

WORKPLACE BULLYING: AGGRESSIVE BEHAVIOR AND ITS EFFECT ON JOB
SATISFACTION AND PRODUCTIVITY

by

Judith Lynn Fisher-Blando

A Dissertation Presented in Partial Fulfillment
of the Requirements for the Degree
Doctor of Management in Organizational Leadership

UNIVERSITY OF PHOENIX

February 2008

© 2008 by Judith Fisher-Blando
ALL RIGHTS RESERVED

WORKPLACE BULLYING: AGGRESSIVE BEHAVIOR AND ITS EFFECT ON JOB
SATISFACTION AND PRODUCTIVITY

by

Judith Lynn Fisher-Blando

January 2008

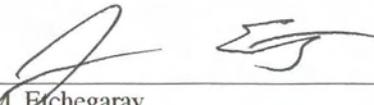
Approved:

Jason M. Etchegaray, Ph.D., Mentor

Cheryl E. Allison, Ph.D., Committee Member

Linda S. Wing, Ph.D., Committee Member

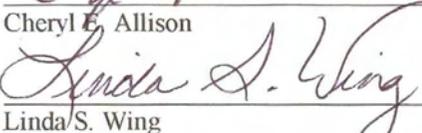
Accepted and Signed:


Jason M. Etchegaray
Date 1/22/08

Accepted and Signed:


Cheryl E. Allison
Date 1/22/08

Accepted and Signed:


Linda S. Wing
Date 1/22/08


Dawn Iwamoto, Ed.D.
Dean, School of Advanced Studies
University of Phoenix

2/5/2008
Date

ABSTRACT

Workplace bullying is a problem and is an important organizational and social concern. This study examined workplace bullying and its effect on job satisfaction and productivity. The research showed how bullying behavior affects a target's ability to perform their jobs, which can impact the morale of employees and the financial performances of an organization. Workplace bullying is difficult to identify and contain because the harassment usually takes place covertly, many times out of sight of supervisors and coworkers. The central findings of this study (a) showed the frequency of workplace bullying, (b) examined the specific types of mistreatment and negative acts experienced by targets, (c) determined physical and mental stress associated with bullying, and (d) revealed a relationship between workplace bullying and its effect on job satisfaction and productivity. The data in this study found that 75% of participants reported witnessing mistreatment of coworkers sometime throughout their careers, 47% have been bullied during their career, and 27% admitted to being a target of a bully in the last 12 months. This study also examined the most frequent negative acts by workplace bullies as reported by the participants. Although the sample is limited, findings suggest that employees perceive their organizational environment to be filled with abusive bosses, coworkers and negative acts that should be cause for concern. This study not only examined the effects of a toxic work environment; the study is also one of the first studies to research the positive effects of bullying and given the criteria for bullying (intentionally malicious, persistent and consistent, and meant to gain control), asked if a participant might recognize bullying traits in themselves.

DEDICATION

It is with a promising vision of the future that I dedicate this work to the targets of workplace bullies, whose daily struggles I witness, whose determination I applaud, and whose strength I admire. You endure, you persevere, and I trust you will succeed.

ACKNOWLEDGMENTS

The support of many wonderful people—family, friends, coworkers, doctoral cohort, and especially my dissertation committee—made this research project possible. First, I would like to thank the brave participants who admitted to witnessing workplace bullying. Without these people, the problem of workplace bullying would remain silent.

I am grateful to the many leaders at the University of Phoenix that I had the opportunity to learn from during this journey, specifically the support of my gifted and insightful committee: mentor Dr. Jason Etchegaray and committee members Dr. Cheryl Allison and Dr. Linda Wing. I appreciate their confidence in me and their honesty, flexibility, and encouragement in helping me achieve this milestone in my life.

I would also like to thank my family, specifically my Father, George Fisher, my brother, Michael, my sister-in-law, Bev Blando, and my friends and coworkers, Sandy Reiss - my fellow target and Pamela Strong, and family and friends who always made it a point to ask (and care) how my dissertation work was progressing. Without their unconditional love and support, I would not have made it this far in my academic career.

Finally, I express gratitude to my doctoral colleagues at the University of Phoenix who encouraged me throughout the entire doctoral and dissertation process. I have the deepest respect for these lifelong friends for their uncompromising ambition and dedication to their families, careers, and to themselves in their pursuit of life long learning. Specifically I would like to thank my Learning Team Laura Grandgenett and Jody Sandwisch, and my cohorts Cheryl Kulokowski-Lentz, Tom Woodruff, and Rick McClelland for unselfishly sharing their knowledge and experience. I hold you all in high esteem.

TABLE OF CONTENTS

LIST OF TABLES	xi
LIST OF FIGURES	xii
CHAPTER 1: INTRODUCTION	1
Background	3
Problem Statement	3
Purpose	4
Significance of the Study	6
Nature of the Study	9
Hypothesis and Research Questions	10
Conceptual and Theoretical Framework	12
Definitions	13
Assumptions	15
Scope, Limitations, and Delimitations	16
Summary	17
CHAPTER 2: LITERATURE REVIEW	20
Organizational Theories	20
Historical Overview	22
Current Findings	24
Alternative Viewpoints	25
Bullying	27
Research of Adult Bullying	27
Bully Characteristics	29

Typical Workplace Bullies	32
Constant Critic	33
Two-Headed Snake.....	33
Screaming Mimi.....	35
Controller	36
Gatekeeper	36
Accidental Bully	37
Chronic Bully.....	38
Opportunistic Bully.....	39
Serial Bully	40
Narcissist.....	40
Cyber-Bully.....	42
Substance-Abusing Bully.....	42
Bully Phases.....	42
Target Characteristics	43
Work Environment.....	44
Effects of Bullying on Productivity	47
Job Satisfaction	48
Physical Symptoms.....	48
Mental Health.....	49
Summary	50
CHAPTER 3: METHOD	53
Research Method and Quantitative Design Appropriateness	53

Population, Sampling, Data Collecting Procedures, and Rationale.....	57
Validity	60
Internal	60
External.....	61
Threats to External Validity.....	61
Data Analysis	62
Summary	63
CHAPTER 4: RESULTS.....	65
Validity and Reliability Analysis of Instrument.....	65
Data Collection Procedures.....	66
Survey and Response Rate.....	67
Sample and Demographics	69
Data Analysis Procedures	70
Pilot Study Findings.....	70
Response Rate.....	71
Findings.....	72
Summary	87
CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS.....	89
Conclusions.....	89
Method	89
Summary of Key Findings	90
Significance to Leadership.....	93
Implications of Present Study Limitations.....	99

Recommendations.....	101
Summary	101
REFERENCES	105
APPENDIX A: SURVEY.....	116
APPENDIX B: INVITATION TO PARTICIPATE.....	121
APPENDIX C: PILOT SURVEY CRITIQUE SHEET.....	123
APPENDIX D: DEMOGRAPHICS	124
APPENDIX E: PILOT STUDY VALIDATION WITH NAMIE’S MY WORKPLACE CULTURE STUDY USING SPEARMAN’S RANK CORRELATION.....	126
APPENDIX F: TYPE OF EMPLOYER.....	127
APPENDIX G: ORGANIZATIONAL RANK OF PARTICIPANT.....	128
APPENDIX H: TYPE OF MISTREATMENT	129
APPENDIX I: PROTECTION	131
APPENDIX J: IMPACT OF BULLYING ON PARTICIPANT’S JOB SATISFACTION	132
APPENDIX K: POSITIVE IMPACTS OF BULLYING	133
APPENDIX L: IMPACT OF BULLYING ON JOB SATISFACTION	134
APPENDIX M: IMPACT ON THE ORGANIZATION	135
APPENDIX N: WHAT STOPPED THE MISTREATMENT	136
APPENDIX O: HUMAN RESOURCES RESPONSE.....	137
APPENDIX P: EQUAL EMPLOYMENT OPPORTUNITY RESPONSE	138
APPENDIX Q: MANAGEMENT RESPONSE.....	139
APPENDIX R: SENIOR MANAGEMENT RESPONSE.....	140

APPENDIX S: LEGAL ACTION 141

APPENDIX T: JOB SATISFACTION RATING OF TARGET OF BULLYING
BEHAVIOR..... 142

APPENDIX U: JOB SATISFACTION RATING OF WITNESS OF BULLYING
BEHAVIOR..... 143

LIST OF TABLES

Table 1 <i>Mistreatment Within Past 12 Months</i>	73
Table 2 <i>Mistreatment during Career</i>	74
Table 3 <i>Ever Witnessed Mistreatment at Work</i>	74
Table 4 <i>Total Responses by Position Type</i>	77
Table 5 <i>Total Responses for Positive Impact of Bullying Behavior</i>	80
Table 6 <i>Total Responses of Type of Mistreatment</i>	82
Table 7 <i>Total Responses Showing How Authority Handled Bullying Behavior</i>	86

LIST OF FIGURES

Figure 1. Theoretical model for bully behavior..... 6

CHAPTER 1: INTRODUCTION

Workplace bullying has become a problem that is too costly to ignore (Needham, 2003). Although several studies (Einarsen, Hoel, Zapf, & Cooper, 2003; Namie & Namie, 2003) have vividly illustrated the pain, mental distress, physical illness, emotional harm, and career damage suffered by victims (targets) of bullying, academic study is fairly recent. The focus of this study on workplace bullying provides an opportunity to understand the behaviors that underlie aggression, conflict, and violence toward another coworker.

Workplace bullying is a pattern of persistent, malicious, insulting, or exclusionary intentional or non-intentional behaviors that a target perceives as intentional efforts to harm, control, or drive a coworker from the workplace (Lutgen-Sandvik, 2005).

Government action in recent years has discouraged bullying and more serious forms of violence in schools, but no legislation has been passed to prevent bosses and coworkers from bullying. No laws are in place against psychological violence in the workplace, such as a person who simply targets individuals for the common sport of picking on somebody all the time. As long as the target is not of another socioeconomic class, is not mentally or physically disabled, and is not whistle blowing, no legislation is in place to protect the target.

Developing rules and legislation against workplace bullying is difficult. A target must prove the bullying occurred and the target's subsequent problems originated from a bully's behavior. Several European countries have strong public awareness and government-funded research and have implemented general preventive actions against workplace bullying, including establishing anti-bullying legislation. By 2006, only five

states in the United States had pending legislation against workplace bullying, and no state had passed laws against it. Many states have general laws against harassment, although charges of harassment are difficult to prove. In some states workplace bullying could be addressed with existing laws that address behavior leading to a hostile work environment.

Workplace bullying is difficult to contain because the harassment usually takes place covertly, many times out of sight of supervisors and coworkers. Bullying and general harassment are far more prevalent than other destructive behaviors covered by legislation, such as sexual harassment and racial discrimination (Namie, 2006). Bullies are costly to employers. The inefficiency, dysfunction, and conflict that surround serial bullies can spread through entire organizations (Needham, 2003).

Workplace bullying is a problem and is an important organizational and social concern. This study shows how bullying behavior can affect a target's faculties to perform his or her job, which can impact the financial performances of an organization. The study addresses the types of mistreatment targets were subjected to by bullies and whether targets were able to receive help from company representatives to alleviate or stop the aggressive bullying behavior. The relationship between a bullying situation and a positive outcome has not been previously investigated and was a question on the survey (see Appendix A, Question 26). Chapter 1 focuses on the background of workplace bullying, the problem statement, the purpose for the research, and the significance and nature of the study. The chapter additionally presents the hypotheses, framework, definitions of terms, assumptions related to the research, and the scope and limitations of the study.

Background

Although the bullying of adults in the workplace is a phenomenon that has existed for many years, it has recently been recognized as a significant problem. “With this recognition comes an awareness of the prevalence and seriousness of the problem” (Kitt, 2004, p. 1). Human resource managers are realizing the costs to productivity related to this type of aggressive behavior (Urbanski-Farrell, 2002). A 2002 survey of 9,000 Canadian federal employees indicated that 42% of female and 15% of male employees reported being bullied in a 2-year period, resulting in more than \$180 million in lost time and productivity (Canada Safety Council, 2002). According to Namie and Namie (2003), 82% of employees who had been bullied left their workplace: 38% for health reasons and 44% because they were victims of a low performance appraisal manipulated by a bullying supervisor to show them as incompetent. High turnover of employees can be costly for organizations. Human resource experts calculate the cost of losing and replacing a worker from 25% to 200% of annual compensation, depending on the level of the employee (Melone, 2006). The workplace presents opportunities for a wide range of insidious and intimidating bully tactics. Research indicates a relationship between employee perceptions of bullying and his or her need to spend time at work defending themselves, networking for support, contemplating the circumstances, becoming demotivated and stressed, and taking sick leave (Namie & Namie; Needham, 2003; Rigby, 2002).

Problem Statement

Workplace bullying is widespread (Needham, 2003) and has the potential to have devastating effects on an employee’s life, family, and career (Namie & Namie, 2003).

Braun (2004) indicated nearly 30% of participants surveyed had experienced workplace bullying at some point in their professional lives, and 11% had experiencing it in the preceding year. Employees who are bullied, and those who work with bullies, take sick leave more often than those who are not bullied on the job (Namie & Namie). Although bullying has become a popular subject of study since the mid-1990s, the relationship between bullying in the workplace and job satisfaction are not known (Namie & Namie; Needham, 2003; Rigby, 2002; Vartia-Väänänen, 2003). This quantitative study analyzed the prevalence of workplace bullying and its influence on job satisfaction and dissatisfaction within two professional organizations using the same measurement scale. The quantitative approach included an online survey offered to approximately 1,500 members of two professional organizations to determine who may have been a target of, or witnessed, bullying in the workplace and the impact it may have on an organization's culture and the job satisfaction of its employees.

Purpose

The purpose of this quantitative study was to determine an association between workplace bullying behavior and job satisfaction, which may affect an employee's work productivity. A quantitative research method and design measuring the association between variables was appropriate for the study. A quantitative approach that allowed a statistical comparison of different kinds of employees and different types of workplaces was more suitable for the study than a qualitative study. The study involved a survey tool created by Namie (2006) using answers from questions regarding bullying in the workplace to produce statistical data on workplace culture, harassment, and company involvement. The survey responses were used to measure the relationship of bullying to

job satisfaction and the impact bullying behavior can have on an organization.

Contributing to the effect on work productivity is the independent variable job dissatisfaction, which includes decline in morale, physical stress systems, and a decline in thinking and cognitive reactions (Namie & Namie, 2003).

Independent variables also include bully traits, target traits, and the workplace culture and environment in which the bullying behavior takes place. Dependent variables such as excessive absenteeism and excessive turnover contribute to productivity and profitability (Namie & Namie, 2003). The reason for surveying two different groups consisting of members at multiple locations was to collect data from diverse organizational cultures. A quantitative approach was appropriate because the approach allowed a statistical comparison of different kinds of employees in different types of workplace cultures. A quantitative method was selected to obtain a more extensive sample. By employing bully traits, work environment, and target types as the three main dependent variables and job satisfaction, physical stress symptoms, and mental health decline as the main independent variables, hypotheses were established (see Figure 1). This study joins with other studies documenting the occurrence of workplace bullying in the United States.

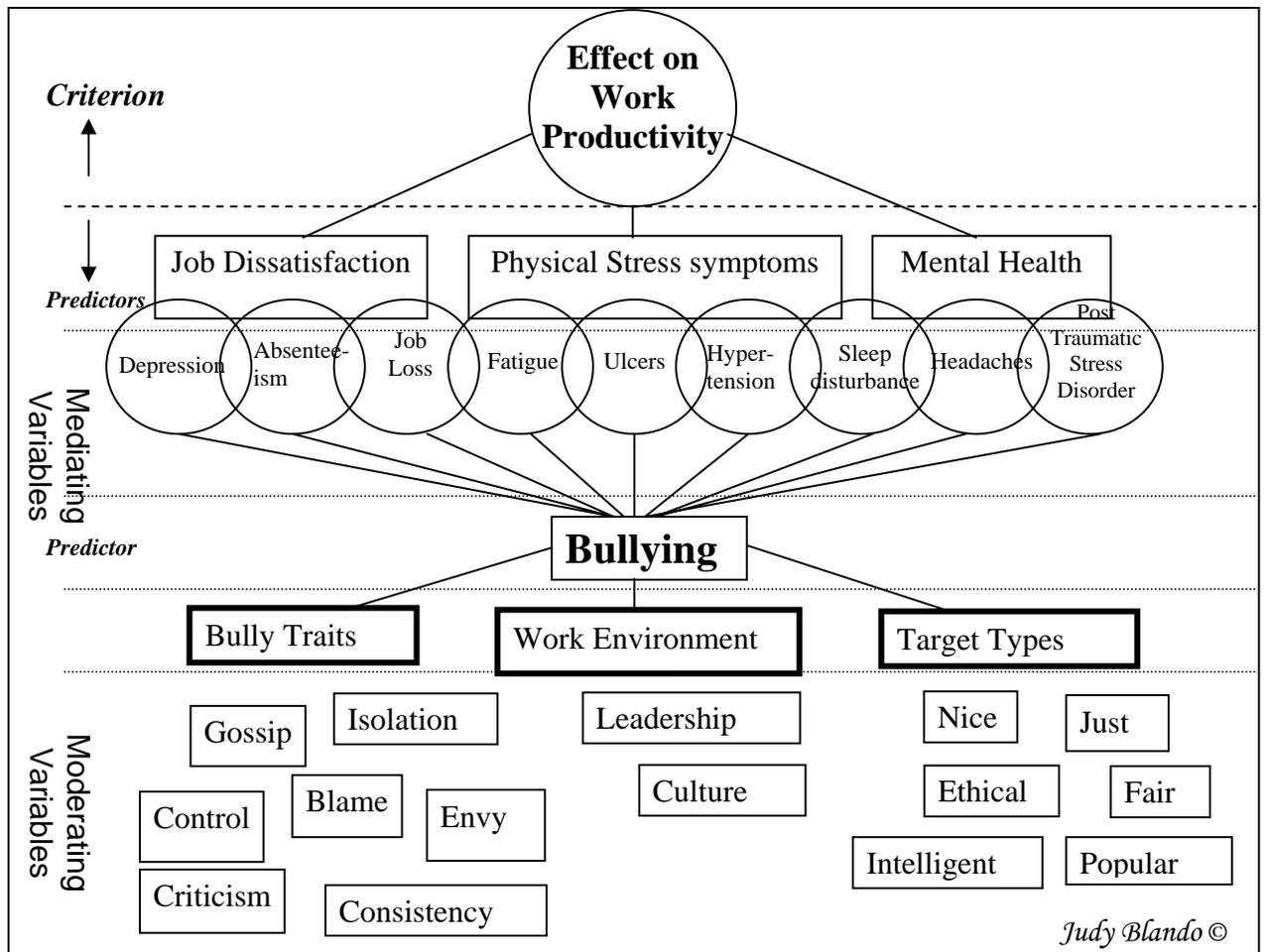


Figure 1. Theoretical model for bully behavior.

Significance of the Study

Previous research indicated the negative effects of bullying behavior on an organization include loss of employee morale; a high level of absence for depression, anxiety, and physical ailments; decreased productivity and profit; a high level of attrition; loss of customers; a poor reputation in the industry; negative media attention; legal action; and workplace violence (Einersan et al., 2003; Namie & Namie, 2003). Within the study, the relationship between adult bullying behavior and its effect on job satisfaction was examined. Data were gathered to provide a detailed overview of adult workplace bullying. The study describes the impact of bullying behavior on organizational

productivity and explores bullying from the viewpoint of both targets and witnesses to increase knowledge about how bullying impacts entire organizations.

Bullies are the main, but least recognized, cause of negative stress in an organization (Needham, 2003). Although bullies continue to receive a salary, bullies usually do not fulfill their duties and obligations; some bullies survive by plagiarizing other people's work and taking credit for it. Bullies prevent other members of the staff from fulfilling their duties. Over time, targets will spend more time protecting themselves against harassment by bullies and less time fulfilling their duties (Namie, 2003).

The workplace presents a broad range of opportunities for the development and growth of bullies. Although many large organizations have policies against hostile work environments, leaders, managers, and human resource personnel may lack the operational definitions and processes necessary for identifying, investigating, and managing workplace bullying. European countries have been more proactive than the United States in passing legislation against adult workplace bullying. Namie and Namie (2003) posited the United States is at least 20 years behind Sweden, 10 years behind England and 4 years behind Australia regarding a focus on workplace bullying.

Additional research in aggressive behavior and workplace bullying is necessary as violence in America invades the workplace, risking the safety, productivity, and health of American workers. Research has shown a significant increase in the amount of violence and conflict in the workplace in recent years. In 1992, the Centers for Disease Control declared workplace homicide a serious public health epidemic requiring priority attention by leaders and policy makers (Kinney & Johnson, 1993). Employees working in markedly bureaucratic organizations with time-consuming policies and procedures, a lack

of flexibility, and limited attention toward employee satisfaction are at greatest risk of workplace violence. It is no accident that postal workers, more than any other occupation, have *gone postal*, an American slang term used as a verb meaning to become extremely angry, possibly to the point of violence. The term is derived from a series of incidents in which United States Postal Service workers shot and killed managers, coworkers, and members of the police or general public (Dart, 2000). In this context, supervisors and managers are particularly at risk: employee-supervisor murders have doubled since 1996 (Grimme & Grimme, 2006). “The phenomenon of rage murders in once-safe places like offices and schools is now a permanent feature of America's culture” (Ames, 2003, p. 1).

This study on workplace bullying is significant because workplace bullying is costing employers money and costing employees their health and usually their jobs (Natinsky & Lynch, 2005). Workplace bullying affects to direct and indirect costs to the organization. Direct costs are easier to identify employee absence, increased turnover, increased legal fees, and increased security expenses (Namie & Namie, 2003; Needham, 2003). Turnover costs an organization dearly, not only through the loss of industry knowledge, but also in the time and money spent recruiting and training new employees. “Recruitment is a labor-intensive event and it is fair to estimate that productivity in a new job is around 50% for the first six months” (Needham, p. 135).

Indirect costs are more difficult to quantify but can be seen in a stressful environment, low morale, and lowered productivity (Needham, 2003). Bullying-related stress includes mental, emotional, and physical fatigue, which contributes to job dissatisfaction. Symptoms of anxiety and depression can lead to headaches, hypertension, sleep disorders, and other stress-induced illnesses (Namie & Namie, 2003; Needham;

Olsen, 2002). Assessing the cost of a downturn in productivity can be difficult. Needham noted a conservative estimate would be that productivity decreases by at least 20% in a department or organization where there is low morale for any reason.

This study adds to the body of knowledge regarding adult bullying behavior in the workplace. The study helps current and future generations and organizations become aware of workplace bullying and give insight into ways to prevent and eliminate the harmful behavior. Data from this research provide leaders and managers insight into the prevalence of the mistreatment of employees and how it affects the productivity of their workers. Although no legislation specifically outlaws bullying behavior, employers have legal obligations to safeguard the physical and mental health of their workers.

Nature of the Study

The quantitative study explored the relationship between workplace bullying and its effect on job satisfaction and work productivity. A quantitative study was selected because of its useful approach for describing trends and explaining relationships found in the literature (Creswell, 2002). Quantitative approaches allow for large-scale measurement of ideas, beliefs, and attitudes. Specific questions determined whether the predictive generalizations of bullying behavior and its effects hold true.

