6ᵉ Conférence internationale
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MORAL AU TRAVAIL**
Partage de nos savoirs

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on **WORKPLACE BULLYING**
Sharing our knowledge

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École des sciences de la gestion
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**RÉSUMÉS / ABSTRACTS
(DIR. / EDS.)**

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ANGELO SOARES

UNIVERSITÉ DU QUÉBEC À MONTRÉAL / UNIVERSITY OF QUÉBEC IN MONTRÉAL

Approximately 250 people from 28 different countries from all parts of the world were gathered here together in Montréal for the 6Th International Conference on Workplace Bullying. The international dimension of this conference suggests that the problem of workplace bullying is not limited by national borders or by cultures. Following the successes of the preceding Conferences in Stafford in 1998, Brisbane in 2000, London in 2002, Bergen in 2004 and Dublin in 2006, we hope that the Montreal Conference had ushered in debates of the same calibre as those of the preceding conferences.

Before explaining my reasons for having taken the decision to organize the 6th international conference on psychological harassment at work, I would like to thank all those who helped me in the preparation of this conference. First of all, I would like to thank all the presenters with whom I had the pleasure of exchanging correspondence during these long months of preparation. Thank you for your words of encouragement, your humour, and your comprehension, all of which helped me carry on! Thank you very much. We would like to thank the support received from the following partners:

Coop-UQAM, (Nathalie Lachapelle) my department of organisation and human resources – ORH (Johanne Lepage, Joanne Renaud Corinne Laulhe, my Boss Henriette Biladeau), l'École des Sciences de la Gestion (ex dean Pierre Filiatreau, and the current Dean Mme Ginette Legault), the Santé et Société Institute (Mme Diane Berthelette, Aline and Mireille Plourde) and the Vice-décanat of research of the ESG (the Vice Dean of research Guy Cucumel, Raymond Laliberté, Chantal Lessard and Suzanne Larouche) and finally, the Conseil de recherches en sciences humaines du Canada.

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I would also like to note the contribution of several other people, including the staff of the École de Théâtre (M. Pierre Tremblay), Jenny Desrochers and Evelyne Dubourg (communications), all the audio-visual team, Jean-François Tremblay, Sylvie Dubé, M. Lalonde, Emilie, Stephanie…). My students: Nicole Jeanneau, Geneviève Plante, Geneviève Hannah, Stéphanie Sorel, Laurie Lateigne and my very dear course lecturers: Benoit Cherré, Geneviève Hervieux and Stéphanie Riviers.

Thank you very much!

As for me, the organization of this conference was quite a challenge, and caused many headaches, since the bar was so very high right at the beginning. I agreed to take on the challenge, one task at the one time, and sincerely hope that I had not forgotten anything. Why accept such a challenge? Why add such a workload? I will try to explain my reasons.

In 1996, I met, for the first time, someone who had lived through the experience of psychological harassment at work. During this time, within the framework of my post-doctoral project, I was doing research on the health of supermarket cashiers; more precisely, of supermarket cashiers who were on sick leave as recognized by the Commission of health and occupational safety of Quebec. I clearly remember the moment when I met this cashier. The interview was very difficult. It lasted four times longer than interviews with other cashiers; it took four and a

half hours to listen to this cashier's entire story. I was astonished to see all the cruelties which she had endured, and I believe that she recognized this astonishment for she said to me: "Mr Soares, I will send my file to you by mail."

A few days later, I received a large brick of documents proving ALL that the worker had told me, including disciplinary warnings that made no sense. Every two or three days, she would receive disciplinary warnings such as:

 "Madam, you arrived two minutes late"; "Madam, you arrived three minutes late"; "Madam, your uniform is not well pressed"; "Madam your shoes don't conform to your uniform".

This seemed an aberration of human resource management – that a series of disciplinary warnings could be issued in so short a time. It was impossible for the person to adjust, or to have a minimum amount of time to reflect, to try to change, for the warnings came one after the other. A few weeks later, I met another cashier who told me a similar story, but in this case it was even more serious, for there was also a question of her physical health. The worker had bursitis on her shoulder, which was recognized by the Commission of health and occupational safety of Quebec (the CSST) as being related to her work.

Returning from sick leave, in order to carry out light work, as agreed by the CSST and her doctors, the worker saw herself being assigned the task of placing chickens on racks and supplying a roasting machine. This caused her much shoulder pain and according to her, it was far from being light work. But worse still, she told me: "I never did anything more disgusting in my life, because at the end of the day, I had to de-grease the machine; I had nausea, and was unable to do it. I carried out this task for three months, I felt depressed, and I had a heart attack."

When I met her, she was on a long-term leave, recovering from cardiac problems and from depression. It was nevertheless astonishing to see how individuals could be pushed to their limits, to the point where the person feels sick and leaves the workplace. It was a deliberate intention to push the person to leave her work; the desire to get rid of someone.

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It was also during this time that I read about a grass-roots organization called "Au bas de l'échelle" (Rank and File) in a Montreal newspaper. This group was denouncing the increasing cases of workplace bullying among their case files. When I noted the definition of workplace bullying they used in the article, I immediately recognized that it was precisely what the two cashiers I met had experienced. Thus, I immediately communicated with this group so as to better understand this phenomenon. It is at this point that my research began on workplace bullying.

After this first project, others came - with members of the Trade Unions of Quebec, with the engineers of Hydro-Quebec, with the blue-collar workers of the city of Montreal, and several other projects. I dealt with both employers and trade unions. My aim was to better understand this underhanded form of violence so as to find strategies of intervention and prevention. Along the way, I met many people who experienced quite strange stories, and sensed how much they suffered. For me the question remains: what can I do to help these people? How can I use this accumulated knowledge in aid of those who actually made this knowledge possible by trusting me, by telling me their stories, their suffering, by letting me enter their lives, their homes, by sharing their pain, their dramas and by entrusting their wounds to me.

I quickly realized my impotence vis-à-vis this form of violence. Sometimes, the only thing that I can do is to listen to them. But I can also organize a conference and share this knowledge so that a growing number of people may better understand this form of violence, thus preventing it or at least minimizing its negative effects. I am not alone any more, and when I see you all the participants to the conference I feel much less impotent, and I even dare to dream of companies and organizations without violence.

My university launched a campaign asking us to take position. I decided to take position against violence and psychological harassment at work and advocate for a healthy work-life. I hope that over the course of this conference and the abstracts here we will be able to work together and share our knowledge so that one-day workplace bullying will be nothing but a bad memory. I thus invite you to give an opinion and to say NO to workplace bullying in all its pernicious forms.

ANTECEDENTS OF BULLYING AND DESTRUCTIVE LEADERSHIP: MOVING FROM INDIVIDUALS AND ORGANISATIONS TO NATIONS

STÅLE EINARSEN, EVERT VAN DE VLIERT AND MEMBERS OF THE BERGEN BULLYING RESEARCH GROUP

UNIVERSITÉ DE BERGEN, NORVÈGE / UNIVERSITY OF BERGEN NORWAY

This keynote starts by reviewing research on the antecedents of bullying on an individual as well as an organisational level. A host of studies show that only to a limited degree may bullying be explained by the personality or other individual characteristics of those involved. More data exist linking bullying to group or organisational level variables, especially to factors related to the psychosocial work environment in the department. By contrast, few studies exist looking at antecedents of bullying and destructive leadership on a societal or even cross-national level. After presenting descriptive data showing differences in baselines of bullying and destructive leadership across countries, we launch three speculative propositions about the distribution of bullying around the globe. First, we claim, social categorization and social hierarchization are the father and mother of such negative interpersonal behaviour. Second, climatic demands of cold and heat in conjunction with economic resources of cash and capital, are the Adam and Eve of negative acts. Third, social categorization and social hierarchization mediate the impact of climato-economic niches on the prevalence of such negative acts. From these propositions we propose an ecological model of the possible distribution of bullying in all countries of the world. On behalf of the group, Ståle and Evert will conclude by presenting preliminary evidence on the validity of this ecological model, and will illustrate the model with global maps of the occurrence and acceptance of bullying and destructive leadership. In this, we make a triple jump into the future by predicting national cultural differences in negative acts for all countries on all inhabited continents. No more, no less.

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OSTRACISM VERSUS BULLYING: A QUESTION OF BEING WORTHY OF ATTENTION

KIPLING D. WILLIAMS

UNIVERSITÉ PURDUE, ÉTATS-UNIS / PURDUE UNIVERSITY, USA

Ostracism—being ignored and excluded—is distressing to individuals in even the most minimal and seemingly innocuous circumstances. The initial pain response appears to draw attention to the ostracism experience and direct attention towards a coping response. Enduring long bouts of ostracism is argued to deplete individuals' ability to cope, and leaves them alienated, feeling worthless, and depressed. Bullying affords the target of a feeling of worth that ostracism does not. One is worthy enough to cause others (e.g., bullies) to take the time and effort to bully. Ostracism appears to require little effort or concern by those who are ostracizing, thus making the target feel unworthy of attention at all. I will discuss experiments and interviews that support this contention.

PROCESSUS D'EXCLUSION DANS LE MONDE DU TRAVAIL: INFLATION IMAGINAIRE ET CARENCE SYMBOLIQUE

DOMINIQUE LHUILIER

CHAIRE DE PSYCHOLOGIE DU TRAVAIL, CNAM, FRANCE

Nous allons présenter la question de la fabrication des « placards » dans les organisations, leur fonctions et l'expérience de néantisation sociale des « placardisés » pour aller vers l'analyse des évolutions du monde du travail.

NEW FRONTIERS: EXPANDING THE RESEARCH AGENDA OF WORKPLACE BULLYING

HELGE HOEL

UNIVERSITÉ DE MANCHESTER, ROYAUME-UNI / MANCHESTER UNIVERSITY UK

With reference to recent, ongoing and plans for future work at the University of Manchester, the keynote will argue the case for a cross-disciplinary approach to further our understanding of workplace bullying. Acknowledging the very substantial influence of psychology and social-psychology on bullying research, it is suggested that current knowledge needs to be integrated with insight from other social sciences. The implications for bullying research in terms of the issues studied, the relevance of context, theoretical frameworks applied and methodology will be emphasised.

WORKPLACE BULLYING IN THE UNITED STATES: PREVALENCE, RESISTANCE, AND EMOTIONS

PAMELA LUTGEN-SANDVIK

UNIVERSITÉ DU NOUVEAU MEXIQUE, ÉTATS-UNIS / UNIVERSITY OF NEW MEXICO, USA

This presentation explores workplace bullying in the United States, paying particular attention to the speaker's research as it relates to and expands upon the research of other U.S. scholars and professionals. Topics will include issues such as prevalence, forms of resistance, emotional responses, making sense of bullying, and impact on target identity.

POURQUOI TANT DE SOUFFRANCE ET DE HARCÈLEMENT MORAL SUR LES LIEUX DE TRAVAIL?

MARIE-FRANCE HIRIGOYEN

PSYCHIATRE, PSYCHANALYSTE, FRANCE

Le monde du travail a changé. Il est davantage fondé sur le service, organisé sur un ensemble de talents, sur un capital social. Parallèlement les facteurs de risques psychosociaux qui pèsent sur les salariés ont augmenté de façon massive.

La compréhension des souffrances au travail en général et du harcèlement moral en particulier apparaît bien plus complexe qu'une simple relation causale entre une situation de travail potentiellement déstabilisante et ses conséquences sur les personnes, et encore moins entre un harceleur et une victime. D'autres variables sont à prendre en considération dans cette relation, telles que le rôle de la personnalité du salarié et de son éventuel soutien social, mais aussi le rôle de l'environnement au sens de la société toute entière.

On entend dire que les personnes ont changé, qu'elles sont devenues fragiles, exigeantes, et effectivement beaucoup présentent une plus grande sensibilité aux remarques de la hiérarchie ou du public. Mais, si les individus sont effectivement devenus plus vulnérables, c'est qu'ils tentent tant bien que mal de s'adapter à un monde qui s'est durci et qu'ils sont fragilisés par un environnement professionnel frustrant.

Cette mutation est liée à la société narcissique dans laquelle nous sommes qui valorise l'individualisme, le culte de l'apparence et qui escamote les conflits. Cela a changé la nature des relations nouées autour du travail.

Je me propose d'analyser le malaise actuel du monde du travail en lien avec les transformations des personnes et de la société toute entière.

HAUNTED BY JEALOUSY! VICTIMIZATION THROUGH THE EYES OF RELATIVE INGROUP PROTOTYPICALITY.

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Introduction

Numerous studies explored which factors may trigger workplace bullying. These studies produced an extensive list of antecedents, ranging from personality traits of victims and perpetrators to characteristics of the job, the work unit and the entire organization (e.g., Agervold & Mikkelsen, 2004; Hauge, Skogstad & Einarsen, 2007; Nielsen, Matthiesen, & Einarsen, in press). Inspired by well-established frameworks from work-related stress, conflict, personality, and aggression literature, scholars developed a better understanding of the underlying process between antecedents and workplace bullying (e.g., Baillien, Neyens, De Witte, & De Cuyper, 2007; Hauge et al., 2007). The current presentation, however, focuses on a particular 'black box' in bullying research, namely 'being different from the co-workers on various aspects' as a much cited antecedent of victimization (e.g., Zapf & Bühler, 1998). This distinction appears to go hand in hand with 'jealousy', which temped co-workers into negative behaviour towards their envied colleague(s) (Vartia, 1996; Zapf, 1999). Thus, owning characteristics or attributes that appear to differentiate an employee from his/her colleagues may cause victimization. These studies, however, measured antecedents by directly asking self-identified targets what may have caused bullying. Hence, Einarsen and colleagues (1994) noted that these findings may be influenced by self-serving attributions. To date, no studies have however investigated this issue. Accordingly, the aim of the current presentation is twofold: (a) replicating these findings by means of a less obvious measure of bullying as well as positive distinction from colleagues and by means of correlational data, (b) using Relative Ingroup Prototypicality (RIPT; Mummendey & Wenzel, 1999as a framework) that may shed light on what is actually going on. In line with RIPT, we hypothesize that all employees are convinced they correspond better with the profile of a "good" employee than their colleagues. Based on literature, moreover, we assume that this conviction holds more strongly for targets of bullying than for non-targets.

Method

Data were gathered in eight organizations in the Dutch speaking part of Belgium (Flanders), by means of anonymous self-report questionnaires. A total of 1245 respondents returned their questionnaire (response rate: 39%).

In keeping with Waldzus, Mummendey and Rosendahl (2002), the RIPT score was calculated from the profiles of attribute ratings. On a scale from 1 ('does not apply at all') to 5 ('does apply very well'), respondents had to asses to what extent six attributes were suitable to describe (a) themselves (α = .75; M = 4.27; SD = .48), (b) their colleagues (α = .84; M = 3.80; SD = .59), and (c) a "good" organizational employee (α = .87; M = 4.31; SD = .59). The list of six attributes differed for each organization, and consisted of typical characteristics of 'their' employees. By means of Euclidean distances, we calculated the dissimilarity between the profile respondents attributed to themselves and to

a "good" organizational employee (dorg-own) and between the profile attributed to their colleagues and a "good" organizational employee (dorg-coll).

$$(d\ org - coll) = [[\Sigma\ (X\ org\ i - X\ coll\ i)\ ^2]\ /n]\ \frac{1}{2}$$

$$(d\ org - resp) = [[\Sigma\ (X\ org\ i - X\ resp\ i)\ ^2]\ /n]\ \frac{1}{2}$$

RIPT was assessed by subtracting the profile dissimilarity of the respondent from the perceived profile dissimilarity of their colleagues. A positive score indicates that the respondent is convinced that he/she corresponds more strongly to the profile of a "good" organizational employee than her/his colleagues.

Exposure to workplace bullying was measured by means of the NAQ (Einarsen & Raknes, 1997; Notelaers, Einarsen, De Witte & Vermunt, 2006). Reliability (α) of the NAQ scale was .88 (M = 1.39; SD = .39). Targets were defined by means of the '2 act' operational classification method.

Results

Results show a significant correlation between the RIPT and (a) the NAQ scale (r = .30, p < .001) as well as (b) the operational classification of targets versus non-targets (r = .17, p < .01). Targets of bullying (M = .58; SD = .75) showed a significantly higher RIPT as compared to non-targets (M = .22; SD = .52). These results confirm our hypotheses. Implications for theory and future research are discussed.

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THE CONSEQUENCES OF BULLYING AT WORK ON ORGANISATION-BASED SELF-ESTEEM, NEGATIVE AFFECTIVITY, AND INTENTIONS TO LEAVE: A STUDY IN TURKEY

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This study aims to investigate the effects of exposure to workplace bullying on the victim's organisation-based self-esteem, negative affectivity, and intentions to leave the organisation.

Past research has emphasized the effects of stressful negative workplace experiences, such as burnout and bullying, on intention to leave the organisation. For instance, Hoel and Cooper (2000) claim that increasing severity and duration of bullying were associated with greater turnover intentions, which could be a result of perceiving job resignation as a coping strategy. The literature has also indicated significant consequences of exposure to workplace bullying on victims' psychological well-being and self-confidence. A number of studies have shown that bullying victims have lower self-esteem and high levels of negative affectivity as a consequence of exposure to bullying behaviours at work (Vartia, 1996; Zapf, 2000; Matthiesen & Einarsen, 2005). However, the literature is silent on the effects of workplace bullying on victims' levels of organisation-based self-esteem, a gap that this study aims to fill.

Pierce et al. (1989) introduced organisation-based self-esteem as the extent to which an individual believes him/herself to be capable, significant, and worthy as an organisational member. This concept is argued to have significant consequences on organisational commitment and job satisfaction. Analysing past studies on sex discrimination in the workplace, we can deduce that there should be an association between exposure to workplace bullying and organisation-based self-esteem. For instance, Yoder and McDonald (1997, 1998) focused on the effects of sex discrimination in the workplace and found that female workers who reported experiencing sexist events had lower levels of organisation-based self-esteem. Similarly, Ragins and Cornwell (2001) examined a model of perceived sexual orientation discrimination in a national sample of 534 gay and lesbian employees. They report a significant and negative association between perceptions of workplace discrimination and organisation-based self-esteem.

From a critical review of the literature, we hypothesized that exposure to bullying behaviours at work would have negative effects on victims' organisation-based self-esteem. We also hypothesized that workplace bullying is associated with increased levels of negative affectivity and intentions to leave the organisation.

Anonymous self-reported questionnaires were distributed to 152 white-collar employees in Turkey in various sectors such as banking, education, automotive industry, and tourism. 54.6% of the respondents were male, and the majority of the participants (52%) had a university degree. Four different scales were used in the survey. First, the Turkish translation of the 'Leymann Inventory of Psychological Terrorization' (Leymann, 1990; Dikmen, 2005) was utilised to assess exposure to workplace bullying. Second, the 10-item Organisation-Based Self-Esteem Scale (Pierce

et al., 1989) was translated into Turkish and used to measure the levels of organisation-based self-esteem of the respondents. Third, negative affectivity was measured by the Turkish translation of the 10-item negative affectivity scale (Caliskur, 2001) derived from the Positive and Negative Affect Schedule (PANAS) of Watson et al. (1988). Finally, the Turkish translation of Intention to Leave Organisation Scale (Bartlett, 1999; Uyguc & Cırmın, 2004) was used to assess respondents' turnover intentions. In addition, the questionnaire included questions on demographic characteristics such as education, age, gender, and tenure.

The study revealed that almost half of the respondents (48%) had experienced bullying behaviours at least once a week. Mean rankings of bullying behaviours at work showed that the prevalence rates of 'gossiping' and 'ignorance of efforts directed to work' were the highest. Correlation analyses validated that exposure to bullying behaviours at work correlated strongly with negative affectivity ($r = 0.50$, $p<0.01$) and moderately with intentions to turnover ($r = 0.39$, $p<0.01$) and organisation-based self-esteem ($r = -0.35$, $p<0.01$). Factor analysis on the workplace bullying scale revealed five dimensions of workplace bullying: belittling professional skills, political aggression, social isolation, work pressures, and attacks on personal attributes. Taking these five dimensions as antecedent variables, a hierarchical multiple regression analysis was conducted to further examine the association between exposure to workplace bullying and organisation-based self-esteem. Regression analysis indicated that only 'belittling professional skills', 'work pressures', and 'attacks on personal attributes' can significantly explain variance in organisation-based self-esteem. The model showed that 'belittling professional skills' and 'attacks on personal attributes' negatively contributed to 42% and 27.5% respectively whereas 'work pressures' positively contributed to 22% of the variance in organisation-based self-esteem. The negative associations found in the model offered empirical support for our first hypothesis. However, contrary to relevant literature, a positive association was observed between work pressures and organisation-based self-esteem. A plausible explanation for this interesting finding might be that work pressures on employees can promote their self-control levels and this increase may lead to a positive effect on employees' self-esteem.

All in all, results from the present study confirm previous findings indicating that exposure to bullying behaviours is associated with an increase in negative affectivity and increased levels of intention to leave the organisation. In addition, this research also showed that workplace bullying has a negative effect on employees' organisation-based self-esteem levels. Furthermore, although the prevalence rate of bullying seems to vary according to the organisational settings, the present study indicated very high rates of exposure to bullying in Turkish workplaces. Future studies should explore the interesting relationship between work pressures and organisation-based self esteem that have been discovered here. Indeed, qualitative research can supplement this study by seeking possible reasons why there is a positive association between the two.

EMOTIONAL LABOR AND BULLYING: AN ETHNOGRAPHIC STUDY OF BULLYING IN WORK GROUPS IN THE UNITED STATES

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Bullying in the workplace is a well known yet under-researched problem. Research has focused on understanding the antecedents of bullying as well as enabling or precipitating conditions. Most of this research is based on quantitative survey designs and has focused on the relationship between the bully and the victim(s) of bullying. That is, the level of analysis has not gone beyond dyadic interactions between workplace bullies and their targets.

As research on bullying has grown and theoretical development has progressed, new issues, problems and directions are evident in the literature. More specifically, it has been suggested that bullying goes beyond individual relationships so that it can and should be studied at the group and organizational levels of analysis. Further, it has been noted that most of the research on bullying is quantitative with comparatively less effort directed toward qualitative and ethnographic studies. Finally, while research on bullying has grown internationally, studies of bullying in the United States are comparatively fewer in number leaving a gap in the literature.

Purpose

This study is focused on emerging areas of bullying research. It is ethnographic in nature using the work group as the unit of analysis, and was conducted in the United States. The purpose of the study was to explore the degree of emotional labor and the associated stress by victims, managers, and coworkers resulting from ongoing interactions with workplace bullies.

Theoretical Framework

It has been noted that bullying is a complex phenomenon that goes beyond a simple "bullied--not bullied" dichotomy so work group members and their superiors may experience different levels and kinds of emotional responses to bullies. One aspect of bullying that has received little if any attention is the emotional labor associated with the bullying process. Emotional labor refers to organizational rules determining how employees present themselves and to the expression of contrived or forced emotions that are not genuine. Although typically studied in relation to service employees with respect to the demand to be artificially congenial to difficult customers, emotional labor has applications to bullying because organizations (especially American organizations) often do not wish to face the problem or the consequences of standing up to bullies. Thus, one element of bullying might be the denial or diminution of the problem leading victims, supervisors co-workers and to generate a false sense of well being as a form of emotional labor. The consequences of emotional labor, in turn, include emotional exhaustion and lower job satisfaction stemming from emotional dissonance; that is, incompatibly between one's true and expressed emotions.

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Methodology

Using the participant-observer model, on-site research was conducted within a work unit within an organization located in the United States. Data were collected over a six-month period. The unit was selected because there was a known problem with bullying by senior members of the unit at the expense of their more junior colleagues. Large power differentials which were reinforced by the organization's performance appraisal system both fostered and sustained bullying behavior. Bullying behavior took the form of criticism, inappropriate influence attempts in the form of threats and intimidation and reassignment of work tasks.

In addition to onsite observation, interviews were conducted with the unit's supervisor, victims of bullies, and co-workers of those bullied. The focus of these interviews was on emotional authenticity in the workplace and on the degree of emotional labor involved in coping with a bully.

Findings

Observation and follow-on interviews were suggestive of a bifurcated process of emotional amplification and diminution that was experienced unevenly by victim's of bullies, co-workers of bullies and managers. Victims of bullies minimized the emotional impact of being bullied and, at the same time, engaged in the disingenuous emotions characteristic of emotional labor in subsequent interactions with bullies. More specifically, in additional to the well-documented negative affect associated with being bullied, victims of bullies also experienced the negative emotions and stress of emotional labor in their subsequent day-to-day interactions with bullies. Co-workers of victims of bullies who were aware of the situation also engaged in emotional labor in their subsequent day-to-day interactions with bullies and their stress resulting from these interactions was almost as great as those experienced by victims of bullying. Supervisors who were aware that bullying was present in the department also experienced

stress associated with emotional labor in their day-to-day interactions with bullies in the form of a forced "pleasantness." Consequences took the form of elevated stress and lower levels of job satisfaction in all three cases.

Conclusions and Implications

Much of the focus of bullying research has been on the psychological and emotional reactions associated with bullying. As research moves from dyadic studies and the individual level of analysis other concepts and process might also be relevant to understanding bullying in organizations. This study suggests that, at the work group level, the concept of emotional labor is relevant to understanding bullying. Further, it suggests that the consequences of bullying extend beyond the immediate victims also affecting co-workers and supervisors. Finally, as has been noted in previous studies, bullying in the United States seems to be an event that organizations would prefer not to face suggesting that emotional labor in relation to bullying is affected by both organizational and societal cultures. Future research on this topic, thus, seems to be a fruitful path to understanding bullying beyond dyadic relationships.

IS WORKPLACE CONFLICT AND WORKPLACE BULLYING THE SAME?

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The link between workplace bullying and workplace conflict was investigated in the present paper. A national representative survey study of workplace bullying was conducted (n= 2539, response rate= 47). Bullying can be seen as all those repeated actions and practices that are directed to one or more workers, which are unwanted by the victim, which may be done deliberately or unconsciously, but clearly cause humiliation, offence and distress, and that may interfere with job performance and/or cause an unpleasant working environment (Einarsen & Raknes, 1997). Conflict can be perceived as a divergence of interest between individuals or groups, a belief on the part of these entities that their current aspirations cannot be achieved simultaneously (Pruitt & Rubin, 1986). Workplace conflicts may be short-lived. It is also possible to split between positive workplace conflicts, and negative workplace conflicts. The conflict parties are often referred to as opponents. Contrary to this, workplace bullying is usually a more long-lasting phenomenon, as compared with workplace conflict. The aggressive component (active, passive), which means that one part is trying to hurt an other part (physically or socially) is prominent. The affected parties are seen as perpetrators and targets. Often they are labelled as bullies and bullied victims.

In the present study, workplace bullying was mapped by a 22 items instrument which measure negative acts (NAQ). Interpersonal conflicts were measured by a 4 items instrument, which explores interpersonal conflicts and conflicts of interests.

A significant association were found between workplace conflicts and workplace bullying (Pearson's r= 0.51). However, factor analysis revealed that the measures of workplace conflict and workplace bullying are split into 6 distinct, separate factors. The analyses may indicate that being exposed to conflicts with leaders can be seen as something different from being exposed to conflicts with colleagues (separate factors were found).

The rest of the factors in the factor matrix comprise various elements of workplace bullying, as it is measured by the use of the NAQ workplace bullying instrument. These 4 factors can be coined as a psychological attack factor (factor no. 1), whereas the next factor, factor no. 2, reflects that you are losing the interesting part of your work (deteriorated work content). Factor no. 3 map negative work pressure, whereas the last factor, factor 4, maps workplace bullying in a very overt or physical way.

In sum; workplace conflicts and workplace bullying may be seen as partly overlapping psychological phenomena (quite strong Pearson's r product moment correlation revealed). On the other hand, it can also be argued that workplace conflict and workplace bullying is something qualitative different. Factor analyses conducted in the present study may be seen as a partial support of the notion that workplace conflict ⧧ workplace bullying, since the NAQ bullying items and the conflicts items got high factor loading on separate factors. Methodological constraints in the study are discussed. Implications for future studies are outlined. The study should be followed by subsequent research on the work conflict vs. workplace bullying issue, preferably across national borders.

THE INFLUENCE OF DESTRUCTIVE LEADERSHIP BEHAVIOURS ON SUBORDINATES' WORK WITHDRAWAL

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Surprisingly, empirical research on various destructive leadership behaviors and their negative influences on efficiency is relatively limited, despite their possibly devastating consequences for the individual subordinates as well as the organization as a whole. A model has been proposed describing three main kinds of destructive leadership behaviours. Tyrannical leaders typically obtain results not through, but at the cost of subordinates. Derailed leaders may bully, humiliate, manipulate, or deceive, while simultaneously conduct behaviours like fraud or otherwise steal resources from the organisation. Supportive-disloyal leader may motivate and support their subordinates, but simultaneously steal resources from the organisation, be it material, time, or financial resources.

When describing destructive leaders, the focus has mainly been on active and manifest destructive behaviors as compared to passive and indirect forms. However, leadership behaviors that may have negative consequences for subordinates and organizations are not necessarily limited to active and manifest behaviors. More studies have document that laissez-faire leadership behavior, can also have detrimental effects on subordinates' job satisfaction and efficiency. However, relationships between active as well as passive forms of destructive leadership and indicators of subordinates' efficiency are sparsely studied. In the present study relationships between four types of destructive leadership, namely tyrannical, derailed, supportive-disloyal and laissez-faire leadership, and work withdrawal behaviors will be examined. Tyrannical leadership, including being bullied by a superior, has shown a systematic negative relationship with job satisfaction and subjective health. Consequently, one may expect this type of destructive leadership behavior also to be systematically related to work withdrawal.

The present study and results are based on a longitudinal representative study in the Norwegian working population. The present data, from the second wave of totally three, was collected the spring of 2007 by Statistics Norway. At this time two, a total of 1,775 questionnaires were returned, yielding a second response rate of 70 per cent. Among the respondent 55 percent were women. Mean age was 46.5 years and 18,6 percent reported to be superiors with personnel responsibilities. The sample employed in the present study consists of those respondents having a fulltime job and working at least 19 hours per week (N=1152).

Leadership behaviour was measured with 33-items. Tyrannical leadership behaviour was measured by nine items from the destructive leadership scale (Einarsen, Skogstad, Aasland, & Løseth, 2002). An example of an item measuring tyrannical leadership behaviour is the following; 'Has humiliated you, or other employees, if you/they fail to live up to his/her standards', Derailed leadership behaviour was measured by six items from the same scale. An example of an item is 'Has used his/her position in the firm to profit financially/materially at the company's expense'. Supportive-disloyal leadership behaviour was measured by seven items. An example of an item is 'Wastes a large proportion of working hours socialising with employees'. Laissez-faire leadership behaviour was measured by five items from the Multifactor Leadership Questionnaire (Bass & Avolio, 1990). An example of an item is the

following: 'Has steered away from showing concern about results'. To prevent response set among the participants, constructive leadership behaviours, assessing employee-centred, production-centred and change-centred leadership, was also measured using a revised scale from Ekvall and Arvonen (1991) with six items. There were four response categories ('never', 'sometimes', 'quite often', and 'very often/nearly always'). Items were distributed randomly among the items measuring destructive forms of leadership.

Work withdrawal was measured with a modified version of a scale developed be Hanisch and Hunlin (1990). The scale consisted of totally seven items with the four response categories 'never', 'seldom', 'sometimes' and 'often'. In the present study two subscales was used consisting three items each. On subscale has items reflecting Work withdrawal with direct consequences for co-workers (WWB1). An example of such an item is 'has not participated in planned meetings'. The other subscale has items reflecting Work withdrawal with consequences for the organization in general (WWB2). An example of such an item is 'Takes frequent or long coffee and lunch breaks'. The data were coded and processed using the statistics package of SPSS 14. The following statistical analyses were executed: frequency analysis, correlation analysis, factor analysis and regression. As the sample size is large, the level of significance was set to $p < .01$ in the present study.

Correlations between the four destructive leadership behaviours and the work withdrawal were all positive and varied between .02 and 25. Seventeen out of 28 correlations were significant ($p < .01$). The strongest correlations for Supportive-disloyal leadership behaviour was with the item ''Takes frequent or long coffee and lunch breaks' (WWB1)(.25**), and for Laissez-faire leadership behaviour with 'completing work tasks too late' (WWB2)(.17**). Tyrannical leadership behaviour had its strongest correlation with the item 'Avoided to complete work task in such a way that others had to step in' (WWB2)(.17**), while Derailed leadership behaviour correlated the strongest with the item 'Been absent from work without a legitimate reason' (.14**)(Item not included in any subscale) .

A regression analysis showed significant relationships between destructive leadership behaviours and Work withdrawal with direct consequences for co-workers (WWB1)(F=18,24, df=5,1089, $p < .01$). Supportive-disloyal leadership was the strongest predictor (Beta=.21**) followed by Laissez-faire leadership (Beta=.16**). Derailed leadership, however, did not yield a significant contribution. Relationships between destructive leadership behaviours and Work withdrawal with consequences for the organization in general (WWB2) were also significant (F=14,20, df=5,1088, $p < .01$). However, only Laissez-faire leadership had a significant contribution (Beta=.18**). In both regression analyses Constructive leadership behaviour was also entered in the equation, and Constructive leadership proved to be a significant predictor of WW2 (Beta=.16**), but not so for WW1 (Beta=.07*).

Destructive leadership behaviours prove to be significant predictors of work withdrawal, and especially is this true for laissez-faire leadership. The findings substantiate that passive destructive behaviours may be even stronger predictors of work withdrawal, as an indicator of individual efficiency, than active destructive behaviours are, be it tyrannical, popular-disloyal or derailed leadership. Interestingly, regression analyses indicate that constructive leadership do not counteract work withdrawal.

RELATIONSHIPS BETWEEN LEADER PERSONALITY AND ORGANIZATIONAL BULLYING AND HARASSMENT: AN EXPLORATIVE STUDY

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Background and hypotheses

Previous leadership research has generally focused on leader traits associated with effective leader behavior. Recent evidence has however suggested that there is a need for attention on the "dark sides" of supervisors, i.e. traits that are potentially destructive for organizations and that may create strain for followers (e. g. Tepper, 2000). Thus, the aim of the present study is to explore possible relationships between leader personality factors and bullying behavior in organizations.

Leaning on social cognitive theory, we assume that leaders are important role models, implying that followers will often imitate their leaders or at least be inspired and affected by how leaders conduct themselves (Bandura, 1986). In this way, relevant personality traits in leaders may influence work place bullying either directly or indirectly.

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In order to study leader personality traits, we selected the Big Five model of personality since it allows understanding the antecedents to bullying at the broadest level, using previously validated constructs. We expected there to be a direct negative relationship between low levels of leader agreeableness and conscientiousness and work place bullying. Superiors with low agreeableness may be generally unconcerned with followers' well-being, and therefore willing to incur high individual costs to achieve the organization's goals. These leaders may, to a greater extent, allow negative acts and bullying, or may even inflict bullying, in order to get the job done. Leaders with low levels of conscientiousness may shirk their duties and ignore problems they should have dealt with. Thus, they may fail to react when observing followers badgering co-workers. Furthermore, we expected there to be a positive relationship between leader neuroticism and work place bullying. For instance, emotionally unstable leaders may worry about whether their followers do the work they are expected to do. This uneasiness may lead them to use severe control and, eventually, become hostile when tasks are not performed to their satisfaction. Since the relationship between leader personality and work place bullying is so far almost unexplored, we also included the remaining Big Five factors extroversion and openness for explorative purposes even though we cannot see any likely connections between these leader traits and work place bullying.

In addition to possible direct effects between leader personality traits and bullying behavior in organizations, we expected that leaders' perceived stress level would moderate this relationship. Disagreeable, unconscientious, and neurotic leaders who experience high levels of stress may seem more likely to create a stressful mileu for their subordinates, which in turn may lead to elevated levels of bullying behavior in the organization.

Method

Data were obtained through questionnaires from 206 employees and superiors in 70 Norwegian restaurants. Exposure to bullying behaviour was measured with the Negative Act Questionnaire (NAQ, Einarsen & Raknes, 1997) and additionally with one single item derived from the QPS Nordic measuring witnessing bullying taking place during the last 6 months (Dallner et al., 2000). Leader personality was measured with the 20-item short version of the 5pfa, a Norwegian Big Five inventory (Engvik, 1993). All respondents rated the personality of their nearest leader and the

leaders also accomplished self-ratings of personality variables. Leader stress was measured with Cooper's Job Stress Scale consisting of 22 items (Cooper, 1981).

Results

In support of our hypotheses, significant positive correlations were found between followers' ratings of their leader's low levels of conscientiousness ($r = .19$, $p<.05$) and agreeableness ($r = .30$, $p<.001$) and exposure to bullying. Furthermore, there were positive correlations between followers' ratings of their leader's low levels of agreeableness ($r = .29$, $p<.001$) and conscientiousness ($r = .16$, $p<.05$) and witnessing bullying at the work place. There were also significant correlations between follower's ratings of leader's neuroticism ($r = .16$, $p<.05$) and introversion ($r = .28$, $p<.001$) and witnessing bullying. Few significant correlations were found between leaders' self ratings of personality and reported bullying in the organizations.

Results from multiple regression analyses showed that leaders' perceived stress levels moderated the relationship between leader's self-reported low levels agreeableness and witnessing bullying ($\beta=.20$, $p<.05$) and between leader's self reported low levels of conscientiousness and exposure to bullying ($\beta=.28$, $p<.01$).

Conclusion

Results from this study suggest that there is a direct link between ratings of leader personality and the occurrences of bullying in organizations. This finding may be explained in several ways; leaders with low levels of conscientiousness and agreeableness may themselves act as perpetrators, and their behavior may be adopted by followers through modelling. Furthermore, leaders may create unsafe and non-supportive work climates, which in turn provide a breeding ground for conflicts and harassment. A halo effect may also exist so that in organizations with high levels of bullying, leaders will generally be perceived negatively.

We also found support for our hypothesis that there is a particularly high risk for bullying in organizations where disagreeable and unconscientious leaders experience high levels of stress. Possibly, stress triggers latent negative feelings and, depending on personality, the leader may find outlet for these feelings by showing destructive behavior. Seen from a social interactionist perspective, leaders' negative affect and destructive behavior may, in turn, promote frustration and hostility in followers, which develops into a work climate characterized with destructive behavior and bullying.

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Some contemporary organisations, and indeed the societies in which they exist, appear to be beset by negativity, partly attributed to globalisation and its consequences, such as the erosion of established institutions and alterations to processes of governance (Scherer & Palazzo, 2007); the need for organizations to adapt in the face of uncertainty (Griffin, Neal & Parker, 2007); to acts, or threats of acts of terrorism; government ambivalence (Lister, 2001); new managerialism that may be seen to reinforce power relations and dominance in the hands of a few (Deem & Brehony, 2005); and financial, social and environmental scandals (Scherer & Palazzo, 2007). The seemingly unrelenting changes as a result of these aforementioned factors have disrupted many of the organisational dynamics familiar to many people such a short time ago. The result is increased employee anxiety (Chisholme 2008), a change to concepts such as loyalty, commitment and service, and a growing mistrust of management and their motives (Goffee & Jones, 2005).

The rationale for this paper is to begin a debate calling for a paradigm shift within the research on workplace conflict and, in particular, workplace bullying, in organisations. Such a shift is necessary. After 20 or so years of research into workplace bullying, it would appear that we, as academics, have been able to raise awareness of the problem. On the other hand, it would appear that we have been unable to influence much by way of organisational and individual change, given that the problem still persists. These latter points are of course arguable but may serve as a starting point.

I begin the argument by drawing from a brief history of one of the most awesome conflicts of the past 100 years, World War 1. In the next part of the paper, I define and discuss workplace conflict. I argue that contemporary organisations and their staff undoubtedly are required to confront the pressures of organisational change that are influenced by political, environmental, economic, socio-cultural, technological, and legal factors. The pace of change and the requirements for organisational responsiveness to change has been unprecedented in the late 1990s and early 2000s. Managers and staff have been expected to respond rapidly, with initiative and creativity, and in the best interest of those whom they represent; whether that is in the profit, not-for-profit, or voluntary sectors.

While a certain level of rational response has been expected, less emphasis appears to have been placed on emotional responses to these pressures for change. Thus I argue that emotional reactions during organisational change do occur (Chisholme, 2008) and are, therefore, worthy of attention. A reluctance or unwillingness by organisational members for the constructive expression of thoughts and feelings relating to situations of anxiety are antecedents for workplace conflict and workplace bullying (Sheehan & Jordan, 2001).

Next I provide a brief overview of workplace bullying and some of the arguments that have been advanced as to why it occurs. I mention the impact of workplace bullying on the individual and the organisation. Brief mention of the costs of workplace bullying is made.

I then argue that, just as in war, workplace conflict and workplace bullying may be seen as a battle or contest, often with no quarter given and often with no clear goals in mind. Sometimes, the goal appears to be to regain something that is perceived as lost, whether that is power, control, authority, or self-identity. We often see this type of approach in organisations where staff are considered to be under performing.

Lack of goal achievement or task performance is often identified by observational techniques, peer observation, or rating sheets completed by supervisors or managers as part of performance management or performance appraisal

techniques (following Cole, 2004). Such techniques are fraught with danger. The problems are often inherent within the system itself (following Kozlowski, Chao, & Morrison, 1998; Longenecker, Sims, Jr., & Gioia, 1987) rather than necessarily the imperfection of the individual 'non-performer'. Real, sustained performance improvement fails to materialise.

By contrast, there are a number of ways that organisations might begin to redress the situation. The first is to begin to think more positively about the self (Avolio & Luthans, 2006). Here I use self in relation to organisational, group and individual identity. Like those writing in the field of positive psychology such as Luthans, Youssef and Avolio (2007) and Gardner and Schermerhorn (2004), I argue that it is not management that provides an individual with the potential for improvement or instils in people the motivation to succeed. Nor do management provide the capability that people have for assuming responsibility or the inclination to focus their actions on the achievement of organizational goals. These characteristics are already inherent. Rather, it is a responsibility of management to provide the opportunity and to facilitate and develop a workplace culture whereby people are able to recognize and extend these human characteristics for themselves (following Gardner & Schermerhorn (2004).

Here, the message for leaders in organisations is that the reduction of workplace conflict and workplace bullying begins with them and their beliefs about, and attitude towards, their staff. For those managers who exhibit negative ways of thinking about, and acting towards, their staff, change to a more authentic style of leadership is required. Such change will take some effort. It requires of leaders that they abandon notions of motivating others and that they relinquish their preoccupation with target setting and performance management and the resultant focus on the failures and limitations of individuals. Rather, there is a need to understand that a leader's primary role is to create, maintain and sustain an organisational culture in which their staff's inherent abilities are valued and admired. Changing from a negative mindset to a positive mindset requires discipline, commitment, risk and critical self-reflection. But the benefits include enhanced individual and organisational performance (following Gardner & Schermerhorn (2004). Authentic leadership is advanced as a conduit for such change.

VARIATIONS OF DYSFUNCTIONAL SUPERVISION: WHEN IS SUPERVISION BULLYING, ABUSIVE, OR SIMPLY BAD?

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The quality of supervision in organizations has long been recognized as critical to various outcomes (Walker, Guest, & Turner, 1956. Good supervision can enhance organizational productivity, but it also has effects at a micro level by impacting individual employees (Van Fleet & Griffin, 2006 Gilbreath, 2004). Conversely, the prevalence of bullying and abusive supervision are identified in various studies (Agervold, 2007; Zapf, 1999). Abusive supervision affects 13.6 percent of U.S. workers, with eighty percent of targets reporting being bullied by their supervisor (Tepper, 2007; Fox & Stallworth, 2004).

There is a growing literature investigating abusive supervision/bullying perpetuated by supervisors toward subordinates (Tepper, 2007; Burton & Hoobler, 2006; Tepper et al. 2006). Research reveals how supervisors'

behavior affects subordinates' psychological well-being (Djurkovic et al. 2005; Duffy & Ferrier, 2003; Gilbreath & Benson, 2004). Indeed, a positive relationship exists between supervisor bullying and subordinates' psychological distress and negative self esteem (Tepper 2007; Burton & Hoobler, 2006). Strands of explanations are intermingled, but what is clear - all reveal a power imbalance, and supervisor bullying is multi-factorial.

However as Tepper (2007:262) observes, despite a scholarly interest in abusive supervision, the literature is 'fragmented and poorly integrated'. He addressed this by clarifying how related constructs (supervisor aggression; petty tyranny) overlap with abusive supervision. In this paper we attempt to contribute in another way. Rather than taking abusive/bullying supervision as the starting point, we step back, focusing on the more general category, dysfunctional supervisor behavior. We then seek to organize and identify types of supervisor behavior using two criteria: intentionality (Did the supervisor intend to harm?) and severity (Was the effect severe/non-severe?).

The idea for this approach originated when we pondered the question, How is abusive supervision different from bullying by a supervisor? Our approach is a function of our view that the potentially significant effects of non-egregious supervision are neglected in the enthusiasm to study abusive supervision. A broad range of supervisor behaviors is associated with employee well-being (Gilbreath, 2006). In this paper, therefore, we propose organizing criteria that may be helpful in classifying and studying different forms of dysfunctional supervisor behavior—both egregious and innocuous.

The supervisor-subordinate dyad is coloured by status, power and resource differentials (Burton & Hoobler, 2006). We contend supervision can be better understood if scholars and practitioners recognize the multi-dimensional qualities of dysfunctional supervision. In some cases dysfunctional supervision results when the supervisor is engaging in bullying activities toward subordinates; in other cases it is the result of abusive-but-non-hostile supervisor behavior. Sometimes the root cause is when an unskilled supervisor engages in what can be viewed as simply poor supervision. Understanding the differences among the various forms of dysfunctional supervision can clarify thinking on supervisor behavior and shed light on ways to improve supervision in organizations.

A Typology of Dysfunctional Supervision

One way to distinguish types of dysfunctional supervision is to consider the role of intent. We suggest that bullying supervisors and those engaging in what we call "negative supervision" have some degree of intent to inflict harm on subordinates. And what we label as abusive supervision and poor supervision are characterized by a lack of intent to harm. Poor supervisors are often simply "clueless" and lack any sense of specifically trying to inflict harm. Their poor supervisory practices however, create stress that generates non-severe outcomes for subordinates (e.g., negative affect). As with poor supervision, abusive supervision is characterized by a lack of ill intent by the supervisor. Nevertheless, consequences—from the subordinates' viewpoint, are serious. Examples of abusive supervisor behavior include things such as failing to provide social support to an employee in a high-demand/low-control job, responding with unplanned anger to provocative subordinate behavior, and letting mistreatment result in unintentional displaced aggression. The psychodynamic characteristics of poor supervision differ from bullying supervision because bullies are likely to be motivated by power needs, or perhaps enjoy the ability to make others around them unhappy (Zellars et al. 2002). Either way, varieties of dysfunctional supervision that include an intent to harm contain an element of maliciousness absent in supervisors who merely do not know how to function well in their role.

Dysfunctional supervision can also vary in severity (from the perspective of the subordinate). Thus, some behavior may be intentional but lead to relatively innocuous outcomes, some may be intentional and lead to severe outcomes, some may be unintentional and lead to mild outcomes, and some may be unintentional but lead to severe outcomes.

Because the line between "intentional" and "unintentional" and the line between "severe" and "non-severe" outcomes are based on continua, it is unclear where one type of supervision crosses from one to another. When does poor supervision, for example, become severe enough to be classified as "abusive"? These issues have implications for understanding employee well-being, understanding the pivotal role supervisors play in motivating work behaviors, and the functioning of organizations. They are explored in the full version of this paper.

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The question remains: When does supervision move from its functional (positive) role in an organization and become a dysfunctional force? We focus on bullying as a form of dysfunctional supervision; distinguish bullying from other forms of undesirable supervision, and show that these differences are more than academic as they have significant consequences for organizations where they occur. Different kinds of dysfunctional supervision have differing organizational impacts. A major point of our paper is to expand how these behaviors differ, and outline their potential effects. Our paper provides another dimension to the burgeoning literature on abusive/bullying supervision which has established how the motivation behind, and types of supervision employed can lead to costly dysfunctional consequences for employees and organizations.

LES BLESSURES PSYCHIQUES ET LE HARCÈLEMENT PSYCHOLOGIQUE : UN DEGRÉ EN DESSOUS DE L'HUMANITÉ OU L'HISTOIRE DE MME C

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Introduction

Le harcèlement psychologique se traduit par un enchaînement de propos et d'agissements hostiles qui, pris isolément, pourraient sembler anodins, mais dont la répétition constante a des effets pernicieux. Notre objectif sera d'identifier les blessures et les enjeux psychiques associés à cette forme de violence et à la démarche juridique entamée par une personne ayant été la cible du harcèlement.

