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FORMS OF WORKPLACE BULLYING IN INSTITUTIONS OF HIGHER LEARNING IN THE LIGHT OF THE INTEGRAL MODEL OF WORKPLACE BULLYING

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Abstract:

This study aims at exploring forms of workplace bullying as psychological violence among academic staff of the National University of Lesotho. The methodology for this study is the qualitative research approach, with an overarching intention of making meaning out of respondents' definition of the phenomenon of workplace bullying which they are experiencing. Data for this study are collected through a semi-structured interview on twenty academic staff members of the aforementioned institution. Data analysis is done through the iterative and inductive methods of the Interpretive Phenomenological Analysis (IPA). Results of the study highlight the following forms of workplace bullying as psychological violence within the context of the study: staff devaluing, expatriate syndrome, authoritarian management, communication bullying, unknown politicised agenda, and economic/financial bullying. The forms of workplace bullying experienced by interviewees are person-related, management-style related, interpersonal, and job resources related, which can be ascribed to the university restructuring programme that is ongoing during the period of this study. From literature review and the findings of the study the researcherhas conceived the Integral Model of Workplace Bullying as a conceptual framework for enhancing understanding of forms of workplace bullying within the context of this study.

Keywords: *Integral Model of Workplace Bullying, University Restructuring, Interpretative Phenomenological Analysis, Authoritarian Management*

INTRODUCTION

Research conducted by Keashly and Newman (2006, p.25) in Von Bergen listed ten bullying behaviours which are typical in university settings: hostile glaring, disdainful treatment, intrusion into staff activities, ignoring staff, providing minimal or no feedback at all on staff work, withholding due recognition, information blackout, creating bottlenecks on vital issues, falsehood, and blocking self-expression. For Harvey, Buckely, Heames, Zinko, Brouer, and Ferris (2007, p.121), bullying activities can be classified in five categories: name-calling in public, attribution of scapegoat qualities to marginalised staff, hassling work pressure on individuals, sexual harassment by hierarchy, and physical violence on vulnerable staff members.

For Gravois (2006, p. 32), the following rubrics can be the basis for workplace bullying among academics: race, gender, political and cultural difference, intellectual acumen, foreign accents, academic excellence, display or be associated with fame, publications, good teaching scores, connections, eloquence, wit, writing skills, athletic ability, computer skills, salary, family money, age, class, pedigree, looks, house, clothes, spouse, children, sex appeal. According to Gravois (2006, p.32), workplace bullying in academia could be exemplified by the phases of the following harassment model: social isolation of staff member(s); petty harassment; initiating petitions against colleagues; appearance of accused staff before ethics or disciplinary committee; leaving the institution

The forms of workplace bullying experienced by staff within the context of NUL university reforms are centred around a 'dictatorial', staff excluding and marginalising management attitude, which staff interpreted as disdainful treatment. The latter is characterised by ignoring staff opinions and information blackout on the restructuring process. To compound the escalating insecurity due to the retrenchment scare, academic staff felt other forms of bullying included hassling work pressure and the specific 'scapegoat bullying' of academic staff members with foreign accents by students and colleagues. It should be noted that 'scapegoat bullying'

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was a consequence of the aforementioned general forms of workplace bullying peculiar to NUL.

RESEARCH OBJECTIVES

The primary aim of this study is to describe, explain, and determine the influence of workplace bullying as psychological violence on the psychological wellness ofeducators in the National University of Lesotho (NUL).Furthermore, this study sets out to evaluate the prevalence,sources, and forms of workplace bullying in NUL, analyses how staff cope with workplace bullying, and develop aworkplace bullying and psychological wellness model foreffective management of the phenomena under study.

METHODOLOGY

Qualitative research was chosen to guide the research design and methodology of this research because it facilitated the description of workplace bullying as psychological violence experienced by academic staff of the National University of Lesotho. Secondly, qualitative research described the world of workplace bullying and staff psychological wellness as personal experiences through 'natural language'. Thirdly, qualitative reseacrh increased the probability that the individual provides his or her own version, view, account, and expression of their own 'world' of workplace bullying. Lastly, qualitative research provided a framework for an in-depth understanding of the meaning that individuals made of their original and authentic experiences related to workplace bullying as psychological violence. The purposive sample for this study comprised 20members of the academic staff in the National University of Lesotho. There are two reasons why purposeful sampling was chosen for this study. Firstly, the choice of purposive sampling was in respect of the qualitative principle of appropriateness, i.e. having participants who are articulate, reflective, and willing to share their experiences with the researcher (Morse, 1991, p.27). Secondly, purposive sampling was based on choosing participants who represent information-rich cases from whom the researcher could learn much in relation to the issues under study (Patton, 1990, p.169). Twenty academic staff members of the National University of Lesotho constituted the purposive sample on which the semi-structured interview was administered. Among the respondents were two females, eighteen males, in the categories of three associate professors, nine senior lecturers, and eight lecturers. The ages of the respondents range from 33 to 55 years.

