine
- 7.

Kommentaar:

6. Kas Teie arvates võib tööküsimise peamisteks põhjusteks olla:

1- kindlasti jah 2- pigem jah 3- Ei oska öelda 4- pigem ei 5- kindlasti ei

1. Töötaja isiksuse omadused
2. Ebasobiv juhtimisstiil
3. Organisatsioonikultuur, mis sallib tööküsimist
4. Rahulolematus töökeskkonna teguritega
(valgustus, tööruumid, töövahendid)
5. Liigne töökoormus
6. Ebaselged tööülesanded
7. Vähene töötajate kaasatus otsustamisse
8. Vähene teadlikkus tööküsimise tagajärgedest
9. Ennetusstrateegia puudumine organisatsioonides
10. Vastava seadusandluse puudumine
11.

Kommentaar:.....

III Ennetamine ja toimetulek

7. Kui oluliseks peate alljärgnevaid tegevusi ja olukordi organisatsioonis tööküsimisega toimetulekul ja ennetamisel:

1- väga oluline 2- oluline 3- ei oska öelda 4- ei ole oluline 5- ei ole üldse oluline

1. Korraldatakse ühisüritusi
2. Tunnustatakse hea töö eest
3. Organisatsiooni eesmärged selgitatakse kõikidele töötajatele
4. Arusaamatused lahendatakse õigeaegselt
5. Omavahel suheldakse viisakalt
6. Alluvate ja ülemuste erinevusi ei rõhutata
7. Vajalik info on kõikidele töötajatele alati kättesaadav
8. Juhtide jutule pääsemine on kerge
9. Abistatakse töötajaid tööalastes probleemides
10.

8. Kui vajalikuks peate tegeleda Eesti organisatsioonides tööküsimise ennetamisega?

- 1 – kindlasti väga vajalik
- 2 – pigem vajalik
- 3 – ei oska öelda
- 4 – pigem ei ole vajalik
- 5 – kindlasti ei ole vajalik

Kommentaar:.....

9. Kas Teie arvates peaks Eestis olema eraldi seadus, mis kaitseks töökiusamise ohvreid ja sätestaks juriidilise vastutuse kiusajale?

- 1 – kindlasti jah
- 2 – pigem jah
- 3 – ei oska öelda
- 4 – pigem ei
- 5 – kindlasti ei

Kommentaar.....

10. Kuivõrd Teie arvates on Eestis seni teadvustatud töökiusamist kui ohtu töötaja tervisele?

- 1 – teadlikkus on väga kõrge
- 2 – teadlikkus on pigem kõrge
- 3 – raske öelda
- 4 – teadlikkus on pigem madal
- 5 – teadlikkus on väga madal

Kommentaar

Lõpetuseks:

Töökogemus juhina kokku.....aastat

Alluvate arv praegu.....

Organisatsiooni tegevusvaldkond....., sektor
(avalik/era).....

Töötajate arv organisatsioonis.....

Suur tänu vastamast!

APPENDIX 5.

Descriptive statistics of managers' opinions

Descriptive statistics of managers' opinions on awareness, prevention and special law in terms of managers tenure and numbers of subordinates, n=210

		Tenure		Number of subordinates	
		Up to 10 %	Over 10 years %	Up to 9 %	Over 10 %
Respondents' awareness about WB	Informed	75.6	62.7	74.7	66.4
	Uninformed	24.4	37.3	25.3	33.6
Have respondents had personal contacts or have they witnessed WB	Yes	61.4	41.0	56.6	50.9
	No	38.6	59.0	43.4	49.1
Is WB a frequent problem for Estonian organizations?	Strongly agree/ agree	18.1	10.8	19.2	11.8
	Don't know	45.7	41.0	39.4	48.2
	Strongly disagree/ disagree	36.2	48.2	41.4	40.0
To what extent has WB been perceived in Estonia as a risk to an employee's health?	high/ relatively high	2.4	1.2	4.0	0.0
	Don't know	23.6	42.2	27.3	34.5
	Low/relatively low	74.0	56.6	68.7	65.5
Necessity of prevention	Necessary	69.3	63.9	67.7	66.4
	Don't know	22.0	21.7	21.2	22.7
	Not necessary	8.7	14.5	11.1	10.9
Need for relevant law considering WB?	Strongly agree/ agree	46.5	30.1	43.4	36.4
	Don't know	26.0	39.8	31.3	31.8
	Strongly disagree/ disagree	27.6	30.1	25.3	31.8

SUMMARY IN ESTONIAN

Töökiusamine Eesti organisatsioonides: levik ja põhjused

Töö aktuaalsus ja uudsus

Organisatsiooni käsitlevates uuringutes on järjest suuremat tähelepanu saamas tööelu varjukülg, milleks on töökiusamine. Uurimissuund sai alguse 1980-ndate aastate lõpus ja 1990-ndate alguses Rootsisis, Norras ning Soomes seoses tööseadusandluse arenguga neis riikides, mis toetasid kõikide töötajate võrdset õigust jääda tööl nii vaimselt kui füüsiliselt terveks (Leymann, 1996). Uuringud siiski kahjuks näitavad, et paljud töötajad peavad kannatama töökiusamist ja negatiivset käitumist oma igapäevases töös (Di Martino, 2002; Salin, 2003; Lutgen-Sandvik et al., 2007). Töökiusamine tähendab vaenulikku ja ebaeetilist käitumist, mis on süstemaatiline ja pikaajaline ning mille tõttu töötaja on abitus ja kaitsetus positsioonis (Leymann, 1990; Einarsen, Skogstad, 1996). Töökiusamine viitab pidevale negatiivsele suhtlemis- ja käitumismaneerile tööl või lahendamata jäänud ja eskaleerunud konfliktiolukorrale (Matthiesen et al., 2003). Sellise olukorra kahjulik mõju tuleneb eelkõige pikaajalisest ja korduvast vaenulikust käitumisest (Leymann, 1996). Töökiusamine võib olla seotud tööülesannetega, töötaja isikuga või isegi ähvardustega füüsilisele vägivallale.

Vajadus keskenduda töökiusamise temale tuleneb peamiselt kahjulikest tagajärgedest nii töötajale, organisatsioonile kui kogu ühiskonnale. Indiviidi tasandil on tagajärjed seotud eelkõige vaimse ja füüsilise tervise halvenemisega: paljud uuringud kinnitavad tugevat korrelatsiooni töökiusamise ja tervise ning psühholoogilise rahulolu näitajate vahel (Einarsen and Raknes, 1997; Zapf et al., 1996, Vartia, 2001). Negatiivsed tegevused töökohal peaaegu kahekordistavad haigusjuhtumite esinemissageduste riski (Kivimäki et al., 2000). Uuringutulemused näitavad ka, et kiusamise ohvrid kannatavad tihti tugeva stressi all (Vartia, 2001; Agervold & Mikkelsen, 2004), mis vähendab nende töövõimet. Samuti on pikaajalise töökiusamise tulemuseks alanenud rahulolu töö ja eluga (Tepper, 2000) ja suurenenud soodumus lahkuda töölt (Quine, 2001). Seega, töökiusamisel on laastav mõju töötaja tervisele, töötamise efektiivsusele, sotsiaalsetele suhetele ja sissetulekutele.

Organisatsiooni tasandil avaldub negatiivne mõju töökiusamise tõttu töötajate sagenenud töölt puudumises, personali voolavuses, töötajate alanenud motivatsioonis (McKay et al., 2008), mis omakorda on seotud suurenenud otseste või kaudsete kuludega. Peamised kulud organisatsiooni jaoks töökiusamise tõttu on uute töötajate värbamine, valik ning koolitamine (Hogh et al., 2011; Hoel, Sparks, Cooper, 2001). Lisaks võivad tekkida tulemuslikkuse ja tööviljakuse alanemisest tingitud kahjud (Brun and Lamarche, 2006 in Giga et al., 2008). Organisatsioon peab töökiusamise korral arvestama ka kuludega, mis on seotud kaebustega, kompensatsioonitasudega ja üldise maine langusega (Hoel et al., 2003).

Töökiusamine avaldab negatiivset mõju ka kogu ühiskonnale. Siia kuuluvad suurenenud kulud tervishoiule, enneaegne pensionile jäämine ja tööturult välja langemine, teenuste ja toodete kvaliteedi langus, mis tuleneb töötajate alanenud produktiivsusest ja motivatsioonist (Leymann, 1996; Di Martino et al, 2003). Töötajad, kes on sattunud pikaajalise kiusamise ohvriks ei ole tihti suutelised jätkama töötamist endise intensiivsusega, on sunnitud töölt lahkuma ega suuda läbielatud trauma tõttu kohe siseneda uuesti tööturule. Sel juhul laienevad negatiivsed tagajärjed majanduslike kannatuste näol ka ohvri perekonnaliikmetele (Sheehan, Barker and Rayner, 1999). Negatiivne mõju ühiskonna tasandil toob kaasa töövõimeliste töötajate eemalejäämise tööturult, suuremad ravi- ja töötukaitsekulud ning sellega ka surve majanduse konkurentsivõimele.