Méthodologie

Nous avons retenu une stratégie d'étude de cas. Notre analyse portera sur l'histoire d'une vie meurtrie par le harcèlement psychologique : la vie de Mme C, une personne âgée de 47 ans. Elle travaille comme commis depuis 26 ans pour un magasin de détail à Montréal. Elle n'a pas de dossier disciplinaire et ses évaluations de rendement sont positives. Nous avons rencontré et interviewé Mme C durant un total de trois heures et quarante cinq minutes. Nous avons aussi analysé l'enregistrement des cinq jours de son procès à la Commission des Lésions Professionnelles à Montréal. Lors de notre première rencontre, Mme C a répondu aux tests suivants : (a) BDI-II – Beck Depression Inventory : BDI = 50 /63 (sévère); (b) BAI – Beck Anxiety Inventory : BAI = 39 /63 (sévère); (c) BHS – Beck Hopelessness Scale : BHS = 19 /20 (sévère); (d) PTSS-10= 8 /10 (Dysfonction occupationnelle); et (e) IES – Impact Event Scale : IES= 51 (sévère – limite 19).

Résultats et Discussion

Après un bref résumé de l'histoire du harcèlement psychologique vécu par Mme C, nous allons analyser le processus de stigmatisation qui y est associé. Ensuite, notre analyse s'attardera sur les démarches entreprises par Mme C pour demander de l'aide psychologique, comment elle a vécu son arrêt de travail et les bouleversements de ses rapports sociaux hors travail. Finalement, nous analyserons le vécu de Mme C pendant son procès à la CLP : la banalisation de la violence, les émotions ressenties et la judiciarisation des cas de harcèlement psychologique. Mme la commissaire rend son jugement : ce n'est pas un cas de harcèlement psychologique. Quelques jours plus tard, le harceleur, vient chez Mme C pour lui dire : « Votre fête va commencer! » Le retour à une vie « normale » devient alors, une autre fois, très difficile. Au cœur de chaque blessure psychique une vie détruite demande justice. Faire justice, c'est rétablir la Loi humaine, c'est faire revivre la vie, c'est une alternative à la vengeance, c'est une porte pour le pardon, «certes, les faits passés sont ineffaçables : on ne peut pas défaire ce qui a été fait, ni faire que ce qui est arrivé ne le soit pas. En revanche, le sens de ce qui nous est arrivé soit que nous l'ayons fait, soit que nous l'ayons subi, n'est pas fixé une fois pour toutes. Outre que les événements du passé restent ouverts à des interprétations nouvelles (…) Ce qui peut alors être changé du passé, c'est sa charge morale, son poids de dette par lequel il pèse sur le projet et sur

le présent » (Ricoeur, 1995, p. 79). Mme C fait partie d'un groupe de travailleurs qui ne réussissent pas à faire reconnaître leurs blessures psychiques causées par le harcèlement psychologique au travail. Dans un tel contexte, comment peut-on retourner au travail, comment peut-on s'affranchir du passé pour recommencer à vivre au présent? Comment peut-on tout simplement guérir ? Ce sont ces questions que notre présentation essayera d'adresser.

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MOBBING AND NEGATIVE ACTS/BEHAVIOUR

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In current definitions of mobbing the term negative acts is central to our understanding of mobbing as a process (Einarsen et al. 2003, Høgh 2005). In the research literature, however, the term is presented as an empirical and normative concept rather than as a theoretical elaborated concept.

Within the research field of 'Sociology of Emotions' a corpus of theories are focussing on the relationships between social interaction and emotions. According to these theories emotions are aroused by real, anticipated, imagined, or recollected outcomes of social relationships in terms of power and status (Kemper 2002). Some theories focus on the communication of esteem and respect for the other and the emotions of shame and pride (Scheff 1984). Other theories focus on interactional strategies, emotions and struggles of social place (Clark 2004). Negative acts may be interpreted as social interactions. In order to develop a theoretical understanding of negative acts in mobbing I will draw on the above mentioned theoretical framework in my analysis of the empirical data of a qualitative study of bullying at the work place. This study is based on qualitative interviews with 45 employees. The interviewees were selected according to the criteria of having experiences of mobbing (as witnesses, perpetrators and victims). All the interviewees, however, were asked to reconstruct experiences of processes of negative interactions from the above mentioned three different perspectives. These descriptions were subsequently followed up with more elaborate questions to investigate emotions in question, experienced power and status relationships, management of emotions, culture of emotions on the workplace etc.

The analysis is currently in process. As a first step all the transcribed interviewees have been screened in order to identify negative acts. This screening has resulted in 500 more and less thick description of negative acts. These descriptions include descriptions from witnesses, perpetrators and victims and the very superficial screening indicates some differences in types of negative acts mentioned by the victims respectively by the witnesses and perpetrators. Thus compared to the victims, the witnesses and the perpetrator more often mention ambiguous interactions such as teasing, gossips, sarcasm, humour and wick-naming. However, at a very preliminary level the analysis indicate that the above-mentioned theories about types of interactions and emotions may have explanatory values in order to develop theoretical grounded distinctions between the different types of negative acts/interactions in mobbing. And they may also contribute to our theoretical understanding of the dynamic behind the escalation of negative acts/interactions in mobbing. In my presentation I will try to outline a theoretical grounded taxonomy of negative acts as the fuel of mobbing.

To conclude

The term 'negative acts' is central to our understanding of mobbing as a social process. My presentation aims to contribute to a theoretical grounded understanding of negative acts. To that purpose I draw on a theoretical framework that emphasises the dynamic interplay between social interaction and emotions. In so far that theory includes explanatory relationships, a dynamic theoretical understanding of mobbing as social process may improve our conditions for successful and focussed intervention against mobbing on the workplace.

DOING WORK DIFFERENTLY: THE IMPACT OF WORKPLACE BULLYING

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The purpose of this presentation is to present preliminary findings from a grounded theory study examining how workplace bullying influences women's patterns of engagement in the workforce. In Canada, 57.8% of women are employed (Statistics Canada, 2004). Work affects health directly through income and working environment (Brooker & Eakin, 2001) and indirectly through personal and social support (Lowe, 2004). For women who wish to work, being unable to do so negatively influences their health and well-being (MacIntosh, 2005).

Workplace bullying constitutes a barrier to women's successful engagement in the workforce by creating a hostile work environment, affecting mental and physical health, and causing social, economic, and career consequences. In a survey of workplace bullying in 32 countries, Canadian women had one of the highest self-reported incident rates of workplace bullying (Leck, 2000). How workplace bullying and its consequences influence women's engagement in the workforce is, however, unknown.

Broadly defined, workplace bullying is repeated physical, psychological, or sexual abuse, threats, harassment, or hostility within work places. Bullies may be male or female and may be supervisors, co-workers, subordinates, or clients. According to a recent Canadian Community Health Survey, 36.7% of employed women reported that "most days at work were either quite a bit or extremely stressful" (Dewa, Lesage, Goering, & Caveen, 2004, p. 17). Work place stress and workplace bullying have serious consequences for physical, mental, and social health (Dewa et al., 2004; Glendinning, 2001; Lewis, Coursol, & Wahl, 2002; MacIntosh, 2005) and affect women's workforce participation, contributing to long-term career consequences.

Some strategies women use to avoid workplace bullying include being absent, taking sick leaves, and quitting jobs. Other times women continue to work but try to ignore the workplace bullying, "often resulting in a drop in their work productivity" (Status of Women Canada, 2001, p. 32). Most women who experience workplace bullying find it difficult to return to hostile work environments or even to seek other employment because their self-confidence has been eroded (MacIntosh, 2005). People who have been bullied report less satisfaction with their work and careers (Tepper, 2000). Workplace bullying results in targets feeling forced to leave their jobs, disrupting their career paths, and increasing their financial burdens (Zapf, 1999). It has a significant impact on Canada's economy because emotional and mental health problems cost Canada $4.5 billion annually in workforce productivity and account for 1/3 of all disability claims (Dewa et al., 2004).

We are conducting a grounded theory study to expand current knowledge of how experiencing workplace bullying affects women's patterns of engagement in the workforce immediately and over time (funded by SSHRC, 2006-2009). We have planned to interview 40 English speaking women living in New Brunswick who are over 18 years old, currently employed or employed within the past 2 years (full-time, part-time, seasonal, or casual), and who have

experienced workplace bullying. We have been conducting interviews with a community sample of women to discuss how bullying and its consequences have affected their work and their patterns of engagement in work. Preliminary findings from analysis of 29 completed interviews with New Brunswick women ranging in age from 24 to 60 years shows that the central problem for women who have been bullied in the workplace is that they cannot continue to work as they did before they experienced bullying. The bullying interferes with women's approaches to work, diminishes their energy levels, and limits their abilities to accomplish their usual work. Bullying also has many consequences for their health and lives.

We have called the emergent process women use to manage the central problem Doing Work Differently. Preliminary findings show that this process has four stages: being conciliatory, validating experience, addressing bullying, and redeveloping balance.

Stage One, being conciliatory, is an internal process. When women have identified that there is a problem, they initially approach the bullying experience by making excuses for the bully, questioning if they themselves are responsible for being a target, and trying to accommodate the bully. The second stage is validating experience where women no longer try to manage the bully behaviour within themselves. Instead, they talk with others and begin to share their experiences. The way the bullying affects work and life confirms for women its negative impact and women begin to explore options or other ways of managing the bullying experience. In the third stage, addressing bullying, women begin to take actions to protect themselves, to stop the bullying, or to extricate themselves from the situations. Some women wait hopefully for the bully to retire or move on. Others are ready to take the risk of exposing the bullying by reporting it formally. Other women feel the need to quit the job, take a leave of absence, or retire early, and some are fired, all of which result in many women leaving workplaces. The fourth stage, redeveloping balance, occurs within women as they try to re-establish themselves in relation to work. Women decide consciously how much effort and energy and how much of themselves they are willing to invest in work. They try to put the experience behind them, looking for ways to make sense of it, to let it go, and to begin to move beyond it. Some women are successful in re-establishing themselves in new positions or new workplaces and find renewed energy for work over time. Other women renegotiate a new internal equilibrium between work and the rest of their lives that requires less of themselves at work. Some women are not content with their employment status because they remain unemployed and financially challenged and they have not yet been able to adjust to that situation.

This presentation will discuss each of these stages and the implications of the process for working with women who have been bullied.

ADDRESSING WORKPLACE BULLYING THROUGH HUMAN RESOURCE DEVELOPMENT PRACTICE: IMPLICATIONS FOR ORGANIZATIONAL PERFORMANCE

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The field of Human Resource Development (HRD) has much to offer to the response to workplace bullying; however, connections between the field of HRD and bullying literature have been rather limited. This paper highlights several key areas in which HRD practices can contribute to conceptualizing effective responses to the problem of workplace bullying.

The issue of workplace bullying has recently become more important to HRD practice. In fact, Estes, Wang, and Hubschman (2006) argue that HRD should be concerned with behaviors such as workplace bullying. This is also evident in McLean and McLean's (2001) definition of HRD:

Human resource development is any process or activity that, either initially or over the long term, has the potential to develop adults' work-based knowledge, expertise, productivity and satisfaction, whether for personal or group/team gain, or for the benefit of an organization, community, nation or, ultimately, the whole of humanity. (p. 322)

Furthermore, this relation can be seen in Kuchinke's (2007) argument, where he states that students appear to enter HRD study with a desire to "make a profound difference in transforming work organizations and improving the lives of organizations and their stakeholders" (p. 123).

In addition, Altman and Akdere (2008) propose a performance-paradigm-based perspective for HRD practitioners and scholars on workplace bullying where they argue that "HRD scholars and practitioners need to understand such dynamics in order to eliminate or reduce their effects on employee performance" (p. 2).

Performance is a key emphasis in HRD (Swanson & Holton, 2001). Regardless of their other interests or opinions about what constitutes appropriate interpersonal dynamics in the workplace, organizational leaders are concerned about performance. Rayner and Keashly (2005) suggested a connection between bullying and diminished job performance. It is posited that further study and emphasis of an impact on performance can draw the attention of organizational leaders to the problem of workplace bullying. Ways of understanding performance in the workplace offered by the HRD perspective (e.g., Swanson, 2007) can help illuminate this connection.

It is unlikely that the issue of workplace bullying will be understood by masses of employees without training programs. And in many settings, a real and lasting solution to the problem of workplace bullying may require organizational transformation. Two major functions of HRD practice are training and development, and organization development (McLagan, 1989). HRD professionals can draw upon research and practice to design and evaluate effective training (e.g., Noe, 2008) and planned organizational change initiatives (e.g., Cummings & Worley, 2005) in working with the issue of workplace bullying.

At its core, dealing with bullying can be seen as a learning process for employees and managers. Individuals must come to learn how to identify and address bullying in their own workplace settings. HRD is informed by theories of learning (Swanson & Holton, 2001) that can provide a foundation for organizational responses to workplace bullying. Behaviorist learning theory suggests how policies with consequences might curb bullying. Social learning theory emphasizes the value that results when individual employees are role models in standing up to the act of bullying. A constructivist approach to learning (e.g., Novak, 1998) on the other hand, explains how each person's existing conceptualization of bullying, based on his or her prior experiences, will need to be the basis for future learning about the problem of bullying and how to prevent it.

Fundamentally, HRD is interested in improvement (Swanson & Holton, 2001). The prevalence and impact of bullying (Rayner & Keashly, 2005) demand improvement in this aspect of organizational life. This paper displays several ways in which the field of HRD can contribute to the efforts to respond to the problem of workplace bullying. Through its emphasis on performance, HRD can align with the performance motives of organizational leaders to attract attention to the problem of bullying. HRD practitioners can lend expertise in training to the topic of bullying and utilize models of organizational change to combat it. Ultimately, the successful response to bullying is a learning process for all employees, those who have experienced it, perpetrated it, or who have thus far been spared from it. HRD scholars and practitioners can share an understanding of learning theories to provide a theoretical underpinning to the design and evaluation of individual and group based interventions to address workplace bullying.

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PREVENTION OF BULLYING AND CONFLICTS AT WORK – AN INTERVENTION STUDY

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Introduction

This paper presents preliminary process evaluation results from a two year intervention study aimed at preventing severe interpersonal conflicts and bullying at work. Although there is generally a lack of prospective and practice-orientated intervention studies, a few studies have been reported. Hoel and Giga (2006) conducted a sixth months study in five organisations, which received interventions such as policy communication, stress management training and negative behaviour awareness training. Post-intervention focus interviews indicated some positive effects of the interventions, although quantitative objective measures did not yield significant support for these findings. Keashly and Neuman (2004) conducted a three-year intervention study focusing on aggression at work with 11 experimental and 15 control organisations. The intervention consisted of a number of dialogues within the target organisations were managers and employees discussed focal issues openly while sharing thoughts and feelings. Results revealed significant reductions in negative behaviours in the target organisations and generally no reductions in the control organisations.

Aims of the study

The purpose of the present study is to develop, test and evaluate interventions aimed at preventing severe interpersonal conflicts and bullying at work.

Participants and methods

The study is a prospective intervention study in three phases: development of interventions 2) implementation and 3) evaluation (Goldenhar et al., 2001). Baseline data on bullying, negative acts, psychosocial work environment and health factors were obtained from a quantitative study involving 3363 employees from 60 public and private organisations (overall response rate 46 %). Of these, 10 organisations were invited to take part in the present intervention study. Three organisations agreed to participate: Organization A, a business college (n=157); organization B, a large hospital department (n=264) and organization C, five faculties at a university (n=500).

Introductory meetings were held with target organisations in order to form local steering groups and to plan initial interviews with key employees and managers. About 6-8 single or group interviews were conducted in each organization. The purpose of these interviews was to increase researchers' and consultants' knowledge of the organisations.

The overall results from the interviews were discussed with the local steering group. Based on the interview data and results from the survey study, as well as a review of research literature, a range of interventions was developed in collaboration with the consultants.

In the implementation phase, the following interventions, targeted at the level of the individual and the organization (Peiró, 2006), were implemented:

1. 5-6 project steering group meetings.

2. 1-1½ hour lectures for all employees on bullying given by the organisational consultant.

3. 5-6 dialog-meetings (2½-3 hours each) chaired by the organisational consultant, where issues concerning the psychosocial work environment were discussed

4. A two day course in conflict management for all managers and key employees held by two organisational consultants.

5. A total of 4-6 hours of group coaching in relation to the development of an instrument enabling key employees to better deal with problems relating to the psychosocial work environment.

Organisations A and B received interventions 1-4, while organization C received interventions 1, 2, and 5.

As part of the evaluation phase, researchers, consultants and local steering group members continuously evaluated the progression of the study and the quality/success of the interventions. Participants at the conflict management course also completed a questionnaire designed to evaluate its overall relevance and value as well as the performance of the consultants.

Once all interventions have been implemented (February 2008), all employees in the target organisations will be asked to complete a short questionnaire designed to measure their knowledge of the intervention project, and the extent to which they have participated in and learned from the various interventions. In addition, 2-3 group interviews will be conducted in each organization. Lastly, at the end of the project (December 2008) all employees in the 60 organisations participating in the baseline survey study will be asked to complete a follow-up questionnaire similar to that of the baseline study, including additional questions relating to interventions. Follow-up post-intervention group interviews will be conducted in target organisations as well.

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Results

Process evaluations show that the three target organisations differ greatly with respect to the amount of energy, focus and resources they invest in the project:

In organization A, the project initially rested on a few employees and middle managers. However, after the initial interviews the project became a priority for top management as well. This is reflected in regular and constructive steering group meetings and management's decision to assign a key person responsible for following up on project initiatives.

In organization B, the initially enthusiastic department management did not entirely manage to sell the project to the employees, many of whom were stressed due to substantial organizational changes and subsequent lack of man power. As such, few employees and managers have attended the dialogue meetings. There appears to be a general tendency to not prioritize and take responsibility for work environment matters.

Finally, in organization C, the project has rested mainly on the key manager of work environment matters although supported and encouraged by the university's president. However, the various faculties and their deans show limited interest.

Discussion

Bullying and conflicts are often related to a poor working environment and a negative organizational culture. Thus, often, large scale interventions focusing on changing the quality of the working environment and interpersonal

relations may be the only viable way to permanent change. However, management may be reluctant to endeavour on such a change process. Thus, in real life, preventive interventions are often more limited in scale. In the present project, interventions focused on three overall aspects: 1) to increase employees' knowledge and awareness of bullying and conflicts, 2) to increase managers' and key employees' - and 3) the organization's - competences in relation to preventing and managing conflicts. Preliminary results indicate positive effects in at least one target organization. Process evaluations suggest that this may partly be due to top management's decision to prioritize and participate in the process and to ensure a continual follow up.

LOST IN TRANSLATION – USING BILINGUAL DIFFERENCE TO INCREASE EMOTIONAL MASTERY

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Purpose of the Presentation

This presentation involves a case study which demonstrates that translating an experience of bullying into a second language can reduce the emotional reactions and enable a deeper level of cognitive processing.

Theoretical Framework

It is well established that bullying can cause a range of psychological disorders including Post-Traumatic Stress (Einarsen & Mikkelsen, 2003; Tehrani, 2004). During the past few years there has been an increasing interest in the psychoneurobiology of the traumatic experience including the way in which psychological trauma, affects memory and information processing (Damasio, 2006). Exploring emotional experiences including those associated with bullying can be problematical as emotions are difficult to verbalise and are not readily accessible from consciousness (LeDoux, 1998). It has been shown that most of the preliminary processing of sensory information is pre-conscious; however, there is an innate drive to create meaning from experiences. This process requires sensory information to be translated into images and words which are easier to access. Brewin (2003) suggests that in traumatic situations sensory information passes to the prefrontal cortex where it is stored in the form of verbally accessible memories (VAM) or sensory accessible memories (SAM). This dual memory processing means that whilst it may be relatively easy to describe the content of the VAM, people may remain unaware of the significance implicit memories of the bullying experience found in SAM. This means that much of the sensory data encoded at the time of the bullying remains outside consciousness whilst still having an impact on behaviour and emotional state. Where an individual is bilingual there are added complexities to the encoding process (Schrauf, 2000), it has been suggested that recall in the "mother tongue" increases the level of emotional texture and complexity compared with recall in a second language, it is clear that where an individual is equally fluent in two languages the most significant factor in increasing the quality and emotional content of the recall is the language and cultural situation in which the incident was encoded.

Case Study - Background

The case study involves a woman (A) born in England who moved to a French speaking part of Belgium at three years. A learnt to speak French fluently during her time in Belgium. When A was eight years old she returned to live in England. In university, A studied French and after the course was completed she went to work as a language teacher in France. Over the years A's talent as an administrator and strategic thinker was recognised and she was appointed to a senior role in an educational establishment.

The bullying occurred in A's place of work and continued for a period of more than two years. The bully (B), who was managed by A, used a wide range of bullying tactics including making unfounded allegations and unfair criticisms of her. B also engaged in malicious gossip which undermined A's position making it difficult for A to continue to fulfil her role. A tried to handle the bully through normal management processes but this proved impossible as much of what occurred was difficult to provide evidence or quantify to the authorities.

It took some time for A to recognise that she was being bullied but by the time this occurred she had become physically and emotionally exhausted. A was unable to work and after a period of almost one year sought help in England from an English speaking trauma therapist. At the initial session there was an assessment of A's mental health in which it was found she was suffering from high levels of anxiety, post-traumatic stress and dissociative symptoms.

Treatment

The treatment began in July 2007 and involved an initial assessment phase followed by occasional face to face sessions interspersed with regular support sessions by telephone. As the treatment progressed it became apparent that the use of English as the therapeutic language enabled A to distance herself from the destructive emotional impact of being bullied and to produce a coherent narrative in English. A believes that she is using a different retrieval mechanism for the autobiographical knowledge of the bullying and that this mechanism enables her to achieve a higher level of emotional detachment. It appears that there are fewer instances of overwhelming emotional responses to describing the autobiographical features of the traumatic situations as the French words used are closely intertwined with the bullying experience reactivating the trauma memories and responses. As English was not involved in the bullying experience but is available to A as a functional cultural and linguistic framework for understanding, it has been possible to look at the bullying from a more dissociated position as if A was working on a neutral case study rather than the emotional drowning experienced in French. However, as the treatment progresses additional memories which are situation specific are reactivated, each of which need to be recognized and recoded in a safer less emotionally charged English narrative which in turn creates a more stable concept which is available to the French linguistic system.

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Conclusions

It is not possible to form any conclusions on the effectiveness of this approach at this stage of the treatment; however, there has been significant progress in the rehabilitation of A. This process which is being fully supported by A's employer and manager.

Implications

The findings of this case study suggest that:

• The language used at the time of the bullying may become a conditioned traumatic trigger

• Recall of the depth and complexity of traumatic experiences may only be available in the language used in the bullying situation

• Initial encoding of linguistic stimuli may involve separate cognitive systems

• Moving between languages may enable the individual to negotiate the complex process of accessing and making sense of distressing information.

• Conceptual thinking systems may be available to link bilingual coding

• Therapists need to be aware of the impact of language in the treatment of victims of traumatic exposures including bullying

REHABILITATING ABRASIVE LEADERS THROUGH EXECUTIVE COACHING & ORGANIZATIONAL INTERVENTION

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Considerable research attention has been focused on the incidence and manifestations of workplace bullying, with findings from these studies used in support of anti-bullying legislative reform. Significantly less research attention has been devoted to intervention strategies specifically designed to rehabilitate superiors who bully their subordinates (referred to here as abrasive leaders). The most effective campaigns against other forms of abuse (such as child, spouse, or elder abuse) incorporate both prevention and rehabilitation strategies; prevention strategies include legislation and public education, while increasingly sophisticated rehabilitation approaches are developed for abusers. This presentation will address two elements essential to ending superior-to-subordinate bullying, namely

• Rehabilitation of abrasive leaders through specialized executive coaching

• Overcoming organizational resistance to intervening with leaders who bully

The first part of the this presentation will discuss an empathically-grounded executive coaching method specifically designed to rehabilitate leaders who engage in bullying behavior. Through this method the abrasive leader is trained to use empathy in developing less destructive interpersonal management strategies. Bullying behavior is understood to be the leader's maladaptive defense against being perceived as inadequate, or in workplace terms, professionally incompetent. Any perceived incompetence in subordinates is experienced as a threat to the leader's self-perception of workplace competence. Inaccurately interpreted as intentional employee resistance, the abrasive leader leaps to defend against this perceived threat through the use of aggression.

This coaching method is derived from research conducted directly with abrasive leaders which explored the following questions:

1. Why do abrasive leaders chronically engage in bullying behaviors?

2. Do these leaders consciously intend to cause interpersonal harm?

3. Are these leaders aware of the nature, degree, and costs of their interpersonal behavior?

4. How can these leaders be motivated to reduce their abrasive behavior?

5. Does the development of psychological insight reduce the use of bullying behaviors?

Study participants were coached to use empathy (defined here as the perception and accurate interpretation of behavioral manifestations of emotion) to gain insight into the psychodynamics of their workplace interactions and the counterproductive consequences of their bullying management styles. Participants were introduced to sociobiological and psychoanalytic conceptualizations of threat, anxiety, and defense, as well as the construct of emotional management, drawn from emotional intelligence theory. Insights gained by the executives were used to develop interpersonal management strategies reflecting increased emotional intelligence and decreased aggression. These findings stand in contrast to bullying theories which hold that abrasive leadership behavior is both intractable and malevolently motivated. Additional dimensions of the study will also be discussed, including:

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• Psychological significance of aggression employed by abrasive leaders

• Childhood and/or earlier workplace antecedents to abrasive management styles

• Empathic incompetence of abrasive leaders

• Empathic induction and the coach as behavioral pacemaker

The second part of this presentation will address the challenge of getting organizations to intervene with executives, managers, and supervisors who bully their subordinates. Contrary to views presented in the popular bullying literature that employers do not care about the emotional well-being of their employees, management resistance to intervening with abrasive leaders stems from a complex array of factors, including fears of doing harm or being harmed in the course of intervening. Examples:

• Fears of doing harm to the organization: "We can't afford to lose him."

• Fears of doing harm to the abrasive leader: "She's our most loyal employee- I don't want to upset her."

• Fears of being harmed by the abrasive leader: "I'm afraid that if I confront him, he'll come after me."

Management resistance to intervening with bullying leaders is compounded by the commonly-held belief that such leaders are a hopeless lot incapable of behavioral change. This belief is reinforced by usually futile attempts to break through the abrasive leader's denial of his or her destructive style and failed efforts to remediate behavior through disciplinary action or referral for management training. The primary problem of relying upon disciplinary action lies in its inherent assumptions: (a) that permanent abandonment of destructive behavior is within the executive's immediate conscious control, and (b) that the executive is capable of independently generating and implementing improved methods for interaction with coworkers. Although disciplinary action is important in dealing with unacceptable conduct, the mistake lies in believing that this course will effectively and permanently change bullying behavior. Traditional management training has proven equally ineffective, as these programs are not designed specifically for abrasive leaders and do not call for the development of insight. Although short-term improvements in behavior are sometimes observed following such training interventions, the improvements are generally reported to be transitory and/or insufficient.

Following this analysis of the bases for organizational resistance to intervening with abrasive leaders and discussion of strategies for overcoming this obstacle, the presentation will conclude with a conceptual framework for stimulating further progress against workplace bullying in the realms of rehabilitation and employer education.

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Purpose: to establish a public prevention model against negative acts in the workplace transferable in Italy. Early in 2007 in Italy there was not still a specific legislation on psychological harassment within work environment. Only at the local level Autonomous Region "Friuli Venezia Giulia" had already intervened on April 8th, 2005 with the Regional Law n° 7 in order to pursue the development of culture of respect for individual rights and the protection of its integrity, promoting projects against moral and psychological harassment in the workplace and activation of neutral clearing post. The organization of these Clearing Post, was in charge of those local Authorities able to implement self-projects to combat the phenomenon of bullying at work also adopting new approaches and solutions to the problem.

The Municipality of Trieste was the first one to activate in Italy, in February 2007, this Clearing Post starting a clear path methodology called SMPP for the establishment of an integrated system of prevention composed by all those actors involved at any title in Italy on the phenomenon of bullying at work.

The project has been defined in 4 phases:

Phase 1) the activation of Neutral Clearing Post, employing 7 professionals of various training (psychologist, psychiatrist, doctor of work, forensic, human resource manager , social worker, lawyer) and adopting multidisciplinary approach to the study of the individual cases.

Phase 2) sharing a Declaration of Agreement with programmatic functions developed with all institutional Authorities, Agencies and Trade Unions present in the local territory to find a collocation for this new listening service and promote the creation of a public network in support of victims of harassment.

Phase 3) determining a joint policy of public information to reduce information gaps addressed to the working population, improving institutional communication.

Phase 4) the definition of a scientific research in collaboration with the Department of Psychology of the University of Trieste for a pilot study on analysis of epidemiological data in Italy, today not available.

Leitmotiv of the project was the belief that the theories about bullying at work and research related thereto, are influenced by the cultural heritage of their single countries, leading to outline the different frames of this phenomenon and also to classify always new types of it: this happens also in Italy where the culture and practice of management of interpersonal conflict is rarely used in relation to other countries of the European Community and the productive reality of our country is unique in the world. Also in Italy the detected diseases are similar to those described by studies carried out in other European countries, but their emergence is different and influenced by environment: cultural, social and economic influence.

It is this peculiarity of the Italian context, influenced by cultural heritage and local production models that leads to an endemic phenomenology and still to be analyzed. The north-east of Italy, the "miracle" of the small and medium enterprises, known and exported all over the world, is the frame in which Municipality action takes place in our Region, with a clear conscience to promote this initiative unique in kind for Italy, working for the creation of an integrated network composed of public institutions with different skills. The Municipality welcomes and endorses the idea of designing a standard for the prevention and the study of workplace diseases, not restricting its

intervention to a mere service company, which is reserved for its employees, but making it part of a broader perspective of improving the living conditions of citizens working.

David Osborne already wrote in "Reinventing Government" that the public Administration have to be a driver in satisfying the needs of the community and in this sense, the City of Trieste wanted to place in Italian context by providing an operational instrument to world of work to reduce the effects of bullying at work and prevent as much as possible this problem.

State of implementation of SMPP:

The first two phases have been implemented with the creation of a network composed of local public Authorities: Company for Health Services; National Institute for Insurance against Accidents at Work; Councilor Parity; Ombudsperson; Trade Unions. The third phase has begun with a program of public communication to be carried out in the first months of 2008 and turned to citizenship. The fourth phase, that one of scientific research, is to begin in 2008.

Conclusion

We believe that the work done so far has been possible by virtue of the constitutional principle of subsidiary and also by the process of devolution, adopted by the Italian Government, which has allowed local institutions to meet, in full autonomy, the real needs of their population. We hope for 2008, as a result of that feedback derived from our local experience, that we can transfer the model SMPP through a public communication strategy of bottom-up to national levels, and thus covering the gaps currently found in public policies of prevention just adopted in other countries of the European Community.

VIOLENCE AT WORK: AN ANALYSIS WITHIN OUR UNION ORGANISATION

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This paper presents an study taken place within our very union, an study in which we account for the workers' perceptions about the factors contributing to situations of violence within organisations, specially within our union organisation. More precisely, our study focused on Low Intensity Violence (LIV). Based on a questionnaire (Avilés, 2006) filled by our members in which four different dimensions are distinguished –interpersonal relations, power situations, ways of work organisation and work conditions-, we assess how LIV works. The results show how perceptions on this subject are nuanced by time of permanence in our organisation and gender. Detailed the situations and factors pointed out by female and male workers, we propose certain strategies of group intervention.

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HARCÈLEMENT PSYCHOLOGIQUE EN MILIEU DE TRAVAIL SYNDIQUÉ : POINT DE VUE SYNDICAL

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1. Objectif de la présentation

Après avoir salué les amendements apportés à la Loi sur les normes du travail pour intégrer clairement au droit du travail le droit de travailler dans un milieu de travail exempt de harcèlement psychologique, nous examinerons les contraintes imposées aux syndicats par les lois du travail, en regard de la difficile mission qui leur incombe de représenter à la fois la victime de harcèlement psychologique et le présumé harceleur et ce, en l'absence de tout pouvoir formel des syndicats sur l'organisation du travail et sur les modes de gestion de l'employeur. Nous tenterons, par la suite, d'identifier des pistes de solution en vue de favoriser la prévention du harcèlement psychologique et les changements organisationnels nécessaires à la santé psychologique au travail.

2. Un résumé des principaux points à démontrer

A) L'encadrement juridique

Nous présenterons, dans un premier temps, les lois du travail relatives à l'existence des syndicats et à leur rôle, que ce soit négocier et conclure des conventions collectives ou exercer les recours nécessaires pour défendre leurs membres, dont les salariés victimes de harcèlement psychologique et les salariés qui ont subi un renvoi ou une mesure disciplinaire. Dans un deuxième temps, nous apprécierons la portée des amendements à la Loi sur les normes du travail, en regard du devoir de représentation des syndicats prévu au Code du travail .

Nous considérerons également les nouvelles dispositions de la Loi sur les normes du travail relatives au harcèlement psychologique sous l'angle des droits du salarié et de l'obligation de l'employeur. Tout salarié a droit depuis juin 2004 à un milieu de travail exempt de harcèlement psychologique et c'est à l'employeur qu'échoit le devoir de prendre les moyens raisonnables pour prévenir le harcèlement psychologique et faire cesser toute conduite de cette nature portée à sa connaissance . Ces dispositions de la Loi sur les normes du travail sont considérées faire partie intégrante de toute convention collective et un salarié visé par une telle convention doit exercer les recours qui y sont prévus, s'il est victime de harcèlement psychologique .

C'est alors qu'entre en jeu la double responsabilité du syndicat : représenter à la fois le salarié victime de harcèlement psychologique et, s'il y a lieu, le présumé harceleur, c'est-à-dire agir en aval d'une situation sur laquelle il n'a aucun pouvoir formel.

B) La réalité vécue par les syndicats : Comment les syndicats composent-ils avec ces différents devoirs?

À partir des réponses reçues dans le cadre d'une enquête réalisée à l'hiver 2008 auprès des syndicats affiliés à la CSQ, nous examinerons la réalité vécue par les syndicats quant à l'application de ces lois. Quel bilan les syndicats font-ils des 4 ans écoulés depuis l'entrée en vigueur des nouvelles dispositions relatives au harcèlement psychologique? Comment se vit maintenant le droit du « salarié à un milieu de travail exempt de harcèlement psychologique » ? Quelles difficultés les syndicats rencontrent-ils à faire respecter les droits des uns et des autres? Existent-ils des limites à leurs interventions? Quelles sont-elles? Le harcèlement psychologique a-t-il un lien avec l'organisation du travail? Comment les syndicats traitent-ils avec l'employeur les questions du harcèlement psychologique? À quelle table? Quelles mesures ont été mises en place dans les milieux de travail pour contrer le harcèlement psychologique et favoriser un climat de travail sain? Les employeurs et les syndicats ont-ils eu recours à des modes alternatifs aux griefs? Si oui, lesquels? Quelles mesures de prévention ont été expérimentées?

C) Pistes de solutions et conclusion

Nous conclurons finalement ce survol des divers aspects du harcèlement psychologique vu de la fenêtre des syndicats par un examen des pistes de solutions qui nous semblent les plus prometteuses, dont celles en lien avec la Loi sur la santé et la sécurité du travail qui, depuis 1979, a pour objet l'élimination à la source même des dangers pour la santé, la sécurité et l'intégrité physique des travailleurs et qui prévoit divers mécanismes de protection pour les travailleurs.

TRADE UNION AND EMPLOYER: WORKING IN PARTNERSHIP TO PROMOTE DIGNITY AT WORK

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The purpose of this presentation is to detail the importance of working in partnership between employer and trade union in promoting the concept of 'Dignity at Work'. Any attempt to affect cultural change will ultimately fail if one of the parties is paying 'lip service' to the process. Achieving true 'dignity at work' is contingent upon a myriad of factors being successfully addressed. Cultural change can only be achieved if all of the many pieces of the jigsaw fall into place.

The most crucial is a common understanding between employer and trade union that it is in everyone's interest to promote a positive work environment and minimise incidents of negative behaviour spiralling into cases of bullying and harassment.

For example, a written policy can draw on current best research and practice and appear marvellous on paper but will be ineffectual if employees are unaware of its existence; if it has been written without collective ownership or if there is no training for all to explain how it will operate in practice etc.

The Children's Society is one of the leading children's charities in England. It was the first charity to sign up to the Government funded Dignity at Work Partnership in the U.K. and was cited as a model of good practice and used as a case study within a number of publications.

The full time union official at The Children's Society offered to take the initiative in setting up an internal working party to determine the content of a new Dignity at Work policy. This involved the most senior representatives from management and the union. There was also widespread consultation with the entire workforce.

Through extensive research and an analysis of current best practice the working group identified the key components of a new policy and the resources required to ensure effective implementation.

This process of 'cultural' change commenced in late 2005 and the new policy was finally launched to coincide with 'National Ban Bullying Day' in the U.K. on November 7th. 2007.

As part of the implementation a number of key steps have been followed which will be detailed in the presentation. These include:

1. The background factors to implementing a new policy.
2. The setting up of a working group.
3. Identifying the key features of a model policy.
4. The recruitment and training of 'First Contact' volunteers.
5. Inducting all new staff on the relevant issues.
6. In house training devised and delivered for all staff and trade union officials.
7. The launch of the new policy.
8. Constant review and amendment of the policy.

The training has been tailored to match the needs of each sector of staff from the Chief Executive and senior management to Human Resource staff and Trade Union representatives. However there is a high degree of commonality in the training on certain issues. This is to ensure that collectively we do not engage in meaningless conflict and disagreement.

For example we have made a clear decision to label certain negative acts / unwanted behaviours / unwelcome acts etc. as 'unacceptable', thus reinforcing the concept of 'zero tolerance'.

We have attempted to explain the link between 'unacceptable behaviour' and 'bullying' and 'harassment' i.e. at what stage does 'unacceptable behaviour' turn into 'bullying' or 'harassing' behaviour?

Whilst recognising that such a working definition is open to critique we are confident that it helps to develop a common, acceptable understanding amongst the workforce, thus reducing unnecessary disagreement and clearer boundaries of behaviour for us all to follow.

A comprehensive list of 'unacceptable behaviours' is provided for staff to refer to but the focus has been far more on promoting positive behaviours rather than the traditional focus on negative behaviours.

We therefore provide a detailed list of examples of positive behaviour that we expect as an organisation from all staff and then focus on the additional behaviours the organisation expects from its managers. There is also an expectation that challenging unacceptable behaviour is a collective responsibility.

Another crucial shift is in our approach toward the issue of 'confidentiality'. Under our previous 'stand alone' 'Harassment' Policy it was possible for a target to disclose information that raised serious concerns but could not be acted upon if the target requested confidentiality. Our new policy makes it explicitly clear to all that due to the organisation's 'duty of care' under Health and Safety legislation and the legal concept of 'vicarious liability' in extreme circumstances confidentiality cannot be guaranteed. This is not to suggest that action will be against the will of a disclosing target but rather that 'no action is not an option'.

This presentation is an updated version of one initially made at the NIVA sponsored 'Third International Course on Bullying and Harassment at Work' in June 2007 and is designed to outline the practical steps taken so far and those identified as still being necessary.

Even after more than two years The Children's Society is still on a journey of cultural change. The journey isn't easy but certainly is worthwhile. In a unionised workplace it is only possible through commitment to the concept of 'partnership working'.

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ACTIONS BY THE LABOR AND SOCIAL SECURITY BODIES WHEN FACING WORK HARASSMENT WITHIN THE COMPANIES

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This document deals with experiences that have taken place in our environment in reference to prevention, intervention and protection measures against mobbing in the work place, both those that should take place within an enterprise as well as those in the labour and social security administrations and that according to our opinion, could have transnational relevance.

We feel that the first ambit in which these harassment behaviours should be dealt with is within the enterprise via instruments of prevention, intervention and protection against the harassment.

The obligation to proactively prevent health injuries that could potentially be derived from mobbing at work is part of the general preventive obligations to avoid and evaluate those risks that are provided in the European legislation and in the national legislations that implement them. The Agreements on work-related stress and on mobbing and violence at work which were signed by European representatives of employers and workers do not compile with due clarity this obligation and therefore we feel that this ambiguity must be surmounted in an adequate and sufficient manner by the Institutions of The European Community.

The enterprises must undertake measures of identification or evaluation of psycho-social risk factors in such a manner so as to guarantee the confidentiality of the data of the workers and the neutrality and impartiality of the evaluator. The Medical Service must participate in the evaluation in its subjective aspects and develop mechanisms of prevention and immediate action when facing situations that only affect certain particularly vulnerable individuals.

The most common intervention when facing mobbing within an enterprise is the management protocol of internal complaints. These procedures must guarantee the confidentiality of the complaints, that the acts are thoroughly investigated and that the resolution is not limited to only agreeing with one part or another, but also to implanting preventive and protective health measures for those affected. That is to say, that it tries to find out and resolve not only the specific behaviour that is subject to judgment and deliberation but also the causes and origins of those behaviours and the health-protection measures of the persons affected, even if there is a finding that the harassment never took place.

This system of arbitration of conflicts can't be implemented in small enterprises and therefore the possibility that these problems could be managed through collective bargaining in an ambit beyond that of the enterprise would be convenient.

Lastly, (we take a look at) measures of health protection within the enterprise aimed at the personal and professional rehabilitation of those persons involved in a pathology as a consequence of these behaviours.

Outside the scope of the enterprise, there are several ways of dealing with these matters by the public administrations.

On the one hand, there is the work of technical institutes that provide support and counselling to management and workers, as is in our case the Basque Institute for Safety and Health at Work (OSALAN), in order to promote a preventive culture in reference to psycho-social risks and to favour the socialisation of experiences that have been undertaken in the enterprises.

On the other hand, the (Department of) Labour Inspection has the duty of compliance and enforcement of the labour legislation and the legislation on safety and health at work. The behaviours considered as mobbing already entail either an abusive act of authority by the management of the enterprise or a continued degrading behaviour within the ambit of the activities of the enterprise against one or several workers by another or other workers (irrespective of whether they have authority) or even by the clients or users of the service.

In our legislation, acts of harassment within an enterprise are deemed as very serious administrative infringements with fines of up to 90,000 € to the management, either by attacking against the due consideration of the dignity of the worker or by infringing his right to an efficient protection of his health within the enterprise. This is irrespective of whether it is an active behaviour of the entrepreneur, of himself or his representative, or whether it is a passive behaviour, by the omission of his duty of care against an act of harassment undertaken within his enterprise and which he has had knowledge or should have had it.

Many of the problems that have not been resolved within the enterprise can be corrected through an inspection via its labour of mediation, of summons and of imposing sanctions to the enterprises that do not comply with the social legislation.

Lastly, the public entities of the Social Security can also intervene in conflicts of harassment, as they have the duty to acknowledge the benefits derived from a disease that is the consequence of an act of harassment as a work-related accident and not as a mere common disease. They can also decide on the imposing of a penalty of between 30-50% on the social security benefits to the entrepreneur who has not complied with the general regulations of prevention of these behaviours in favour of the worker whose health has been injured.

DOES PREVIOUS BULLYING INCREASE THE RISK OF BULLYING AND DOES BECOMING A NEW TARGET HAVE AN IMPACT ON PERSONAL DISPOSITION? A TWO-YEAR FOLLOW-UP STUDY

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The overall aim of the present study was to investigate whether previous bullying increases the risk of bullying at work among a large group of health care workers after graduation from training school. In addition, we investigated whether previously non-bullied persons who became chronically bullied showed a change in their personal disposition.

Since bullying at work by definition is characterised by repeated exposure to negative behaviour, which is often detrimental to the health and well-being of the target, a reasonable assumption might be that having been exposed to bullying earlier in life increase the risk of future exposure and that this may have an impact on their personal disposition. In fact, a British study shows that being bullied in elementary school increases the risk of exposure in a later work-place moderately (Smith, Singer, Hoel, & Cooper, 2003). Previous studies have found negative associations between bullying and different personality traits and personal dispositions (Zapf & Einarsen, 2005). However, the cross-sectional nature of these studies makes it hard to establish cause and effect of the targets' behaviour. Theoretically, exposure to negative and aggressive behaviour at work may establish a vicious circle. Exposure to negative behaviour distress people and distressed people are often more likely to be further victimised because they engage in behaviours such as violation of expectations and social norms (Felson, 1992), or use strategies such as confrontational and/or escape-avoidance coping (Whittington & Wykes, 1994), which may irritate and provoke other people and thus elicit aggressive behaviour in these people (Tedeschi & Felson, 1994). Being part of such a vicious circle may have an impact on the personal disposition of the target.

Thus, the first objective of the study was to investigate whether previous bullying increases the risk of bullying the first two years after graduation. The second objective was to analyse the impact of persistent bullying on sense of coherence (SOC) and self-efficacy (SE) in a group of previously non-bullied employees the first two years after graduation.

Sample and procedure

The study is a prospective cohort study of almost all the health care assistants and helpers, who graduated in 2004. At baseline, approximately 2 weeks before finishing their education, 5,696 filled in a questionnaire (response rate 89.5%). At follow-up I, all respondents from baseline were invited to fill in a follow-up questionnaire with a response rate of 65% (N=3,708). At follow-up II, all the respondents from baseline were also invited to fill in a second follow-up questionnaire with a response rate of 55 %. In the follow-up analyses we only included employed respondents (Follow-up I: n=2,832; Follow-up II: n=2699). At baseline the respondents were asked about exposure to bullying in relation to a definition, where the bullying had taken place and for how long. At follow-up I and II, they were asked about bullying experience at work within the past 12 months. SOC (Setterlind, 1993) were included in all three rounds as well as SE (Jerusalem & Schwarzer, 1992).

Results

Of the respondents, 33 % reported at baseline that they had been bullied in elementary school, 2.5 % in the health care training school and 4.1 % during practical trainee periods; 5.2 % reported having been bullied at a previous job. During the first and the second year at work 1.8 % and 2.4 % respectively were exposed to bullying daily to weekly (frequent bullying); 9.1 % and 7.2 % respectively monthly and now and then (occasional bullying). Follow-up analyses showed that being bullied during trainee periods was the strongest predictor for frequent bullying during the first year at work (OR = 7.1). Being bullied at the training school was a strong predictor for occasional bullying was (OR = 4.3), whereas bullying in elementary school only slightly predicted occasional bullying (OR = 1.5) the first year after graduation. The duration of previous bullying also predicted bullying in 2005, though only duration over 7 months. Place and duration of bullying before 2005 had no impact on the risk of bullying the second year at work after graduation. Among those who had not been bullied before graduation (new targets), 6.2 % were exposed to bullying in 2005 and 6.9 % in 2006.

To explore associations between exposure to bullying and changes in SE and SOC scores across time we conducted a repeated measures GLM using two groups with no previous history of bullying. Group 1 comprised participants, who became new targets in 2005 and continued to report bullying in 2006 (n = 33). Group 2 comprised persons who did not become new targets in 2005 and 2006 (n = 1090). The focus of the repeated measures GLM procedure was to evaluate the group-by-year interaction on the SOC and SE scores. With regard to SOC, we found no significant changes over time, nor any differences between the two groups. With regard to SE, group 1 had on average slightly lower SE-scores than group 2 (main effect of group). The GLM indicated a statistically significant interaction effect between year and group (Partial Eta Squared= 0.004; p=0.02). Post-hoc evaluation of the interaction effect showed that the mean SE-score for group 2 were slightly higher in 2005 than in 2004. The main effect of time was not significant.

In conclusion, we found that previous exposure to bullying does not constitute a high risk of future bullying, although there was a fairly high risk of being exposed to bullying in the first job after graduation among those who had been bullied during their education. This suggests that preventive measures should be included in the school programme. In addition, the results suggest that the transition from never being bullied to becoming a new target of bullying does not seem to have an immediate impact on the personal disposition. However, on average the new targets of bullying seemed to have slightly lower SE-scores.