Data were collected through a semi-structured interview and data was analysed using Interpretative Phenomenological Analysis (IPA), which seeks to enable the researcher to understand how individuals make sense out of their major life experiences using a double hermeneutic. IPA was chosen because it elicits from respondents' accounts, a detailed and "substantially rich" depiction of the phenomena under study, from phenomenological, hermeneutical and idiographic perspectives (Eatough & Smith, 2008, p.11). Secondly, IPA favours the use of semi-structured phenomenological interviews for data collection and highlighting of potentially grey areas which structured and rigid formats will not adequately uncover (Eatough & Smith, 2008, p.11). Thirdly, data analysis using IPA focuses on making in-depth appraisal of the phenomena of workplace bullying and psychological wellness through its triple pronged methods of analysis, that is phenomenological, hermeneutical and idiographic perspectives (Smith, Flowers, & Larkin, 2009, p.11).

THE INTEGRAL MODEL OF WORKPLACE BULLYING (IMWB)

The model of workplace bullying which the researcher is proposing has four concentric dimensions, which are respectively labeled the enabling-projector-triggering core, the intermediary motivating neutral-passive-receptor middle-belt, the sustaining sphere, and the reinforcing periphery as seen in Fig. 1.

The Enabling-Triggering-Projector Intrapersonal Core of Workplace Bullying

The primary, initiating point of workplace bullying (point A of Fig.1) represents the ontological perspective of "dualism", i.e. a conceptual and perceptual sense of separation and division, which we can symbolise as "I versus Others". This sense of separation is not in a hierarchical, horizontal or vertical "top to bottom or bottom to top workplace orientation", as much as it is in relation to philosophical definition of "being". In this sense, the workplace is made up of irreconcilable, antagonistic and personalizing workers. The feeling of separation is accompanied by a potential reactivity complex, while the thought of limitation has passivity as reaction complex. The combination of separation-reaction and limitation-passivity generates the force of opposition-resistance by "I" in relation to "Others".

The enabling-triggering-projector intrapersonal core of workplace bullying has three other cardinal vectors, which are unconscious intentionality to "bully and be bullied", the perception of power imbalance between "I and Others", and the self-labeling "bulliable-bully complex". The combination of separation-reaction; limitation-passivity; opposition-resistance; unconscious intentionality; power-imbalance; bulliable-bully complex generates "Offensive-defensiveness", which is the core-force of workplace bullying. Offensive-defensiveness is the unconscious intentionality to generate, sustain, and reinforce "ontological insecurity" in 'others' at the workplace.

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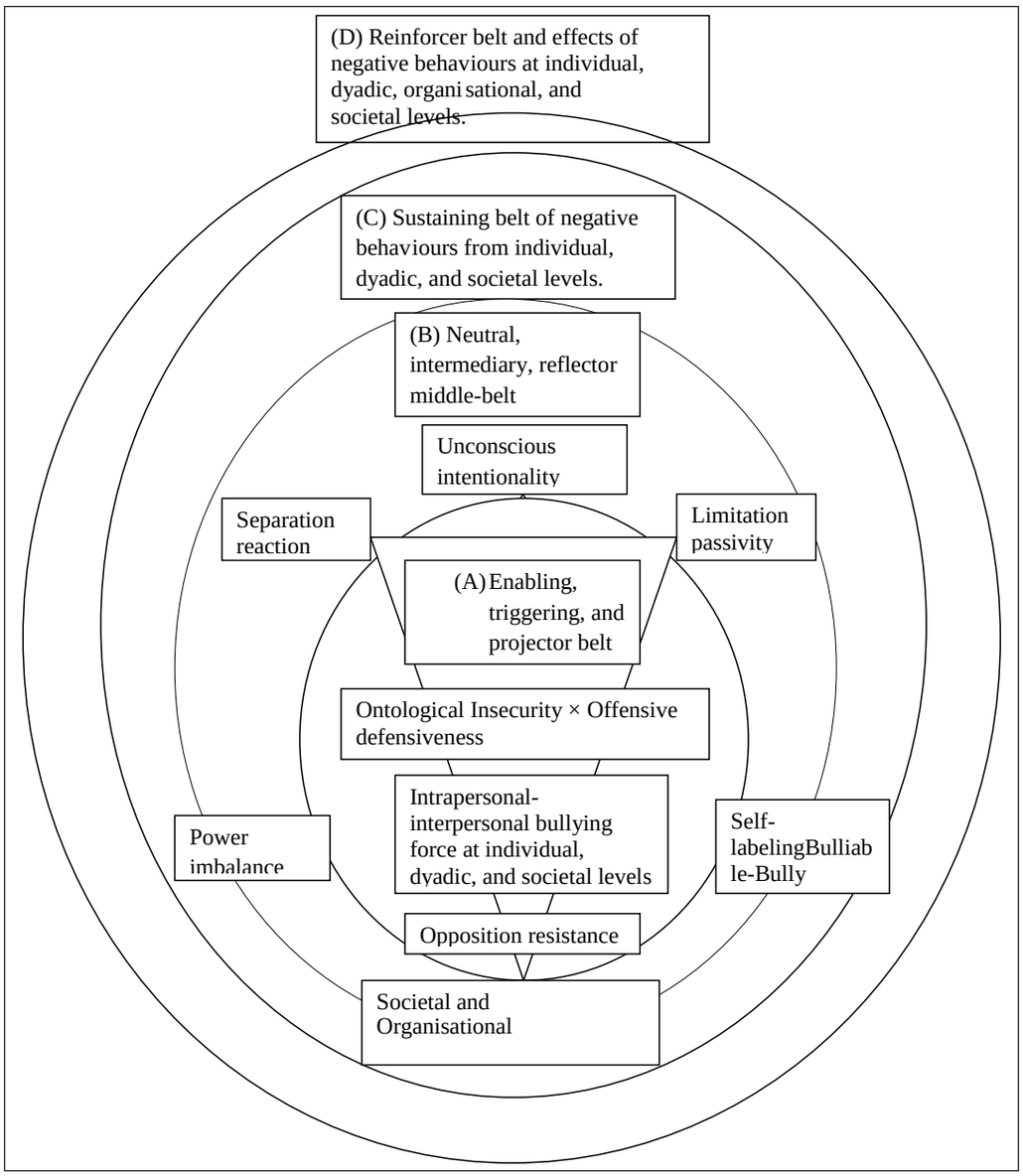

