

CORRELATION BETWEEN SELF-REPORTING OF EXPOSURE TO WORKPLACE
BULLYING BEHAVIORS AND SELF-REPORTING OF SYMPTOMS OF ANXIETY AND
DEPRESSION

by

Linda McKenzie Bergloff

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ABSTRACT

The research examined the quantitative correlation between self-reported exposure to workplace bullying behaviors and self-reported symptoms of anxiety and depression in Department of Defense (DoD) employees. The Pearson r correlational analysis revealed a statistically significant positive correlation supporting the alternate hypotheses of the four research questions. Results of the t -test did not reveal any statistically significant differences. However, the analysis supported the literature in that often employees have difficulty framing the behaviors as workplace bullying. These findings indicate the need for leaders to initiate a cultural change by developing workplace bullying policies that provide a definition, examples, and steps to take when an employee is being bullied. Successfully implementing these cultural changes requires a commitment from leaders of zero tolerance for negative workplace behaviors. Leaders should review current formal and informal procedures and practices to eliminate messaging that might be perceived to tolerate workplace bullying. These changes should focus on the credibility of the targets' and observers' descriptions of the behaviors and situations and creating a safe and respectful environment. Language that provides an understanding of workplace bullying should be incorporated in all policies, trainings, and communications not just those specifically directed toward bullying. The training program should provide an understanding of bullying language, why bullies bully, the environmental and personality characteristics that enable workplace bullying, the common attributes and patterns of bullying, and how to confront the bullying situation. Research supports that policies and practices embedded in the culture considerably lower the probability of workplace bullying.

DEDICATION

To my parents, Bob and Edna, who taught me the values of integrity, excellence, and service before self.

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TABLE OF CONTENTS

List of Tables	xi
Chapter 1: Introduction	1
Background of the Problem	1
Problem Statement	3
Purpose Statement	5
Significance	6
Importance	8
Research Questions and Hypothesis	9
Nature of the Study	10
Theoretical Framework	12
Assumptions	13
Limitations	13
Definitions	14
Summary	15
Chapter 2: Literature Review	16
Literature Search	16
Historical Development in the United States	16
United States Statistics and Research	17
Development of the Definition of Workplace Bullying	18
Nature of Workplace Bullying	23
Conflict Management	26
Organizational Change	27

Communication.....	28
The Target.....	28
Self-Labeling.....	29
Intention to Leave	30
The Observer.....	31
The Bully	31
Screaming Mini, Constant Critic, Two-Headed Snake, and Gatekeeper.	32
Serial or Cyclical Bullying.....	33
Unknowing Bullies	33
The Harm	34
Endurance	34
Stigmatization and Traumatization.....	34
Psychosomatic and Psychological Symptoms	35
Post-traumatic Stress Disorder (PTSD)	35
Organizational.....	36
Gender.....	37
Leadership Styles	37
Tyrannical	38
Petty Tyrant.....	39
Laissez-faire	40
Supportive-disloyal.....	41
Derailed.....	41
Authoritarian.....	42

Department of Defense (DoD) Leadership	42
Measurement Instruments for Workplace Bullying Behaviors	43
Leymann Inventory of Psychological Terror (LIPT).....	43
Negative Acts Questionnaire-Revised (NAQ-R).....	44
Conditions for using the NAQ-R	45
Description of the NAQ-R	45
Theoretical Models and Theories.....	46
Three-way Model.....	46
Communication Perspective	47
Belief in a Just-World	49
Trickle-down Model	50
Stress Theory	50
Victim Precipitation Theory	52
Addressing Workplace Bullying.....	52
Protections Against Workplace Bullying.....	54
Stopping Workplace Bullying.....	54
Business Case for Stopping Workplace Bullying.....	56
Legislation within the United States	56
Summary.....	57
Chapter 3: Method	60
Research Method	60
Research Design.....	61
Validity and Reliability.....	61

Population and Geographic Location.....	63
Informed Consent.....	64
Confidentiality	64
Data Collection and Sample Size.....	64
Measurement Instruments.....	66
NAQ-R.....	68
Hopkins Symptom Checklist-25 (HSCL-25).....	69
Data Analysis	69
Summary.....	70
Chapter 4: Results.....	71
Research Design and Method	71
Data Collection	72
Demographics.....	73
Data Analysis.....	74
NAQ-R.....	75
HSCL-25	78
Anxiety.....	79
Depression.....	79
Pearson <i>r</i> Correlation	80
One Sample <i>t</i> -test.....	81
Summary.....	83
Chapter 5: Conclusions and Recommendations	86
Research Questions.....	87

Findings	89
Implications for leaders	89
Recommendations.....	90
Limitations	91
Future Research	92
Summary.....	93
References.....	94
Appendix A: Informed Consent.....	108
Appendix B: NAQ-R	110
Appendix C: NAQ-R Request Letter and Agreement to Terms.....	112
Appendix D: HSCL-25	117
Appendix E: Permission to use the HSCL-25.....	118
Appendix F: Confidentiality Statement	119
Appendix G: Air Force Guidance for Student Research	120
Appendix H: Premises, Recruitment and Name (PRN) Use Permission	121
Appendix I: NAQ-R Responses	122
Appendix J: HSCL-25 Responses	125

LIST OF TABLES

Table 1 <i>Bullied According to NAQ-R Score</i>	75
Table 2 <i>Requiring Treatment According to HSCL-25 Score</i>	75
Table 3 <i>Responses to NAQ-R Question 23, Have you been bullied at work?</i>	76
Table 4 <i>Bullied at Work Based on NAQ-R Score and Response to NAQ-R Question 23.</i>	76
Table 5 <i>Responses to NAAQ-R Question 24, Have you witnessed workplace bullying?.</i>	78
Table 6 <i>Percentages of Participants Witnessing Workplace Bullying Based on NAQ-R Score and Responses to NAQ-R Question 24 (Have you witnessed bullying at work?)..</i>	79
Table 7 <i>Correlation between NAQ-R Score and Anxiety and Depression</i>	81
Table 8 <i>Correlation between Experiencing Bullying and Anxiety and Depression</i>	82
Table 9 <i>Correlation between Witnessing Bullying (NAQ-R Question 24) and Anxiety and Depression</i>	82
Table 10 <i>One-Sample Statistics</i>	83
Table 11 <i>One-Sample t-test</i>	84

Chapter 1

Introduction

The Harassed Worker (1976) written by researcher Carroll M. Brodsky represents one of the earliest studies in the United States on workplace bullying (Lutgen-Sandvik & Tracy, 2011). The results of Brodsky's research supported the theory that workplace bullying is as frequent and has similarly severe consequences to the target's mental and physical health and working relationships as sexual harassment. Brodsky (1976) defined workplace harassment as any repeated and persistent negative behavior intended to aggravate, breakdown, discourage, provoke, frighten, intimidate, or cause the recipient discomfort.

Background of the Problem

At the time of publication, Brodsky's work received little attention from the scientific community because researchers were focusing on workplace violence prevention (Lutgen-Sandvik & Tracy, 2011). However, in the early 1990s medical practitioner-scholars, in Britain and the United States, concerned with the verbal abuse of medical students and nurses revived Brodsky's research. Brodsky's recognition of psychological harassment as a leading factor in the Worker's Compensation claims of United States employees interested the researchers (Lutgen-Sandvik & Tracy, 2011).

The statistics reported by the United States Equal Employment Opportunity Commission (EEOC) support Brodsky's concerns about psychological harassment being a major factor in Worker's Compensation claims for United States employees. The EEOC tracked three categories of harassment charges for each year from 2010 to 2013, harassment (not racial or sexual), racial harassment, and sexual harassment (U.S. Equal

Employment Opportunity Commission, n.d.). Totaling the statistics for years 2010 to 2013 revealed that of the 393,008 claims submitted to the EEOC during this four-year period, (a) 85,383 (21.7%) identified harassment (not racial or sexual), (b) 160 (8.7%) stated racial harassment, and (c) 30,580 (7.8%) indicated sexual harassment. In all, 38.2% of EEOC complainants specified harassment as the discriminating behavior.

Swedish researcher Heinz Leymann initially described the phenomenon of workplace bullying in 1984 (Balducci, Fraccaroli, & Schaufeli, 2011; Tsuno, Kawakani, Inoue, & Abe, 2010; Van Heugten, 2013; Yildirim, & Yildirim, 2007). Leymann used the terms mobbing, psychic terror, and ganging up on someone interchangeably when describing workplace bullying as the hostile or unethical communications systematically directed by one or more organizational members (the bully or bullies) toward another organizational member (the target) (Baillien & De Witte, 2009). The significance of Leymann's description was the frequency (almost daily) and duration (at least six months) of the bully's negative behaviors leading to the deterioration of the target's (and in some situations the observers') mental and physical health and working relationships (Adoric & Kwartuc, 2007; Baillien & De Witte, 2009).

United States researchers acquired an interest in examining the human and legal risks of workplace aggression and violence in the early 1990s (Lutgen-Sandvik & Tracy, 2011). This growing interest pushed researchers to expand beyond the boundaries of the strict discipline of psychology into business, management, and organizational cultures, though the concern remained on risk management, violence prevention, and the diagnosis of workplace violence (Lutgen-Sandvik & Tracy, 2011). At this time, the research concentrated on incidences, escalation, and causes of interpersonal conflict ending in

violence and even insider murders (commonly referred to as “going postal” in the United States) (Lutgen-Sandvik & Tracy, 2011).

A surge of study and research in the 2000s resulted in the concepts of workplace bullying and mobbing becoming widely recognized in the United States (Lutgen-Sandvik & Tracy, 2011). This growing interest in workplace bullying led to the expansion of research from its origins of management and psychology into other scientific areas including law, education, medicine (specifically nursing), human resources management, and industrial relations (Lutgen-Sandvik & Tracy, 2011). As interest escalated, researchers began crossing the boundaries of nations, professions, and industries, leading to a growing pervasiveness of workplace bullying research and the blurring of the distinctiveness of specific research areas; psychologists were considering organizational dynamics and organizational researchers were exploring psychological variables (Lutgen-Sandvik & Tracy, 2011). Researchers continued to investigate and expand on Brodsky’s work. For example, 32 years after the publication of *The Harassed Worker*, a 2008 study by the American Psychological Association supported the theory that workplace bullying is more harmful to targets than sexual harassment (Lieber, 2010).

Problem Statement

The lack of understanding the negative behaviors associated with workplace bullying leads to organizational acceptance of these behaviors spanning from tolerance (that is just the way he or she is) to the promotion of workplace bullying as acceptable business practices. As a result, targets and observers hesitate to report workplace bullying for fear of being seen as a troublemaker, retaliation from the bully, and potential termination. The specific problem is the impact severity of workplace bullying on

employees and organizations; (a) distressing 35% of employees as targets, (b) upsetting 15% of employees as observers, and (c) increasing organizational costs of health care and lost productivity an estimated \$23.8 billion annually in the United States (Tepper, Moss, & Duffy, 2011; Workplace Bullying Institute, 2011-2012). Additionally, Pat and Beaumont (2010) estimated organizations within the United States lose \$180 million annually in lost production as a result of workplace bullying.

Gilbert, Raffo, and Sutarso (2013) stated more than half of targets reporting workplace bullying are female, suggesting women react more intensely and more often report bullying to organizational leaders. According to Salin and Hoel (2013) females are more apt to report negative experiences as workplace bullying and tend to rate negative behaviors as more severe than males. These differences may be influenced by how the genders approach the workplace bullying situation; males tend to confront the bully, while females resort to avoidance strategies (Salin & Hoel, 2013). Additionally, women working in a male-dominated environment are more likely to experience negative workplace behaviors than their male coworkers (Salin & Hoel, 2013). Studying the gender differences associated with workplace bullying may benefit organizations in designing prevention and intervention policies and programs benefiting both genders (Salin & Hoel, 2013).

Targets and observers experience emotional, psychological, and physical health concerns resulting in; increased absenteeism; low productivity; and decreased job, life, and family satisfaction (Hoel, Glaso, Hetland, Cooper, & Einarsen, 2010; Carlson, Ferguson, Perrewe, & Whitten, 2011; Tepper et al., 2011). Organizations experience high turnover, high absenteeism, lower productivity, loss of employee innovations, and

damage to the organization's reputation leading to dissatisfied customers and difficulty hiring quality employees (Bartlett & Bartlett, 2011; Dehue, Bolman, Völlink, & Pouwelse, 2012; Hoel et al., 2010; Lieber, 2010).

Purpose Statement

The primary purpose of this quantitative correlational study was to examine the statistical direction and strength of relationships between self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety and depression. A secondary purpose of the research was to examine the relationship of gender to the rate of self-reporting of exposure to workplace bullying and anxiety and depression symptoms. Examining the emotional and physiological reactions to workplace bullying behaviors permits an examination of responses based on individual perceptions of these behaviors. This study may provide a platform for Department of Defense (DoD) leaders to launch support for developing an understanding through research, policies, and training for the purposes of eliminating workplace bullying.

Participants completed the Negative Acts Questionnaire–Revised (NAQ-R) for workplace bullying and the Hopkins Symptom Checklist-25 (HSCL-25) for symptoms of anxiety and depression. The NAQ-R consists of 24 questions concerning negative workplace behaviors and one demographic question to identify gender. The NAQ-R was designed to measure frequency, intensity, and prevalence of the negative behaviors linked to workplace bullying; it is not a diagnostic instrument (Bergen Bullying Research Group, n.d.). As a symptom inventory, the HSCL-25 consists of 10 questions measuring symptoms of anxiety and 15 questions that measure symptoms of depression (Harvard Program In Rescue Trauma, n.d.). The dual questionnaire provided sufficient data for a

quantitative correlational study to determine a statistical relationship between the self reporting of exposure to workplace bullying behaviors and self-reported symptoms of anxiety and depression.

Data collection was a face-to-face distribution and collection of paper copies of the survey instruments to DoD employees in an off duty or non-work status during the designated 14 workdays. As a result of this face-to-face approach, the researcher used a sampling of convenience with a sample size of 98 participants. Sampling of convenience is a nonrandom sampling used when time constraints, availability of potential participants, and willingness to participate in the research are researcher considerations (Farrokhi & Mahmoudi-Hamidabad, 2012).

Significance

The significance of this study was to assist organizational leaders with developing procedures and policies concerning the (a) identification of workplace bullying behaviors, (b) appropriate actions to avoid incidents of workplace bullying, and (c) processes for reporting and working through experiences of workplace bullying. Leaders who develop an understanding of the causes of and reactions to workplace bullying may be able to identify the behaviors, actions, and practices experienced by members as workplace bullying and the correlation with symptoms of anxiety and depression. More specifically, the significance of this research study is assisting the DoD in establishing whether or not workplace bullying is a contributing factor for the growing number of lives lost to suicides.

David (2010) included this statement in her commentary for the Air Force Global Strike Command.

Last year the U.S. Air Force lost 84 lives to suicide and this year the statistics have surpassed that. You've seen Wingman down days, taken the suicide awareness training, and have read commentaries from senior Air Force officials on taking care of each other--but no one has talked about bullying in the workplace as a possible factor that may contribute to these feelings of hopelessness or considering suicide. (para. 13)

The implication of David's (2010) statement is applicable to the DoD employees invited to participate in this research. The researcher's Freedom of Information Act (FOIA) request response stated the wingman advocates for this installation received 120 reports in 2012 and 107 in 2013 from members concerning workplace bullying (C. Roberts, personal communication, April 17, 2014). Furthermore, the United States Air Force is absorbing the large, but unknown cost of workplace bullying in several areas including lost production, recruitment efforts, sick leave, overtime, formal complaints and legal actions, loss of integrity, adverse working environments, loss of creativity, and the organization's reputation (Personnel Directorate, 2014).

Leaders must understand the reasoning and need for the establishment of formal procedures and policies affirming the intolerance of workplace bullying and other forms of mistreatment within the organization. The organizational culture should support these established procedures and policies through adherence to and consistent communications from leaders to members. This research augments the organization's commitment to the elimination of member mistreatment by supporting the need for interpersonal and sensitivity skills training as well as establishing processes for reporting and resolving members' concerns for workplace bullying and other forms of mistreatment.

Additionally, an explanation of the importance of protecting members who report incidents of workplace bullying from retaliation and providing support programs for members working through the stressors experienced by targets and observers should be an organizational requirement (Miner-Rubino & Cortina, 2007). It is time the United States military begins looking toward workplace bullying as a source of anxiety, depression, and even suicide for DoD employees.

Importance

The importance of this study is that DoD employees have an expectation of a safe and secure work environment that includes being respected by other employees (Adoric & Kvardic, 2007). Because the research disproves the common belief that workplace bullying is limited to a few rude or discourteous organizational members, the DoD should develop policies and procedure to proactively eliminate these behaviors from the culture. United States business, management, communication, and organizational researchers found approximately 50% of working adults are negatively affected by workplace bullying behaviors (Lutgen-Sandvik & Tracy, 2011; Workplace Bullying Institute, 2011-2012).

Job pressures were annotated in 75% of workers' compensation claims, which stated mental stressors were the primary cause of absenteeism; 94% of those claims, as stated by the claimant, were supposedly caused by abusive treatment (Aasland, Skogstad, Notelaers, Nielsen, & Einarsen, 2010). Two studies best estimate the prevalence of workplace bullying (Namie, 2007). First, a study of Michigan residents reported one in six participants (16.66%) were targets of workplace bullying. Second, an Arizona State University study stated 23% of the sample population was exposed to workplace

bullying. The typical response to workplace bullying fails to change the behaviors and normally degrades the situation for the target because organizations do not understand this phenomenon.

Research Questions and Hypothesis

RQ1: What is the statistical correlation of self-reporting of exposure to workplace bullying behaviors to the self-reporting of symptoms of anxiety?

H1_o: There is no significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety.

H1_a: There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety.

RQ2: What is the statistical correlation of self-reporting of exposure to workplace bullying behaviors to the self-reporting of symptoms of depression?

H2_o: There is no significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of depression.

H2_a: There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of depression.

RQ3: How does gender mediate the self-reporting of exposure to workplace bullying behaviors, in relationship to symptoms of anxiety?

H3_o: There is no significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors in relationship to symptoms of anxiety.

H3_a: There is a significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors in relationship to symptoms of anxiety.

RQ4: How does gender mediate the self-reporting of exposure to workplace bullying behaviors, in relationship to symptoms of depression?

H4_o: There is no significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors to symptoms of depression.

H4_a: There is a significant statistical difference from the self-reporting by gender of exposure workplace bullying behaviors to symptoms of depression.

Nature of the Study

This quantitative correlational study examined the extent to which DoD employees self-reported exposure to workplace bullying behaviors during the past six months as well as self-reported symptoms of anxiety and depression during the past seven days. A quantitative analysis allows for inferences, understanding relationships of variables, and testing theoretical constructs (Given, 2008). Though a correlation does not imply causation, a high correlation does permit prediction (Lavrakas, 2008). The positive correlation of the self-reporting of exposure to workplace bullying behaviors to self-reported symptoms of anxiety and depression provides implications for the organization to develop intervention and training programs.

The approximately 15,375 DoD employees assigned to the United States military installation within the Continental United States (CONUS) includes military and civilian employees assigned to the installation (C. Roberts, personal communication, April 17, 2014). As a result of constraints including time, availability of potential participants, and willingness to participate, a sampling of convenience, a nonrandom sampling, was used to recruit research participants.