CRITIQUES OF THE ANTI-BULLYING MOVEMENT AND RESPONSES TO THEM

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According to New York school psychologist Israel Kalman, "Society's current obsession with bullies is little more than a witch-hunt…. Everyone on the political spectrum, from the far right to the far left, has embraced the anti-bully movement. Every religion has jumped on the anti-bully bandwagon. Unfortunately, witch-hunts inevitably never succeed in eradicating the epidemic that initiated them, and cause more harm than good" (ednews.org, 2007). According to British essayist Mark Taylor, questions about bullying "are precisely the sort of questions you would expect from a society that has lost confidence in intellectual authority and turned in on itself. The posing of those questions generates its own type of knowledge, but it is an impoverished knowledge focused on the experience of self-definition – and self-abasement" (Spiked, 2006). In a provocative 2007 article entitled "Hug me, don't hassle me: the hypersensitive workplace," David R. Butcher asks, "Is there such a workplace where something unfair doesn't

take place? As when facing much of life, a healthy person sucks up the minor things and moves on." This paper responds to Kalman's, Taylor's, Butcher's, and similar doubts about the scientific accuracy and social usefulness of research on workplace bullying. It traces the history of concerns about bullying, and the broadening of the word's definition in recent decades. In 1850, for instance, in a study for the British Parliament of conditions for steerage passengers on sailing ships to North America, Vere Foster observed that crew members "without any provocation, cursed and abused, and cuffed and kicked the passengers and their tin cans," and arbitrarily withheld water from them. Foster reported that he had remonstrated with a crew member, who "said that he would knock me down if I said another word. I was happy to find, however, that my rebuke had the effect of checking for the moment his bullying conduct." Today, by contrast, bullying routinely refers to altogether nonviolent forms of humiliation: gossip, innuendo, malicious rumours, ostracism, intimidation, threats, changing work guidelines, offensive jokes, intrusions on privacy, assigning too little or too much work, belittling another's opinions, blocking a subordinate's applications for promotion, and so on. This paper explains why the broadening of definition has occurred, and the problems this makes for both research and practice. It also describes the proliferation of anti-bullying policies and programs in schools and workplaces, in particular the Olweus Bullying Prevention Program, and reviews the mixed results of evaluations of the effectiveness of such programs (as in the Toronto study by Pepler et al.). Finally, the paper examines the philosophic underpinnings of current approaches to the study, prevention and remedy of bullying, in relation to cultural trends in Western civilization during the final third of the twentieth century, on to the present day. The problem noted by many researchers, of the "real" bully accusing others of bullying, is discussed, along with its conceptual and methodological implications. In conclusion, the paper recommends greater discipline and precision in measurement of the concept of bullying, and points toward new strategies of intervention.

MULTIDISCIPLINARY RESPONSES TO WORKPLACE BULLYING: SYSTEMS, SYNERGY, AND SWEAT

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This paper will examine the variety of institutional, organizational, and individual responses to workplace bullying in a holistic, systems-oriented perspective.

As our understanding of workplace bullying deepens, scholars and practitioners in academic and professional disciplines such as psychology, organizational behavior, occupational health, human resources, and law are attempting to fashion responses to this destructive phenomenon. These include public education, management training and consulting, psychotherapy, employee advocacy, and legal and public policy initiatives. Using examples, illustrations, and qualitative analysis, this paper will examine these responses and ultimately urge upon us the importance of understanding how they:

(1) fit into the broader realm of employment and societal relations ("systems");

(2) interact with other responses ("synergy"); and,

(3) require steadfast commitment in order to succeed ("sweat").

In terms of outcomes, this paper will invite practitioners and scholars who are addressing workplace bullying to consider how their work relates to the larger picture of employment relations and human dignity. It also will encourage us to bridge communications gaps between practitioners and academicians. Finally, it will posit that the

challenges of addressing a serious yet underappreciated problem such as workplace bullying, including impatience, frustration, and even despair, are best engaged through the nurturing of a multidisciplinary community committed to dignity in the workplace.

TOWARDS A BROADER THEORETICAL FRAMEWORK FOR WORKPLACE BULLYING:

EXPLORING GEOGRAPHICAL DIMENSIONS.

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In several recent papers, we have suggested the potential for exploring the workplace bullying debate in terms of industrial relations concerns and through more sociological and contextualised perspectives (Hoel and Beale 2006; Beale and Hoel 2007a; Beale and Hoel 2007b). In doing so, firstly, we have tried to promote an historically-sensitive view of the issue, following Ironside and Seifert (2003), who consider contemporary contexts but also highlight workplace bullying as an everyday oppressive but often rational occurrence in the management of labour under 19th century British capitalism. Secondly, in tune with this, our work questions whether bullying is necessarily and entirely contrary to employers' interests (Beale and Hoel 2007a). Thirdly, we advocate the importance of workers' collective responses to workplace bullying (Hoel and Beale 2006), drawing on the Norwegian trade union researcher, Sjøtveit (1994), with regard to the intervention of workplace observers of bullying behaviour, and Kelly (1998) in the UK in respect of his emphasis on mobilisation theory and collective patterns of behaviour within the industrial relations field.

However, this paper attempts primarily to develop our approach by suggesting a more 'geographically-sensitive' perspective that might link the debate about workplace bullying in developed economies with similar concerns in developing economies. The International Labour Organisation's core labour standards and their implementation are one key set of reference points, thus relating the question of workplace bully to women workers' rights, trade union rights, child labour and forced labour. However, the ILO core labour standards are an attempt to address basic spheres of exploitation at work and exploitation does of course occur at times without recourse to bullying, as powerless workers are frequently forced to accept their position in order to maintain employment and survive on a daily basis. We also recognise that the four groups addressed by the core labour standards - women workers, trade union activists, child workers and forced labourers - are also particular target groups in many countries for violent attacks or the threat of them in one form or another.

So, what might be the basic elements of a strategy to challenge workplace bullying within a global perspective, which goes beyond and questions the workplace concerns of developed economies and 'Western' perspectives? First, state policies regarding the recognition and implementation of core labour standards provide an essential regulatory framework and foundation for initiatives that may begin to prevent and contest workplace bullying. This largely exists in those developed economies that are already extensively engaged in research and policy debates about workplace bullying, even though this may not necessarily address the question of workplace bullying specifically. However, in particular developing economies arguably a key issue is how the state reconciles its attitude to core labour standards with the demands of foreign multi-nationals, which may not be sympathetic to labour standard implementation and exploit their leverage with regard to investment promises and threats. Second, drawing on our work in a European context, we question the potential of employers' policies to tackle bullying effectively; and thus caste doubt on the ability of employers to lead the way on the issue (Beale and Hoel 2007a; Beale and Hoel 2007b). If this is so in the European context, we believe it is likely to be even more problematic in developing economies. Third, in spite of this, there may be some potential for the state to act as model employer

and thus to intervene over the issue in some developing economies, with core labour standards perhaps providing the pretext for this.

Fourth, European experience encourages us to believe that for the state alone to be responsible for tackling workplace bullying is inadequate and may discourage other parties from intervening (Beale and Hoel 2007b). In conjunction with this view, we argue that collective intervention by workers at the early stages, both informally by those who witness incidents and formally via trade unions, is critical for the prevention of bullying and harassment at work (Hoel and Beale 2006; Sjøtveit 1994). Thus, whilst the state's role may be essential in providing a regulatory framework, trade unions have a critical role to play as well via national policies, training and workplace organisation and activity, in promoting a collective workplace culture that outlaws bullying and harassment and particularly in terms of implementation. However, this is obviously problematic in countries and employment sectors where there is weak and minimal trade union organisation, and where this is alongside a weak legal framework in terms of core labour standards and their implementation. Thus, for many developing countries the state may be the key party not in the sense that it alone can ultimately address the issue of workplace bullying, but in that may be within its power to unlock this situation and lead the way in creating the conditions of a regulatory framework, of model employer practices, and for an established, legitimate and influential trade union movement to emerge and develop that can promote a collective workplace culture, ensure implementation and tackle the issues on the ground. This therefore suggests key questions in terms of the state and political will, philosophy and direction. We do indeed suggest, therefore, that laying the foundations for tackling workplace bullying is an essentially political question, linked to workers' rights and the struggle to establish and protect them in particular countries.

Another significant factor may be the relationship between the state and broader social movements (including human rights groups that work with independent workers' organisations and trade unions), as the latter may play an important role in bringing pressure to bear and affecting a change in state policy, or in contributing to more fundamental political change in conjunction with progressive political parties.

Finally, we recognise that in many countries workplace and work-related violence may be a much bigger and more serious problem than workplace bullying and harassment, and in order to understand and develop policy in relation to the latter, the complex and various questions of workplace and work-related violence in their particular national contexts need also to be addressed.

EMPLOYER AS OPPRESSOR: ENGAGING THE ORGANIZATIONAL FRAMEWORK IN UNDERSTANDING WORKPLACE BULLYING

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The work experiences of Indian call centre agents, studied empirically via van Manen's hermeneutic phenomenology approach, strengthen the recently postulated perspective that organizational bullying is an entity by itself, distinct from interpersonal issues. In other words, the organization does not merely facilitate interpersonal bullying but is itself the perpetrator. In our study, participant narratives underscored this latter view that the organization via its design elements (that is, its structure, culture, policies and practices) is the bully. That is, the antecedents of bullying are embedded in the organizational context and not rooted in the personality traits of either the perpetrator or the target. The rigid and insensitive application of technobureaucratic controls in a highly Taylorised work environment where a transactional psychological contract assumes primacy forms the basis of participants' claims, reinforcing Clegg's argument that organizational policies and practices are subjugating.

Our study findings showed that management, in order to remain competitive and attract/retain clients, adopted inflexible and stringent policies and practices that disempowered their employees. As a result, call centres resembled electronic sweatshops and assembly lines in the head, emphasizing factory-like division of labour whose jobs were dead-end with low complexity, autonomy and variety and high repetitiveness and routineness. Call centre agents were mouthpieces who had to follow scripted dialogues and detailed instructions and their work was closely monitored, tightly controlled and highly standardized. The pressure for quantity versus the aspiration for quality also imposed conflicting requirements on them. Further, agents had to put aside personal needs and absorb work-related demands (with their concomitant physiological and psychological strain), often working during breaks and beyond shifts to the extent of being denied leave even during illness. They had to accept constant electronic monitoring and surveillance that tracked their every action and informed their performance evaluation, invoking Foucault's panopticon. The performance of emotional labour, stressing customer satisfaction, had to continue even in the face of abuse and racism. Agents' failure to comply, inability to meet expectations and questioning of the management resulted in a range of punishments including suspension/termination/dismissal.

The findings support Ashforth's argument that tyrannical behavior is legitimized by organizational context, paving the way for a shift from an exclusive focus on bullying as an interpersonal issue to the establishment of an 'institutionalized tyranny' that absolves individual managers of the responsibility for organizational policies and practices that are predominantly out of their control while emphasizing the overriding importance of compliance. The spotlight is placed on organizational level factors, deflecting attention away from the interpersonal view which in pathologizing both victim and bully serves as a distractor for organizational design elements.

Further exploration should move along the lines of critical management theorists who argue that management requires the exercise of power and therefore promotes tyranny of varying degrees of subtlety. At this different level, the etiological debate moves away from interpersonal relational issues and embraces structural and political organizational issues such that the investigation into causes explores organizational-level notions of power. Rather than presenting the organization as a context that may tolerate or encourage interpersonal bullying, the critical management theorists' analysis presents organizational interests as conflicting with the interests of individual

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employees. The power imbalance between the organization and the individual employees not only inevitably means that organizations are perceived as bullies but also calls into play the themes of industrial relations and organizational justice.

WHAT'S IN A NAME? "WORKPLACE BULLYING": PERCEPTIONS OF ORGANISATIONAL JUSTICE AND OUTCOME IN WORKPLACE BULLYING POLICIES AND PROCEDURES

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This presentation examines the results of thematic analysis undertaken from interviews with thirty workers who had identified themselves as being bullied at their work over the last year.

Most workplace bullying researchers have a readily understood framework as to what workplace bullying is (Einarsen, Hoel et al. 2003). Similarly the legal definitions of workplace bullying provide a clear definition of the phenomenon. However, the use of the term 'bullying' by affected workers might not necessarily fit into either of those definitions (McCarthy 2003), and there have been only a few studies that have examined what sort of behaviours workers who have identified themselves as being bullied have been subjected to.

Because workplace bullying is recognized as a occupational health and safety issue most organisations now have bullying policies and complaints procedures to manage and deal with complaints of workplace bullying. However there have been no studies that have examined what behaviours have occurred to make a worker utilise these policies and complainant procedures, nor what occurs when workers utilise these processes. Similarly, despite bullying policies being cited as best practice (Dollard & Knott 2004), there have been no studies that have examined the negative consequences of workplace bullying policies.

There is an extensive body of research that has suggested that perceptions of fairness in the administration of the policy will influence how employees recover following being bullied at work. This is because employees' evaluations of organisational justice can influence their attitudes, behaviour and overall health, including psychological distress, depression and anxiety (Elovainio, Kivimaki et al. 2002; Surinen, M.Kivmaki et al. 2002; Ylipaavalniemi, Kivimaki et al. 2005), with poor perceptions of organisational justice being a risk to the health of employees. In practical terms it follows that organisations with policies and procedures that emphasise the importance of justice may obtain significant benefits in terms of increased organisational commitment from employees and less absenteeism from physical and physiological health problems. If this is placed within the context of workplace bullying grievances, a poor evaluation of organisational justice might contribute to increased distress over and above the distress caused by the workplace bullying.

In Australia, workers are entitled to apply for workers compensation if they suffer a workplace injury. Claims for psychological injury as a result of workplace bullying and harassment cost over $100 million dollars nationally per year, and psychological injury claims have the longest average time lost from work in comparison to workers compensation claims for other types of (non psychological) injuries (National Occupational Health and Safety Commission 2002).

The decision to lodge a workers compensation claim has been found to significantly relate to a worker's perceptions of fairness within their organisation (Roberts & Markel 2001). Other studies have found that the way the organisation responds to stressful incidents and grievances, makes a difference as to whether a workers

compensation insurance claim for psychological injury is lodged following the incident (Dollard, Winefield et al. 1999).

Thirty participants recruited via a media release took part in this study. All participants had lodged internal workplace bullying complaints with their organisation over the preceding year. Participants were interviewed and the interviews transcribed. A thematic analysis was carried out in accordance with recommendations made by Braun and Clarke (2006).

A large number of different situations including one-off conflicts were labelled as 'bullying' by participants. Conflict framed as bullying put many of the participants into a more powerful position because they were able to utilise the organisation's bullying complaint procedures. Participants had little insight into how their own behaviours (including putting in a formal complaint) may have contributed to or escalated the problem.

In many instances, the framing of the conflict as 'bullying' served to negate any individual responsibility the participant may have had for the conflict, and moved participants towards a more positional based dispute (having to 'prove' they were 'bullied'). When this occurred, it appeared that a number of participants had an expectation the organisation would support them as they had 'promised' in their bullying policy. Most participants who believed they were not being supported by the organisation saw submitting a workers compensation claim as a last resort. However, it appeared that submitting a workers compensation claim served to further alienate the worker from any support the organisation could give, as the organisation had to defend its legal liability against a bullying claim. Significant themes of revenge were also revealed during analysis and these were also born out of notions of injustice when the organisation no longer supported the bullying claim.

These results suggest that workplace-bullying policies may actually contribute to workers framing a number of different types of workplace conflicts as bullying. These findings have significant implications for early intervention in workplace conflicts in order to prevent them being labelled as bullying by aggrieved workers. Because of this it is suggested that organisations develop and promote 'respectful behaviour' policies so that aggrieved workers do not frame all conflict within a bullying paradigm. Results also stress the importance of fairness in the administration of policies in order to prevent both the exacerbation of psychological harm and perceptions of injustice, and prevent workers claiming compensation which is a costly exercise for both the organisation and aggrieved worker.

THE DEVELOPMENT AND MAINTENANCE OF BULLYING RELATIONSHIPS IN THE WORKPLACE

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Over the past decade, research on communication relationships has brought to our attention relationships that are not ideal, problem-free or based on free will and mutual liking (e.g. Dindia, 2003; Hess, 2003). Workplace bullying is one example of the various problems that can occur in workplace communication relationships. This paper examines the communication dynamics of a workplace relationship in which at least one of the participants feels that they are bullied. This relationship is referred to as a bullying relationship. Bullying relationships in the workplace show little evidence of communication behavior aimed at building and maintaining a relationship in a positive way. Bullying relationships are characterised by negative effects for the participants yet there are forces keeping these

relationships together. Bullying relationships in the workplace can go on for several years; its duration is even seen as a factor that distinguishes bullying from other kinds of hurtful communication.

In this paper bullying relationships are examined from the interpersonal communication perspective. Communication plays a significant part throughout the development and maintenance of bullying relationships, since it is used both to carry out and respond to bullying. Hence, the theoretical framework of the present study lies in various theories concerning the development and maintenance of interpersonal relationships. Workplace bullying is a reciprocal communication process in which the bully can be seen as the provocative actor while the target tries to defend him/herself. Bullying relationships are created by on-going patterns of interaction. Thus, instead of isolated and disconnected bullying events, bullying can be examined as an on-going hostile workplace relationship (Keashly & Jagatic, 2003).

Relationship development and maintenance are dynamic processes to which all the relationship participants contribute (Baxter, 2004). The target of bullying is not a passive victim but an active interpreter of and contributor to the relationship's development and maintenance. This does not imply that the development of bullying requires mutual bullying. However, it does not exclude the possibility of both participants perceiving themselves to be equally hurt. The basic assumption of the paper is that the participants create together the social context of their relationship. The participants build the history of their relationship, an this in turn affects the interpretations they make in their future interactions.

The aim of this paper is to find answers to the following questions: 1) How do co-worker relationships develop into bullying relationships? 2) In what ways are these relationships maintained? and 3) What are the characteristic features of communication in these relationships? The aim of the research is also to describe the possible changes that occur in the communication in the bullying relationships. The research material consists of in-depth interviews, questionnaires and journals of 15 individuals, who perceive themselves to be targets of bullying and/or have been accused of bullying by a co-worker.

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The distinctive characteristic of workplace bullying research is that a significant participant in the relationship, the person labelled as the bully, has been investigated mainly through the eyes other people. In this paper we investigate the views of those labelled as the bullies by their co-workers. This is an important new approach to research on workplace bullying as it enlarges our understanding of the dynamics of problematic human relationships that include the stressful experience of being either bullied or accused of bullying.

Not all problematic relationships in the workplace turn into bullying relationships although, in principle, the ingredients of bullying may be inherent in every relationship. In our analysis of the research material we aim to identify and distinguish the characteristics of those relationships that lead to bullying. These relationships have not necessarily been negative to begin with, but certain negative turning points mean that they have ended up being detrimental. We examine how and when the perception of being bullied emerged.

As relatively little is known about the developmental courses of bullying relationships, the knowledge provided by this research will enable recognition of and early intervention in problematic relationships in the workplace and the provision of support for the participants. The paper also discusses constructive ways managing problematic relationships and preventing their development to more traumatizing stages.

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WORKPLACE BULLING AND ORGANIZATIONAL CULTURE: A MULTI-LEVEL APPROACH

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The relevant literature has stressed out the need for inclusion of organizational predictors in an explanatory model of work-place bulling. Organizational culture, in particular, has been mentioned as an important potential facilitator or impediment of bulling. However, few studies have included organizational culture in their explanatory models. Furthermore, the methods of analysis used so far have treated individual and organizational predictors at the same level, assuming that individual predictors do not vary across organizations but only across individuals. However, research in other fields like in education has shown that, for example, students' individual characteristics varied over schools as a function of school characteristics.

The present study expands on the existing literature on bulling by adopting a multi-level approach where two levels of data are used, that is individual level and organizational level. For this purpose, Hierarchical Linear Modelling (HLM) has been employed for the analysis of the multi-level data. The general idea behind this method is that individuals in the same organizations are more similar than individuals from different organizations. Thus, individuals are nested in groups/organizations, in terms of some measures as for example measures of organizational culture. HLM uses nested regression equations to investigate associations between variables at different levels and describes relationships between variables within a hierarchically different data set.

The first level (individual level) of an HLM in its linear form is a simple regression equation, $Y_{ij} = \beta_{0j} + \beta_{1j}X + r_{ij}$ where Y_{ij} is the response variable that is observed in a group j. Because the response variable Y is nested within the j groups/organizations, the residuals are correlated and cannot be assumed to be independent. To correct for this aggregation in HLM, the first level relationships are modelled around the intercept and the slope of the $j=1....J$ level-2 (organizational level) groups; this results in j different regression equations. To obtain an overall estimate of the relationships between the predictors and the response variable, HLM uses the j level-1 regression coefficients to the following level-2 regressions,

$$\beta_{0j} = \gamma_{00} + \gamma_{01}W_j + u_{0j} \text{ and}$$

$$\beta_{1j} = \gamma_{10} + \gamma_{11}W_j + u_{1j}$$

where γ_{00} and γ_{10} are the level-2 coefficients for the intercept and slope respectively of these level-2 regression models. W_j is a level-2 predictor; the level-2 random effects u_{0j} and u_{1j} are assumed to be distributed as multivariate normal with zero mean and variances of τ_{00} and τ_{11}.

The sample of the study consists of 330 individuals working on 29 organizations - 7 public and 22 private - in the greater Athens Area in Greece.

The questionnaire employed in the study included background questions about the respondents and the employing organization, and two different measures of bullying. Two complementary strategies were used to measure bullying, as recommended by the literature. First, the respondents were asked to indicate how often they had experienced 32

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negative and potentially harassing acts within the past 12 months. Second, the respondents were introduced to a short definition of bullying and asked if they had been subjected to such behaviour within the past 12 months. For the purpose of the present study only the NAQ indicators have been used. In addition, data about four dimensions of organizational culture – assertiveness, gendered/male culture, humane orientation, communication - were collected.

Factor and reliability analyses of the 32 NAQ indicators yielded in five different factors – work-related bulling (7 indicators, chronbach's alpha=.84) verbal bulling (6 indicators, alpha=.83) exclusion/isolation (7 indicators alpha=.79), violent/racial bulling (4 indicators, alpha=.77), and bulling through calls and e-mails (2 indicators alpha=.64) -. About one third of the respondents reported work-related bulling at least once a month during the last 12 months; fifteen per cent reported verbal bulling and 42% exclusion in the work place. Two percent reported violent/racial bulling and 3%t received abusive calls or emails. Furthermore, we constructed an overall bulling scale; 30% or the respondents reported at least one negative act that took place at least once a month in the past 12 months. In the following analysis violent/racial and abusive calls/emails were not included because of their low level of incidence and low variability.

Individual's conformity has been measured by four indicators; however, factor and reliability analysis suggest a three-item scale of conformity (3 indicators, alpha=.68); about 40% show higher levels of conformity. Assertiveness as an aspect of organizational culture has been measured by four indicators (alpha=.81). Also, humane orientation (alpha=.86) and communication (alpha=.87) have been measured by four indicators each; gendered/male culture is measured by 3 indicators (alpha=.70). About 40% reported higher level of organizational assertiveness and higher levels of gendered/male culture in organizations, while more then 50% reported higher levels of humane orientation and 60% higher levels of communication within the organization.

In this study the level-1 and level-2 models are described below:

Outcome/response: BULLING (1)OVERALL, 2)WORK RELATED, 3)VERBAL, 4)EXCLUSION)

Level-1 Model

Y (BULLING) = BY0+BY1*(AGE)+BY2*(EDUCATION)+BY3*(STATUS IN ORG)+

BY4*(CONFORMITY)+R

Level-2 Model

BY0 = GY00 + GY01*(ASSERTIVE)+GY02*(GENDERED)+GY03*(HUMANE)+

GY04*(COMMUNICATION)+UY0

BY1 = GY10+GY11*(ASSERTIVE)+GY12*(GENDERED)+GY13*(HUMANE)+

GY14*(COMMUNICATION)+UY2

BY2 = GY20+GY21*(ASSERTIVE)+GY22*(GENDERED)+GY23*(HUMANE)+

GY24*(COMMUNICATION)+UY2

BY3 = GY30+GY31*(ASSERTIVE)+GY32*(GENDERED)+GY33*(HUMANE)+

GY34*(COMMUNICATION)+UY3

BY4 = GY40+GY41*(ASSERTIVE)+GY42*(GENDERED)+GY43*(HUMANE)+

GY44*(COMMUNICATION)+UY4

where G stands for γ and B for β.

The main findings point at the importance of including organizational-level variables in an explanatory model of bulling. In all four forms of bulling examined in this paper, at the individual level age is a significant negative predictor; for exclusion, conformity is significant predictor. Furthermore, in companies with strong assertive and gendered cultures the mean level of over bulling is significantly higher than in companies with less assertive and gendered cultures. The mean level of verbal bulling is significantly higher in companies with strong gendered culture and the mean level of exclusion is significantly higher in companies with strong assertive and gendered cultures and less communication. The inclusion of level-2 predictors in the models reduced the unexplained variance by 57% for overall bulling, 58% for work-related bulling, 38% for verbal bulling and 66% for exclusion.

At the policy level, the findings suggest that if organizations want to confront the problem of bulling, they will be more successful if they change their cultures to less assertive and less gendered.

BULLYING AND PSYCHOSOCIAL FACTORS AT WORK AMONG NAVY PERSONNEL

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The purpose of this presentation is to present data from a study of the relation between bullying and psychosocial work environment, studying those who are bullied themselves, observers of bullying and others at the same work place.

Theoretical framework

Psychosocial factors at work have in previous studies shown an association to bullying; low satisfaction with leadership, low work control, high role conflict, bad job content, bad social environment and changes in work organizations (e.g. downsizing) have been associated with more bullying whereas social support and group harmony have been associated with less bullying. Most studies have looked at the association between psychosocial factors at work and bullying at the individual level. In the present study we also study these associations at an organizational level.

The present study population is from the Royal Norwegian Navy. The Navy had many departments, and they were grouped into four main organizational categories. To measure psychosocial factors at work we chose a part of the General Nordic Questionnaire for Psychological and Social Factors at Work (QPSNordic) studying the group and social interaction factors in association with bullying. The factors studied were the scales support from superior, support from coworkers, support from friends and relatives, empowering leadership, fair leadership, innovative climate, inequality and human resource primacy. The QPSNordic also included a question about observing bullying. We hypothesized that psychosocial factors related to group and social interaction were associated with bullying at the individual level and at the department level. To test our hypothesis we studied the associations between psychosocial factors at the individual level and three categories of bullying status (employees who were bullied themselves, those who observed bullying but were not bullied themselves, and those who neither were bullied, nor observed bullying). We then studied the associations between psychosocial factors at work at the individual level and department level and the dichotomous bullying status variable (employees who were bullied or observed bullying versus those who neither were bullied, nor observed bullying).

Study design and study population

The data were collected from a large cross-sectional survey in the Royal Norwegian Navy concerning work environment and health, including several other items than presented here. A questionnaire was sent by mail at the end of 2002 to all military personnel in the Navy with an overall response fraction of 62.5% (1657 of 2652). In addition to the questions from the QPSNordic, background variables were obtained, such as age, sex, department belonging, education, leadership responsibility and military rank. Experienced and observed bullying as well as the scale scores for psychosocial factors were calculated both for the individuals and for each department. We excluded

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departments with less than two employees responding about bullying leaving us with 97 different departments and 1508 persons. Regression models were used for the analyses.

Summary of the results obtained

At the individual level all of the group and organizational QPSNordic scales showed an association to the three categories of bullying status when adjusted for age category, sex and organizational category. Generally the estimates of the different psychosocial work environment factors were lowest (unfavorable) for those who were bullied, highest for those who neither were bullied nor observed bullying, and for those observing bullying the estimates were in-between. For the fair leadership scale the scores were more than one standard deviation lower for those who were bullied compared to those who neither were bullied nor observed bullying. In a backward stepwise multi variable logistic regression with age categories and sex entered at step one, the variables independently associated with the outcomes of the dichotomous bullying status variable (observing bullying or being bullied) were the scales fair leadership, innovative climate, inequality, empowering leadership and the main organizational categories. An increased score on the scales fair leadership, innovative climate and inequality reduced the associated risk of bullying. For the empowering leadership scale an increased score increased the associated risk of observing bullying contrary to the finding when this scale was analysed separately. When we repeated our analysis excluding those who had been bullied themselves, the estimates were at large the same.

The 97 departments with more than one respondent on bullying had a mean of 15 workers (median 6, range 2-183). At the department level, the fair leadership, innovative climate and inequality scales were significantly associated to percentage observed bullying when analysed separately in a linear regression. In a stepwise multiple linear regression including these scales and entering age and male fraction for each department at step one, an increase in the score on the fair leadership scale and in the mean age at each department predicted less bullying. The estimates did not change when those being bullied were not included in the analysis.

Conclusion

We found an association between higher scores in the fair leadership, innovative climate and inequality scales and less observed bullying both when analyzing individual data and when the analyses were performed at a department level. The findings were similar when repeating the analysis without those being bullied. This could indicate that the observations reported about the work environment is not just a subjective matter observed by those being bullied but just as well observable by others not being bullied.

We think that the associations between fair leadership, innovative climate and inequality and less observed bullying found at the department level could indicate that the work environment is of importance for the occurrence of bullying.

JOB STRESSORS AND EXPOSURE TO NEGATIVE ACTS: RESULTS OF A LONGITUDINAL STUDY

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The present study aims to investigate causal relationships between job stressors and exposure to negative acts in a two-wave representative study among Norwegian employees. While a growing body of research has shown stressful work environments to be related to exposure to negative acts and bullying at work (see e.g. Hoel & Salin, 2003 for an overview), most studies yet has been based on cross-sectional data and support for causal directionality of relationships between job stressors and negative behaviour is thus lacking. Although causal inferences cannot be

proven, they can be made plausible by ruling out alternative explanations (Zapf, Dormann, & Frese, 1996). Previous research investigating relationships between job stressors and exposure to negative behaviour has shown for instance role stressors and leadership behaviour to be strongly related to bullying at work (see e.g. Hauge, Skogstad, & Einarsen, 2007). Based on such cross-sectional findings, the present study aims to investigate whether (1) job stressors at time 1 influences exposure to negative acts at time 2, (2) exposure to negative acts at time 1 influences perceived job stress at time 2, (3) or whether it exists a reciprocal relationship between the two. Three cross-lagged structural equation models will be investigated, namely longitudinal relationships between role ambiguity and negative acts, laissez-faire leadership and negative acts, and role conflict and negative acts.

Two waves of data (T1 and T2), with a two year time-lag, were collected in a representative sample of the Norwegian work force. The second wave constituted of 1775 respondents, yielding a second-wave response rate of 70 per cent. Exposure to negative acts was analysed by a nine item short-version of the Negative Acts Questionnaire (see Hauge et al., 2007 for detailed descriptions of the measures used). Statistical analyses were performed by means of structural equation modeling in LISREL 8.80 (Jöreskog & Sörbom, 1996). A two-step approach by first testing measurement models and secondly structural equation models were followed. Measurement models were tested for factorial invariance over time, and the possible influence of the background variables gender, leader responsibility and age were controlled for in the structural equation models. Testing procedures for structural equation models followed the recommendations given by Hertzog and Nesselroade (1987).

The results show factorial invariance over time for all three measurement models. The cross-lagged structural model of role ambiguity and negative acts, show a significant relationship between exposure to negative acts at T1 and level of role ambiguity at T2, while no significant relationship was found between level of role ambiguity at T1 and exposure to negative acts at T2. A cross-lagged model of laissez-faire leadership and negative acts did not show any significant lagged effects. However, a simultaneous regression model of laissez-faire leadership at T2 and negative acts at T2 found both structural paths to be significant. A stronger relationship for the structural path between exposure to negative acts at T2 and level of laissez-faire leadership at T2 than for the structural path between level of laissez-faire leadership at T2 and exposure to negative acts at T2 were found. The cross-lagged model of role conflict and negative acts showed both lagged paths to be significant, although a stronger effect for the structural path from exposure to negative acts at T1 to level of role conflict at T2 than for the structural path from level of role conflict at T1 to exposure to negative acts at T2 were found. The present findings indicate stronger support for relationships between exposure to negative acts at time 1 and reports of perceived job stress at time 2 than the opposite direction, although a significant reciprocal relationship between level of role conflict at T1 and exposure to negative acts at T2 was also found. Explanations and implications for the present findings are discussed.

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WORKPLACE BULLYING, MENTAL HEALTH AND JOB-SATISFACTION: FINDINGS FROM A LONGITUDINAL STUDY

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This longitudinal study investigates causal relationships between exposure to workplace bullying and the two outcome variables mental health and job-satisfaction in a representative sample of Norwegian employees. Although a growing body of research has shown an evident relationship between exposure to workplace bullying and both mental health and job-satisfaction among the targets of bullying (c.f. Einarsen & Mikkelsen, 2003; Rayner, Hoel, & Cooper, 2002), most research has mainly been based on non-representative cross-sectional data. Hence, direct evidence for the causal direction of the relationships is so far lacking. The present study will therefore add to the field of workplace bullying by contributing with knowledge about the causal relationships in question. Based on the theoretical assumption that bullying affects health and job-satisfaction, we hypothesise that workplace bullying is a social stressor that is related to both increased health problems as well as reduced job-satisfaction among the targets of bullying over time.

Two waves of data (T1 and T2), with a time-lag of two years, were collected in a nationwide representative sample of Norwegian employees. The second wave constituted 1775 respondents (response rate: 70 %). Exposure to workplace bullying were measured with the Negative Acts Questionnaire - Revised (NAQ-R; Einarsen, Hoel & Notelaers, 2008) and a single item self-labelling question based on a given definition of workplace bulling. Mental health was measured with the Hopkins Symptoms Check List (HSCL; Derogratis et al., 1974), while job-satisfaction was assessed by the Job-Satisfaction Scale (Brayfield & Rothe, 1951).

Based on the respondents self-labelling as targets of bullying at both measurement waves, four groups of respondents were included in the analyses: 1) Not bullied at all (n=1382), 2) bullied at T1 but not T2 (n=35), 3) bullied at T2 but not T1 (n=49), 4) and bullied at both T1 and T2 (n=20). A repeated measurement ANOVA was used to analyse the data. Significant differences between groups were found. The findings show that the three groups which were exposed to bullying at one or both time-points had significant more health problems and lower job-satisfaction than the participants that reported no exposure to bullying. Furthermore, a significant interaction across time was found for the four groups. Participant that reported the first exposure to bullying at T2 showed increased health problems and decreased job satisfaction compared to T1. The bullied respondents for which the bullying had come to an end at T2 reported no significant changes as regards both health problems and job-satisfaction over time. Hence, even though the bullying had terminated, the negative effects of the bullying remained. As for the bullied at both T1 and T2 respondents, no changes were found with regards to mental health, while a minor increase in job-satisfaction was reported. However, this increase in job-satisfaction may be explained by a slight decrease in reported exposure to bullying behaviours for this subgroup.

The findings of the present study confirm the hypothesis that exposure to workplace bullying is related to both increased mental health problems and decreased job-satisfaction over time. Hence, the findings support theoretical assumptions about workplace bullying as an extreme social stressor. Compared to previous convenience sampled cross-sectional studies on the relationship between workplace bullying and health, the added value of the present study is the use of a nationwide representative sample and a longitudinal design which gives a stronger indication of causality than cross-sectional studies.

DEVELOPMENT OF A EUROPEAN PSYCHOSOCIAL RISK MANAGEMENT FRAMEWORK (PRIMA-EF) - RESEARCH ON STRESS, VIOLENCE AND BULLYING

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This presentation will describe a policy research at the European level, and some results concerning best practice interventions for management of bullying and harassment at work. Psychosocial risk management - European framework (PRIMA-EF) - project focuses on the development of a European framework for psychosocial risk management with a special focus on work-related stress and workplace violence, including bullying, mobbing and harassment.

The specific objectives of the research project are to: a). develop existing knowledge in reviewing available methodologies to evaluate the prevalence and impact of psychosocial risks at work and work-related stress, including physical and psychological workplace violence, harassment, bullying and mobbing; b). identify appropriate means of collecting sensitive data in relation to these issues; c). develop international standards and indicators on stress, violence and bullying at work; d). develop detailed recommendations and evidence-based best-practice guidance on the management of these issues at the workplace; and e). disseminate the results of the project to stakeholders and social partners including small and medium-sized enterprises (SMEs).

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Members of the PRIMA-EF consortium are Institute of Work, Health & Organizations, University of Nottingham (I-WHO), UK; Federal Institute for Occupational Safety and Health (BAuA), Germany; Netherlands' Organization for Applied Research (TNO), Quality of Life - Work and Employment, the Netherlands, Central Institute for Labour Protection (CIOP), Poland, National Institute for Occupational Safety and Prevention (ISPESL), Italy and Finnish Institute of Occupational Health (FIOH), Finland. Advisors in-kind: WHO and ILO. The project is founded by the EC 6th Framework Programme and it will last two years, 1.12.2006-30.11.2008. The work will be realized through five work packages.

One work package will focus on an analysis of social policies, legislative frameworks and associated infrastructure and guidance across Europe in relation to psychosocial risk management, work-related stress, violence, bullying and harassment at work, and an analysis of stakeholder perceptions of psychosocial risks. Primary objectives are:

- Development of key indicators of social dialogue and corporate social responsibility in relation to psychosocial risk management;
- Recommendations and guidance on social dialogue and key stakeholder involvement in the management of psychosocial issues at work, including work-related stress and violence and harassment issues at work;
- An analysis of the relationship of corporate social responsibility to occupational health and safety issues.

A survey has been carried out the aim of which was to explore the perceptions of psychosocial risks, work-related stress, violence and bullying by stakeholders. The monitoring and indicators work package will focus on an analysis of available methodologies to evaluate the prevalence and impact of psychosocial risks at work and work-related stress, including physical violence, harassment, bullying and mobbing. Primary objectives are to:

- Develop international standards and indicators on stress and violence at work;
- Analyse and develop appropriate means of collecting sensitive data in relation to these issues relevance to high risk worker groups and occupational sectors and gender issues;
- Analyse and develop cost benefit analysis methods that could be incorporated in the assessment of the impact of psychosocial risks, work-related stress and violence and harassment at work.

'Evidence-based interventions and best practice' work package will focus on a review and an analysis of case studies of evidence-based, best practice interventions. Primary objectives are to:

- Develop practical intervention tools and methods for management of psychosocial stress, violence and bullying at the enterprise level, with a special emphasis on SMEs;
- Develop a guide of evidence-based best practice tools for use at different occupational sectors, and enterprise sizes;
- Specify criteria for evidence-based evaluation of interventions.

A review of the risk management approaches, in relation to stress, violence and bullying, will lead to the evaluation of strengths and weaknesses of the different approaches. Data are collected with inventories and expert interviews.

Data search showed that published interventions on bullying are only a few. Experts who have carried out research and/or policy-, primary-, secondary- and/or tertiary level interventions were invited to participate. About 30 experts of bullying from over ten countries in Europe have been interviewed. The interviewees were researchers, consultants, union representatives and authorities. Data will be analysed during the spring 2008. A report and a guide of different levels of interventions will be prepared by the end of the project.

More information: http://prima-ef.org/default.aspx

WORKPLACE BULLYING IN A LARGE SAMPLE OF ITALIAN WORKERS

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In the last ten years, studies about workplace bullying have increased. Research mainly focused on topics such as the extent of the problem, its mechanisms and consequences, and also issues related to prevention.

The size of the problem is not easy to define, since it depends on the measurement method used and the specificity of the samples considered. Studies conducted with questionnaires using cut-off points to define exposure to workplace bullying reported a prevalence rate as high as 10-17%. Other studies, in which the respondents rated frequency and duration of a list of bullying actions, reported a prevalence between 3% and 7% [Einarsen et al. 2003].

Until today, in Italy data about workplace bullying were collected from subjects seeking help from healthcare services. These studies are limited in that they rely on these kinds of sample to determine the size of the problem. It is well known that these samples are highly selected, allowing only an approximate estimate of prevalence in the working population. The present study aimed at evaluating both the prevalence of workplace bullying in a population of workers from an Italian region and possible consequences on health.

Methods

A self-reported questionnaire [Gilioli et al. 2005] was administered with the relevant support of the three major Italian trade-unions (CGIL-CISL-UIL). The questionnaire includes 38 behaviours typically associated with workplace bullying, and it also investigates worker's health and life quality by means of four questions taken from Euroquest [Gilioli 1994]. On the basis of a previous study, the cut-off point of 5 or more behaviours has been set to indicate a risk of workplace bullying.

The sample was composed of 9229 workers employed in different companies in Lombardy (Northern Italy). Response rate was difficult to define as questionnaires were collected by a large number of trade-union representatives, resulting in a scattered feedback information which were not easy to quantify. The sample was composed mainly of men (53.0%); 32.3% were aged ≥45 yrs; 28.1% were blue collars, 57.8% white-collars, 8.9% were managers (5.2% missing). The sample was not entirely representative of the workers' population, as the proportion of blue-collars and managers was lower than that in the population (in the North-Western Italy 46,1% are blue-collars and 10,2% managers), while the proportion of white-collars was much higher than in the North-Western Italy (30.9%).

Results

The results show that 7% of the sample resulted at risk for workplace bullying according to the cut-off point, while there were no significant differences for gender, age and company size between the workplace bullying risk group (WBG) and the non-risk group (nWBG). There were significant differences ($X2=27,4$ $p<.001$) for occupation: the likelihood of being in the WBG was grater in the blue collars compared to the white-collars (both clerical workers and managers). However, such difference may be the result of a selection bias due to the partial non-representativeness of the sample. The WBG remained in risk situation for a mean time of 48.2 months (SD 51.5, indicating a high dispersion).

Mean days of sick-leave resulted as significantly higher ($t=-7,5$; $p<.001$) in WBG (12.3 days) compared to nWBG (7.1 days). According to a multivariate logistic regression, after adjusting for gender, age, marital status, company size and occupational category, being in the WBG was associated with more than a six-fold higher risk of having a perceived poor health status (O.R. 6.3; 95% C.I. 5.2-7.7). Interestingly, each one-point increase in the number of bullying behaviours was associated with a 1.44 higher risk of perceived poor health status (95% C.I 1.40-1.49).

Conclusion

This is one of the first studies [Ege 1998] in Italy on workplace bullying in a non-clinic environment with several occupational sectors included. Prevalence of workplace bullying resulted as comparable with other European data, and for victims perceived health status seems to be markedly poorer than their unexposed counterparts. Further studies are needed to delve into the causes and mechanisms of workplace bullying, also considering its development over time and all the possible intervening variables (personality, organizational climate, leadership style, etc.).

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South Korea has a potentially fertile ground for workplace bullying for two reasons. Firstly, Korean men are liable to 2 years' compulsory military service, which leads them to adopt the culture of authoritarianism. Secondly, conflict exists between senior members who try to maintain traditional Confucian values and younger work force that resists against the traditions. However, workplace bullying in South Korea never received much academic attention.

This study aimed to draw light to and explore current atmosphere of South Korea surrounding workplace bullying. For the purpose, three research questions were raised based on the previous literature. The first question was concerned with the bullying literature producing different prevalence rate of workplace bullying depending on the approaches adopted to identify victims. By large, the approaches can be divided into two, one of which identifies victims in terms of whether they consider themselves as victim (subjective approach) and the other identifies victim depending on whether they have been subjected to any of the listed negative acts (operational approach). Operational approach tended to produce greater prevalence of victim than subjective approach. The first research question attempted to investigate whether the same phenomenon would be found in South Korea. Second question highlighted the gender differences reported. It was phrased as 'Would men and women among Koreans show different prevalence rate and suffer different type of bullying tactics?' The third question was related to the speculation that previous experience of bullying in childhood might predict the later experience of workplace bullying.

From various occupational backgrounds, 223 individuals completed a negative acts questionnaire (NAQ) with a number of additional questions. 20 of them were excluded from the analyses, as they were not Koreans working in South Korea.

The results revealed that, within the Korean samples, victims identified by subjective method did not necessarily meet the operational criteria of victims but reported greater frequency of exposure to negative acts than non-victims; that males were more vulnerable to exposure to workplace bullying than females; and that those who have experienced or observed bullying in school years were more vulnerable to workplace bullying. These results confirmed the three hypotheses drawn and previously reported bullying research. In other words, similarities were found between the findings from the South Korean participants in this study and the previous findings reported from European/American studies.

As well as similarities, distinctiveness was also observed. With respect to the reported organisational status of the bullies, it was found that bullying by peer was most common, followed by superior and subordinate. While bullying by peer was reported to be most frequent in Scandinavian studies as well, the relatively high rate of bullying by subordinate was unexpected. Such high rate of bullying by subordinate has not been reported from the previous studies. This finding was attributed to the conflict between the senior members with traditional values and the newer workforce that resist against such values.

Another aspect of distinctiveness comes from the relatively low prevalence of bullying regardless of the identification criteria used. This study adopted the subjective and operational criteria used in a European country, as that was most recent study that directly compared subjective and operational criteria. Compared to the prevalence rates reported from the European study, the prevalence rates of bullying among the Korean samples of the study were much lower. Although the European study was reported more than half a decade before the current study,

there is not necessarily a reason to believe that there might have been a significant change in the prevalence of bullying among European workforce population. Thus, it would be reasonable to conclude that the prevalence rate of workplace bullying found among Korean sample was indeed lower than the European norm.

An explanation for this lower prevalence would be that the questionnaire used for this study (NAQ) does not have cross-cultural sensitivity. The possibility cannot be crossed out that, in different culture, bullying takes a different form or there are different lists of negative acts that are perceived to be bullying. NAQ includes 21 items of negative acts that were drawn from European studies and sample. Thus, it might have missed out some bullying tactics used in South Korea and underestimated the prevalence rate of bullying. This explains why rate of bullying drawn from operational criteria was relatively low in this study. Yet, the rate drawn from subjective criteria was also relatively low. The reason could be explained by the poor recognition of workplace bullying in South Korea. While the media features school bullying fairly frequently, workplace bullying did not receive much public attention. In fact, some of the participants in the study also raised a question 'how can there be bullying among adults?', which again indicates lack of recognition of workplace bullying among Korean participants.

Overall, the findings indicated that while the findings from Korean sample showed some similarities to the previous findings of bullying literature, there was also distinctiveness in that bullying by subordinate was unusually high. Considering that the low prevalence rate of bullying was attributed to the lack of cross-cultural sensitivity of the questionnaire, it seems to be necessary to develop a new bullying questionnaire that would pick up aspects of workplace bullying in South Korea that the existing questionnaire misses out. Moreover, the existing questionnaire overlooks the severity of the bullying acts and focuses on the frequency at which the bullying acts occur. This raises an issue that the frequency of bullying acts might not be associated with the actual impact the victims suffer. Therefore, it is again necessary to build a new bullying questionnaire that would take the severity of the acts into account, as well as the frequency. Without consideration into the severity of the acts or the impact on the victims, and cultural differences, the existing bullying questionnaires is potentially missing out an important insight into the victims of workplace bullying.

STUDENT AND EMPLOYEE BULLYING IN CALIFORNIA AND LITHUANIA

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Bullying is a learned and often accepted behavior. It is reinforced by ignoring, encouraging, tolerating, and rewarding the actions of the instigator. A primary environment for nurturing the bully is the school. It is there that the bully will hone the skills of intimidation and coercion that are often carried forward in life into the workplace and community. Bullying and the cost associated with it are a growing concern. Lost productivity, fear on the job, stress and absenteeism can be attributed to bullying. A primary cause of workplace violence is victim retaliation and retribution. In jargon the term "going postal" has a specific connotation. While most often associate with acting out behaviors bullying has also moved into the cyber world. This presentation will concentrate on school efforts, in Northern California and Lithuania, toward understanding bullying and efforts to mitigate it.

San Diego based National University, with 28 campuses across California, awards more teacher and principal credentials than any private institution in the state. In 2006, during a graduate seminar for teachers working on their administrative credentials, the Professor Wayne Reid asked "what is the most troublesome problem you face daily at school?" Surprisingly, 92.7% of the group, of 50, indicated that "bullying was the most troublesome problem they faced." The professor, also a former public school administrator, felt this attitude resembled his own opinions. With a fellow colleague, they began a review of school studies and made school presentations (Sticks and Stones) on this

topic in Northern California. Results of this endeavor came to the attention of the American Professional Partnership for Lithuanian Education (APPLE). As Lithuania has a growing concern with bullying in their schools, after consultation with the Ministry of Education the presenter was invited to Lithuania, to conduct an extensive two week summer institute and data collection for school administrators on this topic.

Framework of the study

The researchers compiled data relative to the bullying from school staff currently working in school districts in Northern California and Lithuania. There were 134 Northern California and 161 Lithuanian respondents. The project looked to four questions:

(1)   How prevalent is bullying in Northern California and Lithuania?
(2)   What is the relationship of bullying and victimization of self esteem and depression?
(3)   What, if any, are the new and emerging trends in bullying?
(4)   What are guidelines which educators in both countries can utilize in being aware of, understanding, controlling and minimizing bullying and cyber-bullying?