Töökiusamise uurimine Eesti organisatsioonides on oluline mitmel põhjusel. Esiteks töökiusamise levikut, põhjuseid ja mõjusid ei ole põhjalikult veel Eestis uuritud. Rahvusvaheliselt tunnustatud küsimustikku, mis võimaldaks tulemuste võrdlust teiste riikidega ei ole kohandatud ega rakendatud Eestis ja seni puudub teadmine probleemi ulatuse ja põhjuste kohta. Teiseks, varasemad uuringud on välja toonud organisatsioonikultuuri tähtsuse töökiusamise ennetamisel. Samal ajal puuduvad põhjalikumad uuringud organisatsioonikultuuri ja töökiusamise omavahelistest seostest ja konkreetsetest ennetusvõimalustest. Kolmandaks, kuna ennetustegevused organisatsioonis sõltuvad suuresti juhtkonna tegevusest, siis on väga oluline välja selgitada juhtide teadlikkus ja arusaam töökiusamisest. Eesti organisatsioonid on viimastel aastakümnetel pidanud läbi tegema kiired muudatused seoses uuele majandusmudelile üleminekul ning hiljem majanduslangusega toimetulekuga. Üleminekuajajärgses riigis juhtide hoiakud seoses töökiusamise ja negatiivsete tegevustega toimetulekuga tööl on väärtuslik sisend ennetustegevuste täpsemaks kavandamiseks sarnastes riikides.

Käesolev doktoritöö kontsentreerub töökiusamise uurimisele Eesti organisatsioonides arvestades spetsiifilist kultuurilist konteksti ja ülemineku protsesse ühiskonnas. Eestis on toimunud viimastel aastakümnetel radikaalsed muudatused: endisest nõukogude vabariigist on saanud Euroopa Liidu, NATO ja eurotsooni liige. Ulatuslikud reformid Ida-Euroopa riikides ei ole toimunud jälgi jätmata ja on põhjustanud töötajates ebakindlust, mis mõjutab negatiivselt heaolu taset. Organisatsioonilises kontekstis väljendub see eeskätt järgmistes tegurites:

- 1) pinged ja hirm põhjustatud kiiretest muudatustest ja ebakindlus;
- 2) väljaarenemata töösuhetealane seadusandlus;
- 3) muudatused organisatsioonilises elus – suhete ja eesmärkide mõistmine;
- 4) avatud ja haavatav majandus, mis on mõjutatud globaalsetest trendidest.

Töökiusamine on seni väheuuritud teema üleminekuajajärgsetes riikides ning selle levik ning põhjused on ebaselged. See tuleneb osaliselt kultuurilisest taustast, mis avaldub organisatsiooni tasandil, kus ei ole seda teemat tähtsustatud. Samuti pole nendes riikides algatatud ühiskondlikku debatti töökiusamise üle, selle kahjulikest mõjudest või ennetamise võimalustest. Eestis puudub teadmine, millised sektorid või grupid on rohkem ohustatud, kas ja kui suur on töökiusamise risk erinevates töövaldkondades, mis omakorda pärsib ennetus-

tegevuste planeerimist ja suunamist. **Seega, esimene uurimisprobleem on teada saada, kui tõsine on töökiusamise risk Eesti organisatsioonides.**

Varasemad uuringud on seostanud töökiusamise riski organisatsiooniliste teguritega viidates probleemidele nagu halb konfliktijuhtimine ja töökorraldus (Leymann, 1996), hektiline ja võistlev töökeskkond (Salin, 2003), stressirohke töökeskkond ja destrukttiivne juhtimisstiil (Hauge et al., 2007; Hoel et al., 2010), halb kommunikatsioon ja kliima organisatsioonis (Vartia, 1996). Tulemuste põhjal tekib küsimus, kas organisatsioonikultuur tervikuna mõjutab töökiusamise tekkimist ja levikut organisatsioonis. Organisatsioonikultuur koosneb paljudest elementidest hõlmates ka alateadliku osa organisatsiooni elust ja katab kõik organisatsiooni funktsioonid (Schein, 2004). Organisatsiooni liikmed toovad endaga kaasa erinevad väärtushinnangud ja organisatsioonikultuur on otseselt mõjutatud välisest kultuurikeskkonnast. Organisatsioonilultuur sõltub tööstusharust ja tegevusvaldkonnast ning majanduskeskkonnast, kus organisatsioon tegutseb. Kuna organisatsioonikultuur määrab väärtused ja normid organisatsioonis, mis juhivad inimeste käitumist, siis töökiusamise põhjuseid tuleks otsida organisatsioonikultuuri kontseptsioonist. **Teiseks uurimisprobleemiks on uurida, millised tegurid põhjustavad töökiusamist arvestades käitumise sügavamaid põhjuseid organisatsioonis.**

Töökiusamist on sageli seostatud juhtimisega (Ferris et al., 2007; Hauge, Skogstad, Einarsen, 2007). Juhtimine on oluline kahel põhjusel. Esiteks, suhtlemisstiil organisatsioonis ja organisatsioonikultuur sõltub paljuski juhtide hoiakutest. Teiseks, töökiusamise ennetus ja konfliktijuhtimine sõltuvad samuti paljuski juhtide teadlikkusest ja väärtushinnangutest. Eestis pärineb paljude juhtide väärtussüsteem nõukogude perioodist, mis on samal ajal viidud kooskõlla ühiskonnas toimunud muudatustega. Probleem võib tekkida juhul, kui juhtimisstiil ja meetodid ei ole enam sobivad uues majanduskeskkonnas (Liuhto, 1999). Vananenud väärtussüsteem ei ole enam efektiivne, kuid uus ei oma veel sügavat arusaama töötajate heaolu olulisusest. Juhid on olukorras, kus ühiskonnas puudub laiem diskussioon töökiusamisest ja negatiivse käitumise riski ei tajuta. **Kolmandaks uurimisprobleemiks on välja selgitada, milline on juhtide teadlikkus töökiusamisest ning valmidus rakendada ennetustegevusi üleminekujärgses riigis.**

Töö eesmärk ja uurimisülesanded

Töö eesmärgiks on välja selgitada töökiusamise levik ja põhjused Eesti organisatsioonides üleminekuperioodi järgse riigi näitel.

Eesmärgi täitmiseks püstitati töös järgmised uurimisülesanded:

1. luua teoreetiline raamistik töökiusamise uurimiseks, sealhulgas töökiusamise definitsiooni, terminoloogia, omaduste ja varasemate uuringutulemuste kohta;
2. analüüsida töökiusamise tagajärgi, mis avaldavad mõju indiviidi, organisatsiooni ja ühiskonna tasandil;

3. formuleerida uurimisväited töökiusamise esinemissageduse ja põhjuste kohta;
4. välja töötada metodoloogiline raamistik empiiriliste andmete analüüsiks;
5. analüüsida, millised on töökiusamise riskigrupid Eesti organisatsioonides ja millised on peamised töökiusamise põhjused;
6. koostada soovitusel teooria ja uurimistulemuste baasil töökiusamise ennetamiseks ja sellega toimetulekuks Eesti organisatsioonide näitel.

Töö ülesehitus

Doktoritöö koosneb kolmest sisupeatükist: teoreetilised alused, uurimismetoodika töökiusamise uurimiseks ja tulemused. Lisaks on töös esitatud diskussioon ja soovitusel ning kokkuvõte.

Esimene peatükk keskendub töökiusamise teoreetilise raamistiku loomisele ja pakub uuritavast nähtusest põhjaliku ülevaate. Peatüki esimeses alapunktis selgitatakse töökiusamise terminoloogiat, definitsiooni ja tuuakse välja kontseptsiooni peamised tunnused. Samuti kirjeldatakse töökiusamise protsessi kulgu ja negatiivsete tegevuste jaotust. Esimese peatüki teine alapeatükk keskendub töökiusamise tagajärgedele nii üksikisiku, organisatsiooni kui kogu ühiskonna seisukohast. Tagajärjed kõigil tasanditel on omavahel tihedalt seotud ja neist võivad saada põhjused töökiusamise jätkumiseks või taastekkimiseks organisatsioonis.

Teoreetilise peatüki kolmas alapeatükk käsitleb töökiusamise levikut ja riskigruppe. Analüüsitakse seniste uuringutulemuste põhjal töökiusamise esinemissageduse erinevusi riikide lõikes ja erinevate mõõtmisviiside valguses. Tuuakse välja individuaalsed ja organisatsioonilised riskifaktorid ja määratletakse riskigrupid, mis on haavatavamad vastavalt eelnevatele empiirilistele uuringutele. Arutelu põhjal püstitatakse uurimisväited käesoleva töö jaoks. Teoreetilise osa neljandas alapeatükis koostatakse põhjalik ülevaade töökiusamise võimalikest põhjustest. Põhjuseid indiviidi tasandil analüüsitakse nii ohvri kui kiusaja seisukohast; organisatsioonilisi põhjuseid käsitletakse seoses organisatsioonikultuuri, juhtimisstiili jt. teguritega. Uurimisväited püstitatakse töökiusamise põhjuste kohta organisatsiooni tasandil. Lõpuks, ühiskonna tasandi põhjuseid analüüsitakse kultuurilisest ja keskkonna vaatepunktist üleminekuaja järgse riigi eripärasid arvestades.

Teises peatükis kirjeldatakse uurimismetoodikat, mida on kasutatud töökiusamise põhjuste ja leviku uurimiseks. Esimene alapeatükk annab ülevaate läbiviidud uuringute valimistest ja uuringu protsessist. Teises alapeatükis kirjeldatakse mõõtmisvahendeid (küsimustikke), mida on kasutatud töökiusamise ja organisatsioonikultuuri uurimiseks ning selgitatakse töökiusamise uurimisega seonduvaid piiranguid. Kolmandas alapeatükis põhjendatakse kvantitatiivsete ja kvalitatiivsete uurimismeetodite kasutamist töö empiirilises osas ja neljandas alapeatükis esitatakse pilootuuringu tulemused. Pilootuuring selgitas välja, kas

töökiusamise rahvusvaheline küsimustik on Eestis kasutamiseks sobiv ja asjakohane.