The job responsibilities and career fields of the target population are as diverse as those found in a small municipality. Supporting the military mission requires an extensive range of career fields such as; military weaponry and munitions; foreign and community relations; aircraft and equipment maintenance and repair; airfield operations; infrastructure and utilities; physical and mental health providers; emergency response, police, and fire; housing; personnel, training, and education; logistics; recreational and fitness; financial management; retail and food service; information technology; equal opportunity, legal, and judicial offices; community development; museum; child care; contracting; media and public affairs; administrative; and security and intelligence. As a result of this diversity, there is no typical DoD employee based on career field or job responsibility.

As the only differential consideration in this research, gender was the single demographic question asked on the surveys. The FOIA request provided the following gender demographic information for this study (C. Roberts, personal communication, April 17, 2014). The target population is 21.2% female and 78.8 % male. Additionally, of the 28.7% of DoD employees in supervisory positions, 14.9% are female and 85.1% are male. Raosoft® sample size calculator was used to calculate the required sample size as 68 participants for a confidence level of 90%.

Employing structured surveys is an impartial method for consistent data collection. The NAQ-R, designed to measure the perception of exposure to workplace bullying behaviors (Einarsen, Hoel, & Notelaers, 2009) was combined with the HSCL-25, designed to measure self-reporting symptoms of anxiety and depression (Oosthuizen & Koortzen, 2009) to survey the population. The NAQ-R uses a 1 through 5 Likert scale,

(1) never, (2) now and then, (3) monthly, (4) weekly, and (5) daily. The HSCL-25 uses a 1 through 4 Likert scale, (1) not at all, (2) a little, (3) quite a bit, and (4) extremely. This dual questionnaire measured the DoD employees' perceptions of exposure to workplace bullying behaviors and self-reported symptoms of anxiety and depression. The principal focus of this research is to quantify and correlate the prevalence of self-reporting of exposure to workplace bullying to self-reporting symptoms of anxiety and depression, with a secondary consideration for gender differences.

The survey responses were imported into SPSS software to perform analyses and statistical calculations for frequency, descriptive statistics, *t*-test, and Pearson *r* correlations. The *t*-test is appropriate for comparing two independent groups, with differences based on the probability or p value ranging from a 0% to 100% chance the null hypothesis is true (Mowery, 2011). Pearson *r* is appropriate for using a descriptive statistic for describing the linear relationship between two variables by providing a value range with +1 being a positive correlation to -1 being a negative correlation (Lewis-Beck, Bryman, & Liao, 2007). These statistical tests support a quantitative correlational research study.

Theoretical Framework

The research intent was to examine the extent that self-reported exposure to workplace bullying behaviors correlates to the individual's experiences of anxiety and depression. Researchers have investigated workplace bullying from numerous theoretical frameworks, including stress, leadership, attribution, conflict management, social interaction, organizational culture, linking workplace bullying to organizational outcomes, and relational power. Whereas the research study's primary focus was the

effect of exposure to workplace bullying on DoD employees, references to other major fields and industries were necessary to frame the research and multidisciplinary approach associated with the analysis, conclusions, and recommendations of the research.

Assumptions

The first assumption is the selected surveys have been proven reliable, valid, and applicable for measuring the self-reporting of exposure to workplace bullying behaviors and the self-reporting of symptoms of anxiety and depression (Einarsen et al., 2009; Matthiesen & Einarsen, 2007; Samnani & Singh, 2012). The second assumption is the participants will provide an optimal response rate representative of the population found in a typical military installation population (Farrokhi & Mahmoudi-Hamidabad, 2012). The last assumption is employees' willingness to respond accurately and honestly to the surveys (Nielsen, Matthiesen, & Einarsen, 2008).

Limitations

Participants may not answer honestly and accurately because they do not perceive the experienced behaviors as workplace bullying or do not associate their anxiety or depression with the workplace bullying behaviors (Nielsen et al., 2008). Additionally, the position held by the researcher within the organization, executive analyst for the installation commander, might negatively influence the level of response (Booth, 2010). Though the research includes the protection of participant confidentiality, some potential participants may choose not to complete the survey for fear of the release of their responses to the installation leadership (Booth, 2010). Other competing priorities include job requirements, personal commitments, and time constraints.

Definitions

Workplace bullying: Persistent (minimum of six months) and frequent (at least weekly) exposure to negative behaviors (Aasland et al., 2010; Adoric & Kvartuc, 2007; Agervold, 2007; Baillien, Rodriguez-Munon, Van den Broeck, & De Witte, 2011). The foundation of the definition of workplace bullying is the individual's subjective perception of the behaviors (Einarsen et al., 2009). When the target or observers perceive the behaviors as negative, hostile, humiliating, and intended to cause harm, the situation is considered workplace bullying. If the target's or observers' perceptions are otherwise, the situation may not be workplace bullying (Pate & Beaumont, 2010). This definition excludes singular or isolated commonplace rude or discourteous working interactions that do not result in severe mental or physical health concerns for the target or observers (Hoel et al., 2010; Pate & Beaumont, 2010).

Anxiety: Behavioral responses to anxiety might manifest as avoidance, clinging, dependence, and agitation (Oosthuizen & Koortzen, 2009). Physical experiences might include trembling, shaking, heavy perspiration, shortness of breath, racing or pounding heart, dizziness, stiffness, numbness or weakness, nausea, diarrhea, and irritability (Oosthuizen & Koortzen, 2009). Cognitive characteristics include worrying and sense of dread or apprehension (Oosthuizen & Koortzen, 2009).

Depression: An emotional state of low moods and sadness which manifests in behaviors such as losing interest in sexual activities, considering suicide, a weak appetite, easily crying, and feelings of hopelessness (Oosthuizen & Koortzen, 2009).

DoD Employees: For the purpose of this research, refers to military and civilians assigned to the military installation.

Observer: An organizational member who systematically and persistently observes others being bullied (Namie, 2007).

Target: An organizational member systematically and persistently exposed to workplace bullying (Namie, 2007).

Summary

Workplace bullying impacts 50% of employees and costs organizations an estimated \$23.8 billion annually in increased health care costs and lost productivity (Tepper et al., 2011; Workplace Bullying Institute, 2011-2012). The employee and organizational impact of workplace bullying is often attributed to other reasons because targets and observers do not report these negative behaviors for fear of being labeled a troublemaker, retaliation from the bully, and termination. This lack of members' understanding results in the acceptance of workplace bullying behaviors throughout an organization.

According to Gilbert et al. (2013) and Salin and Hoel (2013) females report workplace bullying more often and rate these behaviors as more severe than males. This difference in reporting and rating may be the result of how the genders react to workplace bullying; males more often confront the bully, while females tend to respond with avoidance strategies (Salin & Hoel, 2013). Understanding the gender differences in responding to workplace bullying may assist organizations in developing policies and programs to eliminate these behaviors from the workplace (Salin & Hoel, 2013).

Chapter 2

Literature Review

Literature Search

The primary source of literature for this research was the University of Phoenix on-line library databases including EBSCOhost, ProQuest, SAGE, and Books, Dissertations, and Thesis. Search terms included workplace bullying, emotional abuse, harassment, workplace abuse, scapegoating, mistreatment, aggression, incivility, interpersonal conflict, abusive supervision, psychological abuse, psychological terror, victimization, mobbing, social undermining, horizontal violence, workplace conflict, ostracism, and aversive leaders. Additionally, workplace bullying websites and books written by leading researchers in the field were reviewed. In all, over 525 scholarly and peer-review journal articles, dissertations, books, and websites were reviewed to support this research study.

Historical Development in the United States

Carroll M. Brodsky's *The Harassed Worker* published in 1976 was one of the first United States workplace bullying studies (Lutgen-Sandvik & Tracy, 2011). However, researchers did not recognize the importance of Brodsky's work until the early 1990s, when medical practitioner-scholars in Britain and the United States revived his research to assist in understanding the verbal abuse of medical students and nurses (Lutgen-Sandvik & Tracy, 2011). It was Brodsky's recognition that psychological harassment was an important factor in the workers' compensation claims of United States employees that interested the researchers (Lutgen-Sandvik & Tracy, 2011).

As the interest concerning workplace bullying grew within the research community, United States researchers began focusing on examining the human and legal risks of this phenomenon (Lutgen-Sandvik & Tracy, 2011). The research concentrated on incidences, escalation, and causes of interpersonal conflict ending in violence and even insider murders (Lutgen-Sandvik & Tracy, 2011).

By the 2000s, the terms workplace bullying and mobbing were recognized in the United States (Lutgen-Sandvik & Tracy, 2011). As the interest grew the boundaries of workplace bullying research expanded beyond the borders of management and psychology into law, education, medicine (specifically nursing), human resources management, and industrial relations (Lutgen-Sandvik & Tracy, 2011). In 2008, 32 years after the publication of *The Harassed Worker*, a study by the American Psychological Association supported the theory that workplace bullying is more harmful to targets than sexual harassment (Lieber, 2010).

United States Statistics and Research

Research disproves the common belief that negative behaviors associated with workplace bullying are limited to a few rude or discourteous organizational members. In addition to the bully, a nationally representative communication study of United States workers proposed a bullying situation may involve the bully's enablers and observers as well as the target (Namie & Lutgen-Sandvik, 2010). This study concluded that workplace bullying is an organizational concern spanning beyond the interactions between the bully and the target. The bully gathers enablers such as human resource personnel and coworkers to support the negative behaviors toward the target. These enablers actively collaborate with the bully by using organizational policies and making

statements to support the bully's claims against the target as well as participating in the negative behaviors (Namie & Lutgen-Sandvik, 2010).

According to Namie and Lutgen-Sandvik (2010), in any given year 10% of United States workers report persistent abuse or observation of workplace bullying. Lindy and Schaefer (2010) quantified an estimated 54 million United States workers (37%) have reported being targets of workplace bullying. Additionally, an estimated 17.5 million (12%) of United States workers observe workplace bullying. Other researchers have reported prevalence rates of workplace bullying within the United States at approximately 50% (Samnani & Singh, 2012).

Development of the Definition of Workplace Bullying

There is an extensive list of research terms used interchangeably for workplace bullying; (a) emotional abuse (Agervold, 2007; Baillien, Neyens, et al., 2011; Hershcovis, 2011; Hoel et al., 2010), (b) harassment (Baillien, Neyens, et al., 2011; Hauge, Skogstad, & Einarsen, 2010; Tsuno et al., 2010), (c) workplace abuse (Tsuno et al., 2010; Vie, Glasø, & Einarsen, 2010), (d) scapegoating (Agervold, 2007; Yildirim, & Yildirim, 2007), (e) mistreatment (Hoel et al., 2010), (f) social undermining (Hershcovis, 2011), (g) aggression (Hershcovis, 2011; Martin & LaVan, 2010), (h) incivility (Hershcovis, 2011; Hoel et al., 2010; Roscigno, Hodson, & Lopez, 2009), (i) interpersonal conflict (Hershcovis, 2011), (j) abusive supervision (Hershcovis, 2011; Thoroughgood, Hunter, & Sawyer, 2011), (k) psychological abuse or terror (Lutgen-Sandvik & Tracy, 2011; Tsuno et al., 2010; Yildirim, & Yildirim, 2007), (l) victimization (Tsuno et al., 2010), and (m) horizontal violence (Lindy & Schaefer, 2010). This list is the result of researcher specialization, but offers confusion and difficulty for targets

searching to identify, name, or fight against a workplace bullying situation (Cowan, 2012; Lutgen-Sandvik & Tracy, 2011). The use of numerous terms and marginally different definitions may explain the variance rate of incidents reported by researchers ranging from a mere few to more than 50% of respondents stating they have experienced workplace bullying (Agervold, 2007; Dehue et al., 2012; Hershcovis, 2011; Hoel et al., 2010; Samnani & Singh, 2012). Furthermore, several studies indicate females are more at risks for being targets and reporting workplace bullying than males (Dehue et al., 2012).

In 1999, researchers Hoel, Rayner, and Cooper stated the formulation of a definition of workplace bullying should incorporate four characteristics (Agervold, 2007; Samnani & Singh, 2012). First, Hoel and his associates agreed with Leymann concerning the requirements for frequency and duration. Second, Hoel stressed the importance of organizations recognizing the target's perception of and reaction to the bully's negative behaviors as harmful. Third, the perception or real inequity of power or status between the target and the bully is a defining characteristic. Fourth, the definition of workplace bullying should incorporate the bully's intent to harm the target. Researchers Einarsen, Hoel, Zapf, and Cooper added a target's difficulty defending him or herself against the bullying behaviors in 2003 (Agervold, 2007; Nielsen et al., 2008).

The characteristic of the bully's intention is a cautious consideration because organizational members may perceive a planned sound management decision as intention to harm (Agervold, 2007). An individual, may for example, perceive a transfer to another department as workplace bullying, but management's decision to move the member may

be a virtuous business decision. Another concern of including the bully's intentions in the definition of workplace bullying is measuring those intentions (Agervold, 2007).

The one method of knowing the bully's intentions is asking him or her, yet this is not an appropriate research question, and if asked, the bully is unlikely to respond honestly (Agervold, 2007). Therefore, researchers rely on the subjective perceptions and responses of targets and observers to the behaviors when defining the situation as workplace bullying (Agervold, 2007; Glasø, Nielsen, & Einarsen, 2009; Yildirim & Yildirim, 2007). As a result of this insight the requirement to incorporate the bully's intention in the definition of workplace bullying was eliminated (Agervold, 2007). However, according to Armstrong (2011) the similarity of workplace bullying to sexual harassment is bullying is not defined by the intentions of the perpetrator, but by the perception of and the effect on the targets.

Einarsen et al. (2009) defined workplace bullying as the persistent exposure to primarily psychological negative behaviors during the workday. Beale and Hoel (2011) stated the bully might be anyone the target interacts with during the workday (e.g., coworker, contractor, customer, leader, manager, or supervisor). The target's subjective perception of the bully's behaviors is the foundation of the workplace bullying (Einarsen et al., 2009). A target's perception of the behaviors as humiliating, intimidating, frightening, negative, hostile, punishment, or intended to cause injury, are more important to the harm from workplace bullying than the workplace category of the bully (Einarsen et al., 2009; Pate & Beaumont, 2010). When the target's perception is otherwise, it may not be a bullying situation (Pate & Beaumont, 2010).

Many of the negative behaviors associated with workplace bullying might be typical workplace behaviors happening in isolation and considered as rude behavior, often justified by “she is having a bad day” or “what ticked him off” (Einarsen et al., 2009; Lutgen-Sandvik & Tracy, 2011; Notelaers, Vermunt, Baillien, Einarsen, & De Witte, 2011). Nevertheless, these same behaviors can cause harm to the target, observers, and organization when directed toward an individual over a long period (Agervold, 2007; Einarsen et al., 2009; Notelaers et al., 2011; Yildirim & Yildirim, 2007). Workplace bullying is an established pattern of a variety of common negative behaviors that happen over a long time, not a series of disconnected or isolated behaviors (Baillien, Neyens, et al., 2011; Einarsen et al., 2009; Notelaers et al., 2011). A bully may use accusations, verbal abuse, and public humiliation to attack the target directly or attack indirectly using gossip, rumors, and social isolation (Crothers, Kipinski, & Minutolo, 2009; Einarsen et al., 2009; Mathisen, Ogaard, & Einarsen, 2012).

The definitions of workplace bullying are finding common characteristics, such as (a) incorporating unwanted negative behaviors, (b) persistence, (c) duration, (d) a perceived or actual imbalance of power, (e) the target’s perception of the behaviors as bullying, and (f) the target’s difficulty in defending him or herself against the bully’s behaviors (Hoel et al., 2010; Pate & Beaumont, 2010; Vie, Glasø, & Einarsen, 2011). These definitions exclude singular or isolated commonplace rude or discourteous interactions that do not result in severe mental or physical health concerns for the target or observers (Hoel et al., 2010; Pate & Beaumont, 2010). Researchers recognize that at least initially, the most common and predominant forms of workplace bullying are subtly devious (Samnani, 2013b). The bully’s subtle approach may result in non-

bullied organizational members and leaders not recognizing the negative behaviors as harmful (Hoel et al., 2010; Samnani, 2013b).

Hauge et al. (2010) agreed with Hoel et al. (2010) in defining workplace bullying as the repeated (frequency) and prolonged (duration) exposure to various forms of predominantly psychological mistreatment of the target. Typically, the target perceives he or she has no recourse to defend him or herself against the bully's insults, teasing, and badgering. In addition, there is a perceived or actual power imbalance between the target and the bully (Baillien, Notelaers, De Witte, & Matthiesen, 2010; Hauge et al., 2010; Tuckey, Dollard, Hosking, & Winefield, 2009).

Regardless of the term used mobbing, emotional abuse, harassment, workplace abuse, scapegoating, mistreatment, social undermining, aggression, incivility, interpersonal conflict, abusive supervision, psychological abuse or terror, or victimization to reference workplace bullying, researchers use the same supportive characteristics for defining this phenomenon. The commonly used definition of workplace bullying includes the persistent (minimum of six months) and frequent (at least weekly) exposure to a bully's negative behaviors (Aasland et al., 2010; Adoric & Kwartuc, 2007; Agervold, 2007; Baillien, Rodriguez-Munon, et al., 2011). The bully's behaviors directed toward the target maybe personal (e.g., gossip and insults) as well as work-related (e.g., assigning inappropriate tasks or withholding information). As a result of the bully's behaviors the target (a) is humiliated and distraught, (b) believes the behaviors are interfering with his or her job performance, (c) is uncomfortable in the work environment, (d) has difficulty defending him or herself against the unwanted behaviors, and (e) believes he or she is in an inferior position to the bully (Baillien et al., 2010;

Tuckey et al., 2009). Most organizational members experience singular or isolated non-supportive and other negative behaviors considered disrespectful or impolite, but these are not considered workplace bullying situations because there are no severe mental or physical health consequences for the recipient (Hauge et al., 2010).

Nature of Workplace Bullying

Members have an expectation of the organization to provide a safe and secure work environment where employees respect one another and are treated fairly and with dignity (Adoric & Kwartuc, 2007). Hauge et al. (2010) stated workplace bullying, as the systematic, repetitious exposure to the bully's negative behaviors, creates social stressors that violate this general expectation. Arguably, the consequences of permitting workplace bullying may be more devastating to the organization and its members than all other work-related stressors (Hauge et al., 2010). Most theories of work related stress state exposure to a stressful work environment creates some perceived level of distress that if not properly managed, might result in psychological, physical, or behavioral strain for members; increased turnover; and reduced profitability for the organization (Hauge et al., 2010). These harmful outcomes of workplace stress are similar to the results of workplace bullying. A workplace bully might attack the target's personal behaviors as well as his or her work-related behaviors (Einarsen et al., 2009). An attack on the target's work-related behaviors may be assigning too much, too little, too complex, or too simple of work assignments. A personal attack by the bully might consist of insults, social isolation, and insinuations about the target.

Whether the workplace bullying is deliberate or unintentional, it is understood as an evolving process, which begins with a target's exposure to subtle and often disguised

negative behaviors that gradually become more direct and aggressive (Einarsen et al., 2009; Townend, 2008). Direct negative behaviors may consist of openly confrontational behaviors such as public humiliation, verbal abuse, and accusations (Baughman, Dearing, Giammarco, & Veron, 2012; Einarsen et al., 2009; Townend, 2008). The more subtle and disguised indirect or non-confrontational behaviors include gossiping, spreading rumors, and social exclusion (Baughman et al., 2012; Einarsen et al., 2009; Townend, 2008). Organizations tend to have difficulty recognizing indirect or non-confrontational behaviors as workplace bullying (Baughman et al., 2012). When experienced over time and frequently, even the subtlest negative behaviors may become a source of workplace stress (Hauge et al., 2010).