The quantitative study highlights descriptive patterns of concern such as verbal abuse, threatening behavior, sabotage, misuse of authority, and other behaviors listed in the survey (see Appendix A) that would affect the health, job satisfaction, and productivity of a targeted coworker. The findings provide leaders information on determining and eliminating bullying behavior. The results include explanations of mistreatment, workplace culture, and the impact bullying has on an organization. As long

as bullying is a tolerated behavior, organizations will lose high morale, valuable employees, and profits (Namie & Namie, 2003; Needham, 2003; Randall, 2003). These findings will help increase the awareness of workplace bullying for leaders, managers, and employees.

Hypothesis and Research Questions

The study analyzed the types of mistreatment targets perceive they have been subject to from bullies and if targets were able to receive help from any employer representatives to alleviate or stop the mistreatment. The association between a bullying situation and a positive outcome from the bullying behavior has not been investigated through prior research and is examined in the survey to gain an understanding of the lived experiences of targets who encounter such aggressive behavior. The potential implications of the study are that the prevalence of bullying in U.S. workplaces requires more research to understand and devise ways to intervene against bullying.

The study presented hypotheses about the relationship between bullying and its effect on job satisfaction and work productivity. The hypothesis is that employees who have become targets of bullying behavior are more likely than nontargets to become dissatisfied with their jobs, resulting in a loss of productivity that may affect an organization's revenue. The following are the initial five hypotheses and the null hypotheses for each:

H₁: There is a negative relationship between workplace bullying and an employee's work environment.

H₀₁: There is not a negative relationship between workplace bullying and an individual's work environment.

H₂: There is a negative relationship between workplace bullying and job satisfaction.

H₀₂: There is not a negative relationship between workplace bullying and job satisfaction.

H₃: There is a negative relationship between workplace bullying and physical stress.

H₀₃: There is not a negative relationship between job satisfaction and physical stress.

H₄: There is a negative relationship between mental stress and job satisfaction.

H₀₄: There is not a negative relationship between mental stress and job satisfaction.

H₅: There is a negative relationship between job satisfaction and productivity

H₀₅: There is not a negative relationship between job satisfaction and productivity.

The main purpose of the study was to examine the relationship between workplace bullying and job performance and explore bullied employees' job satisfaction that may affect work productivity. The results of the research may help leaders identify and eliminate bullying behavior. The research study determined the prevalence of workplace bullying, examined the association between bullying and the impact it may have on an organization's culture and the job satisfaction of its employees, and investigated the relationship between support at work and bullying. Even though awareness of aggression in the workplace has increased, understanding some of the sources of the behavior can be more elusive in a work culture that expects aggression and

encourages competitiveness and ambition (Tennen, 2003). Redress by targets is usually perceived as impossible. The fear of retaliation or fear of being ostracized prevents targets from seeking assistance or reprieve. Questions in the survey asked if, and how, employer representatives responded to mistreatment. The results are fundamental to finding answers regarding the relationship of bullying and workplace job satisfaction and productivity. Research questions for the study are from Namie's most recent Workplace Culture Survey (Namie, 2006, see Appendix A) and are used with Namie's permission.

Conceptual and Theoretical Framework

The study was structured on a framework that encompasses organizational and leadership theories. Bullying at work is not only about aggressive behavior. Bullying behavior can destroy a target's health, ability to work, emotional well-being, self-worth, and financial condition. Workplace bullies have a strong negative impact upon the business for which they work (Namie & Namie, 2003; Prentice, 2005). When a bullying atmosphere begins to pervade an organization, morale is destroyed and productivity is affected. The workplace often contains distorted personality types that seem to have just one purpose: to find somebody else to attack, to belittle, to criticize, and to destroy (Prentice). Many leaders and managers either fail to recognize the problem or they are themselves the problem.

Workplace bullying has been recognized more slowly in the United States than in other countries (Espelage & Swearer, 2003). An increasing amount of literature and legislation on the subject of workplace bullying written in European countries has been written, but little in the United States.

Perhaps that is due to the old puritan work ethic, “Work hard and don’t complain.” Unfortunately, that’s also the mantra of the abusive boss. A manager or CEO [chief executive officer] who doesn’t take the matter of workplace bullying seriously is ignoring an important point—the financial bottom line. (Prentice, 2005, p. 25)

Shortsighted managers may misconstrue intimidating, aggressive bullying as good management (Prentice, 2005) or generating healthy competition among employees. Shortsighted managers may also believe intimidating bully behavior motivates employees to get things done. The study showed bullying causes a decline in morale; excessive absenteeism; turnover in affected units; work team disruption; recruitment problems; an increase in worker’s compensation claims, disability claims, and discrimination complaints; and employee sabotage resulting in decreased productivity profitability. Workplace bullying also leads to time wasted in problem resolution, union grievance procedures, lawsuits, and workplace violence (Namie & Namie, 2003; Needham, 2003; Prentice).

Definitions

Bullying in the workplace is far too widespread (Namie & Namie, 2003; Needham, 2003). To understand bullying, a person must know bullying is different from harmless incivility, rudeness, boorishness, teasing, and other well-known forms of interpersonal torment. Bullying at work is the repeated, malicious mistreatment of a target by a harassing bully driven by the bully’s desire to control the target (Namie, 2003). “Workplace bullying is persistent, unwelcome, intrusive behavior of one or more individuals whose actions prevent others from fulfilling their duties” (Field, 1996, p. 46).

The most common objective of bullies is to gain power, control, and domination over someone else (Prentice, 2005).

The definition of a typical bully is a person whom exhibits “aggressive behavior that is intended to cause harm or distress, occurs repeatedly over time, and occurs in a relationship in which there is an imbalance of power or strength” (American Psychological Association, 2005, para. 1). The term *bullying* in this study refers to a situation in which one or more individuals perceive they are subjected to consistent, persistent, and repetitive negative acts that are meant to harm. These acts can be by one or more coworkers, supervisors, or subordinates, causing the target mental or physical stress and anguish.

Bullying behavior can take many forms, including defamatory remarks, intimidation, social exclusion, and physical violence. Bullying exerts short-term and long-term psychological effects on both bullies and their targets (American Psychological Association, 2005). Bullies are equally likely to be male or female. The common stereotype of a bullied person is someone who is weak, eccentric, or a loner. In contrast, targets chosen by adult bullies are very often capable, dedicated staff members who are well-liked and respected by coworkers. Bullies are most likely to pick on people with an ability to cooperate and who have a non-confrontational personality. Bullies consider this capability a threat and determine to cut the target down (Canada Safety Council, 2002).

Aggression is a reactive behavior where stress and frustration build up noxious aggressive energy that is released in the form of aggressive behavior (Thompson, Aurora, & Sharp, 2002). Job stress is the harmful physical and emotional reactions that occur when bullies challenge the capabilities, resources, or needs of targets. Job stress can lead

to poor mental and physical health and even injury. The concept of job stress is often confused with challenge, but these concepts are not the same (National Institute of Safety and Health, 2004). A challenge energizes and stimulates employees psychologically and physically, and motivates workers to learn new skills and master their jobs. When a task or problem is solved, satisfaction is the result. Thus, challenge is an important ingredient for healthy and productive work (National Institute of Safety and Health), but a continuously aggressive workplace is not.

For the purpose of the study, bullying is defined as (a) behavior that is perceived as intentionally negative and malicious, whether physical or emotional, from one or more persons; (b) perceived negative behavior that is persistent and consistent; and (c) perceived behavior driven by a bully's desire to control (Einarsen et al., 2003; Namie & Namie, 2003; Needham, 2003; Rigby, 2002). In this study, the word target is used instead of victim. Workplace bullies mostly target individuals who are intelligent, are effective at what they do, have high emotional intelligence, and are good networkers (Namie & Namie; Needham). To call somebody a victim is to disempower him or her (Rigby). A target is an object of ridicule or criticism, something or someone to be affected by an action or development (Namie, 2003). Targets have personality traits and characteristics that bullies wish they had themselves (Needham).

Assumptions

Bion, a British pioneer in group process and dynamics, became aware of different forces at work within a group that seemed to pull in opposite directions (Murphy, 2005). Groups congregating to carry out a specific task displayed attitudes and methods that did not seem to promote the achievement of proposed goals. There may be an assumption

that everyone witnessing workplace bullying would be making every effort to reduce levels of anxiety, including those who feel they are not involved (Murphy). Other assumptions include the perception of bullying behavior, the willingness of participants to respond, and the truthfulness with which they report such incidents.

Bion (2001) showed an individual has different ways of reacting when participating in groups. Two kinds of tendencies appear: one is directed toward the accomplishment of the task and the other seems to oppose it, similar to a fight-or-flight reaction. The more an individual is rewarded for narcissistic behavior, the more selfish that individual becomes; the ego-building behavior has been beneficial and is the only way the individual can survive in the social world (Vaknin, 2005). Adams and Crawford (1992) described an increase in bullying behavior that takes place in the office environment. A target is driven to helplessness and despair, impotence, and murderous feelings and may have fantasies of killing a bully (Davenport, Schwartz, & Elliott, 2005; Namie & Namie, 2003).

Scope, Limitations, and Delimitations

The study of workplace bullying has been largely conducted by researchers in Western Europe who defined the phenomenon primarily in terms of the types and frequency of negative acts (Murphy, 2005). This study provides a quantitative analysis specifically designed to show the targets of bullying behavior develop low morale, which in turn affects workplace productivity and profits. Participants were asked to identify specific bully behaviors of their coworkers and to report on their own delinquent behavior, if pertinent. The survey also asked whether there might have been benefits to the bullying behavior. The “single informant approach has been criticized for being

confounded by the tendency to provide self-enhancing data and by the high relationship between those characteristics reported for self and others” (Cairns, Xie, & Leung, 1998, p. 2). To overcome such a limitation, data on reported bullying and aggression were requested anonymously from members of two professional organizations whose members work in different fields.

Although large surveys provide reliable and generalized data and information on prevalence and organizational relationships, they can have several drawbacks. Generally, the set of questions can be limited, which facilitates comparison and statistical aggregation of the data and allows for the development of a generalized set of findings. Quantitative surveys make it difficult to capture patterns and escalation processes, seldom providing enough data to identify the subjective meanings and experiences of targets (Keashley & Jagatic, 2003; Salin, 2003).

In contrast, qualitative methods typically produce an abundance of detailed data about a defined number of people and cases; data need not fit into predetermined response choices that characterize most surveys and questionnaires (Patton, 2002). Quantitative methods alone may not reflect all aspects of bullying behavior and its relationship on a target’s job satisfaction and work productivity. This research study was quantitative; most literature on workplace bullying has been largely quantitative and descriptive of the negative acts associated with the phenomenon (Murphy, 2005).

Summary

Workplace aggression is not new. The evidence on bullying behavior and its relationship between job satisfaction and workplace productivity needs further investigation. Chapter 1 showed establishing that bullying behavior affects a target’s job

satisfaction is essential; information on the prevention and elimination of bullying problems would be valuable for leaders or managers. By valuing the power and control over others that their behavior evokes, leaders and managers play a crucial role in the identification of both bullies and targets and can be very instrumental in decreasing and preventing bullying behaviors. When leaders or managers are bullies, targets feel no other recourse than to fight back or to relocate to another position.

Most organizations find it difficult to terminate bullies, yet employees who bully others are too costly to keep. Bullies purge the best and brightest employees, terrorize survivors, and undermine legitimate business interests. Traditional antiharassment and conflict resolution procedures and processes do not help with workplace bullying (Namie & Namie, 2003). Bullies are not simply competitive employees; their behavior undermines productivity.

Employers bear the direct cost of employee sickness, absenteeism, and lost work. The literature review provides additional information and research establishing the phenomenon of workplace bullying; the roles aggressive behavior plays in a target's physical, emotional, and mental states; what adult expressions may come from early childhood environments; and specifically, how bullying behavior contributes to the dynamics and culture of the workplace. Evidence from the United States, England, Italy, and Australia showed involvement in bully-target situations relating to the kind of parenting each may have experienced and the type of family life a bully may have had (Rigby, 2002). Childhood bullies continue their antisocial behavior throughout their lifetimes. Most bullies remain bullies throughout their lives (Muscari, 2002). Childhood bullies can grow up to be adult bullies, and "they may be involved in dating or marital

violence or workplace harassment” (Espelage, as cited in Rosen, 2006, p. 3). The next chapter provides an in-depth review of literature surrounding the theoretical framework of workplace bullying.

CHAPTER 2: LITERATURE REVIEW

The purpose of this quantitative study is to research the relationship between workplace bullying behavior and its effect on job satisfaction and productivity. This chapter discusses the history of bullying and past research studies. Since the mid-1990s, interest has flourished among organizational researchers to study the “dark side” (Raver, 2004, p. 8) of the workplace. Literature relevant to the study of adult bullying and its effect on workers is described in this chapter. The definition of workplace bullying for the specific purpose of the study and the characteristics of a bully and target are presented.

Organizational Theories

Bullying at work has attracted growing public attention, and throughout the world, researchers have become interested in the phenomenon (Patton, 2002; Vartiainen, 2003). A potential for bullying is always present in situations where people continually interact. Workplace bullying has become a problem that is too costly to ignore. An increasing amount of overseas literature has been written on the subject of workplace bullying, but little research on the topic in the United States. Several articles and books graphically illustrate the pain, mental distress, physical illness, and career damage suffered by victims of bullying, yet national and international academic study began only recently (Einarsen et al., 2003; Namie & Namie, 2003; Needham, 2003; Rigby, 2002).

European countries with strong public awareness and government-funded research, including Great Britain, Sweden, Norway, and Finland have implemented general preventive actions against workplace bullying, including establishing antibullying

legislation (Mueller, 2006). Given the emphasis on bullying in European countries and the damaging impact bullying has on people, research on bullying in the United States and in other countries is expected to increase. The best estimate of the prevalence of bullying in the United States is from a survey conducted in 1999 that randomly sampled working adults living in Michigan. The researchers found “16.7 percent of respondents reported a severe disruption of their lives from work place aggression” (Namie, 2003, p. 2). Using census data, the research revealed one in six workers was bullied (Keashly & Jagatic, 2003).

The literature indicates bullying is an international phenomenon. Rigby (2002) noted more studies based upon reliable, credible, and empirical investigations are needed regarding the relationship between health status and involvement in bully-target problems. Organizations in America represent a small unit of the American culture; thus, the workplace closely parallels and reflects the levels, forms, and causes of aggression in the larger society (Newman-Carlson & Horne, 2004). This study demonstrated a relationship between actions and involvement of bullies, targets, and the environment of the organization when measuring bullying and productivity.

The research identified events, activities, interactions, and other factors that may predict challenging behavior contributing to adult aggression and showed a beneficial side to bullying. Researchers have noted the “United States is a little behind on bully research” (Cortina, 2003, p. 1). “Thanks to American media’s obsession with mantras such as ‘globalization,’ ‘competitiveness,’ and ‘productivity,’ our attention gets diverted from the mistreatment of colleagues at work” (Namie & Namie, 2003, p. 99). Keywords used to search for adult bullying literature included workplace, culture, adult, bully,

aggression, hostile, behavior, victim, victimization, target, harassment, job satisfaction, emotional abuse, absenteeism, productivity, and posttraumatic stress disorder (PTSD). Searches contained combinations of the words such as workplace bully, adult aggressive behavior, and workplace culture.

Historical Overview

The history of bullying is long. A major theme of recorded history is the exploitation of the weak by the strong (Rigby, 2002). Recently, a new generation of researchers has focused on bullying in schools. While significant studies have been conducted regarding the effects of adult bullying, most literature is from European countries where bullying at work has been recognized as a work environment or health and safety issue, and those countries have introduced measures to prevent bullying (Mueller, 2006; Needham, 2003).

The systematic study of bullying began in Scandinavia in the 1970s. In 1970, Olweus was one of the first researchers to study bullying behavior in schools in Sweden and Norway. Olweus defined, classified, and estimated the incidence of bullying behavior in children. The Olweus Bullying Prevention Program represents a model program that has evolved over decades of programmatic research. Olweus sought to explain why some children bullied and others were victimized. Olweus also showed that bullying could be significantly reduced in the schools through preventive measures (Olweus, 1999). The Olweus Bullying Prevention Program stands on a foundation of epidemiological, basic, and applied research in which theory and practical application are thoughtfully integrated (Rigby, 2002). Books, articles, web sites, and videos began to appear en masse explaining what Olweus demonstrated could be used to prevent bullying (Rigby).

Andrea Adams, a British broadcaster and journalist, was the first person to recognize the significance of adult bullying in the workplace in the United Kingdom and its overwhelmingly destructive influence on people's lives and personalities. Adams's first two documentaries on the subject of bullying, broadcast on BBC radio, received an abundance of correspondence. It seemed no organization, profession, or level within the workplace hierarchy was immune to the unjust and insidiously undermining effects of workplace bullying (Bully Busters, 2006). In 1992, Adams wrote the book *Bullying at Work*, which offered solutions to help overcome the stressful, often isolating experience faced by many women and men (Rigby, 2002). Perhaps the most recent large-scale report was conducted by Rayner, Hoel, and Cooper (2002) at the Manchester School of Management in the United Kingdom. Rayner et al.'s study is the largest and most comprehensive study of workplace bullying in Britain; the researchers found one in four people are bullied at work.

In the United States, the legal definition of a hostile environment is harassment related to gender discrimination (commonly called sexual harassment), so those who are being bullied have little legal recourse. The United Kingdom is much more advanced than the United States in its recognition of this problem and the negative impact on individuals and workplace productivity (Institute for Management Excellence, 2005). In 1998, Namie and Namie launched the Bully Busters Web site (www.bullybusters.org) to campaign against workplace bullying. Namie and Namie have counseled nearly 3,000 targets and are proponents of passing legislation giving employers the necessary tools to confront harassers and toxic workers who are undermining business interests.

Current Findings

Early studies on bullying focused on the behavior of bullies, targets, or the bully-target pairing (Olweus, 1999). Recent approaches have adopted an ecological perspective that examines the broader context in which bullying can occur and especially the many interrelated systems of the environment, such as the workplace and its leadership (Namie, 2003). Theoretical perspectives such as dynamic systems theory and systems theory have extended the scope of study beyond the bully-target dyad. Recent studies have begun to examine the role of peers in sustaining or discouraging bullying, including the role of passive observers or bystanders (Jeffrey, Miller, & Linn, 2001). Research on bullying behavior and harassment has concluded that bullies, like harassers, are driven by a need for power and control and choose to seek out another employee to dominate (Brunner & Costello, 2003; Namie & Namie, 2003).

Although many people think bullying at work is caused entirely by tormentors, psychological research indicates bullying may have a great deal to do with the personality of the target (Persaud, 2004). Persaud believed the target is not randomly selected and that it is entirely predictable who will suffer in the workplace. Lynch (as cited in Judge, 2006) noted the most common cause of bullying is that bullies feel insecure and target someone more competent than the bullies are. There can also be a chain of bullying where a bully is being bullied by his or her boss(es) and passes it down the chain of command. A main characteristic of bullies is an inability to see wrongdoing in themselves. Anyone can be bullied, but competent, confident people are often targeted because bullies feel threatened (Namie & Namie, 2003) and aggressive behavior allows bullies to feel in control.

In 1998 the Campaign Against Workplace Bullying administered a “non-scientific” study (Namie, 2003, p. xi) to 200 participants. Though the sample was not randomly selected, it provided insight into a toxic workplace environment. Namie’s findings show both men and women can be bullies and become targets of bullies. Targets are a diverse group of normal and talented employees. Bullying tactics can be hazardous to a target’s career and devastate the target physically, emotionally, and economically. Employers bear partial responsibility for the disintegration of once-productive employees by ignoble bullies.

Alternative Viewpoints

Bully behavior, whether committed by men or women, should be further examined due to the long-term costs allocated to both employees and the organizations in which they work. Costs tied to health, legal, and productivity problems from bully behavior could be avoided (Brunner & Costello, 2003; Namie & Namie, 2003). Employers should address workplace bullying for several reasons. Employers are liable for the creation and maintenance of the work environment, including its roles, responsibilities, and behavioral expectations; safety; and the workplace culture.

Bullying is three times more prevalent than sexual harassment (Ford, 2005). Liability costs can be substantial and higher absenteeism and employee turnover are expensive. Targets, often the most talented employees, are driven from the organization. Higher costs due to the implementation of employee-assisted health programs can result in higher premiums paid by the employer. Most targets contact their human resources department, giving the employer evidence of the prevalence of bullying in the organization. Witnesses know when bullying happens. “Fear-driven workplaces with

poor morale undermine employee commitment and productivity” (Namie, 2003, p. 5). Employee recruitment and retention are made more difficult when an organization has a poor public image due to a bullying culture (Namie; Reddy, 2005). Arguments can be made that bullying is a leadership tool and may encourage a more competitive environment (Rigby, 2002) and that a distinction must be made between proactive aggression and reactive aggression. Researchers (Einersan et al., 2003; Quine, 1999) used proactive aggression to include non-angry goal-oriented aggressive behavior and used the term reactive behavior when the aggression took the form of purposeful, angry behavior.

When bullies consistently get their own way, toxic and harmful workplace environments are created for targets and coworkers. Leaders and human resource personnel may be disinclined to take action in dealing with situations, which may mean siding with a bully and attacking targets because it can be difficult for targets to defend themselves (Namie & Namie, 2003). A leader or human resource director might even fear for his or her own job when a bully is on the rampage. Alternatively, leaders and human resource personnel may lack the expertise in dealing with bullies or with the complaints submitted from the targets of bullying.

The primary criterion of this study is the effect of bullying behavior on job satisfaction. The study showed workplace bullying is more prevalent than leaders know and costs an organization time and profits (Needham, 2003). The secondary criterion of the study is the trauma of victimization and its effect on work productivity. Research showed additional predictors influence productivity, including job satisfaction, physical stress systems, and a decline in thinking and cognitive abilities (Namie & Namie, 2003). Another less frequently mentioned result is the trauma experienced by the target and the

recovery time the target requires to become completely productive again. Targets are often the organization's best and brightest producers who are reduced to workers with low morale and self-esteem. Hence, more studies are needed regarding the relationship between health status and involvement in bully-target problems based upon credible, replicated, and verifiable investigations (Rigby, 2002). Because of the literature review, the researcher sought to establish a relationship between the involvement and the scope of the actions of bullies, targets, and the environment of the organization when measuring bullying and productivity.

Bullying

Research of Adult Bullying

Bullying presents significant methodological problems for researchers. A difficulty shared by researchers concerns a definition of bullying, as no consensus exists regarding what constitutes adult bullying. Although physical bullying is rarely reported, workplaces present opportunities for a wide range of covert and intimidating methods (Namie & Namie, 2003). Adams coined the phrase *workplace bullying* based on her 1988 investigation of the mistreatment of employees in a bank (as cited in Namie & Namie). Workplace bullying has also been referred to by various researchers as harassment, psychological terror, emotional abuse, and victimization (Needham, 2003; Rigby, 2002). Workplace bullies bludgeon subordinates and coworkers with words and covert actions instead of fists (Davidson & Dougherty, 2003). Insidious bullies are in nearly every workplace, whether coworkers, supervisors, or subordinates (Namie & Namie). Leymann (1986) called a situation in which more than one employee targets another "mobbing" (p. 186) and treated targets in the world's first clinic for those traumatized at work.