Fig. 1: Integral Model of Workplace Bullying

The workplace bullying model the researcher is proposing is generated and sustained by an energetic base of "ontological insecurity". The latter is a function of "offensive-defensiveness" which results from a feeling of separation, the thought of limitation, and the unconscious intention to "oppose and resist" all "others". Thus instead of trust, the workplace bullying force of offensive-defensiveness leads to "distrust" and quasi-permanent anxiety, which deviates workers' energies from their tasks to an obsessive concern for workplace projected conflict scenarios. The latter are triggered, projected, and enabled by offensive-defensiveness, multiplied by opposition-resistance. The basic unconscious intentionality of workplace bullying exacerbates a conflictual sense of interaction with others and self, as the ethos to express the "bullying force", that is will of reactivity and passivity, feeling of fragmentation-separation and a thought of limitation. The "bullying-force" through separation-limitation, reactivity-passivity, generates a feeling of "being little" or "be-little" which is the source of feeling "be-littled", being "be-littled" by self, others, and the organisation, and for the self to "be-little" self, others, and the organisation, in the following sequence:

1. I resist-oppose, and I am defensive-offensive in relation to others
2. Others resist-oppose me, and others are defensive-offensive in relation to me

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3. We resist-oppose others, and we are defensive-offensive in relation to others
4. Others resist-oppose us, and others are defensive-offensive to us.

From the preceding, we can say that workplace bullying is defined from three perspectives, i.e. the individual, dyadic, and socio-organisational domains. We could then say that workplace bullying as intrapersonal ontological insecurity can be defined as follows: workplace bullying is a function of offensive-defensiveness, and the latter is a function of separation-reactivity multiplied by limitation-passivityand opposition-resistance.

Finally, it is of vital importance that we remember that the sustainability of the bullying force of ontological insecurity, is a function of its "outward to inward" orientation. The triggering-projector-enabling role of offensive-defensiveness, which has as correlates a quasi-permanent feeling of "being little", anxious, resisting-opposing, defending-offending, is sustained only because the bullying force "flows energetically" from "without to within". In other words, the "workplace bullying force" is projected primarily from "without to within", and secondarily from "top to bottom", "bottom to top", or "horizontally". The perception that the "bullying force" is expressed and experienced from "without to within" by "targets" can be hypothesized as meaning that the latter are unconscious that they have firstly a priori generated within themselves a "defensive-offensive base" requiring interaction with others' "defensive-offensive bases", in order to activate the "bullying force-process." The "without-within" aspect of the bullying force implies that its actors are unconscious of their dual "defensive-offensive core", perceiving only the "offensive half" of the bullying circuit from "others", which is apparently separate from their own "defensive half circuit". In other words, the "without-within bullying circuit" is initially intrapersonal, unconscious and only apparently "defensive" from the target's perspective, and "offensive" from the bully's.

The Neutral-Passive-Reflector-Motivating Middle-Belt of Workplace Bullying

It should be initially emphasised that the intensity or extensity, quantity or quality of the workplace processes and structures are non-essential features of workplace bullying for this researcher. For this researcher, the workplace processes and structures as presented by Salin (2003, p.1216), in three categories of enabling structures and processes (perceived power imbalance-which this researcher considers as trigger force, low perceived costs for perpetrators, dissatisfaction and workplace frustration), motivating structures and processes (high internal competition, reward systems, expected benefits for perpetrators), triggering circumstances (organisational changes in crises, changes in management and composition of work groups), are neutral forces-situations until three forces come into play at point B in Fig. 1. The first is personalisation of workplace situations as cited above, through the process of "retention" and "suspension". The former is the "holding onto" by thought, of work positions, rewards, work group composition, particular management, etc., and resisting change, opposing newcomers, in a sense of "I against others". It equally implies "suspension" or permanent reactivity in relation to "others", who are perceived and conceived as "opposers to" the self, by obtaining or retaining particular "workplace posts, duties, rewards, privileges, etc." Thus, personalisation of workplace situations transforms them from a priori neutral issues into "retained-suspended" conflict issues, which thereby intensify and extensify the initial bullying force of ontological insecurity. In other words, personalisation of workplace situations is the first force to activate reflector forces of the initial bullying force.