Targets and observers of bullying report higher levels of general and mental stress at work than non-bullied individuals (Hauge et al., 2010). Exposure to workplace bullying is described as a gradual deprivation of control and opportunities to cope with the negative behaviors, creating a stressful work environment (Hauge et al., 2010). Hauge et al. (2010) found workplace bullying was a considerable stressor in relation to symptoms of anxiety and depression. In addition, workplace bullying is characterized by a depletion of coping opportunities that lead to symptoms of stress that are more damaging in nature than most other work related stressful situations encountered within organizations (Hauge et al., 2010). When the frequency and intensity of the bullying escalates, targets and observers begin experiencing mental and physical health and working relationship issues as severe as post-traumatic stress disorder (PTSD), suicide ideation, and even suicide (Berthelsen, Skogstad, Lau, & Einarsen, 2011; Hauge et al., 2010; Lutgen-Sandvik, 2008).

The stress related to workplace bullying, unlike other workplace stressors, is not a commonly expected characteristic of the workplace demands and expectations; therefore targets perceive the negative behaviors as unnecessary and unfair (Hauge et al., 2010). This perception of unfair treatment and systematic exposure to negative behaviors not experienced by other members fosters distrust of the organization (Hauge et al., 2010). As the target's distrust intensifies his or her level of work satisfaction and organizational commitment decreases. In addition, the target and observers may lose the desire to remain in the organization and to be present at work (Hauge et al., 2010). The negative behaviors associated with workplace bullying are more harmful to members and the organization than other more frequently researched workplace stressors (Hauge et al., 2010).

The nature of workplace bullying is negative behaviors and practices that are; (a) repetitive; (b) deliberate or unconscious; (c) perceived by the target and possibly observers as humiliating, hostile, and stressful; (d) interfering with the target's performance and working relationships; and (e) creating an unfriendly work environment (Hoel et al., 2010). The two primary features of workplace bullying are the frequency and duration of the negative behaviors as perceived by the target to be hostile (Hoel et al., 2010). Not only does the target resent these systematic and ongoing negative behaviors, but has difficulty defending him or herself against the bullying (Hoel et al., 2010). Single negative behaviors commonly found in the everyday work environment recognized as rudeness, an individual losing his or her temper or having a bad day, are excluded from the nature of workplace bullying (Hoel et al., 2010).

Conflict management.

Workplace bullying and workplace conflict are not synonymous; however, organizational members' lack of conflict management skills is a primary source of workplace bullying (Baillien et al., 2010). By definition, the negative behaviors of workplace bullying are unethical and counterproductive, which is consistent with workplace conflict. Workplace conflicts though potentially negative, are not defined by the suggestion of negativity.

Another separating characteristic between bullying and conflict is the frequency and duration of the negative behaviors (Baillien et al., 2010). A workplace conflict may be a single, short outburst, or a series of well-known disagreements. By contrast, the definition of workplace bullying is the negative behaviors happen at least weekly for a minimum of six months. In addition, workplace bullying stigmatizes the target by forcing him or her into an inferior position making it difficult to defend him or herself against or stopping the bullying behaviors. Stigmatization is not a fundamental characteristic of workplace conflict (Baillien et al., 2010).

Finally workplace conflict is not generally associated with severe mental and physical health concerns for organizational members (Baillien et al., 2010). An important characteristic of the definition of workplace bullying is severe mental and physical health issues, such as PTSD and other general anxiety disorders (Aasland et al., 2010; Agervold, 2007; Baillien et al., 2010; Lutgen-Sandvik, 2008). Because of these differences in definitions, the phenomena of workplace bullying and workplace conflict are not interchangeable.

Organizational change.

As organizational changes develop, the direct and indirect threat of workplace bullying intensifies (Baillien & De Witte, 2009; Thoroughgood et al., 2011). Members' preference for the known or current status, as opposed to the unknown of a future status, raises the potential of opportunities for workplace bullying during organizational change. As a result of this preference individuals may perceive the pain of the known as more desirable than the potential pleasure of the unknown. Workplace bullying may be connected to this association of change and negativity (Baillien & De Witte, 2009).

Workplace bullying may be encouraged by organizational change through stressors such as job insecurity, more autocratic leadership styles, and increased workload (Baillien & De Witte, 2009; Thoroughgood et al., 2011). Baillien and De Witte (2009) stated the greater the perceived changes, the higher the incidences of workplace aggression. Specific changes increasing indirect negative behaviors associated with workplace bullying are (a) pay cuts, (b) using part-time employees, (c) management changes, (d) diversity changes, (e) increased monitoring of performance, (f) reengineering, and (g) budget cuts (Baillien & De Witte, 2009). When implementing organizational change managers, supervisors, and leaders may assume a more authoritarian approach to directing subordinates through the changes (Baillien & De Witte, 2009). When this controlling management approach that demands obedience becomes the norm, workplace bullying might be encouraged throughout the organization.

Changing from a centralized to a decentralized organizational structure may increase workplace bullying because there is greater competition for fewer higher-level positions (Baillien & De Witte, 2009). Another reason is the delegation of work team

management and control to the team members intended to increase productivity. Delegation of work team management gives the team the authority to punish and even fire low-performing and undesirable members. Without proper conflict management skills, this delegation of authority may result in difficulty building working relationships and working through interpersonal conflicts creating work-related stress (Baillien & De Witte, 2009).

Communication.

Researchers studying work environments have associated job insecurity, role conflicts, and workload with low levels of top-down communication and workplace bullying (Baillien, Neyens, et al., 2011). Targets have reported antecedents to workplace bullying include poor flow of information, lack of two-way communications concerning work tasks, and less clarity of expected goals in comparison to observers (Baillien, Neyens, et al., 2011). Furthermore, observers reported lower levels of communication than organizational members not involved in the workplace bullying. The vagueness of low levels of leader driven communications promotes organizational conflict, impedes the development of effective conflict resolution skills and coping with stress, and precedes workplace bullying situations (Baillien, Neyens, et al., 2011). Well-defined top-down organizational communications permit members to resolve work problems in the early stages, preventing the situation from turning into workplace bullying (Baillien, Neyens, et al., 2011).

The Target

Human resources professionals view targets as an ideal employees because they are usually self-starters, truthful, ethical, detailed, knowledgeable, and have emotional

intelligence (Baillien, Neyens, et al., 2011; Namie, 2007). However, targets seem to have an unrealistic view of the workplace bullying situation (Baillien, Neyens, et al., 2011; Namie, 2007). Additionally, targets may be non-confrontational, which accounts for the difficulty defending themselves against the workplace bullying (Namie, 2007). The bully may perceive this non-confrontational characteristic as shyness, low social skills, and being anxious, leading him or her to view the target as weak (Baillien, Neyens, et al., 2011). An organizational member capable of successfully opposing the bullying behaviors is usually not selected as the target (Namie, 2007). Organizational members most susceptible to workplace bullying are those who are Prosocial, desire to help or serve others, are technically dedicated, and try to avoid organizational politics (Namie, 2007).

Self-labeling.

The explanation for variances in reactions to workplace bullying may be the differences in the targets' reaction to the exposure and reactivity to stress (Felblinger, 2008; Vie et al., 2011). A study of 433 Danish manufacturing employees reported generalized self-efficacy moderated the relationship between workplace bullying exposure and psychological health concerns (Vie et al., 2011). A positive sense of coherence tends to protect targets exposed to low levels of workplace bullying; however, this protection diminishes as the workplace bullying escalates (Nielsen et al., 2008).

Though these findings suggest characteristics are a determining factor in how targets experience and react to workplace bullying, the research does not provide a complete explanation of how workplace bullying affects mental and physical health (Felblinger, 2008; Nielsen et al., 2008). A study of 385 Canadian nurses reported those

who self-labeled as a target reported more mental health and job satisfaction concerns as well as higher burnout than nurses who did not self-label as targets of workplace bullying (Nielsen et al., 2008). Self-labeling effects targets' self-concept and confidence that contributes to their response to stress and acts as a relationship moderator between exposure to workplace bullying and the target's reaction to the bullying (Nielsen et al., 2008). Vie et al. (2010) reported an estimated 50% of targets reference the label of 'bullied' when attempting to make sense of their experiences.

Intention to leave.

It is important for organizational leaders to realize the intention to leave is a common form of resistance, along with psychological withdrawal and resignation (Houshmand, O'Reilly, Robinson, & Wolff, 2012). Whether or not a member is a bully's target, workplace bullying likely impacts his or her intention to leave the organization. However, this intention to leave may only result in resignation when alternative employment opportunities are accessible (Houshmand et al., 2012). Though the cost of turnover is considerable, the cost may be greater when a member with intentions to leave chooses to silently endure the workplace bullying. When members cannot find other employment their focus is concentrated on surviving the bullying versus accomplishing assigned responsibilities (Houshmand et al., 2012).

Targets subjected to frequent bullying are three times more likely to leave (voluntarily or involuntarily) than non-bullied organizational members (Hogh, Hoel, & Carneiro, 2011). Member turnover can be explained in terms of a "push," the desire to move, or a "pull," the availability of a better position within or external to the organization (Hogh et al., 2011). According to Hogh et al. (2011) targets of workplace

bullying more often believe they had been pushed rather than pulled from the organization. When targets and observers find little or no support from the organization in resolving the bullying, leaving whether pushed or pulled may be the best option to find relief.

The Observer

Though not directly affected by the negativity of workplace bullying, observers may experience similar mental and physical health and working relationships concerns as targets (Hoel et al., 2010). The deterioration of a target's working relationship with the bully might prompt him or her to risk requesting the observers' support in describing and confronting the situation (Hoel et al., 2010). This request is risky because the observers' response is usually contingent upon their fear of becoming the bully's next target (Pate & Beaumont, 2010). Only occasionally does the observer support the target; normally observers do not get involved or support the bully (Pate & Beaumont, 2010). Observers choosing to suffer in silence, remain uninvolved, or asked to testify in a workplace bullying case, report similar decreases in job satisfaction and increased intentions to leave as targets (Hoel et al., 2010).

The Bully

The bully controls the workplace bullying situation by (a) choosing the target; (b) deciding when to start and stop the negative behavior; (c) determining the intensity and frequency of the bullying, and (d) explaining his or her behaviors (Namie, 2007). According to Linton and Power (2013) 83% of bullies were or are targets and 50% of targets were or are bullies (Linton & Power, 2013). A workplace bully commonly targets organizational members perceived as threatening (Namie, 2007).

The reasons most often provided by targets for being bullied are (a) refusing to be submissive to the bully, (b) having more procedural knowledge than the bully, (c) being better liked within the organization than the bully, and (d) willing to expose fraud or crime within the organization (Namie, 2007). According to Namie (2007) 58% of workplace bullies are women needing to control the actions of others while acting subjectively to pursue her personal interest, frequently to the detriment of the organizational goals (Namie, 2007). Furthermore, in addition to supervisor to subordinate bullying, this phenomenon includes subordinate to supervisor, between peers or coworkers, and customers or clients to organizational members bullying (Samnani & Singh, 2012).

Screaming Mini, Constant Critic, Two-Headed Snake, and Gatekeeper.

Namie (2007) described four types of workplace bullying behaviors starting with the Screaming Mini as the stereotypical bully; inspires fear and stagnation through public humiliation by screaming, yelling, swearing, and even throwing things. A Constant Critic, otherwise known as a hypercritical nitpicker, attacks by painstakingly instigating a behind closed doors campaign to destroy the target's career and exploiting the performance appraisal system. Workplace bullies, who separate the target from his or her work team, while using rumors to attack the target's professional abilities and personal choices, are known as the Two-Headed Snake. The Gatekeeper withholds information and resources the target needs to be successful in his or her work responsibilities. Regardless of the workplace bully's approach, the deterioration of the mental and physical health and workplace relationships of the target and observers are the same.

Serial or cyclical bullying.

A serial or cyclical bully directs the negative behaviors toward the selected target until he or she leaves the organization through reassignment, resignation, or firing (Lutgen-Sandvik & Tracy, 2011). When the current target leaves, the bullying behaviors may cease temporarily until the bully selects the next target. Upon selection of a new target, the bullying starts and continues until that target leaves the organization initiating the beginning of a new cycle. This cyclic nature of serial workplace bullying, results in organizations struggling with recognizing the bully rather than the target, as the cause of the problem (Lutgen-Sandvik & Tracy, 2011).

Unknowing bullies.

Organizational leaders unknowingly might initiate perceptions of bullying through lack of involvement in decision-making, by creating cultures where members are afraid to express themselves, and by using an authoritarian approach to conflict resolution (Hoel et al., 2010; Townend, 2008). Members' dissatisfaction with how leaders resolve work conflicts account for the greatest variance between bullied and non-bullied research respondents (Hoel et al., 2010). Imbalance of power becomes a concern when members perceive a leader as unreasonable or unjustified in the use of power to force others to be submissive (Hoel et al., 2010). However, the leader may believe these behaviors are necessary to increase productivity or quality of work (Glasø et al., 2009). The unknowing bully may replace the effective behaviors of involvement and constructive criticisms with negative behaviors perceived as workplace bullying by targets and observers (Hoel et al., 2010).

The Harm

Members characteristically identify with their position within the organization, rendering the work as a significant aspect of self-identity (Lucas, 2011; Lutgen-Sandvik, 2008; Lutgen-Sandvik & Tracy, 2011). Becoming a target leads them to question their personal value as well as their value as a member of the organization (Lutgen-Sandvik & Tracy, 2011). Workplace bullying not only traumatizes the target, but stagnates and silences observers who fear becoming the next target. Observers, who fail to intervene or support the target in resolving the workplace bullying, may develop feelings of guilt (Lutgen-Sandvik & Tracy, 2011). The target's perception of guilt is strengthened by the belief that the observers' silence and inaction is in support of the bullying, rather than fear of being the next target (Lutgen-Sandvik & Tracy, 2011).

Endurance.

The implications of workplace bullying do not end when the bullying stops, these situations become enduring topics of conversations that resurface when observers attempt to discuss and make sense of the bullying (Lutgen-Sandvik, 2008; Lutgen-Sandvik & Tracy, 2011). A single workplace bullying incident may dominate members' conversations for weeks or even months. These conversations re-victimize the target, increase the emotional damage on observers, and pollute the organizational culture (Lutgen-Sandvik & Tracy, 2011).

Stigmatization and traumatization.

Workplace bullying stigmatizes targets and observers through its framework (e.g., accusations and mental illness) and traumatizes by shaking their beliefs in fair play (Lutgen-Sandvik & Tracy, 2011). This combination of stigmatization and traumatization

results in the workplace bullying experience being disruptive to the target's life narrative or identity. Contributing to this harm is the struggles with disorganization and confusion targets and observers have when attempting to describe and explain the bullying situation to organizational leaders and human resources professionals.

Psychosomatic and psychological symptoms.

The psychosomatic and psychological symptoms linked to workplace bullying are wide-ranging including social isolation, social maladjustment, low self-esteem, sleep problems, thoughts of suicide, difficulties concentrating, chronic fatigue, depression, helplessness, anger, compulsions, anxiety, despair, and PTSD (Lutgen-Sandvik & Tracy, 2011; Nielsen et al., 2008; Townend, 2008; Vie et al., 2011). In a sample of Norwegian blue and white-collar workers bullying accounted for (a) a variance of 14% in psychological complaints, (b) 6% of the variance in musculoskeletal problems, and (c) 8% variance in psychosomatic health complaints (Vie et al., 2011). Organizations must recognize the debilitating mental and physical health concerns connected to workplace bullying.

Post-traumatic stress disorder (PTSD).

PTSD is a formal diagnostic category used by the American Psychological Association to describe the development of symptom patterns in individuals who have experienced a severe traumatic stress (Nielsen et al., 2008). Though researchers and medical professionals conclusively have not stated workplace bullying constitutes a life threatening event, death, or serious injury as required by the *Diagnostic and Statistical Manual of Mental Disorders* criteria for PTSD, targets display symptoms that are arguably compatible with PTSD (Nielsen et al., 2008). A Norwegian study stated 77 of

102 targets (75%) reported symptoms above the thresholds for PTSD (Nielsen et al., 2008). A Danish study reported similar results of 118 targets where 76% displayed symptoms of PTSD (Nielsen et al., 2008). Namie (2007) reported 30% of female and 21% of male targets suffered from PTSD. In addition, a British study reported 11% of observers experienced PTSD (Namie, 2007). Norwegian clinical psychologist S. E. Einarsen established that work-related trauma is as disturbing to an individual's life as war-induced trauma (Namie, 2007).

Organizational.

The harm extends beyond the mental and physical health of the targets and observers into the organization (Monks et al., 2009). An organization tolerant of workplace bullying may decrease the financial bottom line as a result of lost productivity from targets and the expense of legal actions (Bunk & Magley, 2013; Lieber, 2010; Namie, 2007). Targets, often considered the most talented members, are driven from the organization. According to Lieber (2010) approximately 25% of targets and 20% of observers leave organizations annually because of workplace bullying. In an organization of 1,000 members, a single workplace bully could decrease the profit margin by an estimated \$2 million annually (Lieber, 2010).

If the target or observer does not leave, their productivity decreases because of increased absenteeism, decreased job satisfaction, and diminished commitment to the organization (Einarsen et al., 2009; Hoel et al., 2010; Namie, 2007; O'Donnell, MacIntosh, & Wuest, 2010; Tuckey et al., 2009). Di Rosa et al. (2009) stated the psychological abuse associated with workplace bullying has developed as one of the most dangerous health concerns for organizations. Workplace bullying results in economic,

psychological, social, and health problems for targets and some observers (Di Rosa et al., 2009).

Gender

Despite the growing interest in workplace bullying research, little attention has been given to differences in experiences based on gender (Salin & Hoel, 2013). However, Gilbert et al. (2013) stated more than half of targets are women, which suggest women react more fervently to workplace bullying and report more incidents from colleagues and subordinates than men. Workplace bullying may not be a gender-neutral concern. Researching and acknowledging the gender differences associated with workplace bullying may benefit organizations in designing prevention and intervention policies and programs suitable for both genders (Salin & Hoel, 2013).

Leadership Styles

Leadership style is the motivational need of an individual in a leadership role or how subordinates interpret the leader's behaviors (Aryee, Chen, Sun, & Debrah, 2007). A workplace bullying culture is the result of an active and abusive or an indirect and passive leader (Einarsen et al., 2009). When the bully is a high-level or powerful member of the organization, targets and observers may be quieted by fear and discouraged from resisting the bullying (Lutgen-Sandvik & Tracy, 2011; Townend, 2008). A leader who relinquishes his or her responsibilities and avoids resolving interpersonal conflicts and work tensions builds a foundation for workplace bullying within the organization (Einarsen et al., 2009).

The research results vary from 50% to 90% of targets reporting the workplace bully as a superior (Tuckey et al., 2009). These statistics are supported with the

inundation of research focusing on the leader as the driving force behind workplace negative outcomes (Thoroughgood et al., 2011). The significance of targets reporting a superior as the most frequent bully is that workplace bullying is generally a downward directed process (Hoel et al., 2010). However, because workplace bullying is experienced throughout the hierarchical levels within the organization, managers may be bullying lower-level managers (Hoel et al., 2010). In the mid-1950s to the 1990s, researchers reported 60% to 75% of workers stated the worst aspect of the work situation was the immediate supervisor (Hoel et al., 2010). Several studies suggested that leadership styles might negatively influence the working environment and productivity (Hoel et al., 2010).