The frequency of gossip, hostile e-mail messages, snide comments, and even physical aggression between workplace colleagues has reportedly increased in recent years (Rancer & Avtgis, 2006). Similar to the literature about bullying in schools, literature about workplace bullying includes a variety of definitions emphasizing different aspects or characteristics of bullying (Rigby, 2002). Researchers generally accept that bullying contains three essential elements: “(1) the behavior is aggressive and negative and meant to harass; (2) the behavior is carried out repeatedly; and (3) the behavior occurs in a relationship where there is an imbalance of power between the parties involved” (DeVoe & Kaffenberger, 2005, p. 1). Leymann (1993) claimed four prominent organizational factors in eliciting harassment at work: (a) deficiencies in work design, (b) deficiencies in leadership behavior, (c) a socially exposed position of the target, and (d) a low moral standard in the department. Olweus (1999) defined bullying from the perspective of the target: A person is being bullied or victimized (targeted) when he or she is exposed repeatedly, and over time, to negative actions on the part of one or more aggressors.

For the purpose of this research, bullying is defined as (a) behavior that is intentionally negative and malicious, whether physical or emotional, from one or more persons, (b) negative behavior that is persistent and consistent, and (c) behavior driven by a bully’s desire to control (Einarsen et al., 2003; Namie & Namie, 2003; Needham, 2003; Rigby, 2002). The most important defining characteristic is that the adult bullies’ actions damage targets’ health and self-esteem, relations with family and friends, economic livelihood, or some combination of all (Namie & Namie).

Predictors such as job dissatisfaction, physical stress symptoms, and a decline in thinking and cognitive abilities have been shown to relate to productivity (Namie & Namie, 2003). The study extended previous research by examining additional predictors, namely bully characteristics, target characteristics, and the workplace environment in which the bullying takes place. The study also researched workplace aggression, those who demonstrate bullying behavior, the targets of that behavior, and the culture of the organization. The research identified events, activities, interactions, variables, and other contextual factors that predict challenging behavior that may contribute to an adult's use of aggressive and bullying behavior.

Within the context of the study on workplace bullying, the predictors were used to address and clarify the problem in which organizational performance and productivity are directly affected by the actions of bullying behavior. The research study demonstrated a relationship between involvement and scope of the actions of bullies, targets, and the environment of organizations measured by the metrics collected on the predictor of bullying and the effect the predictor has on job satisfaction and workplace productivity.

Bully Characteristics

Bullying often takes very subtle forms and can be difficult to detect. Underlying most bullying behavior is an abuse of personal power and a desire to intimidate and dominate others (Namie & Namie, 2003; Rayner et al., 2002). The characteristics of workplace bullies have been difficult to study, and characterization has often been based on the opinions of targets (Vartia-Väänänen, 2003). The behavior of bullies has been characterized in terms of various personality disorders, and these personality traits have been suggested to originate from bullies' early childhood (Vartia-Väänänen). Obsessive

and narcissistic behavior of workplace bullies is evidenced in their selfish behavior and their compulsion to have their own needs met at all costs. Bullies are often “attractive and seductive, clever, and manipulative” (Namie, 2006, p. 1). Bullies in the workplace often view the innocent acts of coworkers as hostile and personally threatening and seek revenge for perceived attacks through intimidation or physical means (Middleton-Moz & Zadawski, 2002). The compulsion to act aggressively is also highlighted in bullies’ constant demands for respect and consideration, rarely reciprocating the same treatment to others (Kitt, 2004).

There is considerable consensus that workplace bullies are selfish, self-obsessed, inadequate, insecure and totally insensitive. . . . Workplace bullies display gross inadequacies in their ability to communicate in an open and healthy manner. They frequently lack vision or initiative and they are often threatened by competence. (Kitt, p. 1)

Workplace bullies who use aggression to secure their own ends are generally well known, even if they are not reported (Needham, 2003). The Workplace Bullying and Trauma Institute, in Bellingham, Washington, discovered bullying often stems from abusers’ insecurity or even envy of other employees (targets; Schachter, 2004). Bullies can be passive-aggressive or simply aggressive, but are rarely assertive. According to the theory of aggressive communication, assertiveness is a constructive trait. If an individual possesses the trait of assertiveness, the trait is usually used to achieve personal goals while creating positive feelings in others (Infante, Rancer, & Womack, 2003; Rancer & Avtgis, 2006).

Bullies are difficult to detect during the hiring process. Most companies pay insurance with a high annual fee to protect against bully-type claims such as harassment and wrongful termination. With a very careful hiring process, an organization can save thousands of dollars. Many bullies do not know how to charm, persuade, or influence, so they resort to personal or professional intimidation (Furnham, 2004). Managers must be certain of who is hired and make sure new employees will not poison an organization. Research indicates most work bullies are trying to hide inadequacy (Namie & Namie, 2003). Most bullies have almost no emotional intelligence and poor coping skills (Goleman, 2005). Bullies have a need to control; when things go wrong, they blame everyone but themselves (Schachter, 2004). Normally, bullies do not admit to bullying, most likely because aggressive behavior is not socially acceptable (Vartia-Väänänen, 2003) and narcissistic bullies do not consider their behavior as bullying. When close to being outwitted and exposed, bullies feign victimhood and turn the focus on themselves, which is another example of manipulating people through his or her emotion of guilt, such as crying and sympathy. Female serial bullies are especially adept at making themselves the center of attention by claiming to be the injured party while portraying their target as the villain. When a target tries to explain the situation, the target is labeled paranoid (Bully Online, 2006). Eventually, the workplace is paralyzed by fear and apprehension, incapable of producing quality work, and susceptible to costly downtime with an unhealthy workforce and an increased liability for destructive employment practices (Namie & Namie).

Typical Workplace Bullies

Namie and Namie (2003) reported, “People arrive at bully-hood by at least three different paths: through personality development, by reading cues in a competitive, political workplace, and by accident” (p. 14). There are different types of bullies. Recognizing the signs of bullies and knowing the different types can help leaders and targets handle the situation.

Less insidious bullies include the know-it-all, who appears as the expert, wants constant attention, and often argues with people, and the sniper, who attacks and criticizes, usually indirectly, demonstrating aggression with sarcasm or saying things under his or her breath. The interrupter constantly interrupts the person speaking, and the bulldozer, who will try to run over everyone to impede progress because he or she is afraid of change. The promotion-seeking bully may have once seemed like a normal, non-threatening, easy-to-get-along-with employee. When the promotion-seeking bully receives a small promotion or added authority, he or she becomes “power drunk” (Prentice, 2005, p. 1), becomes obsessed with acquiring more power, and constantly plans to move up the ladder of leadership.

The aggressive actions of a pressurized bully are temporary (Prentice, 2005). This person does not normally have a bullying personality, but he or she has become stressed, whether from internal or external pressures. This employee loses control and verbally attacks others with hurtful comments or unnecessary harassment. “The pressurized bully has temporarily lost the skills to separate his or her stressful feelings from social interactions with other people” (Prentice, p. 1). The pressurized bully’s behavior can be

transformed. Less insidious bullies are annoying yet are not as threatening as the following types of bullies.

Constant Critic

The constant critic is extremely negative and is known as a nitpicker, perfectionist, whiner, complainer, liar, and constant faultfinder (Workplace Bullying and Trauma Institute, 2006). This type of bully tends to “mask personal insecurity with public bravado” (MacDonald, 2004, p. 1). The constant critic is usually loved by senior management because of the ability to get people to produce and work hard. This type of bully plays parent to the target, treating the target as if he or she were a child. The constant critic will aim to destroy any confidence or encouragement an employee may receive from others and will encourage self-doubt in other coworkers.

The constant critic bully has a wide variety of tactics: (1) uses put-downs, name-calling, and insults; (2) aggressive eye contact, glaring, demands eye contact when speaking to the target, but avoids eye contact when spoken to; (3) reacts negatively to contributions of others, especially the target; usually sighs, frowns, and peers over the top of eyeglasses; (4) accuses others of wrongdoings; and (5) blames errors such as doctored documents on others. The constant critic bully: (1) makes unreasonable demands with impossible deadlines and expects perfectionism; (2) displays hyper-confident body language to target by sitting on desk with feet up, showing bottom of shoes, (3) grooms while target is talking, (4) makes target sit while he or she stands hovering and posturing over the target; (5) overuses memos, e-mails, and messages to bury the target; (6) accepts phone calls during conversation with target, requiring target to wait for resumed

discussion; (7) multitasks while in target's presence; and (8) harshly criticizes the target's work or abilities (Namie & Namie, 2003; Needham, 2003).

Two-Headed Snake

The two-headed snake is a passive-aggressive type of bully that uses a dishonest style of dealing with people and issues. The snake feigns niceness while sabotaging the target. The so-called friendliness that the snake uses will only be used against the target at a later time. The two-headed snake has tactics that are quite different from the constant critic. Some tactics the two-headed snake uses are as follows: (1) plays favorites, makes sure the target does not have the resources to do work; (2) assigns meaningless and dirty tasks as punishment; (3) makes derogatory, rude, and hostile remarks toward the target while putting on a rational face for everyone else; (4) breaches confidentiality and shares private information about the target with coworkers and especially bosses; (5) may create a special personnel file of the target that has defamatory information that may sabotage the target's career; and (6) steals credit for work done by the target or other coworkers (Namie, 2003; Needham, 2003).

The two-headed snake is a mean and malicious person. Coworkers should know the two-headed snake comes in three varieties: the backstabber snake, the Jekyll-and-Hyde snake, and the no problem, don't bother snake. It is important to be able to tell the difference between the three types of snakes and learn the tactics of each. Determining the type of snake a person is dealing with would make it easier for leaders and coworkers to understand what the bully wants and is trying to accomplish.

Backstabber snake. Namie (2003) noted, "This person tells you one thing and then says something entirely different behind your back" (p. 24). The bully "kisses" the

way up the ladder and attacks those below. The backstabber snake will tell a target that the target is wonderful, while telling the boss the target is incompetent and needs to be terminated because the target cannot perform his or her duties.

Jekyll-and-Hyde snake. According to Namie (2003), “This Snake’s sweetness alternates with his/her mean streak” (p. 24). The Jekyll-and-Hyde snake bully tends to be mean and vicious one minute and kind and encouraging the next. The target is usually the only one who sees both sides of this person. Others may only see the sweet side, leaving them unsympathetic to the target’s complaints.

No problem, don't bother snake. When the words “No problem, don’t bother” are spoken by a bully, they are often a warning sign that trouble is not far away (Namie & Namie, 2003). A snake will tell a target no problem after the snake has violated the rules and wants to cover up his or her actions. This person is unethical and expects others to help carry out his or her unethical plans.

Screaming Mimi

The screaming Mimi is the stereotypical bully who controls others through fear and intimidation, while he or she is emotionally out of control. These bullies can be impulsive and explosive and threaten physical violence. The screaming Mimi bully wants to instill dread in coworkers (Namie & Namie, 2003). He or she is overbearing, self-centered, and insensitive to others and is also very concerned with being detected as an imposter. The tactics of the screaming Mimi bully include yelling, screaming, cursing, angry outbursts, and tantrums; barking out comments like “I am your boss!” and “Follow my commands”; intimidating others through aggressive gestures such as finger pointing, slamming things down, and throwing objects; crowding the target’s personal space and

moving closer to the target to threaten or make the target anxious; hovering over and sneaking up on the target to startle from behind; constantly interrupting the target during meetings and conversations; denying all the target's feelings and thoughts; and threatening the target with job loss or change (Namie, 2003).

Controller

The controller bully lives, eats, and breathes to control others. He or she never truly experiences life any other way (Namie, 2003). For a bully, to live is to control others with power. The power, whether real or imagined, is used to generate fear and chaos in a work group. While direct verbal aggressiveness is hurtful, demeaning, and damaging, if such episodes are not constant, meant to harass, or gain control, the incident may soon pass without effect (Rancer & Avtgis, 2006). The controller is driven by a compulsive need to be right and to have things done his or her way. The controller cannot bear to stand by and watch someone do things any other way but his or hers. This bully is convinced his or her way is the only way and will become irate and combative if anyone does things otherwise (Prentice, 2005). Indirect interpersonal aggressiveness, like direct verbal aggressiveness, occurs when people use words as weapons (Rancer & Avtgis). Examples of indirect aggressiveness include touching the target to signify control, not compassion; spreading rumors; withholding important information; failing to relay messages; destroying personal property; betraying confidences; and undermining others by going behind their backs.

Gatekeeper

The gatekeeper is known as the "control freak" (Willis, 2003, p. 1). This bully feels compelled to give orders to the target and control circumstances. The gatekeeper wants to

control all resources such as time, supplies, money, and help because the control allows him or her to approve everything. This type of bully is the most transparent of all the controllers. The gatekeeper's tactics are the most obvious, yet they are the most ignored. Namie (2003) noted the following tactics of a gatekeeper bully: (1) silent treatment toward the target; (2) setting the clock 15 minutes ahead and punishing the target for being late or not allowing the target to leave on time; (3) cutting the target out of the communication loop by stopping all e-mails, mail, and memo distribution and not returning phone calls; (4) refusing to make reasonable accommodations for the target returning to work with a disability; (5) refusing to follow company internal procedures and government-mandated policies for the target; (6) denying all privileges and rights to target if he or she files a complaint against the bully; and (7) making up new rules constantly and expecting the target to follow them, but exempting the bully him or herself.

Accidental Bully

Some employees may become accidental bullies. The accidental bully is “truly unaware of the effect of his or her actions on other people” (Namie & Namie, 2003, p. 17). The accidental bully works as if the rest of the world does not exist. This bully causes harm by using inappropriate comments or actions toward others. The insults used are usually sexist or personal. When the accidental bully tries to explain to someone how something is done or how to work on something new, he or she lacks the patience to do so and usually ends up doing the job him or herself. This bully has “never learned the subtlety of social interactions” (p. 17). When the accidental bully is confronted, he or she

immediately retreats and apologizes for any harm that has been done. In some cases, the bully may learn social skills and it never happens again.

Chronic Bully

The chronic bully becomes a bully through personal development. These workplace bullies are created through a personality defect, childhood learned behavior, bad management, lack of personal professional development, and mental illness (Needham, 2003). Chronic bullies are “by far the most dangerous” (Needham, p. 96). They always have a target in their sights. While working with others, the chronic bully believes he or she does not have to change and no one should have to argue with his or her success. A typical statement from this bully would be, “I can’t help it. It’s just who I am. Don’t like it? Leave!” (Namie, 2003, p. 14). Chronic bullies try to dominate people in every way, at work and away from work, and will even go as far as harassing others such as waiters at restaurants in addition to workplace peers.

Chronic bullies invent flaws in others, which are usually mirror images of their own flaws. These bullies will irrationally stalk and attack others to feel good about themselves (Rigby, 2002). Chronic bullies were usually schoolyard bullies, were never stopped in childhood, and have learned to bully others for what they want, including in the workplace. People usually react with fear to chronic bullies. Chronic bullies are used to getting their way and exerting themselves in a way to cause fear (Namie, 2003). Bullies will portray themselves as truthful. Bullies “belittle, demean, threaten, and humiliate” (Lloyd, 2006, p. 1) to control their targets. Bullies do not respond to kindness, directness, shame, or withdrawal (Lloyd). Chronic bullies tend to mistake kindness for weakness.

Chronic bullies are trapped by their own personalities. By the time bullies reach the workplace, the behavior is too late to change, even if they so wanted. Some chronic bullies have certified disorders that need addressing. These bullies are usually the “most malevolent, mean-spirited, and nasty people at work” (Namie, 2003, p. 15). Chronic bullies destroy careers and shatter the emotional lives of their targets. Randall (2003) used the term recidivist to describe repeat perpetrators of bullying and to illustrate the habitual offending nature of the workplace bully. Chronic bullies do not process social information accurately and seem unable to make realistic judgments about the intentions of other people. These intentions are invariably viewed as hostile and the bully seeks revenge (Randall). Although not all chronic bullies have high opinions of themselves, many do conceptualize themselves as being superior and powerful (Needham).

Opportunistic Bully

The opportunistic bully is the most common workplace bully. “This individual is highly self-centered” (Needham, 2003, p. 98). Opportunist bullies develop by reading cues in the competitive and political workplace. If this bully is in direct competition with another coworker, he or she knows that bullying the other person can lead to winning.

Opportunistic bullies differ from chronic bullies such that when opportunistic bullies are at home, their competitive nature is suspended. Opportunistic bullies are capable of being friendly, helpful, charming, and caring. They may even be wonderful parents and churchgoers. Opportunistic bullies justify their behavior as survival instincts: “It’s all part of the game” (Namie & Namie, 2003, p. 16). The bullies can be well connected to the chain of command. Opportunistic bullies usually have allies willing to bypass any punishment, and supporters think that they can do no wrong. Opportunistic

bullies know when to stop bothering others if the organization starts to catch on and start punishing bullies for the mistreatment of others.

Serial Bully

Field (1996) noted,

Lack of knowledge of, or unwillingness to recognize, or outright denial of the existence of the serial bully is the most common reason for an unsatisfactory outcome of a bullying case for both the employee and employer. I estimate one person in 30, male or female, is a serial bully. (p. 40)

Most cases of bullying involve the serial bully: one person to whom all the dysfunction can be traced. Serial bullies have bullied in the past, are bullying now, and will bully again. Serial bullies display behavior congruent with many of the characteristics of narcissist bullies. Investigation would reveal a string of targets that have left unexpectedly or in suspicious circumstances, have taken early or ill health retirement, have been unfairly dismissed, have been involved in disciplinary or legal action, or have had stress-related health problems. Serial bullies exploit change and reorganization to hinder recognition of the pattern of previous cases (Field). The presence of corporate bullying seems to encourage serial bullies. Serial bullies in the workplace are often found in a position with power and have high administrative or procedural content but little or no creative requirement that provides opportunities for demonstrating a caring or leadership nature (Field).

Narcissist

Narcissism is primarily characterized as an extreme focus on one's self. To a narcissistic bully, coworkers are beneath him or her. Narcissists are pathological liars

who misrepresent their credentials, talents, knowledge, skills, and accomplishments (Vaknin, 2005). The narcissist is exceedingly insecure and seeks to interact with others from a position of superiority, authority, and advantage. Narcissists naturally gravitate toward professions that guarantee authority to fill their ego. Several vocations meet these requirements: medical profession, prisons, teaching, religious positions, corporate management, and celebrity professions such as show business, politics, and sports (Vaknin, 2005). Some narcissists may use their looks to obtain their goals. Any hint of equality or disagreement threatens narcissists. Even when all seems well, the narcissists' relationship with coworkers is improper and abusive.

Narcissists shamelessly perceive others as objects, mere instruments of gratification, dispensable, and easily substituted (Vaknin, 2005). As opposed to their colleagues or peers, narcissists in authority are arrogant and lack empathy and ethical standards. Narcissists are "prone to immorally, and cynically, callously, and consistently abuse their position" (Vaknin, 2003, p. 1). Narcissists' socialization process and their distortions of reality may be the product of difficult early relationships with primary role models (parents or caregivers) (Hotchkiss, 2003).

Narcissists are not deterred by possible punishment and do not consider themselves subject to manmade laws. Their "sense of entitlement coupled with the conviction of their own superiority lead them to believe in their own invincibility, invulnerability, immunity, and divinity" (Vaknin, 2003, p. 1). Narcissists hold human edicts, rules, regulations, and punishment in disdain and consider others' needs and emotions as weaknesses to be exploited. Targets may not recognize the attitudes and behaviors exhibited by narcissists since targets are generally nice and helpful people by

nature. Unawareness does not lessen the bullying nature of the behavior. From an organizational point of view, narcissistic behavior is particularly difficult to identify and requires constant vigilance by leaders and human resource departments.

Cyber-Bully

A cyber-bully is a person who bullies online. Cyber-bullying is sending or posting harmful or cruel text or images using the Internet or other digital communication devices (Cyberbullying, 2006). Cyber-bullying can take many forms, including instant messaging, e-mail, and Web sites that enable people to target a single person. Cyber-bullies assume there is no punishment for cyber-bullying. Cyber-bullying is not as prevalent in the workplace as bullying behavior is with children and teenagers, but underlying messages and to whom messages are copied can mask a bully's intentions.

Substance-Abusing Bully

Substance-abusing bullies may be dangerous because they are not in control of their senses (Prentice, 2005). Rather, the addiction has control over the bully. According to experts, "74% of substance-abusing Americans are employed" (Namie & Namie, 2003, p. 17). The bully addicted to alcohol or drugs is uncontrolled and is bullying not to hide feelings of inadequacy, but to hide a habit. Substance-abusing bullies will say or do anything to mask the real problem. Professional intervention may be necessary in this bullying situation.

Bully Phases

Field (1996) separated the bullying process into two phases: Phase I, subjugation and control, and Phase II, destruction and elimination. In Phase I, the principal aim of the bully is to establish control, from the selection of the target to immediately prior to full

disciplinary proceedings. The bully will dominate, subjugate, and deny the right to independence and self-determination to conquer the target. In Phase II, the bully realizes total control over the target will never be possible and the only way forward is to eliminate the offending target (Field; Namie & Namie, 2003). One trigger occurs when the bully senses the target has realized what is happening and is starting to take defensive action. Another trigger occurs when the target rebels, perhaps fueled by a sense of anger, resentment, and injustice. A provocation may be the last in a series of annoyances and disappointments that leads to a final loss of patience, temper, trust, or hope, and the target begins assertive and aggressive action in return. In this situation, the bully decides the target will never submit to his or her will and the only option for the bully is to eliminate the target before choosing another (Field). These interactions go unnoticed by employers, and to eliminate the bullying behavior, the target usually finds another position.

Bullies may use aggressive and covert tactics to work their way through an organization. A bully will attempt to destroy a target any way possible and can use any number of tactics. The bully's main intentions are to control, humiliate, harass, intimidate, undermine, or destroy the target (Namie & Namie, 2003). Workplace bullies are clever and portray themselves as smart and quick (Needham, 2003).

Target Characteristics

Bullies usually do not torment everyone. The factors that affect target selection include the depth of the bully's inadequacy, the bully's fluctuating self-esteem at any given moment, the bully's position at work, the bully's ability to bully without being punished, the target's resistance, and the target's personality (Namie & Namie, 2003). Anyone can become a target. Being a target hinges on two characteristics: a desire to

cooperate and a non-confrontational personal style. Bullied targets may even blame themselves (Namie & Namie). Individuals can be victimized no matter who they are. Unless the number of targets is overwhelming in a very short time (atypical of bullies), the chosen target is presumed at fault and labeled as antisocial, a wrong fit, not able to work well with others, and so forth.

Most targets have demonstrated many positive qualities throughout their professional careers, including competence, intelligence, creativity, integrity, camaraderie, accomplishment, and dedication. Targets are mostly people Goleman (2005) described as emotionally intelligent. In general, those who may become targets have learned to work things out; they examine their own behaviors and correct their behaviors when they have made a mistake. Targets are often high achievers, which makes the bully feel inadequate and jealous.