Methodology

The presenter conducted a three-step methodology for data collection. Methods were identical with both Northern California and Lithuania. The workshop sessions lasted approximately four hours per day. Data was analyzed using descriptive statistics. 1) The presenter provided a definition and overview as to what constitutes bullying. Participants were provided note cards and asked to document if they had ever been bullied, while students, during their school experiences? Lithuanian responses were translated into English. 2) Individual one-on-one interview sessions with respondents was used to identify if like and similar types of activities were taking place in the current school location. Translators were engaged when necessary. 3) Group discussions were held to elaborate on bullying and the different forms it is taking. Procedures for maintaining confidentiality within the group was adhered to.

Summary of results

This study found that:

- In schools in both Northern California and Lithuania, bullying is taking place.
- Bullying in schools within Northern California as well as those in Lithuania has a multi-generational history.
- Data comparison indicated that many of the traditional forms of bullying are similar in both of these locations.
- In Northern California, a new and emerging trend in bullying is taking place via the internet and electronic devices. It is referred to as "cyber-bullying."
- School based participants in both Northern California and Lithuania perceived a high frequency of observed and unobserved bullying taking place. Further, it was felt these acts very often impacted the self esteem of their victims, caused a loss in student concentration, and a drop in grades.
- Victims in both Northern California and Lithuania carry lasting emotional scars.
- Participants in both Northern California and Lithuania found cyberbullying in a virtual environment to be relatively new. The study found that few educators and parents know how to defend against it.

Conclusion

Bullying behaviors and consequences were found to be the single, most important school issue within the study group. If this type of behavior is not dealt with properly, society will be facing these individuals in the modern world of work. Sometimes our schoolyard bullies go directly into the working world where they continue to intimidate and destroy.

These acts were very often seen to impact the self esteem of their victims, caused a loss of student concentration, absenteeism, and a drop in grades. During investigations into campus violence, most incidences were found to be

the result of victim retaliation. The recent shooting at a high school in Finland on November 7, 2007 points to having its roots in bullying. Moving the scenario to the work place a correlation can be made to bullying leading to worker loss of self-worth, increased absenteeism, reduced company involvement and a drop in productivity. Both lend themselves to the same outcome, the loss of valuable assets and productivity.

In some locations when the schools tried interventions parents viewed bullying as "a right of passage" or "typical adolescent behavior." Additionally, they did not understand the severity of bullying, the resulting implications on victims, or support consequences rendered. Participants in Northern California found "cyber-bullying" in a virtual environment to be relatively new and few educators or parents know how to identify or defend against it.

Where school leaders have taken sustained steps to bring bullying forward as a key concern, implement new programs and train students and staff, bullying has shown a significant decline. However, in many locations, both in Northern California and Lithuania, bullying continues to be a problem.

ABUSIVE BEHAVIOR AT WORK: A CROSS-CULTURAL COMPARISON BETWEEN THE U.S. AND JAPAN

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Abusive behavior in the workplace can be defined as a consistent pattern of unsolicited and unwanted actions of a threatening and offensive nature that are directed at one or more workers over a long period of time. These abusive behaviors cause humiliation, intimidation, and distress in victimized workers. Abusive behaviors often result in increased turnover, absenteeism, decreased morale, and even trauma-related symptoms. Although some forms of abuse in the workplace, such as bullying, mobbing, and sexual and nonsexual harassment, have been studied extensively on a national level, few cross-national studies have been aimed at understanding this complex phenomenon from a cross-cultural perspective.

The present research examined in two empirical studies similarities and differences between Japanese and U.S. workers' perception and evaluation of work-related events as abusive. The first study compared how the two cultures conceptualized various types of abusive behaviors. The second study looked at possible differences in perceived severity and frequency of abusive behaviors between employees in the United States and in Japan. To avoid any cultural bias in the set of abusive behaviors used in this research, a "critical incidences" approach was combined with a "cultural de-centering" approach: The incidences were collected from published studies, magazines, and websites reporting abusive behavior in the workplace in Australia, Europe, Japan, and the USA.

In the first study, 60 employees of diverse gender, age, and occupation from both countries were asked to sort the set of critical incidences into piles ("categories') and label them. For each of the two countries, the resulting categories were then analyzed through cluster analysis to identify the conceptual structure (or "themes") of work-related abuse within each country. The emerging themes demonstrated that the conceptualization of abusive behaviors in the workplace is, at least partially, culture-specific.

In the second study, participants (79 American and 80 Japanese) completed an online survey on the same 95 critical incidences ("items") as were used in the first study. The respondents were asked to rate the perceived frequency of each item ("In your opinion, how frequently does this behavior take place in workplace?"). The same respondents

were also asked to rate the perceived severity of abuse for each item ("Do you consider this behavior abusive?"). Next, within each cultural group, all items were ranked in descending order according to their group-level item means.

The rankings revealed that the U.S. participants perceived physical aggression as more severe than other types of abusive behaviors. In contrast, the Japanese group did not perceive these items as more severe than the other types of behaviors (such as social isolation). With regard to verbal aggression items, the Japanese participants perceived verbal aggression to occur in their workplace more frequently than their U.S. counterparts, and also considered them as quite abusive compared to other types of behaviors. In addition, the Japanese participants rated items that directly accused them of not engaging in self-discipline as more severe than their U.S. counterparts. Unlike the U.S. participants, the Japanese participants also ranked items that indicated being criticized for their work efforts, mistakes, or weaknesses among the top frequency items.

Despite the limitations of this study (such as non-random sampling method and small sample size), the findings could be of relevance in at least two areas: As many organizations send an increasing number of employees to foreign subsidiaries in response to the globalization of business markets, it has become even more important that these expatriates to understand cultural differences in employee attitudes and behaviors. Thus, the results of this study should be taken into consideration and be discussed during the pre-assignment expatriate training in order to increase the awareness among foreign managers. Second, the findings can be used to develop an organizational anti-abuse awareness or prevention program. These training or awareness programs could help to promote healthy workplace environments through prevention of abuse behaviors in a diverse employee population.

BLACKBOARD BULLIES?-A STUDY OF WORKPLACE BULLYING IN IRISH PRIMARY SCHOOLS

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> *"Every worker has the right to working conditions*
> *which respect his or her health, safety and dignity."*
> *(Charter of Fundamental Rights of the European Union, Article 31)*

That the European Union should consider it necessary to explicitly set out the aforementioned right is indicative of increasing international recognition that the concept of "dignity at work" is central to any discourse on work and workers. In Ireland, recent legislation in the form of the Equality Acts 2004 and the Safety, Health and Welfare at Work Act 2005, demonstrates the Irish government's commitment to the promotion and maintenance of a workplace environment which is safe, and which affords a high level of protection to all those employed within the Irish jurisdiction. A factor which has contributed significantly to the increased awareness of the import of such issues is international research into workplace bullying e.g. Brodsky (1976), Leymann (1996), Koonin and Greene (2004), Hockley (2005) and Rayner and Cooper (2006). While there is a valuable history of Irish research into both bullying in the workplace, for example Dinnegan (2000), O'Moore et al. (2003) and Byrne et al. (2004) and bullying amongst schoolchildren, O'Moore and Hillery (1989), Byrne (1999) and O'Moore et al. (2004), little research has been conducted into bullying amongst adults in schools. Yet, education has consistently been recognised as a "high risk" profession in workplace bullying literature, nationally and internationally (Rayner et al. 2002, Blase and Blase 2003 and Koiv 2006.). The most recent survey carried out by Ireland's Economic and Social Research Institute (ESRI 2007) suggested a national workplace bullying prevalence rate of 7.9%, across all professions. However, this number rose to 13% for males and 14.2% for females when applied specifically to the field of education. The main primary teacher's trade union, the Irish National Teachers Organisation (INTO), which represents almost all Irish primary school teachers, surveyed Primary Teachers (n.1219) in late 2006, asking them if they "had ever been bullied/harassed in their work situation". 44% (n.535) replied that they had. Such research strongly suggests that a significant cohort of teachers may be working in conditions where their personal dignity and human right to a safe workplace is compromised on a regular basis. How the school operates as an organisation, what it values as an institution and how it demonstrates/manifests these values are of intrinsic importance to both the experience of, and the discourse surrounding, workplace bullying. Indeed, the promotion and maintenance of a positive, accepting and diverse school culture is anathema to the bullying dynamic (Ball 1987, Blase 1991, Blase and Blase 2003, Beaudoin and Taylor 2004). This paper provides the first in-depth analysis and account of the "lived experience" of workplace bullying in the Irish education sector. The presentation is based on current doctoral research at the School of Education and Lifelong Learning, University College Dublin, Ireland into bullying among teachers in Irish primary schools. The study aims, through the in-depth qualitative analysis of interviews with twenty-four self-selected teachers, to provide a voice for a hithertofore silent minority. Particular themes emerging from this data, which will form the basis of the paper, will include: the significance of management and organisational cultures (including the role of the Churches in Irish Education at management level) to both the experience and incidence of adult bullying in schools, the impact of such behaviour on those who are bullied, and the importance of leadership in framing the nature of professional relationships in school organisations. The findings will be discussed in the context of both national and international research on the area. The paper will also address the policy implications arising from the study, particularly in terms of pre-service/in-service training, organisational/management systems and

professional accountability. The presentation will examine these in the context of ongoing and profound change in schooling in Ireland.

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WORKPLACE BULLYING, THE BIG FIVE PERSONALITY DIMENSIONS, AND JOB INSECURITY

FINDINGS FROM A POLISH TEACHERS' SAMPLE

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Introduction

Workplace bullying is a dynamic and interactive process with many underlying causes, hence, as emphasised by many researchers (Hoel, Rayner, Cooper, 1999; Einarsen et al., 2003), the explanation of such a complex phenomenon requires reference to be made to the role of personality, organisational and social factors. The

presented research concentrates on two elements that can play an important role in the phenomenon of bullying, namely job insecurity understood here as an organisational variable, as well as the personality of the victim, acknowledged as a significant individual variable. Despite the fact that the personality of the victim of bullying was the object of earlier studies (Zapf, 1999; Einarsen, 1999; Coyne et al., 2000; Glasø et al., 2007), the results of these explorations did not allow unequivocal conclusions to be formulated and a universal image of personality to be devised. This research, similarly to the work of Coyne et al. (2000) or Glasø et al. (2007) attempts to create a victim personality profile based on the concept of the Big Five Model. This personality has been expressed in the five basic dimensions of high neuroticism, low extraversion, low openness to experience, high agreeableness, and high conscientiousness. The choice of the organisational factor that job insecurity constitutes not only resulted from the lack of research on the relationship of this variable with bullying variable but also the specific situation in Poland, in which the relatively high rate of unemployment may give rise to job insecurity being a significant source of various pathologies like bullying, which arises in Polish organisations. The research also investigates the relationship between bullying and wellbeing (measured with two indicators – mental health and work satisfaction).

Method

The group of respondents was comprised of Polish teachers. Frequency of occurrence rates of bullying in the educational sector obtained in studies conducted in other European countries (Matthiesen et al., 1989; Einarsen & Skogstad, 1996; Zapf, 1999; Hubert & van Veldhoven, 2001) was a significant factor in selecting this group. This data reveals that teachers constitute one of the professional groups most at exposed to bullying. The research was carried out in 2006 in the form of regional questionnaire surveys. The questionnaires were conducted in five large cities in Poland. The pollsters gave out 1559 questionnaire sets in total and 1080 correctly filled in questionnaires were included in the study. The Polish version of the Negative Acts Questionnaire (NAQ) (Einarsen et al., 1994; Hoel, 1999) was used to assess exposure to bullying. Personality traits were measured with the help of the NEO-FFI questionnaire of Costy & McCrae (1992). Job insecurity was measured with the use of one of the subscales constituting the Job Insecurity Scale of Ashford, Lee & Bobko (1989). The Structural Equation Modelling method (path analysis) was used to verify the hypotheses stated in the study.

Results

The identification of victims of bullying among the respondents was carried out on the basis of Leymann's criterion as well as on the analysis of the responses obtained in the NAQ questionnaire. This enabled 100 victims to be identified, which constitutes 9.3% of all the teachers that took part in the study. As a result of path analysis a final model was obtained that was characterised by high measures of fit (χ^2 = 15, p = .123; RMSEA = .02). These indicators confirmed the legitimacy of the majority of the premises that were adopted in the study. The R^2 coefficient values obtained indicate that the variance of the variable taken into account in the model (personality traits of the victim and job insecurity) explain 13% of the variance of the exposure to bullying. This shows that the interaction (additive) of the individual variables (neuroticism, agreeableness, conscientiousness) and organisational (job insecurity) increases the risk of exposure to bullying. The results prove that the degree of exposure to bullying of the respondents is significantly related with job insecurity (β = .18, p < .001). In examining the relationship between the personality of the victim with bullying, the following traits turned out to be significant: neuroticism (β = .19, p < .001), agreeableness (β = -.21, p < .001) and conscientiousness (β = .08, p < .05). It should, however, be noted here that the direction of a relationship with agreeableness turned out to be opposite from that assumed. Openness and extraversion turned out to be insignificant in this case. The studies revealed that both the state of mental health (β = .18, p < .001) as well as job satisfaction (β = -.38, p < .001) are significantly connected with the level of bullying experienced.

Conclusions

This study attempted to identify the personality profile of a victim based on the structured personality model of the Big Five. The research revealed that bullying is significantly connected to three out of five measured dimensions of personality that constitute this model. Considering that the results of the presented research reveal a significant

relationships between exposure to bullying and low agreeableness, it may be assumed that the teachers that took part in the study rather experienced the bullying described by Einarsen (1999) as dispute-related bullying, where the behaviour of the "provocative victim" contributes to the emotional abuse directed towards him/her. According to expectations, the positive relationship between job insecurity and exposure to bullying turned out to be significant, hence, it can be deduced that that the great likelihood of different kinds of changes in the workplace will increase the risk of bullying. The results obtained have allowed the hypothesis on the significance of the interaction of personality variables like selected personality traits with an organisational variable like job insecurity in relation to bullying to be confirmed. The relatively small percentage of the explained variance of exposure to bullying can be explained by referring to the multicausal approach towards the sources of bullying. This study concentrated exclusively on two potential causes, namely that of the personality of the victim and the perception of job insecurity that explain only a certain aspect of the problem.

OPERATING ROOM NURSES' PERCEPTION OF THE EFFECTS OF PHYSICIAN-PERPETRATED ABUSE

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Operating room nursing is an exciting and dynamic profession that is technical yet also compassionate and caring. Operating room nurses are proud of what they do and where they work. The operating room is shrouded in a veil of mystery, located behind closed doors with signs that welcome only authorized personnel. Only an individual who has worked within those walls is aware of the workings, the personalities, and the rules that encompass an operating room. Although the operating room can be a very satisfying place to work; it can also periodically be marred by abuse from physicians directed towards the nurses working in that area. It is this aspect of working in the operating room that often makes the work challenging and appear unforgiving. The close proximity, the relationships, the intensity of the job, and the formal hierarchy all contribute to the all too common occurrence of physician-perpetrated abuse.

The purpose of my research was to determine operating room nurses' perceptions of the effects of physician-perpetrated abuse on their health and their ability to provide patient care. I used the qualitative descriptive method to research the topic of physician-perpetrated abuse on OR nurses working in Eastern Canada. This qualitative research method assists the researcher to gather data and information in everyday language from participants. It is this dialogue that enhances the richness of the data. Ten nurses from eight different facilities in Eastern Canada shared their experiences of physician-perpetrated abuse and the effects of this abuse. Three statements guided the interviews: Tell me about your experience, how did this abuse affect your health, and how did this abuse affect your ability to provide patient care. The interviews lasted from forty-five minutes to one hour and were arranged at a convenient location. Ethical considerations were ensured.

Three categories that emerged from the data using Boyatzis (1998) method for extracting categories from research data were: the experience of physician perpetrated abuse, the culture of the operating room, and the effects of the

abuse. The experience of abuse category was further divided into four themes, including: abuse as nurse new to the Operating Room, frustrations of physicians with factors out of their control, holding the responsibility as a nurse in charge, and the out of control physician. The nurses used their experiences to define the abuse. These experiences were aligned with a definition of abuse developed by the New Brunswick Nurses Union (1993), which included "any event or interaction that demonstrates increased interpersonal stress, friction, or negative emotions." Similar trends and themes were noted between nurses even though they worked in different facilities and regions.

The category, culture within the OR, describes the unique characteristics of the environment and how they work together. The culture was evident from the dialogue of the nurses and helped to frame the experience and understand for the operating room environment. The nurses described the different elements of culture that work together to establish the rules, norms, and actions unique to that area. The segregation from the rest of the hospital, working in close proximity for hours at a time, and a hierarchy that works on different levels and changes with situations, helps explain the culture. While this culture appears unique to the operating room, it is similar in different facilities, in different regions.

The nurses spoke of the effects of experiencing this abuse. They spoke of their health effects, both immediately and over time following the abuse, and the effect that it had on their ability to provide patient care. The immediate effects on nurses were notably emotional and focused on feelings of loss of self worth, embarrassment, and questioning their abilities. A sense of despair was noted in the dialogue. Later effects often included the inability to sleep, exhaustion, stomach ailments, and other symptoms. The abuse affected nurses' social well-being. Often a stressful or abusive day translated into nurses' being a bit short or less patient with family members. Comments from the nurses indicated that they were unable to leave the feelings of low self worth at the workplace.

The nurses felt that their ability to provide patient care was challenged during abusive incidents. The ability to concentrate on what they were doing was interrupted because of the immediate uncontrollable responses experienced when they were abused. Some nurses used words such as "dangerous situations" and "I was not myself." Their focus was not on the patient but on the threat that they were experiencing at the time.

The implications for this research can be taken seriously by nurses themselves and healthcare organizations as a whole. The quality of healthcare and the ability to recruit, retain, and maintain healthy, active nurses may be influenced by such treatment. These findings may help to identify abuse in the OR, make it discussable, and assist nurses and organizations to work toward eliminating it.

THE CHARACTERISATION OF PEDAGOGICAL PRACTICE IN NURSING TRAINING AT TWO PUBLIC NURSING GRADUATION SCHOOLS IN BRAZIL.

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The aim of this study is to understand the dynamics subjacent to the pedagogical practices which point towards progress in the sense of greater autonomy and attitudes which encourage citizenship and ethics in the process of nursing training, as well as identifying the obstacles which may be obstructing or retarding these processes. The study is being carried out in two public, Brazilian federal institutions which offer nursing graduate courses, and the subjects are both the teachers and the students on the two courses who voluntarily accepted to participate in the research. Some partial results which attracted our attention in the interviews with the students were the identification and visualization of teaching practices which can be classified as moral harassment within the training

process. In the interviews with the teaching staff we got reports of a different nature but these have still not been submitted for analysis. This discovery led us, as researchers, to begin to deal with moral harassment as a phenomenon which is present in the pedagogical practices on the courses studied since we are dealing with power relationships where violence can be subtle or symbolic but which leaves significant marks on those submitted to it. To deal with this phenomenon, which is largely studied in the work sphere, we proposed to analyse these practices within the sphere of nursing training. We propose to understand the configurations of moral harassment within the workplace to see how this could be adapted to the place of teaching and so we sought support from the authors Hirigoyen(2001) and Dejours (1993). Following this first reference point to help us think about the specific object of our study we looked at the theory of Pierre Bourdieu about symbolic violence in the world of education. Due to the partial results that we identified in the speech and collective practice of the students we also established some opposing views from the theory of institutional analysis according to the line defended by Gregório F. Baremblitt (1994) and René Barbier (1985). The latter has some important ideas which are often applied in the area of education. To carry out the research we followed Rule 196 of the Ministry of Health in its entirety. For the field work we began by clarifying all the possible subjects that could participate in research about what moral harassment is and the objects of investigation. Following these clarifications we were contacted by 6 academics who were interested in volunteering to participate in the research and who identified themselves as victims of moral harassment at some time in their university training. To better characterise and to go deeper into these experiences as well establishing new theoretical reference points, we are making some partial analyses of the material collected. From the interviews already analysed we have had reports of a variety of symptoms and physical marks when being exposed to the situations identified by the students as those of moral harassment. They all report having felt some mental confusion, intense hyperhidrosis, psycho-motor agitation defined by trembling and tachycardia at the moment that harassment was taking place, several times throughout the course, as well as after the event when encountering the same difficulties and symptoms whilst carrying out similar practices to those at the moment of harassment. In the case of the students who were harassed, exposed or humiliated in front of colleagues during tests or public presentations of academic work they state that the sensation of great physical discomfort and frequent bouts of crying return when carrying out the same activities and, despite studying and preparing for the practice, they could not make that apparent and did not feel secure which damaged their evaluations since they

could never manage to demonstrate confidence in what they were doing. They also remember that they felt "very angry with themselves" and began to think that they were not ready to carry out the most common tasks in academic nursing life which were similar to those to which they were exposed to in front of colleagues or patients in the past. They report feeling "terrified" of each new experience and that the act of reporting this for the research made "everything come back into their heads" as if they were reliving the phenomenon with the same signs and symptoms as before. All of them cried during the interview and had some difficulty expressing themselves such as stammering, blushing, rapid heart beat and breathing which were visible to the interviewer, when they were giving their versions of the facts. Some stated that although this was a past event when they did tests or exams on the same nursing practices they would consider giving up the course since they felt they were not doing the right course for them and they reiterated their "inadequacies' or even "incompetence" to be able to do the university course. Within the similarities on studies of moral harassment in the workplace our subjects stated that, at moments after completing their academic studies, they had the same difficulties to those they had when submitted to situations which they identified as moral harassment. But, differently to what happens to victims of moral harassment in the workplace who isolate themselves in their suffering, a number of these students reacted and, despite feeling weakened by the experience, managed to organise themselves, since they felt part of a group, to face the practices which they identified as moral harassment. Considerations, which are still provisional, show that the phenomenon of moral harassment in the world of nursing teaching seems to encounter greater limits in term of immediate and future damage since the harassed subjects manage to develop some collective resources to overcome it and this is the main difference that we found so far in the analysis of this phenomenon in the world of nursing training in the institutions studied.

WHISTLEBLOWING AND BULLYING IN THE POLICE

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Preliminary evidence suggest that whistleblowing may be a precursor of subsequent exposure to workplace bullying (Nielsen, 2003). Whistleblowing is when a former or current employee disclose misconduct that is under their employers control to someone that may be able to do something about it (Near & Miceli, 1985). An employee's propensity to whistle blow may be influence of factors such as organizational structure and the power of the part-takers in a whistleblowing process (Near, Dworkin, & Miceli, 1993; Weinstein, 1979). According to power theory a whistleblowers attempt to influence and terminate the wrongdoing is seen as a power struggle where the dominant coalition either may accept or turn this initiative down by terminating the wrongdoing or balancing the power struggle by retaliating against the whistleblower (Near et al., 1993). In line with this, some argue that the police, due to its organizational structure and distribution of power, makes whistleblowing less likely and perhaps more dangerous (Johnson, 2005). Despite the awareness about police whistleblowers, such as in the case of Theresa Chambers (www.honestchief.com) and studies on whistleblowing within a police context (Rothwell & Baldwin, 2007; Westmarland, 2001), few if any have investigated actual whistleblowing within the police. Therefore the aim of this study was to explore actual whistleblowing within a hierarchical organization such as the police in order to investigate the influence of power on the propensity to whistle blow and the link between whistleblowing and workplace bullying.

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Method

Data was collected with a questionnaire (22 pages) on a range of topics. Observation of wrongdoing, whistleblowing, wrongdoing, wrongdoers, and consequences was measured with a modified version of the Bergen Whistleblowing Indicator (Høstmælingen, Severinsen, & Matthiesen, 2004) which consists of nine questions. The operational definition of whistleblowing is influenced by Near and Miceli (1985): The disclosure by organization members (former or current) of illegal, immoral or illegitimate practices that not necessarily may be reported through established internal procedures. The person reports to persons or organizations that may be able to effect action and whistleblowing is not conducted in order to gain personal profit. NB! Whistleblowing concerns actions that affect others (individuals, organisations, society) and not reporting actions of injustice towards oneself. Workplace bullying was measured by one-item asking whether or not respondents had experienced bullying according to an operational definition and with a version of the NAQ, negative acts questionnaire (Einarsen & Hoel, 2001), with 25 items which measures the occurrence of negative acts at work with response categories "Never", "Sometimes", "Monthly", "Weekly" and "Daily". In line with previous research (Mikkelsen & Einarsen, 2001) we measured the prevalence of bullying based on exposure to at least two negative acts once a week based on the NAQ.

Sample

All employees in the police force in a Norwegian region were send a web questionnaire (n=795). The response rate was 70.19 % and 558 questionnaires were satisfactory completed. The total sample consisted of 69.9 % (n=390) men and 30.1 % (n=168) woman. Mean age in the sample was 25.08 (SD=9.65) and most had a police related education (72.5 %). The distribution of power within the organization, i.e. leader responsibilities, was measured a four items

with response categories "Not a leader" (1), "Senior executive" (Ex. to lead an operation unit, 2), "Mid-level manager" (Ex. to lead a section unit, 3), and "Foreman" (Ex. a police inspector or to lead an division unit). Some 74.3 % (n=408) were not leaders, 10 percent (n=58) were senior executives, 12 percent (n=67) were mid-level managers, while two percent (n=16) were foremen.

Results

While over eighty percent (n=458) did not observe wrongdoing at work, some 17 % (n=94) did witnessed such incidents, and a total of 14.2 % (n=77) had blown the whistle. To enable analyses of the association between power characteristics and observation versus report of misconduct, we constructed mutually exclusive groups. Non-observers are defined as those employees have not observed misconduct and consisted of 431 (82.1 %) respondents. Observers are defined as those employees report having observed misconduct and consisted of 34 respondents (6.5 %). Whistleblowers are defined as those employees have observed and reported misconduct and consisted of 60 respondents (11.4 %).

The initial descriptive findings of the distribution of power between non-observers, observers and whistleblowers showed that most of them were neither leaders nor foremen. However non-observers, observers and whistleblowers were differently represented as senior executives and mid-level managers. While some 11 percent of the non-observers were mid-level managers and 8.9 percent are senior executives, observers were equally represented (12.5 %) as senior executives and mid-level managers. Whistleblowers were on the other hand more represented among mid-level managers (22 %) than among senior executives (16.9 %).

The descriptive results of the prevalence of workplace bullying between non-observers, observers and whistleblowers showed that most non-observers, observers and whistleblowers did not report being bullied on the one item measure. While non-observers (3 %) and whistleblowers (4.8 %) reported less than five percent bullying, six percent of the observers were bullied during the last six months. The same tendency was found in regards to the number of exposure to negative acts. Here non-observers (5.1 %) and whistleblowers (10 %) also reported less exposure to at least two negative acts once a week than observers (11.8 %).

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Concluding Remarks

These initial results show that most employees within the police force did not observe misconduct at work, some witness wrongdoing but few report it. Non-observers, observers and whistleblowers were predominantly neither leaders nor foremen. While observers were equally represented as mid-level managers and senior executives, mid-level managers were over represented as whistleblowers. Observers reported more bullying than both non-observers and whistleblowers. In sum, the distribution of power within the organization, i.e. leader responsibilities, was associated with the propensity to whistle blow. The results show that individuals with some but power are over represented as whistleblowers, while observers of misconduct experience most workplace bullying.

CREATING POSITIVES FROM THE NEGATIVES: THE VICTORIAN PUBLIC SECTOR RESPONSE TO BULLYING & HARASSMENT

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Using a multi-method approach, this paper presents the results of both a qualitative and quantitative examination of bullying and harassment in public sector workplaces of the Australian State of Victoria. The purpose of this paper is to explore and develop on previous cross-level models of bullying at the three levels of the individual, management and the organisation. This is an empirically-based paper and the data for the paper were gathered by staff at the Victorian State Services Authority in a series of three studies.

Study 1 focused on a review of the literature and concluded that a purely 'procedural' approach was too narrow and needed to include a 'systems' approach built on organisation development principles aimed at supporting a positive work environment (PWE) that diminishes the risk of bullying, by actively valuing and encouraging constructive behaviours and workplace relationships.

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Data from Study 2 were collected from an analysis of Victorian public sector organisations from specific items embedded within two regular surveys (the People Matter Survey and the Public Sector Agency Survey). The People Matter Survey results detailed are from the 2006 survey and cover 71 of 266 organisations with an organisation-specific response rate of greater than 30 per cent. Rates of reported bullying in these organisations were higher than generally reported elsewhere, ranging from 0 to 67 per cent. The total of 47 potential explanatory variables to predict bullying (produced from a combination of respondents' views about their organisations and the public sector, their level of satisfaction with their job, and demographic variables), was reduced using backward elimination to reveal that:

- Higher levels of agreement with statements about "Respect" were associated with lower levels of reported bullying;
- Higher levels of job satisfaction were associated with lower levels of reported bullying;
- Higher levels of bullying were reported among females, respondents with lower salaries, and those with a disability.

The second survey is a self-assessment questionnaire measuring the efforts of public sector organisations in applying and promoting the values and employment principles underpinning and sustaining an ethical, high performing and trusted public sector. The 2006 survey results represent a 100 per cent response rate from all 219 Victorian public sector organisations with 20 or more employees. The majority of organisations reported taking action to minimise the risk of bullying and victimisation of employees such as awareness raising, information provision and responding to allegations of bullying. However, the study also offers a more critical insight with the suggestion that "a strategic and systematic approach to bullying should include formal identification of organisational risk factors, assessment of their significance and development of specific prevention strategies". It is suggested this should include factors such

as the quality of management and accountabilities for people-related outcomes at all levels of management – and that most of the respondents had not undertaken a formal risk factor identification process.

Study 2 sources were used to identify a cross-section of organisations for in-depth interviews in Study 3 with the aim of enhancing the quantitative focus. Twelve organisations were selected as a result of their incidence of bullying on a scale from low to high. A key finding of the interviews was that, in contrast to the debate which inevitably occurs when trying to define bullying, (or more precisely, what is bullying and what is not bullying?), the interview revealed that a refocus of attention to the language of positive work environment (PWE). Also consistent was the important role of the executive level in the development of PWE as well as the need for a visible, high profile and integrated nature of PWE activities that are linked to clearly articulated values, defined behaviours, performance objectives and actively managed were seen as critical components. The explicit transparency theme was developed further in the identified need for swift and unbiased action in addressing unacceptable behaviours and supported in the request for language which is meaningful to the organisation – a "healthy workplace", a "sustainable workplace". Some also expressed this in terms of a safe or healthy work environment.

The importance of leadership in developing a PWE was also borne out in the response as to ways to build positive work environments. Here, interventions focussed heavily on the development of leadership competencies and articulation and demonstration of real commitment to embedding the organisational mission and values. The ability for managers to do this was underpinned by recognition of the need for skilling and supporting managers to manage staff and effective performance management systems. Many organisations reported that actual complaints tend to reveal that policies and procedures were not as appropriate or as effective as they would wish and that the language in them tended to be about people being "valued, recognised, and supported". Words like 'respect' and 'dignity' tended not to be used.

In conclusion, a key feature of the 3 studies is the acknowledgement that the problem belonged to and should be owned by the organisation, not the individual. This "no-blame" mentality is reinforced within widespread acceptance of the larger concept of PWE. The very negative fact of bullying and harassment as an issue within the Victorian public sector is being seen as a positive – an opportunity to reassess and to promote change for the benefit of all.

However, the three perspectives of organisational, managerial and individual factors involved in dealing effectively with workplace bullying and harassment emerge as still largely implicit rather than providing an explicit and workable model for change. We suggest that, while a one-size-fits-all approach is unlikely to be successful, organisations need structured organisational development framework and that this needs to be articulated in terms of communications emphasising that this is part of a larger, long term strategic approach – that PWE is far more than just about prevention rather than cure. It is about what makes work a meaningful and positive part of all of our lives.

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The purpose of this presentation is to share the interim findings of a PhD study of the impact of workplace bullying in New Zealand ITPs (Institutes of Technology and Polytechnics). The analysis is being undertaken from an interpretive perspective and focuses on the stories, and personal narratives, relating to workplace bullying experienced by ITP workers.

The research involved semi-structured interviews with more than 30 interview volunteers, and 10 HR managers who had been co-opted by their CEOs. This is a work in progress, so results at this stage are tentative; however the experiences shared with me appear to mirror many of those reported in other studies (such as Bassman 1992; Einarsen, Hoel, Zapf & Cooper 2003; Keashly 1998) and indicate that bullying is experienced in many ways, such as negative interpersonal actions like shouting, ridicule and threats, and more insidious acts such as spreading rumours, through to unreasonable workloads and unfair dismissal. These acts are carried out by workers throughout the organizational hierarchy of New Zealand ITPs, from CEOs to junior members of staff. Bullying takes place 'horizontally' (Lewis & Sheehan 2003) between colleagues, and both up and down the reporting lines.

The interviewees told stories that they felt they could not tell in public without risking damage to their reputations. Their stories were not easily formulated, and often lacked endings and neat structures. Invariably they were fraught with emotions and tears flowed. Some interviewees were reluctant to identify their various nemeses for fear of retribution, whilst others welcomed the opportunity to tell their story in a confidential environment and were keen to elicit my 'informed' opinion of their experiences. Although HR managers were expected to represent an organizational perspective on workplace bullying, some also shared stories of being the focus of workplace bullies and were equally uncertain about how to manage their experiences. The absence of opportunity to tell stories of workplace bullying in a 'safe' environment was noteworthy and I had no difficulty gaining sufficient volunteers for this study.

The stories indicated that 'Victims' rationalized their selection by bullies in a number of ways. Often, as suggested by literature (e.g. Bjorkqvist Osterman, Hjelt-Back 1994; O'Moore, Seigne, McGuire & Smith 1998; Vartia 1996) and self help manuals (e.g. Field 1996; Namie & Namie 2000; Needham 2003), interviewees saw themselves as a threat to the bully owing to their superior knowledge or ability compared to that of the bully. Some saw themselves as just the latest 'victim' in an on going cycle of bullying (Lutgen-Sandvik 2002), effectively being in the wrong place at the wrong time. One person reported that, whilst she was not currently the focus of attention in a department riven by bullying, she had a 'sense of doom' and spent her time out of view in order to delay what she saw as her inevitable victimisation. Others highlighted disability, race, class and sexual differences as rationales for their selection.

Several organizations had policies for managing bullying and fewer people volunteered to speak from these places. Most interviewees were unwilling to use HR systems to manage the problems they had experienced owing to their distrust of the HR department and their own supervisors. Where they existed, anti-harassment and bullying policies were seen as merely a paper exercise that lacked active implementation. The highest number of volunteer interviewees came from an organization that did not have an anti-bullying policy but did consider itself to have a 'no blame' culture; this seemed to be used to deflect responsibility and left interview volunteers feeling disillusioned and desperate.

Several interviewees reported that opportunities to leave their job and escape from bullying situations were limited for workers in ITPs, usually owing to the small number of suitable alternative work places in New Zealand. Being

trapped in an unpleasant workplace appeared to exacerbate the desire for revenge against the perceived perpetrators, and the organizations concerned, to the extent that at times the behaviours of the 'victim' and the 'bully' were indistinguishable.

Although interviewees' stories related to different stages of the bullying process, from those currently trying to identify what was happening to them to those who were reflecting events that occurred many years before, there were no happy conclusions to stories. Even in situations where the 'victims' won compensation and apologies, the emotional, and sometimes physical, scars remain and the need for some form of retribution is still alive.

Conclusions are tentative, as this is a work in progress; however in New Zealand having policies for managing bullying appears to be a first step towards reducing the number of people who present themselves as having been bullied. Unfortunately a reactive policy is insufficient as stories indicate that personal and organisational damage remains even after suitable amends have been made. It appears that ITP leaders need to look deeper into their organizations' cultures and work on producing organizations that are proactive in their management of negative behaviours at all levels. Making workplace bullying a subject for open discussion rather than an embarrassing secret could help organizations to openly manage the causes and effects of workplace bullying creating a healthier work environment.

Methodologically the use of stories gave interviewees an opportunity to relate their complex perspectives without fitting their experiences into preconceived categories. Several sent messages thanking me for listening, and were clearly grateful for the chance to speak in a safe environment. This approach to data collection enabled the interviewees to voice their experiences and increase their understanding, effectively returning some of the power they had lost over their lives (Plummer 1995).

Practically, these tentative findings have implications for managers and others in organizations who may be victims and witnesses of workplace bullying or who have to resolve the outcome of such situations. They also indicate that change to organizational culture is necessary, and a proactive, rather than reactive, management stance is needed. The findings may assist supporters such as families, and medical and legal professionals to increase their knowledge of this phenomenon.

BULLYING, ABSENCE AND PRESENTEEISM IN DANISH ELDERLY CARE SECTOR: A ONE-YEAR FOLLOW-UP STUDY

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Introduction

Bullying has been identified as a potential source of financial loss to the organizations in terms of (1) the time and effort invested in replacing staff that leave the organization as result of being bullied, and the potential exit of the work force; (2) time off, absence, and lower productivity as results of employees coping with bullying; and (3) investigations of mistreatment at work and the potential court actions (Rayner & Keashly, 2005; Hoel et al., 2000). The present study seeks to contribute to the literature on the cost of bullying to government, society and/or organizations by exploring the association between bullying, sickness absence and presenteeism in the Danish Elderly care sector in a one year follow up study.

Sickness absence is a common indicator of impaired health and lost productivity in organizations (Ortiz & Samaniego, 1995; Steers & Rhodes, 1984). Recently, interpersonal relationships at work and bullying have been identified as important antecedent of sickness absence; more specifically, authors have found significant differences in sickness absence between victims and no-victims of bulling (Kivimäki, et al., 2000; Vingård et al., 2005). Sickness presenteeism describes the phenomenon in which a person is present at work despite ill health (Aronsson & Gustafsson, 2005; Aronsson, Gustafsson, & Dallner, 2000; Biron, Brun, Hans, & Cooper, 2006). Presenteeism has been associated to low replaceability, and conflicting job demands (Aronsson et al., 2000; Aronsson et al., 2005) as well as with workload, role conflict, and interpersonal relationships at work (Biron et al., 2006). However, little is known about the associations between bullying and sickness presenteeism.

In this study we (1) estimated the prevalence of bullying in the elderly care sector; (2) explored the differences in terms of health indicators between bullied and non bullied employees; and (3) investigated whether bullying was associated with increased risk of sickness absence and/or sickness presenteeism after one year follow up.

Method

The data used in this study was collected by the Work Environment in the Danish Elderly Care research group. Although the over all sample consisted of 13687 employees (78 % response rate), the sample used for our study consisted of only those who responded to both baseline & follow-up questionnaires. Thus, our sample consisted of 6301 people working in elderly care sector, 81.7% of which were working directly with clients/patients; (e.g. health care assistant and helpers, nurses and therapists); 10.6% were working in areas without direct contact with patients/clients, and 7.7% of the sample had managerial and/or supervisory roles and responsibility. The mean age of the sample was 46.34 (8.97), and 96.3% of the sample were female.

Measures

- Bullying was measured by presenting participants with a definition of bullying after which the respondents were asked to indicate if they felt subjected such behaviours at work during the past 12 months.
- Sickness-absence was measured by asking the participants to report how many sickness-absence days they had taken in the past 12 month during 2006.
- Presenteeism was measured by asking participants how many days, in the last 12 months; they had been at work while feeling ill in the past 12 month during 2006.

Covariates; based on the literature on sickness absence we used demographics and poor health indicators as confounders.

- Demographic characteristic such as age, gender, and occupational group.
- Poor health indicators:
    - Depression scale -depression symptoms during the last two weeks
    - Client oriented burnout scale– indicator of prolonged physical and psychological exhaustion among people working with Clients/patients in the last two weeks

Results

To examine differences in prevalence of bullying in terms of gender, age and occupational groups we used Pearson chi-square test and Fisher exact test. The results indicated that 11.9% of the respondents had been exposed to bullying at work in the past 12 months during 2005. More specifically, 1.6% were exposed to frequent bullying (daily to weekly), while 9.6% were exposed to occasionally bullying (once a month or less). The frequency analyses revealed that among those exposed to bullying there were no significant gender or occupational group differences. However, there were significant age differences, the prevalence of bullying was higher among employees within the age range 50-59 (p<0.01).

To explore the mean differences in health between bullied and not bullied employees we used an independent t-test. According to the analyses of variance, there were significant mean differences between bullied and not bullied

employees in terms of depression and client burnout. The results also indicate that bullied employees scored significantly higher on both depression symptoms (t (5746) = 16.69; p< 0.001) and Client burn out (t (5746) = 11.23; p< 0.001) scales at base line.

The risk of future absence and presenteeism was assed using Multinomial Regression Analyses adjusting for the co-variants at baseline. The regression analyses show that the rate sickness absence after adjusting for gender, age and occupational group was 42% greater for those that had been exposed to bullying in comparison to those that were not exposed to bullying. After adjusting for gender, age, occupational group, depression symptoms and client burnout at baseline, the ratio of sickness absence was 33% higher for employees who had been bullied at work. As for presenteeism, the rate ratio adjusted for gender, age and occupational group was 66% higher among those exposed to bullying. When adjusting for gender, age, occupational group, depression symptoms, and client burnout, the ratio of presenteeism was 53% higher for people who had been bullied at work.

Conclusion

Our results show that there is 11.9% prevalence of bullying in the Danish elderly care sector; most employees exposed to bullying at work reported to have been target of occasionally bullying (9.6%). We found no gender differences; however there were significant age differences in the prevalence of bullying in the Elderly Care sector. In terms of poor health indicators, bullied employees scored significantly higher on both depression symptoms and client burn out scales. We found strong associations between bullying and increased sickness and between bullying and increased sickness presenteeism.

WORKPLACE BULLYING IN ACADEMIA: A CANADIAN UNIVERSITY STUDY

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Workplace bullying is a prevalent and challenging issue for organizations and their employees. Not only is the problem a legal issue it also impacts the health and welfare of workers. Academics are not immune to such behaviours. Students, colleagues and administrators may all partake in, or be subject to, bullying. Our research examines the results of a workplace bully survey completed at a mid-sized Canadian university (XYZ University) in 2005. The survey determined that academics are subject to bullying, particularly when newly hired or untenured. The multiple sources of workplace bullying (colleague, administrator and student) in academia is examined. In particular, the unique nature, impact and implication of student bullying is assessed. We were also interested in identifying whether workplace bullying, if present, is episodic in nature or more wide spread, reflecting an organizational culture or organizational structure issue.

The survey response rate was 12 percent distributed as 62% have been bullied (67 percent female and 32 percent male) and 38% have not been bullied (53 percent female and 47 percent male). The majority of those bullied, 31 percent, had worked five years or less at XYZ University. The second largest group, 27 percent, was those who had worked at the university over 20 years.

The findings of this research are transferable to organizations where employees have supervisory responsibilities. It is the regular and consistent supervisory responsibilities of faculty that allows the university setting to be a research site for this unique type of bullying. Universities are on the front line for educating upcoming generations of adults who will likely assume positions of authority due to their education. These cohorts are going to university with education on bullying at a primary school level. It may make them more informed but the education should be continued in the university at the appropriate developmental level i.e. preparation for the workplace.

There appears to be an institutionalized element to the XYZ University workplace bullying found in the openness with which some employees and students are exhibiting behaviours viewed as bullying. These findings are significant when linked with the survey findings on the level of awareness of such behaviours. For example, in 22 percent of the identified experiences the respondents that have been bullied said that those participating have a reputation for behaving this way. In addition, in 18 percent of the experiences those who participated in the behaviours treat others the same way. Only 11 percent of the experiences involved participants that the respondent believed were ignorant of their impact. It is also pertinent to consider the frequency of the behaviours. Fifty-five percent of the respondents who have been bullied have been subject to five or more experiences of (potential) bullying over the five year time frame. This indicates a pervasive and prolonged nature to the bullying and suggests an organizational culture problem. The tolerance within the organization also seems evident in the length of time the bullying has

been occurring. Thirty-four percent of the respondents that had been bullied said the behaviours they have been subject to have been occurring for five years or longer. It is also evident that new cases are starting up. Twenty percent of bullied respondents said the behaviours have been occurring over the past year. The results suggest a lack of awareness or interest by administration in dealing with this issue. In addition, the lack of a policy may be a contributing factor. It is also possible the individual events have not been linked together to identify the systemic nature of the issue.

The survey indicates that some students, more frequently undergraduates, are bullying some faculty. Sixteen percent of the experiences of inappropriate behaviour identified by those respondents that have been bullied involved graduate and undergraduate students. The impact on the class as a whole was also evident in the behaviours most frequently identified as being linked to students: those of purposely interrupting the class to distract the class or to show a lack of respect. This finding is in keeping with the research of Felps et al. (2006) that a single, toxic team member, a bad apple, may be a catalyst for group-level dysfunction.

Respondents, in trying to deal with the (potential) bullying, were more likely to talk to the union (31% of respondents), a lawyer (15%) or equity services (13%), than with human resources (4%). This suggests that the lack of legislation on workplace bullying, a lack of procedures or a lack of action on the part of XYZ University is complicating and limiting the resolution of these problems. The lack of an overall policy for inappropriate behaviour means that each incident is dealt with in isolation and does not contribute to a set policy by administration for addressing this issue. As a result, faculty feel they are not supported when they raise concerns. This also contributes to the ineffectiveness of administrators in addressing such issues. Until the issue of limits on behaviour is addressed at an organizational level, inappropriate behaviours will continue and faculty will feel unsupported.

Our study has indicated a presence of behaviours ranging from incivility to workplace bullying within the university. These behaviours are exhibited by colleagues, administrators and students. The impact on the university of these behaviours in terms of employee impressions of the workplace, employee engagement and productivity should be of concern to the university, particularly at a time when faculty retention is critical. The university needs to protect both its employees and its legal interests by being proactive rather than reactive in dealing with harassment.

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TOXIC WORKPLACES AND MOBBING: INSIGHTS FROM A MEXICAN UNIVERSITY

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Introduction

This paper analyses mobbing in a University with social sciences BA, MA and PhD programs. This University changed rapidly since the seventies of the last century as a consequence of the famous student's repressions in Mexico City, which ended up in massive killings on October 2, 1968, and June 10, 1971.

Afterwards, the student's struggle to achieve power and guarantee for themselves a main role in the important decisions of their school took place. As a consequence, the University lost its "authoritarian" and "vertical"

structures (it can be argued that it lost its structure completely). Long and tiring General Assemblies were instead the place of decisions, called and organized by students, transforming the director into an administrative coordinator with very little power. This caused little by little the emergence of a toxic environment in which every day fights to impose decisions to control the school's resources was done through the creations of informal groups.

Inertia is still the dynamics of this institution, which still lacks long term planning. In the eighties these groups started practicing mobbing as a means to get rid of their "enemies" (anyone that affected their interests). Through paradoxical language mobbing in this University is still called "grilla" (means of political fight) and in Mexico this University is well known for "grilla" capacities.

Since 2003 a groups of professors in this University recognized that the formerly called "grilla" is in reality mobbing. They have made theoretical analyses and ethnographic research to demonstrate that this type of behavior can be classified as violence for its harming intentions and that it is unacceptable. They had emphasized that mobbing affects not only the "victim", but also everybody else and the organization as a whole.

Methodology

Using ethnographic data, this paper addresses one of the episodes in which dishonest strategies were used to destroy the reputation of a female director. The goal of this behavior was to achieve consensus to make her subject to a referendum as a means to test is she could stay on the position (winning it) or had to resign (in the other case). She was subject to mobbing since her electoral campaign (although the phenomena was not kwon, neither named as such at the time) and the mobbing against her continued for the four years she was appointed.

Results

With the data used here, the main instigators are highlighted, as well as their corpuses in the closet" and gangs; their selfish motivations and secondary profits are addressed; their links with important authorities of the mayor institution this University belongs to, and the dishonest rumors and strategies that the gang used in this particular case are also presented.

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Conclusions

Final remarks about the consequences of these behaviors in the academic indicators of this school are presented to demonstrate how in this toxic environment that had supported mobbing for three decades, the organizational goals cannot be achieved. A deep change is needed.

ACADEMIC HARASSMENT IN JAPAN: HOW TO MAKE A HARASSMENT-FREE UNIVERSITY

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Regarding the subject of sexual harassment, most of the universities have their own guidelines for prevention in Japan. However in the non-sexual harassment category, they have become more aware of the problem within these last five years. A questionnaire survey was conducted on non-sexual harassment in universities in 2002-2003 under the JSPS (Japan society for the Promotion of Science) Grants-in-Aid for Scientific Research subsidy.