Destructive leadership is the systematic and repetition of negative behaviors by members who damage or sabotage the organization's goals and resources, and the effectiveness, motivation, and job satisfaction of the other members (Aasland et al., 2010; Thoroughgood et al., 2011). As with the definition of workplace bullying, the repetition of these negative behaviors is destructive, regardless of the intentions or antecedents (Aasland et al., 2010). Destructive leadership develops in various forms, from passive to active negative behaviors.

Tyrannical.

Tyrannical leaders combine pro-organizational with anti-subordinate behaviors to obtain results at the expense of organizational members (Aasland et al., 2010). These leaders behave in accordance with the organizational policies and goals, but bullies subordinates under the guise of getting the job done. Because of the combination of pro-

organizational and anti-subordinate behaviors, superiors tend to evaluate the bully's behaviors differently from the behaviors of targets and observers (Aasland et al., 2010).

Tyrannical leaders increase a target's stress, anxiety, depression, and health problems (Hoel et al., 2010). In addition, targets spend a great deal of time attempting to cope with the negative behaviors and report low levels of commitment and loyalty to the organization (Hoel et al., 2010). A Norwegian study reported subordinates' assessment of the quality of the leader-subordinate relationships in connection to feelings of frustration, uncertainty, and violation (Hoel et al., 2010). Lack of respect and trust in a leader-subordinate relationship might decrease members' job satisfaction, increase their intentions to leave the organization, and increase physical and mental health problems complaints (Hoel et al., 2010).

Petty Tyrant.

Baillien, Rodriguez-Munoz, Van den Broeck, and De Witte (2011) stated there might be a connection between workplace bullying and the personality profile of the bully described in Ashforth's (1994) research *Petty Tyranny in Organizations*. Ashforth (1994) defined a petty tyrant as a leader who (a) holds his or her power over others; (b) is unpredictable in behaviors and decision-making; (c) is self-important, demeaning, and disrespectful; (d) forces conflict resolution; (e) deters initiative; and (g) distributes uncalled-for punishments (Baillien, Rodriguez-Munoz, et al., 2011; Glasø et al., 2009). A petty tyrannical approach to management arguably results in lowering (a) organizational members' self-esteem; (b) work team cohesion; (c) performance and productivity; and (d) increasing frustration, stress, helplessness, and member isolation (Baillien, Rodriguez-Munoz, et al., 2011; Bligh, Kohles, Pearce, Justin, & Stovall, 2007).

These outcomes of a petty tyrant are similar to the target and observers' reactions to the negative behaviors of workplace bullying. Though leaders are frequently the bully as supported by a Norwegian study where 50% of respondents stated the bully was a leader, researchers rarely consider leadership style as a cause of workplace bullying (Hoel et al., 2009).

Laissez-faire.

Laissez-faire leaders are present within the organization, but fail to perform expected job responsibilities (Aasland et al., 2010; Hoel et al., 2010). This failure to lead may be considered workplace bullying (Mathisen et al., 2012). A laissez-faire leader's passive, physical, and indirect behaviors may manifest as being late for a meeting hosted by the target, or choosing to not protect or defend the target in a risky work environment (Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007). A passive and indirect laissez-faire approach to leadership may manifest as choosing not to provide the target with important information or supporting him or her against verbal attacks (Skogstad et al., 2007). Members may perceive or experience this absence of appropriate leadership as intended and systematic neglect and ignorance, to the point where they feel socially isolated and disliked (Hoel et al., 2010).

Laissez-faire leaders may enable indirect workplace bullying by not recognizing the behaviors or failing to intercede when contacted by the target or observers concerning the bullying (Hoel et al., 2010). Other workplace bullying behaviors include (a) delayed decisions; (b) the absence of constructive feedback, rewards, and involvement; (c) no activities to motivate members; or (d) no attempt to help members recognize and satisfy their needs (Skogstad et al., 2007). A laissez-faire leader is appointed as an

organizational leader, but has distanced him or herself from the responsibilities and duties of the position by providing zero leadership (Skogstad et al., 2007).

Supportive-disloyal.

Supportive–disloyal leadership is the opposite of a tyrannical leader. This leader combines pro-subordinate with anti-organizational behaviors (Aasland et al., 2010). These leaders support and inspire members while stealing materials, time, or financial resources from the organization. Supportive-disloyal leaders provide coworkers and subordinates benefits in excess of what members are entitled, regardless of the harm to the organization (Aasland et al., 2010). A supportive-disloyal leader persuades members to (a) lower their work ethics, (b) engage in misconduct, (c) be unproductive, and (d) work toward goals other than those of the organization by being friendly and supportive (Aasland et al., 2010). These leaders may even commit crimes such as embezzlement and fraud while encouraging coworkers and subordinates to do the same (Aasland et al., 2010).

Derailed.

A derailed leader is anti-organizational and anti-subordinate (Aasland et al., 2010). These leaders display workplace bullying behaviors such as humiliation, manipulation, and deception, while concurrently stealing resources from the organization through activities including absenteeism, fraud, and theft (Aasland et al., 2010). A derailed leader uses charisma for personal gain while abusing the organization and its members (Aasland et al., 2010).

Authoritarian.

An authoritarian leader emphasizes unqualified authority and control, stresses domination over subordinates, consolidates authority, and makes one-sided decisions (Aryee et al., 2007). Workplace bullying may fulfill an authoritarian leader's need for power and control. These leaders ignore suggestions, demean contributions, and insist on absolute obedience (Aryee et al., 2007). By creating fear, an authoritarian leadership style may indirectly or unknowingly encourage workplace bullying as a method for demonstrating authority (Samnani & Singh, 2012).

Department of Defense (DoD) Leadership

As a chain of command or hierarchical structure, DoD leaders and organizations are vulnerable to supporting a culture of workplace bullying (Owoyemi, 2011). For example, within the DoD a leader has the authority and may be encouraged to engage in a confrontational manner toward subordinates with little fear of discipline or being reported for exhibiting bullying behaviors (Owoyemi, 2011). According to Astrauskaite et al. (2014) workplace bullying has to be supported by an organizational culture and leadership behaviors. Power imbalance, one of the characteristics of workplace bullying, is visibly evident in the DoD culture through the use of rank, grades, and protocols supporting positional power. This positional power often results in a target having difficulty defending himself or herself on an equal basis with the bully within a culture of "rank makes right" (Owoyemi, 2011). The bully's negative behaviors might be supported as the obligation of a DoD leader to maintain control and be firm to ensure the organization achieves mission requirements (Owoyemi, 2011).

Workplace bullying within DoD organizations is supported by a study of military recruits (Mageroy, Lau, Riise, & Moen, 2009). The study reported 12% of Army participants were bullied and 53% observed workplace bullying. Navy participants reported 2.5% as targets and 9.9% as observers of workplace bullying. Those participants reporting observing workplace bullying were generally in the lower military ranks.

In respect to gender, Owoyemi (2011) specified a workplace bully more often targets the minority gender rather than the majority gender within an organization. The DoD organization used in this study is predominately male; 21.2% of the population is female and 78.8% male (C. Roberts, personal communication, April 17, 2014). Additionally, of the 28.7% identified as supervisors, 14.9% are female and 85.1% are male (C. Roberts, personal communication, April 17, 2014). This gender imbalance, as well as a culture of positional power, supports the need to study workplace bullying within the DoD.

Measurement Instruments for Workplace Bullying Behaviors

Researchers have developed and used several instruments to measure exposure to workplace bullying, but only two have been used in more than a few studies, the Inventory of Psychological Terror (LIPT) and the NAQ-R (Einarsen et al., 2009). The problem with most measurement instruments is these tools are exceedingly long (up to 60 questions) and difficult to facilitate within most organizations (Einarsen et al., 2009).

Leymann Inventory of Psychological Terror (LIPT).

Leymann and his associations developed the LIPT to assess the frequency and consequences of workplace bullying (Agervold, 2007). The LIPT consists of 45

behaviors considered workplace bullying, organized into five distinct groups to determine the target's ability to (1) confront the situation, (2) maintain social contacts, (3) maintain professional reputation, (4) retain employment, and (5) maintain mental and physical health (Agervold, 2007). Leymann maintained the distinction between worker conflict and workplace bullying is not the specific behaviors, but the frequency (at least weekly) and duration (at least six months) of the negative behaviors (Agervold, 2007).

Negative Acts Questionnaire-Revised (NAQ-R).

The NAQ-R consists of 23 items describing negative acts of a personal and work-related nature that show high internal consistency, face validity, and construct validity as measured by Cronbach's alpha (Einarsen et al., 2009; Samnani & Singh, 2012). A participant's response that he or she had experienced one or more of the listed behaviors on a persistent and frequent basis indicated him or her as a target of workplace bullying (Samnani & Singh, 2012). Though a useful instrument, when translated from Scandinavian to English the face validity for some items became questionable and others revealed a cultural bias (Einarsen et al., 2009).

Einarsen et al. (2009) revised the NAQ-R specifically for Anglo-American cultures. These researchers divided 61 participants working in various organizations and positions throughout the United Kingdom to revise the NAQ-R (Einarsen et al., 2009). The NAQ-R is a 24-item scale of direct and indirect workplace bullying behaviors; the respondent interprets each item as work-related, person-related, or physical bullying (Berthelsen et al., 2011; Vie et al., 2010). To eliminate forcing participants to label their situation as workplace bullying, Einarsen et al. (2009) wrote the questions in behavioral terms with no reference to terms associated with workplace bullying (Vie et al., 2010).

Validation of the NAQ-R was accomplished by distributing the instrument to 12, 350 employees in 70 private, public, and volunteer organizations throughout Great Britain; the response rate was 42.8% or 5,288 questionnaires returned (Einarsen et al., 2009). As a result of a Cronbach's alpha score of .90 verifying internal consistency of the NAQ-R, the researchers concluded it is an appropriate instrument for measuring workplace bullying behaviors.

Conditions for using the NAQ-R.

In an attempt to establish the NAQ-R as the standard measurement instrument for the perceived exposure to workplace bullying, the *Bergen Bullying Research Group* provides permission for non-commercial use free of charge, under the condition the NAQ-R data collected (including demographic data and response rate) is provided for inclusion in the International Data Base on the Prevalence and risk factors of Bullying at work (IDPB) (Universitas Bergensis, 2010). Additionally, the researcher must provide a short description of the research project as well as information about him or herself (reference Appendixes B and C).

Description of the NAQ-R.

The first 22 questions of the NAQ-R are written in behavioral language with no reference to the terms workplace bullying or bullying (Einarsen et al., 2009; Universitas Bergensis, 2010). The advantage of eliminating these terms is that participants do not have to label themselves as a victim of workplace bullying. Furthermore, two additional questions define workplace bullying and the experience of observing these behaviors and ask participants to respond by indicating how often they have experienced or observed workplace bullying. The NAQ-R is strictly an inventory instrument used to measure

frequency, intensity, and prevalence of workplace bullying; it is not a diagnostic instrument (Einarsen et al., 2009; Universitas Bergensis, 2010).

Theoretical Models and Theories

According to Webster, Rashotte, and Whitmeyer (2008) theoretical models (a) inspire precise reports of ideas, (b) enhance the precision of the argument, (c) reduces ambiguity, and (d) enable informative validation or non-validation of the researchers' ideas. Researchers use developed theoretical models to expand the explicit knowledge within the respective field of study. Therefore, workplace bullying researchers use defined theoretical models for investigative purposes.

Three-Way Model.

Researchers use the Three-Way Model to view the impact of work characteristics on workplace bullying from the target and bully's perspective (Baillien, Neyens, De Witte, & De Cuyper, 2007; Baillien, Rodriguez-Munoz, et al., 2011). The model's first leg occurs when the organizational environment or culture does not provide effective coping skills and resources for dealing with frustration and stress for its members. Second, such a negative environment or culture may permit a bully to intensify personal conflicts toward the target. Third, in addition to allowing workplace bullying, the environment or culture may promote and reward these negative behaviors. The Three Way Model focuses on (a) members inefficient ability and resources in coping with stress, (b) unsolved interpersonal conflicts, and (c) the members and organizational characteristics positively or negatively influencing workplace bullying (Baillien et al., 2007; Baillien, Rodriguez-Munoz, et al., 2011)

Communication perspective.

In the early 2000s, organizational communication researchers joined the conversation on workplace bullying (Lutgen-Sandvik & Tracy, 2011). This conversation expanded the perspectives and revealed the complexity of workplace bullying by including the fields of education, nursing, law, management, and psychology. Researchers began questioning hidden workplace power relationships while challenging organizational beliefs, meanings, and patterns (Lutgen-Sandvik & Tracy, 2011).

Why do organizations value the stories of bullies in higher-level positions over the target's (who is often subordinate to the bully) story? Why does workplace bullying stigmatize targets as the problem? Does the organizational chain of command (culture) support workplace bullying? These are foundational questions for acknowledging, preventing, and stopping workplace bullying.

Lutgen-Sandvik and Tracy (2011) approached the organizational environment and cultural influences on workplace bullying using a communication perspective to discover how culture, societal values, beliefs, policies, and practices support or prevent workplace bullying. This communication perspective incorporates seven questions.

1. How does workplace bullying manifest within an organization?
2. What does workplace bullying look like in an organization?
3. How do members and the organization make sense of the workplace bullying?
4. How do members and the organization respond to the workplace bullying?
5. Why is workplace bullying so harmful to the organization and its members?
6. Why is workplace bullying so difficult to recognize, address, and prevent?
7. How can organizations recognize, address, and prevent workplace bullying?

Though workplace bullying often appears to involve the bully and the target, the negative behaviors only continue when the organizational environment or culture condones, models, or rewards these behaviors (Astrauskaite et al., 2014; Lutgen-Sandvik & Tracy, 2011). The goal of the communication perspective is to discover and resolve the root cause of the workplace bullying, rather than treating the surface symptoms. When the organizational culture promotes and rewards these behaviors or organizational members fear confronting the bully, focusing resolution on the bully or the target is an ineffective method for resolving workplace bullying. Additionally, attempts by human resources and training departments to change the culture tend to fail when the organizational beliefs supporting aggression are not considered as one aspect of the required cultural change (Lutgen-Sandvik & Tracy, 2011).

Organizational members understand that thriving workplace bullying is normally the result of leaders endorsing or ignoring the negative behaviors (Astrauskaite et al., 2014; Lutgen-Sandvik & Tracy, 2011). Members in positions to facilitate organizational change often view the path to changing the embedded culture, morals, and beliefs as an impossible challenge; therefore the effort is rarely initiated and less often successful (Lutgen-Sandvik & Tracy, 2011).

The foundational behaviors of workplace bullying involve various types of communication such as (a) public humiliation (Lutgen-Sandvik & Tracy, 2011; Namie, 2007), (b) spreading gossip (Lutgen-Sandvik & Tracy, 2011; Namie, 2007), (c) rudeness (Namie, 2007), (d) abusive language (Namie, 2007), (e) persistent criticism (Balducci et al., 2011), (f) yelling (Namie, 2007), (g) screaming (Lutgen-Sandvik & Tracy, 2011; Namie, 2007), and (h) swearing (Namie, 2007). The characteristics of frequency (at least

weekly) and duration (minimum of six months) change the meaning and effects of these behaviors from rudeness or discourteous behaviors to bullying (Lutgen-Sandvik & Tracy, 2011). An individual who is occasionally rude or discourteous is not a workplace bully. Nevertheless when these rude or discourteous behaviors are directed toward the same person frequently and over a period of time the situation is workplace bullying (Baillien, Rodriguez-Munoz, et al., 2011; Einarsen et al., 2009; Namie, 2007).

The communication perspective assists targets and observers in making sense of workplace bullying (Lutgen-Sandvik & Tracy, 2011). First the workplace bullying manifests through communication (e.g., humiliation, screaming, and criticism) or lack of communication (e.g., withholding information) (Baillien, Rodriguez-Munoz, et al., 2011; Einarsen et al., 2009; Lutgen-Sandvik & Tracy, 2011). Second, targets and observers discuss the bullying with other organizational members, family members, and medical personnel (Lutgen-Sandvik & Tracy, 2011). Third, the emotions of being targeted or observing bullying are communicated through outrage, anger, and indignation (Lutgen-Sandvik & Tracy, 2011). A key to understanding workplace bullying is grasping the individual and organizational communications associated with these negative behaviors.

Belief in a just world.

The belief in a just world is a societal assumption that the world is fair and orderly and we deserve what we get, and get what we deserve (Adoric & Kwartuc, 2007; Lutgen-Sandvik & Tracy, 2011). Aligning with this belief, members expect the organization to treat them fairly, with dignity, and respectfully while working in a safe and secure environment (Adoric & Kwartuc, 2007). Workplace bullying infringes on this general workplace expectation.

According to Mikkelsen and Einarsen's 2002 study, targets perceive themselves as less worthy and the world as less just, compassionate, and meaningful than non-bullied coworkers (Adoric & Kvartuc, 2007). Workplace bullying challenges this belief in a just world, forcing targets and observers to justify the bullying through self-blaming, minimizing the unfairness, or avoiding examination of the behaviors (Adoric & Kvartuc, 2007). Targets (and some observers) perceive the bullying as personal evidence the world is not just, and they have lost control over personal outcomes (Adoric & Kvartuc, 2007).

Trickle-down model.

The trickle-down model describes how the behavior of top-level members influences the perceptions of fairness down through the lower levels of the organization (Aryee et al., 2007). Workplace bullying by top-level leaders tends to endorse the perception the organization promotes and rewards these negative behaviors (Aryee et al., 2007; Beale & Hoel, 2011). This perception results in decreased commitment and ethical behaviors throughout the organization (Aryee et al., 2007). Additionally, a subordinate who experiences workplace bullying by a leader, might in-turn bully subordinates (Aryee et al., 2007). This trickling down of workplace bullying behaviors is consistent with the theory of displaced aggression, where the target is reluctant to confront the bully, so chooses instead to target a less powerful or threatening coworker or subordinate who did nothing to provoke the bullying (Aryee et al., 2007).

Stress theory.

Stress theory states emotions are relevant to understanding the results of stressful situations such as workplace bullying (Vie, Glasø, & Einarsen, 2012). Experiential

feelings, cognitions, and physiological reactions are the components of emotions, which comprise an individual's reactions to a specific event (Vie et al., 2012). Emotions are distinct from moods. Moods are slow to change, moderately intensive, and not limited to a specific event or thing (Vie et al., 2012). Emotions are quick to change; intensely experienced; and in response to a specific event, thing, or ongoing situation such as workplace bullying (Vie et al., 2012).

Understanding the emotional reactions of targets and observers to workplace bullying assists mental health professionals in properly diagnosing and providing the appropriate therapy (Vie et al., 2012). Awareness of emotions provides targets and observers the opportunity to reappraise the situation in a way that may assist them in gaining control and coping with the workplace bullying (Vie et al., 2012). One aspect of this awareness is understanding how the trickle-down or ripple effect of the emotional responses to workplace bullying influences the targets' and observers' organizational perceptions, self-assessment, and behaviors (Vie et al., 2012). Emotional awareness assists medical professionals when considering the mental and physical influences of workplace bullying in respect to targets and observers (Vie et al., 2012).