Work Environment

Some places and situations are more conducive to bullying than others. A harsh, malicious, or harmful worker would not survive in a healthy organization. "People, for social, environmental, and biological reasons, need to dominate others and the workplace provides them with a location that, if not properly managed, allows them to exercise their need to control" (Harvey, Heames, Richey, & Leonard, 2006, p. 1). A concern is that bullying appears to be tolerated and, is therefore, becoming embedded in many organizational cultures. Yandrick (1999) noted bullying "is a problem that knows no geographic boundaries and is not confined to a particular industry" (p. 1). The work group itself may play a role in the bully environment. Coworkers may stand by as silent witnesses. The more coworkers are divided into informal cliques and gangs, the more

they are likely to ignore bullying and may even unconsciously support it (Furnham, 2004).

Previous studies indicate adult bullying is a more common event than thought and can have serious consequences for organizations (Namie & Namie, 2003; Needham, 2003; Rayner et al., 2002). One in six American workers will experience some sort of bullying on the job (Massingill, 2002). Thus, bullying remains one of the workplace's most overlooked scandals, lowering morale, job satisfaction, and productivity while driving health-care-related costs up and making employers vulnerable to lawsuits or disability claims (Holt, 2004).

Frequently bullies are ineffective in their own jobs and survive by stealing the ideas of another (Middleton-Moz & Zadawski, 2002) and taking credit for coworkers' contributions. Research shows (Needham, 2003) that workplace bullies are best able to develop and reinforce their behavior in organizations that use hierarchy for power and status, use length of service as opposed to performance as a success marker, or use reverse upward positional attainment as opposed to goal achievement. Einarsen and Raknes (1997) showed the occurrence of bullying correlated significantly with several aspects of the organizational and social work environment, particularly leadership, role conflict, and work control. Bullying encompasses all types of mistreatment at work. The bully work environment correlates with dissatisfaction with management, role conflicts, and a low degree over one's own work situation (Needham). Empowered employees receiving social support at work or at home are probably less vulnerable when faced with aggression (Rigby, 2002). Organizational cultural factors may enable bullying to flourish in some environments and may explain why bullying might be rewarded.

Bullying behavior exists only if the company culture allows it. Various organizational, personal, and social conditions parallel with interpersonal conflicts and bullying, including differences in values between members of a group and between members of a group and their superiors (Fineman, 2003). Rigid hierarchies can encourage autocratic behavior. Autocratic executives might encourage similar behavior in middle managers (Joyce, 2005). Furthermore, bullied workers are usually reluctant to report the problem. Bullying behavior is a performance issue that calls for discipline (Brenner, 2006). Many incidents are witnessed by coworkers who remain passive, supporting the bullies with their silence. Others walk away feeling the bullying behavior is none of their business (Middleton-Moz & Zadawski, 2002). Most targets say nothing for fear of retribution (Furnham, 2004).

Negative effects of bullying and harassment at work may be observed on an organizational level. Empirical evidence has shown that bullying behavior is correlated with many features of the work environment, including organizational problems, role and functional conflicts, workloads, high stress, organizational restructuring, low satisfaction with leadership, conflicts in general in the work unit, and difficulties in discussing problems within the working group (see Figure 1; Namie & Namie, 2003; Vartia-Väänänen, 2003). Environmental factors and characteristics of the target and the bully are assumed to contribute to the onset of a bullying situation (Vartia-Väänänen). While particular events, conditions, and causes of bullying may vary greatly between occupational sectors, the organizational environment and structure, policies, job roles, and task demands are major determining factors in the level of stress and negative behavior exposure faced by employees (Giga, Cooper, & Faragher, 2003). Workplace

bullies can create havoc for many years, suffering few, if any, consequences. Sometimes they leave their jobs before they can be held responsible for their behavior or face the consequences of their actions. They find other positions and start the same bullying behavior in new work environments (Middleton-Moz & Zadawski, 2002).

The literature reviewed indicated the workplace presents opportunities for a wide range of aggressive intimidating tactics (Namie & Namie, 2003). Literature indicated that targets waste time at work defending themselves and networking for support, thinking about the situation, becoming demotivated and stressed, and taking sick leave due to stress-related illnesses. The case for strict anti-bullying policies and legislature is compelling. Potential benefits include a more peaceful and productive workplace with better decision making, increased job satisfaction, higher quality work, less time lost to sick leave, less time lost to documentation and paperwork, higher staff retention, and a lower risk of legal action (Namie & Namie; Rayner et al., 2002).

Effects of Bullying on Productivity

There are direct and indirect costs of workplace bullying. The direct costs are easy to identify and include increased employee turnover, additional costs in recruitment and training, increased legal fees, settlement costs, and hiring temporary staff to fill in for those who call in sick or eventually quit, taking valuable company knowledge with them. Indirect costs, while difficult to quantify, can be seen in lowered productivity, high absenteeism, low morale, and a stressful environment (Needham, 2003). Most researchers agree that the job dissatisfaction, physical stress symptoms, and decline in mental health due to becoming the target of a bully has a negative effect on workplace productivity

(Namie & Namie, 2003), yet there has been no empirical research regarding if a bullying situation can have a good outcome.

Being bullied may have a positive effect on one's health and well-being in as far as it evokes a positive response to a temporary stressor and commonly has the effect of making a targeted person more resilient. Successfully bullying others adds to one's self esteem. (Rigby, 2002, pp. 103-104)

The primary reason most researchers study bullying is that they think bullying is harmful to the health of targets. However, bullying behavior might be beneficial for the bully.

Job Satisfaction

Namie and Namie (2003) released results from an online survey that examined many unhealthy workplaces and found that bullies on the job can cause irreparable harm to their colleagues. The survey showed that targets waste between 10% and 52% of their time at work defending themselves and networking for support, thinking about the situation, being demotivated and stressed, and taking sick leave due to stress-related illnesses. Bullies corrupt their working environment with low morale, fear, anger, and anxiety (Canada Safety Council, 2002; Vartia-Väänänen, 2003). Although violent or vengeful workers occasionally make the news, workplace bullying is mostly a silent epidemic. A bully's behavior causes other people to suffer shame, humiliation, and depression, which can affect their nonwork life as well as their job performance (Namie & Namie).

Physical Symptoms

Many researchers and employers are concerned about bullying because the mistreatment is harmful to the health of those who are targeted and victimized (Rigby,

2002). Research has shown that stress has a significant negative impact on the well-being of both individuals and organizations (Smith, 2002). Connections have been shown between stress and the incidence of heart disease, alcoholism, depression, mental breakdowns, job dissatisfaction, accidents, family problems, and certain forms of cancer (Ellis, 2006; Namie & Namie, 2003; Needham, 2003). Results from Namie and Namie (2003) indicated the top eight effects of bullying on targets are stress, depression, exhaustion, insecurity, shame, nightmares, poor concentration, and sleeplessness. Studies show that workplace bullying is not only unhealthy for those being bullied, but also for the organizations that are allowing it to continue (Vartia-Väänänen, 2003).

Different views are held on the relationship between involvement in bully-target problems and health because situations are often highly subjective and based loosely on selected anecdotal evidence. For example, while being bullied may be unpleasant at the time, the effects on a target's health can be generally trivial and not enduring. Being bullied may have a positive effect on the target's health and well-being, as it evokes a positive response to a temporary stressor and can have the effect of making a targeted person more resilient. Finally, successfully bullying others adds to the self-esteem of the bully (Rigby, 2002).

Mental Health

Like serial school bullies, adult bullies are clever and have developed a strategy for making their behavior difficult for any chosen target. Inasmuch as student bullies tend to be physically aggressive, bullying bosses and coworkers prefer to use a psychological harassment approach, which can be far more devastating (Keyserlingk, 2002). Morbidity and disease patterns from general practices worldwide highlight the high prevalence of

mental health problems resulting from stress, the most common being depression, anxiety, and sleep disturbance (McAvoy & Murtoogh, 2003).

A study of workplace bullying by the Business Research Lab (2003) showed “40% of 418 respondents reported that they had experienced bullying and 59% observed someone else being bullied in the workplace” (p. 1). There was also strong evidence that those identified as targets were less psychologically well than others, showing significantly higher levels of anxiety and depression. Many more of those targeted by a bully appeared to be alienated from their environment and showed a greater propensity to leave their jobs (Rigby, 2002). Poor physical health of bullies is more difficult to explain, especially among those who see themselves as successful and popular with others, shown in the theoretical model for bully behavior (see Figure 1). Many targets may suffer from PTSD, which results from an overwhelming assault on the mind and emotions (Namie & Namie, 2003). It may be possible that some bullies are at least troubled by the effects of their own bullying. Rigby noted, “It is misleading to think of all bullies as entirely lacking in empathy or without occasional feelings of shame” (p. 124).

Summary

Workplace bullying is a highly complex and poorly understood phenomenon (Adams & Crawford, 1992). It is important that the question of what is to be done about bullying is asked and examined with increasing vigor. Anecdotal evidence clearly shows a bullying problem exists across all sectors, but before the problem can be contended with, robust evidence of the exact scale and nature of the problem must be collected (Rigby, 2002). The core of this study was to ascertain the scale of the problem by surveying two professional organizations and providing a detailed analysis of the key

issues of bullying and its relationship between job satisfaction and workplace productivity from the perspective of both leaders and employees. The research was conducted when workplace bullying had reached almost epidemic proportions (Namie & Namie, 2003). Bullying is increasingly becoming a hazard at work. The main purpose of the study was to examine the relationship between workplace bullying and job satisfaction. The research study on workplace bullying determined the prevalence of bullying in professional organizational settings, examined the association between bullying behaviors and job satisfaction, and investigated the relationship between the organizational environment and bullying. The results are fundamental to finding answers regarding the effect of bullying on job satisfaction and workplace productivity.

The research demonstrated a relationship between the involvement and the scope of the actions of the bully, the target, and the environment of the organization measured by the metrics collected on the dependent variable of bullying and its negative effect on job satisfaction and workplace productivity. Workplace bullying is unhealthy for not only those bullied but also for the organizations that allow it. Thousands of adults in the workplace experience the bully-target dyad every day. Ignoring a workplace bully may seem like an effective short-term strategy but is rarely successful in the long term. A bully on the payroll can jeopardize teamwork, lower morale, and undermine productivity (Ramsey, 2002).

Bullies bully because they can, and they do so with exemption and freedom from punishment, harm, or loss. Targets have traits, personalities, popularity with others, and characteristics that workplace bullies wish they had, such as skills, knowledge, and competency (Namie & Namie, 2003; Needham, 2003). A complex answer to why bullies

display aggressive behavior can be reduced to three factors: (a) some workplaces set workers against one another in competitive schemes, (b) Machiavellian types who live to manipulate others to accomplish their own goals see the opportunities presented, and (c) in bullying-prone workplaces, employers enable and encourage aggression with promotions and rewards (Namie & Namie, 2000).

This chapter provided the definition of a bully and a target with a broad overview of multiple perspectives on the relationship between workplace bullying and its effect on job satisfaction and work productivity. The literature written about adult workplace bullying and the variables that can contribute to a bullying environment were reviewed. Although research has been conducted concerning the origins of human aggression and childhood bullying, research about workplace bullying is limited. An increasing amount of overseas literature has been written on the subject of workplace bullying, but little research on the topic in the United States. Previous statistics and research indicated bullying and intimidating behavior can be attributed to a significant amount of work stress (Namie & Namie, 2003; Needham, 2003; Ramsey, 2002; Raver, 2004; Rigby, 2002; Vartia-Väänänen, 2003).

This study researched the effects and loss of productivity associated with workplace bullying and is one of the first to study the possibility of benefits that may result from an adult bullying situation. The next chapter addresses the need for studying a bullying work environment and the costs encountered for an organization encountering a bullying situation. The chapter also includes a discussion on the rationale of choosing a quantitative study for this research.

CHAPTER 3: METHOD

This chapter describes how the study was conducted. The purpose of this quantitative study was to obtain statistical, quantitative results from a selected sample. In this study, survey answers were used to measure the relationship between workplace bullying and job satisfaction and the effect of bullying on job satisfaction and productivity, which could affect profits. The quantitative research questions and hypotheses addressed the relationship of bullying to job satisfaction and work productivity variables within a variety of organizations using an online survey tool.

This chapter reviews the quantitative research methods and the rationale for choosing a quantitative study. The chapter discusses the research questions and addresses the methodologies that will be used during the data collection process, providing a view of bully-target interaction and a historical perspective of workplace bullying, and explains how the survey was administered. The research is value driven. Data collection and results are described in chapters 4 and 5. This quantitative research uses an in-depth survey to explore workplace bullying from the view of employees who have been bullied or have witnessed bullying at work and the application of aggressive behavior toward job satisfaction and productivity.

Research Method and Quantitative Design Appropriateness

The majority of studies on workplace bullying have been conducted as a survey study, typically measuring the respondents' exposure to predefined negative behaviors by using scales such as the Negative Acts Questionnaire (Cortina, 2003; Salin, 2003). Only a few qualitative studies on bullying and hostile interpersonal behaviors have been conducted (Salin). The purpose of this quantitative study was to determine an association

between workplace bullying behavior and job satisfaction, which may affect an employee's work productivity. The rationale for surveying different groups consisting of members at multiple locations was to collect data from diverse organizational cultures. A quantitative approach was appropriate because it allowed statistical comparison of different kinds of employees and different types of workplaces. A quantitative method was chosen over a qualitative method for this study because the population selected was almost 2,500 employees. The protocol was specified in advance of the data collection and did not change after the study began.

Data analysis in a quantitative study is statistical and describes trends, compares groups, and relates variables. Results can be compared with past research. In qualitative data collection, the sample number is small and specifically chosen (Rossi, Lipsey, & Freeman, 2004). Permission was granted by Namie to use the survey tool (Namie, 2006) to produce statistical data which can be scientifically verified and reproduced. A Likert-scale was used to measure a participants' job satisfaction after witnessing a bullying situation or becoming a target. The study design included administering the survey instrument to a variety of employees through different organizations, including an Employee Leadership Organization (ELO) and American Society of Quality (ASQ). Using different industries in the sample allowed the researcher to compare and contrast workplaces to understand the context of the organizational setting regarding bullying behavior.

The ELO consists of approximately 1,000 members in cities in Southern California. The ASQ chapter consists of approximately 1,500 workers in different states. Contributing to the effect on productivity are independent variables such as job

dissatisfaction, physical stress systems, and a decline in thinking and cognitive abilities (Namie & Namie, 2003). The survey responses were used to measure the relationship of aggressive bullying behavior to work productivity.

Data were collected using a questionnaire designed by Namie (2006) consisting of 18 questions. Mistreatment, job satisfaction, and the impact on the organization were measured. A comparison of the target's status with the status of the harasser was requested. Status was measured with a question (Namie, 2003) that focused on the target's and the bully's rank within the organization (see Appendix A, Question 6). Participants were asked what impact the bullying behavior has had on the organization and what stopped the mistreatment (see Appendix A, Questions 12 and 13). A question regarding how employer representatives responded to the mistreatment helped determine if, and what type of, action was taken. The study design included administering the survey instrument to volunteer participants recruited through the ELO and the ASQ. Additional questions were added to Namie's original survey to determine whether a positive effect can come from a bullying situation (e.g., If you were a target, did you take any legal action? Did something positive come from a bullying situation, such as finding a better job or promotion?).

Letters of invitation to participate in the study were distributed to employees by e-mail (see Appendix B). The e-mail message directed participants to an e-mail link with instructions to access the questionnaire on www.surveymonkey.com (a commercial survey web site), complete the survey process, and electronically return responses as provided by the Web site. Research questions for this study were from Namie's (2006) most recent Workplace Culture Survey (see Appendix A). The survey was confidential

and participants were given the choice to opt out of the survey at any time. Participants had a 3-week period to complete and submit the survey.

The research design was appropriate because the results add to past research on workplace bullying and the survey questionnaire can be implemented in the future to identify if the situation has changed. The design was optimum for the study because it is a measure that has already been developed and used to evaluate other similar workplace bullying situations. The study was carried out in two parts: one pilot study in preparation of the larger study, consisting of approximately 20 employees not in the controlled sector, and the main study consisting of approximately 1,500 participants from the ELO and the ASQ. Because no validity statistics are available for the survey, a pilot study was administered to determine whether the questions are producing the necessary feedback. Using Spearman's rank correlation (Creswell, 2002, p. 182), the study tested Namie's (2006) survey and established that the measures are valid and reliable. Prior to beginning actual data collection, the same process described above was used to conduct the pilot study to ensure the survey materials and procedures were clear and did not evoke any confusion from the participants. In the pilot study, the entire research procedure was carried out, including data analysis and interpretation. The benefits of conducting the pilot study were to improve data collection and scoring techniques, to help revise loosely developed measures, and to help determine if data patterns were as expected. The pilot study saved time and money before conducting the full-scale study. The pilot study helped establish the sensitivity of the instruments in collecting or constructing the data needed for analysis and helped to establish the soundness of the procedures; that is, the

pilot study helped determine that the design would do did what it was intended to do (validity of overall study).

Using the Pilot Survey Critique Sheet (see Appendix C) for feedback determined there was no ambiguity in the survey and the participants had no difficulty in responding (Cone & Foster, 2003). The pilot study tested the reliability in that participants taking the survey responded essentially the same way a second time, given that nothing had changed between assessments. The study was conducted using a modified version of Namie's (2006) most recent Workplace Culture Survey (see Appendix A). Two questions were added to the Workplace Culture Survey to determine if a positive effect can result from a bullying situation. A second advantage of using Namie's survey is that the results can be compared to previously published research. This research adds substantially more information to the body of knowledge regarding adult bullying behavior in the workplace and its effect on job satisfaction and productivity.

Population, Sampling, Data Collecting Procedures, and Rationale

Several reasons were considered for choosing the ELO and the ASQ. Few studies have researched adult workplace bullying among professional employees and in career jobs, where internal competition and stress can be assumed high (Salin, 2003). Another criterion considered was the interaction with coworkers. It was important to survey a diverse group where men, women, and a variety of ethnic cultures were represented. Sampling different industries allows workplaces be compared and contrasted to understand the context of the organizational setting regarding bullying behavior. The ELO is comprised of members in a professional leadership organization and ASQ

members are from different industries in different states. Comparison of the data was possible between multi-industry responses and responses from a specific industry.

The quantitative approach used an online survey offered to a voluntary sample of individuals in professional associations who may have been a target of, or witnessed, bullying within the workplace environment. The study was confidential. With the online survey, consent was obtained with the first question. Data were collected regarding demographics, rank, the work environment, the specific mistreatment, the impact on the organization, the employer's response to the bullying situation, and the possibility of a bullying situation having a positive outcome (Vartia-Väänänen, 2003). Impact on the organization was measured with a question (Namie, 2003) that focused on an employee's observation of the bullying behavior's effect on productivity (see Appendix A, Question 12). Positive effects may include building self-esteem from the bully situation, becoming more productive outside the bullying environment, or finding a better job. A positive bullying outcome was measured with a question that asked the participant if anything positive had happened from the bullying situation (see Appendix A, Question 15).

The following hypotheses evaluated if relationships exist between workplace bullying and job satisfaction and productivity.

H₁: There is a negative relationship between workplace bullying and an individual's work environment.

H₀₁: There is not a negative relationship between workplace bullying and an individual's work environment.

H₂: There is a negative relationship between workplace bullying and job satisfaction.

H₀₂: There is not a negative relationship between workplace bullying and job satisfaction.

H₃: There is a negative relationship between workplace bullying and physical stress.

H₀₃: There is not a negative relationship between job satisfaction and physical stress.

H₄: There is a negative relationship between mental stress and job satisfaction.

H₀₄: There is not a negative relationship between mental stress and job satisfaction.

H₅: There is a negative relationship between job satisfaction and productivity

H₀₅: There is not a negative relationship between job satisfaction and productivity.

The core of the research study was to ascertain the scale of the bullying problem by surveying employees of professional associations made up of professional industries to provide a detailed analysis of the key issues of bullying and the effect of bullying on job satisfaction and productivity. Job satisfaction was measured with two questions from Namie (2003) that focused on an employee's perception of the impact bullying had on job satisfaction (see Appendix A, Questions 10-11). Productivity was measured with a multiple-choice question asking the participants what they have perceived to have an impact on the organization (see Appendix A, Question 12). To determine the frequency of each answer, a table was constructed to establish the results of each answer.

For the survey to accurately reflect the general workplace population's opinions, the associations surveyed included a sample of employees who hold a variety of

organizational ranks. With workplace safety a concern in many industries, the study was designed to minimize any physical, psychological, and social risks. Because participants were solicited through e-mail, the participants received no pressure to participate. The online survey answers are strictly confidential and the participants remain anonymous. If a participant had an unfavorable or adverse reaction to participating in the study, he or she was advised to contact the researcher at bullyassistance@gmail.com. The researcher discussed the situation and, depending on the discussion outcome, suggested contacting a primary care physician or the company Employee Assistance Program.

Validity

Internal

Validity means researchers can draw meaningful and justifiable inferences from scores about a sample or population (Creswell, 2002). Validity is the ability of the research design to adequately test research hypotheses. Internal validity addresses the true causes of the outcomes observed in the study. Strong internal validity means the research not only had reliable measures of the independent and dependent variables, but also had a strong justification that causally linked the predictors of job satisfaction, physical symptoms, and mental health to the criterion of work productivity (Losh, 2002). At the same time, the research ruled out some of extraneous variables or unanticipated causes for the dependent variables of work productivity, although not all variables were measured in the study. Internal validity is about causal control. The study had two primary research objectives: (a) using Namie's (2006) research design to test the validity of the theory that bullying behavior has an effect on job satisfaction and (b) to investigate if bullying behavior can contribute to a positive outcome.

External

External validity is the degree to which the results can be generalized beyond the research setting and sample. External validity is threatened when conditions are tightly controlled, populations are restricted, experimenter bias is present, and subject selection is biased. External validity represents the ability to generalize the study to other people and other situations. To have strong external validity, a study needs a probability sample of participants or respondents drawn using chance methods. The study contained a sufficient sample of groups by assessing employees at all levels. The study consisted of a sample of measurements and situations. With strong external validity, the data were generalizable to other people and situations with confidence.

Threats to External Validity

External validity refers to the generalizability of findings from a study, for example, to what populations, conditions, settings, and so forth can the findings be generalized? (Sherry, 1997). Three major threats to external validity are people, places, or times (Trochim, 2002). For example, study conditions may cause participants to react or behave differently than they would if they were not being studied and the results of a study (for instance, conducted in a specific place, with certain types of people, and at a specific time) can be generalized to another context (such as, another place, with slightly different people, or at a slightly later time). Critics could argue the results of the study are due to the unusual type of people who were in the study, the unusual location the study took place, or the peculiar time during which the study was conducted. For instance, if the bullying study is administered the day after a workplace violence incident was in the

media, the study might get different results than if the study had been conducted the week before.