Kolmandas peatükis esitatakse empiiriliste uuringute tulemused. Esimeses alapeatükis hinnatakse töökiusamise riski Eestis ja määratletakse riskigrupid nii indiviidi kui ka organisatsiooni tasandil. Teises alapeatükis esitatakse teise empiirilise uuringu tulemused töökiusamise ja organisatsioonikultuuri seoste kohta. Tulemused viitavad ennetusvõimalustele organisatsioonikultuuri ülesande ja suhete orientatsiooni kaudu. Kolmandas alapeatükis esitatakse töökiusamise põhjused ja ennetamise võimalused läbi juhtide hoiakute ja arvamuste. Kolmandas peatükis saavad vastuse teoreetilises osas seatud uurimisküsimused.

Tulemuste üle diskuteeritakse põhjalikumalt diskussiooni osas ja jagatakse soovitusi töökiusamise ennetuseks sünteesitult teoreetiliste seisukohtade ja empiiriliste uuringute baasil. Kõige olulisemad järeldused ja seisukohad esitatakse töö kokkuvõttes.

Teoreetiline taust

Töövägivald võib olla nii vaimne kui füüsiline. Kui füüsiline vägivald on füüsilise jõu kasutamine isiku vastu põhjustades sellega füüsilist kahju, siis psühholoogiline e vaimne vägivald on võimu tahtlik kasutamine teise isiku või grupi vastu, mis võib põhjustada vaimset, füüsilist, hingelist, moraalselt või sotsiaalset kahju (ILO/ICN/WHO/PSI, 2000). Tihti on vaimset ja füüsilist vägivalda raske piiritleda, sest nad esinevad koos ja üks võib üle minna teiseks. Töökiusamist loetakse vaimse vägivalla alla kuuluvaks töövägivalla liigiks.

Töökiusamise definitsiooni osas on kasutusel mitmeid erinevaid määratlusi ja puudub ühine kokkulepe. Autor lähtub töös Einarseni ja Skogstadi poolt 1996. a. esitatud definitsioonist: Töökiusamine on situatsioon, kus töötaja on süstemaatiliste negatiivsete tegevuste tulemusena halvasti koheldud ja tagakiusatud, ohver on kaitsetus positsioonis ega saa ennast kaitsta. Antud definitsioon väljendab töökiusamise põhiolemust, mida saab kirjeldada 5 kriteeriumi kaudu: tegevuste korduvus, tahtlikkus, erinev võimupositsioon, negatiivsete tegevuste esinemine ja protsessi sotsiaalne iseloom. Need kriteeriumid peavad olema täidetud selleks, et situatsiooni saab lugeda töökiusamiseks. Järgnevalt selgitatakse kriteeriumite tähendust täpsemalt.

Tegevuste korduvus eristab töökiusamist konfliktist ja teistest ühekordsetest intsidentidest. Töökiusamise tegevused ilmnevad regulaarselt ja süstemaatiliselt pika aja vältel (Brodsky, 1976; Hoel ja Cooper, 2000). Täpsemalt on soovitatud, et kui negatiivsed tegevused ilmnevad vähemalt 6 kuu vältel ja vähemalt kord nädalas, siis on tegemist töökiusamisega (Leymann, 1996). Nimetatud kriteerium on rahvusvahelistes uuringutes kõige sagedamini kasutusel olev mõõdik töökiusamise mõõtmiseks. Seega, töökiusamise puhul on oluline eeldus, kui kaua ja kui tihti on töötajat halvasti koheldud. Erinev võimupositsioon töökiusamise protsessis väljendab ohvri kaitsetut olukorda ja keerukust ennast kaitsta. See võib tuleneda ohvri madalamast ametipositsioonist võrreldes kiusajaga

organisatsiooni struktuuris. Kuid põhjused võivad peituda ka selles, et kiusajatel on arvuline ülekaal, kiusaja omab ohvri jaoks väärtuslikku informatsiooni või toetab kiusajat mõjukas persoon (Hoel, Cooper, 2000). Tahtlikkus viitab, et kiusaja on teadlik oma käitumisest ja selle tagajärgedest (Björkqvist jt. 1994). Töökiusamises kasutatavad negatiivsed tegevuste skaala võib olla väga lai, kuid saab välja tuua kolm peamist kategooriat tegevusi: tööga ja isikuga seotud tegevused ning füüsilise vägivallaga ähvardamine. Töökiusamine avaldub inimestevahelises suhtes, millesse on kaasatud vähemalt kaks osapoolt: kiusaja ja kiusatav e ohver. Töökiusamise 5 kriteeriumit tuleb käsitleda kombinatsioonis ja mitte eraldiseisvatena.

Töökiusamise protsessi iseloomustab negatiivsete tegevuste järk-järguline laienemine, mis muutuvad üha intensiivsemateks. Protsessis võib eristada 4 faasi. Esimeses faasis saab alguse konflikt kahe võrdse osapoole vahel, kes on keskendunud probleemile, osapooled soovivad konflikti lahendada. Teises faasis pinge pöördub konfliktilt isikule ja osapooled hakkavad muretsema oma reputatsiooni pärast organisatsioonis. Seetõttu püüavad nad leida toetust kolleegide poolt kasutades selleks kaudseid negatiivseid tegevusi, nt kuulujutud konfliktilt teise osapoole kohta, vaenulik kommunikatsioon, et demonstreerida oma suhtumist jne. Kolmandas faasis muutub negatiivne käitumine süstemaatiliseks ja intensiivsemaks, lisanduvad otsesed teist osapoolt kahjustavad tegevused, eeskätt juhul, kui üks osapool on leidnud organisatsioonis suuremat toetust. Selles faasis muutub olukord töökiusamiseks. Viimases, neljandas faasis on kiusaja eesmärk ohver juba täielikult hävitada. Tihti ohver lahkubki organisatsioonist tagajärgede tõttu vaimsele või füüsilisele tervisele. Kogu protsessi iseloomustab pidev kaugenemine esialgsest konfliktist põhjuseks olnud probleemist, fookus nihkub isiku tasandile ning järjest jõulisemaks muutunud negatiivse käitumise eesmärgiks saab ohvri alistamine. Samal ajal ohver tihti ei taju temaga toimuvat protsessi alguses ja saab sellest aru alles tagasiulatuvalt, kui negatiivsed tegevused on juba süstemaatilised. Töökiusamine võib alguse saada ja kulgeda ka muul viisil lisaks siin esitatule, kirjeldatud on üldistus sageli esinevast stsenaariumist.

Informatsioon töökiusamise leviku ja riskigruppide kohta pärineb peamiselt viimase 20 aasta jooksul läbi viidud uuringutest Lääne-Euroopa riikidest ja USA-st. Kesk- ja Ida-Euroopa riikide kohta on teave veel lünklik. Töökiusamist on mõõdetud peamiselt kahe meetodi alusel: negatiivsete tegevuste kaudu ja vastaja enesehinnangu alusel. Negatiivsete tegevuste kaudu mõõdetuna on töökiusamise esinemissagedus keskmiselt 3–7% (üks negatiivne tegevus kord nädalas 6 kuu vältel). Siiski esineb erandeid ka Euroopa riikides, näiteks 16% Taanis, 24% Soomes ja 14% Norras. Enesehinnangu põhised tulemused märkimisväärselt madalamad. Kui vastaja peab töökiusamise definitsiooni alusel hindama, kas ta on töökiusamise ohver, siis keskmiselt on töökiusamise esinemissagedus 1–4%, kuid esineb erandeid, näiteks 9% USA-s. Mõõtmine vastaja enesehinnangu põhjal annab üldjuhul madalama töökiusamise esinemissageduse mitmel põhjusel. Esiteks, vastaja jaoks võib olla häbiväärne ja alandav tunnustada ohvri staatust. Teiseks, teadlikkus töökiusamisest ei pruugi olla väga

kõrge ja definitsiooni alusel töökiusamise määratlemine võib olla keerukas. Samal ajal negatiivsed tegevused tööolulises lihtsamini ära tuntavad ja nende alusel on kiusamist kergem tuvastada.

Töökiusamise levik erineb riigiti oluliselt. Uuringutest ilmneb, et töökiusamise esinemissagedus on kõrgeim USA-s, 46% (Lutgen-Sandvik jt, 2007) ja Türgis, 55% (Bilgel jt. 2006). Madalam on töökiusamise levik Skandinaavia-riikides, kuigi viimastel aastatel on märkimisväärselt tõusnud. Näiteks Norras 1,2% 1996.a. (Einarsen ja Skogstad) ja 14,3% 2009.a. (Nielsen jt). Erinevused tulemustes ei peegelda alati tegelikku olukorda neis riikides, vaid võivad olla seotud kultuuriliste põhjustega. Madalam töökiusamise esinemissagedus võib olla seotud madalama võimudistantsiga ja feminiinsete väärtuste levikuga nende riikide rahvuskultuuris. Feminiinsetes kultuurides, kus inimestevaheliste suhete kvaliteet on olulisel kohal, võib eeldada ka lugupidavamalt suhtlemist töökeskkonnas. Väiksem võimudistants ja staatuse rõhutamine töötajate ja juhi vahel viib harvemini kiusamiseni. Samuti on erinevad tulemused seotud teadlikkusega töökiusamisest. Seda peegeldab ilmekalt olukord Skandinaaviariikides, kus teadlikkus töökiusamisest on väga kõrge ja teema on ühiskonnas jätkuvalt aktuaalne. Töökiusamise teadvustamine ja äratundmine tööolulises on viimastel aastatel kasvanud koos teadlikkuse tõusuga.