Workplace bullying may be more difficult to recognize, as well as more damaging, when the organization is undergoing strained socioeconomic times, which members perceive as creating uncertainty and loss of control (Van Heugten, 2013). Such an organizational situation creates background stress, which is associated with increases in workplace conflict (Van Heugten, 2013). Supervisors and managers may be rewarded for efficiencies driven by workplace bullying. Additionally, targets and observers fearing the loss of their job are less likely to confront the bully (Van Heugten, 2013).

Victim precipitation theory.

Victim precipitation theory focuses on the characteristics of targets that may provoke workplace negative behaviors such as social isolation (Longzen, Wei, & Chun, 2011; Samnani, 2013a; Scott, Restubog, & Zagenczyk, 2013). According to Klerx-Van Mierlo and Bogaerts (2011) targets are more challenging, incompetent, demanding, and inexperienced than non-targets. Longzen et al. (2011) stated these traits signal to the bully the target is weak and will have difficulty defending him or herself against the workplace bullying. The victim precipitation theory states targets somehow contribute to the bullying by presenting themselves in a certain manner, whether willingly or unwillingly (Klerx-Van Mierlo & Bogaerts, 2011). This theory does not intend to blame the targets for the bullying, but to inform the research by identifying characteristics such as introversion, anxiety, and insecurity that can be objectively measured as contributory to workplace bullying (Klerx-Van Mierlo & Bogaerts, 2011; Samnani, 2013a).

Addressing Workplace Bullying

Organizations that knowingly or unknowingly support a culture of workplace bullying settle conflict based on positions of authority, direct commands, demonstration of power, or avoiding the situation (Baillien et al., 2010). An alternative approach to facilitate a culture absent of workplace bullying is managing conflict through discussion and negotiation (Baillien et al., 2010). Addressing workplace bullying is somewhat dependent on the organization's approach to conflict management (Baillien et al., 2010).

According to Namie (2007), 75% of workplace bullying situations included human resources personnel and leaders as enablers and co-conspirators to the bullying, making resolution difficult (Lutgen-Sandvik & Tracy, 2011). Targets or observers

choosing to speak directly to the bully, to human resources, or to leaders in an attempt to resolve the workplace bullying, usually aggravate rather than resolve the situation (Lutgen-Sandvik & Tracy, 2011).

The most successful approach to stopping workplace bullying is for the organization to develop a culture of zero tolerance (Namie, 2007). First, the organization examines the messages it is disseminating through rewards and punishments, culture, policies, procedures, and leaders modeling appropriate behaviors. Then the organization should rewrite or otherwise reverse messages supporting tolerance of bullying (Namie, 2007). Most workplace bullies can constrain themselves when the consequences for the negative behaviors change from positive to negative (Astrauskaite et al., 2014; Namie, 2007).

Namie (2007) stated the organization's first efforts should focus on treating the target's and observers' descriptions of the situation with the same credibility as the bully's explanation, at least until the facts prove otherwise. The second step should be restoring the members' expectation of a safe and respectful work environment. Third, is discovering the root cause of the workplace bullying using patient and skilled investigators who can shift through the disconnected and often emotionally filled explanations of the target and observers (Namie, 2007). Finally, organizations often turn to mediation to resolve workplace bullying; this approach is appropriate for workplace conflict but not workplace bullying because bullies rarely admit to any personal responsibility for the situation (Namie, 2007).

Protections Against Workplace Bullying

According to Roscigno et al. (2009) organizational members have two potential shields against workplace bullying, specialization and seniority. An organization normally invests a great deal of time and dollars into highly skilled or specialized members. These members are critical to organizational success and problematic to replace at the same or similar skill levels. Seniority is similar to skill level, these individuals possess organizational knowledge that is difficult, if not impossible to replace. Organizational fear of losing the skills and knowledge of these members may provide protection from workplace bullying.

Stopping Workplace Bullying

Most organizations typically approach workplace bullying as a workplace or personality conflict or rudeness, rather than a major work stressor (Lieder, 2010; Lutgen-Sandvik & Tracy, 2011). In addition to failing to solve the bullying, this approach may escalate the situation by creating more stress for the target and observers (Lutgen-Sandvik & Tracy, 2011). The initial phase to changing an organization's approach to workplace bullying is providing information on the prevalence of these negative behaviors to members (Lutgen-Sandvik & Tracy, 2011). According to Lutgen-Sandvik and Tracy (2011) nearly 50% of employees experience workplace bullying and an additional 10% observed bullying behaviors. Successfully preventing and stopping workplace bullying requires a multi-level approach that includes changing policies, incorporating training, zero tolerance for these behaviors, and leadership support (Lutgen-Sandvik & Tracy, 2011).

Organizational policies, trainings, and other communications should incorporate specific anti-bullying language that permits members to understand and adjust their attitudes toward bullying and intervene in these negative behaviors (Hauge et al., 2010; Lieber, 2010; Lutgen-Sandvik & Tracy, 2011). A training program should educate members to (a) recognize bullying language, (b) understand why bullies bully, (c) acknowledge environmental and personality characteristics that facilitate workplace bullying, (d) identify the common attributes and patterns of bullying, and (e) successfully confront the bullying situation (Gilbert et al., 2013; Lieber, 2010; Lutgen-Sandvik & Tracy, 2011; Namie, 2007). Empirical evidence reveals that embedded policies within the organizational culture significantly lower the likelihood of workplace bullying (Samnani & Singh, 2012). Still, the quickest way for the target to stop the workplace bullying is to leave the organization (Lutgen-Sandvik & Tracy, 2011).

When targets confront the bully (and possibly the organization) they need to describe the situation by; (a) identifying the beginning, middle, and end; (b) focusing on the negative behaviors of the bully; (c) outlining specific details, but eliminating small complaints; (d) acknowledging the viewpoints of others and possible doubts; (e) understanding the mental and physical health and working relationships associated with the bullying; (f) detailing conversations, times, places, and observers; and (g) specifying the implications to work productivity (Lutgen-Sandvik & Tracy, 2011). Observers willing to provide their account, consistent with the target's story, assist in stopping the bullying by supporting the target's credibility (Lutgen-Sandvik & Tracy, 2011).

Business Case for Stopping Workplace Bullying

The estimated cost to organizations attributed to workplace bullying is substantial enough to present a viable business case for stopping these negative behaviors. In the United Kingdom the estimated organizational cost of workplace bullying includes 18 million lost workdays and over £2 million annually (Pate & Beaumont, 2010). Australia estimates organizations lose from \$6 billion to \$13 billion annually (Pate & Beaumont, 2010). Estimates for the United States are \$180 million lost annually because of decreased production (Pate & Beaumont, 2010). Pate and Beaumont (2010) stated though apparently high, these estimates might be low because only officially reported grievances are included in the data. Many targets and observers remain silent or leave the organization rather than confront the bully (Namie, 2007).

Legislation within the United States

California and Tennessee are the first states within the United States to pass abusive conduct in the workplace legislation (State of California An Act to Amend Section 12950.1, 2014; State of Tennessee An Act to Amend Tennessee Code Annotated, 2014). California's Assembly Bill No. 2053 states that employers with 50 or more employees will provide supervisors with training and education on the prevention of abusive conduct within six months of appointment or hiring and every two years thereafter. Abusive conduct is defined as

...conduct of an employer or employee in the workplace, with malice, that a reasonable person would find hostile, offensive, and unrelated to an employer's legitimate business interests...may include repeated infliction of verbal abuse, such as the use of derogatory remarks, insults, and

epithets, verbal or physical conduct that a reasonable person would find threatening, intimidating, or humiliating, or the gratuitous sabotage or undermining of a person's work performance. A single act shall not constitute abusive conduct, unless especially severe and egregious. (para. 2)

Tennessee's Senate Bill No. 2226 states the Tennessee advisory commission on intergovernmental relations will create a model policy to assist employers in preventing abusive conduct in the workplace by 1 March 2015. This policy will provide information on recognizing and responding to abusive conduct as well as issues of retaliation against employees reporting abusive conduct. Abusive conduct is defined as

...acts or omission that would cause a reasonable person, based on the severity, nature, and frequency of the conduct, to believe that an employee was subject to an abusive work environment, such as...Repeated verbal abuse in the workplace, including derogatory remarks, insults, and epithets...Verbal, nonverbal, or physical conduct or a threatening intimidating, or humiliating nature...sabotage or undermining of an employee's work performance. (para. 1)

Tennessee employers adopting this model policy or a similar policy that conforms to the requirements will be immune from lawsuits originating from an employee's abusive conduct as a result of negligence or intentional infliction of mental anguish.

Summary

The commonly used definition of workplace bullying is a persistent (minimum of six months) and frequent (at least weekly) exposure to a bully's negative behaviors

(Aasland et al., 2010; Adoric & Kvartuc, 2007; Agervold, 2007; Baillien, Rodriguez-Munon, et al., 2011). The bully's behaviors directed toward the target may be personal as well as work-related. In response to these negative behaviors, the target and some observers (a) are humiliated and distraught, (b) are uncomfortable in the work environment, (c) believe the bully is interfering with their job performance, (d) have difficulty articulating the unwanted behaviors, and (e) believe they are in an inferior position to the bully (Baillien et al., 2010; Tuckey et al., 2009). These negative behaviors may consist of openly confrontational or direct to indirect or non-confrontational behaviors (Baughman et al., 2012; Einarsen et al., 2009; Townend, 2008). When experienced frequently and over time, these behaviors may become a source of workplace stress (Hauge et al., 2010).

The nature of workplace bullying comprise behaviors and practices that are (a) repetitive; (b) deliberate; (c) perceived as humiliating, hostile, and stressful; (d) interfering with performance and relationships; and (e) viewed as creating an unfriendly work environment (Hoel et al., 2010). Workplace bullying traumatizes the target as well as stagnates and silences observers for fear of becoming the next target. Observers may develop feelings of guilt when they fail to intervene or support the target in resolving the workplace bullying (Lutgen-Sandvik & Tracy, 2011). Targets may perceive the silence or inaction of observers as support for the bully rather than a result of the observers' fear (Lutgen-Sandvik & Tracy, 2011).

Workplace bullying situations do not end when the bullying stops; these situations are enduring topics of conversations that resurface when targets and observers attempt to discuss and make sense of the bullying (Lutgen-Sandvik, 2008; Lutgen-Sandvik & Tracy,

2011). A workplace bullying incident may dominate organizational members' conversations for weeks or even months leading to re-victimizing the target, increasing the emotional damage on observers, and contaminating the organizational culture (Lutgen-Sandvik & Tracy, 2011).

Chapter 3

Method

Research Method

The purpose of this quantitative correlational research study was to examine the statistical relationship between the self-reporting of exposure to workplace bullying behaviors and the self-reporting of symptoms of anxiety and depression in DoD employees. Additionally, this research investigated gender as a mediating variable concerning the self-reporting of exposure to workplace bullying behaviors and the self-reporting of anxiety and depression symptoms in DoD employees. The selected method was quantitative correlational because the objective of this research was to collect, analyze, and report the statistical relationships between two sets of data in numerical form (Given, 2008).

This quantitative correlational research study measures the strength of the relationship between self-reported exposure to workplace bullying and self-reported anxiety and depression symptoms (Baughman et al., 2012; Boddy, 2011; Lavrakas, 2008). A correlational does not suggest a cause-and-effect relationship between two variables, nor is it a proportionate relationship (Lewis-Beck et al., 2007). Correlational research is accomplished to establish the strength of the relationship between two variables; a larger coefficient indicates a stronger relationship. The sign of the coefficient, whether null, positive, or negative, indicates the direction of the relationship (Lewis-Beck et al., 2007). A null relationship results when the increases or decreases in variable X are unrelated to increases or decreases in variable Y. When the increase or decrease of variable X is connected with an associated increase or decrease in variable Y,

the correlation is positive. An increase in variable X associated with a decrease in variable Y or a decrease in variable X associated with an increase in variable Y is a negative correlation. The Pearson r was used to analysis the linear statistical correlational relationship between exposure to workplace bullying and symptoms of anxiety and depression. Additionally, the *t*-test compared the means of the data based on gender.

Research Design

The data for this quantitative correlational research study were collected using the NAQ-R for the self-reporting of exposure to workplace bullying behaviors and the HSCL-25 for the self-reporting of symptoms of anxiety and depression. The researcher added one demographic question to identify gender as a possible mediating variable in the relationship between the self-reporting of exposure to workplace bullying and the self-reporting of symptoms of anxiety and depression.

Validity and Reliability

Quantitative researchers are concerned with validity and reliability of the instruments (e.g., surveys) used to measure participants' behaviors in relationship to the phenomena being studied. The two components of validity are internal and external; both are essential for a successful study. Internal validity is the extent the instrument measures what it is expected to measure (Given, 2008). Researchers determine the internal validity of an instrument by using; (a) concurrent validity, which is a correlation of the results with the results of an established tool; (b) predictive validity, which is the prediction of something; (c) construct validity, which is whether the results support a hypotheses concerning the theoretical construct that the instrument makes operational and measures; or (d) face validity or when the researcher asserts the validity of the instrument

is explicit (Given, 2008). External validity or generalization is the probability the study results apply to the larger population represented by the target population participant sample (Given, 2008). Reliability is the regularity of the measurement instruments in producing the same results when administered to similar groups of participants (Given, 2008). The purpose of determining the validity and reliability of the measurement instruments is to remove the possibility the results are due to chance is low, meaning the study has a high validity and reliability.

Validation of the NAQ-R was accomplished by distributing the instrument to 12, 350 employees in 70 private, public, and volunteer organizations throughout Great Britain; the response rate was 42.8% or 5,288 questionnaires returned (Einarsen et al., 2009). As a result of a Cronbach's alpha score of 0.90 verifying internal validity of the NAQ-R, the researchers concluded it is an appropriate and reliable instrument for measuring workplace bullying behaviors. According to Matthiesen and Einarsen (2004), the HSCL-25 had an internal stability with a Cronbach's alpha of 0.96. Additionally, the validity of the HSCL-25 was significant with a $r=0.31$ ($p<0.01$) (Matthiesen & Einarsen, 2007). A comparison of emotional distress as rated by the HSCL-25 to physicians' ratings reveals a similarity rate of 86.7% (Birkeland Nielsen, Hetland, & Matthiesen, 2012). The HSCL-25 has a satisfactory validity and reliability as a measure of psychological distress in relationship to symptoms of anxiety and depression (Birkeland Nielsen et al., 2012; Lee, Kaaya, Mbwambo, Smith-Fawzi, & Leshabari, 2008). Therefore, the NAQ-R and HSCL-25 are appropriate instruments for determining a quantitative correlation between the self-reporting of exposure to workplace bullying and symptoms of anxiety and depression.

Population and Geographic Location

The population for this research was approximately 15,735 DoD employees assigned to the United States military installation located in CONUS (C. Roberts, personal communication, April 17, 2014). Because the participants were DoD employees, the researcher ensured research activities were conducted outside the participants normal duty hours and without the use of government resources including computers and e-mail (Appendix G) (B. B. Oncale, personal communication, September 26, 2013). Therefore, a face-to-face nonrandom sampling method during non-duty hours and without the use of government resources was used to recruit potential participants for this study.

The DoD employees' career fields and job responsibilities span a wide range of diversity, from minimum wage positions in food service to supervisory and executive officer positions in the general fields of aerospace technology, foreign and community relations, civil engineering, mission support, medical, human resources, financial management, and information technology. The FOIA request included information concerning annual income, age ranges, and gender of the installation population (C. Roberts, personal communication, April 17, 2014). Annual incomes ranged from approximately \$17,981 to \$206,749 with an average of \$69,091. DoD employees age ranges were reported in four groups, (1) 18.9% are 29 years and younger, (2) 36.5% are between the ages of 30 and 44, (3) 38.3% are between the ages of 45 and 60, and (4) 6.3% are over 60 years of age. In respect to gender, the only demographic question on the surveys, 21.2% of the population was female and 78.8% was male. Of the 28.7%

identified as supervisors, 14.9% were female and 85.1% were male. This diversity poses challenges to developing a typical DoD employee profile at this military installation.

Informed Consent

The researcher provided each DoD employee agreeing to participate in the study an Informed Consent Form (Appendix A). The Informed Consent Form served as a description outlining the guidelines for participation in this research study including time obligations; withdrawal procedures; potential risks to the participants; age requirements (a small number of DoD employees are under 18 years of age); and that participation is voluntary, anonymous, and confidential. Participants were provided opportunities to discuss questions concerning the surveys and the research by telephone, e-mail, and in person.

Confidentiality

Protocol requires volunteer participation, anonymity, and confidentiality for research participants (Booth, 2010). Therefore, the Informed Consent Form (Appendix A) included the guidance for confidentiality of the participants' personal information, as well as survey responses. Additionally, the researcher was available by e-mail, telephone, and in person to discuss confidentiality and any other participant questions or concerns. The researcher will maintain the electronic data (computer disc) and surveys in a bank safety deposit box for three years, after which time the disc and surveys will be destroyed.

Data Collection and Sample Size

Data collection was a face-to-face distribution and collection of paper copies of the survey instruments to DoD employees in an off duty or non-work status throughout a

14 workday time frame. As a result of this face-to-face approach, the research used a sampling of convenience, a nonrandom sampling used when time constraints, availability of potential participants, and willingness to participate are research considerations (Farrokhi & Mahmoudi-Hamidabad, 2012).

Obtaining survey responses from all DoD employees assigned to the installation was not possible. Addressing this limitation requires using a sample size that provides sufficient data to make statistical inferences from the participants to the installation and potentially the entire DoD population. When determining the appropriate sample size, the researcher considered the practical aspects of the research such as researcher and participant time constraints, costs of the research, participant availability, and ethical concerns (Hayat, 2013).

Creswell (2012) quantified that a sample size of 30 is sufficient for a correlational study. Vogt (2007) stated the results of using a small sample size might be a reduction in statistical power or a failure to determine a relationship between the variables, a Type II error. Vogt (2007) counters his concern with using a small sample size with a caution that even a large probability sample might not represent the larger population.

Researchers have not developed an unequivocal approach for determining the appropriate research sample size (Vogt, 2007). Therefore, for this research Raosoft® a software sample size calculator was used to determine the appropriate sample size is 68 participants for a 90% confidence level. This approach is appropriate, as the SPSS software used for this study requires only the sample size for calculation purposes; it does not require the population size or the percentage of the population in the sample for statistical calculations (Vogt, 2007).

Data sets were assigned alphanumeric codes without any reference to the individual, as the personal identity of the participant has no bearing into the inquiry of the correlation between exposure to workplace bullying behaviors and symptoms of anxiety and depression. Participants' alphanumeric codes were recorded on the Informed Consent Form and surveys to assist in identifying the participant in the event the data needed to be retrieved for verification or the participant decided to withdraw from the study. The Informed Consent Form was the only link between participants' identity and the collected data. Paper and electronic copies of the data were secured in a bank safety deposit box for the required three years, after that time the data will be destroyed.

Measurement Instruments

Two surveys were used to determine a quantitative correlation between the self-reporting of exposure to workplace bullying and the self-reporting of symptoms of depression and anxiety. The NAQ-R (Appendix B) was designed to measure exposure to workplace bullying (Einarsen et al., 2009) and the HSCL-25 (Appendix D) developed by the Harvard Program in Refugee Trauma to measure the self-reporting of symptoms of depression and anxiety for survivors of mass violence (Mollica, McDonald, Massagli, & Silove, 2004). Using the two measurement instruments permitted the determination of a correlation between DoD employees self-reporting of experiences of workplace bullying behaviors and symptoms of anxiety and depression.

NAQ-R.