Data Analysis

Data were collected through a secure, online survey Web site surevymonkey.com. Due to the sensitive nature of the topic, guaranteeing confidentiality was crucial. Levine, Breitkopf, Sierles, and Camp (2003) indicated a lack of anonymity creates a serious dilemma for participants. Participants may fear they will be hurt by refusing to participate in the research and fear that honest responses will have negative repercussions. If a participant had an unfavorable reaction while taking the survey, he or she was encouraged to contact the researcher by e-mail, discussing the situation and, depending on the severity of the bullying behavior; the researcher suggested visiting their Employee Assistance Program or a primary care physician, if necessary

Frequencies, means, and standard deviations were used to describe and compare the prevalence and forms of mistreatment, the organizational status of bullies, and the impact on the organization reported by targets. The information gathered from the surveys was reviewed, coded, and aggregated for frequencies that could be analyzed across categories. Categorical aggregation of data places data into groups, making it easier to interpret and assign meanings. For example, if workplace bullying is generalized as verbal or emotional abuse, correspondence, and relationships and trends between verbal abuses and acts to control, data was examined using the mode of the sample.

Bullying and its impact on employees' job satisfaction (whether positive or negative), which can affect the productivity and financial performances of an organization, was studied. Each question answered in the survey had a score of 1 to

calculate how often each answer was chosen. The formula allowed the researcher to investigate workplace bullying and its effect on job satisfaction. A Likert-type scale measurement was used to determine participants' job satisfaction after witnessing a bullying situation or becoming a target, with a score of 1 being "least satisfied" and 5 being "very satisfied." Prominent measures of self-esteem, depression, alienation, and control have all used Likert-type scales (Hodge & Gillespie, 2005) to reveal underlying elements.

Summary

The methodologies described in the chapter are common to quantitative research. Surveys provide rich, calculable data, but the participants cannot be questioned as they can in an interview. Detailed information regarding the various components and elements of this proposed research study were presented in chapter 1. Specifically, chapter 1 identified why workplace bullying is a problem and why aggressive behavior is an important organizational and social concern. This background information helped to provide insight into an identified phenomenon as it relates to employees' job satisfaction and productivity.

Chapter 2 provided clarity regarding the concept of workplace bullying through an in-depth examination into existing literature regarding the importance of bullying research studies that have been conducted in the past. The literature review described literature relevant to the study of adult bullying and its effect on workers. The information provided in chapters 1 and 2 provided the basis and justification for the research study. Chapter 3 provided an overview of the quantitative research methodologies and a detailed explanation regarding the selected approach for this

research study. This chapter also provided information concerning specific research method designs and described the appropriateness of the identified design for this analysis, including a detailed explanation of the population and sample selection, data collection process, data analysis techniques, and rationale for the research study.

To understand how workplace bullying is constructed, the behavior must be understood from the perspective of those who have been affected by it (Daniel, 2004). In addition, the experience of targets has not been well captured in recent literature within the United States. Data collected and interpreted herein as a hexamorous transactional process consisting of preparation, organization, description, development, reporting, and validation provide a framework suitable to the exploration and formation of a study for workplace bullying and its effect on job satisfaction and productivity.

Bullying thrives largely because of the denial and secrecy that surround it. Many employees do not even recognize bullying. Bullying behavior is accepted as an inevitable occupational hazard (Bahl, 2003). The value of investigating bullying in the workplace has at least two broad goals. First, studying adult bullying behavior will increase understanding of the mechanisms perpetuating bullying behavior. Second, after such mechanisms become better known and understood, there will be greater potential for successful endeavors aimed at controlling the incidence of adult bullying within the professional working world. The following chapter applies the quantitative data to interpret the findings of the relationship between workplace bullying and the effect on job satisfaction and productivity.

CHAPTER 4: RESULTS

The purpose of this quantitative study was to examine the types of negative acts and health effects experienced by targets of bullying in an attempt to further understand workplace bullying and its effect on job satisfaction and productivity. Existing literature identified that workplace bullying has become a problem that is too costly to ignore. Data were gathered by using a modified Workplace Culture Survey created by Namie & Namie (2003). The central problem identified is the relationship between having been a target or witnessing workplace bullying and the decline of morale, which may contribute to job dissatisfaction and lower productivity.

Chapter 4 presents the detailed analysis and findings of two professional organizations and the effect workplace bullying has had on the members. A pilot study was used to test the questions that provided the basis for the survey and to test the overall process for the time the survey would take to complete, the ease of use, and the relevance of the questions. Upon completion of the pilot study, a final study of 218 members of the two organizations was conducted. The validity and reliability of the instrument, descriptive statistics of the sample, presentation of the data gathered, and a summary follow.

Validity and Reliability Analysis of Instrument

The internal validity of the study was important because the study was participant driven. A pilot study was conducted to ensure ease of use and to refine any anomalies. Three weeks were provided for the participants to complete the survey. Full disclosure was offered about the methods used to collect the data. Participants were invited to e-mail bullyassistance@gmail.com to request a summary of results after the data were analyzed.

The pilot study showed the research design adequately tested the research hypotheses. The pilot study demonstrated internal validity and indicated the research not only has reliable measures of the independent and dependent variables, but also links the predictors of job satisfaction, physical symptoms, and low morale to the criterion of work productivity. Appendix H shows the types of mistreatment selected by participants. In Appendix L, participants describe the perceived impact of bullying on job satisfaction. Appendices T and U show the results of job satisfaction rating of a participant who has been a target of a bully or witnessed bullying behavior.

The Workplace Culture Survey (see Appendix A) tested the validity of the theory that bullying behavior has an effect on job satisfaction and investigated whether bullying behavior may possibly contribute to a negative or positive outcome. External validity was obtained by using a probability sample of participants selected using chance methods. The study contained a sufficient sample of groups by assessing employees at all levels (see Appendix E).

Data Collection Procedures

A quantitative method was used to address the research questions. A quantitative method was appropriate, as it is a well-recognized standard to develop and employ theories and hypotheses pertaining to natural events (Creswell, 2002). The measurement process in this quantitative research study provided the fundamental connection between workplace bullying and job satisfaction. In addition, the results of the research build upon the Workplace Bully study conducted by Namie in the United States in 1998. Namie's study was important to the field of workplace bullying, as the first to conduct an organized study on workplace bullying and the culture of an organization. Historically,

most research studies were conducted in Europe. Namie's study created an opportunity for a more comprehensive study to confirm the initial results, using a different sample population, which this study provides.

The study's data collection procedures were derived from criteria defined in Namie's (2003) My Workplace Culture Survey. Participant selection was based on the criterion of a quantitative research design for a larger population. To increase the scholarly depth and reliability of the study, and to remain unbiased, a question was included asking the participant if anything positive had resulted from a bullying situation (Rigby, 2002). No past study was found asking for positive outcomes. No study had been found asking participants if they could be a bully using the following three criteria: the bullying behavior is meant to harass and harm, is persistent and consistent and is meant to gain some type of control. A Likert-type scale was added to two final questions to determine the level of job satisfaction of a target and of a participant who had witnessed bullying behavior.

Survey and Response Rate

To survey the frequency of negative acts by bully managers and coworkers, the study used the My Workplace Culture Survey created by Namie (2003). The survey invitation e-mailed to participants contained a request to participate and a link to the modified My Workplace Culture online survey entered into www.surveymonkey.com. The request to participate included an overview of the survey project, listed the criteria to be a participant, presented the declaration of confidentiality, and explained the participant may decline or opt out of the survey at any time. The survey asked respondents to indicate whether they had been subjected to, or witnessed, various negative acts in the

workplace. Participants were asked to keep the following definition in mind when answering questions on the survey: to be considered a bully, the bully's behavior is intentionally malicious, persistent, and consistent and meant to gain some type of control.

The survey first asked if the participants gave consent to the survey. If the answer was no, participants were thanked and told their survey was complete. Upon giving consent, participants were asked in which state they worked, their rank in their organization, and in which industry they worked. Next, participants were asked if they had been a target of a bully or witnessed the mistreatment of others within the past 12 months and during the respondent's career. If participants answered no to both questions, they were told their survey was complete.

The second section of the survey presented participants with questions to determine the gender of the person targeted by a workplace bully, how long the treatment continued, and if there were one or more bullies. Further questions asked participants to describe the mistreatment, the impact the behavior had on their job satisfaction, the impact on the organization, and what stopped the mistreatment. One question asked if the respondent had witnessed a positive outcome from the bullying situation. The survey asked how employer representatives responded to complaints. The last two questions of the survey offered a Likert-type scale answer to determine a participant's level of job satisfaction after becoming a target of a bully or witnessing the repeated mistreatment of others. Within 2 weeks of sending the initial survey, a follow-up e-mail was sent to remind participants and encourage the completion of the survey.

Sample and Demographics

The sample frame was narrowed to two professional organizations, one with members primarily in California, and another with membership across the United States. These specific professional groups were chosen to compare and corroborate the findings of each organization. The sample consisted of members of a leadership and a quality assurance organization. Communication was via e-mail and an e-mail address was created (bullyassistance@gmail.com) to answer any questions or concerns participants had regarding the study. The demographic findings include the following components: (a) which state in which the participant is located, (b) the organizational rank of the participant, and (c) the type of employer. The questions allowed only specific answers. Following is a group comparison of data.

The ELO organization was composed of members primarily in the state of California; 93.4% of respondents were in California. The ASQ participants were also primarily from California (54.8%); Texas rated the next highest population at 6.9% (see Appendix D). Participants were asked their rank in the organization. For both the ELO and the ASQ organizations, the participants were mainly nonsupervisory employees. The ELO membership is comprised mostly of nonsupervisory employees (70.5%), as is the ASQ membership (41%; see Appendix G).

To determine the type of employer, a question was asked if the participant's employer at the time of the bullying situation was a small for-profit, large for-profit, small nonprofit, large nonprofit, government, education, or medical organization. The ELO organization was composed mostly of members working at large for-profit organizations. The ASQ membership consisted of more varied types of organizations,

with large for-profit the highest (52.5%) and small for-profit the next highest (19.7%); the remaining were government (11.5%), large nonprofit (9.8%), education (6.6%), and small nonprofit and medical (1.6% each).

Data Analysis Procedures

The following steps were completed in the data analysis. The analysis for the study consisted first of examining validity and reliability using a pilot study and was followed by the final study to conduct a test of the hypotheses. More specifically, the main effects of the impact of workplace bullying on job satisfaction and productivity were tested. A Microsoft Excel spreadsheet was created to input data collected from the survey to determine the frequency of responses. The returned survey data of the two professional organizations, ELO and ASQ, were compared to determine similarities and differences. The results were analyzed by rating the frequency of answers selected to determine the most frequent data value to determine acceptance or rejection of the hypotheses.

Pilot Study Findings

Along with completing the My Workplace Culture bully survey, pilot study participants were asked to complete a Pilot Critique Survey form. The pilot study was conducted with 20 professionals outside the two organizations chosen for research. 18 participants completed the My Workplace Culture Survey and 14 completed the Pilot Critique Survey. The pilot was conducted ($n = 14$ for pilot critique) to confirm the repeatability for reliability of the survey instrument before final widespread distribution. As a result of the pilot study, the question asking the size of the organization was revised to include large and small not-for-profit organizations. The information for the time limit

of bullying was increased to include a participant's suggestion. The results of the pilot study validated Namie's (2003) My Workplace Culture Survey. One question on the pilot survey asked, What impact did bullying have on YOUR job satisfaction, if any? The data collected from this question were compared to Namie's results and similarities were found that corroborated the results of the final study. Statistical tools in Excel were used to calculate Spearman's rank correlation (see Appendix E) to determine the relationship of the data between the pilot study and Namie's My Workplace Culture survey. Results reflect the null hypothesis, which stated no relationship between the two sets of data was rejected. To further corroborate findings, the majority of the respondents of the pilot survey were non-supervisory participants in California who had witnessed bullying behavior of others at work (92.3%), where females were targeted most frequently. The solo harasser was usually ranked higher, 50% male and 50% female, resulting in work team disruption and morale decline. The results reflect a strong positive correlation between the two sets of data, and the null hypothesis was rejected.

Response Rate

Due to recent mergers, acquisitions, and downsizing, the ELO leadership group membership had declined to 563 members in Southern California when the survey was distributed. 136 surveys were completed by ELO members, which gave a response rate of 24%. For many of the same reasons, the ASQ chapter membership had decreased to 795 members during the time the proposal for the study was accepted. Members of the ASQ, which resulted in a 10% return rate, completed 82 surveys. The survey responses were used to measure the relationship of aggressive bullying behavior to work productivity.

Studying the two organizations provided comparison and substantiated what each organization had reported for the effects of workplace bullying.

Findings

To establish the frequency and the type of negative acts, participants were provided with a definition of workplace bullying used by other researchers: (a) behavior that is perceived as intentionally negative and malicious, whether physical or emotional, from one or more persons, (b) perceived negative behavior that is persistent and consistent, and (c) perceived behavior driven by the bully's desire to control (Einarsen et al., 2003; Namie & Namie, 2003; Needham, 2003; Rigby, 2002). This definition emphasizes the negative, persistent, and long-term nature of the experience of bullying. Workplace bullies mostly target individuals who are intelligent, are effective at what they do, have high emotional intelligence, and are good networkers (Namie & Namie; Needham). To call somebody a victim is to disempower him or her (Rigby).

To reduce the influence of personal perception, the following questions were asked: Within the last 12 months, have you been repeatedly mistreated at work (through verbal abuse, threatening conduct or work interference) so intensely that it harmed your health or caused an economic setback? During your working career, have you been repeatedly mistreated at work (through verbal abuse, threatening conduct, or work interference) so intensely that it harmed your health or caused an economic setback? Given the criteria of bullying behavior (intentionally malicious, persistent and consistent, and meant to gain control), have you ever witnessed the mistreatment of others at work? Out of 122 respondents for ELO, 27 participants (22%) reported they had been bullied over the past 12 months. Out of 73 respondents for ASQ, 26 participants (36%) reported

they had been bullied over the past 12 months. A defining feature of workplace bullying is the duration or the frequency of the experiences seen as playing an essential part in the damage bullying may inflict on the target. Of 122 respondents for ELO, 50 participants (41%) reported they had been mistreated at work during their career so intensely that it harmed their health or caused an economic setback. Out of 73 respondents for ASQ, 26 participants (41%) reported mistreatment that harmed their health or caused financial burden. Table 1 shows the combined answers of the two professional organizations showing how many participants had been mistreated at work within the past 12 months.

Table 1

Mistreatment Within Past 12 Months

Responses	<i>n</i>	%
Yes	53	27
No	142	73
Total (<i>N</i>)	195	100

Numbers increased when the respondent was asked, Have you ever witnessed the mistreatment of others at work? Of 121 respondents for ELO, 85 participants (70%) reported that they had witnessed others mistreated at work. Out of 72 respondents for ASQ, 60 participants (83%) reported that they had been mistreated at work during their career, revealing the majority of respondents have witnessed bullying at work. Table 2 shows the combined answers of the two professional organizations asking the participants if they had been mistreated at work during their career.

Table 2

Mistreatment during Career

Responses	<i>n</i>	%
Yes	91	47
No	104	53
Total (<i>N</i>)	195	100

The survey asked participants the gender of the person who was targeted, how long the person was targeted, and who was targeted for mistreatment. Data revealed both genders could become targets. Of 95 respondents for ELO, 49 participants (51%) reported they had witnessed a male mistreated at work. Out of 64 respondents for ASQ, 40 participants (63%) reported they had witnessed a female mistreated at work. Table 3 shows the combined answers from the two professional organizations regarding whether the participants had witnessed bullying at work. Seventy-five percent of the respondents answered “Yes.” Participants who answered “No” were told they were finished with the survey.

Table 3

Ever Witnessed Mistreatment at Work

Responses	<i>n</i>	%
Yes	145	75
No	48	25
Total (<i>N</i>)	193	100

The majority of both organizations showed the period for mistreatment of the target was less than 1 year. Of 92 respondents for ELO, 70 participants (76%) reported they had witnessed the length of the mistreatment at work in months. Out of 64 respondents for ASQ, 39 participants (61%) reported the mistreatment was less than 1 year.

Participants were asked, “Who was targeted for mistreatment?” Respondents in both organizations noted more than one person were targeted by the bully. Fifty-four of the 91 (59%) respondents for ELO and 44 of the 64 (69%) respondents reported others were also mistreated. According to the data from both organizations, the workplace bully worked mostly alone. Of 91 respondents for ELO, 65 participants (71%) reported they had witnessed the bully work alone. Out of 64 respondents for ASQ, 41 participants (64%) also reported the bully worked alone.

When asked about the gender of the bully, the majority of the respondents for both organizations who perceived themselves to be bullied or witnessed bullying reported a male was more often the bully. Sixty-two of the 87 (71%) respondents for ELO and 42 of the 61 (69%) respondents for ASQ noted the bully was male. Twenty-five of the 87 (29%) respondents for ELO, and 19 of the 61 (31%) respondents noted the bully was female.

Most respondents were nonsupervisory employees (see Table 4). Participants were asked about the status of the person who was perceived as a bully. During the study, some questions were skipped, most likely because of the nature of the subject of bullying. Results revealed the majority of respondents witnessed bullying at work. Of 87 respondents for ELO, 64 participants (74%) reported the bully was ranked higher in

status than the target. Out of 61 respondents for ASQ, 47 participants (77%) reported they had been mistreated at work during their career.

To ascertain whether there is a negative relationship between workplace bullying and an individual's work environment (Hypotheses H_1 and H_{01}), questions combined independent variables asking the participant to describe the mistreatment from the bully, listing the nine most frequently encountered negative acts of bullying behavior (see Appendix H).

H_1 : There is a negative relationship between workplace bullying and an individual's work environment.

H_{01} : There is not a negative relationship between workplace bullying and an individual's work environment.

The *interference with work performance* ranked third for the ELO organization and ranked fourth for the ASQ organization in the Table. *Destruction of workplace relationships* ranked fifth and eighth, respectively (see Appendix H). All the questions and answers related to a negative relationship between workplace bullying and an individual's work environment based on the results. Most employees go into work wanting to do a good job and believing they are in a safe environment. A toxic work environment prevents employees from doing their jobs and fulfilling their duties (Field, 1996). Verbal abuse, abuse of authority, and threats to personal status could be perceived as a toxic environment, thus a creating a negative relationship between bullying and the work environment.

Table 4

Total Responses by Position Type

Position type	<i>n</i>	%
Nonsupervisory employee	116	60
Supervisor	20	10
Middle manager	26	13
Senior manager	21	11
Executive	12	6
Total (<i>N</i>)	195	100

Bullying behavior can take many forms, including defamatory remarks, intimidation, social exclusion, and physical violence. The data show a relationship between workplace bullying and an individual's work environment, which indicates the acceptance of Hypothesis H₁: There is a negative relationship between workplace bullying and an individual's work environment.

Participants were asked if a target or bully was protected based on discrimination. Of 87 respondents for ELO, 40 participants (46%) reported neither the bully nor the target was protected. Of 61 respondents for ASQ, 29 participants (48%) reported neither party was protected under discrimination laws. Table 4 presents the combined count and responses by position type. Appendix I shows the breakdown of protection for the bullies and targets in both organizations.

To ascertain whether there is a negative relationship between workplace bullying and job satisfaction exists (Hypotheses H₂ and H₀₂), the participants were asked, What impact did bullying have on your job satisfaction, if any?

H₂: There is a negative relationship between workplace bullying and job satisfaction.

H₀₂: There is not a negative relationship between workplace bullying and job satisfaction.

The results in Appendices T and U showed lower levels of job satisfaction when an employee was a target of a bully and when an employee witnessed a bullying situation. Participants from both organizations reported they were the least satisfied when they were a target of a bully ($n = 136$, ELO = 49%; $n = 82$, ASQ = 56%). Participants from ELO who witnessed bullying were slightly less dissatisfied with their job (39%) while participants from ASQ were the least satisfied (44%). The result supports H₂: There is a relationship between workplace bullying and job satisfaction.

As demonstrated in the frequency table (see Appendix J), out of 87 responses from ELO, morale decline was ranked the highest (84%), followed by work team disruption (69%), then a drop in productivity (52%). The responses from ASQ corroborated the results from ELO with similar rankings. Out of 61 responses, the ASQ respondents ranked morale decline the highest (82%), followed by a drop in productivity (39%), then work team disruption (30%). An involuntary reliving of the traumatic event as in the answer *Worrying about the incident or future interactions* (ELO = 24%; ASQ = 48%) can be a symptom of Post-Traumatic Stress Disorder (PTSD) causing undue physical and mental stress to an individual (Namie, 2003). The answers to *morale*

decline, lost work time, and target changed jobs to avoid bully in Appendix H show how bullying behavior can contribute to the symptoms of stress.

Appendix L shows the frequency of responses that reveal a relationship of bullying behavior to job satisfaction. Morale decline was the highest-ranking choice for both ELO (91%) and ASQ (85%), although the participants were allowed to choose more than one effect. Answers from both organizations show a negative relationship between workplace bullying and job satisfaction. Thus, Hypothesis H₂ (There is a negative relationship between workplace bullying and job satisfaction) is accepted.

Most researchers agree the job dissatisfaction, physical stress symptoms, and decline in mental health due to becoming the target of a bully have a negative effect on workplace productivity (Namie & Namie, 2003), yet there has been no empirical research regarding if a bullying situation can have a good outcome.

Being bullied may have a positive effect on one's health and well-being in as far as it evokes a positive response to a temporary stressor and commonly has the effect of making a targeted person more resilient. Successfully bullying others adds to one's self esteem. (Rigby, 2002, pp. 103-104)

The primary reason most researchers study bullying is they think the bullying behavior is harmful to the health of targets. However, bullying behavior might be beneficial for the bully. The question, Has anything positive happened from the bullying situation? gave more choices of controlled variables for the participant to select. Although some answers were positive (see Appendix K), the answer "No" ranked highest for the ELO organization (45%), whereas "No" and "Target found another job" ranked the same for

ASQ (32%). Table 5 shows the combined responses of the two professional organizations asking if the bullying behavior had a positive impact.

Table 5

Total Responses for Positive Impact of Bullying Behavior

Positive Effect	<i>n</i>	%
Made target more competitive	6	4
Target became more resilient	19	13
Target found better job	32	22
Harasser terminated	6	4
Litigation successful	2	1
No	57	40
Other	22	15
Total (<i>N</i>)	144	100

The following hypotheses were created to determine the hypotheses a negative relationship existing between workplace bullying and physical stress and if a negative relationship between mental stress and job satisfaction exists.

H₃: There is a negative relationship between workplace bullying and physical stress.

H₀₃: There is not a negative relationship between job satisfaction and physical stress.

H₄: There is a negative relationship between mental stress and job satisfaction.

H₀₄: There is not a negative relationship between mental stress and job satisfaction.