Töökiusamise leviku kaardistamisel on autor töös välja toonud riskigrupid, kus varasemate uuringute põhjal esineb rohkem kiusamise ohvreid. Riskigruppide määratlemine on oluline eelkõige ennetusmeetmete väljatöötamiseks ja suunamiseks. Riskigrupid indiviidi tasandil on seotud sooga, vanusega, ametipositsiooniga, haridusega ja perekonnaseisuga. Organisatsiooni tasandil tulenevad riskigrupid sektorist, tegevusvaldkonnast ja organisatsiooni suuruselt. Järgenvalt lühiväljaande riskigruppidest, kus töökiusamine on tõsisem probleem.

Sagedamini satuvad töökiusamise ohvriteks naised, paljude uuringute järgi on ligikaudu üks kolmandik ohvrid mehed ja kaks kolmandikku naised (Zapf jt., 2003). Üheks selgituseks võib pidada sageli naiste madalamat ametipositsiooni organisatsioonis. Kuna töökiusamine on seotud erineva võimupositsiooniga, siis see annab eelise töötajale, kes on kõrgemal ametikohal. Teine selgitus võib olla seotud naiste ja meeste erinevate käitumismustritega. Stressi või pinget olukord tekitab naistes suuremal hulgal negatiivseid emotsioone, mis võib omakorda esile kutsuda negatiivseid reaktsioone teiste isikute poolt (Drabek, Merecz, 2013). Naiste ja meeste emotsionaalsed reaktsioonid on väga erinevad ja võivad tekitada arusaamatusi. Siiski, naiste ja meeste arv ohvrite hulgas ei pruugi tegelikkuses erineda suurel määral, vaid võib olla seletatav ka sellega, et mehed kasutavad otsesemat ja agressiivsemat käitumist (nt kritiseerimine, karjumine), mida on kerge töökiusamiseks pidada, kuid naised kasutavad kaudsemaid ja manipulaatiivsemaid strateegiaid (nt ignoreerimine, kuulujutud), mida on keerukam tuvastada.

Töökiusamise risk on suurem madalamal ametipositsioonil töötades ja sagedamini on kiusajaks juht (Hoel ja Cooper, 2000). Võrreldes kontoritöötajatega on töökiusamise risk kõrgem tehasetöölise hulgas (Giorgi jt., 2013). Juht omab kontrolli töötasude üle ja omab võimu uute töötajate palkamisel ning

ametist vabastamisel ja mida suurem on võimupositsioonide erinevus, seda raskem on madalamal ametikohal oleval töötajal ennast kaitsta. Töökiusamise riskigrupi kuuluvad ka madalama haridustasemega töötajad (Moreno-Jiménez jt., 2008), kuna kõrgem haridus annab sageli paremad konflikti lahendamise oskused ja teadlikkuse, kuidas oma negatiivsete emotsioonidega toime tulla. Samal ajal on kõrgema haridusega töötajad sagedamini organisatsioonis kõrge-
mal ametipositsioonil.

Töökiusamine on sagedane probleem nooremas vanusegrupis (alla 30-aastased) (Hacicaferoglu jt., 2012). Töökiusamise mõju teistes vanusegruppides ei ole üheselt selge, uuringuid ei ole veel piisavalt läbi viidud. Nooremate töötajate kuulumine töökiusamise riskigrupi on seotud eelnevate selgitustega ametipositsiooni ja hariduse kohta. Noored, kes alles on sisenenud tööturule ei oma veel organisatsioonis kõrget ametikohta ning nende ülikooliõpingud on sageli lõpetamata. Seega, alla 30-aastatel tihti puuduvad kogemused ja teadmised, kuidas ennast kaitsta agressiivse käitumise eest ja nad on organisatsioonis nõrgemas olukorras. Üleminekujärgsete riikide eripärana saab välja tuua põhjusena ka erineva töökultuuri. Alla 30-aastased eelistavad paindlikkust ja vabamat õhkkonda, mis põrkub vanemates vanusegruppides juurdunud jäigema arusaamisega, kus esmatähtsad on alluvussuhted organisatsioonis ja kindlad reeglid, mida on raske muuta. Lõpuks saab välja tuua, et perekonnaseisu järgi on abielus olevatel töötajatel kõige väiksem risk töökiusamiseks (Giorgi jt., 2013). Potentsiaalselt suurem risk võib olla vallalistel ning lahutanutel, kuna puudub perekonna toetus tööl esinevate pingetega toimetulekul.

Viimased uuringud viitavad, et töökiusamine on suuremaks probleemiks avaliku sektori organisatsioonides (Hoel ja Cooper, 2000; Durniat, 2010) eelkõige seetõttu, et töötajatel on vähe kontrolli oma tööaja üle, organisatsioonid on politiseeritud ja bürokraatlikud ning ametijuhendid on koostatud liiga üldsõnaliselt, mis tekitavad mitmetähenduslikkust. Samas on varasemalt leitud ka vastupidiseid näiteid kõrgemast töökiusamise riskist erasektoris võrreldes avaliku sektoriga (Einarsen ja Skogstad, 1996). Erasektoris on töökiusamine kõige suuremaks probleemiks teenindus- ja müügiettevõtete hulgas (Hoel ja Cooper, 2000). Üheks põhjuseks võib olla töötajate omavaheline tihedama koostöö ja suhtlemise vajadus tulenevalt töö iseloomust ja seega ka suurem konflikti sattumise oht. Teiseks põhjuseks võib tuua klientide poolsed nõudmised, mis mõjutavad töötajate omavahelisi suhteid ja pingeid võidakse elada välja ka kolleegide peal (Hoel, Salin, 2003). Töökiusamine võib olla hind kõrge kliendirahulolu eest. Töökiusamise ja organisatsiooni suuruse vahel on varasemalt leitud vastakaid tulemusi ning on keeruline üheselt määratleda, millise suurusega organisatsioonides on risk kõrgem. Siiski, üleminekujärgsetes riikides võib töökiusamine olla suuremaks probleemiks väiksemates ja keskmise suurusega organisatsioonides. Paljud suured organisatsioonid (üle 500 töötaja) on tänaseks rakendanud esimesi töökiusamise ennetusmeetmeid ja on loodud töötervishoiuspetsialisti ametikoht, mille pädevusse kuulub ka töötajate vaimse tervise küsimused. Väikestes ja keskmise suurusega ettevõtetes on ennetusele ja

koolitusele veel vähem tähelepanu pööratud, mistõttu töökiusamise risk võib olla suurem.

Kokkuvõttes saab uuringute põhjal järeldada, et töökiusamise risk on kõrgem vallaliste ja lahutatud alla 30-aastaste madalama haridustasemega naiste hulgas, kes töötavad organisatsioonis madalamal ametipositsioonil. Neil ei ole piisavalt võimu, et ennast vajadusel kaitsta, samuti ei ole teadmised ja kogemused piisavad konfliktide lahendamisest ja töökiusamisega toimetulekust ning ebarahuldavad sotsiaalsed suhted väljaspool tööd ei paku toetust probleemide korral. Töökiusamine on uuringute järgi suurem avalikus sektoris, teenindusettevõtetes ja eeldatavalt väiksema ja keskmise suurusega organisatsioonides.

Töö teine fookus töökiusamise leviku väljaselgitamise kõrval on töökiusamise põhjuste uurimine. Põhjuseid käsitletakse töös võimalike eelsündmustena, mis aitavad selgitada, miks negatiivne käitumine organisatsioonis alguse saab. See hõlbustab leida võimalusi töökiusamise ennetamiseks ja toimetulekuks. Töökiusamise põhjuseid saab eristada kolmel tasandil: indiviidi, organisatsiooni ja ühiskonna tasandil. Indiviidi tasandil jaotuvad põhjused omakorda kaheks – kiusaja- ja ohvipoolsed. Nii ohvri kui kiusaja poolt vaadatuna on põhjusteks isikuomadused ja ebapiisavad sotsiaalsed kompetentsid (Zapf, Einarsen, 2003). Lisaks on põhjusteks ohvri poolt vaadatuna liigne kriitilisus ja kõrged nõudmised, samuti erinevus või väljapaistvus organisatsioonis kas oma teadmiste ja oskuste poolest, välimuse vm teguri poolest, millega tõmbab tähelepanu või tekitab kadedust (Vartia, 2003). Kiusaja alustab sagedamini negatiivset käitumist mikropoliitilistel põhjustel või enesekaitseks (Zapf, Einarsen, 2003).