The questionnaire which was based on the non-sexual harassment category was given to faculty members of universities in Japan. We sent this to 2,463 members who were randomly selected from 670 universities in Japan and we received 931 replies; (760 males, 163 females, and 8 sex-unknown). The average age of the males and females were approximately both the same age, 43 years old.

Three hundred forty-six males and 48 females had no experience regarding of the 12 items which were related with non-sexual harassment. However, 414 males and 115 females had experienced one to 12 of the 12 items in the survey. The rate of experience of female was significantly higher than males on 8 of the 12 items. Three hundred seventy-two members (40% of the reply) had knowledge that their colleagues (total 750 persons) had been victimized at some stage.

We sent another questionnaire, which was in relation to the managing system regarding the grievance process and to the prevention of occurrence of non-sexual harassment to 222 universities and we received replies from 114 universities. Non-sexual harassment occurred at 28 universities (25% of the reply) in the preceding few years the total number of cases was 124. Ninety-six of the 114 universities have consulting desks for the constituents in the cases of sexual harassment. However, in the case of non-sexual harassment, 63 universities answered that they had no consulting desk and 18 universities gave no answer to the question.

After 2004 when national universities were reconstructed as corporations, the universities advanced their policies in creating advanced guidelines for harassment nationally. Forty-three of the national corporation universities (48 % of the national corporation universities) referred to it in the five years midterm plan.

In the summer of 2007, we made a survey about countermeasures against harassment through website of 752 universities (about 97% of the all universities in Japan). Four hundred seventy-five of 752 universities provided no information about measures against harassment on their website. The number of the universities which had measures and provided the information on website was 277 (37%). Furthermore, 147 of the 277 universities had measures only about sexual harassment case. Only 130 universities had measures in non-sexual harassment category.

We are now investigating their definition, consulting system, grievance process, and prevention methods of non-sexual harassment. Because their definition is at between six and seven percent and the solution procedure is unclear in their guidelines. This study has been performed by JSPS Grants-in-Aid for Scientific Research subsidy.

The graduate students' self-government association of Hitotsubashi University, one of the national corporation universities, made a harassment-finding survey in their university in October-November 2005. According to the press

report on it, seventy-three of 207 respondents had experienced harassment. Thirty-four respondents had not experienced themselves but they had seen that their peers had been victimized. Totally about half of the students had experienced harassment in their university. Emotional abuse is the most common and neglect of leading the study-project is the second common. Six students had been plagiarized their research by their leaders. Seven female students complained they suffered sexual harassment.

Many sexual and non-sexual harassment incidents have occurred in these years despite the adoption of the preventive guidelines in universities. Token guidelines have failed to stop harassment. The guidelines which are adopted in universities should be reviewed constantly and improved.

We have organized a NPO (non-profit organization) Network for the Action against Academic Harassment (NAAH) and have led to counter harassment in academic fields in Japan. We have been dealing with hundreds of cases and have accumulated the knowledge how to solve the problem. We are now making a standard method how to evaluate the hostile environment and how to prevent the harassment in university. We will present the proposed method at the 6th International Conference on Workplace Bullying.

VELVET VIOLENCE: THE SOCIAL ELIMINATION OF GRADUATE STUDENTS

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Studies on aggression and violence have been traditionally directed at the other, people and groups outside of academia. Only recently some researchers have started to analyze similar aggressive phenomena within their own academic ranks. Italian researchers have lately identified educational settings as the field where mobbing is most prevalent, but in the United States mobbing is still a largely unexplored and unidentified concept in everyday life. I chose the expression "velvet violence" in reference to the European description of the historical facts of Czech history and its independence in 1989. The word velvet was used originally as a metaphor for 'bloodless" since the revolution brought a complete change in government without any shedding of blood. The combination of the word 'velvet' with the word 'violence' produces a quasi oxymoron, as violence in all its forms is injurious to people. Therefore, I find this expression very effective in capturing the silent and smooth, indeed almost velvet-like aspect of the lethal forms of mobbing aggression I observed as a graduate student in academia. In this presentation, I will use the case studies of the mobbing of two graduate students to provide my analysis of the academic contexts where the mobbing took place, and of the structural changes and guidelines needed in the effort to prevent the mobbing of graduate students in their own training programs.

IS ONCE NOT ENOUGH? METHODOLOGICAL ISSUES IN THE MEASUREMENT OF WORKPLACE BULLYING

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The subject of workplace bullying is receiving increasing attention among both academics and policymakers. Its emergence in Ireland can be traced to the late 1990s and since then, workplace bullying has been the subject of growing academic interest (O'Moore et al., 1998; Coyne et al., 2000; O'Connell and Williams, 2002, O'Connell et. al., 2007). In addition, the importance of addressing workplace bullying has been acknowledged by Government, with the establishment of the Taskforce on the Prevention of Workplace Bullying in 1999 and the Expert Advisory Group on Workplace Bullying in 2004. To date, two nationally representative surveys of workers have been conducted in 2001 and 2007 in order to measure the incidence, correlates and characteristics of bullying in Irish workplaces.

Measuring the prevalence of workplace bullying poses important methodological questions. There are a number of different survey instruments currently used in the field. These include the Negative Acts Questionnaire (Einarsen and Raknes, 1997) and the Work Harassment Scale (Bjorkqvist et al., 1994). Alternatively, a definition of workplace bullying may be offered and respondents are then asked to confirm if they have experienced bullying, as defined (Einarsen and Skogstad, 1996). Following Leymann (1996) some researchers indicate a duration of at least 6 months in order to distinguish bullying from stress in the workplace (Niedl, 1996; O'Moore et al., 2003). Others limit respondents to the last 6 months (Bjorkquist et al., 1994; Einarsen and Skogstad, 1996) while some make no time limitation at all (Rayner, 1997). The other time consideration is that of frequency of the bullying behaviour experienced. Respondents are often asked to indicate how frequently they experience the bullying on scales of occurrence (Niedl, 1996; Zapf et al., 1996; Einarsen and Raknes, 1997; Mikkelsen and Einarsen, 2001). Research has found that different rates of bullying are found by using different instruments within a single survey (Salin, 2001). The current paper, drawing on the 2007 Survey of Experiences in the Workplace in Ireland, also finds that the prevalence of workplace bullying varies when different factors are taken into account.

The 2007 Survey of Experiences in the Workplace was a nationally representative survey of over 3,500 workers in Ireland and represents a follow up to the previous study completed in 2001 by the Economic and Social Research Institute. As well as those currently at work, the survey sample also includes those who are not currently in work but who held a job within the last six months. These were included in the population in order to obtain a more precise estimate of prevalence, as some may have experienced bullying and left the job for reasons related to this. The questionnaire was administered via telephone and there was no mention of bullying until background classificatory information, employment and job data, as well as measures of health and stress were recorded. When these background details had been recorded, a formal definition of bullying was presented to the respondent. The definition used in the survey, in keeping with general research consensus, stressed the repeated nature of the inappropriate behaviour experienced:

By bullying I mean repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but is not considered to be bullying.

Respondents were then asked whether they had experienced such behaviour in the workplace and the reference period for the survey specified was the six month period ending at the date of interview. However, those who responded negatively were asked a follow up question as to whether they had experienced a single incident of inappropriate behaviour, with the reference period again the previous six months. Respondents were then asked about the frequency of the negative behaviour, from "once" through to "about daily". Analysis reveals that respondents did not answer these questions consistently. A substantial proportion of those who reported a "single" bullying incident then reported that this had occurred "more than once". Given that repeated behaviour is at the core of the concept of bullying, it is arguably necessary to take account of the additional information relating to frequency, leading to a statistically significant increase in measured incidence of bullying. The paper examines the covariates of inconsistent reporting of bullying and discusses the important methodological implications of our findings for future research on workplace bullying.

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BOSSES ARE AWFULLY MEAN THESE DAYS:

THE DISCURSIVE POLITICS OF REPRESENTATION AND BLAME IN WORKPLACE BULLYING

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The purpose of this project is to broaden and deepen the understanding of workplace bullying in the United States through the critical analysis of popular media and U.S. legal discourses. The analysis unravels the ways in which each discourse, normalizes, individualizes, perpetuates and rewards bullying. By providing different perspectives from which to view the violence, I seek to de-naturalize the phenomenon and situate it as a construction that can be deconstructed and addressed.

The aim in examining the discourses of bullying is twofold. Primarily, I explicate the politics of representation at work within the discourses to address whose story and what narratives are represented as valid; that is, rational, reasonable, believable and actionable. Discourse, writes David Ayers (2005), is "the medium through which economic, social, and cultural processes transpire." He argues that "[p]owerful regimes produce discourses that shape the meanings of social and material processes in such a way as to secure their own interests." The ongoing process of critical discourse analysis allows the unravelling of the production and consequences of dominant discourses of workplace bullying, revealing their problematic and often hegemonic aspects.

This project moves beyond discursive searches for sites and objects of blame and toward a structural analysis of power and the institution, engaging in critical discourse analysis of the strategic uses of rhetoric, metaphor, representation and blame in popular and legal discourses of workplace bullying. I engage the messages of resistance, agency, self-help, and blame as effective, productive, and disciplinary strategies that permit bullying to operate in the workplace with discursive and material impunity.

Secondarily, I demonstrate that the legal discourse is only one, particular organizational system for understanding and redressing bullying claims and should not be granted more power than it deserves. As Peller (1985) explains,

Despite the purported acceptance of the realist claim that law is political, something called legal reasoning continues to be used at judicial proceedings and taught in law schools. Legal reasoning is still perceived as a distinct way of thinking about (and being within) the social world. Boundaries segregate legal discourse from political rhetoric, poetry, or late night conversations with friends. These boundaries are marked by signs at the borders of the discipline which announce what kinds of appeals will be taken as persuasive.

In other words, "legal reasoning is political and ideological in the manner in which legal discourse excludes (or suppresses) other modes of discourse, the way in which it differentiates itself from 'mere' opinion or will" and purports itself as objective truth (Peller 1985). What "truths" emerge from case law on workplace bullying? How are the narratives constructed? To what ends? To begin answering these questions, I examine the disturbing trends of normalization and naturalization that emerge within the bullying discourses produced in popular media sources aimed at targets of bullying in four articles from popular online and print sources such as the career search site Monster.com and The New York Times. I also analyze several federal and state court cases that directly or indirectly address workplace bullying.

Throughout the materials, bullying emerges as a reprehensible, but effective, productive, disciplinary force in the workplace that resists easy displacement. In a 2000 article published in Ethnography, Leslie Salzinger examined the discourse of sexual harassment and its limitations in explaining the structural, productive role of sexuality in the

workplace. Much like the discourses of workplace bullying, the primary focus of sexual harassment falls on the individuals involved. Both fields of analysis are "dominated by lawyers and psychologists, hence, individuals—both 'targets' and 'perpetrators'—rather than organizations, become the units of analysis" (Salzinger 2000). This framework, "serves to obscure more than it illuminates, as it focuses…attention on isolated, aberrant, generally dyadic interactions, rather than on social and organizational processes" (Salzinger 2000). In the cases where workplaces and their structure take center stage, "workplaces themselves are treated as individual units within a set of and sorted by particular characteristics, rather than investigated as productive wholes" (Salzinger 2000). Workplace bullying is not the product of an isolated set of circumstances between individuals but is itself a vital productive force, constructing docile, submissive, productive workers.

The U.S. legal system rests heavily on constructions of objectivity, neutrality, and the fixed division between the private (personal) and the public (legal). Critical feminist legal scholarship, feminist standpoint theories, and Marxist feminist modes of inquiry each offer the potential to challenge legally codified conceptualizations of difference, equality, power, and violence. Critical feminist legal theory challenges the notion of universality embedded in facially neutral, objective standards of judgment such as the "reasonable person standard," a touchstone of judicial evaluation. Standpoint theories offer voices and stories from outside of the dominant narratives of workplace bullying. Marxist feminist inquiries look to the crucial class inequalities and capitalist productions of labor that underlie and perpetuate the violence.

In my analyses of the discourses of bullying, these frameworks provided the tools and space to challenge the discursive powers and to situate experiences of bullying in a broader, national, corporate culture of violence. Legal prohibitions alone will not prove to be the panacea. Instead, these prohibitions along with reframed discourses that situate bullying as a manifestation of social and structural processes will help to undermine the naturalization of bullying in the workplace and open new avenues for exploring solutions and alternatives.

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WORKPLACE BULLYING: USING CONCEPTUAL METAPHORS AS INTERPRETIVE TOOLS IN QUALITATIVE RESEARCH

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Since 1996 the Australian government has committed to creating 'flexible' workplaces via legislative reforms. Informed commentators identify an erosion of employment conditions associated with these reforms. We contend this is an environment wherein workplace bullying has the potential to flourish. It is within this environment we conducted our research.

There is a growing body of empirical research interest in bullying in Australia, usually survey-based or employing qualitative techniques. Bullying affects a substantial portion of the Australian workforce. Up to 5 million Australians can expect to be bullied, at a cost to industry of between A$6-13billion annually, yet as Tracy, Lutgen-Sandvik & Alberts (2006) point out, most research pinpointing the costs of bullying glosses over the emotional pain of abuse

Within sociological and organisational literatures researchers have investigated the regulation of emotions in various organisational contexts, yet sparse attention has been directed toward analysing the emotional aspects of bullying. One exception is an embryonic school of thought exploring the underlying emotional aspects of bullying by analysing metaphors used by targets describing their experience. We know metaphors can play a significant role in understanding social and economic phenomena. And, as a way to break down the compartmentalism of inquiry into the bullying phenomenon, metaphoric analysis has been employed by Australian (Sheehan & Barker 2000) and U.S researchers (Tracy et al. 2006).

Their findings illustrate how a different frame of reference/flexibility of approach provides a broadening of perspective into the emotional pain of bullying. We aim to contribute to this emerging literature by undertaking metaphoric analyses of Australian bullying targets and comparing these with U.S. counterparts (Tracy et al. 2006).

Introduction

Workplace bullying is a prominent area of research worldwide. Researchers from a range of disciplines employing different methodology have discussed the problematics of defining bullying and provide explanations at different levels of analysis. We know bullying is responsible for a kaleidoscope of negative and costly consequences for organisations and individuals. Negative effects lead to workplace absenteeism, high staff turnover, lost productivity and decreased levels of commitment (Bovingdon 2006: Van Fleet & Griffin 2006; Farrell & Geist-Martin 2005; Hoel, Einarsen & Cooper 2003; Salin 2003). Not only are negative effects costly to organisations, research informs that bullying affects targets' health, safety and welfare, interpersonal relationships and family functioning (Lutgen-Sandvik et al. 2007; Tracy, Lutgen-Sandvik & Alberts 2006).

Emotions are increasingly recognised as a central focus of organisational research. This emphasises the importance of workplace emotions and its role in leading/motivating individuals. Bryant & Wolfram Cox (2006) inform that emotions comprise personal realities, related thoughts, psychological states and subsequent behaviours. And, while researchers (Fineman 1993; Sturdy 2003) propose that emotions, even negative ones, are an important feature of

organisations, others (Yanay & Shahar 1998:346-347) argue it is not uncommon for emotions to be under/over played, neutralised, or changed according to organisational rules… as employees conform to organisation's meaning of 'good work'.

The complexity of studying emotions is compounded by the dilemma of determining what is behaviour enacted as a consequence of organisational control. Hence, organisations may present a sanitised/skewed understanding of what transpires (Carr 2001). This makes research into bullying targets' emotional experiences important. As Tracey et al. (2006:150) put it: emotions can serve as a warning sign that organisational interaction is askew…. And publicising the emotional pain of bullying may be a precursor for organisational intervention, change, and prevention.

Method

Our aim was to gain a richer understanding of individuals' bullying experiences. Consistent with this, we adopted an interpretivist approach. Interpretivism enabled us to highlight the subjective nature of workplace bullying, and develop an understanding of the issues and perspectives pertaining to bullying relevant to each participant. In other words, interpretivism reinforces that what is relevant and important to one participant may not be relevant to another – but each account is equally important.

Fourteen participants were recruited from an Australian agency acting as an agent for advice, support and assistance during/after bullying experiences. Accounts were recorded via semi-structured interviews. Previous Australian work analysing targets' metaphors employed a 'forced metaphor approach' (Sheehan & Barker 2000) with mixed results. Consistent with the interpretivist framework, we analysed the data inductively using a thematic narrative analysis. This enabled us to focus on the ways in which participants sorted their stories (Boje 2001), highlighting what they considered the most relevant and important experiences associated with bullying. We followed the inductive analysis approach adopted by Tracy et al. (2006). We considered this gave participants a better opportunity to articulate their emotions without the constraints of employing a priori metaphors.

Findings

We found similarity in the conceptual and linguistic metaphors but differences in the frequency of particular linguistic metaphors, possibly due to cultural differences [see full paper). While the Australian participants used less metaphoric descriptors, they articulated a range of emotions – anger, helplessness, spirit crushing hurt, bewilderment, suicidal thoughts, and murder. Like their U.S counterparts, the conceptualisation of the bully as a nasty dictator, the bullying process as a battle, and the target feeling like a helpless, useless prisoner was identified in a number of metaphors. One female victim reflected: '… I'd curl up in the corner, no sound, nothing - go into my own little world.' Both cohorts characterised their experiences via inordinate power imbalances., organisational indifference, toxicity, sadness and hurt.

Metaphors are important in articulating how we perceive our experiences. As Tracy et al (2006) remind: understanding what bullying feels like, is necessary for motivating change. Metaphoric analyses provide another plank in understanding the emotional turmoil of bullying. They are distinct from the majority of bullying research approaches. Our findings have the potential to contribute to a broader perception of workplace bullying especially concerning the quality of interpersonal workplace relationships and what it feels like to be bullied.

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Introduction

Nowadays both the NAQ (Einarsen & Raknes, 1997) and the NAQ-R (Einarsen & Hoel, 2001) have been translated to develop this area of research in a large amount of countries. Although the length of the NAQ (R) varies between 14 items (Rodriguez, et al., 2006) and 29 items (Hoel, et al., 2004), all measures have in common that they are to some extent multidimensional: adding a extra dimension to a one dimensional solution improves the fit: the explained variance increases in a traditional factor analytic approach or the χ^2-statistic decreases significantly. The factorial solutions show, in particular, that dimensions are often distinguished: work oriented, person oriented and acts aiming to socially excluded a target.

Aim

In Belgium, research practitioners are more and more evolving to the digital age. Hence, questionnaires are often administrated via the digital channel, possibly leaving the respondent with less time to complete a questionnaire without being disturbed. However, often the existing questionnaires are often developed in the paper and pencil age where multitasking between different media was less pertinent. Next to the need of digital age for shorter questionnaires also the research practice often demands for shorter measurements of occupational hazards making allowing an integrative perspective on psychosocial hazards (Notelaers, De Witte, van Veldhoven & Vermunt, 2006a;b)

Starting from these underlying dimensions we would like to show in this contribution how we have constructed a Short – Negative Acts Questionnaire using a large (n=9100) and very heterogeneous Belgian sample. Next to the construction of the short list also construct - , discriminant-, and predictive validity will be demonstrated.

Methods

Acknowledging the exploratory nature of the search for a parsimonious measurement system to measure workplace bullying, different samples were drawn to distinct between exploratory and confirmatory analysis. Using Structural Equation Modelling, conceiving the response set (never, now and then, once a month and daily) of the negative acts questionnaire as ordinal measures we selected different measurements model to use a model comparisons strategy enabling the detection of 'best' measurement system.

In order to inspect validity issues, a latent class cluster modelling procedure was performed in analogy with (Notelaers, De Witte, Einarsen & Vermunt, 2006a). Self labelling measures offered the possibility to inspect the construct validity of the S-NAQ. And measures of employee well-being; like pleasure at work or recovery need assisted in the assessment of the predictive validity.

Results

The comparison of different models in LISREL 8.88 showed that the following items provided the best fit:

W1. Someone withholding necessary information so that your work gets complicated.

P1. Gossip or rumours about you.

I1. Social exclusion from co-workers or work group activities.

P2. Repeated offensive remarks about you or your private life.

P3. Insults.

W2. Repeated reminders about your blunders or mistakes.

I2. Silence or hostility as a response to your questions or attempts at conversations.

W3. Devaluing of your work and efforts.

I3. So called 'funny surprises'.

Both exact test measures (χ^2; degrees of freedom. RMSEA) and descriptive test measures (CFI, NNFI, GFI, RMR, CAIC) yield that this three dimensional configuration is statistically speaking better than alternative models differentiating between 3 dimensions. Compared to a one – dimensional or a two dimensional solution converging results are to be reported. Even though, the correlations between the different dimensions, work oriented negative acts, person oriented negative acts and negative acts measuring social isolation, are quite high. Hence, questioning the discriminant validity of the three dimensions. But, in line with scholars (Leymann, 1993; Bjorkvist et al., 1994) substantially important correlations are to be expected since :

The latent class clusters solution obtained with the 9 items shows that the clusters …

The 9 item solution we found does not only yields good fit in LISREL but it also match from both a descriptive and a validity perspective, a recently published latent class cluster approach to the NAQ (Notelaers, Einarsen, De Witte & Vermunt, 2006). With respect to the construct validity the 9 item version correlates above .85 with the original version of the NAQ. Mover over, compared to the former version its correlates with self assessment measures are equally high. Also the study of the predictive validity shows that the different clusters with the S-NAQ have a similar correlates with measures of well-being than the clusters earlier distinguished with the NAQ (Notelaers, Einarsen, De Witte & Vermunt, 2006b). And especially, the analysis of variance shows similar negative scores on pleasure at work, recovery need and sleep quality for the S-NAQ.

CREATING DIGNITY IN THE WORKPLACE

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This round table has been designed to present a comprehensive organisational change programme designed to reduce the incidence of workplace conflict and bullying. During the round table the main elements of the programme will be described and opportunities will be provided to discuss the practical issues involved in developing similar programmes in organisations.

Introduction

This will present the theoretic frameworks which inform the development of the programme together with the difficulties facing organisations wishing to create a more respectful working environment. The seven elements of the programme will be briefly introduced together with some background on the organisation involved in the programme.

1. Dignity at Work Policy

Critical to the success of the programme was the adoption of a Dignity at Work Policy. The policy emphasises the positive goal of creating a working environment which is aspirational in its outlook to create a positive working environment for all employees.

2. Employee and Manager Training

An essential aspect of the programme has been the education of employees and the training of managers. The approach adopted is part of a larger programme of Employee Well-being. During this part of the workshop two extracts from a DVD will be shown. The first extract involves an employee talking about the impact of being bullied by a manager. The nature of the bullying and its immediate and long-term impact is described. The second extract illustrates the Problem Assessment Model (PAM) which has been adopted by the organisation to give team leaders and managers the skills to assess and deal with a range of employee problems including bullying.

3. Dignity at Work (DAW) Advisors

Where an employee believes that they have been bullied or harassed they can seek the support of a DAW Advisor. There are clear criteria for the selection, training and supervision of DAW Advisors. During the workshop an outline of the training and support of the advisors will be presented together with some feedback from the advisors on what they gain from being part of the DAW programme.

4. Cultural Monitoring

The organisation has introduced a number of questions in its annual employee survey which are being used to identify "hotspots" where, in the employee's perception, the standards of dignity are less well developed. Where these hotspots have been identified remedial action is being implemented to reinforce the Dignity at Work policy and to provide remedial training for team leaders and managers. The tools available to monitor the organisational culture will be described and the operation of the approach discussed.

5. Informal Conflict Resolution

The organisation works hard to bring about a resolution of conflict and wherever possible will attempt to create an environment where inappropriate behaviours can be identified, challenged and changed before they develop into bullying or harassment. The role of mediation and conflict resolution is described.

6. Formal Procedures

Occasionally the nature of the bullying behaviour is not appropriate for informal procedures. Where the unacceptable behaviour involves harassment or one of the employees involved in the dispute prefers it, there are formal grievance procedures which are adopted. These procedures need to meet the requirements set out in Employment Legislation.

7. Counselling Support

Support is provided for all employees who perceive him or herself to have been the victims of bullying or harassment. This includes the perceived bully or harasser. The counselling provided is confidential and may include trauma focussed CBT or EMDR where the employee is exhibiting symptoms of PTSD.

Noreen Tehrani: Building on the Theory. "Each organisation I work with raises a new set of issues to address. Whilst there are certain principles that remain the same the real skill as a practitioner is to tailor the solution to the specific needs of the particular organisation."

Daniel Peyron: Moral Harassment – the French solution. "Introducing positive behaviours into the Business School not only provide an opportunity to make the School happier and more effective but also provide an opportunity to help our students take these behaviours into the wider business community."

Russell Shaw: Keeping the Momentum. "It is easy for organisations to adopt a bullying at work policy what is more difficult is to maintain the momentum. Our main challenge has been to make sure that the successes of the past are not lost."

LE TRAITEMENT DES PLAINTES DE HARCÈLEMENT PSYCHOLOGIQUE PAR LES PROCESSUS DE MÉDIATION ET DE CONCILIATION: PORTRAIT DE DEUX INSTITUTIONS QUÉBÉCOISES

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Depuis le 1er juin 2004 les salariés non–syndiqués québécois peuvent soumettre une plainte à la Commission des normes du travail (CNT) s'ils s'estiment victimes de harcèlement psychologique au travail. Si les événements ont entraîné un problème de santé, ils peuvent réclamer de la Commission de la santé et de la sécurité du travail (CSST) une indemnisation pour lésion psychologique. Les deux recours donnent lieu à un droit d'appel, à la Commission des relations de travail, pour ce qui est de la plainte à la CNT, et à la Commission des lésions professionnelles (CLP), pour ce qui est de la réclamation à la CSST. Dans les deux régimes juridiques, le législateur a prévu la possibilité de régler le litige avant l'audience devant le tribunal, en ayant recours à des mécanismes de médiation ou de conciliation. La CNT, par un programme de médiation, et la CLP par un programme de conciliation, encouragent les parties à éviter un procès et un nombre très important de plaintes et de réclamations sont réglées avant l'audience.

Cette présentation décrira les services de médiation et de conciliation actuellement offerts aux victimes de harcèlement psychologique et fera état des résultats d'une recherche qualitative portant sur les problèmes particuliers soulevés par l'application des modes alternatifs de règlement des litiges aux dossiers de harcèlement psychologique.

Méthodes

L'étude comporte deux parties : 1. une analyse de la littérature sur les modes alternatifs de règlement des litiges en général et plus spécifiquement des litiges relatifs aux droits humains; 2. Des entrevues en profondeur avec des informateurs clefs provenant de différents milieux ayant chacun leur perspective propre (représentants de travailleurs, d'employeurs, de groupes communautaires, d'organismes responsables des processus). Les entrevues ont porté d'une part sur le processus comme tel et d'autre part sur les besoins particuliers des victimes de harcèlement psychologique.

Résultats

Les deux recours étudiés diffèrent dans leurs objectifs, l'un (à la CNT et à la CRT) visant à déterminer si le harcèlement psychologique a eu lieu, au sens de la Loi sur les normes du travail, l'autre (à la CSST et à la CLP) visant à déterminer si le travailleur a été victime d'une lésion professionnelle. Dans les deux cas, lorsqu'une entente intervient au cours du processus de médiation ou de conciliation, la victime ne reçoit pas de confirmation de l'existence du harcèlement psychologique comme telle, mais elle peut recevoir un dédommagement économique tout en évitant de témoigner devant un juge. Ces procédés comportent des avantages potentiels pour tous les

intervenants : pour les victimes, en leur permettant d'éviter une audience qui pourrait les exposer de nouveau à la confrontation et au stress; pour les employeurs, en leur permettant de mieux protéger la réputation de leur entreprise et de réduire les coûts associés au procès. Par ailleurs, ils permettent aux organismes de réduire les coûts associés au procès devant un tribunal, facteur particulièrement important à la CNT en raison du fait que cet organisme est chargé de défendre gratuitement la victime devant la CRT si sa plainte est jugée admissible. Par contre, le règlement avant procès peut aussi comporter des désavantages. Par exemple, plusieurs victimes espèrent voir légitimer leur point de vue par un jugement qui serait rendu après audience: un règlement monétaire en faveur de la victime ne constitue pas nécessairement une validation de sa démarche. Il s'avère aussi que plusieurs victimes ne sont pas représentées lors des négociations en médiation, ce qui, selon certains, pourrait contribuer à les victimiser de nouveau en raison du déséquilibre de moyens des parties. Finalement, les données recueillies en entrevue permettent de voir que le règlement avant procès se conclut très souvent par la rupture du lien d'emploi et, pour plusieurs, par la fin d'un suivi thérapeutique. L'objectif législatif qui était de favoriser une dénonciation précoce du harcèlement pour permettre de maintenir les victimes en emploi ne semble pas se réaliser, tout au moins si la personne faisant l'objet du harcèlement doit avoir recours à une plainte à la CNT ou souffre d'une lésion psychologique.

Malgré la diversité des points de vue, tous s'entendent pour dire que les pratiques habituelles de médiation et de conciliation doivent être adaptées pour tenir compte de la vulnérabilité des victimes et du déséquilibre entre les moyens de la victime et ceux de l'employeur. Par ailleurs, le nombre important de dossiers qui sont réglés avant audience implique que très peu de jugements sont rendus par les tribunaux spécialisés chargés d'appliquer la nouvelle législation québécoise en matière de harcèlement psychologique. Puisqu'il s'agit de processus confidentiels, les modes alternatifs de résolution de conflit rendent impossible le suivi des litiges soumis par des victimes de harcèlement psychologique au travail au Québec et empêchent d'obtenir de l'information d'intérêt collectif afin de mieux comprendre les causes et les conséquences du harcèlement psychologique. De plus, tout porte à croire que les employeurs sont davantage intéressés à régler avant l'audience les dossiers qui comportent des preuves solides de harcèlement et qui constituent des cas clairs. Pour ces raisons, on peut craindre que les dossiers qui procèdent devant la Commission des relations du travail, seul tribunal chargé de définir le harcèlement psychologique en application de la Loi sur les normes du travail, ne reflètent pas l'ensemble des plaintes soumises à la CNT et que la jurisprudence sur la nouvelle loi soit déformée par ce «biais» qu'introduit le recours massif à la médiation.

LA VICTIME AU CŒUR DU PROCESSUS

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Comment venir en aide aux victimes de harcèlement au travail?

Les spécialistes se prononcent régulièrement sur les définitions, les facteurs sociologiques et organisationnels, les harceleurs et les recours en matière de harcèlement au travail. Cependant, on oublie trop souvent d'évaluer l'impact du processus de plainte en matière de harcèlement au travail sur la victime.

Nous voulons partager nos observations suite à notre longue expérience d'accompagnement des victimes dans le processus de dénonciation du harcèlement et ainsi établir les besoins de celles-ci afin de mieux leur venir en aide.

Nous traiterons de quatre principaux thèmes: le rôle juridique de la victime, les conséquences du processus juridique sur celle-ci, les obstacles auxquels fait face la victime dans le processus de plainte et ses besoins.

Le rôle de la victime de harcèlement dans le processus de dénonciation de la problématique est très particulier. En effet, le fardeau de la preuve repose sur elle et doit essayer de trouver des témoins dans un milieu de travail hostile. Elle a aussi l'obligation de respecter des délais très courts alors qu'elle est déjà dans un état psychologique fragilisé. Enfin, la victime devra attendre très longtemps afin d'obtenir une décision et ceci la rendra très anxieuse.

Les conséquences du harcèlement au travail et du processus de plainte en cette matière sont multiples pour la victime. Nous identifions principalement: la perte d'estime de soi, l'isolement, la perte de revenu, le retour difficile sur le marché du travail, le stress relié au processus juridique, les impacts sur la santé physique et psychologique et sur la vie personnelle et familiale.

Les principaux obstacles que nous avons identifiés sont: les délais et les prescriptions des recours, les difficultés financières, les représailles, la stigmatisation, l'isolement, la maladie, la multiplicité des intervenants et des recours.

Lorsqu'on vient en aide à une victime de harcèlement au travail, il faut répondre à ses besoins. À la suite de nos observations, nous pouvons affirmer que les victimes ont besoin d'information claire, d'être écoutées, d'accompagnement, de respect, d'un bon lien de confiance, d'être impliquées dans le processus de résolution de conflit, d'approches alternatives de résolution des conflits et d'un délai de réflexion afin de prendre une décision.

La victime n'est pas le problème. Elle fait partie de la solution. Elle dénonce une situation inacceptable et permettra, à cette occasion, à l'employeur, de résoudre la problématique.

Il est alors primordial de se préoccuper de sa situation particulière et de toujours en prendre considération, et ce, peu importe le rôle que nous avons à jouer dans une situation de harcèlement au travail.

THE U.S. CAMPAIGN FOR WORKPLACE BULLYING LAWS

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The U.S. has no specific anti-bullying state or national laws as of Dec., 2007. The country lags behind Canada with its two provincial statutes and most of the industrialized western world. This symposium provides the rationale for having U.S. anti-bullying laws and reports the experiences of lobbying efforts to date.

Workplace bullying recognized as part of American employment law began with the 2000 publication David Yamada's law journal article detailing the failure of existing anti-discrimination and other laws to adequately address bullying. Yamada crafted legislative language for lawmakers to use to make state anti-bullying laws. The Healthy Workplace Bill (HWB) forbids a health-harming "abusive work environment." It requires medical documentation and holds employers liable unless they have taken steps to correct and prevent abuse when reported.

The HWB was created for use by the Workplace Bullying Institute-Legislative Campaign (WBI-LC, workplacebullyinglaw.org). WBI solicits volunteer, amateur citizens from the ranks of formerly bullied individuals across the country. The citizen-lobbyists are trained then provided with message-consistent materials with which to communicate the need for an anti-bullying law to their elected state government representatives. Coordinators in states form a virtual network and share resources, strategies, progress and setbacks as a group via a special website, an e-mail listserv and periodic teleconferences, all coordinated through WBI-LC. All Coordinators and advocates not WBI-LC staff are people with jobs, careers and families. They lobby as a free-time activity.

The first state to introduce the HWB was California in 2003. The resulting California Healthy Workplace Advocates group now maintains a website (bullyfreeworkplace.org) and holds regular in-person meetings of its members.

In 2008, at least four states had active HWB legislation: New York, Vermont, Washington State, and New Jersey. All State Coordinators begin with the same HWB text, but state lawmakers may change the text to either appease business advocacy group critics or in anticipation of such predictable reflexive opposition. Typical arguments made against the HWB are presented.

New York

The New York State Coordinator and a handful of advocates in early 2006 met more than 25 state legislators in their inaugural lobbying season. The result was one Assembly bill and one Senate bill, with identical text (called companion bills) calling for an empirical study. The bills died without a vote

The New York Healthy Workplace Advocates (NYHWA) launched its website (nyhwa.org) in 2007. The group divided into teams: "upstate" and "downstate," which included metropolitan New York City. New York had two Co-Coordinators.

With a larger volunteer group in 2007, NYHWA was able to encourage the introduction of three bills. Two were identical companion study-only bills, repeating 2006.

Bullying should be a non-partisan issue. However, the reality is that until 2007, the legislators in all twelve states who had either sponsored the HWB or voted in favor of it were all members of the Democratic political party. According to the WBI-Zogby survey, political party self-identification influenced reported bullying prevalence rates -- Democrats reporting the highest and Republicans the lowest rates.

In New York in 2007, a partisanship breakthrough occurred. After intense multi-day lobbying in the state capitol coupled with lobbying in lawmakers' hometown district offices, the first Republican sponsor for HWB in the U.S. was identified. Furthermore, he amended the first flawed draft of the bill as requested by the NYHWA Co-Coordinator. The state's third bill was amended and became New York's first version to resemble the complete HWB.

Outreach is an important function of NYHWA. The organization is now recognized by unions as the primary organization in the state working on workplace bullying legislation. To date, three unions have either issued, or pledged to issue, resolutions to address workplace bullying in support of the HWB and NYHWA: The New York State University Teachers, the Professional Staff Congress, and the Civil Service Employees Union (CSEA). CSEA is already educating its union stewards to recognize bullying and is negotiating contracts to include a workplace bullying protections. The Business and Professional Women of New York State also issued a resolution.

NYHWA also educates the community through presentations and media appearances. State Coordinators testified to the State Labor department regarding the expansion of existing workplace violence laws, using the HWB as model language to expand the code. NYHWA members have appeared on television and in an upcoming documentary.

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The NYHWA campaign forges alliances with like-minded workers' rights and civil rights groups expands the number of advocates. Future legislative campaigns will be made easier with more individuals involved and with the help of the earned reputation for unwavering advocacy for anti-bullying laws.

Vermont

The Vermont State Healthy Workplace Advocates, with its own website (vtbullybusters.org) began work in 2007. A mid-2007 commitment to begin the legislative process was given by a veteran Republican state Representative. This was only the second Republican lawmaker to support the HWB. After successful lobbying by the State Coordinator, the original Representative adopted the full bill for consideration in 2008. Shortly thereafter, a companion (the identical text introduced in the second legislative house) was written by a state Senator. Thus, Vermont became the first state to have two mirroring HWBs.

Washington and New Jersey

Finally, lessons from Washington and New Jersey are shared. In Washington in 2005, the first draft of legislation was a study-only bill, but with a cost attached. That bill died in the Appropriations committee lacking funding. The full HWB was introduced in 2008. The first year for a New Jersey bill was 2006. It underwent three text revisions before the bill more closely resembled the HWB. One erroneous revision placed a $25,000 maximum penalty on employers. The experiences in both states illustrate the effect of diluted legislative language on the likelihood of passing a law with adequate worker protection.

In conclusion, in 2008, marking the 10th year of the U.S. workplace bullying movement, state lawmakers are familiar with workplace bullying. Many now declare "the time has come for a law." To date, 13 states have introduced, but none have passed into law, some version of WBI-LC HWB legislation.

MOBBING: THE TUTELAGE OF INAS-CISL - OUR EXPERIENCE

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This paper refers to the situation of the psychological harassment - mobbing - in Italy and in consequence to the Union's behaviour to support the workers. The report will be concluded showing statistics of the phenomenon in Italy. It is extracted from a ten-year experience.

In the past, word mobbing was unknown in Italy. Starting from the beginning of the century we have defined the phenomenon as such. The CISL (Italian Confederation of Workers' Trade Unions), one of the most important Italian Unions, immediately tried to understand the phenomenon, to monitor it, to appraise it, to analyse it. It tried naturally to give support to the victims and to promote health and safety at work. My personal experience gave me the strength to promote the first "mobbing point" of CISL in the year 2000.

As a result of the positive work done, new centres have been activated in 2001. They are linked between them; forming a special network concerning the phenomenon mobbing. Right now CISL have 50 mobbing points spread overall the national territory.

Active part of this network is INAS-CISL (National Institution for Social Assistance); INAS is a social institution promoted by CISL and it is present in seventeen important countries, of course in Canada too. INAS over fifty years assists and give protection to all workers and their families.

The intervention is completely free of charge as it concerns social security problems, welfare and insurance, for accidents at work and for occupational diseases. As matter of fact, mobbing is a psychological harassment and like that it causes psychophysical diseases. Looking at this situation, INAS decided to intervene to give support to workers.

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The workers when ask help to our point, generally, are not in the best psychophysical condition. First of all, it is very important, to listen to their stories because it helps us to appraise and to understand several aspects of the mobbing. The second step is to plan suitable strategies of intervention on behalf of the workers. Thanks to our experience we suggest the best solution for the problem starting contact with: managers, unionist, occupational physicians, lawyers, hospitals, union safety service, and others using several contacts we developed during the years.

Furthermore, we illustrate to the worker his/her rights and duties, we follow also the problem in the formal relations with the Company, intervening as soon as possible, and advising immediate solutions to: reproaches, letters of dispute, dismissals, etc.

The successive union actions are union-member training and information of the workers. Even if the phenomenon mobbing has been known in our country since ten years, 70% of the workers are unaware of it or unknown its features and its outputs.

As consequence, many training courses, meetings, workshops are organised, being mobbing a multidisciplinary matter, many experts of several disciplines are involved. The issues of these training courses are: what it is happening in the world of the work and the changes due to new organizations' shape, the flexibility, and other matters that can cause psychosocial diseases. Furthermore, they analyse the causes, emphasizing the factors of the work stress-related, the reasons of the violences, the damages that such violences bring to the enterprises and to the community, the laws to defend the work, the rights and the duties of workers, and, above all, the importance of prevention.

In fact outstanding union engagement is to face mobbing with prevention, and not like a sanction, and to wonder how managing the human resources taking into account the organizational well-being, the motivation and the productivity, both for the worker and the Company. Thanks to the national negotiation it is possible to introduce "good practices" or "codes of ethics" to encourage ethical behaviour. This means to constitute in the Company some groups who could monitor and solve the working problems with the Company's involvement.

In Italy, it does not exist a national law protecting from mobbing, nor is there any legal definition, even if in these years the parliament has made many proposals. However, many sentences of the magistracy are on support of workers and the Supreme Court, although its sentencing has given, at least, a definition of the phenomenon.

Some laws were promulgated to prevent it, but they are valid only in some Italian regions. These laws provide for and stimulate initiatives of information and training of the workers, promote the organisation of listening points and therapeutic centres. Their aim is not only to monitor the mobbing phenomenon, but also to improve work conditions in companies to enhance the quality of life-style, to develop the culture of human rights and protection of psycho-physical integrity, to improve the level of social connections in any work environment. They become vital points to the workers who have to deal with mobbing problems. Furthermore, an important European agreement was reached: the enterprises and the European Unions, in April 2010, will adopt autonomously the decisions taken at European level "to prevent every type of violence". In fact on 26th April 2007 an understanding was signed that reminds enterprises of their obligation to protect employees by adopting the procedures to counter mobbing situations.

The agreement specifically says: "Mutual respect of others in the workplace is very important for successful organizations. Any form of harassment and violence are unacceptable, for this reason enterprises and unions condemn them. They consider it a mutual concern of both employers and employees to deal with this issue, which can have serious social and economic consequences."

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This presentation will conclude showing the numbers and the statistics drawn from our activities that explain the dimensions of the phenomenon. I would like to add that our commitment and our results have the approval and the encouragement of the President of the Italian Republic

A social phenomenon such as mobbing will be eradicated only with the awareness of both the workers and the enterprises. Specific laws might be of help but they cannot be the only solution; our activity and the results that we are obtaining allow us to say that with no doubt we are on the right road.

ORGANIZATIONAL CHANGES, WORKPLACE BULLYING AND ORGANIZATIONAL CITIZENSHIP BEHAVIOR

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During the last decade violence at work and workplace bullying, in particular, have received growing attention not only from labour and occupational health organizations (Hoel & Cooper, 2000; Vartia, 2003) but also in academic organizational research (Einarsen & Raknes, 1997; Hoel & Salin, 2003). Several factors related to the work environment have been documented as potential precursors of workplace bullying, namely work intensity and a competitive climate (Salin, 2001), job insecurity (Vartia, 1996), role conflict and role ambiguity (Einarsen et al., 1994; Vartia, 1996), destructive and laissez faire leadership behavior (Hoel & Cooper, 2001; Aasland, Skogstad & Einarsen, 2005; Nielsen, Matthiesen & Einarsen, 2005). Evidence suggests that this phenomenon has not only physical and psychological effects on employees (Einarsen & Mikkelsen, 2003) but also organizations are faced with increasing rates of absenteeism and turnover, decreasing levels of productivity and performance, as a consequence of workplace bullying (Einarsen et al., 2003). Other authors have pointed to the relationship between aggressive behaviors and organizational changes, such as restructuring, pressures for efficiency, increased competition, downsizing and changes in management (Baron & Neuman, 1996; 1998; Hoel & Cooper, 2000; McCarthy, 1996; Sheehan, 1996). We hypothesize that reorganizations may cause bullying directly or be influenced by other variables in the emergence of aggressive behaviors. The specific variable we choose to examine is organizational citizenship behaviors (OCB), which are those employee activities that are "discretionary", not directly or explicitly recognized by the formal rewards system, but that in the aggregate promote the effective functioning of the organization (Organ, 1988). We also intend to analyze the role played by hierarchical status in the process. There is evidence that indicators of social status, such as hierarchical position (Aquino et al., 1999) or gender (Daly, 1994) may influence the victim perception of being bullied (Hoel & Faragher, 2001). To date there are few or no studies examining the impact of reorganizations in the occurrence of workplace bullying and the role played by OCB in this process.

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RESPONDING TO ORGANIZATIONAL 'NOISE' ABOUT BULLYING: OPENING PANDORA'S BOX

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In Britain, the last decade or so has seen a plethora of activity from those charged with dealing with bullying and harassment at work. Partly, this is because workplace bullying has been reported as a burgeoning organizational problem by trade unions, human resource professionals, management representatives and national policy makers (Einarsen et al 2003; Lewis 2006). Most of the activities to deal with this problem have revolved around policy construction, training and awareness raising, survey activity (to establish prevalence, severity and impact rates) and other forms of intervention such as counselling, mediation training and conflict and dispute resolution activities. It is reasonable to state that a mini-industry has developed around bullying and harassment in Britain. These enhanced activity levels are supported by results which appear to indicate that Britain (and other EU states) does indeed have an organizational problem on their hands.

The results from a 2006 survey by the Chartered Institute of Personnel and Development (CIPD) showed that bullying and harassment are still 'worryingly prevalent' in UK workplaces. A similar report by the Chartered Management Institute (CMI) in 2005 showed that 39% of managers themselves were reporting bullying and this was greatest amongst middle managers (49%). The impact of bullying is reported as causing poor performance, damaged psychological health and strong indicators of wanting to leave the job (Einarsen et al 2003; O'Connell et al 2007; CIPD 2006). Evidence emerging from nationally representative studies in Britain (Fair Treatment at Work survey, 2007), Ireland (Irish National Bullying in the Workplace survey, 2007) and the European Union (Fourth European Working Conditions Survey, 2007) are estimating bullying prevalence at approximately 4% through to 17%. British figures range from 3.8% (Fair Treatment results) through to 5% (EU figures). Irish data stands at 7.9% and individual EU country figures vary between 2% (Italy) and 17% (Finland). Notwithstanding the variability in methodologies and research methods employed, the figures indicate that a problem exists.

Against these indicators of prevalence and impact, it is not surprising that organizations and managers are becoming more willing to deal with bullying, particularly in view of legal awards for bullying now reaching in excess of £800,000 in Britain (Green V Deutsche Bank). Additional and often un-recorded costs of investigating bullying; and absenteeism, labour turnover, re-deployment, re-training and selection/recruitment costs associated with bullying outcomes can be significant. Despite the aforementioned, it remains unclear as to what happens when an organization hears of reports of bullying. There is also a lack of understanding of how an organisation deals with those reports and with who takes responsibility for addressing the problem.?

This paper aims to illustrate a real organizational case study where reports of bullying were becoming frequent and commonplace. The paper begins by explaining the background to the organization and why and how reports of bullying were emerging. Organizational change, government policy, regional autonomy and a new Chief Executive Officer (CEO) were coterminous in the minds of some as to why bullying might be occurring. However, whilst external forces and a new leadership were cited in some quarters, evidence from our study showed that peer-to-peer bullying was reported as much as managerial bullying.

The study involved a pan-organization approach that utilised a mixture of qualitative and quantitative techniques. Respondents to a staff survey numbered n=126 which is approximately 60% of the workforce. Additional face-to-face interviews with a selection of staff from across the organization took place and a focus group drawn from Directors was undertaken. The survey was based in part on the negative acts questionnaire (NAQ after Einarsen and

Raknes 1995 and Einarsen and Hoel 2001) and the results are presented using a range of quantitative and qualitative findings.

The results are coupled with reflections on the process of engaging with the CEO/Directors as well as with key informants from Human Resources and employee representative groups. Using the fable of Pandora's Box, we illustrate how giving a free rein to organizational participants to express their views of negative behaviour can result in some unsuspecting outcomes for well intentioned leaders and researchers. The paper illustrates that what might start out as well-meaning organizational interventions can lead to turbulent activity that at first appears counter-productive and negative before emerging into a more fruitful and engaging organizational climate. The paper therefore presents valuable organizational lessons for those tasked with dealing with, and researching, workplace bullying.

I CAN'T BELIEVE IT HAPPENED! A CASE STUDY ON THE EXPERIENCES AND EFFECTS OF WORKPLACE BULLYING ON THE VICTIM AND WITNESS

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Introduction

Research has largely examined the antecedents and outcomes of workplace bullying from the perspectives of the victim and perpetrator. One perspective not extensively examined is the observer. Taking the observer into account is important for several reasons. First, the observer may offer alternative interpretations from those of the perpetrator and victim because the former are unlikely to have the same motivational bias as the latter two. Second, the observer may provide independent testimony on the recurring covert and subtle nature of bullying that often escapes the attention of management. Third, the observer may experience spill-over effects, particularly when bullying creates a hostile work climate. Indeed, the traumatic reactions of a witness may be just as intense as those of the victim, such that repetitive abuses affect both parties in similarly serious ways at the time the events occurred. Thus, comparing how the victim and witness experience bullying in the same environment is a promising avenue of research.