The participant was asked to compare the target's status with the status of the bully. Participants from both the ELO (46%) and the ASQ (48%) organizations noted that neither the target nor the bully was protected by race, gender, ethnicity, religion, disability, or age (see Appendix I). The participants were asked to describe the impact of bullying on job satisfaction. Appendix H described nine effects of bullying mistreatment on job satisfaction and added two additional choices from Namie's survey: positive impact and other. This study is the first survey of workplace bullying to include a question to determine if bullying behavior can have a positive impact on job satisfaction. The association between a bullying situation and a positive outcome from the bullying behavior has not been investigated through prior research (Rigby, 2002) and was included in this survey to gain an understanding of the lived experiences of targets who encounter such aggressive behavior. The description of the mistreatment shown by participants' answers in Appendix H revealed that threatening and humiliating behavior and actions by the bully (ELO = 68%; ASQ = 74%), verbal abuse (ELO = 70%; ASQ = 49%), abuse of authority (ELO = 48%; ASQ = 67%), threat to professional status (ELO = 46%; ASQ = 66%), and interference with work performance (ELO = 56%; ASQ = 61%) were ranked highest, respectively. Table 6 presents the numbers and percentages of responses detailing the types of bullying mistreatment witnessed by participants.

Table 6

Total Responses of Type of Mistreatment

Mistreatment	<i>n</i>	Percent
Verbal abuse	91	13
Behaviors/actions	104	15
Interference with work performance	86	13
Abuse of authority	83	12
Destruction of workplace relationships	70	10
Isolation	43	6
Destabilization	61	9
Threat to professional status	80	12
Threat to personal standing	68	10
Total (<i>N</i>)	686	100

These data support Hypotheses H₃ (There is a negative relationship between workplace bullying and physical stress) and H₄ (There is a negative relationship between mental stress and job satisfaction). The participants were asked, What impact (of bullying) on the organization, if any, did you observe? To determine whether a negative relationship exists between job satisfaction and productivity, H₅ and H₀₅ were tested.

H₅: There is a negative relationship between job satisfaction and productivity.

H₀₅: There is not a negative relationship between job satisfaction and productivity.

Out of 87 responses from ELO, participants ranked a drop in productivity 3rd from 16 choices at 64%. The ASQ confirmed the results from ELO with similar rankings.

Of 61 responses, the ASQ respondents ranked a drop in productivity third (64%; see Appendix M). The answers *disproportionate turnover, excessive absenteeism, lost work time worrying about the incident or future interactions, and recruitment problems* show how bullying behavior can affect job satisfaction and productivity (see Appendix L). Employees who are satisfied with their jobs do not exhibit absenteeism (Namie, 2003; Needham, 2003). Even if a drop in productivity was shown by only 20% of participants, any positive answer would be a significant amount to flag a workplace problem due to bullying. Therefore, Hypotheses H₅ (There is a relationship between job satisfaction and productivity) is accepted. It has been shown that the impact of bullying on an individual has a negative impact on a participant's job satisfaction and productivity (see Appendices H, J, L).

The answers to the question, What stopped the mistreatment? give insight into how long the mistreatment can occur and what stopped it (see Appendix N). Participants from both organizations reported the bullying *has not stopped, the bullying is ongoing* (ELO = 32%; ASQ = 38%). Bullying exerts short-term and long-term psychological effects on both bullies and their targets (American Psychological Association, 2005). Many times the symptoms of physical and mental stress, job dissatisfaction, and productivity do not result from a single traumatic episode, but from a series of cumulative bullying events (Namie, 2003). The longer the bullying behavior continues, job satisfaction and productivity suffer.

Second, ELO answered *the harasser was transferred or terminated* (25%) and ASQ responded *the target voluntarily left the organization* (23%). Workplace bullies can create havoc for many years, suffering few, if any, consequences. Sometimes they leave

their jobs before they can be held responsible for their behavior or face the consequences of their actions. They find other positions and start the same bullying behavior in new work environments (Middleton-Moz & Zadawski, 2002).

This study is the first survey of workplace bullying to include a question to determine if, while keeping in mind the definition of bully, the participant could possibly be a bully. Out of 143 responses from both organizations, 5 participants (3%) admitted they could possibly be a bully given the criteria that their behavior is intentionally malicious, persistent and consistent, and meant to gain control.

Appendices O, P, Q, and R show the participants' response regarding the different entities within the organization and the response of the participants to the mistreatment. Both organizations reported that most participants did not inform the human resources department (ELO = 27%; ASQ = 20%) or their Equal Employment Opportunity or Civil Rights office (ELO = 40%; ASQ = 46%).

If human resources for the Equal Employment Opportunity office was contacted, ELO participants reported they *did not know what was done* (17 and 24%, respectively). ASQ participants revealed human resources *did nothing despite requests for relief* (18%) and *there was no such person or department (EEO or Civil Rights) to contact* (12%). According to the responses in Appendix Q, when direct management was notified of the errant behavior, *most did nothing despite the requests for relief* (ELO = 24%; ASQ = 23%). Close was the next answer of manager *Resolved or attempted to resolve the situation positively, completely or partially* (ELO = 23%; ASQ = 20%). Many times managers and supervisors cannot always choose the employees on their staff, but have to

manage and lead them nonetheless. Based on the results of this study, bullies rarely, if ever, make good employees (Babiak & Hare, 2006).

Most ELO respondents did not contact senior management (27%) and ASQ participants who contacted their senior management about the bullying problem stated the executive or senior manager *did nothing despite requests for relief* (27%; see Appendix R). The data show a pattern that senior management is not likely to help in a bullying situation. Table 7 shows the total responses that reveal how authority handled bullying behavior, indicating in most cases the target did not inform authority or authority did nothing. Appendix S shows that most employees who were a target of workplace bullying or witnessed workplace bullying did not take legal action.

Table 7

Total Responses Showing How Authority Handled Bullying Behavior

Responses	Equal							
	Human resources		Employment Opportunity		Management		Senior management	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
Resolved or attempted to resolve the situation positively, completely, or partially	24	16	8	5	32	22	22	15
Did nothing despite requests for relief	21	14	9	6	35	24	34	23
Retaliated or caused retaliation against the target, worsened the situation	16	11	2	1	17	12	10	7
There was no such person or department	8	5	20	14	7	5	3	2
Target did not inform	35	24	63	43	20	14	32	22
Do not know what was done	21	14	28	19	16	11	24	16
Other	21	14	16	11	19	13	21	14
Total (<i>N</i>)	146	100	146	293	146	100	146	100

Using a Likert-type scale, participants were asked to rate their job satisfaction after becoming a target of a bully (see Appendix T) and witnessing a bullying situation (see Appendix U). Participants from both organizations reported they were the least satisfied when they were a target of a bully ($n = 136$, ELO = 49%; $n = 82$, ASQ = 56%). Participants of ELO who were witnesses of bullying were slightly less dissatisfied with their job (39%) while participants from ASQ were the least satisfied (44%). The results again prove H₂: A relationship between workplace bullying and job satisfaction (see Appendices T and U).

Summary

Chapter 4 presented the data gathered from surveys ($N = 218$) returned through an online service (www.surveymonkey.com). The methodology outlined in chapter 3 was applied to the data and the results were shown in frequency tables. The results from two professional organizations that represented leadership and quality organizations throughout the United States ($N = 136$, ELO, $N = 82$, ASQ) were described and compared for each of the variables, and any significant differences and trends were identified. The problem statement presented in chapter 1, which noted the need to research workplace bullying and its effect on job satisfaction and productivity in the United States, was addressed by providing evidence of a significantly lower rating of job satisfaction after becoming a target of a bully or witnessing a bully situation.

The data collected from the study revealed approximately 80% of participants had been a target of mistreatment at work or had witnessed the mistreatment of others. In addition to the negative outcomes for an individual, bullying also appeared to have organizational effects such as targets taking time off from work and leaving the

organization to escape the abuse. Understanding these relationships provides leaders and managers with insight into the prevalence of the mistreatment of employees and how it can affect the productivity of their workers. Employers have legal obligations to safeguard the physical and mental health of their workers. Chapter 5 interprets the data results presented in chapter 4. Conclusions drawn from the data, the significance to Namie's (2000) My Workplace Culture Survey, the contribution to the field of leadership, and the limitations of the study are presented.

CHAPTER 5: CONCLUSIONS AND RECOMMENDATIONS

Conclusions

The purpose of this quantitative research study was to explore how workplace bullying affected job satisfaction and productivity. The primary problem identified was the relationship between workplace bullying and job satisfaction; the secondary problem concerned the relationship between job satisfaction and productivity. Chapter 1 discussed the purpose of the study and its significance to leadership. The literature review presented in chapter 2 discussed the history of bullying and past research studies. Because the consistency of negative acts is often central to targets defining their experiences as abusive (Keashly, 2003), the primary purpose of the study was to assess the frequency of workplace bullying in the United States. The study not only examined the effects of a toxic work environment but also researched the positive effects of bullying and, given the criteria for bullying (intentionally malicious, persistent and consistent, and meant to gain control), asked if participants might recognize bullying traits in themselves. Chapter 3 discussed the methodology chosen. The benefit of using a quantitative study was to collect measurable, repeatable data. In chapter 4, the data were analyzed and presented.

Method

A quantitative method was implemented for the study. The benefit of using a quantitative approach was the ability to use statistical analysis to describe trends, compare groups, explain the relationship among variables, and compare the results with past research. Creswell (2002) noted the purpose of quantitative research is “to describe trends for a population of people using survey research” (p. 59).

Using the quantitative method, descriptions of experiences surrounding workplace bullying were gathered through structured and closed-ended survey questions.

Quantitative trend analysis handles mostly data as opposed to information. The online survey consisted of 28 questions related to workplace bullying, the work environment, effects of bullying on individuals and the organization, and a measure of satisfaction after becoming a target of a bully or witnessing the mistreatment of others. Data were collected from two professional organizations to compare and contrast results. Participant information was collected and recorded using Excel spreadsheets and frequency tables to help capture, organize, and assess the data. The Statistical Tools feature in Excel was used to determine the frequency of answers. The purpose was to derive common patterns and trends from the participants' answers. Further research may explore the relationship between the trauma of victimization and work productivity.

Summary of Key Findings

The central findings of this study (a) showed the frequency of workplace bullying, (b) examined the specific types of mistreatment and negative acts experienced by targets, (c) determined physical and mental stress associated with bullying, and (d) revealed a relationship between workplace bullying and its effect on job satisfaction and productivity. Examining the frequency of workplace bullying is complicated by the sensitive and emotional nature of the topic and the fact that people have different perceptions of mistreatment. This study provided a basis for those who are investigating workplace bullying by coworkers and people in authority. Bass (1990) noted that experiments examining the effects of punitive supervision showed greater feelings of aggression, increased tension, and lower productivity by workers.

This study builds on the “non-scientific study” (Namie, 2003, p. xi) conducted in 1998 by the Campaign Against Workplace Bullying, a nonprofit education, research, and advocacy organization. The Campaign Against Workplace Bullying study showed both men and women can be a bully and become a target of a bully. The findings in this study concur with Namie’s findings: in most cases the bully’s rank in the workplace was higher than the target: 75% in this study and 89% in Namie’s. When asked to rate the helpfulness of company representatives, Namie’s study showed the two least helpful were human resources and senior management. According to this study, most targets did not take legal action. In contrast to the Namie study, this study showed the two least helpful were management and senior management.

The data in this study found that almost 80% of participants reported witnessing mistreatment of coworkers sometime throughout their careers and close to 30% admitted to being a target of a bully. Although the sample was limited, findings based on the data discussed in chapter 4 indicate that employees perceive their organizational environment to be filled with abusive bosses, bullying coworkers, and negative acts (see Appendix H), which should be cause for concern. Workplace bullying may lead to workplace violence.

Considering the self-identification of a person as a target is important. Based on the definition of workplace bullying by other researchers, participants were asked if they were the target of a bully within the past 12 months. The data average indicated approximately 49% of the respondents reported being bullied; the number increased significantly to 77% when asked if the participants had witnessed others mistreated at work. This survey is the first study to ask participants if, given the criteria of bullying in the study, it is possible they could be a bully. Five of 143 respondents (3%) said yes. This

survey is also the first to ask if a positive outcome had resulted from a bully situation, and most respondents reported no. Many targets found a better job or became more resilient.

The study also examined the most frequent negative acts by workplace bullies as reported by the participants. Data revealed some respondents experienced many of the negative acts. The ELO reported mostly verbal abuse and ASQ reported a higher number of intimidating behaviors (see Appendix H). Targets and witnesses reported many of the same negative workplace acts, and interestingly the negative acts were rated differently between the ELO and ASQ. The participants from ELO chose verbal abuse, intimidating behavior/actions, interference with work performance, and abuse of authority as the four most common forms of negative acts witnessed. The participants from ASQ chose intimidating behavior/actions, abuse of authority, threat to professional status, and interference with work performance. With 75% of survey participants admitting that they have been a witness to workplace bullying or having been a target of a bully, and the answers chosen by participants showing the common forms of mistreatment, job satisfaction of survey participants was rated mostly “least satisfied” according to the Likert-type questions asked in this survey (see Appendix T). Such a finding indicates that workplace bullying affects job satisfaction negatively.

Organizations should note that job satisfaction might have a correlation to productivity on the job. A recent study found an average correlation between job satisfaction and productivity to be significant at $r = .30$ (Judge, Thoresen, Bono & Patton, 2001). This research showed the correlation between workplace bullying and job satisfaction to be higher. Therefore, this study revealed that bullying influences job satisfaction, which may influence the productivity of those witnessing or experiencing

bullying behavior. Workplace bullying causes stress, putting the employee at risk for health related problems and job burnout. Stress can be counterproductive, causing employees to become less effective and to take more time off from work. A recent study in Australia determined the financial cost of workplace bullying to the country's business is estimated to be between \$6 billion and \$13 billion a year. This included indirect costs, such as absenteeism, low morale employee turnover, loss of productivity and legal costs. According to research from Queensland's Griffith University in Australia, "3.5 per cent of the working population is bullied, and the average cost of serious bullying is \$20,000 per employee" (McPhilbin, 2004, p. 1) revealing bullying might be very expensive for organizations, affecting the bottom line through an influence on stress and productivity.

Significance to Leadership

Existing literature has identified workplace bullying as a distinct topic for study. The findings derived from this study add to current literature by identifying the frequency of workplace bullying, bullying tactics, and the effect of bullying behavior on job satisfaction and productivity. Bullying at work is not only about aggressive behavior. The covert nature of workplace bullying behavior can destroy a target's health, ability to work, emotional well-being, self-worth, and financial condition. This research is one of the first studies on workplace bullying in the United States. Workplace bullies have a serious negative impact upon the organizations for which they work (Namie & Namie, 2003; Prentice, 2005). Once the bullying atmosphere begins to pervade an organization, morale is destroyed and productivity is affected. The workplace often includes distorted personality types that seem to have just one purpose: to find somebody else to attack, to belittle, to criticize, and to destroy (Prentice). Bully behavior, whether committed by men

or women, should be further examined due to the long-term costs for both employees and the organizations for which they work. Many leaders and managers either fail to recognize the problem or are themselves the problem. Early studies on bullying focused on the behavior of the bully, the target, or the bully-target pairing (Olweus, 1999). Recent approaches have adopted an ecological perspective that examines the broader context in which bullying can occur and especially the many interrelated systems of the environment, such as the workplace and its leadership (Namie, 2003). This study presents methods of aggression employed by bullies that leaders must recognize and cease.

Burns (1978) purported it was possible to differentiate between transactional and transformational leaders. Transactional leaders “approach their followers with an eye to trading one thing for another” (Burns, 1978, p. 4), while transformational leaders are visionary leaders who seek to appeal to their followers’ “better nature and move them toward higher and more universal needs and purposes” (Bolman & Deal, 1997, p. 314). Bass (1990), instead, believed transactional characteristics can be drawn upon and transformed, which indicates both transactional and transformational traits are important in a good leader. Transactional leadership traits include recognizing what employees want to get from work and ensuring employees receive recognition if performance merits it, exchanging rewards for effort, and being responsive to the employee’s immediate self-interests. Transformational leadership traits include raising an employee’s level of awareness and level of consciousness about the significance and value of designated outcomes and ways of reaching them, encouraging employees to transcend self-interest for the sake of the team, organizing and altering the need level (after Maslow) and expanding the employee’s range of wants and needs (Bass, 1990).

The findings from this study provide a new understanding of workplace bullying with data collected from two professional organizations as a scientific study. Analysis of study findings identified that workplace bullying is unhealthy for not only those bullied but also for the organizations that allow bullying to continue. This study provided evidence that bullying behavior creates an unhealthy working environment for all employees and contributes to job dissatisfaction and loss of productivity for employees and loss of profitability for an organization. An in-depth assessment of the research findings revealed a significant contribution to the epistemological study of leadership, providing insight into aggressive behavior in the workplace and its effect on coworkers. The study suggests creating a new leadership perspective in which leaders use both transactional and transformational traits to recognize that employees do not want to work with a bully, to ensure employees have a safe working environment, to reward good behavior, to use strengths to change the bully's behavior, and to realize when it is time to remove the bully from the workplace before low morale corrupts the team. Unless recognized and addressed, workplace bullying will continue to be a problem and will affect the morale of an organization and its bottom line. Leaders must learn to recognize bullying behavior and make bullies accountable for their actions. Leaders can use elements of transformational leadership to create a positive and productive working culture that distinguishes the company as a world-class organization.

Many organizations lack anti-harassment or anti-intimidation policies, or those policies are not enforced, and targets are mistreated not only by bullies, but also by the organizations in which they work. Adult bullies are difficult to identify because they are subtle and covert. Bad behavior has continually paid off for adult bullies and workplace

bullies have had years to hone their skills. Leaders are responsible for the employees in their organizations and they must learn to identify and extinguish abusive behavior at an early stage before it suppresses their employees' innovation and productivity, drives out their best workers, or turns into workplace violence. The data from the study are consistent with data from European studies showing that bullying is a severe source of stress and illness for those exposed to bullying behavior.

The discovery of associations between workplace bullying and its effect on job satisfaction is significant because the identified direct and indirect relationships can influence productivity and profit. The dynamic relationships between bullying actions and job satisfaction can affect employee morale, as well as organizational operations. The study showed that bullying could be significantly reduced in the workplace through preventive measures. It is a sad testimony to the workplace culture when this study shows that 75% of 218 respondents admit they have been a target or have witnessed bullying on the job. European studies have shown that one in four people are bullied at work. This study of two professional organizations in the United States also reveals that one in four people have been bullied within the past 12 months. Two out of four people have been bullied throughout their career, and 34% of the participants said the bullying was still ongoing.

Some respondents had more to say outside the survey. Those targeted by a workplace bully want their stories heard so they can heal. Among the shorter e-mails was the following: "I would like to say, in addition to the survey, that it took me several hours in therapy (about a year) before I was able to get back to my full potential." Other targets have left the company and the organization has a bad reputation with other departments

within the organization. “No one wants to work for <the bully> or with <the bully> on teams,” and, “I believe I could have been clinically described as depressed, and I was pounded on so much I developed heart issues due to the stress.” Thus, further qualitative studies on workplace bullying would add to the body of knowledge.

The ability to recognize and understand the effects of workplace bullying may enhance the ability of organizational leaders to identify bullying behavior and to develop and implement anti-bullying policies. Because bullies are often skilled at hiding their actions behind the guise of civility and cooperation, overt friendliness, and helpfulness, organizations must establish processes and procedures to uncover their actions. Some bullies are obvious, such as the constant critic, the controller, and the screaming Mimi, while other bullies such as the snake, the serial bully, and the narcissist are more subtle. While appearing to be acting normal and friendly on the surface, these bullies are engaging in vicious gossip, fabricated character assassination, and petty humiliations, poisoning the working environment for the targeted individuals. To eradicate workplace bullying, leaders should (a) establish an anti-bullying policy, (b) conduct climate surveys (such as this study), (c) establish reporting, investigating, and mediation processes, and (d) train all employees to ensure all are aware of their responsibility to conduct themselves in a civil and professional manner. Creating a bully-free environment aligns directly with the positive aspects of transactional and transformational leadership styles provided by Bass (1990) and is a proactive measure that must be implemented to improve an organization's strategic position in a highly competitive global economy.

Since the beginning of this study in 2005, no further controlled studies on workplace bullying have been conducted although literature that is more recent has been

published. Jansen (2006) published *You Want Me to Work With Who? Eleven Keys to a Stress-Free, Satisfying, and Successful Work Life . . . No Matter Who You Work With*, which offers 11 keys to getting along with abusive bosses, toxic coworkers difficult assistants, and other dysfunctional colleagues. In *Working with You Is Killing Me: Freeing Yourself from Emotional Traps at Work*, Crowley and Elster (2006) look at the workplace from every employee's perspective and offers readers relevant case studies to lead them to relief from antagonistic situations. In *Jerks at Work: How to Deal With People Problems and Problem People*, Lloyd (2006) compiled e-mails and letters from employees and employers across America to present classic and current workplace misbehavior, both past and present, along with strategies to effectively deal with the situation. *Snakes in Suits: When Psychopaths Go to Work* (Babiak & Hare, 2006) presents a study of the psychopath in the corporate environment. "Psychopaths are described as incapable of empathy, guilt, or loyalty to anyone but themselves; still, spotting a psychopath isn't easy" (p. 175). *The No Asshole Rule: Building a Civilized Workplace and Surviving One That Isn't* (Sutton, 2007) reports the undeniable fact that the modern workplace is beset with assholes. Sutton argues that assholes, those who deliberately make coworkers feel bad about themselves and who focus their aggression on the less powerful, poison the work environment, decrease productivity, force qualified employees to quit, and therefore, are detrimental to businesses, regardless of their individual effectiveness. Sutton's solution is they have to go. Sutton provided tests to determine if the reader is an asshole (and if so, advice for how to self-correct), a how-to guide to surviving environments where assholes roam freely, and a "carefully calibrated

measure, the ‘Total Cost of Assholes,’ or TCA by which corporations can assess the damage” (p. 44).

There have been numerous articles written in Britain and the United States since this research began. Although the articles are too numerous to mention by title, most focus on bully bosses and intimidating behavior and offer tools to deal with bullying behavior. The current trend in literature highlights the problems and repercussions of workplace bullying. Workplace bullying could be reduced by raising awareness through research and literature, training and education, promoting acceptable behavior and campaigning for effective legislation.

Implications of Present Study Limitations

As with all research, there are limitations associated with the study. First, this was a research study that collected all data at a single point in time. It is important to recognize that an electronic survey with closed-ended questions does not allow for qualitative interaction. Qualitative research is exploratory, while the quantitative research method chosen for this study is conclusive. Second, victims of workplace bullying may be reluctant to discuss their experiences. Most targets are very fearful of their work environment, suffering in silence and often blaming themselves. Targets may be ashamed and afraid that revealing their experiences to a stranger may result in making their situation worse. As a result, some participants might not have been completely honest on the survey. Third, future research on workplace bullying should include implementing a qualitative or mixed methodology to determine the scope of the answers to the choice of “Other.” A question should be included specifically asking participants about the physical and mental symptoms they may have developed from being a target of a bully or of

witnessing bullying behavior, with choices including stress; depression; loss of sleep; feelings of shame, guilt, embarrassment, and loss of self-esteem; headaches; high blood pressure; and digestive problems. These choices would better enable a researcher to determine the acceptance or rejection of the following hypotheses:

H₃: There is a negative relationship between workplace bullying and physical stress.

H₀₃: There is not a negative relationship between job satisfaction and physical stress.

H₄: There is a negative relationship between mental stress and job satisfaction.

H₀₄: There is not a negative relationship between mental stress and job satisfaction.