Einarsen et al. (2009) revised the NAQ-R specifically for Anglo-American cultures. These researchers divided 61 participants working in various organizations and positions throughout the United Kingdom to develop the NAQ-R (Einarsen et al., 2009).

The NAQ-R is a 22-item scale of direct and indirect workplace bullying behaviors; the respondent interprets each item as work-related, person-related, or physical bullying (Berthelsen et al., 2011; Vie et al., 2010). To eliminate forcing participants to label their situation as workplace bullying, Einarsen et al. (2009) wrote the questions in behavioral language with no reference to any term associated with workplace bullying (Vie et al., 2010). Validation of the NAQ-R was accomplished by distributing the instrument to 12,350 employees in 70 private, public, and volunteer organizations throughout Great Britain; the response rate was 42.8% or 5,288 questionnaires returned (Einarsen et al., 2009). As a result of a Cronbach's alpha score of .90 verifying internal consistency of the NAQ-R, the researchers concluded it is an appropriate instrument for measuring workplace bullying behaviors.

The NAQ-R was designed for the purpose of establishing a valid, reliable, thorough, and short workplace bullying measurement instrument to be used in diverse organizations within Anglo-American cultures (Einarsen et al., 2009). Limiting participants' responses to experiences within the last six months ensures the measurement of repeated and ongoing workplace bullying experiences while resolving the concern for participant recall, memory biases, and distortions (Einarsen et al., 2009). For each behavior, responses are limited to (1) never, (2) now and then, (3) monthly, (4) weekly, and (5) daily. Furthermore, two additional questions are added to measure participants self-labeling as a target and observer of workplace bullying. Participants are asked to respond with (1) no; (2) yes, but only rarely; (3) yes, now and then; (4) yes, several times per week; or (5) yes, almost daily to these additional questions (Einarsen et al., 2009).

HSCL-25.

The HSCL-25 is a self-report symptom inventory developed to provide an understanding of possible symptoms of anxiety and depression experienced by an individual (Oosthuizen & Koortzen, 2009). This mental health assessment has become a widely used screening measure for evaluating the most common symptoms of anxiety and depression including headaches, sleeping difficulties, and decreased interest in daily activities (Birkeland Nielsen et al., 2012). The HSCL-25 is a useful researcher instrument for determining the prevalence of anxiety and depression in a specific population (Mollica et al., 2004). Anxiety is a reflection of an individual experiencing apprehension, distress, and uneasiness, which is typically revealed through physical symptoms of shakiness, trembling, fear, nausea, heart palpitations, and sweating (Oosthuizen & Koortzen, 2009). Depression is connected to an individual feeling 'low' and dejected resulting in loss of interest in sex, thoughts of suicide, loss of appetite, crying easily, and feelings of hopelessness (Oosthuizen & Koortzen, 2009). Participants are requested to respond based on how often they have experienced that specific symptom within the past seven days by selecting one of the following, (1) never, (2) seldom, (3) often, and (4) almost always (Matthiesen & Einarsen, 2004; Mollica et al., 2004). HSCL-25 focuses on the measurement of the occurrences of symptoms of anxiety and depression.

According to Matthiesen and Einarsen (2004), the HSCL-25 had internal stability in the research study with a Cronbach's alpha of 0.96. Additionally, Matthiesen and Einarsen (2007) stated the validity of the HSCL-25 was significant with a $r=0.31$ ($p<0.01$). A comparison of emotional distress as rated by the HSCL-25 to physicians'

ratings reveals a similarity rate of 86.7% (Birkeland Nielsen et al., 2012). The HSCL-25 has a satisfactory validity and reliability as a measure of psychological distress in relationship to symptoms of anxiety and depression (Birkeland Nielsen et al., 2012; Lee et al., 2008).

Data Analysis

After the completion of the data collection, participants' responses were input into an SPSS software (version 21) database for statistical analysis (frequency, reliability, and correlation). Additionally, the *t*-test was used to compare the two independent groups (gender), with differences being based on the probability or p value ranging from a 0% to 100% chance the null hypothesis is true (Mowery, 2011). Pearson *r* was used to provide a descriptive statistic correlational relationship between the variables (Lewis-Beck et al., 2007).

Responses to the NAQ-R were evaluated to determine the frequency, type, and intensity of workplace bullying as reported by each participant. According to Einarsen, Hoel, Zapf, and Cooper, (2011) a score of 32 or lower on the 22 core NAQ-R questions should not be considered as workplace bullying. A score of 33 to 44 is considered as experiencing workplace bullying occasionally. A respondent is considered a victim of workplace bullying when his or her score is 45 or higher. Einarsen et al. (2011) cautioned that these proposed cut-off scores are based on a Norwegian sample and might not be applicable to other countries.

Responses to the HSCL-25 were evaluated to determine the frequency and type of symptoms of anxiety and depression as reported by each participant. The purpose of including the HSCL-25 in this research project was not to diagnose participants as being

depressed or suffering from anxiety, but to determine a statistical correlation with workplace bullying. The HSCL-25 cut-off scores are 17.5 for anxiety and 26.5 for depression (Mollica et al., 2004). Furthermore, gender was reviewed as a mediating variable in the correlation between the self-reporting of exposure to workplace bullying and symptoms of anxiety and depression.

Summary

The primary purpose of this quantitative correlational study was to examine the statistical direction and strength of relationships between self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety and depression in DoD employees at a military installation. The data were collected using the NAQ-R for the self-reporting of exposure to workplace bullying behaviors and the HSCL-25 for the self-reporting of symptoms of anxiety and depression. The researcher added one demographic question to identify gender as a possible mediating variable in the relationship between the self-reporting of exposure to workplace bullying and the self-reporting of symptoms of anxiety and depression. A quantitative correlational method was selected for this research because the objective of the study is to collect, analyze, and report the statistical relationships between the two sets of data in numerical form (Given, 2008). Chapter 3 provides a detailed outline of the research method and design, population, measurement instruments, validity and reliability, and data collection and analysis to support the selection of a quantitative correlational study.

Chapter 4

Results

The purpose of this study was to investigate the statistical correlation between the self-reporting of exposure to workplace bullying behaviors and the self-reporting of anxiety and depression symptoms in DoD employees assigned to a military installation in CONUS. An additional consideration was the difference in self-reporting based on gender. The research examined the frequency, duration, and types of workplace bullying behaviors as well as for the frequency and symptoms of anxiety and depression. The independent variable was workplace bullying behaviors; the dependent variable was symptoms of anxiety and depression. Furthermore, an analysis was conducted to determine if gender presented a higher risk for experiencing workplace bullying.

Research Design and Method

Quantitative research uses reliable and valid instruments such as surveys to collect numerical data to determine frequency, duration, and types of activities and variables (Given, 2008). Researchers use correlation, a measurement for statistical relationships, to measure associations between variables (Lavrakas, 2008). Therefore a quantitative correlational research design was appropriate for investigating the relationship between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety and depression.

The Pearson r correlation determined the linear direction and strength of the relationship between exposure to workplace bullying and symptoms of anxiety and depression (Lewis-Beck et al., 2007). A t -test determined if the mean differences were statistically different from zero (Green & Salkind, 2011; Mowery, 2011). The responses

to the individual NAQ-R (Appendix I) and HSCL-25 (Appendix J) questions were calculated to determine the frequency of exposure to the various bullying behaviors and symptoms of anxiety and depression. Additionally, the researcher calculated statistical differences based on gender.

Data Collection

The researcher limited the time frame for contacting potential participants and collecting data to 14 workdays. Data collection consisted of a sample of convenience, limited to DoD employees on the installation. DoD employees were contacted by the researcher while in an off duty or non-work status to complete the informed consent and surveys. The initial step to data collection was informing participants of the parameters of the research including, informed consent, confidentiality, ability to withdraw from the study, purpose of the study, and time required to complete the surveys. After an explanation by the researcher concerning the parameters of the research, as well as an opportunity to ask questions, DoD employees agreeing to participate were provided paper copies of the informed consent and the self-reporting surveys to complete and return to the researcher. Finally, participants were reminded to ensure they were in a non-duty or non-work status while completing the informed consent and surveys.

During the survey period, 111 paper packets of the informed consent, NAQ-R, and HSCL-25 were distributed to potential participants; 98 packets were returned for a response rate of 88.29%. As all returned packets were complete (i.e., no missing data or signatures), 98 surveys were included in the data analysis. A sample size calculator by Raosoft® was used to determine the recommended sample size for a population of 15,735 at a confidence level of 90% and a margin of error of 10% as 68 participants. Obtaining

98 surveys raised the confidence level to 91.7% and lowered the margin of error to 8.3%. The data were uploaded into Excel and SPSS version 21 for the completion of the Pearson *r*, *t*-test, and other analysis.

The NAQ-R presented 22 behavior-based questions associated with workplace bullying behaviors. Participants were asked to rate each question on a Likert scale on how often they experienced these behaviors within the past six months; responses ranged from 1 (never) to 5 (daily) (Appendix I). Additionally, participants were asked if they had been a target of (NAQ-R, question 23) or witnessed (NAQ-R, question 24) workplace bullying within the past six months. Possible answers to NAQ-R questions 23 and 24 were rated on a Likert scale from 1 (no) to 5 (yes, almost daily). One demographic question concerning gender was added to the NAQ-R by the researcher.

The HSCL-25 presented 10 questions describing symptoms of anxiety and 15 questions describing symptoms of depression (Appendix J). Participants were asked to rate each question on a Likert scale from 1 (not at all) to 4 (extremely) in relationship to how much the symptoms bothered or distressed them in the past seven days. The quantitative results of the participants' responses to the NAQ-R and the HSCL-25 were used to determine the strength of the statistical correlations between exposure to workplace bullying and symptoms of anxiety and depression. Furthermore, the research investigated the statistical differences in the correlation between exposure to workplace bullying and symptoms of anxiety and depression in relationship to gender.

Demographics

In respect to the only demographic question included in the research, of the 98 completed surveys, 47 or 47.96% of participants were female and 51 or 52.04% were

male. This sample population does not align with the demographic of the target population, which is 21.2% female and 78.8% male. The researcher did not track the gender of DoD employees approached to participate in the research. Consequently, there are two possibilities for the misalignment of the gender percentages of research participants to the target population. First, females were more willing than males to participant in the research. Second, the researcher may have approached more females than males to request participation in the research. However, there is no concise conclusion for the misalignment of the female to male research participant percentages to the female to male percentages in the target population.

Data Analysis

Initially, responses to the NAQ-R and HSCL-25 were recorded in an Excel spreadsheet. Responses to the NAQ-R and HSCL-25 are summarized in Appendixes I and J respectively. The data were later transferred from the spreadsheet to SPSS version 21 to perform the inferential statistical Pearson r and t -test to examine correlations and mean differences for the data. NAQ-R scores, based on types of workplace bullying behaviors and frequency of experiencing those behaviors, were totaled to determine whether the participant was considered a target of bullying (Table 1). HSCL-25 scores were totaled to determine the participants' who reported symptoms of anxiety and depression that may require treatment (Table 2). As this is a correlational and not a cause-and-effect study, this research does not imply that higher NAQ-R scores caused higher HSCL-25 scores, however a positive correlation does permit prediction (Lavrakas, 2008).

Table 1

Bullied According to NAQ-R Score (F=47, M=51, T=98)

Variable	Not Bullied (NAQ-R score below 33)	Occasionally Bullied (NAQ-R score 33-44)	Bullied (NAQ-R score 45 or higher)
Females	65.96%	10.64%	23.40%
Males	62.75%	29.41%	7.84%
Total Participants	64.29%	20.41%	15.31%

Table 2

Requiring Treatment According to HSCL-25 Score (F=47, M=51, T=98)

Variable	Anxiety Treatment (HSCL-25 score 17.5 or higher)	Anxiety No Treatment (HSCL-25 score 17 or lower)	Depression Treatment (HSCL-25 score 26.5 or higher)	Depression No Treatment (HSCL-25 score 26 or lower)
Female	21.28%	78.72%	29.79%	70.21%
Male	5.88%	94.12%	11.76%	88.24%
Total	13.27%	86.73%	20.41%	79.59%

NAQ-R

The number of participants scoring in the not bullied range (32 or lower) on the NAQ-R (Table 1) is inconsistent with responses to NAQ-R question 23, *Have you been bullied at work* (Tables 3 and 4). A total of 64.29% participants scored in the not bullied range on the NAQ-R. However, 79.59% responded no to question 23, a difference of 15.30%. This discrepancy, more prominent in males (17.64%) than females (12.76%) supports the research of Vie et al. (2010) that not all targets refer to the behaviors as workplace bullying when attempting to make sense of the situation.

Table 3

Responses to NAQ-R Question 23, Have you been bullied at work? (F=47, M=51, T=98)

Variable	No	Yes, but only rarely	Yes, now and then	Yes, several times per week	Yes, almost daily
Females	78.72%	6.38%	8.51%	2.13%	4.26 %
Males	80.39%	9.80%	5.88%	3.92%	0.00 %
Total Participants	79.59%	8.16%	7.14%	3.06%	2.04%

Table 4

Bullied at Work Based on NAQ-R Score and Response to NAQ-R Question 23 (Have you been bullied at work?)

Variables	No	Yes, but only rarely	Yes, now and then	Yes, several times per week	Yes, almost daily
Females (N = 47)					
Bullied, 45 or higher (N = 11)	36.36%	18.18%	18.18%	9.09%	18.18%
Occasionally Bullied, 33 to 44 (N = 5)	80.00%	0.00%	20.00%	0.00%	0.00%
Not Bullied, 32 or lower (N = 31)	93.55%	3.23%	3.23%	0.00%	0.00%
Males (N = 51)					
Bullied, 45 or higher (N = 4)	0.00%	0.00%	50.00%	50.00%	0.00%
Occasionally Bullied, 33 to 44 (N = 15)	73.33%	26.67%	0.00%	0.00%	0.00%
Not Bullied, 32 or lower (N = 32)	93.75%	3.13%	3.13%	0.00%	0.00%
Total Participants (N = 98)					
Bullied, 45 or higher (N = 15)	26.67%	13.33%	26.67%	20.00%	13.33%
Occasionally Bullied, 33 to 44 (N = 20)	75.00%	20.00%	5.00%	0.00%	0.00%
Not Bullied, 32 or lower (N = 63)	93.65%	3.17%	3.17%	0.00%	0.00%

A comparison of the NAQ-R scores and responses to question 23 reveals that of the participants scoring 32 or lower (not bullied), 3.17% answered they are bullied rarely (Table 4). Additionally, 3.17% answered they are bullied now and then for a total of

6.34% of participants scoring below the bullying threshold but stating they are bullied at work is response to question 23. The difference in the statistics for females (3.23% for each category) and males (3.17% for each category) is 0.06%.

A more evident difference is revealed in the number of participants scoring 33 or higher (occasionally bullied or bullied) on the NAQ-R (Table 3). Of the female participants scoring in the bullied range (45 or higher), 36.36% responded no to question 23. There were no males scoring in the bullied range responding no to question 23. Of the participants scoring in the occasionally bullied range (33 to 44), 75.00% responded no to question 23; 80.00% of females and 73.33% of males.

Responses from participants scoring 32 or lower (not bullied) resulted in 3.17% answering yes, but only rarely, and 3.17% answering yes, now and then. In respect to responses based on gender, the female percentages were 3.23% for each and the males were 3.13% for each; a difference of .10%. Additionally, responses to NAQ-R question 24 (*Have you witnessed bullying at work?*) support the research of Vie et al. (2010) and Nielsen et al. (2008) concerning the difficulty of understanding workplace bullying (Tables 5 and 6). Of participants scoring in the bullied range 6.67% responded as not witnessing bullying, while 35.00% of participants scoring in the occasionally bullied range responded as not witnessing bullying.

Responses to individual NAQ-R questions (Appendix I) revealed the more identifiable workplace bullying behaviors within the DoD culture as:

- Question 1, *someone withholding information, which affects your performance*: 60% females and 63% males responded a minimum of now and then

- Question 3, *being ordered to do work below your level of competence*: 49% females, and 59% males responded a minimum of now and then
- Question 6, *being ignored or excluded*: 51% of females and 61% of males responded a minimum of now and then
- Question 14, *having your opinions and views ignored*: 62% of females and 53% of males responded a minimum of now and then
- Question 16, *being given tasks with unreasonable or impossible targets or deadlines*: 45% of females and 51% of males responded a minimum of now and then
- Question 21, *being exposed to an unmanageable workload*: 53% of females and 49% of males responded a minimum of now and then

Table 5

Responses to NAQ-R Question 24, Have you witnessed workplace bullying? (F=47, M=51, T=98)

Variable	No	Yes, but only rarely	Yes, now and then	Yes, several times per week	Yes, almost daily
Female	38.30%	29.79%	21.28%	8.51%	2.13%
Male	47.06%	29.41%	21.57%	1.96%	0.00%
Total	42.86%	29.59%	21.43%	5.10%	1.02%

HSCL-25

Brodsky (1976) stated that workplace harassment is intended to discourage, frighten, aggravate, provoke, breakdown, intimidate, or cause discomfort, which may result in lost productivity and increased health costs. The symptoms of anxiety and depression reported by participants support Brodsky's statement.

Anxiety.

- Question 7, 49% of females and 49% of males reported feeling keyed up
- Question 8, 57% of females and 33% of males reported headache
- Question 10, 40% of females and 33% of males reported feeling restless or cannot sit still

Table 6

Percentages of Participants Witnessing Workplace Bullying Based on NAQ-R Score and Responses to NAQ-R Question 24 (Have you witnessed bullying at work?)

Variable	No	Yes, but only rarely	Yes, now and then	Yes, several times per week	Yes, almost daily
Female (N = 47)					
Bullied, 45 or higher (N = 11)	9.09%	27.27%	27.27%	27.27%	9.09%
Occasionally Bullied, 33 to 44 (N = 5)	60.00%	20.00%	20.00%	0.00%	0.00%
Not Bullied, 32 or lower (N = 31)	45.16%	32.26%	19.35%	3.23%	0.00%
Male (N = 51)					
Bullied, 45 or higher (N = 4)	0.00%	0.00%	75.00%	25.00%	0.00%
Occasionally Bullied, 33 to 44 (N = 15)	26.67%	46.67%	26.67%	0.00%	0.00%
Not Bullied, 32 or lower (N = 32)	62.50%	25.00%	12.50%	0.00%	0.00%
Total (N =98)					
Bullied, 45 or higher (N = 15)	6.67%	20.00%	40.00%	26.67%	6.67%
Occasionally Bullied, 33 to 44 (N = 20)	35.00%	40.00%	25.00%	0.00%	0.00%
Not Bullied, 32 or lower (N =63)	53.97%	28.57%	15.87%	1.59%	0.00%

Depression.

- Question 11, 51% of females and 51% of males reported feeling low in energy
- Question 12, 40% of females and 43% of males reported blaming themselves for things
- Question 13, 36% of females, but only 4% of males reported crying easily
- Question 16, 62% of females and 53% of males reported difficulty falling asleep

- Question 18, 38% of females and 33% of males reported feeling blue
- Question 20, 4% of females, and 4% of males reported thoughts of ending his or her life
- Question 22, 36% of females and 39% of males reported worrying too much about things
- Question 24, 34% of females and 31% of males reported feeling everything is an effort

Pearson r Correlation

The Pearson r determined a significant statistical positive correlation between the NAQ-R score and the HSCL-25 responses to anxiety, $r(96) = .539$, $p = .000$ and depression, $r(96) = .561$, $p = .000$ (Table 7). This positive correlation is greater for females than males (Table 7). Since the Pearson r correlation is significant at the .01 level, these statistics are meaningful to understanding the correlation between the exposure to workplace bullying behaviors and symptoms of anxiety and depression. Furthermore, the Pearson r results support the alternate hypotheses for this research.