This case study examines the experiences of the victim, who was subjected to bullying, and the observer who witnessed the bullying. The perpetrator identified by both was their office manager, and the location was an administrative office setting in a prairie province of Canada. We sought to answer the following: (1) What were the triggering events that led to the targeting of the victim and the types of verbal and non-verbal communications used? (2) What bullying tactics were directed at the target, and how did the bully facilitate these behaviours within the organization? (3) What were the reactions and behaviours of the victim and observer to the bullying? (4) What impact did the bullying episodes have on the victim and observer's physical and mental health, as well as family life? (5) What impact did organizational structures, practices and roles have upon the ability of the bully to initiate these bullying behaviours, and how did the organization respond after becoming aware of the situation?

Method

Information was gathered through separate face-to-face semi-structured interviews, lasting about an hour each, conducted by the researchers together with the target, Jane, and the witness, Susan, as well as documents provided by them that summarized Jane's account of what had occurred. Both were motivated to share their experiences to

raise awareness of this issue and help prevent future bullying at their office and other workplaces. Jane was interviewed in May 2007 at her home, and Susan was interviewed one month later at the second researcher's home. At the time of our interview, the two knew each other approximately one year, and both alleged the office manager, Gail, who had been with the organization a number of years, as the perpetrator.

Findings

Jane and Susan were unable to understand why these bullying behaviours took place as both had many things in common with the bully such as the same age, children in school, etc. Both expressed dismay and disbelief that this was happening, and speculated that the bully felt threatened in some way. The bullying tactics reported by Jane and Susan were typical of those used by perpetrators in hostile work settings. They include behaviours that can be described as direct/confrontational (e.g., accusations of incompetence or impropriety), indirect/covert (e.g., withholding important information and undermining her work) and mobbing (e.g., encouraging coworkers to remain silent whenever Jane entered the lunchroom). Susan felt the tension when she observed such incidents or when Jane vented her frustrations to Susan.

Jane reported the bullying to human resources and to the district board. A human resource manager promised to look into the situation; a senior manager expressed understanding and was apologetic for what had occurred, but no action was taken against Gail. Later on, two of the board members spoke to Gail of the complaints but Gail indicated that she was unaware that her behaviour was seen as bullying. The board even considered buying out Jane's contract, but the situation remained unresolved. From May 2006, when Jane started, to March 2007, both victim and witness reported health problems that they attributed to the workplace. Jane required anti-depressant medication, and Susan took sick leave in April 2007. At the time of our interview, however, both reported improvements in their physical and mental states due to being away from the hostile environment. Both discussed how the bullying adversely disrupted their personal and family lives, especially after Gail was heard talking derisively about Jane in public outside work. Both were considering leaving the organization because of these cumulative negative effects. Lastly, both expressed frustration that management did not take direct action against Gail.

Implications

Our findings reveal the impact of bullying on the victim and observer, but also suggest that management is responsible for allowing a climate that tolerates such behaviours. Ironically, organizations that unwittingly foster bullying are often the last to recognize the dangers and do not have the structures and processes in place to discourage such actions or take corrective measures after the fact. Our study has implications on how to cultivate and sustain an environment that protects victims and observers alike.

Conclusion

The health care system bears the brunt from workplace bullying as victims, witnesses and other family members present with stress related symptoms, requiring long-term medical and psychological care. Health care providers are in a position to talk to their patient's about psychosocial issues, and to document situations where patients consider workplace bullying as the root cause of their physical or mental illness.

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Introduction

The topic of workplace bullying has generated considerable interest over the last two decades. More specifically, many studies have focused on the victim's subjective perception considering it as a key element of workplace bullying, highlighting the importance of perception in the understanding of this phenomenon. Furthermore, most studies have used cross-sectional self-report data, which have limited our understanding of bullying at work. Nevertheless, some exceptions can be found in the literature, which have used different methodologies such as focus groups or critical incident techniques, to name a few. Moreover, it is possible to say that bullying at work is still considered as a complex construct that cannot be easily defined or evaluated. Therefore, there is a need to consider other ways for approaching it, and perhaps the knowledge of other phenomenon of psychological abuse could give us important insights. In this work, the study of the variables referred to the interpersonal relation in the work environment is prioritized, without measuring properly specific variables, also important, of the own organization. In a nutshell, as a new approach, this paper introduces the study of couple violence as a way to learn more about bullying at work, using Delphi surveys as another methodological proposal.

Objective

In this study, psychological abuses at work and couple violence have been understood as similar psychosocial processes with diverse components (emotional, cognitive, behavioral and contextual). The main objective of our research is to find out the specific weight or importance attached to each of the psychological abuse components and to establish a corresponding hierarchy. Therefore, we conducted two Delphi surveys with two different groups of experts, one for measuring Bullying at work, and the second one for measuring Couple Violence.

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Methods

Sample: For the Delphi survey 30 professional experts in the field of workplace bullying took part in study 1, whereas 32 professional experts in the field of couple violence were involved in study 2. Experts were chosen on the basis of the following criteria: (1) their professional experience in the study of the phenomena and in providing victim support; and, (2) their research experience in the field. The groups of experts were made up primarily from professionals and researchers in the fields of psychology, law, medicine, sociology, anthropology, etc. The final sample participated voluntarily and their anonymity was guaranteed at all times.

Materials: Existing categorizations of psychological abuse strategies in the workplace and in couple violence were used. The first one was composed by 6 categories: (1) Isolation; (2) Control and manipulation of information; (3) Control-abuse of working conditions; (4) Emotional abuse; (5) Professional discredit or humiliation; and (6) Devaluation of professional role. And the couple violence categorization comprised 6 categories: (1) Isolation; (2) Control and manipulation of information; (3) Control of personal life; (4) Emotional abuse; (5) Imposition of the own thinking; and (6) Imposition of a servile role.

Procedure

In order to determine the weight for each of the categories of psychological abuse, we conducted two Delphi surveys following the same procedure. The aim of the first round was to give a score to each of the categories and subcategories of workplace bullying and couple violence. Therefore, the experts of both studies were asked to allocate 100 points to each group of subcategories and to do the same with the group of categories, according to the

weight they considered appropriate within its group. After analysing the mean values of the different scores awarded, their standard deviation, and the highest and lowest scores in each category for the first round, the aim of the second and last round was for both groups of experts to allocate points once more to the categories and subcategories. Finally, in the quantitative analysis of the two rounds from the Delphi survey we obtained descriptive statistics for each of the categories and subcategories as evaluated by each group of experts. Likewise, we verified the goodness of fit of the results to a normal distribution; we calculated the correlations between the two scores given in the first and second rounds, followed by an analysis of any possible differences between the mean values of the two surveys.

Results

Bullying at work Delphi Survey: The results showed a marked predominance of the abuse strategies that could be considered as the most direct (i.e., those which place greatest emphasis on emotional (= 19,26), cognitive and behavioural aspects, in this order), as opposed to those that can be considered as the most indirect (i.e., those which are related to the work environment; =11,80). Couple violence Delphi Survey: The results showed that the emotional component was also the most relevant (= 25,03). However, the abuse strategies that could be considered as the most indirect (i.e., those which are related to the couple context) were evaluated as more important than those emphasising cognitive and behavioural aspects (=11,69).

Conclusions

In this paper, bullying at work is understood as a specific form of psychological abuse that takes place in the work environment, but which has important parallels with other forms of psychological abuse, such as couple violence. As a new approach, the study shows that the simultaneous study of different areas of psychological abuse can help in the comparison and mutual analysis between them. For instance, our results identify emotional abuse strategies as being most representative of psychological abuse not only in workplace bullying but also in couple violence, which seems to be coherent with studies conducted elsewhere. Furthermore, differences between both phenomena are stressed. Results show the opposite relevance of the context component in both phenomena: bullying at work scored less in the context component compared with couple violence. More specifically, in couple violence the abuse strategies involve the person submission and the relationships are more intimate, whereas in workplace bullying the relationships are less intimate and the worker exclusion seems to be pursued. Finally, such results can be useful for the study and development of a future scale as well as a protocol-guide to be applied in the psychological abuse assessment.

THE PREVALENCE OF NEGATIVE ACTS IN THE WORKPLACE STRATIFIED FOR GENDER

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Introduction

The main objectives of the present study were 1) to investigate the prevalence of negative acts in Danish working population, 2) to look at possible gender differences in prevalence and 3) to investigate which negative acts are perceived to be worst or to have affected the targets the most.

Negative acts are often measured using The Negative Acts Questionnaire (Einarsen and Hoel, 2006; Einarsen & Raknes, 1997; Mikkelsen & Einarsen, 2001; Hoel, Cooper, & Faragher, 2001), which consists of 21 items describing different kinds of negative behaviour, which might constitute bullying if they occur on a regular basis (Einarsen & Hoel, 2001). The negative acts can be work-related, person-related or both (Einarsen et al., 2003).

Only a few studies have focused on the prevalence of negative acts and the differences in terms of prevalence among men and women. For instance, Hoel and Cooper (2000) found that the most often experienced negative acts on a daily-weekly basis were work related e.g. being exposed to an unmanageable workload (14.6%), withholding of information (13.3%) and being ordered to work below one's level competences (10.7%). Although, they only found small differences between the internal ranking of the negative acts with regard to the frequency of reported exposure among men and women, men reported higher frequencies for most behaviour. In another study, Hoel and colleagues (2004) found associations between exposure to negative acts and physical and mental health effects. The worst negative acts in regard to mental health effects were hints from others that one should quit one's job, persistent criticism of one's work and efforts and attempts to find fault in work performance.

Participants and methods

In total 3363 employees from 60 workplaces in Denmark from both the public and private sector completed a questionnaire designed to measure bullying, negative acts and general psychosocial work environment and health. The overall response rate was 46 %; the sample consisted of 63.3 % women and 36.7% men, their age ranged between 19-72 years. The questionnaire included the revised 21 item version of The Negative Acts Questionnaire (NAQ-R) plus 2 additional questions derived from interviews with bullied employees. The participants rated on a 5 point Likert-like scale how often they were exposed to the negative acts ('never', 'now and then', 'monthly', 'weekly' and 'daily'). After being presented with the NAQ-R, the employees were asked to state up to 6 negative acts which they found to have been the worst or which have affected them the most.

Results

The results showed that on a daily-weekly basis, women and men reported the same negative acts as the most frequent:

'Being ordered to do work below your level of competence (F=7.9%, M=6.3%)

'Someone withholding information which affects your performance' (F=3.9%, M=5.2%)

'Being exposed to an unmanageable workload' (F=3.8%, M=3.7%)

'Being given tasks with unreasonable or impossible targets or deadlines' (F=2.6%, M=4.9%)

The negative acts most often reported on a daily-weekly basis by both women and men were work related, but personal-oriented negative acts were also reported, though not as often: e.g. 1.4% of the women and 3.5% of the men reported 'Having your opinions and views ignored'.

The analysis showed gender differences regarding the prevalence of the negative acts. On a daily-weekly basis, men were exposed to 13 of the 21 original negative acts more often than women (p<.05). Negative acts which were experienced more often by men than by women were primarily person-oriented e.g. 'Spreading of gossip and rumours about you' (F =0.8%, M = 2.2%). The only negative act that women were exposed to more often than men was 'Being ordered to do work below your level of competence', but not at a significant level (p=.09)

The analysis also showed that men and women rated the same negative acts as the worst or having the affected them the most:

'Having your opinions and views ignored' (F=13.2%, M=11.6%)

'Being exposed to an unmanageable workload' (F=11.3%, M=10.2%)

'Being given tasks with unreasonable or impossible targets or deadlines' (F=11%, M=11.5%)

'Someone withholding information which affects your performance' (F=8.8%, M=8.4%)

'Being ordered to do work below your level of competence' (F=5.2%, M=5.3%)

The analysis showed that although the negative acts rated as worst were mostly work-oriented, the worst negative act reported by both men and women was person-oriented.

Discussion and Conclusion

The negative acts most often experienced by the employees were work related. The results corroborate the findings of Hoel and Cooper (2000) though the employees in this study did not experience the negative acts as often as in the UK study. There were only small differences between the internal ranking of the negative acts between men and women as also found by Hoel and Cooper (2000), but men were exposed more frequently to the negative acts than women. The worst negative act was to have opinions and views ignored though this negative act was not reported frequently on a daily-weekly basis. Being ordered to work below level of competence was the most frequently reported act, but was only the 5th worst negative act. This indicates that negative acts do not have to occur on a very frequent basis to be perceived as having a strong negative impact on someone. Furthermore, the study also indicates that frequent exposure to a negative act does not necessarily equate to a very strong negative impact on health and well-being. There were only small differences among men and women in regard to the internal ranking of the perceived effects of the various negative acts.

LE HARCÈLEMENT HOMOPHOBE EN MILIEU DE TRAVAIL

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L'objectif de cette présentation est d'explorer le harcèlement psychologique au travail en lien avec l'orientation sexuelle, à partir d'une étude empirique auprès de travailleurs et travailleuses homosexuels. Cette exploration se fera à l'aide de mesures auto-rapportées (perceptions du harcèlement) et de témoignages sur des expériences vécues de harcèlement homophobe. Le concept d'homophobie désigne une attitude négative envers l'homosexualité, ou un rejet, voire de l'hostilité, envers les personnes homosexuelles. L'homophobie se traduit sur le plan physique, social, ou encore symbolique lorsqu'il y a infériorisation ou dévalorisation de l'homosexualité à travers des railleries, des propos dénigrants ou toute autre manière de discréditer cette orientation sexuelle. L'homophobie englobe donc un large éventail de gestes de gravité variable pouvant aller jusqu'à des conduites harcelantes envers une personne étiquetée comme homosexuelle. Pour se protéger de l'homophobie, les personnes homosexuelles peuvent dissimuler leurs orientation sexuelle en aménageant leur identité, c'est-à-dire leur présentation d'elles-mêmes à l'intérieur de divers contextes sociaux – ici la sphère du travail, d'où le concept d'aménagements identitaires.

Cette communication se base sur une étude empirique menée à l'échelle québécoise en 2004 et 2005, comportant un volet quantitatif (n=786 répondant-es s'auto-identifiant comme homosexuels issus de divers milieux de travail) et un volet qualitatif (deux corpus : a- entrevues auprès de répondant-es de la précédente enquête; b- 20 entrevues auprès de travailleuses lesbiennes dans des métiers traditionnellement masculins). L'étude visait entre autres à décrire diverses manifestations concrètes d'homophobie, y compris les cas de harcèlement homophobe, et à estimer leur prévalence. Trois résultats ressortent en lien avec l'objectif de cette présentation. 1) 7.7 % des répondant-es de l'enquête affirment avoir été victimes de harcèlement en raison de leur orientation sexuelle au cours des cinq années précédant l'enquête. Cette estimation sera étayée en lien avec d'autres indicateurs de situations de harcèlement provenant des volets quantitatif et qualitatif de la recherche. Dans tous les cas, il s'agit là de perceptions qui seront discutées en rapport avec les critères de définition du harcèlement psychologique tels que formulés dans la Loi québécoise sur les normes de travail. 2) Les personnes dont l'emploi est très ou plutôt précaire sont proportionnellement plus nombreuses que celles occupant un emploi stable à déclarer avoir subi du harcèlement psychologique en raison de leur orientation sexuelle. Par ailleurs, les femmes homosexuelles sont plus nombreuses à subir du harcèlement sexuel lorsqu'on inclut dans la définition de celui-ci les avances hétérosexuelles non désirées (c'est-à-dire lorsque l'orientation homosexuelle est connue ou que la personne a exprimé son désintérêt). 3) On retrouve plus de situations de harcèlement dans les milieux de travail à prédominance masculine, comparativement aux milieux de travail mixte (entre 30 à 70% de femmes) ou à prédominance féminine (70 à 100% de femmes). Il en va de même pour plusieurs indicateurs de l'existence d'un climat homophobe (blagues offensantes, stéréotypes, imitations caricaturales, étiquetage, menace d'un dévoilement de l'orientation sexuelle ou outing). Également, les répondant-es sont proportionnellement plus nombreux à se dire témoins de gestes homophobes envers une autre personne dans ces milieux. En toute logique, les travailleurs homosexuels y sont moins portés à divulguer leur orientation sexuelle dans leur entourage de travail immédiat (collègues, superviseurs et subordonnés). Pour ce faire, ils recourent à divers aménagements identitaires. Des moyens actifs de dissimulation propices à écarter tout soupçon (par ex., inviter une personne de l'autre sexe lors de rencontres sociales) sont plus souvent déployés dans ces milieux comparativement à d'autres secteurs d'emploi. En somme, les milieux de travail à majorité masculine tendent à se montrer peu accueillants, sinon homophobes, c'est-à-dire hostiles à la présence affirmée de travailleurs gais et de travailleuses lesbiennes, ce qui expose ces derniers à des risques accrus de harcèlement. Nous faisons l'hypothèse que la présence affirmée de gais et lesbiennes dans ces milieux dérange puisqu'elle bouscule les stéréotypes de genre qui fondent la division sexuelle du travail et donc la prédominance masculine dans ces milieux.

Les implications de cette étude sont à trois niveaux :

1) Théoriques : la notion d'homophobie recouvre un large éventail de comportements négatifs de gravité variable, incluant des blagues offensantes, des stéréotypes réducteurs, ou même des propos obscènes, tandis que le concept de harcèlement psychologique semble plus restreint, en particulier lorsque l'on se réfère aux balises définies dans le contexte légal québécois. Cela dit, le harcèlement homophobe constitue une forme de harcèlement psychologique au travail.

2) Méthodologiques : cette étude illustre les difficultés d'estimer la fréquence de situation de harcèlement par des mesures auto-rapportées. Par ailleurs, elle montre l'importance d'inclure l'orientation sexuelle dans les recherches sur le harcèlement psychologique dans la sphère du travail et d'approfondir les analyses intersectionnelles, notamment celles qui articulent genres et sexualités, dans l'analyse du harcèlement.

3) Pratiques : les interventions et les outils de sensibilisation sur la prévention du harcèlement psychologique en milieu de travail négligent trop souvent de prendre en compte le harcèlement sur la base de l'orientation sexuelle. Dans les milieux de travail à prédominance masculine, la prévention du harcèlement homophobe soulève des défis complexes alors que la proportion d'employeurs prenant des initiatives en matière de respect des droits des gais et des lesbiennes y est plus faible qu'ailleurs.

BULLYING OR NOT? THE SIGNIFICANCE OF GENDER FOR THIRD PARTIES' CONCEPTUALISATIONS OF NEGATIVE BEHAVIOUR

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Background

The aim of this study was to analyse the significance of gender for third parties' conceptualisations of bullying. Although some studies have aimed to analyse gender differences in the experience of bullying (Ólafsson & Jóhannsdóttir, 2004; Simpson & Cohen, 2004), we know little about how gender affects third parties' perceptions of bullying. At the 5th International Conference on Workplace Bullying I presented preliminary findings on how third parties' gender affected conceptualisations of bullying. This presentation elaborates on the same theme by further studying how the gender of the target and the perpetrator influence these conceptualisations.

Method

293 business school students, 160 female and 133 male students, were asked to read and analyse a two-page case description on workplace bullying. Data were collected in three different rounds, with 93, 107 and 93 students respectively. The case descriptions used in the three different rounds were identical; only the names of the target and the perpetrator and personal pronouns were modified to allow for studying the effects of gender. Three different target-perpetrator configurations were used: female-male, male-male and female-female.

After reading the case description students were asked 1) whether they classified the situation described as bullying, 2) what they saw as the three most important reasons for the situation and 3) what they believed to be the likely consequences should the situation continue. All questions were open-ended and the answers were provided in writing and ranged from a few paragraphs to several pages.

The answers were coded and analysed statistically. The replies to the first question were coded into three different groups "yes, this is bullying", "no, this is not bullying" and "maybe, cannot say". The answers concerning the three most important causes were grouped into reasons related to victim characteristics, perpetrator characteristics, dyad level characteristics, group level characteristics or organisational characteristics. Probable consequences identified by the students were grouped into effects on target health, effects on target job satisfaction, effects on colleagues and work group, and effects on the organisation

Findings

Of all the students 51.9% of the men and 60.6% of the women classified the scenario as bullying, the difference not being significant (z=-1.51 p>0.10). However, a closer examination of the three different target-perpetrator configurations revealed a more nuanced picture. When both the target and the perpetrator were of the same gender, i.e. male-male or female-female, no significant difference between male and female students emerged. However, when the target was female and the perpetrator male, only 41.9% of male students compared to 66.0% of the female students labelled the case description as bullying (z= -2.40, p<0.05).

Regardless of target and perpetrator gender, women to a lesser extent than men mentioned target characteristics among the three most important reasons (63.8% vs. 81.2%), the difference being significant (z= 3.43, p<0.001). In contrast, while 60.0% of the female students mentioned at least one organisational characteristic, the corresponding number for male students was 44.4% (z= -2.49, p<0.05). However, the target-perpetrator configuration in the case did not have any significant effects on what explanations the students emphasised.

In terms of consequences on target job satisfaction, no differences were found between female and male students or between the three different scenarios. However, for effects on target health a significant difference was found between the three scenarios (F=6.63, p<0.01): students were less likely to mention health effects for the male target than for the female targets. As for effects on colleagues, 44.4% of the women and 30.3% of the men mentioned such effects (z=-2.56, p<0.05). Similarly, while organisational consequences were mentioned by 48.8% of the female students, they were mentioned by 35.3% of the male students (z=-2.34, p<0.05).

Implications

The results indicate that a scenario was least likely to be labelled as bullying when the third party (i.e. the student) and the perpetrator were both men and the target was female. This thus seems to indicate that women who are bullied by a man and have a male superior have a particularly difficult situation, as their concerns and requests for organisational intervention are the least likely to be taken seriously. To increase targets' belief that their concerns will be taken seriously it is thus important to appoint contact persons of both sexes, whom targets can contact to discuss their situation.

The results also showed that third parties were less likely to expect negative effects on target health, when the target was male. The belief that men are less severely affected by bullying may result in less assistance and support given to men who have been targeted. Human resources professionals thus actively need to ensure that bullying targets of both sexes are given the same access to rehabilitation opportunities.

The results also indicated that women to a higher extent than men saw bullying as an organisational problem, with organisational antecedents and organisational consequences. This may affect how male and female managers and human resources professionals react to and intervene in bullying and may influence their willingness and the perceived responsibility to intervene. This is in line with previous empirical findings showing that female personnel managers are more likely to take action in cases of bullying than male personnel managers (Salin, in press).

All in all, this study showed that the gender of the target, the gender of the perpetrator and the gender of the third party, i.e. the student, all were important for perceptions of bullying. When deciding upon measures to prevent and intervene in bullying, managers and human resources professionals should thus be aware of potential gender biases in perceptions.

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WORKPLACE BULLYING IN AN EMERGENCY SERVICE ORGANIZATION (ESO) IN THE UK : AN EXPLORATORY STUDY OF EMPLOYEES' EXPOSURE TO BULLYING BEHAVIOURS

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Introduction

The study reported in this paper is based on an Emergency Service Organisation (ESO) in the United Kingdom (UK). ESO is highly structured and power based, with a very strong discipline code. The management is authoritarian, hierarchical and operates in a semi- military style culture. There is a command and control relationship between those of a higher rank and the subordinates. ESO is divided into two main occupational groups; uniformed or operational staff, and the non-uniformed or support staff.

Objective

The primary aim of the research reported in this paper is to test for significant differences in the kinds of bullying behaviours employees are exposed to in ESO.

Method

The results here reported draw on questionnaire data collected from the total population of 1,844 employees across the 52 locations of the organisation.

Results and discussion

Preliminary results from this phase of the study indicate that gender, sexual orientation, age, occupational group, length of service in the organisation, ethnicity and disability all play significant roles in the kinds of bullying behaviours to which employees are exposed. In a previous study, four main types of workplace bullying were identified: personal bullying, administrative bullying, social exclusion, and humiliation. A Wilcoxon Mann-Whitney Test of significance was carried out on these four types of bullying and the factors listed above A 99% (0.01***) predetermined significance level was used, in order to test if there were significant differences in people's exposure to these types of bullying.

For personal bullying, the results showed that there are statistically significant differences between the various groups. For 'Gender', the test statistics showed that the p value (0.000) *** is less than 0.01 (99% confidence predetermined level of significance***) and the Mean Rank for Male (231.50) is greater than the Female (190.28).

These imply that men are more exposed to personal bullying when compared to women in ESO. For the two 'Occupational groups' within the organisation, the p value =0.000*** is less than 0.01, and the Mean Rank for 'Operational' staff (226.9) is greater than the 'Support' staff (192.54). Hence, the groups with a higher Mean Rank value are more exposed to personal bullying when compared to the others. Variables such as 'Ethnicity' and 'Length of service' are significant at 0.05 predetermined level of significance. The remaining variables such as 'Sexual orientation' (Gay and Heterosexual), 'Age' (age groups Under 30 and 51 years or over) and 'Disability' (Disabled' and 'Non Disabled' employees) all showed a non significant differences in their exposure to personal bullying.

For administrative bullying, 'Gender' has a p value =0.000*** and the Mean Rank for Male (240.76) is greater than for Female (179.33). 'Sexual orientation' has a p value = 0.002*** and the Mean Rank for Gay (120.11) is less than 'Heterosexual (203.42). For 'Age', the p value = 0.000*** and the Mean Rank for employees 'Under 30 years' (62.11) is less than for '51 years or over' (91.01). 'Disability' has a p value = 0.004*** and the Mean Rank for 'Non disabled' (144.32) is greater than for 'Disabled' (112.48). For 'Ethnicity', the p value =0.000*** and the Mean Rank for 'White' (164.32) is less than any 'Other background' (232.40). These results imply that Men, 51 years or over, heterosexuals, non-disabled and other ethnic background are more exposed to administrative bullying when compared to others. The higher the value of the Mean Rank, the more exposed the groups are to administrative bullying. Other variables such as occupational group and length of service are significant at 0.05 predetermined level of significance.

However, for social exclusion, 'Gender' has a p value =0.000*** and the Mean Rank for 'Male' (237.07) is greater than for Female (184.10). 'Sexual orientation' has a p value = 0.002*** and the Mean Rank for 'Gay' (106.25) is less than for 'Heterosexuals' (203.92). 'Age' has a p value = 0.000***and the Mean Rank for employees 'Under 30 years' (62.41) is less than the 'the 51 years or over (90.75). Also of interest is 'Disability' with a p value = 0.000*** with the Mean Rank for 'Non disabled' (147.77) being greater than for 'Disabled' (106.64). 'Ethnicity' has a p value =0.000*** and the Mean Rank for 'White' (167.27) is less than any 'Other background' (212.23). 'Occupational group' has a p value = 0.002*** and the Mean Rank for 'Operational staff' (197.08) is less than for 'Support staff' (228.13) These results imply that heterosexual men, aged 51 years or over, non-disabled, of other ethnic background and who are support staff are more socially excluded that the other group of people. These results are not surprising, especially when we have situations whereby people are positively discriminated against.

Finally, for humiliation, 'Gender' has a p value =0.000*** and the Mean Rank for 'Male' (256.90) is greater than for 'Female' (178.26). 'Age' has a p value=0.000***, and the Mean Rank for 'Under 30' (67.42) is less than '51 years or over'(88.81). 'Length of service' has a p value =0.007*** and the Mean Rank for '1 to 5 years' (67.26) is less than '26 years and above' (85.28). The results imply that men, 51 years or over and employees with longer length of service are more exposed to humiliation when compared to others. Other variables such as sexual orientation, age, disability and work group all showed non significant differences between the identified groups.

Conclusion

The results showed that there are significant differences in the types of bullying to which employees within this ESO are exposed. Gender, age, sexual orientation, disability, length of service and occupational group all play prominent roles in the types of bullying behaviours to which employees are subjected.

THE EMPLOYEE'S PERSONALITY PATTERN AND THEIR PREFERRED STRATEGY OF COPING WITH MOBBING IN POLISH ENTERPRISES

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The idea of mobbing and its determinants is difficult to define, mainly because of its numerous shapes and subjectivity. While analyzing ways of coping with mobbing one must bear in mind that this research problem is relatively new in Poland. The subject of the article are the determinants of one's more or less aware selection of ways of coping with mobbing at one's workplace – an enterprise. Despite many observable positive changes, the present situation at a job market can hardly be called stable. As a result, because of psychological characteristics, the victimized employees may react differently to psychological bullying at their workplaces. Firstly, they may use defensive strategies, in order to defend their values and identity such as defence mechanisms. Secondly, they may use evacuation strategy i.e. they may quit their jobs as soon as possible. Finally, they may adopt the so – called offensive strategy to mobilize in order to aggressively and violently counteract the mobber.

Literature studies on human behavior patterns applied in certain situations (e.g. Type A and C behavioral patterns by M.Freedman and R Rosennman) and practical experience made the author of the article figure out the following research problem:

- Is there a correlation between a given behavioral pattern (either type A or C) and one's preferred strategy of doping with lobbing?

Based on this research problem one may formulate the following research hypotheses:

- Employees with type A behavioral pattern who face mobbing prefer offensive strategy.
- Employees with type C behavioral pattern who face mobbing prefer defensive or evacuation strategy.

The subjects of the study were 42 employees of Polish commercial or production enterprises. Jenkis Activity Survey questionnaire (JAS) was used to diagnose the subjects' type A behavioral pattern while type C behavior was found out with the use of a competent judge method (each respondent was interviewed). A validated questionnaire was used to figure out the respondents' preferred strategies of action when being mobbed whereas an interview method was applied to define the respondents' most frequent activities. The investigation showed that type A people were more likely to use the offensive strategy while type C people preferred defensive strategy. The evacuation strategy as used in both groups with the same frequency so this criterion could not be used to differentiate any group. The results of the research show us the necessity of a selection of copings methods using by professional advisers and psychotherapists in organizational intervention and individual therapy

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The management of Indian call centres engages Peetz's inclusivist and exclusivist human resource management (HRM) strategies to manage employer-employee relations. Exclusivist strategies include transactional psychological contracts that privilege dismissal, closure, retrenchment, layoffs, casualisation and outsourcing as well as the outright refusal to recognize and negotiate with unions. Inclusivist strategies involve the use of employee involvement schemes and human resource initiatives that emphasise employee identification with, loyalty towards and complete reliance on the employer. Our empirical study of work experiences of Indian call centre agents, rooted in van Manen's hermeneutic phenomenological tradition, highlighted that in instances of victimization and bullying, the adoption of such HRM approaches finally leaves victims with no choice but to leave the organization. This is so for two reasons. Firstly, inclusivist strategies ensured that human resource (HR) departments provided the only avenue of redressal for employees. While the HR department resolved routine grievances with ease, complex issues such as victimization and bullying led to impasses because, with most bullies being victims' superiors in managerial positions, the HR department tacitly supported the perpetrators and failed to handle the issue impartially and fairly. Secondly, exclusivist strategies not only precipitated uncertainty and insecurity in the employment situation but also ensured the absence of union representation for employees, leaving them with absolutely no mechanism for recourse. Though participants in our study experiencing victimization and bullying approached the HR department for assistance, they realized over the course of their interactions that HR not only was tilted in favour of their perpetrator(s) but also was further victimizing them for voicing their grievance. Having no other avenue of redressal, these participants chose to leave the organization and seek employment elsewhere.

The role of inclusivist and exclusivist HRM strategies in such instances strengthens the relevance of Withey and Cooper's loyalty-voice-neglect-exit framework in explaining victims' behaviour. Drawing on this framework, we observed in our study that management expected employees to display absolute loyalty to the organization such that they did not raise a voice against their perpetrator. Victims initially responded to the experience of bullying in a passive manner, demonstrating loyalty. However, as the bullying continued, they opted for the voice response, turning to the HR department for support. Choosing the latter option did not work in their favour as they experienced further harassment from this quarter. Victims then displayed neglect, disengaging and withdrawing themselves from the situation. Ultimately, they exited from the organization.

These findings are in keeping with earlier research by Niedl and Zapf and Gross who have pointed out that bullying is a no-control situation for victims in which active and constructive coping strategies do not prove useful but often make things even worse and in which avoidance seems to be the only reasonable strategy. Bullying victims are in an inferior position, with little opportunity to actively solve their problems. Most of the active strategies are more likely to worsen than to improve the overall situation. As a consequence, it is not surprising that most victims maintain that leaving the organization is the most viable option.

The findings of the study support Lewis and Rayner's stand that contemporary HRM promotes a unitary model of representation that confers legitimacy to managerial control, thereby representing a departure from earlier pluralistic, discursive approaches of which collective action formed a part. Operating at the core of organizational design and practice, HRM is instrumental in shaping the way organizations operate. Clearly, HRM as an ideology is creating its own problems of morality and justice where the work environment itself sustains a bullying culture.

Indeed, Ironside and Seifert's view that, in a capitalist labour market, employed work has the purpose of profit making which can be sustained only through continuous exploitation, is strengthened. Bullying at work, then, is not best seen as the careless and casual behaviour of individual bullies but as part of management's exercise of its collective will to enforce discipline under the contract of employment.

A TYPOLOGY OF PERPETRATORS, TARGETS AND OBSERVERS: DIFFERENCES IN PERSONAL BACKGROUND, TRAITS, AND COPING WITH WORKPLACE BULLYING

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Research on workplace bullying has largely examined one of three groups: perpetrators, targets or bystanders/observers. In organizations where hostile climates and high power distances exist, bullying often engenders counter-aggression/bullying as an acceptable way of resolving conflicts and fuels subsequent negative acts. This suggests the need to consider a fourth group, those who are victimized but also engage in counter-aggression themselves. In comparing across the 4 groups, pure perpetrators, pure targets, perpetrator-targets (henceforth labelled hybrids), and observers, we examine differences in their personal and work-related profile, dispositional traits, and how they responded to and cope with bullying.

Although, to date, such comparisons have not been undertaken in work settings, Ireland and Archer's line of research in the adult prison environment found that hybrids composed the majority of perpetrators. To a lesser degree, work organizations also may facilitate hybrids to engage in counter-aggression. Accordingly, we apply Ireland and Archer's framework to study workers in several different industries, using the following four-group classification:

1. Pure perpetrators, who report to have bullied others but not to have been bullied by others,
2. Pure targets, who report to have been bullied by others but not to have bullied others,
3. Hybrids, who report to have been bullied by others as well as to have bullied others, and
4. Observers, who report neither to have been bullied by others nor to have bullied others, but may have witnessed negative acts.

The hybrids are posited to have learned to bully by absorbing the lessons of their organizations that rewarded bullying behaviour. Military and quasi-military environments such as police forces would impart such lessons through their socialization tactics, as might other organizations with rigid hierarchies and distant power relations, such as financial institutions. Even organizations with relatively flat structures, such as high-tech firms, have a reputation for "eating their young," and are breeding grounds for perpetrators. Conversely, comparing how pure targets respond to bullying may shed light on how best to overcome such hostile work cultures and break the vicious cycle of bullying. Thus, examining how the four groups differ in their experiences of bullying may suggest policies for discouraging hostile work environments, and thereby reduce the likelihood of dysfunctional consequences, including emotional strain, cynicism, and other forms of behavioural withdrawal.

In our study of Canadian private and public sector workers (see Lee and Brotheridge's [2006] study for details of the sample characteristics), the assignment of our participants to one of the four groups was based on the use of

median splits of their responses to the summated bullied by others and bullied others measures. The groups can be compared on: (1) demographic and work-related variables, (2) dispositional traits, and (3) the frequency with which coping strategies were employed in response to bullying. One-way ANOVAs compared the groups on the study variables noted above.

Demographic differences between the 4 groups were restricted to gender. The hybrids group had a significantly higher percentage of males than did the pure target group (56% vs. 35%). The hybrid group also had a significantly higher percentage of males than did the observer group (56% vs. 35%). There were no differences in gender composition otherwise. It seems that men are more likely than women to learn to bully through having been bullied themselves. It may be that those work environments in which bullying behaviour is modelled as a way to achieve organizational and personal goals are more likely to be male dominated. There were no significant differences in age distribution, position status, length of time in the organization or length of time at current position.

Across the four groups, no difference in self-esteem was found. This finding refutes the stereotypical assertion that targets tend to have lower self-esteem than pure perpetrators or hybrids. It also dispels the belief that perpetrators have particularly high levels of self-esteem. In support of the view that hybrids learned to bully as a result of their own victimization, this group was significantly higher on self-monitoring than the pure target group. This group also employed the widest range of coping behaviours than the other groups, suggesting that the hybrids had been actively searching for ways to overcome the hostile work climate. However, the hybrids experienced the greatest self-doubt of all the groups, suggesting that they were sensitive to the negative impact of their hostile actions. Not surprisingly, the hybrids also reported higher levels of cynicism and emotional exhaustion than did the observers, suggesting that environments tolerant of bullying are unlikely to foster a healthy and productive workforce.

RÉFLEXIONS AUTOUR DU TRAITEMENT DES VICTIMES DE HARCÈLEMENT MORAL

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Objectif

L'objectif de la présentation est de partager la connaissance dans le traitement appliqué dans la récupération de victimes.

Cadre théorique

Le traitement proposé se base l'application dans le harcèlement tant de la théorie des systèmes comme de l'apport théorique fourni par la méthodologie du travail social. Le traitement des victimes de harcèlement moral doit avoir deux versants, d'une part le traitement systémique pour faire front au harcèlement et l'autre versant fait référence au traitement psycho-social des suites qui continuent à être souffertes touchés par harcèlement moral par temps après qu'il ait fini le harcèlement. Depuis le Service Européen d'Information sur le Mobbing nous pratiquons ces traitements depuis des années et considérons qu'étant donné les bons résultats obtenus ils doivent être partagés. Le rapport a deux parties : dans la première est expliqué la mise en pratique de l'intervention systémique, et on fournit les indicateurs de prévision et de résolution d'un cas. J'ai conçu un tableau avec les indicateurs de résolution, afin de pouvoir faire une prévision quand nous serons face à un cas de mobbing. Dans rouge sont marqués les indicateurs d'une mauvaise résolution et dans verte ceux de bonne résolution. Je considère qu'à partir de l'existence de trois indicateurs verts, indépendamment dans lesquels système sont, nous pourrons penser une bonne résolution du cas, dont perspective il augmentera au fur et à mesure qu'augmentent les indicateurs de bonne résolution. Une

mauvaise résolution d'un cas de harcèlement se basera qu'il existe, dans les différents systèmes, certains des éléments suivants: conduite réactive, culpabilisation de la victime, désinformation dans les systèmes de support, non-existence du tuteur de suivi, culture de la violence et par conséquent une société sans politique publique qui prévoient le harcèlement moral. Nous allons approfondir dans chacun des indicateurs de mauvaise résolution. En outre une bonne résolution d'un processus de harcèlement pourra être pronostiquée, aussi, en fonction de l'analyse des éléments du système social. Dans ces cas les indicateurs d'une bonne résolution se baseront: les capacités de la victime elle-même (ontosistème), les attitudes de la famille et des amis (microsystème), les ressources du réseau de support (exosistème) et la façon d'agir du système social (macrosystème). Nous comprenons comme "une bonne résolution" du cas, comme cette situation où la victime conserve son lieu de travail, récupère sa dignité et le groupe de harcèlement ou gang, est obligé de dépondre ses actions de violence psychologique. La seconde partie de la présentation est l'explication du processus de traitement des suites d'un harcèlement moral dans le travail sur la victime, tant de celle qui vient de souffrir du harcèlement comme dont elle rend du temps il l'a souffert et consiste à rompre avec le manque de défense à travers la reconnexion et la cicatrisation. L'intervention correcte avec ceux touchés par AMT (Harcèlement Moral au travail), implique pour obtenir que la personne tracassée soit la protagoniste de sa récupération. L'intervention individuelle avec touchés par AMT ne met pas un terme le harcèlement, mais l'aide à sortir meilleur chômeur. Ce qui de vérité va parvenir à mettre un terme les cas de harcèlement moral dans le travail va être l'intervention systémique, c'est-à-dire arriver à influencer les quatre systèmes impliqués. On finit la présentation avec une réflexion du type de relation qui doit être établi entre thérapeute et touché par harcèlement moral pour la récupération effective de ce dernier.

Conclusion

L'épreuve psychique de ceux touchés par AMT a des répercussions graves sur sa santé. Les symptômes les plus habituels que l'affectation sur la santé de la victime sont : entre ses effets primaires, les douleurs de tête, musculaires et articulaires, les modifications dans ses relations personnelles et l'irritabilité, qu'ils peuvent dériver dans des bouleversements anxiété, attaques de panique, sensation de décès imminent ou cardiopathies. Ce sont des dommages psychologiques, non visibles, mais qui, souvent, somatisent dans des dommages physiques et qui peuvent aller depuis dermatite jusqu'à des insomnies ou à de l'effort passer par des dépressions, maladies gastro-intestinales et infections plusieurs. Ce qui en effet il paraît clair est que, à beaucoup d'occasions, ils peuvent être irréversibles. Les victimes perdent la mémoire et la capacité de concentration et, surtout, il y a une diminution de l'auto-estime et la confiance en lui-même. Il faut constater que tout au plus avance le harcèlement, l'affectation sur la santé est plus grand et que chaque fois est plus difficile que la victime récupère, pour ce motif les mesures de prévention seront tellement importants, mais quand toutes ces mesures ont manqué et le travailleur a été gravement endommagé urge lui donner une attention adéquate qu'il l'aide à résoudre sa situation et qui n'aggrave pas sa souffrance; pour cela je propose le suivant modèle d'intervention avec touchés par AMT basé deux axes d'intervention simultanée : d'une part l'intervention systémique et par un autre l'abordage thérapeutique individuel.

ASSOCIATIONS BETWEEN BULLYING, WITNESSING BULLYING AND SLEEP PROBLEMS

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Introduction

Bullying at work, according to most definitions, takes place when someone, repeatedly over a longer period of time (usually 6 months), is exposed to negative and offensive acts from one or several others, which he or she have difficulties defending him- or herself against (Einarsen, S., 2000; Salin, D., 2003; Zapf, D., Einarsen, S., Hoel, H., & Vartia, M., 2003). It has repeatedly been demonstrated that bullied persons report more physical and psychological health problems, such as more somatic, depressive and anxiety symptoms and lower general health than non-bullied employees (Hansen, A. M. et al., 2006). Sometimes this also leads to consequences at a societal level, as for example shown in a longitudinal study by Kivimäki and colleagues, who found an increase in sickness absence among bullied employees (Kivimäki, M., Elovainio, M., & Vahtera, J., 2000). The precise pathological processes behind the bullied person's poorer health are not wholly understood but it is commonly conceived that stress reactions play a major role. Theoretically, stress reactions may affect health either by a direct biological linkage following consequences of prolonged physiological activation, or by affecting health via life-style and health behaviors. For example, in one study bullied persons showed signs of an altered HPA-axis activity (measured as lower excreted amount of salivary cortisol in the morning) (Hansen, Å. M. et al., 2006); and in another study it was reported that the victims of bullying were more likely to have experienced significant stress reactions recently, to be mentally exhausted at the end of the workday, to have significant sleep difficulties, and poor mental health, and to be dissatisfied in their job (Kivimäki, M. et al., 2003). Sleep is a major path for restitution and even mild insomnia is associated with impaired quality of life (Leger, D., Scheuermaier, K., Philip, P., Paillard, M., & Guilleminault, C., 2001). Further, lack of sleep is associated with increased risk of disease (Nilsson, P. M., Roost, M., Engstrom, G., Hedblad, B., & Berglund, G., 2004; Schwartz, S. et al., 1999). Thus sleep problems might provide a link between bullying and poor health. In short, sleep is vital for our well-being and health and sleep difficulties may be an early warning in the individual before severe health problems occur. Because the relationship between bullying and sleep is poorly elucidated we decided to further investigate this relationship.

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Participants and methods

In total 3363 employees (2255 women and 1099 men) from 60 companies in Denmark (of which 20 were private and 40 were public companies) completed a questionnaire concerning their psychosocial work environment and health. The overall response rate was 46% (n=3363). The questionnaire included one question about bullying preceded by a definition "Have you been subjected to bullying at work within the past 6 month?" and one question on witnessing bullying, "Have you witnessed bullying at the work place within the past 6 month?". The questions were responded to on a 5-step scale: 'never', 'seldom', 'monthly', 'weekly', or 'daily'. The questionnaire also included 6 items on sleep behaviour during the past 4 weeks: (i) "How often did you sleep lightly?, (ii) "How often did you have problems falling asleep?", (iii)"How often did you wake up too early and could not fall asleep again?", (iv) "How often did you wake up several times and were not able to fall a sleep again?", (v)"How often did you have difficulties waking up?", (vi) "Did you get enough sleep?". The items were responded to on a 5-step scale: 'all the time', 'a great deal of the time', 'often', 'some of the time', and 'never'. In addition, one item intended to measure the overall sleep quality:

"How do you rate your overall quality of sleep?" with 5 response categories: 'very good', 'good', 'neither nor', 'bad', and 'very bad'.

Results

Of the responders, 1.5% reported being bullied frequently (i.e. daily or weekly), and 8.5% reported that they had experienced bullying monthly or more seldom. More than 27% reported having witnessed bullying at work. Of the witnesses, 3.5% reported that they had witnessed bullying frequently (i.e. daily or weekly), and 21.1% reported that they had witnessed bullying more seldom.

In a linear regression analysis we found sleep quality, disturbances and sleep length to be associated with the frequency of being bullied (i.e. never, seldom, monthly, weekly, and daily) ($p<0.001$). As regards reports of sleep problems, it was observed that the bullied respondents reported more sleep disturbances and a lower overall sleep quality when compared to the non-bullied respondents. Specifically, after collapsing the weekly and daily response categories (so as to better comply with more commonly used definitions) it was observed that the bullied respondents had about 20% lower scores on items concerning: light sleep, problems falling asleep, waking up too early and problems of falling asleep again, and waking up several times and not being able to fall a sleep again. As regards employees who witnessed bullying at work daily, it was observed that they reported the similar degree of sleep problems as the bullied employees.

DOES WORRY AND NEED FOR RECOVERY MEDIATE THE RELATIONSHIP BETWEEN BULLYING AND SLEEP QUALITY?

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The last decade has witnessed a growth of studies focusing on a range of indicators of strains that are associated with bullying: psychosomatic complaints (Zapf et al., 1996), recovery need (Hubert, 2001), and quality of sleep (Björkqvist et al., 1994). In Europe, evidence was presented that victims of bullying can develop traumatic stress disorders, like the General Anxiety Disorder (Leymann & Gustafsson, 1996) or the Prolonged Stress Disorder (Mikkelsen & Einarsen, 2001 & 2002). In this line, a recent number of studies have focused on the relations between the psychosocial work environment and sleep disturbances. For instance, in a survey work-related stress was the most frequently reported cause of sleep difficulties (Ancoli-Israel & Roth, 1999). Similarly, in a longitudinal research it was found that of a poor psychosocial work environment increased the risk of develop sleep difficulties by more than twofold 1 year later (Linton, 2004).

In the last few years, there has been a large interest in the role of cognitive processes for a full understanding in the development and maintenance of sleep disturbances (Espie, 2002; Harvey, 2002; Morin, 1993). At the same time, several authors have emphasized somatic and especially cognitive arousal as determinants of sleep quality (Lundh & Broman, 2000). However, Lichstein and Rosenthal (1980) found that individuals with sleep problems tend to experience them as a consequence more by cognitive arousal (e.g., worrying and difficulty controlling thoughts) than by somatic arousal (e.g., shifting, sweaty, etc.).

These cognitive models postulates that the excessive negatively toned cognitive activity trigger autonomic arousal and emotional distress. Thus, cognitive arousal may be considered as sleep-interfering (Lundh & Broman, 2000). Cognitive arousal is often conceptualised as worry and/or repetitive thoughts (Harvey, 2000). Worry is seen as a chain of thoughts and images, negatively affect-laden and relatively uncontrollable (Borkovec, Robinson, Pruzinsky,

& DePree, 1983). Empirical investigations have shown that people with insomnia complain that they cannot get to sleep because of unpleasant intrusive thoughts and excessive and uncontrollable worry. In the same vein, experimental studies have found that increasing cognitive arousal before sleep led to longer sleep latency (Gross & Borkovec, 1982).