Studying workplace bullying presents considerable difficulties since finding organizations willing to authorize a workplace bullying survey of their employees of membership is an arduous endeavor. The scope of the phenomenon encompasses many different forms of behaviors and reactions, possibly making participants wary to complete the survey due to the subject matter. Based upon the literature and personal experiences with workplace bullies, toxic behaviors are serious and their behaviors can affect anyone in the organization. The assumption is that workplace bullying is a widespread problem in the United States that has not been confirmed through scientific research.

For future studies using this survey, note that answers to Questions 27 and 28 are mandatory even though the question begins with "If." In the case of a participant who was not a target, Question 27 is not relevant and should have had "N/A" as a choice. In Question 28, if someone did not witness another as a target, the question is not relevant

and should have had an N/A as a choice. Because participants are forced to answer the questions, another researcher using this questionnaire should reference other answers to determine which of the two questions to include in the results. Some participants chose the answer option of “Other” when answering questions. The data results reflecting how many participants chose “Other” give reason to continue further qualitative studies on workplace bullying. Qualitative methods would present real world cases researched to develop the social meaning of workplace bullying.

Recommendations

The study suggests a variety of future directions for research. Since the study was first proposed, no further scientific research has been found regarding workplace bullying and its effect on job satisfaction and productivity. Further research of different industries would help validate these findings through a broader sample of participants. Chapter 4 provided insight into the frequency of workplace bullying and the types of mistreatment bullies are inflicting on their targets. Although the findings create a framework for understanding the workplace bully, each of the findings discussed can be further explored for specificity and clarity. Additional research into leadership perceptions and how workplace bullying affects an organization’s vision and mission may provide insight into creating legislation against workplace bullying. One particular area of focus could be further investigation into the hypothesis that childhood bullies grow up to be adult bullies.

According to the participants who chose the answer “Other” in many of the survey questions, a qualitative analysis or mixed-methods study may help to expand on the feelings of those who have been a target of bullying or who witnessed the

mistreatment of others at work. Further exploration of the effects of bullying on an organization's profitability could also add depth to study findings. A research study using a larger, more random, and more representative sample is recommended for further study to provide a broader understanding of the frequency of workplace bullying and to answer any questions raised from this research study. Future research significant to leaders might include investigation into whether bullies who are in positions of authority are likely to be transformational or transactional leaders. Misuse of power may lead to damaging behaviors such as harassment, bullying, mobbing, and the examples of mistreatment shown in this study. By virtue of their authoritative position and access to resources and influence, transactional leaders may have a greater potential to bully through the misuse of this power. Future research should examine how leaders could obtain additional information to detect bullying behavior and to recognize the types of mistreatment workplace bullies direct toward intended targets. Continued research in this area could enable leaders of small and large organizations to develop additional leadership skills to alleviate workplace bullying to ensure a safe and healthy working environment. Organizations could also use this survey to determine the aggregate of bullying behavior in their culture and workplace environment.

Future areas of study into workplace bullying might include 'organizational niceness' as it relates to organizational culture. "More often than not, 'nice' organizations have some evidence of significant people problems and below-average morale" (Stark, 1998, p. 1). Leaders wanting to be viewed as nice tend to ignore employee problems. Another area of study to consider would be how bullying behavior occurs in modern vs. post-modern organizations as the research might demonstrate a relation between power

and authority and bullying patterns. For example, a hierarchical organization vs. a participatory, teaming environment might create different opportunities for bullies to exert their influence. Identifying the types of environments in which bullies thrive is important to understand the negative consequences that interfere with a positive and productive workplace.

Overall, the study provided additional insights into the complex and destructive nature of workplace bullying. The study provides insights into what aspects in the work environment demand the attention of leaders and managers to prevent workplace bullying. Currently, almost no research has been implemented to find methods of prevention to combat workplace bullying. The study showed that most targets and witnesses did not inform a company's human resources or equal employment opportunity departments of workplace bullying (see Appendices O and P). An important avenue for future research is to examine the measures companies have taken to handle bullying situations and the effectiveness and success of the measures. Additional research may provide more insight into the relationship of bullying and the workplace environment, enabling leaders to create a healthier and more productive working environment.

Summary

Workplace bullying is difficult to define and a challenging area in which to conduct a scholarly study. Fortunately, there has been a growing interest in the literature regarding the problem of workplace bullying. Organizational factors contribute to developing, fostering, and enabling bullying at work. Leaders must learn how to create a challenging and positive work environment to encourage subordinates to achieve an organization's goals. The management style adopted by those in charge greatly influences

the culture of the organization. Management by intimidation leaves employees confused, bitter, and depressed. Coworkers who are allowed to mistreat others create a culture of distrust and dissatisfaction. As a target of a workplace bully, the researcher knows firsthand how bullying behavior can affect an employee's morale and job satisfaction and how the mental anguish affects productivity. After many attempts to seek help from management and human resources, the bully is still employed and continues to mistreat other targets who least expect it.

The germinal works of Adams and Crawford (1992), Olweus (1999), and Namie (2003) provided the foundation for the study, clarifying the frequency of bullying in the workplace and emphasizing the importance of developing processes and legislation to abolish the damaging behavior. The results of the study indicate that providing a positive work environment with appropriate attention to workplace bullying and its effect on job satisfaction and productivity may be a way to protect employees' health and welfare as well as the reputation and profits of the organization. The findings of this study are significant because the results add support and depth to current literature and past research findings. The results of this study may assist leaders in managing workplace bullying in their organizations to build a culture of respect, satisfaction, and productivity. Continued research on workplace bullying is necessary for the development of legislation to eliminate errant behavior in the working environment. Eliminating workplace bullying is essential for both small and large organizations to remain competitive in an increasingly global market.

REFERENCES

- Adams, A., & Crawford, N. (1992). *Bullying at work*. London: Virago.
- American Psychological Association. (2005). *Bullying*. Retrieved July 8, 2006, from <http://www.apa.org/ppo/issues/bullying.html>
- Ames, M. (2003). *Going postal rage, murder, and rebellion: From Reagan's workplaces to Clinton's Columbine and beyond*. New York: Soft Skull Press.
- Babiak, P., & Hare, R. (2006). *Snakes in suits: When psychopaths go to work*. New York: HarperCollins.
- Bahl, T. (2003). The workplace bullies. *The Hindu Business Line*. Retrieved October 15, 2006, from <http://www.blonnet.com/life/2003/01/20/stories/2003012000100100.htm>
- Bass, B. (1990). *Bass & Stodgill's handbook of leadership: Theory, research & managerial applications*. New York: Free Press.
- Bion, W. R. (2001). *Experiences in groups and other papers*. New York: Brunner-Routledge.
- Bolman, L. G., & Deal, T. E. (1997). *Reframing organizations: Artistry, choice and leadership* (2nd ed.). San Francisco: Jossey-Bass.
- Braun, J. (2004, July 1). Bullying prevalent in many workplaces. *Arizona Business Gazette*, p. 2.
- Brenner, R. (2006). *101 ways for managing conflict*. Retrieved August 20, 2006, from <http://www.chacocanyon.com/>
- Brunner, P., & Costello, M. (2003, Spring). When the wrong woman wins: Building bullies and perpetuating patriarch. *Advancing Women in Leadership*. Retrieved

May 6, 2006, from <http://www.advancingwomen.com/awl/spring2003/BRUNNE~1.HTML>

Bully online. (2006). *Bullying in the family: Dealing with a serial bully, psychopath or sociopath in the family*. Retrieved September 16, 2006, from <http://www.bullyonline.org/related/family.htm>

Burns, J. (1978). *Leadership*. New York: Harper & Row.

Business Research Lab. (2003). *Workplace bullies*. Retrieved October 15, 2006, from <http://www.busreslab.com/quickpolls/poll8.htm>

Cairns, R., Xie, H., & Leung, M. (1998). *The popularity of friendship and the neglect of social networks: Toward a new balance*. Retrieved May 21, 2006, from <http://www.medscape.com/medline/abstract/9641075>

Canada Safety Council. (2002). *Bullying in the workplace*. Retrieved May 6, 2006, from <http://www.safety-council.org/info/OSH/bullies.html>

Cone, J., & Foster, S. (2003). *Dissertations and theses from start to finish*. Washington, DC: American Psychological Association.

Cortina, S. (2003). *UI doctoral student to help study bully behavior, health problems* [News release]. Iowa City: University of Iowa.

Creswell, J. (2002). *Educational research: Planning, conducting, and evaluating quantitative and qualitative research*. Upper Saddle River, NJ: Pearson.

Crowley, K., & Elster, K. (2006). *Working with you is killing me: Freeing yourself from emotional traps at work*. New York: Warner Business Books.

- Cyberbullying. (2006). *Mobilizing educators, parents, students, and others to combat online social cruelty*. Retrieved August 26, 2006, from <http://www.cyberbully.org/>
- Daniel, B. (2004). *Workplace bullying: A communication perspective*. Doctoral dissertation, Florida State University, Tallahassee. Retrieved October 15, 2006, from ProQuest database.
- Dart, B. (2000, September 2). 'Going postal' is a bad rap for mail carriers, study finds. *Austin American-Statesman*.
- Davenport, N., Schwartz, R., & Elliott, G. (2005). *Mobbing: Emotional abuse in the American workplace*. Ames, IA: Civil Society.
- Davidson, W., & Dougherty, J. (2003). *Most likely to succeed at work*. New York: St. Martin's Press.
- DeVoe, J., & Kaffenberger, S. (2005). *Student reports of bullying results from the 2001 school crime supplement to the national crime victimization survey statistical analysis report*. Washington, DC: National Center of Education Statistics.
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2003). *Bullying and emotional abuse in the workplace*. London: Taylor & Francis.
- Einarsen, S., & Raknes, B. (1997). Harassment at work and the victimization of men. *Violence and Victims, 12*, 247-263.
- Ellis, A. (2006). *Workplace bullying*. Retrieved May 6, 2006, from <http://www.worktrauma.org/research/research02.htm>
- Espelage, D., & Swearer, S. (2003). *Bullying in American schools: A social-ecological perspective on prevention and intervention*. Mahwah, NJ: Erlbaum.

- Field, T. (1996). *Bully in sight: How to predict, resist, challenge and combat workplace bullying*. Oxfordshire, Great Britain: Wessex Press.
- Fineman, S. (2003). *Understanding emotion at work*. Thousand Oaks, CA: Sage.
- Ford, J. (2005). *Organizational issues: Organizational management conflict*. Retrieved October 14, 2006, from <http://www.mediate.com/johnford/>
- Furnham, A. (2004, February 8). Work bullies must be stamped out. *Sunday Times* (London), p. 11.
- Giga, S., Cooper, C., & Faragher, B. (2003). The development of a framework for a comprehensive approach to stress management interventions at work. *International Journal of Stress Management*, 10, 280-296.
- Goleman, D. (2005). *Emotional intelligence* (10th anniversary ed.). New York: Bantam.
- Grimme, D., & Grimme, S. (2006). *Workplace violence: The realities and options*. Retrieved September 9, 2006, from <http://www.workplace-violence-hq.com/>
- Harvey, M., Heames, J., Richey, R. & Leonard, N. (2006). Bullying: From the playground to the boardroom. *Journal of Leadership & Organizational Studies*, 12, 1-11. Retrieved October 18, 2006, from ProQuest database.
- Hodge, D., & Gillespie, D. (2005). Phrase completions: An alternative to Likert scales. *Social Work Research*, 27, 45-54.
- Hotchkiss, S. (2003). *Why is it always about you?* New York: Free Press.
- Holt, S. (2004, December 20). Bullying at work gains visibility. *Seattle Times*, p. 1.
- Infante, D., Rancer, A., & Womack, D. (2003). *Building communication theory* (pp. 146-147). Prospect Heights, IL: Waveland Press.

- Institute for Management Excellence. (2005). *Bullying in the workplace (Dealing with difficult people)*. Retrieved September 10, 2006, from <http://www.itstime.com/jul2005.htm>
- Jansen, J. (2006). *You want me to work with who? Eleven keys to a stress-free, satisfying, and successful work life . . . no matter who you work with*. New York: Penguin Books.
- Jeffrey, L., Miller, D., & Linn, M. (2001). Middle school bullying as a context for the development of passive observers to the victimization of others. In R. A. Geffner, M. Loring, & C. Young (Eds.), *Bullying behavior: Current issues, research and interventions* (pp. 143-156). New York: Haworth.
- Joyce, A. (2005, May 29). Big bad boss tales: Overbearing management styles are all the rage. Did we say rage? *Washington Post*, p. F01.
- Judge, T. (2006, January 17). What turns a person into a bully? *Irish Times*, p. 3. Retrieved October 15, 2006, from ProQuest.
- Judge, T., Thoresen, C., Bono, J., & Patton, G. (2001). The job satisfaction-job performance relationship: A qualitative and quantitative review. *Psychological Bulletin*, 127(3), 376-407.
- Keashly, L., & Jagatic, K. (2003). By any other name: American perspectives on workplace bullying. In S. Einarsen, H. Hoel, D. Zapf, & C. Cooper (Eds.), *Bullying and emotional abuse in the workplace: International research and practice perspectives* (pp. 31-61). London: Taylor & Francis.
- Keyserlingk, H. (2002, September 18). Dealing with workplace bullies. *Record* (Sherbrooke, Que.), p. 7. Retrieved October 15, 2006, from ProQuest database.

- Kinney, J., & Johnson, D. (1993). *Breaking point: The workplace violence epidemic and what to do about it*. Chicago: National Safe Workplace Institute.
- Kitt, J. (2004, May 12). Workplace bullying: An overview. *The Mandate Trade Union News*, pp. 6-13.
- Levine, R., Breitkopf, C., Sierles, F., & Camp, G. (2003). Complications associated with surveying medical student depression: The importance of anonymity. *Academic Psychiatry* 27, 12-18.
- Leymann, H. (1986). *Vuxenmobbing – om psykiskt våld i arbetslivet* [Workplace bullying: Psychological terror at worklife]. Lund: Studentlitteratur.
- Leymann, H. (1993). *Mobbing*. Reinbeck: Rowolt.
- Lloyd, K. (2006). *Jerks at work: How to deal with people problems and problem people*. New York: Barnes & Noble.
- Lloyd, S. (2006, March 9). Everyday tyrants: The adult bully. *The Globe and Mail*, p. A18. Retrieved October 17, 2006, from ProQuest.
- Losh, S. (2002). *Reliability, validity, causality and experiments*. Retrieved May 31, 2006, from <http://edf5481-01.fa02.fsu.edu/Guide3.html>
- Lutgen-Sandvik, P. (2005). *Water smoothing stones: Subordinate resistance to workplace bullying*. Retrieved February 18, 2006, from ProQuest.
- MacDonald, J. (2004). *Bully type 1: Constant critic*. Retrieved October 15, 2006, from <http://www.bankrate.com/brm/news/advice/bully-critic2.asp?rss=1>
- Massingill, T. (2002, January 28). Conference focuses on harm of workplace bullies. *Contra Costa Times*, p. 2.

- McAvoy, B., & Murtogh, J. (2003). Workplace bullying. *British Medical Journal*, 326(7393), 776-778. Retrieved October 4, 2005, from ProQuest.
- McPhilbin, J. (2004). *Preventing workplace bullying*. ACT WorkCover. Retrieved from <http://www.workcover.act.gov.au/> on October 11, 2007.
- Melone, L. (2006, November 23). Calling it Quits. *OCMetro*, p. 42.
- Middleton-Moz, J., & Zadawski, M. (2002). *Bullies: From the playground to the boardroom: Strategies for survival*. Deerfield Beach, FL: Health Communications.
- Mueller, R. (2006). *Bullying bosses: A survivor's guide how to transcend the illusion of the interpersonal*. Retrieved October 1, 2006, from <http://www.bullyingbosses.com>
- Murphy, A. (2005). *A grounded theory study of archetypal influences on workplace bullying: A long-term effect of early childhood abuse*. Retrieved February 18, 2006, from ProQuest database.
- Muscari, M. (2002). Sticks and stones: The NP's role with bullies and victims. *Journal of Pediatric Health Care*, 16, 22-28.
- Namie, G. (2003). Workplace bullying: Escalated incivility. *Ivey Business Journal*, 88, 1-6.
- Namie, G. (2006). *Workplace bullying and trauma institute*. Retrieved May 9, 2006, from <http://www.bullyinginstitute.org>
- Namie, G., & Namie, R. (2003). *The bully at work: What you can do to stop the hurt and reclaim your dignity on the job*. Naperville, IL: Sourcebooks.

- Natinsky, P., & Lynch, J. (2005). *Workplace bullying is legal: Does that mean you should be tolerant?* Rockville, MD: Association of Professional Office Managers.
- National Institute of Safety and Health. (2004). *Stress and health related injuries*. Retrieved May 21, 2006, from <http://www.cdc.gov//stresswk.html>
- Needham, A. (2003). *Workplace bullying: The costly business secret*. New York: Penguin Group.
- Newman-Carlson, D., & Horne, A. (2004). Bully Busters: A psychoeducational intervention for reducing bullying behavior in middle school students. *Journal of Counseling and Development*, 82(3), 259.
- Olsen, H. (2002). *Workplace bullying and domestic violence*. New Zealand: Workplaces Against Violence in Employment.
- Olweus, D. (1999). *Bullying at school: What we know and what we can do*. In P. K. Smith et al. (Eds.), *The nature of school bullying: A cross-national perspective* (pp. 193-112). London: Routledge.
- Patton, M. (2002). *Qualitative research & evaluation methods* (3rd ed.). Thousand Oaks, CA: Sage.
- Persaud, R. (2004, February 17). How to beat the office bully. *Associated News Media*, p. 2.
- Prentice, S. (2005). *From playground to boardroom—Bullies are like a cancer*. Retrieved April 14, 2006, from <http://www.adultbully.com/>
- Quine, L. (1999). Workplace bullying in NHS community trust: Staff questionnaire survey. *British Medical Journal*, 318(7178), 228–232. Retrieved October 15, 2006, from <http://bmj.bmjournals.com/>

- Ramsey, D. (2002). Bullies in the workplace. *Supervision*, 63(3), 3-5.
- Rancer, A., & Avtgis, T. (2006). *Argumentative and aggressive communication: Theory, research, and application*. Thousand Oaks, CA: Sage.
- Randall, P. (2003). *Adult bullying: Perpetrators and its victims*. London: Routledge.
- Raver, J. (2004). *Behavioral outcomes of interpersonal aggression at work: A mediated and moderated model*. Retrieved March 7, 2006, from ProQuest database.
- Rayner, C., Hoel, H., & Cooper, C. (2002). *Workplace bullying: What we know, who is to blame, and what can we do?* London: Taylor & Francis.
- Reddy, V. (2005). *Workplace aggression: Organizational prevention and response*. Doctoral dissertation, Widener University, Wilmington, DE.
- Rigby, K. (2002). *New perspectives on bullying*. London: Jessica Kingsley.
- Rosen, M. (2006). Bullied...to death? How to spot and prevent childhood violence on the Internet. *Ladies' Home Journal*, 73, 123-127.
- Rossi, P., Lipsey, M., & Freeman, H. (2004). *Evaluation: A systematic approach* (7th ed.). Thousand Oaks, CA: Sage.
- Salin, D. (2003). *Workplace bullying among business professionals: Prevalence, organisational antecedents and gender differences*. Doctoral dissertation, Swedish School of Economics and Business Administration, Helsinki, Finland.
- Schachter, S. (2004, April 28). Mind your manners at the office, in school. *The Gazette* (Montreal, Que.), p. A.2.
- Sherry, L. (1997). *Validity*. University of Colorado at Denver and Health Sciences Center. Retrieved October 15, 2006, from <http://carbon.cudenver.edu/~lsherry/rem/validity.html>

- Smith, D. (2002, July/August). Making work your family's ally. *Monitor on Psychology*, 33(7), 58-60.
- Stark, P. (1998, February). Are you just *too nice*? *Innovative Leader*, 7.
- Sutton, R. (2007). *The no asshole rule: Building a civilized workplace and surviving one that isn't*. New York: Warner Business Books.
- Tennen, M. (2003). *Bullies: Health hazard at work*. Retrieved May 20, 2006, from <http://www.HealthAtoZ.com>
- Thompson, D., Aurora, T., & Sharp, S. (2002). *Bullying: Effective strategies for long-term improvement*. London: Routledge Palmer.
- Trochim, W. (2002). *External validity*. Retrieved May 31, 2006, from <http://www.socialresearchmethods.net/>
- Urbanski-Farrell, L. (2002). Workplace bullying's high cost: \$180M in lost time, productivity. *Orlando Business Journal*. Retrieved May 31, 2006, from <http://www.orlando.bizjournals.com/orlando/stories/2002/03/18/focus1.hotml?t=prin>
- Vaknin, S. (2003). *The professions of the narcissist*. Retrieved October 15, 2006, from <http://www.holisticjunction.com/displayarticle.cfm?ID=906>
- Vaknin, S. (2005). *Malignant self love*. Prague, Czech Republic: Narcissus.
- Vartia-Väänänen, M. (2003). *Workplace bullying: A study on the work environment, well-being and health*. Unpublished dissertation, University of Helsinki, Helsinki, Finland.

Willis, G. (2003). *Is your boss a bully? Five tips on how to cope with a superior who may not have anyone's best interests in mind*. Retrieved October 15, 2006, from

<http://money.cnn.com/2003/11/07/pf/bosstips/>

Yandrick, R. (1999). *Lurking in the shadows: Workplace bullying can cause high turnover, low productivity and decreased morale*. Retrieved October 15, 2006,

from <http://www.shrm.org/>

APPENDIX A: SURVEY

(You may opt out of this survey at any time)

MY WORKPLACE CULTURE Survey

You work in which State: (pull down menu)

You work in which industry: Fill in.

Your organizational rank:

- non-supervisory employee
- supervisor
- mid-mgr
- senior mgr
- exec

1. At work, have you been repeatedly mistreated (through verbal abuse, threatening conduct or work interference) so intensely that it harmed your health or caused an economic setback?

- a) in the last 12 months? YES NO
- b) ever in your working life? YES NO

If you answered YES, go directly to question 2. If NO, go to 1c.

1c) If you have answered "no" above, have you ever witnessed the mistreatment of others? YES NO

If you answered YES to **witnessing** mistreatment, go to question 2 and answer all questions from the perspective of the person who experienced the harassment. If NO, your survey is complete.

=====

Continue here only if you were mistreated or witnessed the mistreatment of others.

2. Gender of the TARGETED person: Female Male
How long targeted? months? years?

- 3. WHO was targeted for mistreatment?
 - a) Only the target was singled out; there were no others
 - b) Others were also mistreated
 - c) Do not know

4. Did the harasser work ALONE or were there SEVERAL PEOPLE involved in the mistreatment?

- a) Solo harasser
- b) Several harassers

If several harassers, please refer ONLY to the principal harasser or instigator for the following questions.