H1_a: There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety.

H2_a: There is a significant statistical correlation between the self-reporting of exposure workplace bullying behaviors and self-reporting of symptoms of depression.

H3_a: There is a significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors in relationship to symptoms of anxiety.

H4_a: There is a significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors to symptoms of depression.

Additionally, a Pearson r correlation was accomplished for NAQ-R question 23 (*Have you been bullied at work?*) and NAQ-R question 24 (*Have you witnessed someone being bullied at work?*) which are not included in the NAQ-R score (Tables 8 and 9). The positive correlation for questions 23 and 24 supports the research of Hoel et al. (2010) that witnesses or observers of workplace bullying experience similar mental and physical health concerns as targets of bullying.

Table 7

Correlation between NAQ-R Score and Anxiety and Depression

Correlations		Symptoms of Anxiety	Symptoms of Depression
NAQ-R			
Females	Pearson Correlation	.670**	.618**
	Sig. (2-tailed)	.000	.000
	N	47	47
Males	Pearson Correlation	.434**	.556**
	Sig. (2-tailed)	.001	.000
	N	51	51
Total	Pearson Correlation	.539**	.561**
	Sig. (2-tailed)	.000	.000
	N	98	98

** Correlation is significant at the 0.01 level (2-tailed)

One Sample t -test

Green and Salkind (2011) stated the one sample t -test is appropriate for analyzing the differences between means (Tables 10 and 11). There are two underlying assumptions of the one-sample t -test, the test variable is distributed normally throughout the population, and the cases are a random representation of the population and the scores are independent of each other (Green & Salkind, 2011). This research complies with the two assumptions.

To test whether females and males were associated with statistically difference mean scores a one-sample t -test was performed to evaluate whether the numerical scores

were significantly difference from the average score of all participants (Tables 10 and 11). As a p value is significant when less than .05 and the p values for the NAQ-R, HSCL-25 for anxiety and depression are greater than .05, there are no statistically significant differences in mean scores (Table 11) (Green & Salkind, 2011).

Table 8

Correlation between Experiencing Bullying (NAQ-R Question 23) and Anxiety and Depression

Correlations		Symptoms of Anxiety	Symptoms of Depression
NAQ-R Question 23			
Females	Pearson Correlation	.559**	.453**
	Sig. (2-tailed)	.001	.001
	N	47	47
Males	Pearson Correlation	.272	.458**
	Sig. (2-tailed)	.053	.001
	N	51	51
Total	Pearson Correlation	.475**	.456**
	Sig. (2-tailed)	.000	.000
	N	98	98

** Correlation is significant at the 0.01 level (2-tailed)

Table 9

Correlation between Witnessing Bullying (NAQ-R Question 24) and Anxiety and Depression

Correlations		Symptoms of Anxiety	Symptoms of Depression
NAQ-R, Question 24			
Females	Pearson Correlation	.378**	.288*
	Sig. (2-tailed)	.009	.050
	N	47	47
Males	Pearson Correlation	.382**	.516**
	Sig. (2-tailed)	.006	.000
	N	51	51
Total	Pearson Correlation	.384**	.380**
	Sig. (2-tailed)	.000	.000
	N	98	98

** Correlation is significant at the 0.01 level (2-tailed)

*Correlation is significant at the 0.05 level (2-tailed)

Table 10

One-Sample Statistics (F = 47, M = 51, T = 98)

One-Sample Statistics		N	Mean	Standard Deviation	Standard Error
Females	NAQ-R	47	33.72	12.27	1.79
	Symptoms of Anxiety	47	14.30	5.86	0.85
	Symptoms of Depression	47	23.55	9.32	1.36
Males	NAQ-R	51	33.14	13.14	1.84
	Symptoms of Anxiety	51	12.73	2.75	0.39
	Symptoms of Depression	51	20.39	5.50	0.77
Total	NAQ-R	98	33.42	12.67	1.28
	Symptoms of Anxiety	98	13.48	4.56	0.46
	Symptoms of Depression	98	21.91	7.70	0.78

Summary

This chapter presented the research details of the design and methodology, data collections, sample demographics, and data analysis. A quantitative correlational design and a sample of convenience method were used to collect and analyze the data from participants' responses to the NAQ-R and HSCL-25. The Pearson r correlation and t -test were used to determine the significant inferential statistical relationships between gender and the self-reporting of exposure to workplace bullying behaviors and the self-reporting of symptoms of anxiety and depression.

The data supports the alternate hypotheses for each of the four research questions (Table 7).

Table 11

One-Sample t-test (F = 47, M = 51, T = 98)

One-Sample Test		t	df	Sig. (2-tailed)	Mean Difference	95% Confidence Interval of the Difference	
						Lower	Upper
Females							
	NAQ-R (Test Value = 33.481)	0.171	46	0.865	0.305	-3.30	9.91
	Symptoms of Anxiety (Test Value = 13.48)	0.957	46	0.343	0.818	-0.90	2.54
	Symptoms of Depression (Test Value = 21.908)	1.210	46	0.232	1.645	-1.09	4.38
Males							
	NAQ-R (Test Value = 33.481)	-0.187	50	0.853	-0.344	-4.04	3.35
	Symptoms of Anxiety (Test Value = 13.48)	-1.959	50	0.056	-7.550	-1.53	0.02
	Symptoms of Depression (Test Value = 21.908)	-1.979	50	0.054	-1.516	-3.06	0.03
Total							
	NAQ-R (Test Value = 33.481)	-0.049	97	0.961	-0.063	-2.60	2.48
	Symptoms of Anxiety (Test Value = 13.48)	-0.001	97	0.999	0.000	-0.91	0.91
	Symptoms of Depression (Test Value = 21.908)	0.000	97	1.000	0.000	-1.54	1.54

- There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety.
- There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of depression.

- There is a significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors in relationship to symptoms of anxiety.
- There is a significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors to symptoms of depression.

Furthermore, the inconsistency between the NAQ-R scores and participant responses to question 23 supports the research of Vie et al. (2010) that not all targets refer to the behaviors as workplace bullying when attempting to make sense of the situation.

Chapter 5

Conclusions and Recommendations

The primary purpose of this quantitative correlational study was to investigate the statistical direction and strength of the relationship between self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety and depression. A secondary purpose of the research was to examine the relationship of gender to the rate of self-reporting of exposure to workplace bullying as well as anxiety and depression symptoms. The goal of the study was to provide a platform for DoD and other leaders to launch support for developing an understanding, through research, policies, and training, for identifying and eradicating workplace bullying.

The lack of understanding the negative impacts and behaviors associated with workplace bullying leads to an organizational culture spanning from tolerance to acceptance of these negative behaviors as common business practices. As a result, targets and observers hesitate to report workplace bullying. The specific problem is the impacts on DoD employees that are bullied, as well as those witnessing these behaviors in the workplace. Though DoD leaders realize workplace bullying is driving a large, but unknown cost in several areas such as lost production, recruitment efforts, sick leave and health care, overtime, formal complaints and legal actions, loss of integrity, adverse working environments, loss of creativity, and the organization's reputation, there has been no formal policies or procedures developed specifically for workplace bullying (Personnel Directorate, 2014).

The significance of this research was to contribute to DoD leaders understanding the need for the development and adherence to formal procedures and policies supporting

the intolerance of workplace bullying. Furthermore, leaders and employees with an understanding of the causes and reactions to workplace bullying will be able to identify and successfully mitigate bullying occurrences. The organizational culture should support these established procedures and policies through modeling of expected behaviors and dependable communications from leaders. This research augments the organization's commitment to the elimination of member mistreatment by supporting the need for training as well as establishing policies for reporting and resolving bullying. Additionally, an explanation of the importance of protecting members who report incidents of workplace bullying from retaliation and providing support programs for members working through the stressors experienced by targets and observers should be an organizational requirement (Miner-Rubino & Cortina, 2007). A final consideration is for DoD leaders to begin looking toward workplace bullying as a source of anxiety, depression, and even suicide for DoD employees. More specifically, this research established that workplace bullying should be a consideration when investigating DoD suicides.

Research Questions

The researcher investigated four research questions and eight hypotheses that addressed the statistical correlational relationships of the (1) exposure to workplace bullying behaviors, (2) symptoms of anxiety and depression, and (3) gender of DoD employees. Research questions one and two investigated the correlation of workplace bullying and symptoms of anxiety and depression in respect to all research participants. The hypotheses for research questions one and two explored the statistical significance of the discovered correlations. Research questions three and four examined differences in

the correlation of exposure to workplace bullying and symptoms of anxiety and depression in reference to gender. The research questions and hypotheses were:

RQ1: What is the statistical correlation of self-reporting of exposure to workplace bullying behaviors to the self-reporting of symptoms of anxiety?

H1_o: There is no significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety.

H1_a: There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of anxiety.

RQ2: What is the statistical correlation of self-reporting of exposure to workplace bullying behaviors to the self-reporting of symptoms of depression?

H2_o: There is no significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of depression.

H2_a: There is a significant statistical correlation between the self-reporting of exposure to workplace bullying behaviors and self-reporting of symptoms of depression.

RQ3: How does gender mediate the self-reporting of exposure to workplace bullying behaviors, in relationship to symptoms of anxiety?

H3_o: There is no significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors in relationship to symptoms of anxiety.

H3_a: There is a significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors in relationship to symptoms of anxiety.

RQ4: How does gender mediate the self-reporting of exposure to workplace bullying behaviors, in relationship to symptoms of depression?

H4_o: There is no significant statistical difference from the self-reporting by gender of exposure to workplace bullying behaviors to symptoms of depression.

H4_a: There is a significant statistical difference from the self-reporting by gender of exposure workplace bullying behaviors to symptoms of depression.

Findings

The correlational aspect of the research questions was examined by completing a Pearson *r* correlational analysis of the self-reporting of exposure to workplace bullying behaviors to the self-reporting of symptoms of anxiety. The analysis revealed a statistically significant positive correlation that supports the alternate hypotheses for each of the four research questions (Table 7). Results of the *t*-test did not reveal any statistically significant differences (Table 11). However, the variance between the NAQ-R scores and question 23 supports the literature in that often employees have difficulty framing the behaviors as workplace bullying. This finding indicates the need for DoD leaders to develop workplace bullying policies that provide a definition, examples, and what steps to take, such as reporting, when a member believes he or she is being bullied.

Implications for Leaders

The simplified implication was expressed in the August 2014 edition of the Personnel Directorate, Air Force Sustainment Center, Department of the Air Force newsletter, “Stop workplace bullying, It’s not normal – it’s unreasonable” (Personnel Directorate, 2014, page 7). DoD leaders recognize the negative impact workplace bullying as well as other negative leadership practices have on the success of the organization. During a leadership meeting the commander expressed that toxic leadership is an unacceptable practice that will not be tolerated during his tour as

commander (R.E. Jolly, personal communication, July 2, 2014). However, stopping workplace bullying though a seemingly simple concept requires a well thought out approach to changing the organizational culture, which begins with leadership.

The chain of command or hierarchical structure of DoD organizations creates susceptibilities for creating and supporting a workplace bullying culture (Astrauskaite et al., 2014; Owoyemi, 2011). As the NAQ-R scores indicated 35.72% of participants were bullied at least occasionally and 20.41% responded to question 23 (*Have you been bullied?*) positively, there is support for the implication that DoD organizations sustain a culture that includes workplace bullying. Furthermore, the inconsistency between the NAQ-R scores compared to the responses to question 23 indicate the need for workplace bullying policies that provide a definition as well as procedures for resolving workplace bullying issues that support the targets and observers concerns as legitimate.

Recommendations

Successfully changing the organizational culture requires a commitment from leaders of zero tolerance for negative behaviors such as workplace bullying (Namie, 2007). DoD leaders should disseminate this commitment through consistent communications that include formal and informal rewards and punishments, policies, procedures, and leaders modeling appropriate behaviors. Concurrently, leaders need to review current formal and informal procedures and practices to eliminate messaging that might be perceived as tolerating workplace bullying (Namie, 2007). These initial changes should focus on the credibility of the targets' and observers' descriptions of the behaviors and situations and creating a safe and respectful environment.

Language that provides an understanding of workplace bullying should be incorporated in all policies, trainings, and other communications not just those specifically directed toward bullying (Hauge et al., 2010; Lieber, 2010; Lutgen-Sandvik & Tracy, 2011). The training program should provide an understanding of (a) bullying language, (b) why bullies bully, (c) the environmental and personality characteristics that enable workplace bullying, (d) the common attributes and patterns of bullying, and (e) how to confront the bullying situation (Gilbert et al., 2013; Lieber, 2010; Lutgen-Sandvik & Tracy, 2011; Namie, 2007). Research supports that policies and practices embedded in the culture considerably lower the probability of workplace bullying (Samnani & Singh, 2012).

Limitations

There were eight limitations for this quantitative correlational study beginning with using a sample of convenience. A sample of convenience was used to ensure the researcher remained within the Air Force Guidance requirement for student researchers to contact DoD employees outside of normal duty hours and without the use of government resources (Appendix G). The second limitation was participants responding honestly to the survey questions. One male participant stated that because some of the questions felt personally invasive, he hesitated in providing honest responses.

The third, fourth, and fifth limitations were the availability of DoD employees, willingness of DoD employees to participate, and the time available for participants to complete the surveys. A sixth limitation was the time available for the researcher to contact participants and collect the completed surveys when in a non-duty or non-work status (e.g., during breaks or before and after the duty day). Additionally, the

researcher's position within the organization (executive analyst for the installation commander) was a concern for at least two potential participants who declined to participate. The final limitation was the participant population not matching the target population demographics; 47.96% female and 52.04% male opposed to the target population of 21.2% female and 78.8% male.

Further Research

The data from this study aligns with other research in that 35.72% of participants were self-identified as targets. However, the number of participants witnessing bullying was substantially higher than most other research, 57.14% compared to 15% of witnessing bullying. Therefore, as this was a single study within the DoD population, it would be prudent to duplicate this research in other DoD populations to substantiate that over 50% of DoD employees are witnessing workplace bullying.

A second area requiring additional research would be the inconsistency between the NAQ-R scores and responses to question 23. This research supports the theory that targets might have difficulty identifying the behaviors as workplace bullying when attempting to describe or make sense of the situation (Vie et al., 2010). Therefore, future research should investigate why organizational members have such difficulty understanding the parameters of workplace bullying. Finally, as California and Tennessee are the first states within the United States to pass workplace bullying legislation, future research should consider if these bills have affected how organizations, employees, and the legal system responds to workplace bullying (State of California An Act to Amend Section 12950.1, 2014; State of Tennessee An Act to Amend Tennessee Code Annotated, 2014).

Summary

This study identified significant statistical correlational relationships between the self-reporting of exposure to workplace bullying behaviors and the self-reporting of anxiety and depression symptoms. The intent of a quantitative method and a correlational design is to identify relationships between variables; therefore, it was appropriate for investigating statistical relationships between the self-reporting of exposure to workplace bullying behaviors to self-reporting of anxiety and depression symptoms (Boddy, 2011). Moreover, the data supported the research in that individuals have difficulty identifying the negative behaviors as a workplace bullying situation. Additional research in the area of situational awareness of workplace bullying is required to assist DoD employees in understanding and identifying these circumstances. One aspect of this understanding could be developed by DoD leaders monitoring California and Tennessee's incorporation of legislation to understand how such policies encourage changes in organizational practices.

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INFORMED CONSENT: PARTICIPANTS 18 YEARS OF AGE AND OLDER

Dear Participant,

My name is Linda McKenzie Bergloff and I am a student at the University of Phoenix working on a doctoral degree in management of organizational leadership. I am conducting a research study entitled *The Correlation between Self-Reporting of Exposure to Workplace Bullying Behaviors and Self-Reporting Symptoms of Anxiety and Depression*. The purpose of this research is to evaluate the relationship of workplace bullying behaviors to symptoms of anxiety and depression.

Your participation will involve responding to two surveys, the Negative Acts Questionnaire-Revised (NAQ-R) and the Hopkins Symptom Checklist-25 (HSCL-25). The NAQ-R consists of 24 questions concerning workplace bullying behaviors and one demographic question. The HSCL-25 consists of 10 questions concerning symptoms of anxiety and 15 questions concerning symptoms of depression. Completing both surveys should take approximately 20 to 30 minutes and can be accomplished in your work area while in a non-duty or non-work status or at your home. Participation in this research study is voluntary. Additionally, if you change your mind concerning participation, you may withdraw from the study at any time by contacting the researcher personally, by e-mail, or telephone during non-duty or non-work hours. The results of the research study may be published but your identity will remain confidential and your name will not be made known to any outside party.

In this research, there are no foreseeable risks to you; the participant risk/stress will be minimal, not greater than encountered in ordinary daily life/activities or routine tests.

Although there may be no direct benefit to you, a possible benefit from your participation in this research study may be providing information on workplace bullying that has the potential to improve organizational performance. The information from this study may provide insight into how employees perceive and response to negative behaviors in the workplace. With this knowledge, leaders may develop training and development programs for supervisors and employees concerning the identification, prevention, and resolution of bullying behaviors.

If you have any questions about the research study, please call me at (801) 928-9101 or e-mail lmbergloff@email.phoenix.edu. For questions about your rights as a study participant, or any concerns or complaints, please contact the University of Phoenix Institutional Review Board via e-mail at IRB@phoenix.edu.

As a participant of this study, you should understand the following:

1. You may decide not to be part of this study or you may withdraw from the study at any time. If you want to withdraw you can do so without any problems.
2. Your identity and individual responses will be kept confidential.
3. Linda McKenzie Bergloff, the researcher, has fully explained the nature of the research study and has answered all of your questions and concerns.
4. Data will be kept for three years in a secure area and then destroyed.
5. The results of this study may be published.

“By signing this form, you agree that you understand the nature of the study, the possible risks to you as a participant, and how your identity will be kept confidential. When you sign this form, this means that you are 18 years old or older and that you give your permission to volunteer as a participant in the study that is described here.”

I accept the above terms. I do not accept the above terms. (CHECK ONE)

Signature of the participant _____ Date _____

Signature of the researcher _____ Date _____

Appendix B

Negative Acts Questionnaire – Revised (NAQ-R)

Demographic Information:

What is your gender (circle the appropriate gender)?	Female	Male
--	---------------	-------------

The following behaviors are often seen as examples of negative behavior in the workplace. Please circle the number that best corresponds to your experiences of how often in the past six months you have been subjected to the following negative behaviors at work?