Töökiusamisega on otseselt seotud oskamatus toime tulla oma negatiivsete emotsioonidega (nt viha või hirm) ja kalduvus agressiivsele käitumisele (Aquino, Thau, 2009). Kiusaja poolt vaadatuna võib olla tegemist äärmuslikult ambitsioonika persooniga, kes soovib teisi allutada või nartsissistiga (Namie, 2007). Agressiivne käitumine võib olla seotud inimese iseloomuga ja sel juhul on keeruline töökiusamist täielikult välistada (Brodsky, 1976). Ühest küljest võib töökiusamine tõepoolest olla seotud konkreetsete isiksuseomadustega. Teisalt ohvri puhul ei saa seda üheselt väita, sest pikaajaline kiusamine on sageli isiksust muutnud, kuna ohvrid kannatavad sageli traumajärgse stressihäire all (Leymann ja Gustafsson, 1996). Seega, isiksuseomadusi ei saa ohvri puhul lugeda peamiseks kiusamist vallandavaks teguriks. Olulisemaks tuleks pidada sotsiaalseid oskusi ja kompetentse, mis aitavad juhtida negatiivseid emotsioone. Head suhtlemisoskused ei olnud nii vajalikud nõukogude perioodil töötades hierarhilises organisatsioonis, kuid on tänapäeval organisatsioonis hädavajalik eeldus edukaks meeskonnatööks, mis vähendavad ka töökiusamise riski.

Töös on selgitatud töökiusamise ja organisatsioonikultuuri omavahelisi seoseid, kuna organisatsioonikultuuri võib pidada üheks oluliseks põhjuseks töökiusamise tekkimisel. Töökiusamine leiab aset, kui teatud faktorite kombinatsioon seda soodustab. Organisatsiooni väärtused ja baasarusaamad avalduvad organisatsioonikultuuri kaudu, mis määratleb inimeste käitumismustri. Ümbritsev keskkond mõjutab käitumist ja töötamine keskkonnas, mis toetab agressiivseid käitumismustreid viib ründava käitumiseni (Houshmand et al., 2012). Ja

vastupidi, rahulik töökeskkond vähendab ebasoovitavat käitumist. Paljud uurijad on nõus väitega, et organisatsioonikultuur, mis tolereerib negatiivseid tegevusi on peamine põhjus töökiusamise tekkimiseks (Brodsky, 1976; Namie, 2007; Lieber, 2010). Seega, organisatsioonikultuur peidab endas võimalusi, kuidas töökiusamist ennetada ja säilitada terveid töösuhteid.

Autor lähtub töös Harrisoni poolt esitatud organisatsioonikultuuri kontseptsioonist, mis põhineb ülesande ja suhete orientatsioonil (1995). Ülesande orientatsioon väljendab arusaama organisatsiooni eesmärkidesse, juhtkonna tegevusse, aga ka tegevusvabadusse, muudatusesse jt tegurid. Suhete orientatsioon näitab töötajate arusaama, kas ja kuidas organisatsioonis toetatakse omavahelisi häid suhteid ja üksteise abistamist. Organisatsioonikultuuri suhte ja ülesande orientatsioon mõjutavad oluliselt töötaja käitumist.

Kuna tugev ülesande ja suhete orientatsioon viitavad terviklikule ja tugevale organisatsioonile, mis toetab nii eesmärkide saavutamist kui ka heade suhete hoidmist, siis töökiusamine organisatsioonis võib olla seotud probleemidega organisatsioonikultuuri orientatsioonide funktsioneerimises. Seda ilmestavad mitmed empiirilised uuringud. Töökiusamise põhjuseks on tihti rollikonflikt või olukord, kui ülesanded ja rollid ei ole selged (Leymann, 1996), samuti ebapiisav kommunikatsioon ja konfliktijuhtimine organisatsioonis (Vartia, 1996). See viitab ülesande orientatsiooni probleemidele, ülesanded ei ole selgelt ja ühetähenduslikult defineeritud ja infovahetus korraldamata. Töökiusamise vallandab ka töötajate ebaõiglane kohtlemine ja ülekohus (Neuman and Baron, 2003; Baron et al., 1999). Tugeva ülesande orientatsiooniga organisatsioonis alluvate ja ülemuste vahelisi erinevusi ei rõhutata, mis aitaks probleemi vältida. Töökiusamise risk suureneb organisatsiooniliste muudatuste perioodil, eriti, kui neid viiakse ellu autokraatlikul viisil (McCarthy et al., 1995; Sheehan, 1999). Kiired ja tormilised muudatused on toimunud üleminekujärgsete riikide organisatsioonides viimastel aastakümnetel ja tõstnud töökiusamise riski. Kõrge ülesande orientatsioon organisatsioonikultuuris aitab muudatuste perioodil vältida kaost tänu hästi organiseeritud infosüsteemile ja eesmärkidele. Töökiusamine on seotud ka ebarahuldavate suhetega kolleegide vahel (Hoel and Cooper, 2000) ja pingelise sotsiaalse atmosfääriga (Baillien et al., 2008). Stressi ja pingeid võib tekitada näiteks tugev konkurents töötajate vahel (Namie, 2007), mis annab alust negatiivseks käitumiseks. Tugeva suhete orientatsiooniga organisatsioonis rõhutatakse inimestevaheliste suhete tähtsust, mis tõstab heaolu taset tööl ja ennetab töökiusamist.

Seega, tugev ülesande orientatsioon organisatsioonikultuuris peaks garanteerima hästitoimiva kommunikatsiooni, muudatustejuhtimise ja kontrolli protsesside üle ning tugev suhete orientatsioon tagama sotsiaalse toetuse organisatsiooniliikmetele ning vähendama ebakindlust. Tugevalt ülesandele ja suhetele orienteeritud organisatsioon tuleb sel moel toime töökiusamise riskitegurite ja põhjustega.

Lisaks organisatsioonikultuurile on töös käsitletud ka juhtimisstiili kui ühte olulist töökiusamisega seotud tegurit. Töökiusamine on seotud eelkõige autokraatliku ja *laissez-faire* e sekkumatu juhtimisstiiliga (Hauge et al., 2007; Hoel

et al., 2010). Autokraatlik juht võib ennast maksma pannes vahendeid valimata saada ise kiusajaks või oma juhtimisstiiliga anda alluvatele signaali, kuidas organisatsioonis omavahel suhelda. Agressiivne suhtlemisstiil levib juhilt alluvatele ja saab organisatsioonis tavaks. *Laissez-faire* juhtimisstiili kasutav juht suurendab töökiasamise ohtu organisatsioonis kuna eitab konflikti ega sekku vajadusel. Muudatuste läbiviimisel ei võta sekkumatu juht vastu vajalikke otsuseid või need viibivad ja organisatsioonis tekib kaos. Juht on ühelt poolt vastutav organisatsiooni tulemuste eest ja teiselt poolt vastutab töötajate tervisliku töökeskkonna eest. On oluline, et juht teadvustaks oma rolli duaalsust ja juhtimisstiili seoseid töökiasamisega.

Selleks, et paremini mõista töökiasamise tekkimise sügavamaid juuri, on töös välja toodud ka ühiskonna tasandi põhjused. Käitumist mõjutavad väärtused ja normid, mis on aktsepteeritud ühiskonnas ja rahvuskultuur. Ka aggressiivne käitumine võib välja kasvada normidest, mis on ühiskonnas tolereeritud. Eesti ühiskonnas toimusid 90-ndatel väga kiired ja tormilised muudatused nii majanduses kui ühiskondlikus elus. Muudatuste tulemusena erineb väärtussüsteem üleminekujärgsetes riikides ja Lääne-Euroopa riikides üsna oluliselt. Kesk- ja Ida-Euroopa riikides aktsepteeritakse pigem modernistlikke väärtuseid, mis rõhutavad materiaalsust, individuaalseid tulemusi ja majanduslikku kasvu (Inglehart ja Welzel, 2005). Samal ajal Lääne-Euroopas, stabiilsemates ja jõukamates riikides, on olulisemad sotsiaalvaldkonda kuuluvad teemad. Üleminekujärgsete riikide normid ja väärtused ei rõhuta veel piisavalt inimkesksust, hoolivust ega häid inimsuhteid, selle asemel on tähtsal kohal edukus ja saavutused.

Üleminekujärgsetes riikides võib eristada vanemat ja nooremat juhtide generatsiooni, kellest esimene on omandanud oma hariduse nõukogude perioodil ja teine pärast seda. Vanema juhtide generatsiooni teadmised ja taust on mõjutatud käsumajanduse kogemusest (Vadi, 2003) ning juhtimisstiil võib olla vähem muutunud kui ümbritsev majanduskeskkond. Noorem juhtide põlvkond on saanud juhtivatele positsioonidele üleminekujärgsel perioodil, kui organisatsioonid olid juba läbinud restruktureerimise ja organisatsioonikultuuri ning kommunikatsiooni roll ettevõttes oli oluliselt tõusnud (Gentry jt., 2008). Noorte juhtide haridus on vastavuses muutunud majanduskeskkonnaga ja nende ettevalmistus parem, et toime tulla väljakutsetega kaasaegses organisatsioonis, sh töökiasamine.

Andmed ja uurimismetoodika

Perioodil veebruar 2009-aprill 2013 viidi läbi kolm empiirilist uuringut:

- 1) pilootuuring 75 vastajaga 2009. aastal;
- 2) töökiasamise ja organisatsioonikultuuri uuring 59 organisatsioonis 2010. aastal;
- 3) poolstruktureeritud intervjuud 210 tipp- ja keskastme juhiga 2012–2013 aastal.