Secondly, in conjunction with personalisation of workplace situations, low levels of individuation also account for the transformation of the initial neutrality of the former into forces for the sustainability of controversy and conflict interactions. Individuation for this researcher is a function of "Knowing and being the best that each worker is and can be", whole brain functioning (creative thought), and integral action (maximisation of workplace interactions and community service). Individuation is the systematic movement from regimentation to specialisation, from mindlessness to mindfulness. This fundamental shift is based on the maximisation in each worker of a sense of uniqueness, an intrinsic, self-sustaining motivation. Self-actualisation is thus the critical foundation in the development of the sense of individuation. The latter leads away from self-alienation to the realisation that "each is unique", i.e. knowing and maximising one's total and special potentials. Individuation is thus a "balancing" of the human being at the point of his/her authentic source, cause and power. This point of "integration" leads to an integrating consciousness, an awareness of "non-fragmentation". The awareness of non-fragmentation generates a "transpersonal ego" which implies a trans-personalizing of workplace issues. Conversely, low levels of individuation as earlier explained, would also reinforce the transformation of "neutral workplace situations" into obsessively and reactively perceived, personalised complexes, which would also exacerbate the bullying force through the following scenarios:

1. I personalise workplace situations, react defensively-offensively to others, and feel frustrated by the former and latter.
2. Others personalise workplace situations, react defensively-offensively to self, and feel frustrated by the former and latter.

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3. We personalise workplace situations, react defensively-offensively to others, and feel frustrated by the former and latter.
4. Others personalise workplace situations, react defensively-offensively to others and feel frustrated by the former and latter.

The third vector in the motivating middle-belt is the transformation of the initially "without-within bullying intrapersonal circuit" which is unconscious and only apparently "defensive" from the target's perspective, and "offensive" from the bully's, into its second aspect. During its interpersonal phase, there is "polarity switching", in which case the initial "target" becomes "bully", and the "bully" becomes "target". The factor that determines the "polarity switch acceleration" is the duration of "rest" in "bullying inter-phases", i.e. movement from "defensiveness to offensiveness", and "offensiveness to defensiveness". The latter implies that the persistence of the workplace bullying circuit is a function of the rapidity or slowness of switching into transitional bullying modes of "bully-bullied", "offensiveness-defensiveness", mediated via motivating personalisation, individuation levels, and workplace situations acting as bullying inter-phases. In other words, bullying inter-phases, i.e. personalisation, individuation, and workplace situations, determine the degree of fluctuation of bullying modes, i.e. from "offensiveness to defensiveness", "resistance to opposition", "passivity to reactivity", "limitation to separation". Thus bullying inter-phases and fluctuating bullying modes would act as motivator for the sustainability of the bullying force.

The Sustaining Dimension of Workplace Bullying

We could now state that the third dimension of the Integral Model of Workplace Bullying (IMWB), point C on Fig.1, is that of sustaining workplace negative behaviours, thereby extending our formula for workplace bullying to incorporate negative behaviours. In other words, the workplace bullying force is motivated by the reflector-passive workplace situations' middle-belt, but the former is sustained by negative workplace bullying behaviours. Negative behaviours of the Integral Model of Workplace Bullying can be categorised as follows:

1. I overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to others.
2. Others overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to myself.
3. We overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to others.
4. Others overtly, covertly, verbally, physically, psychologically, directly, indirectly, offensively-defensively, by resistance-opposition or through passivity-reactivity, experience-express ontological insecurity in relation to us.

The Reinforcing Zone of Workplace Bullying

The fourth level of the Integral Model of Workplace Bullying (point D on Fig.1), is the dimension in which the workplace bullying force is reinforced by negative workplace behaviours from, through, and to the individual, the group, and the organisation, thereby extending our formula for workplace bullying to incorporate this last component, i.e. effects of negative behaviours. In the final analysis, the goals of workplace bullying are to elicit and sustain distress and "psychological non-wellness" in "targets", reinforce "offensiveness" in "bullies", with the latter and the former subsequently becoming "bully-bullied" and "bullied-bully".