5. The HARASSER'S gender: Female Male

6. The harasser's workplace RANK relative to the targeted person:
 - a) Harasser was ranked higher
 - b) Both were peers with the same rank
 - c) The target was ranked higher

7. The EMPLOYER:
 - ___ small for-profit
 - ___ large for-profit
 - ___ non-profit
 - ___ government
 - ___ education
 - ___ medical

8. Describe the MISTREATMENT. Check all categories that apply.
 - ___ VERBAL ABUSE, e.g., shouting, swearing, name calling, malicious sarcasm, threats to safety
 - ___ BEHAVIORS/ACTIONS, e. g., public or private, that were threatening, intimidating, humiliating, hostile, offensive, inappropriately cruel conduct
 - ___ INTERFERENCE WITH WORK PERFORMANCE, e.g., sabotage, undermining, ensuring failure, overwork, setting impossible deadlines
 - ___ ABUSE OF AUTHORITY, e.g., undeserved evaluations, denial of advancement, stealing credit, tarnished reputation, arbitrary instructions, unsafe assignments
 - ___ DESTRUCTION OF WORKPLACE RELATIONSHIPS, e.g., with coworkers, bosses, or customers
 - ___ ISOLATION, e.g., withholding necessary information, freezing out, ignoring, or excluding target, unreasonable refusal of applications for leave, training, or promotion
 - ___ DESTABILIZATION, e.g., shifting of goals, constant undervaluing of efforts, persistent attempts to demoralize target, removal of areas of responsibility without consultation
 - ___ THREAT TO PROFESSIONAL STATUS, e.g., persistent attempts to belittle and undermine work, unjustified criticism and monitoring of target's work, persistent attempts to humiliate in front of colleagues, intimidating use of discipline or competence procedures
 - ___ THREAT TO PERSONAL STANDING, e.g., undermining personal integrity, making inappropriate jokes about target, persistent teasing, physical violence, violence to property

9. Sometimes mistreatment is based on discrimination due to race, gender, ethnicity, religion, disability or age. Based on those categories, some people enjoy 'protected' status by law. Compare the target's status with that of the harasser's.

- a) Harasser and target BOTH were 'protected'
- b) NEITHER the harasser nor target was 'protected'
- c) The HARASSER ONLY is 'protected'
- d) The TARGET ONLY is 'protected'

10. What IMPACT ON JOB SATISFACTION, if any, did you observe? Check all that apply.

- excessive absenteeism
- work team disruption
- drop in productivity
- morale decline
- employee sabotage as a result
- lost work time worrying about the incident or future interactions
- lost work time avoiding the instigator
- changed jobs to avoid the instigator
- positive impact
- none
- other

11. What impact did bullying have on YOUR job satisfaction, if any? Check all that apply.

- excessive absenteeism
- work team disruption
- drop in productivity
- morale decline
- employee sabotage as a result
- lost work time worrying about the incident or future interactions
- lost work time avoiding the instigator
- changed jobs to avoid the instigator
- positive impact
- none
- other

12. What IMPACT ON THE ORGANIZATION, if any, did you observe? Check all that apply.

- disproportionate turnover in effected units
- excessive absenteeism

- ___ work team disruption
- ___ recruitment problems
- ___ drop in productivity
- ___ drop in profitability
- ___ morale decline
- ___ workers compensation claims
- ___ disability claims
- ___ discrimination complaints
- ___ employee sabotage as a result
- ___ damaged employer reputation
- ___ lost work time worrying about the incident or future interactions
- ___ positive impact
- ___ none
- ___ other

13. What STOPPED the mistreatment?

- a) It has not stopped, it is ongoing
- b) Harasser was transferred or terminated
- c) Harasser stayed but stopped after sanctions or threats
- d) Target transferred and stayed with the same employer
- e) Target voluntarily left the organization
- f) Target was terminated
- g) Other

14. How did the following employer representatives RESPOND to the mistreatment?

HUMAN RESOURCES.

- a) Resolved or attempted to resolve the situation positively, completely or partially
- b) Did nothing despite requests for relief
- c) Retaliated or caused retaliation against the target, worsened the situation
- d) There was no such person or department or the target did not inform
- e) Don't know what was done
- f) Other

EEO Office (Equal Employment Opportunity or Civil Rights office)

- a) Resolved or attempted to resolve the situation positively, completely or partially
- b) Did nothing despite requests for relief
- c) Retaliated or caused retaliation against the target, worsened the situation
- d) There was no such person or department or the target did not inform
- e) Don't know what was done
- f) Other

HARASSER'S MANAGER/SUPERVISOR

- a) Resolved or attempted to resolve the situation positively, completely or partially
- b) Did nothing despite requests for relief
- c) Retaliated or caused retaliation against the target, worsened the situation
- d) There was no such person or department or the target did not inform
- e) Don't know what was done
- f) Other

EXECUTIVE OR SENIOR MANAGER

- a) Resolved or attempted to resolve the situation positively, completely or partially
- b) Did nothing despite requests for relief
- c) Retaliated or caused retaliation against the target, worsened the situation
- d) There was no such person or department or the target did not inform
- e) Don't know what was done
- f) Other

15. Did the Target take legal action? ___ Yes ___ No

16. Has anything 'positive' happened from the bullying situation?

- a) Made Target more competitive
- b) Target became more resilient
- c) Target found better job
- d) Litigation successful
- e) No
- f) Other

17. If you were a target of a bully, rate your job satisfaction after the incident(s), 1 being the least satisfied and 5 being very satisfied. Please circle.

Least Satisfied

Very Satisfied

1 2 3 4 5

18. If you witnessed a bullying situation, rate your job satisfaction after the incident(s), 1 being the least satisfied and 5 being very satisfied. Please circle.

Least Satisfied

Very Satisfied

1 2 3 4 5

APPENDIX B: INVITATION TO PARTICIPATE

I respectfully request your participation in a study I am conducting as part of the requirements for completion of my doctoral degree at the University of Phoenix (UoP). The study is titled, "Workplace Bullying: Aggressive Behavior and Its Effect on Job Satisfaction and Productivity." The survey is being sent to members of professional associations across the United States. Your participation will help assure that the results generated by this descriptive survey will be an accurate reflection of professional practices in our country.

If you have worked in a situation where you have been the Target of:

1. behavior at work that is intentionally negative and malicious, whether physical or emotional, from one or more persons,
2. negative behavior that is persistent and consistent, and
3. behavior that is driven by another person's desire to obtain control,

I would like to invite you to participate in this study.

<http://www.surveymonkey.com/s.asp?u=646673599703>

Should you wish to participate, you will remain anonymous and you may refuse to answer any question or quit the survey at any time.

It will take approximately 10-20 minutes to complete the 28 multiple choice questions. Your responses will be kept confidential, and your participation is voluntary.

Although there may be no direct benefit to the participant, there are possible benefits to organizations and society as a whole. Leaders, managers, and human resource personnel may learn definitions and processes necessary for identifying, investigating, and managing workplace bullying. Potential benefits to employees would include improved mental, physical and emotional well-being. Raising awareness of workplace bullying could potentially benefit leaders and organizations by increasing employee job satisfaction and productivity.

Please assist me in this project by completing the survey at

<http://www.surveymonkey.com/s.asp?u=646673599703> by Friday, May 4, 2007. This study is being conducted with the approval and under the direction of my doctoral committee at the University of Phoenix.

Participants' privacy will be maintained and confidentiality guaranteed by using the online survey company, [surveymonkey.com](http://www.surveymonkey.com). Participation in this study is voluntary. If a participant chooses not to participate or to withdraw from the study at any time, there is no further obligation. The results of the research study may be published, but names will not be used and results will be maintained in confidence.

This survey is being distributed to multiple groups. If you happen to belong to more than one of the organizations and receive duplicate requests, please complete only ONE survey.

Thank you for your assistance.

Judy Fisher-Blando

APPENDIX C: PILOT SURVEY CRITIQUE SHEET

This pilot study is to ensure that anything that goes wrong can be fixed before the full study.

The pilot study helps by providing data needed to plan the larger study and by identifying areas where Murphy's Law will strike.

Thank you for participating in the very important pilot study!!!

Please select the most accurate response based on your completion of the survey titled "Workplace Bullying: Aggressive Behavior and Its Effect on Job Satisfaction and Productivity."

1. The time required to complete the survey was:

Less than 10 minutes 10 to 20 minutes 21-30 minutes More than 30 minutes

2. The directions for completing the survey were:

Clear--easy to follow Somewhat easy to follow Confusing--difficult to follow

3. Were there any words unfamiliar or confusing?

4. List the survey items that you feel were unclear or ambiguous. What changes could be made to correct or improve these items?

5. List any items you feel were irrelevant.

6. List any items you feel should be added to the survey.

7. Please make any further comments or suggestions.

Thank you for your participation.

APPENDIX D: DEMOGRAPHICS

Question: You work in which State:

	ELO ELO Response Percent	ELO Response Count	ASQ Response Percent	ASQ Response Count
AK	0.80%	1	1.40%	1
AS	0.00%	0	0.00%	0
AZ	0.00%	0	2.70%	2
AR	0.00%	0	0.00%	0
CA	93.40%	114	54.80%	40
CO	0.00%	0	2.70%	2
CT	0.00%	0	0.00%	0
DE	0.80%	1	0.00%	0
DC	0.00%	0	0.00%	0
FM	0.00%	0	0.00%	0
FL	0.00%	0	1.40%	1
GA	0.00%	0	5.50%	4
GU	0.00%	0	0.00%	0
HI	0.00%	0	0.00%	0
ID	0.00%	0	0.00%	0
IL	0.00%	0	2.70%	2
IN	0.00%	0	0.00%	0
IA	0.00%	0	0.00%	0
KS	0.00%	0	4.10%	3
KY	0.00%	0	0.00%	0
LA	0.00%	0	1.40%	1
ME	0.00%	0	0.00%	0
MH	0.00%	0	0.00%	0
MD	0.00%	0	1.40%	1
MA	0.00%	0	0.00%	0
MI	0.00%	0	2.70%	2
MN	0.00%	0	0.00%	0
MS	0.00%	0	0.00%	0
MO	1.60%	2	0.00%	0
MT	0.00%	0	0.00%	0
NE	0.00%	0	0.00%	0
NV	0.00%	0	2.70%	2
NH	0.00%	0	0.00%	0
NJ	0.00%	0	1.40%	1
NM	0.00%	0	1.40%	1
NY	0.00%	0	0.00%	0
NC	0.00%	0	0.00%	0
ND	0.00%	0	0.00%	0
MP	0.00%	0	0.00%	0
OH	0.00%	0	1.40%	1
OK	0.00%	0	0.00%	0
OR	0.00%	0	0.00%	0
PW	0.00%	0	0.00%	0
PA	0.00%	0	1.40%	1
PR	0.00%	0	0.00%	0

RI	0.00%	0	0.00%	0
SC	0.00%	0	0.00%	0
SD	0.00%	0	0.00%	0
TN	0.00%	0	0.00%	0
TX	0.80%	1	6.90%	5
UT	0.00%	0	0.00%	0
VT	0.00%	0	0.00%	0
VI	0.00%	0	0.00%	0
VA	0.00%	0	0.00%	0
WA	2.50%	3	4.10%	3
WV	0.00%	0	0.00%	0
WI	0.00%	0	0.00%	0
WY	0.00%	0	0.00%	0

APPENDIX E: PILOT STUDY VALIDATION WITH NAMIE'S MY WORKPLACE
 CULTURE STUDY USING SPEARMAN'S RANK CORRELATION

	Pilot Study	r	Namie's Study	r	d	d ²
1 morale decline	11	1	53	1	0	0
2 work team disruption	9	2	35	2	0	0
3 drop in productivity	8	3	33	3	0	0
4 lost work time worrying about the incident or future interactions	7	4	16	6	2	4
5 lost work time avoiding the instigator	5	5	7	7	2	4
6 other	5	5	3	8	3	9
7 skipped question	5	5	25	4	1	1
8 changed jobs to avoid the instigator	4	6	20	5	1	1
9 employee sabotage as a result	3	7	8	9	2	4
10 positive impact	0	8	0	10	0	0
11 none	0	8	0	10	0	0

APPENDIX F: TYPE OF EMPLOYER

Question: The EMPLOYER:

	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
small for-profit	5.80%	5	19.70%	12
large for-profit	82.80%	72	52.50%	32
small non-profit	0.00%	0	1.60%	1
large non-profit	4.60%	4	9.80%	6
government	6.90%	6	11.50%	7
education	1.20%	1	6.60%	4
medical	2.30%	2	1.60%	1

APPENDIX G: ORGANIZATIONAL RANK OF PARTICIPANT

Question: Your organizational rank:

	ELO Response Percent	ELO Response Count (n=122)	ASQ Response Percent	ASQ Response Count (n=73)
non-supervisory employee	70.50%	86	41.10%	30
supervisor	9.80%	12	11.00%	8
mid-manager	6.60%	8	24.70%	18
senior manager	9.80%	12	12.30%	9
executive	3.30%	4	11.00%	8

APPENDIX H: TYPE OF MISTREATMENT

Question: Describe the MISTREATMENT. Check all categories that apply.

	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
answer options				
VERBAL ABUSE, e.g., shouting, swearing, name calling, malicious sarcasm, threats to safety	70.10%	61	49.20%	30
BEHAVIORS/ACTIONS, e. g., public or private, that were threatening, intimidating, humiliating, hostile, offensive, inappropriately cruel conduct	67.80%	59	73.80%	45
INTERFERENCE WITH WORK PERFORMANCE, e.g., sabotage, undermining, ensuring failure, overwork, setting impossible deadlines	56.30%	49	60.70%	37
ABUSE OF AUTHORITY, e.g., undeserved evaluations, denial of advancement, stealing credit, tarnished reputation, arbitrary instructions, unsafe assignments	48.30%	42	67.20%	41
DESTRUCTION OF WORKPLACE RELATIONSHIPS, e.g., with coworkers, bosses, or customers	47.10%	41	47.50%	29
ISOLATION, e.g., withholding necessary information, freezing out, ignoring, or excluding target, unreasonable refusal of applications for leave, training, or promotion	43.70%	38	57.40%	35
DESTABILIZATION, e.g., shifting of goals, constant undervaluing of efforts, persistent attempts to demoralize target, removal of areas of responsibility without consultation	33.30%	29	52.50%	32
THREAT TO PROFESSIONAL STATUS, e.g., persistent attempts to belittle and undermine work, unjustified criticism and monitoring of target's work, persistent attempts to humiliate in front of colleagues, intimidating use of discipline or competence procedures	46.00%	40	65.60%	40

THREAT TO PERSONAL STANDING, e.g., undermining personal integrity, making inappropriate jokes about target, persistent teasing, physical violence, violence to property	39.10%	34	39.30%	24
--	--------	----	--------	----

APPENDIX I: PROTECTION

Question: Sometimes mistreatment is based on discrimination due to race, gender, ethnicity, religion, disability or age. Based on those categories, some people enjoy 'protected' status by law. Compare the target's status with that of the harasser's.

answer options	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
Harasser and target BOTH were protected	13.80%	12	19.70%	12
NEITHER the harasser nor target was 'protected'	46.00%	40	47.50%	29
The HARASSER ONLY is 'protected'	17.20%	15	19.70%	12
The TARGET ONLY is 'protected'	23.00%	20	13.10%	8

APPENDIX J: IMPACT OF BULLYING ON PARTICIPANT'S JOB SATISFACTION

Question: What impact did bullying have on YOUR job satisfaction, if any? Check all that apply.

answer options	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
work team disruption	69.00%	60	49.20%	30
drop in productivity	51.70%	45	63.90%	39
morale decline	83.90%	73	82.00%	50
employee sabotage as a result lost work time worrying about the incident or future interactions	3.50%	3	11.50%	7
lost work time avoiding the instigator	24.10%	21	47.50%	29
changed jobs to avoid the instigator	21.80%	19	37.70%	23
positive impact	34.50%	30	32.80%	20
none	1.20%	1	1.60%	1
other	2.30%	2	4.90%	3
	14.90%	13	24.60%	15

APPENDIX K: POSITIVE IMPACTS OF BULLYING

Question: Has anything positive happened from the bullying situation?

answer options	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
Made Target more competitive	1.20%	1	8.30%	5
Target became more resilient	15.50%	13	10.00%	6
Target found better job	15.50%	13	31.70%	19
Harasser terminated	4.80%	4	3.30%	2
Litigation successful	1.20%	1	1.70%	1
No	45.20%	38	31.70%	19
Other	16.70%	14	13.30%	8

APPENDIX L: IMPACT OF BULLYING ON JOB SATISFACTION

Question: What IMPACT ON JOB SATISFACTION, if any, did you observe? Check all that apply.

	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
answer options	Response Percent (mode)	Response Count	Response Percent (mode)	Response Count
excessive absenteeism	11.50%	10	19.70%	12
work team disruption	63.20%	55	65.60%	40
drop in productivity	60.90%	53	63.90%	39
morale decline	90.80%	79	85.30%	52
employee sabotage as a result lost work time worrying about the incident or future interactions	9.20%	8	16.40%	10
lost work time avoiding the instigator	32.20%	28	45.90%	28
changed jobs to avoid the instigator	26.40%	23	39.30%	24
positive impact	37.90%	33	34.40%	21
none	1.20%	1	0.00%	0
other	1.20%	1	3.30%	2
	19.50%	17	21.30%	13

APPENDIX M: IMPACT ON THE ORGANIZATION

Question: What IMPACT ON THE ORGANIZATION, if any, did you observe? Check all that apply.

answer options	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
disproportionate turnover in effected units	35.60%	31	42.60%	26
excessive absenteeism	16.10%	14	26.20%	16
work team disruption	79.30%	69	75.40%	46
recruitment problems	17.20%	15	27.90%	17
drop in productivity	64.40%	56	63.90%	39
drop in profitability	12.60%	11	19.70%	12
morale decline	80.50%	70	88.50%	54
workers compensation claims	6.90%	6	8.20%	5
disability claims	9.20%	8	6.60%	4
discrimination complaints	24.10%	21	19.70%	12
employee sabotage as a result of damaged employer reputation	4.60%	4	11.50%	7
lost work time worrying about the incident or future interactions	17.20%	15	34.40%	21
positive impact	39.10%	34	31.20%	19
none	1.20%	1	1.60%	1
other	6.90%	6	4.90%	3
	8.10%	7	11.50%	7

APPENDIX N: WHAT STOPPED THE MISTREATMENT

Question: What STOPPED the mistreatment?

answer options	ELO Response Percent	ELO Response Count (n=87)	ASQ Response Percent	ASQ Response Count (n=61)
It has not stopped, it is ongoing	32.20%	28	37.70%	23
Harasser was transferred or terminated	25.30%	22	19.70%	12
Harasser stayed but stopped after sanctions or threats	9.20%	8	6.60%	4
Target transferred and stayed with the same employer	20.70%	18	13.10%	8
Target voluntarily left the organization	17.20%	15	23.00%	14
Target was terminated	2.30%	2	13.10%	8
other	18.40%	16	18.00%	11

APPENDIX O: HUMAN RESOURCES RESPONSE

Question: How did HUMAN RESOURCE representatives RESPOND to the mistreatment?

answer options	ELO Response Percent	ELO Response Count (n=86)	ASQ Response Percent	ASQ Response Count (n=60)
Resolved or attempted to resolve the situation positively, completely or partially	16.30%	14	16.70%	10
Did nothing despite requests for relief	11.60%	10	18.30%	11
Retaliated or caused retaliation against the target, worsened the situation	8.10%	7	15.00%	9
There was no such person or department	5.80%	5	5.00%	3
Target did not inform	26.70%	23	20.00%	12
Don't know what was done	17.40%	15	10.00%	6
Other	14.00%	12	15.00%	9

APPENDIX P: EQUAL EMPLOYMENT OPPORTUNITY RESPONSE

Question: How did EEO Office (Equal Employment Opportunity or Civil Rights office) representatives RESPOND to the mistreatment?

answer options	ELO Response Percent	ELO Response Count (n=86)	ASQ Response Percent	ASQ Response Count (n=60)
Resolved or attempted to resolve the situation positively, completely or partially	5.80%	5	5.00%	3
Did nothing despite requests for relief	8.10%	7	3.30%	2
Retaliated or caused retaliation against the target, worsened the situation	0.00%	0	3.30%	2
There was no such person or department	9.30%	8	20.00%	12
Target did not inform	40.70%	35	46.70%	28
Don't know what was done	24.40%	21	11.70%	7
Other	11.60%	10	10.00%	6

APPENDIX Q: MANAGEMENT RESPONSE

Question: How did HARASSER'S MANAGER/SUPERVISOR RESPOND to the mistreatment?

answer options	ELO Response Percent	ELO Response Count (n=86)	ASQ Response Percent	ASQ Response Count (n=60)
Resolved or attempted to resolve the situation positively, completely or partially	23.30%	20	20.00%	12
Did nothing despite requests for relief	24.40%	21	23.30%	14
Retaliated or caused retaliation against the target, worsened the situation	8.10%	7	16.70%	10
There was no such person or department	1.20%	1	10.00%	6
Target did not inform	16.30%	14	10.00%	6
Don't know what was done	12.80%	11	8.30%	5
Other	14.00%	12	11.70%	7

APPENDIX: R: SENIOR MANAGEMENT RESPONSE

Question: How did the EXECUTIVE or SENIOR MANAGER RESPOND to the mistreatment?				
	ELO Response Percent	ELO Response Count (n=86)	ASQ Response Percent	ASQ Response Count (n=60)
answer options				
Resolved or attempted to resolve the situation positively, completely or partially	12.80%	11	18.30%	11
Did nothing despite requests for relief	20.90%	18	26.70%	16
Retaliated or caused retaliation against the target, worsened the situation	5.80%	5	8.30%	5
There was no such person or department	0.00%	0	5.00%	3
Target did not inform	26.70%	23	15.00%	9
Don't know what was done	20.90%	18	10.00%	6
Other	12.80%	11	16.70%	10

APPENDIX S: LEGAL ACTION

Question: Did the Target take legal action?

	ELO Response Percent	ELO Response Count (n=86)	ASQ Response Percent	ASQ Response Count (n=60)
answer options				
Yes	5.80%	5	6.70%	4
No	94.20%	81	93.30%	56

APPENDIX T: JOB SATISFACTION RATING OF TARGET OF BULLYING

BEHAVIOR

Question: If you were a target of a bully, rate your job satisfaction after the incident(s), 1 being the least satisfied and 5 being very satisfied. Check one.

answer options	ELO Response Percent	ELO Response Count (n=82)	ASQ Response Percent	ASQ Response Count (n=57)
1 (least satisfied)	48.80%	40	56.10%	32
2	20.70%	17	24.60%	14
3	20.70%	17	12.30%	7
4	7.30%	6	5.30%	3
5 (very satisfied)	2.40%	2	1.80%	1

APPENDIX U: JOB SATISFACTION RATING OF WITNESS OF BULLYING

BEHAVIOR

Question: If you witnessed a bullying situation, rate your job satisfaction after the incident(s), 1 being the least satisfied and 5 being very satisfied. Check one.

answer options	ELO Response Percent	ELO Response Count (n=84)	ASQ Response Percent	ASQ Response Count (n=52)
1 (least satisfied)	32.10%	27	44.20%	23
2	39.30%	33	19.20%	10
3	22.60%	19	21.20%	11
4	4.80%	4	15.40%	8
5 (very satisfied)	1.20%	1	0.00%	0