Pilootuuringu vastajad olid Eesti Töötukassa kliendid, kellega kontakteeruti isiklikult ja kutsuti osalema töökiasamise pilootuuringus. Teises uuringus osales kokku 1941 vastajat 59 organisatsioonist üle Eesti, kes vastasid töökiasamise

küsimustikule. Nendest 1748 vastajat täitsid lisaks küsimustiku organisatsiooni-kultuuri kohta. Vastajatest 62% olid naised ja 38% mehed, keskmine vanus oli 36,2 aastat. 55% vastajates töötas erasektoris ja 45% avalikus sektoris. Tegevusvaldkondadest (EMTAK-i järgi) olid esindatud jaekaubandus (17,2%), tööstus (14,6%), elektrienergia (13,5%), avalik haldus (11,6%), info ja side (9,6%), haridus (9,7%), majutus ja toitlustus (6,0%), transport (3,2%), tervishoid (2,7%), finants- ja kindlustustegevus (2,6%), kinnisvara (1,3%), vabatahtlik tegevus (1,5%), muud (2,63%).

Poolstruktureeritud intervjuudes osalenud juhtidest töötas 91% erasektoris. 60,5% intervjuueeritavatest on töötanud juhina 1–10 aastat ja 39,5% on juhikogemust üle 10 aasta. 53% vastanutel on üle 10 alluva ja 47% vastanutest 1–9 alluvat.

Töökiasamise mõõtmisvahendi valikul lähtuti järgmistest eeldustest ja piirangutest. Esiteks, töökiasamine on tundlik teema ja vastajad ei pruugi olla valmis vastama negatiivsete kogemuste kohta. Seega, küsimustik peab olema anonüümne ja konfidentsiaalne. Teiseks, uuring on seotud eetilise probleemiga. Töökiasamise protsessis on alati vähemalt kaks osapoolt: kiusaja ja kiusatav. Ohvri ehk kiusatava väljaselgitamine on seotud ka kiusaja määratlemisega, mis kaudselt osutab süüdlasele ja see ei ole antud uuringu eesmärgiks. Seega, küsimustik ei tohiks olla liiga isiklik ja peaks sisaldama negatiivseid tegevusi üldistatud kujul. Kolmandaks, vastajatel võib olla vähe eelinformatsiooni töökiasamise kohta ja see võib mõjutada tulemusi. Näiteks küsides töökiasamise põhjuste kohta võib vastaja mitte teada, mida töökiasamine täpselt tähendab. Seega, küsimustik peab olema arusaadav ja selge vastajale ning kui see sisaldab terminit „töökiasamine“, siis peab järgnema ka selgitus või definitsioon.

Arvestades kirjeldatud piiranguid valiti töökiasamise mõõtmisvahendiks rahvusvaheliselt tunnustatud ja aktsepteeritud küsimustik Negatiivne käitumine töö (*Negative Acts Questionnaire Revised*, NAQ-R). Küsimustik NAQ-R on välja töötatud eesmärgiga luua usaldusväärne ja terviklik skaala töökiasamise mõõtmiseks erinevate elukutse ja ametikohtade lõikes (Einarsen et al., 2009). Küsimustikus on 22 negatiivset tegevust, mida palutakse vastajatel hinnata, kui sageli on neid viimase 6 kuu jooksul esinenud skaalal „mitte kunagi“ kuni „iga päev“. Negatiivsed tegevused küsimustikus on koostatud kirjanduse ja pika-aegse töökiasamise ohvrite poolt antud kommentaaride põhjal. Negatiivsed tegevused ei sisalda terminit „töökiasamine“. Lisaks sisaldab küsimustik töökiasamise definitsiooni ja vastajatel palutakse hinnata, kas antud definitsiooni järgi peavad nad ennast töökiasamise ohvriks. Seega, NAQ-R mõõdab töökiasamist kahel erineval viisil: negatiivsete tegevuste kaudu, mida loetakse töökiasamiseks ja töökiasamise definitsiooni alusel vastajate enesehinnangu järgi. NAQ-R sisaldab negatiivseid tegevusi, mis on seotud isikuga, tööga ja füüsilise vägivallega ähvardamisega, seda on kasutatud varasemalt paljudes uuringutes ja seega võimaldab tulemusi võrrelda ka teiste riikidega.

Negatiivsete tegevuste küsimustikku kasutati doktoritöö raames Eestis esimest korda ja seetõttu viidi eelnevalt läbi pilootuuring, et testida selle sobivust kasutamiseks põhiuuringus. Kuna töökiasamine võib ohvri jaoks põhjustada töökaotust, siis töötud kuuluvad töökiasamise riskigrupi ja pilootuuringu jaoks

valiti just riskigruppi kuuluvad vastajad. Pilootuuringus paluti vastajatel esiteks täita küsimustik ja teiseks avaldada arvamust, kas esitatud küsimused olid arusaadavad. Pilootuuring näitas, et selle tulemused on võrreldavad ja vastavuses varasemate uuringutega, mis on läbi viidud sama mõõtmisvahendit kasutades. Vastajatele olid väited arusaadavad, täiendavaid küsimusi ega kommentaare küsimustiku kohta ei esitatud. Seega, NAQ-R on sobiv kasutada tööküsimise uurimiseks Eesti organisatsioonides.

Organisatsioonikultuuri mõõtmiseks kasutati Organisatsioonikultuuri küsimustikku (*The Questionnaire of Organizational Culture*, QOC), mis on välja töötatud 2002.a. Vadi jt. poolt. Küsimustik baseerub Harrisoni (1972, 1995) teorial, mis käsitleb organisatsioonikultuuri ülesande ja suhete orientatsiooni põhiselt. QOC koosneb 43 küsimusest ja vastajal paluti hinnata igat väidet 10-palli skaalal vahemikus „väide ei kehti“ kuni „nõustun täiel määral“. Küsimustik mõõtis organisatsiooni ülesande ja suhete orientatsiooni ja tulemusi kasutati tööküsimise ja organisatsioonikultuuri seoste uurimiseks.

Juhtide hoiakute väljaselgitamiseks tööküsimise kohta kasutati poolstruktureeritud intervjuusid, et saada sügavamat sissevaadet uuritavasse teemasse. Küsimused koostati teoreetilise kirjanduse ja empiiriliste uuringute põhjal (nt. Leymann 1996; Zapf and Einarsen, 2003; Namie, 2007; Lieber, 2010;). Intervjuud küsimused koosnesid valikvastustega küsimustest, mis keskendusid põhiliselt juhtide üldisele teadlikkusele tööküsimisest Eestis, samuti sisaldas intervjuu küsimusi tööküsimise põhjuste ja ennetuse kohta. Juhtidel paluti lisada omapoolseid kommentaare ja arvamusi.

Andmete analüüsimiseks on töös kasutatud erinevaid statistilise analüüsi meetodeid ja temaatilist analüüsi. Tööküsimise leviku väljaselgitamiseks ja riskigruppide tuvastamiseks nii indiviidi kui ka organisatsiooniliste näitajate alusel on kasutatud kirjeldavat statistikat, hii-ruut testi ja klasteranalüüsi. Tööküsimise ja organisatsioonikultuuri vaheliste seoste leidmisel on kasutatud regressioon- ja korrelatsioonanalüüsi. Juhtidega läbiviidud poolstruktureeritud intervjuude analüüsimiseks viidi läbi Mann-Whitney U test gruppide vaheliste erinevuste leidmiseks ja temaatiline analüüs intervjuude käigus saadud kommentaaride analüüsimiseks.

Uurimisväited ja põhitulemused

Töös püstitati tuginedes teooriale ja eelnevatele empiirilistele uuringutele erinevates riikides 13 uurimisväidet tööküsimise leviku ja põhjuste kohta Eesti organisatsioonides. Uurimisväited võib jagada neljaks kategooriaks: 1) tööküsimise levik indiviidi tasandil; 2) tööküsimise levik organisatsiooni tasandil; 3) tööküsimise põhjused seoses organisatsioonikultuuriga; 4) tööküsimise põhjused seoses juhtimisega. Järgnevas Tabelis 1 on esitatud uurimisväited ja põhitulemused, mis baseeruvad empiirilistel uuringutel.