Another potentially cognitive sleep-interfering process is need for recovery. This concept has been defined as the desire for being temporarily relieved from demands in order to recuperate and to replenish internal resources (Sluiter, Van der Beek, & Frings-Dresen, 1999, Sonnentag & Fritz, 2007). Based on sustained activation theory, Meijman et al. (1994), have argued that the insufficient recovery after work may led to cumulated fatigue resulting in health deterioration. This has been confirmed in several studies. Van Amelsvoort et al., (2003), found negative correlations between need for recovery and sleep quality, whereas Sluiter et al. (1999) showed that need for recovery was an intermediate factor in the relation between job stressors and mental health. Based on the above, the aim of this study is to examine to what extent worry and need for recovery mediates the impact of workplace bullying on sleep quality.

The sample consisted of 5639 employees (41.7% men and 58.3% women). The age of the respondents ranged from 19 to 64 years, with an average age of 41 years. Data was collected from approximately 30 organisations in Belgium's most important economical sectors. To measure workplace bullying, the Negative Acts Questionnaire (Einarsen & Rakness, 1997) was used. Worry, need for recovery and sleep quality was measured with the Questionnaire on the Experience and Evaluation of Work (Van Veldhoven & Meijman, 1994).

We used LISREL to test our hypothesis. LISREL allows taking measurement errors into account as well as the ordinal nature of the variables and their non-normal distribution. Mediation can be tested by comparing several models. A number of descriptive statistics are available to compare the results (e.g. CAIC, GFI, RMR). The most important evaluation with nested models is the χ^2 difference-test (Geurts, Kompier, Roxburgh & Houtman, 2003). Given the high correlation between disturbed sleep and anxiety (Harvey, 2002), for a more conservative approach, we decided to control for anxiety levels in all the analyses. Preliminary results show that worrying and recovery need partially mediate the relationship between bullying at work and quality of sleep.

In general, the preliminary findings of our study provided support for the cognitive models of sleep (Espie, 2002; Harvey, 2002; Morin, 1993). Also, these results are consistent with previous studies that stress the importance of hyper arousal in sleep processes. According to Kales and Kales (1984), the mechanism underlying sleep problems is based on the internalization of emotions. Persons with disturbances of sleep handle stress situations through internalization of emotions (i.e., worries), which leads to emotional arousal, and, in turn, to physiologic hyper arousal before and during sleep.

This framework suggests that symptoms of strain are not equally affected by workplace bullying. Hence, questioning the former reported correlates of workplace bullying. However, the mediating processes of recovery need and worrying and especially the cognitive models of sleep, might reflect the processes seen in victims developing the General Anxiety Disorder and the Post Traumatic Stress Disorder reported by Leymann & Gustafson (1996). Therefore, we invite future research to extent our model by including measures of GAD or PTSD.

The results suggest that being bullied is associated with sleep problems. Because it seems far more likely that sleep problems are a result of being bullied rather than vice versa, it seem probable that poor sleep is part of the pathological process leading to stress reactions and poor health. Disturbed sleep may also signal that the psychological consequences of being bullied are severe. The linkage between bullying, sleep problems and poor health seem to deserve more attention in future studies.

THE CONTRIBUTION OF WORK AND WORKPLACE CHARACTERISTICS TO EMPLOYEES' EXPERIENCES OF HARASSMENT IN THE WORKPLACE

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This study tested whether variables identified in theory and research as related to employee experiences/behaviours would help to explain workplace bullying. Relationships between work characteristics and bullying have been observed in past research but little research has been conducted on the mechanisms that underlie these relationships. The extent to which social cognitive theory (SCT), specifically moral disengagement, helps to explain these mechanisms was examined. It was proposed that employees would use information from their working environments to interpret the behaviour of other employees and to regulate their own workplace behaviour. The hypotheses formulated for this included: (1) employees with favourable workplace opinions would report higher levels of satisfaction than employees with unfavourable opinions; (2) employees who reported favourable workplace opinions and higher levels of satisfaction would report lower tendencies to justify harmful behaviour toward others than employees who reported unfavourable opinions and lower satisfaction; and (3) relationships of work characteristics and satisfaction with bullying would be mediated moral disengagement. To test these hypotheses, 133 university employees were recruited from two Atlantic Canadian university campuses (N = 133; 91 males). Employees who participated had an average age of 40.68 (SD = 10.94) and reported working for the organization for an average or 7.81 years (SD = 7.35). Most employees reported working full-time (84.32%). Participants were not asked to identify their role/department in the university to ensure their anonymity.

The first hypothesis was a test of whether employees' perceptions of workplace characteristics would be associated with their job satisfaction. The results supported this hypothesis. A significant amount of the variability in satisfaction was accounted for by employees' evaluations of their organization and perceptions of their opportunities to interact with others. Specifically, satisfied employees viewed the climate of their organization as favourable and saw themselves as having sufficient opportunities to interact with others while working.

For the second hypothesis it was predicted that employees who viewed their work as positive would report lower tendencies to morally disengage than would employees who viewed their work as negative. Consistent with this hypothesis, employees who were satisfied with their jobs and who viewed their organization favourably also had lower tendencies for moral disengagement. Dissatisfied employees and those who viewed their organization negatively had greater tendencies to see harming another as justifiable. There have been a number of studies that have found relationships between work characteristics and levels of bullying (e.g., Appelberg et al. 1991; Bowling & Beehr, 2006; Einarsen, Raknes & Matthiesen, 1994; Einarsen & Skogstad, 1996; Vartia, 1996; Zapf, Knorz, & Kulla, 1996; LeBlanc & Kelloway, 2002) and that bullying is higher in organizations where employees feel dissatisfied (e.g., Appelberg et al. 1991; Einarsen, Raknes & Matthiesen, 1994; Einarsen & Skogstad, 1996; Vartia, 1996; Zapf, Knorz, & Kulla, 1996). However, prior to the current study, no research has examined a mechanism, such as moral disengagement, through which work characteristics and attitudes could affect the occurrence of bullying. The current study has provided evidence that work characteristics may be related to bullying by affecting employees' attitudes about the acceptability of harming others. It appears that feeling mistreated by other employees and by the organization as a whole may lead to people more readily justify harming others, which in turn lead to increased levels of bullying.

For the third hypothesis it was predicted that employees who viewed their organization unfavourably and who reported a greater tendency for moral disengagement would also report being subjected to more negative behaviours and having higher tendencies to see ambiguous interpersonal situations as being bullying than would employees who viewed their organization favourably and reported lower tendencies for moral disengagement. As expected, employees who reported relatively high tendencies for moral disengagement also reported having been subjected to more negative behaviours at work than those who reported low levels of moral disengagement. That is, those who were more likely to justify their own injurious behaviours towards others also reported higher levels of negative treatment by others. In addition, those who were more likely to morally disengage also tended to interpret ambiguous behaviours in a fictional workplace scenario as being harassing. A possible explanation for this pattern of relationships is that some employees have perceived a threat to their well-being because they have been mistreated by others, and have prepared themselves to accept a perceived necessity to harm others (i.e., lowered their threshold for moral disengagement) as a way of dealing with the threat.

To summarize, the evidence was found in this study for a possible explanation of how workplace characteristics and perceptions might influence workplace bullying. Specifically, it appears that employees with unfavourable views of their work are more likely to experience negative affect than those with favourable views of their work. Employees who experience negative affect as a result of unfavourable workplace opinions are more likely to believe that it is acceptable to harm other employees. Finally, employees who are more accepting of harmful behaviour are more likely to be accused of, to be victims of, and to interpret situations as bullying.

An initial understanding of the processes that connect organizational characteristics to bullying was gained from the current study, but at least three questions remain about the mechanism(s) underlying the occurrence of bullying. First, what are the additional workplace characteristics that affect employees' opinions of their workplace? Second, what affective/cognitive processes in addition to job satisfaction and moral disengagement help to explain how and why organization characteristics relate to bullying? Third, of the different ways an employee can choose to deal with a negative workplace, why do some respond by becoming more sensitive to bullying and more accepting of injurious behaviour toward others? The results of recent research indicate that the type of bullying experienced by employees relates to the response chosen (Lee & Botheridge, 2006) but further research is required to better understand the mechanisms through which such relationships occur.

THE IMPACT OF PSYCHOLOGICAL DETACHMENT AND RUMINATION ON THE RELATIONSHIP BETWEEN WORKPLACE BULLYING AND INSOMNIA

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Like other work-related stressors, workplace bullying is associated with a number of negative consequences for both the individual. A substantial body of literature has established the deleterious impact of bullying, and that different personality variables moderate (Mikkelsen & Einarsen, 2002; Nielsen, Matthiesen & Einarsen, 2006) or mediate (Hansen et al., 2006) the link between bullying and health. However, few studies have investigated the influence of bullying in disturbed sleep (Björkqvist et al. 1994; Leymann y Gustafsson, 1996; Notelaers et al., 2006).

Insomnia is a widespread problem, and the most frequent sleep complaint. Several studies have highlighted the importance of cognitive factors in the development and maintenance of insomnia (Espie, 2002; Harvey, 2002). Cognitive styles of rumination and psychological detachment are relevant in this process. Rumination is seen as a passive and repetitive focus on the negative and damaging features of a stressful transaction (Skinner et al., 2003).

On the other hand, the term psychological detachment refers to the psychological component of disengaging from work during off-job time (Sonnentag & Fritz, 2007).

Thus, the aim of the present study is to investigate the moderating role of psychological detachment and rumination anxiety on the workplace bullying and insomnia relation.

Method

Participants and procedure

We tested the hypotheses using a research design in which we collected data at two points in time separated by 1 month. We measured some variables (psychological detachment and rumination) at Time 1 and others (workplace bullying and insomnia) at Time 2. With this type of design we wanted to minimize the potential effect of common method variance (Podsakoff et al., 2003). Questionnaires were sent to three communication companies located in Madrid. Participation was voluntary, and responses were anonymous. We distributed 1.000 questionnaires at each time. 607 were returned at Time 1, and 539 at Time 2. A total of 523 individuals responded to both phases, with 511 useable surveys. Chi-square and t-tests revealed no significant differences between those participating in both phases and those who completed only the Time 1 questionnaire, in terms of gender ($p = .512$), age ($p = .470$) and years of work experience ($p = .308$). Fifty-four percent of the respondents were male, the mean age was 31.15 years (SD = 5.4 years).

Measures

Workplace bullying was measured with a reduced version of the Spanish validation (Moreno-Jimenez et al., 2007) of the Negative Acts Questionnaire (NAQ, Einarsen & Raknes, 1997). Respondents used a 5-point scale (from never to daily) to indicate the frequency with which they have been subjected to the behaviors described by each of the 7 items. Cronbach's alpha was .87.

138 Psychological detachment was measured using a subscale of the Recovery Experience Questionnaire of Sonnentag and Fritz (2007). This is a 10-item subscale measuring the mentally disengagement from work. Response categories comprise a 5-point Likert scale of agreement, ranging from 1 (strongly disagree) to 5 (strongly agree). Cronbach's alpha was .85.

Rumination was measured using a subscale of the Anger Rumination Scale (Sukhodolsky et al., 2001). This subscale evaluates ideas and thoughts of revenge after an anger episode. The items are rated on a four point Likert scale ranging from 1 (never) to 5 (always). Cronbach's alpha was .75.

Insomnia was measured with four items from Elovainio et al. (2003). The responses were given along a 6-point scale from 1 (never) to 6 (every night). This scale has been shown to offer good internal consistency and test–retest reliability (Jenkins et al., 1988). Cronbach's alpha was .67.

Results

First, we submitted items of psychological detachment and rumination to factor analysis, and revealed that the items of the two scales loaded on different factors. Hierarchical regression analyses with two-way interaction terms were conducted to test our hypotheses. The independent variables were centered prior to their entry in regression equations (Aiken & West, 1991). The interaction of bullying x psychological detachment was statistically significant for insomnia ($\beta = .10$, $p < .05$). The relationship between workplace bullying and insomnia is stronger in persons with low psychological detachment. Also, the interaction of bullying x rumination was statistically significant for insomnia ($\beta = -.12$, $p < .01$), showing that the above mentioned relationship is stronger in persons with high rumination levels.

Discussion

The present results are in keeping with the notion that rumination is an ineffective method for dealing with stressful experiences. According to Miller et al. (2003), rumination about a transgression reactivates the associative network, reactivating memories or images of the event. Our results also stress the importance of psychological detachment. As Sonnentag and Fritz (2007), have pointed out becoming psychologically detached from work is a crucial aspect of any recovery process.

Taken together, these findings are in line with the hypothesis of "internalization of conflicts" (Kales y Kales, 1984). According to this hypothesis, the insomniac typically inhibits, denies, and represses conflicts during the day, which produces a sleep-interfering hyper arousal. Furthermore, these results fit well with cognitive models of insomnia.

Acknowledgments

RELATION HARCELÉ-HARCELEUR DANS L'ESPACE PROFESSIONNEL, UNE RELATION D'EMPRISE

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Le harcèlement est devenu aujourd'hui un problème majeur aujourd'hui dans le traitement des relations en entreprise en France. Plusieurs formes de harcèlement sont évoquées : harcèlement sexuel ; harcèlement moral (brimades et persécutions collectives) ; intimidations ; malmenance ; maltraitances institutionnelles. L'analyse de ces phénomènes sont à mettre en perspective avec la complexité des rapports relationnels mettant en scène, dans des espaces clos et réglementés, des personnes plus ou moins structurés de manière pathologique saisies contractuellement dans des enjeux de pouvoir. Ainsi, le harcèlement est à comprendre comme abus de pouvoir rendu possible par une défaillance du cadre institutionnel, par une systématisation maniaque et sadique de harceleur dans un lien d'emprise à des personnes qui se positionnent comme victimes malgré elles. Cette relation de harcèlement est destructrice autant des individus que de l'espace travail. Ce phénomène psychocriminologique apparaît comme symptôme de lacunes institutionnelles, point critique de fonctionnement de l'institution. Il est à mettre en lien avec les autres formes de déliaison du social : relations d'emprise, de harcèlement, stratégies de mise à l'écart, de bouc-émissaire Lorsqu'il y a défaut ou défaillance dans la structure institutionnelle, l'émergence de relations violentes et destructrices parfois paroxystique empêche chacun de construire du sens, du pensable et du dépassable, induisant souvent des positions défensives fortes. Les situations de harcèlement peuvent parfois durer longtemps dans un service, et n'être révélée que trop tardivement quand un acte grave émerge comme une tentative de suicide de la victime. Cette situation est pourtant souvent connue de plusieurs acteurs mais perdure grâce à une « pacte dénégatif » au sens de R.Kaës. Ainsi il existe trop souvent une certaine complicité des acteurs du service pour laisser se maintenir une violence destructrice. En quelque sorte, asservis, ayant peur de réagir, beaucoup font la politique de l'autruche sombrant parfois dans l'aveuglement du phénomène (au sens développé par Christophe Dejours dans Souffrance en France) pour ne surtout pas remettre en cause l'équilibre précaire obtenu.

La communication s'appuie sur des entretiens auprès de victimes et des interventions de groupe dans l'entreprise. Le modèle praxéologique utilisé s'appuie sur la notion d'audit clinique et institutionnel visant à comprendre la crise tente de se saisir des élaborations psychiques construites par chacun des membres du service considéré, élaborations portant sur les mises en lien entre ces membres. L'analyse clinique du harcèlement interroge quatre dimensions de subjectivation de la position existentielle de chacun dans le service, que sont l'histoire, l'espace, les relations, les valeurs. Ces dimensions soumettent à rude épreuve les imaginaires de chacun, au risque de produire des impasses, des fixations, de la répétition traumatique. Le harcèlement est une dynamique de l'interaction subjective et groupale articulant cinq surfaces d'opportunité d'expressivité qui sont :

- le corps au travers d'agressions physiques, sexuelles, verbales: bagarres, viol, insultes à la personne, à la famille, attouchements, propos allusifs au corps.

- le territoire professionnel interrogeant les dynamiques d'appropriation de l'espace, des espaces de circulation, des frontières réelles ou fantasmées, de la dimension intime ou publique de certains lieux. La réponse de la victime pourra être la fuite, l'esquive. L'analyse doit porter sur les frontières et leur dimension subjective, sur ce qui permet de les maintenir ou de les vulnérabiliser, sur leur caractère protecteur ou facilitateur d'envahissement de l'autre.

- la réglementation: celle-ci peut donner lieu à manipulation, falsification, mise à l'écart partiellement.

- les valeurs: le lien social est soutenu de valeurs humaines fondamentales mais qui questionnent l'éthique, l'identité culturelle, sociale, ethnique, symbolique.

- l'identité avec ce qui constitue les caractères fondamentaux d'un sujet psychologique qu'il ne saurait laisser altérer par l'intervention de l'autre ou d'une institution.

VICTIMISING THE "BULLY": PROBLEMS WITH THE "WORKPLACE PSYCHOPATHS" APPROACH

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With growing media attention on the idea that any workplace could be host to psychopaths who intimidate, humiliate and use others for their own purposes, the usefulness of the workplace psychopath approach to bullying deserves consideration and debate. The workplace psychopath approach suggests that there are a significant proportion of workers who fit the criteria for "psychopathy". The types of behaviours in which these individuals engage are described and typologised. Diagnostic criteria are usually provided, though with a warning that only professionals should use them. Recently, in Australia, some major newspapers have published 5-point checklists with which you can determine if you have a "psych-boss". The workplace psychopath approach is often used as a way of addressing the bullying problem evident in so many workplaces.

This paper explores why the workplace psychopaths idea is problematic when dealing with workplace bullying. Paradigms from occupational health and safety and risk management; and the treatment of psychological conditions at work, are used to identify some of the problems inherent in this approach.

Workplace bullying is an occupational health and safety (OHS) issue. Employers have a duty to protect their employees from hazards to their health and safety as far as reasonably practicable. Health is not just the absence of disease, but includes the concept of well-being. Bullying behaviours constitute stressors for many people, and as such they are a health and well-being concern. One of the core tenets of modern OHS practice is that individuals should not be blamed for workplace accidents or incidents. The workplace psychopath approach is completely inconsistent with this. People are identified as "psychopaths", which of course they may not be, resulting in unnecessary stigma, and potentially damaging an innocent person's career.

Quite apart from the workplace psychopaths idea, false-positive reporting of bullying is a serious concern. Some organisations have begun to state both what bullying is and what it is not. Under the workplace psychopaths approach, the potential for false–positive "diagnoses" take this concern a significant step further. The person accused of being a bully (or "psychopath") can be placed in a victim-type role. Obviously, this does nothing for creating a safe and harmonious workplace.

By contrast, the approach from common OHS practice would be to examine the environmental, cultural and personal factors that may contribute to bullying behaviour. This would not only be the case is investigating "psychopathy", but also if someone was thought to be displaying bullying behaviour. Calling them a "bully" or a "psychopath" focuses on the person and leads to blaming, shaming and defaming. Potentially, roles are reversed, and the person who has been accused of bullying behaviour, effectively becomes the target of negative behaviour themselves.

There is a lack of good evidence to support the workplace psychopath approach, in terms of their suggested prevalence and the assumptions made on the types of workplaces they inhabit. Similarly, there is little evidence or justification given for the types of workplace psychopath (e.g., the corporate criminal psychopath; occupational psychopath) other than description and case studies. There is also a major controversy surrounding the diagnosis that an individual might receive for psychopathy. Following the Diagnostic and Statistical Manual of Mental Disorders (DSM-IV), a workplace psychopath would be likely to receive a diagnosis of antisocial personality disorder (if they met the criteria). Some argue that this is inappropriate because psychopathy and antisocial personality disorder differ in terms of the focus on personality traits and antisocial/criminal behaviour respectively.

A further irresponsible aspect of the workplace psychopaths idea surrounds the presentation of diagnostic criteria in popular books and media. These are presented with disclaimers that only clinicians should use them, but it is naïve to think that people would not be motivated to diagnose their workmates. The seeming quick-fix of labelling someone probably in part accounts for the popularity of the approach. Targets of bullying behaviour are often treated extremely poorly, and it is no wonder they may think that the person using the behaviour is "psychopathic". This degree of labelling may help the target to cope and regain a sense of control, but at an organisational level it is ultimately counterproductive.

Despite concerns on proper clinical diagnosis and statistical evidence, it remains possible that sometimes there really is a psychopath at work. Even in this case, labelling and vilifying workplace psychopaths is inconsistent with how we would normally treat someone with a psychological condition. If the workplace psychopath approach is to be taken seriously for dealing with bad behaviour at work, then basic standards of good practice in mental health should be adhered to.

Underscoring all of these problems is that anyone has the potential to display bullying behaviour. This is not because people are fundamentally nasty, but because the complex environments in which we work, and the complex interactions of people with whom we work, can influence our behaviour in both positive and negative directions. Attempting to deal with bullying through a small sector that truly are "psychopaths" ignores the more common experience, and this is not appropriate for an issue that is already a silent epidemic.

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Rather than blaming individuals, a more systemic approach is required. The risk management framework of identification, assessment and control is a useful one for managing and preventing bullying. Organisations need to train their employees in how to identify if bullying is occurring, and collect data within their operations to assess the impact that it may be having. They then need to work to ensure that bullying can be reported, that staff feel safe reporting it, and feel sure that appropriate action will be taken. The risk management approach is proactive, consultative, and continually improving. It is in stark contrast to the workplace psychopaths approach, which is negative, divisive and can result in poor outcomes for individuals and organisations.

UNDERSTANDING REACTIONS TO BULLY BOSSES: A RESEARCH PROGRAM

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Baron and Richardson (1994) state that even the most casual observer would have to agree that society is replete with acts of human aggression. In whatever form it takes, aggression, harmful to life or limb, or instead solely painful to the ego, is a real and significant fact of human life (Geen, 1991). Abusive supervision is one type of workplace aggression, specifically a subjective assessment made by an employee regarding his or her supervisor's behavior towards him or her. Examples of abusive supervision include a supervisor demeaning, belittling, undermining, or invading the privacy of a subordinate. These behaviors reflect willed hostility (Tepper, 2007), and can be thought of as one form of workplace bullying. The study of abusive supervision is important given its prevalence in American workplaces. Persistent abuse at work is reported by 28 to 36% of U.S. workers (Keashly & Neuman, 2005; Lutgen-Sandvik, Tracy, & Alberts, 2005; Neuman, 2004). In this paper, we present the findings of our past and current research that has examined the direct and indirect outcomes of abusive supervision in highly controlled laboratory settings and externally valid field settings.

The majority of work that has been conducted in abusive supervision has been on the various outcomes of this type of negative behavior (Tepper, 2007). Likewise, our research has focused on two outcomes of abusive supervision, namely employee self-esteem and retaliation.

State Self-Esteem

 State self-esteem (Heatherton and Polivy, 1991) refers to momentary changes in a person's level of self-esteem in response to some situational stimulus. Heatherton and Polivy demonstrated that a person's self-esteem fluctuates around their general base-line level of self-esteem. These temporary fluctuations can be positive or negative depending on what the person encounters in their daily life (e.g., positive feedback, failure). The research evidence suggests that a person's self-esteem is more affected by negative (such as abusive supervision) rather than positive events (e.g., Schroth and Shah, 2000). In two studies using a scenario-based methodology, we demonstrate that individuals who experience an abusive supervisor report lower levels of state levels of self-esteem than individuals who do not experience negative supervisory behavior. This effect was found after controlling for the individuals' general level of self-esteem and negative affectivity. In addition, the results of both studies demonstrate that the effect is more pronounced for females than for males. In a field study, we replicated these findings for a person's global self-esteem, demonstrating that not only does abusive supervision have a temporary influence on a person's self-esteem, but also that it has the potential to impact a person's global self-esteem long-term. Finally, in both laboratory and field settings, we demonstrate that a person's self-esteem is most affected by abusive supervision when the supervisor is of the opposite gender.

Employee Retaliation

In studies of workplace aggression, provocations such as insults, interference with goals, bullying, and the like have been shown to instigate aggressive responses of various types for those who are abused (e.g., Baron, 1999). In both laboratory and field settings our research has consistently demonstrated that abusive supervision explains between 9 to 49% of the variance in various measures of employee retaliation. In addition, we have found in multiple studies that when individuals experience an abusive supervisor of the opposite gender, aggressive responses are more likely. Given the similarity between our field and laboratory results, this provides evidence of the generalizability of our findings.

Because individual employees are unlikely to respond to abusive supervisors in a uniform fashion (Tepper 2000), we also tested the idea that "personality times situation" would be a better predictor of employee aggressive responses. We built on Bies, Tripp, and Kramer's (1997) assertion that responding/retaliating is multidetermined—by personal and contextual factors. In our studies, we have explored the role that self-esteem and narcissism play in the decision to become aggressive in response to an abusive supervisor. In both field and laboratory settings, we have demonstrated that the link between abusive supervision and employee retaliation is stronger for those individuals who have higher levels of self-esteem and narcissism. Again, the consistent results among the field and laboratory settings lend generalizability to our results.

Practical Implications

Bullying by supervisors remains prevalent, suggesting that organizations may be ill-equipped to detect likely perpetrators in the selection process and in performance evaluations after hire. While it may seem defeatist, abusive supervisors may be a fact of life in contemporary workplaces. The quest for a healthy workforce, therefore, may be in addressing the problem on the other end—from the subordinate's point-of-view. As such, our research has implications for helping organizations in their quest for a psychologically healthier employee base. For example, knowing what supervisor-subordinate dyadic combinations (i.e., mixed gender) are likely more detrimental as far as self-esteem, under conditions of abusive supervision, may aid organizations in understanding the bases of employee withdrawal, non-performance, or turnover. Moreover, employees may be fired for engaging in organizational deviance (sabotage, time theft, etc.), but perhaps what the organization doesn't know, is that these acts were in response to having a "bully boss." As such, organizations may be short-sighted in addressing the symptoms (employee responses) rather than the cause (abusive supervisors). That is, our research program may help organizations to detect the cause of workplace misbehavior by shedding light for human resource managers and others on the profile of supervisor-subordinate relationships prone to abusive interactions.

INTUITION, THE 'TROJAN HORSE' IN WORK PLACE BULLYING

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Introduction

The continual increase of academic literature on workplace bullying within the last 15 years has highlighted the need for organisations to address the problems caused by bullying in the workplace (Sheehan et al, 2006).

A survey carried out by the Department of Trade and Industry (DTI, 2006) on 'The fair treatment at work,' highlighted that around 3.8% of the British working population surveyed, reported that they had experienced bullying and harassment at work in the last 2 years (DTI, 2006). In a report provided by the TUC, over 2 million people have considered themselves to be bullied at work. Similarly, one in every four people has reported to have suffered at the hands of a bully in the last 5 years (Sheehan et al, 2006).

Based on empirical evidence, it is clear that workplace bullying, ultimately impacts negatively on the psychological and physical well being of those individuals involved (Rayner, 2000; Sheehan et al 2001; 2006).

This paper considers the extent to which, 'intuition', (the immediate judgement based on feeling and the adoption of a global perspective) might be influenced by external factors such as workplace bullying through a meta-cognitive approach following Allinson and Hayes (1996). This paper also considers how the role of 'intuition' may ultimately be utilised to not only gain 'entry' to enhanced individual commitment and to improved work place performance but

how, once accessed, 'intuition' may assist organisations in potentially addressing some of the issues related with workplace bullying.

The purpose of this paper is: (i) to explore the extent to which Cognitive style may be influenced by workplace bullying and consider whether or not work place bullying is a significant external factor that may influence an individual's intuitive ability. (ii) To further explore the extent to which 'intuition' may be explicitly or implicitly acknowledged and consider whether or not intuition is a significant factor that informs the individual's decision making processes.

Decision making is inexact and even the most experienced individual may be influenced by a host of factors including: (i)organisational and systematic factors such as pressure to make a decision, team dysfunction and lack of training. (ii)Environmental factors such as temperature, time of day, weather and season. (iii)Internal factors including the individuals own decision making process, and whether the individual is an analytical or an intuitive decision maker (Donnelan, 2004) and (iv)external factors including harassment, stress and work place bullying. Each of these factors may ultimately have an effect on or be affected by an individual's cognitive style, the way in which individuals tend to process information (Riding, 1991). This paper further considers the extent to which work place bullying may be a significant external factor in this respect and proposes that through cognitive style an understanding of the potential relationship between these factors and intuition may be achieved.

It may therefore follow, that to enable individuals to improve their workplace performance a key response may rest on more than a simple adaptation of job related development activities but also through an analysis of their cognitive style. The challenge then becomes providing the relevant meta-cognitive support for individuals, which enables them to reflect not just on 'what', 'how' and 'why' they have learnt, but also in addressing those external factors that impact negatively on the individual (Rayner 2000; Sheehan et al 2001).

Objectives

A review of several meta-cognitive models that assess or potentially assess 'intuitive' ability, was carried out. An evaluation of the role of intuition within workplace bullying and the impact intuition may have within workplace bullying is explored.

Concepts regarding the nature of intuition and its role within workplace bullying are discussed with current models/themes within the study of intuition highlighted.

Method

The study drew on Allinson and Hayes (1996) Cognitive Style Index (CSI). A bipolar data collection instrument designed to assess intuition-analysis with an intended use of business as opposed to education. It is a self report inventory the results of which may be analysed through the use of SPSS. One of the strengths of the CSI is that it has reported consistent and reliable returns especially in relation to the 'intuitive' component of the construct (Coffield et al, 2004).

Findings

This paper reports the results of a pilot study involving a sample of individuals within the three business sectors. The aim of this study was to explore (i) the consistency and reliability of the CSI, (ii) the influence of external factors on the individual scores achieved through the CSI, (iii) the possible relationship between those experiencing workplace bullying and the intuitive component of the construct and (iv) an overall comparative analysis between the scores achieved and those experiencing workplace bullying.

Initial findings indicated that overall respondents felt they used 'intuition' within the decision making and problem solving process although their overall CSI score identified that the level of intuition as assessed through CSI varied considerably. Additionally, a variance between the assessed scores and actual behaviour of the individuals was noted suggesting the influence of external factors on the CSI scores achieved. Further analysis identified that

respondents identifying as having experienced workplace bullying also scored high within the 'intuitive' area of the CSI construct.

Conclusion

This paper discusses the challenge of finding ways in addressing those external factors that impact negatively on the individual, of engaging learners in the process of learning to learn and of using cognitive styles in an effort to take us beyond the rationality model (Morgan, 1997) with suggested recommendations for future research.

Contribution to Knowledge

The value of this research is the further consideration and testing of the CSI and the variances highlighted with the research findings through the data collection and analysis process. The concept of intuition provides an opportunity to refocus on, and gain entry to, what may be undertaken at the level of the individual to enhance organisational performance and in particular to understanding more about the relationship of intuition within workplace bullying, workplace performance and its potential in harnessing individual commitment.

BULLYING OF IMMIGRANT WORKERS

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Introduction

This study explores the mistreatment of immigrant employees in Finnish workplaces. During the last couple of decades, Finland has transformed from a country of migration to a country of immigration. In the current situation, most of the immigrants come from Estonia, Russia, Sweden, and Somalia. Previous studies from UK and Denmark (Giga & Hoel 2006, Hogh et.al. 2007) have shown that employees belonging to ethnic minorities have a higher risk of becoming bullied at work compared with the natives. Attitude studies and studies on racism in Finland have shown that dark-skinned people, Somalis and Arabs, encounter racism most often and that Finns regard Swedes and Estonians most positively and Somalis most negatively (Jaakkola 2005, Jasinskaja-Lahti & Liebkind, 1997).

Aims and method of the study

Bullying at work was studied as part of a research project. The aim of the whole project was to gather information that can be used by supervisors, managers and other actors responsible for the safety and health of employees to support immigrant employees in their integration into the Finnish workplaces, and to improve the functioning of multicultural workplaces. The aim of this study was to explore bullying in multicultural workplaces. For instance the following questions were posed: Are immigrant employees in Finland subject to bullying more often than their native fellow workers? Are some certain immigrant groups bullied more often than others? Who are perceived as the bullies?

Altogether 208 employees with immigrant background and 600 of their Finnish workmates from 17 public and private sector workplaces responded to a questionnaire (response rate 52%). The immigrant respondents came from 36 different countries. Most of the immigrant employees (70%) were men but of the Finnish employees only 31% were men. In analysing the results, the immigrant respondents were divided into four groups based on their country of origin: Russia or the former Soviet Union (N=29), Estonia (n=81), Sub-Saharan Africa and the Horn of Africa (n=42) and the group other countries (n=55). Of them 22 had come from Northern Africa or the Middle East, 16 from the former Yugoslavia. Eleven had Asian background.

Questionnaire

First a definition of bullying was given and then the question was posed whether the respondent considered him/herself to have been subjected to this kind of bullying. The respondents were also asked about the different forms of negative behaviour they were subjected to, the frequency of negative behaviours as well as the role of the bully (Finnish co-worker, immigrant co-worker, nearest supervisor, other supervisor/manager, subordinate). The questionnaire was available in Finnish, English, Russian, Estonian, and Somali.

Results

The majority of respondents perceived the interrelations between immigrant and Finnish employees as good. The relationships between employees from the same country of origin were perceived most positive. Altogether 18% of

immigrants compared to 10% of Finnish employees reported having been subjected to bullying. There were, however, clear differences between the immigrant groups. Employees from Estonia were bullied most seldom (6%). One out of three of the employees in the group "other countries" felt they had been bullied. This group included employees from Northern Africa, Middle East and former Yugoslavia, and of them as many as 40% reported bullying. Most of the bullying happened a few times a month or more seldom. No differences were found between the Finnish employees and the immigrants in bullying occurring on daily or almost daily basis.

"People spread rumours and gossip about you" was the most common the form of negative behaviour experienced by Finnish employees, while for immigrant employees this was isolation. In all, 35% of employees from Sub-Saharan Africa and the Horn of Africa had been isolated at least sometimes. In the case of both the immigrants and the Finns, the bully was most often a Finnish co-worker (Finns 46%, immigrants 54 %). One out of ten bullied immigrants were bullied by another immigrant. One out of four bullied Finns and one out of five bullied immigrants were bullied by their nearest supervisor.

Conclusions and practical implications

Although most of the immigrants and Finns experienced the relationships between the immigrants and Finns as good, immigrants from certain regions experienced bullying more often than their Finnish co-workers. The results are in line with previous studies on Finns' attitudes towards immigrants. Tolerance towards immigrants has improved between 1987 / 2003 but further positive development is necessary both in society in general and among employees in workplaces as in the near future a great number of new immigrant workers will be required in Finland. According to the contact hypothesis (Allport 1954), the most effective way to reduce prejudice between groups is bringing groups together. In order to increase mutual understanding and reduce negative behaviours opportunities to meet and get to know each others should be arranged in workplaces as well as training in traditions in different cultures.

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Recent empirical evidence suggests that certain groups may be particularly vulnerable to bullying in the workplace. The present paper aims to examine how ethnic differences may contribute to the occurrence of bullying by applying the framework of Social Identity Theory and discussing findings from an interview study conducted with skilled migrants in Australia.

While dispute-related bullying may result from intense interpersonal conflict, predatory bullying may relate to prejudice against a particular group (Einarsen, Hoel, Zapf & Cooper, 2003). Recent research indicates that ethnic minority group members are more likely to be bullied at work (Lewis & Gunn, 2007) and less likely to have confidence in organisational mechanisms for dealing with problems (Fox & Stallworth, 2004). Theoretically, these findings may be explained by Social Identity Theory (SIT). Briefly, SIT rests on the concept of social categorisation whereby individuals classify themselves and others according to perceived similarities and differences (Hogg & Terry, 2000). Difference may be used to exclude and place others in the out-group (Hogg & Terry, 2000). Thus, members of in-groups may be favoured at the expense of out-groups. This helps maintain in-group distinctiveness and homogeneity by essentially favouring prototypically acceptable persons and excluding others (Brewer, 2001; Hogg & Terry, 2000). Therefore, SIT indicates that, under various circumstances, ethnic minority groups could be excluded or negatively targeted (Brewer, 2001) These forces may be particularly strong in the face of higher status, well-established workplace groups.

Cross-cultural adjustment issues may also be present for some ethnic minority groups who have relocated, quite possibly leading to increased levels of stress and ultimately a vulnerability to bullying. Additionally, communication may be hampered by other characteristics such as accent (Carlson & McHenry, 2006). Overall, migrants receive lower wages than long-term residents and notably, since 1997, migrants to Australia have found work more easily but have been less likely to find "good jobs" that appropriately reflect their educational qualifications and previous occupational rank (Junankar & Mahuteau, 2005). Importantly, as argued by van Tubergen & Maas (2004), the positions that migrants obtain in the labour market are at least partly affected by the level of discrimination they experience and the tendency for in-group preferences and out-group prejudices.

In the present study, twenty-five skilled migrants (refugees and migrants by choice) who were participating in a week long (federally funded) program designed to enhance their work skills were interviewed. Participants had all self-identified as needing assistance to gain appropriate work following lack of selection (over several months to many years) or withdrawal from the workplace because of negative experiences.

From these in-depth interviews, a number of themes emerged; the focus of the present paper is on negative life experiences in Australia as these are thought to provide insight into ongoing difficulties and stressors that relate to a sense of being an out-group member and possible experiences of bullying. The "negative life experiences" theme included difficulties such as identity conflict, cultural shock, problems with cultural adjustment and ongoing difficulties with speaking and understanding the English language. Approximately one-third of the group reported unmet expectations; their experience of the country not as they had imagined. Interview data also revealed that approximately one-third had experienced grievance over discrimination in their workplace (e.g. following work trials, they were overlooked for more long-term positions despite having qualifications and skills necessary for the job). A part of this theme was the perception that even with their qualifications, skills and training they were still being asked to undertake more education to obtain a job. Approximately one-quarter of the sample reported specific incidents of what could be described as bullying (e.g. racially based name-calling). These findings suggest that skilled migrants are extremely vulnerable to stress from their cross-cultural adjustment experiences and continue to

encounter problems in accessing and securing appropriate, long-term positions in the workplace. Together with findings from recent workplace studies into bullying, it appears there are real problems for ethnic minorities that need to be addressed.

Recommendations include the need for skilled migrants to receive training and assistance in the development of specific workplace entry and maintenance skills. Such programs would need to focus on understanding cross-cultural adjustment and social identity issues. Practical skill development in these areas is a priority. In addition, orientation and ongoing development for all employees and managers around workplace communication and identification and prevention of negative behaviours, including bullying, may reduce the impact of processes associated with SIT (Brewer, 2001; Pettigrew & Tropp, 2000) and lead to a more competent workforce.

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Bystander intervention has the potential to defuse workplace bullying situations. Beyond its impact on specific situations it might serve to set and maintain positive standards, creating a working community with zero-tolerance of interpersonal abuse (Rayner & Keashly, 2007). In this paper, we integrate research from the literatures on school violence/ bullying, workplace sexual harassment, and bystander intervention to develop a training program designed to both encourage bystander intervention in workplace bullying and provide employees with the skills required for effective intervention. Each of the authors intends to implement and evaluate this training program within our respective countries.

Research on sexual harassment (e.g. Knapp, Faley, Ekeberg, & Dubois, 1997), school bullying, and workplace bullying (Rayner & Cooper, 2006) indicates that targets of such behaviour are often reluctant to report it even when mechanisms are in place to do so because of emotions such as shame and fear. This implies that organizational efforts to end harassment or bullying that rely primarily or exclusively on target reporting are not likely to be successful and that other prevention or control mechanisms must be explored (Bowes-Sperry & Powell, 1999).

Twemlow et al. (2004: 216) argue that bystanders "create a social architecture for school bullying." A similar argument is made by Bowes-Sperry and O'Leary-Kelly (2005) who state that "nonintervention actually may create an environment that encourages sexual harassment." Therefore, it is not surprising that bystander intervention has been proposed as an effective method for dealing with school bullying (Andreou, Didaskalou, & Vlachou, 2007; Twemlow, Fonagy, & Sacco, 2004) and workplace sexual harassment (Bowes-Sperry & O'Leary-Kelly, 2005).

As the title of our paper suggests, mobilizing employees who observe workplace bullying to intervene will not be easy because bystander intervention is the last step in a complicated decision-making process. According to Latane and Darley (1970), bystanders must first notice an unfolding event, and then: 1) interpret the situation as requiring action, 2) decide that it is their personal responsibility to act, and 3) decide on a specific form of assistance to provide. The bystander intervention literature finds that bystanders (or those who witness an event) often do not intervene on behalf of a victim.

Despite the issues described above, anti-bullying intervention programs that focus on bystander intervention have been effective in dealing with school bullying. For example, Andreou et al. (2007) describe an intervention in Greek schools that improved students' self-efficacy for intervening in incidents of bullying and led to less "outsider behaviour" (in which students sit by in silence allowing the bullying to continue) and Twemlow et al. (2004) describe the effectiveness of an intervention program in U.S. schools which focused on the helpful bystander role.

Similarly, techniques such as the use of scripts in racism (Ishiyama, 2002) and written commitment (Banyard et al, 2007) in sexual violence that have emerged recently could provide guidance for designing bystander intervention training in workplace bullying.

In addition to the theoretical implications described above, this paper has numerous practical implications. For example, bystander intervention training will not be effective unless the culture of an organization truly supports it. Such training needs to be based on organizational values rather than or in addition to compliance with organizational policies.

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EMOTIONAL AND HELPING RESPONSES AMONG BYSTANDERS OF VICTIMS OF MOBBING: THE ROLE OF PERCEIVED RESPONSIBILITY AND THREAT OF CONTAGION

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Introduction

Workplace bullying (mobbing) receives increasing academic attention. Much research has been done from the perspectives of the bully, the victim and the organization. Our focus however is on the bystander. The bystander is often unrecognized as part of the problem and also as part of the solution. Mobbing can be seen as a dyad, with the bully and the victim as participants, but we think mobbing should be seen as triadic (see also Twemlow, Fonagy, & Sacco, 2004). According to the model of mobbing development of Leymann (1996) the position of the bystander changes from neutral to involved quite early in the process. Through interaction this bystander can incline to pro-

social or anti social behaviour. The bystander can therefore play a significant role in the development of mobbing out of an unresolved conflict. Our aim is to examine mobbing from the perspective of the bystander. Our main research question was: what determines intended helping behaviour of bystanders of workplace mobbing?

For our study on this topic we used a relatively simple model of social conduct (Weiner, 1995). This attribution model proposes a causal cognition-emotion-behaviour sequence in which judgement of responsibility determines the emotional reactions of anger and sympathy. The model further proposes that these emotional reactions in turn, influence help giving and aggression. An extension of this attribution model by Dijker and Koomen (1997) argues that fear is an additional emotional consequence. Perceived threat of contagiousness in their studies of illness, is related to feelings of fear and stigmatizing behaviour. In our study we interpreted contagiousness as possible stigma by association (Neuberg, Smith, Hofman & Russell, 1994). Stangor and Crandall (2000) speak of observed threat of social status. Being associated with the victim, instead of with the stigmatizing bystanders, might lead to a more negative social status of those bystanders. This threat of social status can be warded off by conforming to the (social norm of) these bystanders.

We used this attribution model to investigate cognition of bystanders in a mobbing situation, their emotions and their intentional behaviour. First of all we anticipated a direct effect of perceived responsibility of the victim on helping intention of bystanders. We expected the bystander who saw the victim as responsible for his situation to have less intentions to help the victim. We also expected to find an indirect effect of perceived responsibility on helping intentions through the mediators sympathy and anger. The expectation was that bystanders would feel less sympathy for, and would be angrier with victims who were held responsible, and subsequently would be less inclined to help this victim. Our second assumption in this study was that threat of social contagion would negatively affect the intention of bystanders to help the victim. We expected bystanders who found the situation to be threatening to their own social position to show less intention to help the victim then bystanders in a safe situation. Furthermore we expected fear to mediate between threat of social contagion and helping intention. A perceived socially threatening mobbing situation would in this case, cause the bystander to fear social consequences and subsequently to refrain from helping the victim.

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Method

We designed a 2 x 2 randomized vignette between-subjects study in which one hundred and sixty-one government workers participated. Each participant completed a questionnaire directly after reading one of four vignettes. The vignettes tell a story of William who is a new coordinator within a department of a regional governmental organization. The participants were asked to imagine this department to be their own work environment. Halfway the story, it becomes clear that William is being mobbed. The four vignettes all tell a different story about the responsibility of the victim and perceived threat of social contagion.

In the strong responsibility condition the victim of mobbing knew in advance the workers in the department rejected him. Moreover his own behaviour was described as blunt and dominant. The weak responsibility condition described the victim as welcome to the department and knowing it, and his behaviour towards his co-workers as fraternal.

Strong threat was manipulated by increasing the number of co-workers who's behaviour towards the victim was anti-social. They excluded the victim from social events, they gossiped and they obstructed his work. Only one co-worker helped the victim where upon this co-worker was met with the same treatment as the victim. In the weak threat condition only one person bullied the victim. The other co-workers took a stand against the bully, the head of the department asked the co-workers to support the victim and the organization has an anti-bully policy.

Results

SEM path analyses (using Amos 5.0) revealed that, as expected, the total effect of perceived responsibility on helping intention is negative. The more the victim is held responsible, the less bystanders were willing to help. Furthermore strong (versus weak) perceived responsibility led to less sympathy and more anger, which both led to less helping intentions. Intriguingly, after controlling for sympathy and anger, bystanders showed stronger helping

intentions when the victim of mobbing was held more responsible for his situation. The perceived threat conditions did not directly influence helping intentions. But indirectly strong (versus weak) perceived threat was related to more fear and more fear, in turn, was associated with less helping intentions. In addition, strong perceived threat was also related to more anger and more fear to more sympathy.

Conclusion

This study suggests that bystanders' reaction to workplace mobbing has roots in how the bystander sees the contribution of the victim to the situation. More perceived responsibility gives way to more anger and less sympathy which in turn make the bystander less willing to stand up for the victim. It is however more difficult to understand why, when controlling for the emotions anger and sympathy, we find a totally opposite reaction of the bystander. In other words, why would a person want to help a victim who is blamed for his own situation more than a perceived innocent one?

We think it is possible that the power differential between the victim (in this case a coordinator) and the bystander might be a cause. Less power, in this case of the bystanders compared to the victim, heightens the sensitivity to threat of loosing resources or of being punished. The responsible victim in the vignettes shows two of three determinants of power, authority (he is a coordinator) and (negative) dominant behaviour. Furthermore the vignettes are situated in a bureaucratic organization while participants in this study are part of such an organization where hierarchical relations and aspects of authority are important. In line with the effect-danger ratio explanation of Björkqvist, Österman en Lagerspetz (1994), bystanders will estimate the effect and possible consequences of their own behaviour. Not helping the responsible, dominant coordinator might result in loosing resources (for example less favourable division of labour) and in being punished (for instance through negative appraisal).

Our second assumption was that stronger perceived threat of social contagion would cause the helping intention of the bystander to diminish through partial mediation by fear. Bystanders did not react directly to the social contagion threat manipulation with more or less helping intention. However, they did react indirectly with the expected differentiation in fear and consequently with helping intentions. Bystanders were more afraid in socially threatening situations and frightened bystanders were less inclined to help the mobbing victim. So, threat of social contagion might indirectly be one of the determinants of bystanders' helping intention.

One of the limitations of this study is that vignette studies ask participants to imagine themselves to be part of a hypothetical situation. It is wise to consider this while generalizing to real life. Rudolph et al. (2004) however found no different results in their meta analyse of real life and vignette studies based on Weiners' attribution model.

This study is the first of a chain of studies into the determinants of bystander behaviour at workplace mobbing. Based on the results of this study we conclude that Weiners' model of social conduct is valid to explain bystander behaviour when looked at from an interpersonal point of view. However, regarding mobbing situations we can expect organizational factors to also affect behaviour and they should be taken into account in this kind of research, such as the power differential between victim and bystander. We are in the process of conducting further research into this issue.

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VICTIMS OF WORKPLACE BULLYING: CONSIDERATIONS ABOUT PERSONAL CHARACTERISTICS USING THE WARTEGG DRAWING COMPLETION TEST

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Backround

This presentation addresses the topic of personality among victims of workplace bullying, drawing upon information collected through both empirical and clinical evidence.

Bullying at work has been described as a phenomenon with a multi-factorial aetiology, including, at the individual level, personality characteristics of both victims and perpetrators. According to Zapf and Einarsen (2003), a comprehensive model of bullying should include individual factors and their contribution to the onset, escalation and consequences of the bullying process. A number of studies reported that victim characteristics may play a role in the bullying process. Victims are described as anxious and neurotic, inadequate in social skills and self-esteem, and overly conscientious and overcommitted.