The essence of the workplace bullying force is to "flow" through the four dimensions of The Integral Model of Workplace Bullying, in a self-perpetuating complex that lead to the following effects on the individual, group, and organisation:

1. Lower physical resilience
2. Suppress psychological optimism, and replace it with cynicism, pessimism, and despair
3. Lead to emotional disequilibrium
4. Intensify spiritual meaninglessness
5. Over and under-stimulate thought into obsessive and neurotic patterns
6. Lower environmental consciousness
7. Exacerbate anti-social actions
8. Intensify occupational frustrations

It would be preposterous to say The Integral Model of Workplace Bullying herein proposed is perfect, as well as it would equally be if not more tragic to shy away from attempting to elucidate at least a tentative framework for such a contemporary, complex, exciting, multi-dimensional concept that is workplace bullying. The preceding acknowledges the indispensable necessity of a spirit of modesty, not as a formalism, but as a truism that the moral ethos of humility is a condition sine qua non for all intellectual

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effort aimed at contributing to knowledge, especially in this context of as yet unverified hypotheses and presumptions, but without which there would be no conceptual substance for experiential action. That said, the initial motivation for proposing The Integral Model of Workplace Bullying is an intention to conceive a framework that not only brings together the disparate constitutive elements of employees and the workplace, but to attempt the exacting task of weaving them into an integrating model and idealizing framework. Furthermore, the latter is intended to be not just a juxtaposition of variables, but the medium for the creation and sustenance of a continuum, an interdependent and intra-dependent ethos, through which the elements of workplace bullying could be highlighted in an integrated, goal oriented dynamic, of mutually enabling, motivating, sustaining, and reinforcing factors.

WORKPLACE BULLYING-AN ANALYSIS

The researcher will now present the forms of workplace bullying experienced by respondents of this study, in the light of the Integral Model of Workplace Bullying (IMWB). The researcher's Integral Model of Workplace Bullying (IMWB) has four concentric circles to which will be matched main sub-themes from interviewees' experienced forms of workplace bullying within the context of this study. The following six sub-themes were generated from the 20respondents' experiences of forms of workplace bullying: devaluing; expatriate syndrome; authoritarian management; communication bullying; unknown politicised agenda; economic/financial bullying.

Matching the rubrics of the IMWB and sub-themes from participants' responses generates the following combinations as also shown in Table 1.

1. The enabling-triggering-projector intrapersonal core of workplace bullying: authoritarian management, unknown politicised agenda
2. The neutral-passive-reflector-motivating middle-belt of workplace bullying: devaluing and communication bullying
3. The sustaining dimension of workplace bullying: expatriate syndrome
4. The reinforcing zone of workplace bullying: economic/financial bullying.

Table 1 has four levels which correspond to the four dimensions of the Integral Model of Workplace Bullying. It also incorporates six sub-themes from participants' responses in relation to experienced forms of workplace bullying.

The Enabling-Triggering-Projector Intrapersonal Core of Workplace Bullying: Authoritarian Management and Unknown Politicised Agenda

Authoritarian management and unknown politicised agenda constitute the enabling-triggering-projector intrapersonal core of workplace bullying as it relates to forms of harassment experienced by the respondents of this study. Authoritarian management as seen at point 1 inTable 1 is also the premeditated intention of management to impose its will and suppress that of its subordinates.

AUTHORITARIAN MANAGEMENT

The researcher defines authoritarian management based on participants' responses as a leadership style which prioritizes top to bottom communication, minimal dialogue, undisclosed agendas, abuse of status and power, and indifference to staff wellness. In this light, the research has proven that tyrannical staff management and 'vertical bullying' is generally associated to high levels of workplace bullying (Hoel& Cooper, 2000, p. 107; Vartia, 1996, p. 208; Ashforth, 1994, p. 760).

For Glendinning (2001, p. 274), some bosses become bullies in order to have power, control their subordinates, impose their will on the latter, make their subordinates 'lose ground' psychologically, and struggle to ingratiate themselves with

Table 1: Forms of workplace bullying in NUL, in the light of the Integral Model of Workplace Bullying

No	Dimensions of Integral Model of Workplace Bullying	Themes of forms of workplace bullying experienced by interviewees
1	The enabling-triggering-projector intrapersonal core of workplace bullying	Authoritarian management, unknown politicised agenda
2	The neutral-passive-reflector-motivating middle-belt of workplace bullying	Staff devaluing and communication bullying
3	The sustaining dimension of workplace bullying	Expatriate syndrome
4	The reinforcing zone of workplace bullying	Economic/financial bullying

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the former in vicious organisational rivalries. Supervisors and hierarchical bosses can also become bullies when they develop authoritarian leadership styles as a supposedly 'efficient' way of eliciting higher and better performance levels from their subordinates (Vickers, 2010, p. 15). The context of this study contradicts the preceding finding that workplace bullying can be a management style to motivate higher and better staff performance levels. The participants of this study indicate that workplace bullying they experience is to implement a university transformation agenda and not necessarily improve the quality of performance. The proof is that workplace bullying which is fomented by a restructuring background, especially if we remember that the latter is the primary source of workplace bullying among participants, instead compromises quality through downsizing and cost cutting (Baron & Neuman, 1996, p. 165; Hoel & Cooper, 2000, p. 20; McCarthy, 1996, p. 51; Sheehan, 1996, p. 59).

This is further confirmed by Bansel and Davies (2010, p. 136) who assert that authoritarian management constitutes a trait of radical university change programmes, emphasizing on strong management which can become a mask for workplace bullying (Simpson & Cohen, 2004, p. 172). Authoritarian management therefore precludes collaboration, compromise and accommodation between management and subordinates and seeks to superimpose its will unilaterally on employees.