Tabel 1. Uurimisväited ja tulemused

	Uurimisväide	Tulemused	Kommentaar
INDIVIIDI TASAND	Ia: Töökiusamise ohvrid on sagedamini naised	Väide ei ole kehtiv. Meeste ja naiste vahel ei ole olulisi erinevusi ja ohvreid on samas suurusjärgus nii meeste kui naiste hulgas. Naissoost vastajatest (n=1202) oli töökiusamise ohvreid 23% ja meessoost vastajatest (n=739) oli ohvreid 24,2%.	Kuna mehed on sagedamini juhtival ametipositsioonil, siis võib eeldada, et naised ei julge töökiusamisest alati raporteerida, kuid mehed julgevad seda suurema tõenäosusega teha.
	Ib: Töökiusamise ohvrid on sagedamini alluva positsioonis	Väide ei ole kehtiv. Esimese tasandi töötajatest oli ohvreid 24% ja kesktasandi juhtide hulgas 21,5%. Erinevused ei ole märkimisväärsed.	Tulemused viitavad, et ka juhid ei ole töökiusamise eest kaitstud ja töökiusamine leiab aset erinevatel tasanditel organisatsioonis. Organisatsioonilisi muudatusi võidakse alluvate poolt tõlgendada kiisamisena ja see kutsub esile kaitsereaktsioonina kiisamise alluvatelt juhi suunas.
	Ic: Töökiusamise ohvrid on sagedamini madalama haridustasemega	Väide ei ole kehtiv. Töökiusamise ohvreid oli põhiharidusega vastajate hulgas 27%, kutseharidusega vastajate hulgas 25% ja keskkharidusega vastajate hulgas 24%. Ülikooliharidusega vastajate hulgas oli kiisamise ohvreid 22%. Erinevused ei olnud märkimisväärsed.	Madalama haridusega töötajate hulgas võib töökiisamine olla probleemiks väiksema teadlikkuse tõttu, kuidas toime tulla konfliktidega ja mis on töökiisamine. Suur hulk töökiisamise ohvreid kõrgema haridusega töötajate hulgas võib olla aga seetõttu, et mitmed negatiivsed tegevused uuringus kasutatud küsimustikus NAQ-R eeldavad kontoritööd ja kõrgemat positsiooni, seega ka kõrgemat haridust.
	Id: Töökiisamise ohvrid on sagedamini nooremas vanusegrupis (alla 30-aastased)	Väide on osaliselt kehtiv. Töökiisamise ohvreid on kõige rohkem 18–25 aastate hulgas (28,7%). Erinevused teiste vanusegruppidega on märkimisväärsed. Samal ajal klasteranalüüs tõi välja, et töötajad vanemas vanusegrupis (56–70 aastat) kuuluvad sageli „Ohvri“ klasterisse ja seega lisaks noortele on töökiisamise risk selles vanusegrupis kõrge.	18–25. aastased noored on alles sisenenud tööturule, töötavad madalamal ametikohal ja ei oma piisavat ettevalmistust, kuidas toime tulla töökiisamisega. Vanemaalised töötajad, kes on tööturult lahkumas, kuna lähenevad pensionieale, võivad olla organisatsioonis vähem teretunud. See võib saada üheks töökiisamise põhjuseks.

Tabel 1. Uurimisväited ja tulemused (jätkub)

	Uurimisväide	Tulemused	Kommentaar
INDIVIIDI TASAND	1e: Töökiusamise ohvrid on sagedamini vallalised või lahutatud	Väide on osaliselt kehtiv. Töökiusamine on kõrgeim leestunud töötajate hulgas (28,6%), järgnevad vallalised töötajad (25,8%) ja abielus (23%). Töökiusamine on kõige väiksem probleem lahutanute seas (16,3%). Erinevused on märkimisväärsed.	Tulemused kinnitavad varasemaid empiirilisi uuringuid selles osas, et perekonnaseis on töökiusamisega seotud ja töökiusamise ohvrid on sagedamini vallalised ja mitte abielus. See võib tuleneda asjaolust, et abielus inimesed pööravad probleemidele tööol vähem tähelepanu, kuna on hõivatud rohkem koduste kohustustega. Vallalistel võib aga puududa töövälise tugivõrgustik ning kiisamine tööol tähendada tõsisemaid tagajärgi.
ORGANISATSIOONI TASAND	2a: Töökiusamine on kõrgem avalikus sektoris	Väide ei ole kehtiv. Töökiusamine ei ole märkimisväärselt erinev avalikus (24,5%) ja erasektoris (22,6%).	Varasemad uuringud on enamasti keskendunud avalikule sektorile, seega tulemused on olulised ja näitavad, et ka erasektor ei ole töökiusamisest vaba.
	2b: Töökiusamine on erasektori organisatsioonides kõrgem teenindusettevõtetes	Väide on osaliselt kehtiv. Töökiusamine erasektoris on kõige kõrgem teenindus- ja tootmisettevõtetes (24,9%). Erinevused teiste tegevusvaldkondadega on märkimisväärsed.	Töökiusamist võib tekitada graafikujärgne pingeline töö ja kohustus suhelda. Need tingimused iseloomustavad tööd teeninduses ja võivad suurendada töökiusamise riski. Lisaks on oht kiisamiseks klientide poolt.
	2c: Töökiusamine on kõrgem väikestes ja keskmise suurusega ettevõtetes	Väide on osaliselt kehtiv. Töökiusamine on kõrgeim keskmise suurusega ettevõtetes (101–500 töötajat) (29%), järgmisena väikeettevõtetes (alla 25 töötaja) (25%). Erinevused ettevõtete suuruse järgi on märkimisväärsed.	Üheks selgituseks võib olla asjaolu, et väikeettevõtetes ja keskmise suurusega ettevõtetes ei ole töökiusamise ennetus veel piisavalt tähelepanu ja rakendust leidnud.

Tabel 1. Uurimisväited ja tulemused (jätkub)

	Uurimisväide	Tulemused	Kommentaar
ORGANISATSIONIKULTUUR	3a: Tööküsimine on negatiivselt seotud organisatsioonikultuuri suhete orientatsiooniga	Väide on täielikult kehtiv. Negatiivsete tegevuste (NAQR) ja organisatsioonikultuuri suhete orientatsiooni vahel on negatiivne korrelatsioon.	Uuring kinnitab, et tugev orientatsioon suhetele ja ülesandele organisatsioonikultuuris vähendab tööküsimise riski. Tugevam negatiivne seos on ülesande orientatsiooni ja tööküsimise vahel.
	3b: Tööküsimine on negatiivselt seotud organisatsioonikultuuri ülesande orientatsiooniga	Väide on täielikult kehtiv. Negatiivsete tegevuste (NAQR) ja organisatsioonikultuuri ülesande orientatsiooni vahel on negatiivne korrelatsioon.	
JUHTIMINE	4: Juhid on teadlikud juhtimisstiilist kui tööküsimise ühest põhjustajast	Väide on täielikult kehtiv. 74% intervjueritavatest nõustus, et juhtimisstiil on tööküsimise põhjus. Lisaks sellele pidasid juhid peamisteks tööküsimise põhjusteks isiksuseomadusi ja organisatsioonikultuuri.	Tulemused kinnitavad, et juhid on enda suhtes kriitilised ja tunnistavad enda võimalikku osalust tööküsimise tekkimisel organisatsioonis. Seega on juhid ka teadlikud, et saavad juhtimisstiili valikuga kaasa aidata küsimise ennetamisele.
	5a: Juhtide uus põlvkond (juhikogemus kuni 10 aastat ja 1–9 alluvat) on paremini informeeritud tööküsimisest võrreldes vanema põlvkonnaga	Väide on osaliselt kehtiv. Juhid väiksema juhikogemusega (kuni 10 aastat) on paremini informeeritud tööküsimisest kui pikema töökogemusega juhid. Erinevused on märkimisväärsed. Alluvate arvu järgi erinevused ei osutunud olulisteks.	Tulemused näitavad, et suhtumine ja teadlikkus tööküsimisest väiksema ja suurema juhikogemusega juhtide vahel erineb oluliselt. See võib viidata võimalikele probleemidele organisatsioonis konsensuse leidmisel tööküsimise ennetus- ja sekkumistegevuste suhtes.
	5b: Juhtide uus põlvkond on toetavam tööküsimise ennetustegevuste suhtes võrreldes vanema põlvkonnaga.	Väide ei ole kehtiv. Erinevused juhtide uue ja vanema põlvkonna vahel ei ole märkimisväärsed	

Allikas: Autori koostatud

Järeldused ja soovitused

Töös oli esitatud kolm uurimisprobleemi ja järgnevalt on toodud töö põhijäreldused uurimisprobleemide lõikes.

1. Esimene uurimisprobleem oli teada saada, kui tõsine on töökiusamise risk Eesti organisatsioonides.

Tulemuste põhjal võib väita, et töökiusamine on Eesti organisatsioonides väga tõsine probleem. Vastavalt rahvusvahelisele töökiusamise mõõtmiskriteeriumile (negatiivsed tegevused üks kord nädalas vähemalt 6 kuu vältel) kannatab ligi neljandik vastanutest töökiusamise all. Enesehinnangu alusel raporteeris 1% vastanutest, et on kiusamise ohver. Tulemuste lahknevus viitab ühelt poolt soovimatusele tunnustada ohvri staatust. Teiselt poolt näitavad tulemused negatiivsete tegevuste olemasolu Eesti organisatsioonides, mida väga sageli ei peeta töökiusamiseks.

Töökiusamine sõltub Eesti organisatsioonides indiviidi tasandil vanusest ja perekonnaseisust ning organisatsiooni tasandil tegevusvaldkonnast ja organisatsiooni suuruselt. Kuna mitmed uurimisväited töökiusamise leviku osas ei leidnud kinnitust või olid osaliselt kehtivad, siis võib järeldada, et selgelt eristuvaid töökiusamise riskigruppe ei ole võimalik esile tuua Eesti organisatsioonides. Töökiusamise riski ei saa hinnata sotsiaal-demograafiliste tunnuste alusel, mis raskendab ennetusmeetmete väljatöötamist ja suunamist. Tendents omab tähtsust eriti üleminekujärgse riigi seisukohalt, kus töökiusamise risk on kõrge, kuid riskigrupid ei eristu. Selles osas erinevad töökiusamise tulemused oluliselt Lääne-Euroopa riikides ja USA-s läbi viidud uuringutest, kus tulevad selgemalt esile enam ohustatud grupid. Eesti organisatsioonides ei ole töökiusamine vaid kaitsetumas positsioonis olevate töötajate probleem, vaid ohustab erinevaid töötajate grupe ja organisatsioone ning seega ka ennetus ja informeerimine peab puudutama töötajaid laiemalt.

2. Teiseks uurimisprobleemiks oli uurida, millised tegurid põhjustavad töökiusamist arvestades käitumise sügavamaid põhjuseid organisatsioonisiselt.