1 Never	2 Now and then	3 Monthly	4 Weekly	5 Daily	
1. Someone withholding information, which affects your performance	1	2	3	4	5
2. Being humiliated or ridiculed in connection with your work	1	2	3	4	5
3. Being ordered to do work below your level of competence	1	2	3	4	5
4. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	1	2	3	4	5
5. Spreading of gossip and rumors about you	1	2	3	4	5
6. Being ignored or excluded	1	2	3	4	5
7. Having insulting or offensive remarks made about your person (i.e. habits and background), attitudes or your private life	1	2	3	4	5
8. Being shouted at or being the target of spontaneous anger (or rage)	1	2	3	4	5
9. Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking/barring your way	1	2	3	4	5
10. Hints or signals from others that you should quit your job	1	2	3	4	5
11. Repeated reminders of your errors or mistakes	1	2	3	4	5
12. Being ignored or facing a hostile reaction when you approach	1	2	3	4	5
13. Persistent criticism of your work and effort	1	2	3	4	5
14. Having your opinions and views ignored	1	2	3	4	5
15. Practical jokes carried out by people you don't get along with	1	2	3	4	5
16. Being given tasks with unreasonable or impossible targets or deadlines	1	2	3	4	5
17. Having allegations made against you	1	2	3	4	5
18. Excessive monitoring of your work	1	2	3	4	5
19. Pressure not to claim something which by right you are entitled to (e.g. sick leave, holiday entitlement, travel expenses)	1	2	3	4	5
20. Being the subject of excessive teasing and sarcasm	1	2	3	4	5

21. Being exposed to an unmanageable workload	1	2	3	4	5
22. Threats of violence or physical abuse or actual abuse	1	2	3	4	5

23. Workplace bullying is defined as a situation where one or several individuals persistently, over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons. In this situation the target of the bullying has difficulty defending him or herself against these actions. This is not referring to one-time incidents as bullying. Have you been bullied at work? Circle the appropriate response.

No	Yes, but only rarely	Yes, now and then	Yes, several times per week	Yes, almost daily
----	-------------------------	----------------------	--------------------------------	----------------------

24. Witnessing or observing bullying is defined as a situation where an individual persistently over a period of time perceives others to be on the receiving end of negative actions from one or several persons. In this situation the target of the bullying has difficulty defending him or herself against these actions. This is not referring to one-time incidents as bullying. Have you witnessed someone being bullied at work? Circle the appropriate response.

No	Yes, but only rarely	Yes, now and then	Yes, several times per week	Yes, almost daily
----	-------------------------	----------------------	--------------------------------	----------------------

NAQ – Negative Acts Questionnaire
© Einarsen, Raknes, Matthiesen og Hellesøy, 1994; Hoel, 1999

Appendix C

NAQ Request Letter and Confirmation of Terms



University of Phoenix®

LINDA MCKENZIE BERGLOFF <lbergloff@email.phoenix.edu>

NAQ-R data - completion of use agreement

1 message

LINDA MCKENZIE BERGLOFF <lbergloff@email.phoenix.edu>
To: Ståle Einarsen <Stale.Einarsen@psy.p.uib.no>

Mon, Jan 5, 2015 at 6:15 PM

Professor Einarsen,

Thank you for permitting the use of the NAQ-R for my dissertation research. To complete our agreement I am forwarding the appropriate data. Please let me know if this is not sufficient.

Respectfully,

—

Linda McKenzie Bergloff

 NAQ-R Data.sav
11K

28 June 2013

Professor Ståle Einarsen
Bergen Bullying Research Group
Department of Psychosocial Science
Christiesgate 12
N-5015 BERGEN
Norway
Telephone: ++47 55 58 90 79/76
Stale.Einarsen@psysp.uib.no

Subject: Agreement to Terms and Permission for using the Negative Acts Questionnaire

Professor Einarsen,

Thank you for providing the terms for using the Negative Acts Questionnaire (NAQ) for my dissertation research project. In response to your e-mail dated 25 Jun 13, I am agreeing to the terms for use as listed below

1. **Dissertation Title:** The Correlation Between the Self-Reporting of Work Bullying Behaviors and the Self-Reporting of Symptoms of Anxiety and Depression.
2. **A shore description of my research project.** The purpose of this quantitative correlational research study is to examine the statistical relationship between the self-reporting of workplace bullying behaviors and the self-reporting of symptoms of anxiety and depression in Department of Defense (DoD) employees assigned to a military installation. Additionally, this research will investigate gender as a mediating variable concerning the self-reporting of workplace bullying behaviors and the self-reporting of symptoms of anxiety and depression in DoD employees. The selected method is quantitative correlational because the objective of this research study is to collect, analyze, and report the statistical relationships between the two sets of data in numerical form.
3. **Purpose.** The purpose of this quantitative correlational study will be to examine the statistical direction and strength of relationships between self-reporting of workplace bullying behaviors and self-reporting of symptoms of anxiety and depression. More specifically, the research will examine the relationship of gender to the rate of self-reporting of workplace bullying and symptoms of anxiety and depression. Examining the emotional and physiological reactions to workplace bullying behaviors permits an examination of responses based on individual perceptions of these behaviors.
4. **Personal Information:**
 - a. Degree pursuing: Doctor of Management in Organizational Leadership.
 - b. Employer: Executive Analyst, United States Department of Defense Civilian
 - c. Contact information: Imbergloff@email.phoenix.edu
5. **University Information.** University of Phoenix, Phoenix Arizona, USA, <http://www.phoenix.edu/>
6. **Dissertation chair and contact information:** Dr. David Dean, drddean@email.phoenix.edu
7. I agree to provide the Bergen Bullying Research Group the NAQ data (only the NAQ data, not any other data you collect) after you have finished your study, including demographic data and response rate. These data must compatible with SPSS.
8. I agree that the use of the NAQ is for non-profit research purposes only.

9. My signature on this document constitutes agreement to the terms for using the NAQ and permission from the Bergen Bullying Research Group to use the NAQ for my dissertation research.



Linda A. McKenzie Bergloff
Doctoral Learner, University of Phoenix
lmbergloff@email.phoenix.edu

604 N 1775 W
West Point, UT 84105



University of Phoenix®

LINDA MCKENZIE BERGLOFF <lbergloff@email.phoenix.edu>

VS: Negative Acts Questionnaire

Ståle Einarsen <Stale.Einarsen@psysp.uib.no>

Tue, Jun 25, 2013 at 3:30 AM

To: "lbergloff@email.phoenix.edu" <lbergloff@email.phoenix.edu>

Dear Linda

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

We will grant you the permission to use the scale on the conditions you have accepted in line with our terms for users found in the work file attached to this mail. Please also fill this in and return. Normally, it is free to use the scale as long as it is non for profit, for resarch only and pending that you send us the data when collected.

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


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

In case of problems with opening the rar-file? Please have look at this guide: <http://www.tech-pro.net/howto-open-rar-file.html>

Best regards,
Professor Ståle Einarsen
Bergen Bullying Research Group

3 attachments

 **Naqinfo.rar**
506K

 **NAQ request letter and confirmation of terms.docx**
12K

 **Measuring exposure to workplace bullying Bookchapter 2011.pdf**
202K

NAQ Request Letter and Confirmation of Terms

To Whom It May Concern,

If you are interested in using the Negative Acts Questionnaire in your research you are welcome to use this scale in your research as long as you agree with the following terms:

1. That you give us a short description of your research project, and some information about yourself (workplace/institution, education/title).

Please provide the following information;

Dissertation Title/working title:

Purpose:

Personal information:

University Information:

Supervisor information and contact details:

2. That you provide us with the NAQ data (only the NAQ data, not any other data you collect) after you have finished your study, including demographic data and response rate. These data must compatible with SPSS.

Please state; _____

3. That the use of the NAQ is for research purposes only (non- profit).

4. That each permission is for one project only.

5. That you provide us with any translation of the questionnaire you may do, and that such translation must be done in a professional sound manner with back translation.

Appendix D

Hopkins Symptom Checklist (HSCL-25)

Listed below are symptoms or problems that people sometimes experience. Please read each one carefully and describe how much the symptoms have bothered or distressed you in the past seven days, including today. Please circle the number that best corresponds to your experiences.

1 - Not at all	2 - A little	3 - Quite a bit	4 - Extremely
----------------	--------------	-----------------	---------------

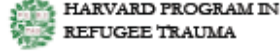
Part I Anxiety Symptoms

1. Suddenly scared for no reason.	1	2	3	4
2. Feeling fearful.	1	2	3	4
3. Faintness, dizziness, or weakness.	1	2	3	4
4. Nervousness or shakiness inside.	1	2	3	4
5. Heart pounding or racing.	1	2	3	4
6. Trembling.	1	2	3	4
7. Feeling tense or keyed up.	1	2	3	4
8. Headaches.	1	2	3	4
9. Spell of terror or panic.	1	2	3	4
10. Feeling restless or cannot sit still.	1	2	3	4

Part II Depression Symptoms

11. Feeling low in energy, slowed down.	1	2	3	4
12. Blaming yourself for things.	1	2	3	4
13. Crying easily.	1	2	3	4
14. Loss of sexual interest or pleasure.	1	2	3	4
15. Poor appetite.	1	2	3	4
16. Difficulty falling asleep, staying asleep.	1	2	3	4
17. Feeling hopeless about future.	1	2	3	4
18. Feeling blue.	1	2	3	4
19. Feeling lonely.	1	2	3	4
20. Thought of ending your life.	1	2	3	4
21. Feeling of being trapped or caught.	1	2	3	4
22. Worry too much about things.	1	2	3	4
23. Feeling no interest in things.	1	2	3	4
24. Feeling everything is an effort.	1	2	3	4
25. Feeling of worthlessness.	1	2	3	4

Appendix E
Permission to use HSCL-25



Harvard Program in Refugee Trauma
22 Putnam Ave. Cambridge, MA 02139
Tel: 617.876.7879 Fax: 617.876.2360
<http://www.hpvt-cambridge.org>

20 August 2013

Dear Linda,

I appreciate your interest and your dedication in helping survivors of mass violence. It is our belief that the Harvard Trauma Questionnaire (HTQ) and Hopkins Symptom Checklist-25 (HSCL-25) can provide important knowledge and depth in a research or clinical context. I give you permission to utilize this instrument in your dissertation.

Sincerely,

A handwritten signature in blue ink that reads 'Richard F. Mollica'.

Richard F. Mollica, MD, MAR
Director, Harvard Program in Refugee Trauma, Massachusetts General Hospital
Professor of Psychiatry, Harvard Medical School

Appendix F

Confidentiality Statement

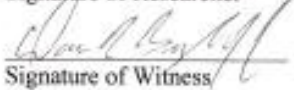


The Correlation Between the Self-Reporting of Workplace Bullying and Self-Reporting of Symptoms of Anxiety and Depression

Linda McKenzie Bergloff

CONFIDENTIALITY STATEMENT

As a researcher working on the above research study at the University of Phoenix, I understand that I must maintain the confidentiality of all information concerning all research participants as required by law. Only the University of Phoenix Institutional Review Board may have access to this information. "Confidential Information" of participants includes but is not limited to: names, characteristics, or other identifying information, questionnaire scores, ratings, incidental comments, other information accrued either directly or indirectly through contact with any participant, and/or any other information that by its nature would be considered confidential. In order to maintain the confidentiality of the information, I hereby agree to refrain from discussing or disclosing any Confidential Information regarding research participants, to any individual who is not part of the above research study or in need of the information for the expressed purposes on the research program. This includes having a conversation regarding the research project or its participants in a place where such a discussion might be overheard; or discussing any Confidential Information in a way that would allow an unauthorized person to associate (either correctly or incorrectly) an identity with such information. I further agree to store research records whether paper, electronic or otherwise in a secure locked location under my direct control or with appropriate safe guards. I hereby further agree that if I have to use the services of a third party to assist in the research study, who will potentially have access to any Confidential Information of participants, that I will enter into an agreement with said third party prior to using any of the services, which shall provide at a minimum the confidential obligations set forth herein. I agree that I will immediately report any known or suspected breach of this confidentiality statement regarding the above research project to the University of Phoenix, Institutional Review Board.

	<u>Linda McKenzie Bergloff</u>	<u>20 May 2014</u>
Signature of Researcher	Printed Name	Date
	<u>DANA BERGLOFF</u>	<u>20 MAY 2014</u>
Signature of Witness	Printed Name	Date

Appendix G

Air Force Guidance for Student Research

From: ONCALE, BERNADETTE B CIV USAF AFPC AFPC/MAMP

Sent: Thursday, September 26, 2013 9:24 AM

To: MCKENZIE BERGLOFF, LINDA A GS-12 USAF AFMC 75 ABW/DSE

Subject: Response to Negative Acts Questionnaire (NAQ) and the Hopkins System Checklist (HSCL) Survey Request

(HTML) Ms McKenzie,

...With regards to student research students are encouraged to avail themselves of alternate research methods such as: Meta-analysis, literature review, documents review, unobtrusive research, online research (e.g., web experiments, online focus groups, etc.), and/or archival research. **Another option involves developing a private, voluntary survey that could be administered to individuals outside normal duty hours and without use of any government resources (e.g., government computers, official e-mail accounts, etc.)...**

Respectfully,

Bernadette B. Oncale
Chief, Performance Planning Branch
Directorate of Manpower
Air Force Personnel Center
Comm (210) 652-4773; DSN 487-4773

Appendix H

Premises, Recruitment and Name (PRN) Use Permission



PREMISES, RECRUITMENT AND NAME (PRN) USE PERMISSION

Hill Air Force Base, Utah

Please complete the following by check marking any permissions listed here that you approve, and please provide your signature, title, date, and organizational information below. If you have any questions or concerns about this research study, please contact the University of Phoenix Institutional Review Board via email at IRB@phoenix.edu.

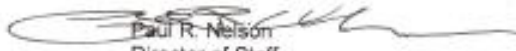
I hereby authorize Linda McKenzie Bergloff, a student of University of Phoenix, to use the premises (facility identified below) to conduct a study entitled *The Correlation Between Self-Reporting of Workplace Bullying behaviors and Self-Reporting of Symptoms of Anxiety and Depression*.

I hereby authorize Linda McKenzie Bergloff, a student of University of Phoenix, to recruit subjects for participation in a study entitled *The Correlation Between Self-Reporting of Workplace Bullying behaviors and Self-Reporting of Symptoms of Anxiety and Depression*.

I hereby authorize Linda McKenzie Bergloff, a student of University of Phoenix, to use the name of the facility, organization, university, institution, or association identified above when publishing results from the study entitled *The Correlation Between Self-Reporting of Workplace Bullying behaviors and Self-Reporting of Symptoms of Anxiety and Depression*.

Date

2 July 2014


Paul R. Nelson
Director of Staff
75th Air Base Wing
9781 Georgia Street, Suite 100
Hill AFB, Utah 84056

Appendix I

NAQ-R Responses

In the past six months, how often have you experienced?	Never		Now and then		Monthly		Weekly		Daily	
	F	M	F	M	F	M	F	M	F	M
	1. Someone withholding information, which affects your performance	40%	37%	32%	45%	6%	8%	19%	8%	2%
2. Being humiliated or ridiculed in connection with your work	68%	67%	19%	25%	2%	0%	11%	8%	0%	0%
3. Being ordered to do work below your level of competence	51%	41%	21%	37%	9%	14%	13%	4%	6%	4%
4. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	55%	59%	23%	31%	6%	2%	13%	6%	2%	2%
5. Spreading of gossip and rumors about you	57%	57%	30%	27%	4%	8%	6%	4%	2%	4%
6. Being ignored or excluded	49%	39%	32%	41%	9%	6%	2%	8%	9%	6%
7. Having insulting or offensive remarks made about your person, attitudes or your private life	72%	73%	19%	18%	4%	6%	2%	2%	2%	2%
8. Being shouted at or being the target of spontaneous anger	83%	75%	11%	14%	4%	4%	2%	8%	0%	0%
9. Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking/barring	98%	84%	2%	12%	0%	2%	0%	2%	0%	0%

your way										
10. Hints or signals from others that you should quit your job	85%	88%	13%	6%	0%	2%	2%	2%	0%	2%
11. Repeated reminders of your errors or mistakes	66%	73%	21%	18%	4%	2%	9%	6%	0%	2%
12. Being ignored or facing a hostile reaction when you approach	79%	78%	11%	14%	9%	2%	0%	2%	2%	4%
13. Persistent criticism of your work and effort	81%	84%	6%	8%	6%	2%	6%	4%	0%	2%
14. Having your opinions and views ignored	38%	47%	40%	41%	4%	2%	15%	8%	2%	2%
15. Practical jokes carried out by people you don't get along with	94%	86%	4%	8%	2%	4%	0%	2%	0%	0%
16. Being given tasks with unreasonable or impossible targets or deadlines	55%	49%	28%	41%	9%	4%	9%	6%	0%	0%
17. Having allegations made against you	83%	80%	9%	14%	4%	4%	4%	0%	0%	2%
18. Excessive monitoring of your work	51%	73%	28%	20%	6%	2%	11%	2%	4%	4%
19. Pressure not to claim something which by right you are entitled to	83%	76%	2%	18%	6%	0%	9%	4%	0%	2%
20. Being the subject of excessive teasing and sarcasm	83%	73%	13%	14%	2%	12%	2%	2%	0%	0%
21. Being exposed to an unmanageable workload	47%	51%	36%	35%	6%	8%	9%	2%	2%	4%

22. Threats of violence or physical abuse or actual abuse	100%	94%	0%	4%	0%	2%	0%	0%	0%	0%
23. Have you been bullied at work?	79%	80%	6%	10%	9%	6%	2%	4%	4%	0%
24. Have you witnessed someone being bullied at work?	38%	47%	30%	29%	21%	22%	9%	2%	2%	0%

Appendix J

HSCL-25 Responses

How much have the symptoms bothered or distressed you in the past seven days?	Not at all		A little		Quite a bit		Extremely	
	F	M	F	M	F	M	F	M
1. Suddenly scared for no reason.	77%	88%	19%	8%	4%	4%	0%	0%
2. Feeling fearful.	74%	80%	17%	14%	4%	6%	4%	0%
3. Faintness, dizziness, or weakness.	77%	86%	17%	12%	6%	2%	0%	0%
4. Nervousness or shakiness inside.	68%	75%	17%	20%	11%	6%	4%	0%
5. Heart pounding or racing.	79%	76%	13%	22%	6%	2%	2%	0%
6. Trembling.	89%	96%	6%	4%	2%	0%	2%	0%
7. Feeling tense or keyed up.	51%	51%	32%	41%	13%	6%	4%	2%
8. Headaches.	43%	67%	36%	25%	17%	8%	4%	0%
9. Spell of terror or panic.	87%	94%	9%	6%	0%	0%	4%	0%
10. Feeling restless or cannot sit still.	60%	67%	23%	20%	15%	12%	2%	2%
11. Feeling low in energy, slowed down.	49%	49%	32%	43%	15%	6%	4%	2%
12. Blaming yourself for things.	60%	57%	28%	29%	6%	12%	6%	2%
13. Crying easily.	64%	96%	23%	4%	4%	0%	9%	0%
14. Loss of sexual interest or pleasure.	64%	76%	17%	20%	17%	4%	2%	0%
15. Poor appetite.	72%	84%	21%	14%	4%	2%	2%	0%
16. Difficulty falling asleep, staying asleep.	38%	47%	26%	33%	21%	14%	15%	6%
17. Feeling hopeless about future.	70%	76%	17%	16%	11%	6%	2%	2%
18. Feeling blue.	62%	67%	26%	27%	11%	4%	2%	2%
19. Feeling lonely.	68%	78%	19%	16%	6%	6%	6%	0%
20. Thought of ending your life.	96%	96%	0%	2%	4%	2%	0%	0%
21. Feeling of being trapped or caught.	70%	82%	19%	12%	6%	6%	4%	0%
22. Worry too much about things.	36%	39%	28%	41%	23%	16%	13%	4%
23. Feeling no interest in things.	64%	80%	19%	16%	13%	4%	4%	0%

24. Feeling everything is an effort.	66%	69%	23%	29%	4%	2%	6%	0%
25. Feeling of worthlessness.	79%	84%	11%	12%	9%	4%	2%	0%