Usurpation of power by management in the case of this study is considered by some of the participants as workplace bullying because it involves the centralised conception, creation, suspension, imposition, recruitment, termination, freezing, unfreezing, deployment, redeployment of rules and resources, for the implementation of a priori para-institutional 'agendas'. George highlights usurpation of power by management as a form of workplace bullying as follows:

Restructuring in NUL is workplace bullying because it is too radical, i.e. intending to affect a lot of things and persons at the same time and quickly. Management is using its position of authority in unacceptable manners, believing it has to force decisions on staff and bully them into submission. Regulations are being changed. For example, management wants more power to be able to force its "cut down costs" agenda on staff. Staff number has drastically dropped through non-renewal of contracts, non-replacement of retired, dead and dismissed staff. Conversely workload has gone up drastically and staff are bullied into meeting with tight deadlines despite heavy workload.

UNKNOWN POLITICISED AGENDA

Unknown politicised agenda for participants of this study is a scenario in which management is unilaterally implementing political decisions at the level of the university as if staff opinions do not count, and their wellbeing is equally unimportant. Political agendas are not considered by participants as being problematic, as much as the extent to which their implementation by management takes a bullying undertone which disdains staff wellness and intrinsic value. Research highlights the facts that workplace bullying is fostered and reinforced in institutions which have a politicised climate (O'Moore, 2000, p. 12; Salin, 2003, p. 1216; Vartia, 1996, p. 208), where power culture and power imbalances are institutionalised (Ashforth, 1994; Ireland, 2000), through autocratic management (Hoel& Cooper, 2000, p. 107; O'Moore, 2000, p. 12; Vartia, 1996, p. 208), which links institutional survival to government funding (Bansel& Davies, 2010, p. 136).

The university reform in the context of this study is accompanied by forms of workplace bullying because respondents link psychological violence to heavily politicisedrestructuring and authoritarian management. Ivo and Raul respectively highlight unknown politicised agenda as a form of workplace bullying. For Ivo:

No one can really put a finger on what is really going on. It seems restructuring is being dictated by someone, somewhere, and more tragic, those implementing the hidden agenda are not taking anyone's opinions into consideration. The views of members of staff are ignored, whereas what matters is "what is said in town", i.e. government. It seems that management wants someone, or "people in town" to be happy at the expense of all NUL staff.

Raul also confirms unknown politicised agenda as a form of workplace bullying:

I would say there is a high degree of poverty in management, in order to please a politician or politicians who back the process. People then do bullying and stupid things to please their political base…bringing the political influence into the university is where I believe the bullying pressure is coming from. Political games are now being played in the field of academics. The students are innocent but are now mixed up in political agendas.

The Neutral-Passive-Reflector-Motivating Middle-Belt of Workplace Bullying: Staff Devaluing and Communication Bullying

Point 2 in Table 1 represents the neutral-passive-reflector-motivating middle-belt of forms of workplace bullying which has twin prisms, namely staff devaluing and communication bullying. Staff devaluing is characterised by management's attitudes of indifference, stigmatisation, ridicule, marginalisation and prejudice in relation to subordinates. Communication bullying on the other hand is a function of communication breakdown and information blackout between top management and staff, with no debates on vital issues. In otherwords, authoritarian management

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suppresses the will of its subordinates through the abuse of power and status, and equally by setting up the 'veil of information blackout and communication breakdown' vis-à-vis the latter.

STAFF DEVALUING

From the experiences of the participants of this study, devaluing entails management's attitudes of indifference, stigmatisation, ridicule, marginalisation and prejudice in relation to subordinate colleagues. Albert and Samuel respectively demonstrate the devaluing form of workplace bullying. For Albert, workplace devalues him because,

It implies reducing me to nothing. Making me feel and look inferior…at the moment staff feel unimportant in the running of the affairs of the institution; the present restructuring process makes me feel belittled. Reminding me of my teaching inadequacy, inadequate academic knowledge, inability to disseminate knowledge, conduct research. Accusing me of not having sufficient publications and presentations of conference papers.

Samuel also affirms that staff devaluing is a form of workplace bullying when he says:

I was on several occasions humiliated and ridiculed in connection with my work. I wouldn't be surprised that lots of non-complementing rumors, statements were said behind my back or even to my face since I am a foreigner and do not speak the local dialect. Many times I was ignored and uninformed about meetings. I have been shouted at, and repeatedly reminded of my shortcomings. My views and opinions were usually disparaged, in sarcastic manner. I have had serious allegations made wrongly against me.

For White (2004, p. 271), the prevalence of workplace bullying is more highlighted in organisational cultures which exhibit among others the following lapses: indifference to staff wellbeing and top management's non-recognition of staff worth. The experiences of participants of this study confirm the findings of White (2004, p. 271), in that they highlight diverse forms of devaluing of staff personality and output through workplace bullying. This is further confirmed by the findings of Du Gay (1996, p. 25) and Lutgen-Sandvik (2008b, p. 100) that organisational systems which deride and demean human interests are workplace bullying prone. For the researcher, organisational systems that devalue and demean staff will create a self-perpetuating workplace bullying vicious circle through feelings of frustration, worthlessness, and subsequent aggressiveness.