Töö tulemused näitavad, et nõrk organisatsioonikultuuri orientatsioon ülesandele ja suhetele on töökiusamise põhjuseks organisatsioonisiselt. Tugeva ülesande ja suhete orientatsiooniga organisatsioonikultuur suudab juhtida ja toime tulla töökiusamise peamiste põhjustega organisatsiooni tasandil nagu rollide ebaselgus, halb konfliktijuhtimine ja infovoog, muudatuste läbiviimine, stressitekitav töökeskkond, ülekohus jt. Seega, arvestades tegevusi, mida hõlmavad organisatsioonikultuuri suhete ja ülesande orientatsioon, on võimalik oluliselt töökiusamist vähendada. See järeldus on väga praktilise iseloomuga, kuna sisaldab konkreetseid tegevusi, mida ja kuidas peaks organisatsioonisiselt muutma, et ennetada töökiusamist või sellega toime tulla.

Tööküsimine on tugevamini seotud organisatsioonikultuuri ülesande orientatsiooniga, st negatiivne käitumine on pigem seotud organisatsiooni ülesannetega ja eesmärkidega ning muudatuste juhtimisega kui ühtekuuluvustunde ja omavaheliste suhetega. Seda võisid mõjutada nii üleminekujärgse riigis läbi viidud mitmed ümberstruktureerimised kui ka hiljutine majanduskriis, mille tulemusena rõhutati tugevalt efektiivsust ja rentaablust organisatsiooni eesmärkides ning inimlik mõõde on jäänud tahaplaanile. Sellises olukorras on kõige tõhusam viis tööküsimisega toimetulekuks saavutada töötajate toetus ettevõtte eesmärkidele ja juhtkonna otsustele. Töötajate omavaheline hea läbisaamine ei välista veel tööküsimist.

3. Kolmandaks uurimisprobleemiks oli välja selgitada, milline on juhtide teadlikkus tööküsimisest ning valmidus rakendada ennetustegevusi üleminekujärgses riigis.

Juhid on enesekriitilised ning tunnistavad juhtimisstiili kui ühte peamist tegurit tööküsimise põhjusena. Uuel juhtide põlvkonnal (kuni 10 aastat juhikogemust) on kõrgem teadlikkus tööküsimisest ja selle kahjulikust mõjust töötaja tervisele ning suurem valmidus rakendada ennetustegevusi organisatsioonis võrreldes vanema põlvkonna juhtidega (juhikogemus üle 10 aasta). Seega, uus juhtide põlvkond on paremini kursis reaalse olukorraga Eesti organisatsioonides ning peab vajalikuks seda muuta.

Kuigi juhid on valmis tööküsimise ennetuseks, siis seisab nende ees mitmeid takistusi. Esiteks, vaatamata kõrgele teadlikkusele tööküsimisest noorema põlvkonna juhtide hulgas ei pruugi juhtidel olla piisavalt teadmisi ja informatsiooni, kuidas toime tulla konkreetsete tööküsimise juhtumitega. Vanema põlvkonna juhid aga ei ole hästi kursis teemaga üldisemalt. Seega, juhid peaksid kohanema olukorraga, kus vaimse töökeskkonna küsimused kuuluvad juhi igapäevase töö juurde. Teiseks, kuna tööküsimist puudutav seadusandlik regulatsioon on puudulik paljudes üleminekujärgsetes riikides, siis organisatsioonid ei ole tööküsimise ennetusega seni tõsisemalt tegelenud. Riigipoolne vastav regulatsioon ja ennetuspoliitika kui ühtne raamistik toetaks juhte ennetuse elluviimisel organisatsiooni tasandil.

Töös on esitatud soovituselised tööküsimise ennetamiseks ja riski vähendamiseks indiviidi, organisatsiooni ka ühiskonna tasandil, mis on koostatud sünteesis uuringutulemuste ja teooria baasil. Ühiskonna tasandil on väga oluline tööseadusandluse täiendamine, et määratleda aktsepteeritavad normid ja väärtused ühiskonna tasandil ning tõsta teema tähtsust avalikkuses. Samuti on võimalik seadusandluse kaudu kindlustada kaitse ohvrile ja vastutus kiusajale ning anda organisatsioonile ennetuse rakendamiseks konkreetset juhised. Tööküsimise kahjulikud tagajärjed avaldavad tugevat mõju kogu ühiskonnale, kuid kogu vastutus toimetuleku osas on hetkel organisatsioonil ja riigipoolne toetus puudub. Kuna tööküsimise teema on ikka veel uus ja negatiivseid tegevusi ei tajuta tööküsimisena, kuid samal ajal avaldab see töötajate tervisele kahjulikku mõju, siis tuleks kaaluda sotsiaalkampania korraldamist eesmärgiga teavitada, mis on

töökiusamine, kuidas seda ära tunda ja mida teha. Kuna nooremate ja vanemate töötajate hulgas on töökiusamise risk oluliselt kõrgem, siis tööturumeetmete kujundamisel tuleb sellega arvestada ja pakkuda nendes vanusegruppides eriprogramme, nõustamist ja täiendavat õpet, et vähendada töökiusamise riski. Teiste riikide kogemusele tuginedes tuleks kaaluda ka keskse riikliku organisatsiooni loomist, mille ülesandeks on tegelda töökiusamise ennetamisega, uurin-gute läbiviimisega, juriidilise ja psühholoogilise nõustamisega, koolituste pakkumisega jne.

Organisatsiooni tasandil on oluline pakkuda kesk- ja tiptasandi juhtidele koolitusi töökiusamise teemal, et esile kutsuda positiivseid muutusi. Juhid vastutavad tervisliku töökeskkonna eest ja neil on oluline mõista, millised taga-järjed toob kaasa töökiusamine. Organisatsiooni tasandil on oluline pöörata tähelepanu organisatsioonikultuurile, kuna see on otseselt seotud töökiusamise põhjustega. Organisatsioonikultuuri elemendid, mis toetavad töökiusamise ennetamist on järgmised: avatud kommunikatsioon, selged ülesanded ja rollid, detsentraliseeritud juhtimine, läbipaistev tasustamissüsteem, jagatud visioon ja missioon, innovatiivsed ja inspireerivad eesmärgid. Organisatsioon peaks koostama ka oma ennetusprogrammi, kus on kindlaks määratud aktsepteeritavad ja ebasoovitavad käitumisviisid, juhised toimimiseks kiusamise korral ning ennetusmeetmed. Organisatsioonis peaks läbi viima informatiivseid koolitusi kõikidele töötajatele, et tõsta teadlikkust töökiusamisest ja tutvustada ennetus-programmi.

Indiviidi tasandil on töökiusamise ennetamiseks võimalik arendada sotsiaal-seid kompetentse, suhtlemisoskusi, mis aitab toime tulla konfliktiolukorras ja mitte kaasa minna negatiivsete tegevustega. Teiseks kasulikuks oskuseks on stressijuhtimine, mis annab kaitse pingelistes olukordades. Kõrgem stressitalu-vus võib anda kaitse töökiusamise eest või vähendada tagajärgi, sest negatiiv-setel emotsioonidel on väiksem mõju. Lõpuks, igal inimesel tuleks olla kursis töökiusamise olemusega, tagajärgedega ja ennetusvõimalustega. Suurem teadlikkus aitab vajadusel paremini reageerida, kuid suunab tähelepanu ka enda käitumisele, et mitte kahjustada teisi.

Kokkuvõttes, doktoritöö panuseks on terviklik käsitlus töökiusamisest üle-minekujärgse riigi kontekstis. Töös on toodud põhjalik teoreetiline ülevaade töökiusamisest, ühtlustatud töökiusamise terminoloogiat ja sisu, süstematiseeri-tud riskifaktoreid, analüüsitud tagajärgi ja põhjuseid indiviidi, organisatsiooni ja ühiskonna tasandil. Metodoloogiliselt on käesolev uurimus Eestis esimene, kus on kasutatud rahvusvaheliselt hästi tuntud ja tunnustatud küsimustikku – *Negative Acts Questionnaire* – mis hõlbustab tulemuste võrdlust teiste riikidega. Empiirilised tulemused tõid välja kõrge negatiivsete tegevuste esinemissage-duse Eesti organisatsioonides, mis viitab tugevale ennetusvajadusele, kus on kaasatud nii ühiskond (riik), organisatsioonid kui töötajad. Kuna ümbritseval keskkonnal on oluline mõju indiviidi käitumisele, siis esimeses faasis tuleks ennetusele suuremat tähelepanu pöörata just ühiskondlikul tasandil. Autor usub, et töö panus seisneb ühiskondliku debati käivitamises ja töökiusamise ennetus-tegevuste aktiveerimises.

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2010–2011 Learning Production Concepts – Tools for the Management of Networked Activity

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11.04.2013 The Managerial View on the Workplace Bullying, Management Theory and Practice: Synergy in Organisations, 6th International Conference, Tartu
25.06.2012 Who are victims of the workplace bullying and how is the victimization related to the organizational culture. Conference of

- Work Values: Stability and Change in the Global Context, In Goa, India
- 27.07.2011 Bullying at work: Do Industries Differ in the Estonian case? XIX Majanduspoliitika teaduskonverents, Värskas
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- 03.05.2011 Töökäitumine, Kollokvium Tartu Ülikooli Eetikakeskuses
- 04.06.2010 Research in Estonia using the Negative Acts Questionnaire Revised, 7th International Conference on Workplace Bullying & Harassment, Bullying at Work, Cardiff, UK

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