COMMUNICATION BULLYING

Communication bullying is coined by the researcher and is used to circumscribe issues of communication breakdown and information blackout between top management and staff within the context of this study and as experienced by the participants. Research findings indicate that unclear expectations, deficient internal communication, and unclear roles are highly conducive of bullying (Leymann, 1996, p. 170; Vartia, 1996, p. 208). Furthermore, White (2004, p. 271) also states that bullying among academe is more likely to occur in organisations which have minimal vertical and horizontal communication.

The Job Demands-Resources Model (Bakker &Demerouti, 2007, p. 315; Bakker, Demerouti, De Boer &Schaufeli, 2003a, p. 344) highlights the fact that job resources like supervisor and coworker support and performance feedback at the interpersonal and task levels reduce the draining effects of high job demands. On the contrary, the researcher thinks that within the context of this study, there is instead communication breakdown and information blackout between top management and academic staff, which makes for a propitious workplace bullying climate by minimizing staff motivation and wellness (Bakker &Demerouti, 2007, p. 315).

Neoliberalism as an ideology for radical university restructuring is also described as having the following aspects which make it conducive to foment communication bullying: intolerance to criticism of government and stifling open debate (Davies & Bansel, 2005, 2010). In general, open communication networks are stifled, forbidden, and even punished in workplace bullying contexts, which maximize on the contrary the withholding of vital information from staff and ignoring their opinions (Lutgen-Sandvik, 2006, p. 415; Rayner, Hoel, & Cooper, 2002, p. 25). The preceding reflects perfectly the preoccupations of the participants who state that management is employing a strategy of information blackout and communication breakdown, which for participants is bullying and demeaning. Communication bullying is demonstrated by Hans when he says:

Restructuring is a process in and through which vital information concerning staff future and destiny is unrevealed. So far no one has a clear idea of what the future holds. No one knows where they will be in the short, mid and long terms. Staff have just been told that there is going to be retrenchment based restructuring, with insinuations that the latter might be avoided if other things are done, but what things these other options are, no one knows. An apt analogy of the current restructuring exercise would be like that of having a man point a gun at you and ordering you to do this or that without you daring to find out what this or that is, or what your orders are going to lead you to. The feeling I have is of a man who could be digging his own grave.

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The Sustaining Dimension of Workplace Bullying: Expatriate Syndrome

Point 3 in Table 1 is made up of triple negative behaviours, being technical bullying, verbal abuse and expatriate syndrome, which constitute the sustaining dimension of forms of workplace bullying as experienced in the National University of Lesotho (NUL) by the respondents of this study. Technical bullying is the overt and constant reminding of staff of their gross limitations in their academic, research, teaching, publication acumen, and by implication their irrelevance to the operational requirements of this particular university milieu. Verbal abuse is the negative act which consists in directly or covertly taunting, gossiping about, nicknaming and slandering of staff by colleagues, subordinates or hierarchy due to their pronunciation and articulation 'deficiencies'. Thirdly, the expatriate syndrome is the willful and uncompromising coercion of 'foreign lecturers' to offer undeserved and at times unethical favours to 'locals', be they students, colleagues or hierarchy, and for 'expatriates' to display humiliating condescension to the whims and caprices of 'indigenes'. Negative behaviours which are enacted at point 3 in Table 1 sustain both the enabling and motivating dimensions of forms of workplace bullying as experienced by respondents of this study in NUL.

EXPATRIATE SYNDROME

Expatriate syndrome according to the participants of this study refers to the fact that foreign lecturers experience different forms of psychological violence through their being bullied by students, colleagues, and management, on the basis of their nationality. Some researchers have attributed recent rise in illegal immigration in the European Union, the rise of the informal sector, poor working conditions as sources of workplace bullying (Thylefors, 1987, p. 20). The findings of the present study contradict those of the aforementioned researchers as follows: expatriate participants of this study are all legal immigrants; they are working in the formal tertiary education sector; their working conditions are not as deplorable as such. On the basis of the preceding contradiction, the researcher can project that 'expatriate syndrome' or the bullying of expatriate participants by locals can be seen in the light of 'scapegoat bullying' or displacement of 'indigenous lecturers' frustrations on more vulnerable foreigners (Thylefors, 1987, p. 20).

Expatriate syndrome in the context of this study cannot be deemed to have attained xenophobic proportions, but the fact that it is experienced by some of the interviewees shows that it is possible for employees to vent their frustrations arising from workplace bullying on to other more vulnerable colleagues. Bill and Epanty are two examples of non-indigenous staff members who claim to experience workplace bullying because of their national origin. In the case of Bill, he says:

Some students fail tests and or exams and come to intimidate me that they deserve more than what they received as marks. Others complain that I am too hard as a project supervisor. I am sometimes asked favours which conflict with professional ethics and administrative deontology, thereby raising conflicts of obligation; in discussions, and meetings, people use their positions, academic or administrative to hush me down, and bully me into submission.

Due to the fact that he is an expatriate member of staff, Epanty says he experienced workplace bullying under the following circumstances:

I was investigated like a criminal for a paper I included for promotion to senior lecturer, which I had indicated was awaiting publication. I was later promoted but after being investigated behind my back as to the veracity of my credentials like a criminal. Some time back I applied to go on study leave, in line with the prescription that as an expatriate you can go on study leave after a stint of 4 years at NUL. I applied for funding worth 10000 Rand to do research, but was told by the then VC in writing that I did not qualify as a foreigner.

Expatriate syndrome can be considered psychological violence in the case of this study because it can be termed inconsiderate behaviour based on national origin of the victims (Kirsten, 2007, p. 2).

THE REINFORCING ZONE OF WORKPLACE BULLYING: ECONOMIC/FINANCIAL BULLYING

Point 4 inTable 1 is the last dimension of forms of workplace bullying as reflected in the Integral Model of Workplace Bullying. This fourth dimension is the reinforcing zone of workplace bullying which is composed of a single component, that is, economic/financial bullying. For participants of this study, economic and financial bullying can be defined as all forms of suppression, reduction, and discretionary or arbitrary manipulation of the financial entitlements of the said staff members with impunity. Camara highlights two instances in which economic/financial bullying is highlighted as a form of workplace bullying. In the first instance he says:

Following the October 2011 LUTARU (Lesotho University Teachers and Researchers Union) strike action for salary improvement, management withheld union members' salaries under the guise of "no work, no pay", for practically three months. The latter was a form of economic bullying with severe financial, emotional and psychological effects. The goal of salary deprivation was to coerce academic staff of NUL to submit to the restructuring agenda. In other

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words management used as leverage the advantage it has as controller of wages to bully academic staff. Camara continues:

In December 2011, NULIS (National University of Lesotho International School) fees, a school where most educators of NUL's academic staff's children attend primary and secondary school, were astronomically raised and skyrocketed by some 300 %, with parents having to pay the fee hike on 5th of January 2012. It should be remembered that most academic staff members went without salaries for three months. I call this economic and psychological workplace bullying, because there was neither any consultations with parents prior to the fee raise, and it was sadistic to expect parents without salaries to unfailingly pay kids' fees that had been raised by 300%.

By linking university funding to neoliberal reforms, increasing staff anxiety by merging economic responsibility and fear of non-survival, generating funding pressures, excessive competitiveness, 'university reforms' can easily become a 'mask' for economic and financial bullying (Keashly & Neuman, 2010, p. 57; Bansel & Davies, 2010, p. 136; Simpson & Cohen, 2004, p. 172).

For some researchers, the sense of distributive and procedural injustices linked to the unfair deprivation and, or withholding of entitlements, is propitious to generating a workplace bullying climate, especially when this is accompanied by growing need for accountability, scrapping programs for economic reasons, and decreased funding for academic activities coupled with increased expectations on staff (Folger & Cropanzano, 2001, p. 30; Kiewitz, Restubog, Zagenczyk, & Hochwarter, 2009, p. 815; Spector, 1997, p. 10; Crase, 1980, p. 119). In other words, since institutional survival is linked to government funding, it is highly probable that bullying can become facilitated under the guise of institutional and staff conformity to the demands of government's structural reforms (Bansel & Davies, 2010, p. 136). For the researcher, the preceding raises the issue of financial autonomy for institutions of higher learning, the degree of which can determine the extent of dependence of the latter both on government funding and educational policies.

IMPLICATIONS OF THE RESEARCH FOR SOCIAL POLICY AND PLANNING

The present research can facilitate reinforcement of the developmental paradigm in social service delivery within tertiary institutions, through the transformation of attitudes, institutions and structures. The latter becomes possible through the formulation and implementation of appropriate policies at micro, meso and macro levels for the effective curtailing of the aforementioned forms of workplace bullying. In terms of social policy and planning, this study raises awareness in relation to the importance of prevention and protection services for the reduction and possible eradication of forms of workplace bullying within higher education settings. There is also the necessity for training of staff members and administrators as concerns the nefarious forms of workplace bullying, the carrying out of further research, and the development of integrated information systems for efficient management of workplace bullying.

CONCLUSION

Forms of workplace bullying can take a plethora of forms. Staff devaluing, expatriate syndrome, authoritarian management and usurpation of power, communication bullying, unknown politicised agenda, and economic/financial bullying were the main forms of workplace bullying experienced by the interviewees of the present study. In other words, the forms of workplace bullying experienced by interviewees were person-related, management-style related, interpersonal, and job resources related. For the researcher, workplace bullying forms experienced by the interviewees in the light of The Integral Model of Workplace Bullying can be ascribed to the university restructuring programme which is ongoing in NUL at that time of this study. University reforms are known for stifling open communication (Davies & Bansel, 2005, p. 10), fostering authoritarian management (Bansel & Davies, 2010, p. 136), and for having political agendas which tie reforms to funding (Bansel & Davies, 2010, p. 136).

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