Further studies investigated on the existence of a typical victim personality

Matthiesen and Einarsen (2001), by examining MMPI-2 profiles, have found three different personality profiles, suggesting that, although personality may actually play a role, there is no evidence of a general "victim personality". A similar conclusion was drawn by Glasø at al. (2007). By using the Big Five Model, these authors have found that one-third of the victims tended to be significantly more anxious and neurotic and less agreeable, conscientious and extravert than non-victims, but the major part of victims turned out to be similar to non-victims.

As opposite to this view, Leymann and Gustafsson (1996) argued that "premorbid personality" does not play any role in the onset of bullying situations. These authors claim that the victimisation process has the potential of permanently changing victim personality.

The use of self-reported measures of personality may lead to bias such as the voluntary effort to alter reporting of individual characteristic. The projective technique for personality evaluation that we adopted in this study may have the advantage of limiting such bias.

Study aim

The aim of the present study is to evaluate personal characteristics of victims of workplace bullying by means of the semi-structured projective technique Wartegg Drawing Completion Test, and to investigate their relationship with exposure to bullying, as measured by a self-report questionnaire (CDL).

Sample

We analysed a sample of 198 subjects seeking health care for bullying-related complaints, at the Service for Stress and Harassment of the "Clinica del Lavoro Luigi Devoto" in Milan. The sample was evenly composed of men and women and mostly of subjects in the age group 35-54 (75.3%). Education was medium-high (54.5% secondary school, 16.2% university degree). As for occupation type, white-collars (52.5%) and workers employed in large companies (61.6%) accounted for the major part of the sample.

Instruments. Subjects were administered an ad hoc protocol for harassment-related disorder aimed at the evaluation of a potential bullying condition and the assessment of related health outcomes. The Wartegg test is a drawing projective technique, made up by eight panels, laid out in two rows, each containing a different graphic stimulus-sign, tapping distinct psychological dimensions. The subject is invited to complete, with a spontaneous drawing, each panel graphic-sign which has the potential of revealing profound personality areas, thus providing information about core personal characteristics. Tests have been analysed according to the Crisi's quantitative scoring system (Crisi, 1998). The Evocative character (EC), the Affective quality (AQ) and the Formal quality (FQ) of the drawings were considered. EC refers to the symbolic ability to perceive and process stimuli, indicating subjective skills to adapt and interact with the environment. AQ refers to the general affective and emotional disposition of the subject, indicating the quality of interpersonal relationships. FQ refers to cognitive integrity, indicating adequacy in reality evaluation. The CDL questionnaire is a self-report instrument, made up of 30 items, developed with the aim to collect information about type, number and frequency of negative actions.

Results

Of the sample subjects, 42.4% reported medium scores in Evocative Character, suggesting adequate skills in situation adjustment; 43.4% showed rigidity in adaptation and lack of flexibility, and 14.1% extreme sensitiveness to the environment. As far as Affective Quality is concerned, 31.8% of the victims reported emotional stability, 57.6% a general depressive state (introversion and withdraw from interpersonal relationships), whereas 10.6% were characterized by excessive adaptation to the environment and overly obligingness in interpersonal relationships. As for Formal Quality, 15.7% displayed a good intellectual control on emotional-affective manifestations, 17.2% an excessive intellectual control and perfectionism, 53% an interference of emotional-affective disturbances on cognitive performance (attention and concentration), while the remaining 14.1% showed cognitive disturbances.

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As regards the relationship between personality and bullying victimization, victims who resulted as more agreeable reported more negative actions according to the CDL questionnaire. However, no other differences were observed for self-reported exposure to bullying in relation to personal characteristics.

Preliminary conclusions. These results indicate that in our sample of victims of bullying, there are cases scoring outside the "normal" range across three psychological dimensions of the Wartegg test. However, the absence of a control group of non-victims prevents us from drawing definite conclusions about whether victims and non-victims of workplace bullying differ in regards to personality characteristics. Comparative analyses using scores obtained from an ongoing administration of the Wartegg test in a control group, will provide better insight on this topic.

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BULLYING FROM ADOLESCENCE INTO ADULTHOOD: A 17-YEAR LONGITUDINAL STUDY

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Background

The aim of the present study is to investigate the potential relationship of being a victim of bullying at school during adolescence and the experience of negative acts later in the adult work life. The fact that some children and adolescents are frequently and systematically harassed or attacked by others is a very old phenomenon, and descriptions of such behaviours are found far back in literary works (Olweus, 1993). Today it is well-documented that bullying is a considerable problem in schools (O'Moore & Hillery, 1989; Solberg & Olweus, 2003; Whitney & Smith, 1993), and one important research question is to what extent this also may be related to the exposure to bullying and negative acts later in life. It has been suggested that the developmental relationship between bullying and internalising problems can be characterised as a negative cycle (Craig, 1998; Wilkins-Shurmer et al., 2003). According to this hypothesis, adolescents showing internalising symptoms (e.g., anxiety) are more likely to be selected as victims of bullying, and that bullying again results in an increase of internalising symptoms. Consequently, there may find place a consolidation of a victim role during adolescence, and an increased vulnerability to be a potential target for bulling later in life (Schafer, Korn, Brodbeck, Wolke, & Schulz, 2005). The present 17 year longitudinal study gives a rather unique opportunity to examine this possible link.

Methods

Data from the Norwegian Longitudinal Health Behaviour (NLHB) will be applied. The NLHB-study is a 17-year prospective cohort study of self reported health, health behaviour, and lifestyle patterns in Hordaland County. The informants are followed from the age of 13 to the age of 30. In the baseline measurement performed in 1990, 22 of 130 urban and rural schools in Hordaland County were randomly selected to participate in the study. From these schools, 1195 students and their parents/guardians were invited to participate in the study. Participants' mean age at baseline was 13.3 years (SD = 0.3). Students who did not wish to participate (n= 46; 3.8%), whose parents did not give their consent (n = 222; 18.6%), or who gave incomplete answers (n = 3; 0.3%) were not included in the study. The final sample consisted of 924 students, giving a response rate of 77% of the original baseline sample.

Eight follow-up measurements were performed in 1991, 1992, 1993, 1995, 1996, 1998, 2000, respectively. In the follow-up measurement in 2000 (age 23), 627 of the original sample were participating in the study, and the expected number of participants at the final measurement is estimated to be 500. The final data collection was performed in December 2007, and the data will be finalised for analyses during April 2008. The present study will apply data from seven of the nine measurements (1990, 1991, 1992, 1993, 1995, 1998, 2000 and 2007) were school related and work related bullying was measured.

Being a victim of bullying in the school arena was measured by the Olweus Bully/Victim Questionnaire (1986). The questions in the Olweus Bully/Victim questionnaire have been developed and evaluated over the past two decades with careful determination of validity and reliability (Olweus, 1994). Exposure to workplace bullying were measured with the Negative Acts Questionnaire - Revised (NAQ-R; Einarsen, Hoel & Notelaers, 2008).

The relationship between school place bullying and the exposure to negative acts in the work place (at age 30) will be examined by the use of growth curve modelling (e.g. AMOS or Mplus). In the analysis we will examine how the stability (intercept) and developmental trajectories (slope) of school related bullying in adolescence may predict the exposure to negative acts in the work place at the age of 30.

Conclusion: The present study will provide potentially important information about the relationship of the exposure to bullying earlier in life to work place bullying in adult life. If a positive link is found it may indicate that successful prevention programs targeting bullying in schools also affect the prevalence of work place bullying in the adult population over time.

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HARCÈLEMENT ET PROXIMITÉ : DE LA PATHOLOGIE À L'ÉTHIQUE

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La situation du harcèlement moral au travail invoque foncièrement la proximité. Elle nous suggère un postulat, celui de parler d'une pathologie de la proximité. Entendons par là l'altération, à la fois des conditions et des facultés, d'être proches, en contact les uns avec les autres, pour vivre et travailler ensemble.

Dans cette optique, notre présentation a pour objectif de confronter le harcèlement et l'éthique et de les examiner à l'épreuve de la proximité pour dégager des pistes de prévention.

Nos observations se fondent sur les témoignages (en consultation) de harcèlement et de souffrances « ordinaires » de ces personnes « à l'étroit » dans leur travail ; elles s'étayent sur des apports théoriques essentiellement philosophiques et neurobiologiques.

La proximité est un espace, réel ou imaginaire, au cœur duquel nous sommes proches de quelque chose ou de quelqu'un, d'un objet, d'une idée ou d'autrui. Elle suppose une mobilité permettant de moduler les justes distances. De façon singulière, l'espace et la mobilité fondent dans la proximité une disposition éthique concrète en faveur de laquelle se déploient le respect et la reconnaissance d'autrui. En ce sens la proximité décrit une qualité humaine qui assure toutes les formes de liens.

Le harcèlement interroge en effet la proximité à plus d'un titre. D'emblée elle pose le contexte.

Le constat est que cette violence particulière se produit au sein d'un lien de contiguïté dans la durée. La proximité n'est pas éphémère. L'autre n'est pas inconnu ou anonyme. Ce sont des collègues et des collaborateurs plus au moins proches, se côtoyant au sein d'une même collectivité et prenant part à une entreprise commune qui deviennent agresseur, victime et témoin. Les méfaits se produisent au cœur de relations de voisinage - dans un espace/temps défini - censées être régulées par des règles, codes et conventions juridiques, fonctionnels et sociaux.

À tous ces niveaux de proximité, le harcèlement génère des altérations. Et il n'est pas exagéré de dire qu'il y produit un véritable effet de dislocation.

- Pour la victime, l'agression sature et annihile l'espace psychique et mental jusqu'à provoquer la perte de toute mobilité (physique, psychique et mentale). Elle l'expulse des espaces de proximité avec les autres au risque d'un désenchantement.
- Les attaques de l'agresseur, comme toute violence, relèvent alors du refus de la distance, de la pénétration et de l'emprise sur le territoire d'autrui et de l'annulation de l'espace (de vie).
- Les témoins imposent une violence indirecte à la victime en abandonnant « innocemment » tous les espaces de proximité : proximité aux règles et à la loi, proximité au collègue et proximité à autrui.
- De ces faits, l'on peut résumer que l'agression et la passivité générale (du laisser-faire) engendrent une annulation des espaces régulateurs que créent en principe les instances symboliques. Elles les mettent en échec jusqu'à annuler la signification et miner le sens.
- Enfin les conséquences retentissent sur l'atmosphère du travail, un espace bien particulier, le chargeant de tensions et de lourdeurs.

Au regard de tous ces espaces sacrifiés, nous choisissons de porter une attention particulière sur les capacités « intimes » (même au travail) en jeu dans les relations des uns avec les autres. Car si elles représentent la dernière possibilité de barrer la violence ou de diminuer ses effets, on ne peut nier le fait que ces capacités paraissent lésées; défaillantes dans l'aptitude à conférer au voisin « d'à-côté » (Nebenmensch), le statut du prochain « avec» (Mitmensch) et « pour ».

Que l'on la nomme solidarité ou disposition éthique, les deux réclament une proximité, en fin de compte, avec soi. Et par conséquent, la défaillance à autrui n'est pas sans évoquer une « pathologie » (altération) de la proximité avec soi.

L'éthique ne se résume en effet pas à l'obéissance à une loi ou à une charte. Son déploiement est bien plus subtil, son engagement infiniment plus proche (d'autrui et de soi).

Par de là des réglementations de la vie sociale, la proximité est d'abord expérience humaine – une manière de nouer contact. Le philosophe Paul Ricoeur le décrit ainsi : « s'approcher c'est établir une proximité. Et la proximité n'est pas de l'intrusion. » Elle prend le simple sens d'être « auprès de ».

Les qualités requises sont singulières. Elles impliquent le corps, la sphère sensible et émotionnelle. Loin de réfuter leur éveil, la proximité à autrui (à un objet ou une idée) appelle au contraire la capacité de demeurer (par intermittence) proche de soi, là où il devient possible de « sentir ce que l'on sent ». Le philosophe canadien Charles

Taylor parle du « sentir » (feeling) comme de la conscience affective d'une situation, lorsque le neurobiologiste américain Antonio Damasio insiste sur l'importance de la perception des émotions et des sentiments dans l'attitude éthique. Quant au physiologiste français Alain Berthoz, il considère le regard posé, le sentir et le dialogue avec soi-même comme l'ancrage de l'empathie (aussi physiologie de l'espace et du mouvement). Indéniablement la proximité crée un espace éthique – « l'hospitalité », le nomme le philosophe Emmanuel Lévinas, l'une et l'autre pourvue d'une physiologie sensible à la dignité d'autrui. La devise est indienne : « aucune violence ne résiste au témoignage ! »

Notre conclusion enfin regarde vers la prévention. En un mot elle suggère la restauration des proximités. Les deux facteurs clés sont l'espace et la mobilité (intérieurs/extérieurs) toute à la fois condition et effet. La convivialité en est une expression.

BIG FIVE PERSONALITY PROFILES AMONG TARGETS AND NON-TARGETS OF WORKPLACE BULLYING

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This study investigated the personality profiles among targets and non-targets of workplace bullying. Personality was assessed by NEO-FFI, which measures the main dimensions in accordance with the five-factor model of personality: Neuroticism, Extraversion, Conscientiousness, Agreeableness and Openness. A total of 435 health care employees participated in the study, of which 42 targets of bullying were identified. A logistic regression analysis showed that high scores on Conscientiousness and low scores on Agreeableness characterized the target group in comparison to the non-target group. However, a cluster analysis showed that the non-targets sample consisted of two sub clusters. The scores of the target group were intermediate the two clusters of the non-targets on each of the personality dimensions, except for Openness. Hence, personality do not easily differentiate targets of workplace bullying from non-targets. One-sided explanations of the bullying phenomenon, such as personality, are therefore likely to be inappropriate.

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A NORDIC NETWORK ON BULLYING AT THE WORKPLACE

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Bullying, or mobbing, has been investigated rather extensively in the Nordic countries over the past 25 years using both quantitative and qualitative methods (Strandmark, K. M. & Hallberg, R-M. L., 2007; Mikkelsen, E. G. & Einarsen, S., 2001; Einarsen, S., Raknes, B. I., Matthiesen, S. B., & Hellesøy, O., 1994; Hansen, A. M. et al., 2006; Perkiö-Mäkelä, M et al., 2006; Salin, D., 2001; Rafnsdottir, G. L. & Tomasson, K., 2004; Hogh, A. & Dofradottir, A., 2001; Vartia, M., Korppoo, L., Fallenius, S., & Mattila, M.-L., 2003). Since the Nordic countries have close historical bonds and are highly similar in many respects, it appears not only possible but also important to coordinate and compare data on measurement and prevention of bullying at work. Coordination across countries could support a clarification and harmonization in operational and theoretical definitions concerning workplace bullying and thereby advance research. Observably, bullying at work has been measured in different ways internationally and it might be quite an intellectual challenge to cross-compare research articles. There is a need for compiling the existing knowledge on bullying at work in the Nordic Countries and produce state-of-the-art reports on bullying and prevention of bullying at work. As a first step in this attempt to coordinate and harmonize bullying research among the Nordic countries, a funding request was forwarded to The Nordic Council of Ministers who among other things provides grants to stimulate and increase Nordic co-operation. The request was accepted in the autumn 2007. The first meeting/workshop will be held at the National Research Centre for the Working Environment in Copenhagen April 7-8, 2008. Meetings/workshops will thereafter be held in the other Nordic countries: Norway, Sweden, Finland and Iceland.

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The overall purpose of the network is to get an overview of the knowledge on bullying at work in the Nordic countries. A further objective is to work for the establishment of a joint Nordic theoretical, conceptual and methodological platform for research within and prevention of bullying at the workplace.

The aims of the project are:

- To establish a Nordic scientific network on bullying/mobbing in the workplace including scientific workshops and seminars.
- To prepare a Nordic "state of the art" report on the current research activities in the Nordic countries on bullying/mobbing in the workplace.
- To prepare a Nordic "state of the art" report on the current international research and activities in the Nordic countries on prevention of bullying/mobbing at work.
- To improve the knowledge on qualitative and quantitative scientific methods across the area.
- To draw on the experience in the field between the qualitative and quantitative scientific methods.
- To produce a pamphlet covering the main findings and the future perspectives. The target group of the pamphlet is practitioners and political decision makers.
- Establish a platform for holding visits of PhD students from the participating institutions.

Participants

The core of the Network consists of 15 researchers from 10 different institutions in Sweden, Finland, Norway, Island, and Denmark using quantitative and qualitative methods in the research on bullying at the work place. The Network members are:

Norway: Ståle Einarsen, Stig Berge Matthiesen, Anders Skogstad, and Lars Glasø, University of Bergen, Faculty of Psychology.

Denmark: Åse Marie Hansen, Annie Hogh, Roger Persson, National Research Centre for the Working Environment, Eva Gemzøe Mikkelsen, CRECEA Horsens, Charlotte Bloch, University of Copenhagen, Department of Sociology.

Sweden: Odd Lindberg, Björn Eriksson, Örebro University. Margaretha Strandmark, Karlstad University. Lillemor Hallberg, Section for Health and Society, Halmstad University.

Finland: Maarit Vartia, Finnish Institute of Occupational Health Centre of Expertise for Work Organizations, Denise Salin, Swedish School of Economics and Business Administration, Department: Management and Organisation,

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Cette communication a pour but de présenter un projet de recherche doctorale ainsi que des résultats préliminaires portant sur l'évaluation qualitative d'un système de résolution de conflits en matière de harcèlement psychologique en milieu de travail. Le 1er juin 2004, est entrée en vigueur une nouvelle législation sur le harcèlement psychologique à la Commission des Normes du travail du Québec. Cette loi, une première en Amérique du Nord, vient accroître les possibilités de recours pour les personnes victimes de harcèlement psychologique en milieu de travail, et reconnaît ainsi le caractère indécent de ce phénomène. Avant cette loi, certaines organisations avaient emboîté le pas en matière de harcèlement psychologique afin de donner un milieu de travail favorable à leurs employés. En 1996, faisant suite à une ordonnance de la Commission sur les Droits de la personne, le Ministère de la Défense Nationale (MDN) a entrepris une série de mesures visant l'implantation d'un système de résolution de conflit en matière de harcèlement. En ce sens, il est un des pionniers au Canada. Cependant, aucune recherche n'est venue valider l'efficacité de ce système de résolution de conflits. Les statistiques concernant l'année 2004 démontrent que 1500 plaintes de harcèlement ont été déposées au Québec dans les Forces Canadiennes (FC) (incluant les militaires réguliers, réservistes et les civils). L'objectif premier de la politique en matière de harcèlement au travail des FC est de diminuer le nombre de plaintes. Selon les récentes statistiques cet objectif a été atteint.

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Cependant, cette réduction reflètent-elles véritablement la réduction des comportements de harcèlements et l'amélioration des conditions de travail? Est-ce plutôt le reflet d'autres conditions, par exemple le découragement des victimes face à l'ampleur de la démarche ou encore une mauvaise prise en charge des plaintes par les différents paliers d'interventions? Pour les responsables du système de résolution de conflits des FC, quelques questions demeurent : est-ce que la diminution des plaintes représente réellement une diminution des situations de harcèlement dans le milieu de travail? Est-ce que les différents niveaux du système de résolution de conflits répondent bien aux attentes et aux besoins des victimes? Est-ce que les différents modes de résolution de conflits réduisent véritablement les effets néfastes du harcèlement chez les victimes et qu'en est-il à plus long terme? Finalement, une des principales inquiétudes des FC concerne la réduction réelle des cas de harcèlement, ainsi que de ses effets négatifs sur les victimes et dans le milieu de travail. Cette recherche a pour principaux objectifs la compréhension et l'exploration de ce phénomène complexe; elle se veut une première étape dans une stratégie plus vaste d'évaluation d'un programme de résolution de conflits. Dans le cadre de cette recherche nous tenterons donc de répondre à trois questions. D'abord, nous chercherons à savoir si les attentes des plaignants ont été atteintes suite au processus de résolution de conflits et, par le fait même, si les différents niveaux de résolution de conflits sont bien adaptés aux besoins de cette clientèle. Nous souhaitons également évaluer les effets du harcèlement psychologique chez les victimes à l'aide d'une analyse pré- et post- test, finalement, nous chercherons à déterminer si les impacts (si impacts il y a) du traitement perdurent dans le temps. La recherche s'effectuera en trois temps : d'abord au moment du dépôt de la plainte, suite au processus de résolution de conflit, et finalement six mois suivant le processus. Nous estimons le nombre de rencontres, pour chaque étape de la recherche, à un minimum de trois entrevues par participants. La première entrevue servira à administrer des instruments de mesures et un test projectif afin de faire ressortir les effets psychologiques possible du harcèlement, ainsi que certains éléments psychiques. Les autres entrevues serviront à recueillir davantage d'informations à l'aide d'entrevues de type qualitatif-associatif et d'une analyse de contenu de type associatif-séquentiel. Le nombre de rencontres sera déterminé en fonction de la saturation obtenue suite à une analyse sommaire après chaque entrevue. Le harcèlement psychologique touche une grande partie de la population générale et ses effets psychologiques peuvent être dévastateurs pour la victime. Bien que le terme de harcèlement psychologique soit

connu, il semble que le phénomène lui-même soit passablement méconnu tant de la population générale que de la communauté scientifique et des intervenants dans le milieu du travail. De plus, il appert que l'accessibilité à des services adaptés soit difficile pour les victimes: elles ne savent pas vers qui se tourner ou ne reçoivent pas l'aide nécessaire, et parfois les intervenants eux-mêmes semblent dépourvus de moyens devant une telle situation. Cette recherche a donc pour but de pousser un peu plus loin la compréhension et les connaissances sur le sujet, en plus d'apporter un éclairage nouveau sur la pertinence des interventions effectuées auprès de cette clientèle. Cette recherche pourra sans doute aider les FC à apporter des améliorations (s'il y lieu) à leur système de résolution de conflits, et nous souhaitons qu'elle pourra aussi servir à tout employeur désirant se doter d'un tel système ou améliorer celui déjà en place. Enfin, nous espérons que cette étude servira, par ailleurs, à pousser encore plus loin la recherche sur ce sujet et autres phénomènes associés à la violence psychologique, en plus de permettre aux intervenants en santé mentale et aux gestionnaires d'améliorer les services offerts aux victimes de harcèlement psychologique.

A COGNITIVE FRAMEWORK FOR MANAGING WORKPLACE BULLYING USING THE BELL SHAPED EQUILIBRIUM (BSE) APPROACH

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Introduction

The literature on workplace bullying has identified that bullying is a frequent and prolonged exposure to negative acts that can be triggered by work-related conflicts, in which the targets become stigmatised, victimized and unable to cope with the situation (Leymann, 1996; Notelaers, Einarsen, DeWitte & Vermunt, 2006). Workplace bullying has negative consequences for organisations (Hoel, Einarsen & Cooper, 2003); and the individual (Lewis, 2006; Rayner & McIvor, 2006), particularly on the psychological or physical well-being of those who have experienced it (Sheehan, 2006). This paper presents the results of a study that is aimed at creating a cognitive framework for managing workplace bulling. The framework utilised the Cognitive Style Index (CSI) as a tool for determining the contingency sensitivity equilibrium at which a work-life balance may be achieved. A Bell-Shaped Equilibrium (BSE) Model was developed to determine the point or level at which productivity and work-life balance may be achieved.

According to Allinson and Hayes (1996:4), the CSI is concerned with the way an individual habitually processes information. The CSI suggests that 'intuition' or the right brain orientation refers to 'immediate judgement based on feeling and the adoption of a global perspective', while the 'analysis' or the left brain orientation refers to judgement based on mental reasoning and focus on detail.' The research study undertaken and reported in this paper has indicated that CSI may be influenced by workplace bullying. It is important, therefore, to consider whether or not workplace bullying is a significant factor that may be controlled externally to reduce scores from the extreme ends of the CSI construct to an equilibrium which might be the optimum point of productivity, performance and work-life balance.

Objective

The objective of the study here reported was to create a management tool that can be used to reduce the prevalence, severity and occurrences of workplace bullying. To achieve this objective, in the first instance, the study utilised the Cognitive Style index (CSI) (Allinson and Hayes, 1996) and incorporated this into the BSE Model as a way of identifying the extreme ends to the bullying relationship.

Method

The study drew on Allinson and Hayes (1996), CSI model. The CSI is a meta-cognitive model that assesses or potentially assesses 'intuitive and analytical' abilities. One of the strengths of the CSI is that it has reported consistent and reliable returns especially in relation to the 'intuitive' component of the construct; has a relatively high level of validity and reliability; and can also be used for business and managing people (CIPD, 2005). The CSI has a bipolar dimension (intuition and analysis) and scores are awarded through this construct range between 0 and 76. The closer the score to (0), the higher the level of 'intuitive ability'; while the closer the score to 76, the higher the level of 'analytical ability'. The midway acceptable mid score of 38 is assumed to be the equilibrium, although it is also assumed that this equilibrium is dynamic. It can therefore move within the range of -5 and +5. This range accommodates the varied needs of different organisations and acknowledges individual diversity.

The BSE is an amplitude, or wave, that demonstrates the individual variance in respect of their CSI Score in relation to the equilibrium.

Result and discussion

Through the BSE Model it may be possible to move individuals from the extreme ends of the CSI construct to an equilibrium. This may be achieved through the introduction of additional, 'encouraged' and 'managed,' external control processes such as training, mentoring and coaching programmes, counselling and support. The final equilibrium point may be the level at which ultimate motivation, commitment and performance might be further encouraged and developed with the ultimate aim of further developing positive environments. The initial findings indicated that external factors did affect the overall CSI scores. Those experiencing work place bullying scored high within the 'intuitive' realm of the construct. That is, the higher the level of bullying being experienced, the closer to the extreme point of 0 being achieved on the CSI. Furthermore, as individuals moved up the corporate ladder, the higher the 'analytical' scores and the closer to the extreme point of 76 being achieved on the CSI. It is suggested that this 'analytical' group of people, if care is not taken, may ultimately become the bullies in the organisation. It is therefore important to put into place external initiatives such as sensitivity training, emotional intelligence training, leadership and management training, and diversity training. These will assist in moving individuals from the extreme ends of the construct, back to the equilibrium level, where optimum performance and work life balance might be achieved.

Conclusion

Findings suggest that work place bullying, management style and external factors may influence individual 'style.' The findings suggest t that it may be possible to introduce and encourage 'managed', external control processes in an effort to move individuals from the two extreme ends of the construct to the equilibrium point and consequently optimise performance. The concept of the BSE model provides a potential opportunity to address issues of workplace bullying and refocus on what may be undertaken at the level of the individual and to assist in understanding the relationship between cognitive style and workplace bullying. Furthermore, such an understanding offers the potential enhance individual and organisational performance.

The contribution to knowledge is the proposed strategy derived. Through the BSE Model, the opportunity to assess the relationships between the CSI and workplace bullying may be achieved. Through the introduction of external control processes individual extremes may be decreased and ultimately managed. The potential of individuals reacting in bullying behaviours may be reduced. Furthermore, those individuals that have been exposed to such behaviours may be provided the opportunity to gradually move up to a level whereby they may achieve a work-life balance.

THE MOBBING IMPACTS IN A LINE OF RESEARCH AND FORMATION: A MEXICAN SUPERIOR SCHOOL CASE

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In the 90's within a school of superior studies in Mexico, the mobbing was carried out against a university professor. The paper to be presented measures the impact that this phenomenon had in the payment of a successful line of research and the consequences for the pupils of such institution.

Some authors such as Iñaki Piñuel have studied the labor consequences of the toxic environments in the Mobbing victims. The present case study investigates the consequences in terms of deterioration of the formation and the mutilated works which were left as a result of the exercising of Mobbing at the end of the 90´s.

The overcoming of the Mobbing in this case, returned the atmosphere to the initial productivity of this line of research, but left as a consequence a decline in the final efficiency of the graduates and the population being formed in an important line.

Six years after the Mobbing incidents, the line itself showed that the Mobbing had been the cause of these damages. This paper also narrates some of the formulas that permitted the decrease of the toxic atmosphere.

With precise empiric data, the case shows the organizations why the Mobbing must be avoided and how labor policies of protection for the academic workers should be exercised. It also proposes the possible solutions.

RELATIONSHIPS BETWEEN WORKPLACE BULLYING AND INDIVIDUAL WORK-RELATED WELL-BEING OUTCOMES

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As part of an ongoing psychosocial risk assessment project in a public administration, we examined the relationships between workplace bullying and other common organizational stressors and personality factors, on the one hand, and individual generalized distress and work-related well-being outcomes on the other. Workplace bullying has been repeatedly found to be detrimental to health, with evidence indicating a clear link between self-perceived frequency of exposure to bullying behaviours or to bullying according to a given definition and general anxiety and depression, as well as stress-related physical conditions such as cardiovascular disease. However, few studies have examined the relationships between workplace bullying and other positive and negative individual work-related outcomes, and even fewer have taken into consideration other – partially overlapping – organizational stressors and personality characteristics in examining these relationships. Thus, in the present study it was investigated how victims respond

to bullying in terms of work engagement, presenteeism (self-rated work performance), and counterproductive work behaviours in the form of organizational withdrawal and abuse/hostility towards others. Since bullying may have a profound effect on the victim's level of psychosocial functioning, we anticipated that it would have an impact on all the investigated work-related well-being outcomes as well as on generalized distress, and that these results would hold independently of the effect of other common organizational stressors and personality factors.

Participants and Measures

Participants were 497 white collar workers in non managerial positions of a regional administration in Italy. Widely known, sound measures have been used to assess the investigated constructs. RESULTS: As expected, initial correlational analysis indicated that workplace bullying was strongly positively associated with generalized distress (r = .45) and abuse/hostility towards others (r = .49), while it was negatively associated with work engagement (r = -.24). Significant positive – although less stronger – associations emerged also between bullying and organizational withdrawal (r = .20) and presenteeism (r = .16). However, workplace bullying also correlated with almost all other psychosocial risks examined (most strongly with effort-reward imbalance; r = .61) and with neuroticism (r = .38), which in turn have been repeatedly found to be related to the outcome measures examined here. Thus, to investigate the unique contribution of workplace bullying to each of the dependent variables considered, five different hierarchical multivariate regression analyses were then run. In line with the proposed hypotheses, results indicated that workplace bullying remained a statistically significant predictor of generalized distress, even after other common organizational stressors and neuroticism were controlled for. Also, bullying was the only statistically significant predictor of abuse/hostility towards others, and specifically the more frequent the experienced bullying, the more frequent the behaviours of abuse/hostility towards others; neuroticism and conscientiousness only approached significance in this regression model. However, contrary to the proposed hypotheses, workplace bullying didn't come out as a significant predictor of the other well-being outcomes. The most important significant predictors of work engagement were the organizational stressor of role ambiguity (negative regression weight), and job demands and decision latitude (positive weights). As for presenteeism, job demands had the highest impact, indicating that the higher the demands, the higher the self-assessed performance. The second most important predictor of this outcome was the personality characteristic of conscientiousness. As for organizational withdrawal, the strongest weight emerged for conscientiousness followed by job demands, with both these variables showing a negative regression weight.

Discussion

Overall, these results indicate that workplace bullying is significantly detrimental to health, independently of other common organizational stressors and personality characteristics. However, organizational stressors (including bullying) may have a differential impact on work-related outcome measures. As far as bullying is concerned, it seems to be especially related to counterproductivity in terms of abuse/hostility carried out towards others – superiors, colleagues and/or clients –, who may or may not be the bullies. Interestingly, workplace bullying was unrelated (at least directly) to the positive outcomes of self assessed performance and engagement, for which job demands seem to play a more critical role. Our study suggest that a more fine-grained approach to the study of the consequences of bullying may be beneficial to understand the true impact of the phenomenon on individuals and organizations.

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This report analyses through a scale of estimation (Avilés, 2006) the perceptions of the workers concerning some factors we believe play a relevant role in the existence of the violence within the organisations, referred to the social groups which work in collectives as trade unions and in their practice. As in other human social groups that share the work, this report expects to delimit and reveal the incident of the Low Intensity Violence (LIV) within the organisations as a mean that favours the arising of other kinds of stronger and more harmful violence.

The analysed factors have been given out around four dimensions, that is: factors that have an influence in the inter-personal relations of individuals; factors in relation with power situations; factors that have to be with the way in which the tasks are organised within the group of labour life together and, finally, factors in relation with the conditions the work is made.

The results of the report point out that a certain degree of organisational violence exists, although with an unequal distribution between the four dimensions we pointed out before and with a different perception on behalf of the participants depending on their gender and the amount of time they are working in the organisation.

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Research on bullying victimization is extensive, but currently, relatively little is known about bullying from the bully's perspective. This study investigates bully's tactics, motives, personality structures, and perceived outcomes. Specifically, the self-report survey of college students with work experience examined the following strategic aspects of the bullying experience: the extent to which individuals report engaging in bullying tactics; the degree to which they believe it appropriate; whether the behavior is motivated by goal attainment; if the goal is perceived to have been reached; and narcissism as a predictor of exhibiting bullying behaviors.

An online survey was distributed to 198 university students. In order to address the extent to which individuals report engaging in bullying tactics, and the degree to which they believe it appropriate, the Negative Acts Questionnaire (NAQ; Einarsen & Hoel, 2001) was adapted to a perpetration wording. Respondents were asked to rate the extent to which each behavior had been used and the extent to which it was appropriate. Further, given that no existing measure of bullying motives and outcomes could be identified, a new measure was developed for this study. Studies relating to the subject of bullying were reviewed to determine potential reasons and objectives underlying bullying activities. After removing overlapping, irrelevant and ambiguous items, a total of 30 items remained. Respondents were asked to rate the extent to which each motive was or would be a reason for using the

behavior, and the extent to which their behaviors satisfied the motive. In order to examine the extent to which personality might account for such motives and tactics, and based on theoretical and experimental research demonstrating a link between narcissism and aggression, an adapted version of Hendin and Cheek's (1997) 10-item measure of hypersensitive narcissism was employed. Finally, given that reports of bullying perpetration might be biased by social desirability motives, the Hays, Hayashi, and Stewart (1989) five-item measure of social desirability was included.

Results in a sample of largely working college students indicated that few respondents admit to engaging in much bullying activity, but when they do, they can envision reasons or motivations for doing so. Social exclusion, organizational climate, influence, and peer incompetence emerged as motivations for bullying through factor analysis of data, and consistent with previous research on aggression, exploratory analysis revealed a distinction between direct (e.g., threatened violence, shouted at others) and indirect aggression (e.g., teased or ignored others). Respondents felt generally unsatisfied that bullying would assist in goal attainment; however, some felt that bullying tactics may be slightly appropriate. Narcissism revealed a small significant positive relationship with bullying and was found to be significantly related to indirect bullying tactics rather than direct tactics. Narcissism also revealed a strong relationship with overall bullying motivation and a moderate relationship with bullying satisfaction.

The development of more humanistic approaches, and the genesis of theories recognizing the actualizing potential that individuals seek and often find in the workplace, have ushered into the corporate consciousness a concern with the interpersonal climate of the institutional context. Employees who find their interactional relations more satisfying and competent are far more likely to be satisfied with their jobs, and more likely to be productive. As organizations increasingly recognize this, the shadows of the dark side of organizational behavior have emerged as a looming and important problem. Extensive research has been conducted on the process and nature of bullying victimization, but almost nothing is known empirically about the nature and process of bullying perpetration, and a call to researchers must be made in this regard.

170   Practical and theoretical implications of this study are extensive. First, researchers must be aware that although prevalence of bullying is largely greater in the US than in Scandinavian countries (Lutgen-Sandvik et al, 2007), prodigious efforts to obtain a workplace sample in the US for this study fell upon deaf ears and disinterest. Amazingly, 17 associations within the United States, with members made up of professionals interested in human relations, were contacted for assistance, as well as many organizations through the researcher's own business contacts. These efforts were met with an almost overzealous "no," and given time constraints, university students were used only as a last resort. Institutions and organizations must develop an environment more amenable to research among their own employee populations if research and theory are to develop a full understanding of these toxic activities, and ways in which interventions may manage such processes. Second, in retrospect, the measure used in this study may have been somewhat extensive and complicated, yet the psychometrics provided by this study provided an excellent first step in developing more standardized measures for use in applied workplace settings. Third, a measure addressing both the tendency to bully and the motives behind it would be quite useful, and a shortened version of the measure may also be useful for hiring managers to ask during job interviews or personality and ethics employment tests. Fourth, this study contributed significant innovation in bullying research by investigating the perpetrator, yet understanding more closely the discourse constructed by bullies and meanings assigned by others is imperative. Simply, a greater understanding of bullying as a group phenomenon and the associated cultural discourse is necessary. In the end, as research further elucidates the bullying equation, social science will be increasingly capable of informing public policy and individual strategies for use, and for resistance.

TYPOLOGY OF WORKPLACE HARASSMENT

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A typology of harassing behaviours is proposed as a means of clarifying distinctions among types of behaviours, and examining legal and organizational responses to such behaviours. The typology includes bullying, human rights code based harassment (such as racial or sexual harassment), criminal behaviour, employer defined inappropriate behaviour, rude and uncivil behaviour, and "foolish" behaviour that may be undesirable but not harassment. The typology also addresses inappropriate and harassing behaviour considered by the courts (in wrongful or constructive dismissal cases), arbitration decisions (under labour-management collective agreements), and self-governing professional bodies (such as teachers, nurses, psychologists, etc).

The typology is based on an interdisciplinary review of Canadian, European, Australian and American research, policy and practice on sexual harassment, racial harassment, bullying, mobbing, workplace violence, counterproductive workplace behaviour, work related stress and workplace safety.

The typology provides a framework for situating bullying and harassment within a context that allows us to examine it from various standpoints: legal, organizational, ethical and behavioural. This diagnostic work suggests a basis for considering legislative and policy options in response to workplace violence, threats, bullying and harassment. Originally developed to aid in clarifying allegations for the purposes of complaint investigation, this typology has evolved as an effective awareness and training tool.

It is hoped the typology might also be used to encourage the adoption of progressive practices that can be implemented by human resource practitioners, management and unions, occupational health and safety professionals, workplace advocates and equality seekers as they attempt to address issues of bullying and related behaviours.

Academic researchers, community activists, human resources professionals, educators and trainers, managers, union representatives, investigators, mediators and arbitrators of workplace complaints may find that the typology assists them in identifying, understanding and taking action on bullying and other forms of workplace violence and conflict.

CROSS-CULTURAL PERCEPTIONS OF BULLYING

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Although researchers from around the world are likely to agree that adult bullying generally consists of a repetitive pattern of negative acts directed toward an individual, there may be differences between cultures in how individual behaviors are construed. In other words, it is possible that, due to the social meaning of a behavior or the behavioral norms that exist within certain cultural contexts, certain behaviors may not be perceived as falling within the rubric

of bullying for particular cultures. As suggested by Osterman et al. (1998, p. 2), "Norms of behaviour vary between cultures, and a certain type of behaviour regarded as being aggressive in one culture may not be considered hostile in another. Thus, culture serves as a means to channel the expression of coercive means of social control by self and others." Consequently, "norms are developed surrounding the exercise of mutual influence in the process of resource allocation, favoring some and marginalizing others" Bond, 2004, p. 62).

Support for this assertion was found by Smith and Brain (2000) who, in their review of the literature on bullying in schools, concluded that the term bullying included differing social behaviors for individuals from diverse countries. In some cultures, physical bullying was treated as being quite distinct from social exclusion. Furthermore, some cultures were likely to consider certain behaviors to be more offensive than others. For example, insults were more likely to be acceptable to individuals in high power-distance cultures than in low-power distance cultures. Also, individuals in highly collectivist cultures are more likely to react strongly to rejection than individuals in individualist cultures who were more likely to react strongly to attacks on their competence.

Understanding cross-cultural differences in the perception of bullying behaviors is important for several reasons. First, differences in perceptions are likely to result in differences in the reported frequency of bullying behaviors (Craig et al., 2000). These differences in perceptions suggest that the prevalence rates of bullying reported in different countries are not necessarily directly comparable. Second, programs aimed at reducing the incidence of work-place bullying would need to take cultural norms into consideration with respect to what is defined as bullying. Third, understanding any differences that might exist in the perceived acceptability of behaviors is desirable and necessary in an increasingly diverse and globalized workplace. It would allow expatriates, for example, to be more well informed regarding appropriate norms of behavior in particular countries.

This study attempts to develop theoretically-based linkages between perceptions of bullying behaviors and culture. Einarsen's Negative Acts Questionnaire is used to examine the acceptability of bullying behaviors to MBA students in a variety of countries. There are currently a number of competing methods used to classify cultural differences. Hofstede's system of classifying culture is well-known, but the scholarly literature is currently moving away from this empirically driven approach. The Cultural Preferences Questionnaire (CPQ) approach developed by Maznevski and her colleagues is currently gaining acceptance. The CPQ approach is based on the work of anthropologists Kluckhohn and Strodtbeck. This method looks at the relevant dimensions of culture to compare and contrast culture at the individual level. The advantage of the CPQ method is that it allows researchers to examine differences of culture within countries whilst the Hofstede system does not. We employ both the Hofstede and CPQ approaches to develop a series of hypotheses regarding expected cultural differences in the acceptability of certain behaviors. For example, the CPQ system would suggest that for individuals who value hierarchies would consider insults from an individual higher in the organizational hierarchy to be more acceptable than insults from individuals lower in the organizational hierarchy. Similarly, Hofstede's model would suggest that less powerful individuals in a high power distance culture would consider insults from more powerful individuals to be more acceptable than insults from less powerful individuals. Although the systems are similar, there are numerous examples of subcultures within cultures that do not conform to Hofstede's categorization.

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Introduction

So far, most research on interpersonal conflicts/bullying at work uses quantitative research methods. Few qualitative studies can be found within the field. Interestingly, several surveys seem to point at the fact that different elements of the organisational culture are closely linked to the prevalence of interpersonal conflicts and bullying at work (Zapf et al., 1996; Zapf, 1999; Einarsen et al., 1994 and Salin, 2003). But it seems that these results have not yet been followed up by more in-depth qualitative studies on the relation between interpersonal conflict and organisational culture.

The present study aims at identifying potential characteristics of organisational culture that either prevent or nourish the development of interpersonal conflict (such as gossip and bullying) in the workplace. The study draws on the theoretical framework of Candace Clark (Clark, 1990; 1997; 2004) in order to analyse how social place strategies are negotiated in three different workplace settings, of which two have experienced interpersonal conflicts. Methodologically the study is qualitative and employs elements from both ethnography and discourse analysis. The three workplaces have been selected from a large survey on cooperation and working climate conducted among 60 Danish workplaces. The study uses a sociological approach in trying to understand bullying and other interpersonal conflicts as consequences of workplace relations that cannot be ascribed to individual persons. Therefore, the concept of interpersonal conflicts is understood not as one-directed relations that are tied up upon individual personalities, but instead as group processes that count for not only the sum of individuals but also their social and structural surroundings as well as the relations of power and status that are at stake in the groups.

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Background

Based on their many years of studying workplace conflicts, De Dreu, Dierendonck and Dijkstra (2006) argue that work settings are often highly stable and quite predictable. Employees interact with the same co-workers, they do the same kind of work for a long period of time and they face more or less the same interpersonal problems on a recurring basis. Further, Salancik & Pfeffer (1977) argue that individuals within the same unit or team tend to influence each other and thereby create their own social environment with quite stable and socially shared preferences and views about their tasks and they mutual expectations. If we follow these notions, one implication is that work teams and work units are likely to develop a specific culture of cooperation and conflict management. It is such cultural characteristics in the three participating work places that the study aims at investigating.

Methodological framework

The study uses a so-called 'discursive ethnography' (Miller, 1994; Miller & Fox, 2004). In each of the three work places I conduct two months of ethnographic field work by doing participant observation. Besides this I attend group and employee meetings as a direct observer, and at the end of each field work period, I conduct three or four focus group interviews in each work place.

Results

Preliminary results suggest that:

- The concept of inclusion and exclusion takes on very different forms in the different workplaces. The well-functioning workplace shows signs of a very including workplace culture, whereas the workplaces with

interpersonal conflicts show signs of en excluding culture, making it difficult for newcomers and employees not already part of the 'inner group' to be included into the community.

- The type of leadership is of high importance for the existence of interpersonal conflicts. In the well-functioning workplace, the leader is not afraid to let the employees know that she is the leader and that if a decision cannot be reached in agreement between the employees it is her who decides. In the workplace with much gossiping going on, the leader is nice, but inconsistent.

- Signs of recognition are important. Whereas the well-functioning workplace is characterised by a culture where recognising each other openly as skilful employees is naturally occurring, the other workplaces show almost no signs of mutual recognition.

These are only of few of the preliminary results. As the study is currently ongoing, more results will be identified. The final results will be presented at the conference.

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LA LÉGISLATION QUÉBÉCOISE EN MATIÈRE DE HARCÈLEMENT PSYCHOLOGIQUE : LE POINT DE VUE DES REPRÉSENTANT-E-S SYNDICAUX CHARGÉS DE SON APPLICATION

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Depuis juin 2004, la Loi sur les normes du travail du Québec reconnaît à toute personne salariée le droit à un milieu de travail exempt de harcèlement psychologique. Alors que la Suède, la Belgique, la France et d'autres pays européens ont adopté des dispositions interdisant le harcèlement psychologique au travail, jusqu'à tout récemment, le Québec était la seule juridiction en Amérique du Nord à avoir agi en ce sens. En septembre 2007, la Saskatchewan a emboîté le pas, interdisant le harcèlement au travail par le biais de sa législation en matière de santé et de sécurité au travail.

Au Québec, le gouvernement a privilégié une autre approche. Deux forums exclusifs reçoivent respectivement les plaintes pour harcèlement psychologique des personnes syndiquées et des personnes non syndiquées. Les personnes non syndiquées peuvent déposer une plainte à la Commission des normes du travail. Le recours des personnes syndiquées est le dépôt d'un grief dont la suite dépend de la décision du syndicat de le soumettre ou non à l'arbitrage. Étant donné qu'au Québec, 40% de la main-d'œuvre est syndiquée, le gouvernement a confié aux syndicats un rôle important dans la mise en œuvre de la Loi.

Cette recherche porte sur les perceptions des représentantes et représentants syndicaux du rôle de l'action syndicale dans la mise en œuvre du droit à un milieu de travail exempt de harcèlement psychologique. La recherche sera axée sur le concept de l'effectivité de la loi. À ce titre, elle implique une évaluation de la diversité des effets, tant attendus qu'inattendus, de la loi sur les comportements. La recherche s'inspire également d'une approche sexe spécifique voulant que les effets de l'action syndicale en matière de harcèlement psychologique seront différents sur les femmes et sur les hommes.

Historiquement, le rôle premier des syndicats a souvent été de représenter des individus à qui l'employeur avait imposé des mesures disciplinaires pour avoir commis des gestes de harcèlement. Aujourd'hui, il est clair que les syndicats ont également l'obligation de représenter les victimes du harcèlement psychologique. Toutefois, cette expansion des responsabilités syndicales est susceptible de provoquer des tensions entre les personnes syndiquées et leur syndicat. D'une part, le droit à un milieu de travail exempt de harcèlement psychologique constitue un droit individuel. Il touche à la santé mentale des personnes salariées, visant à protéger des individus vulnérables et souvent minoritaires dans leur milieu de travail. D'autre part, les syndicats sont des institutions gouvernées par la loi de la majorité. Ils détiennent un monopole de représentation des travailleuses et travailleurs actuels et futurs de l'unité de négociation, que ceux-ci en soient membres ou non. Nous formulons l'hypothèse que le rôle traditionnel des syndicats est appelé à évoluer par les responsabilités confiées aux syndicats dans le traitement des plaintes de harcèlement psychologique.

Méthodologie

Nos données proviennent de trois sources distinctes et complémentaires. Dans un premier temps, nous effectuons une analyse du contenu des débats parlementaires ayant mené à l'adoption de la législation, et ce, dans le but d'identifier le discours social relatif au mandat exclusif des syndicats de traiter ou non des plaintes de harcèlement psychologique au travail. Dans un deuxième temps, nous procédons à une analyse détaillée de la jurisprudence portant sur le devoir des syndicats de représenter tant les membres de l'unité de négociation qui se disent victimes du harcèlement psychologique que ceux faisant l'objet de mesures disciplinaires pour avoir harcelé d'autres

personnes au travail. Dans un troisième temps, nous effectuerons des entrevues en profondeur avec une vingtaine de représentantes et représentants syndicaux responsables des recours liés au harcèlement psychologique et ce, dans un échantillon représentatif de syndicats québécois. Les entrevues seront codées à l'aide du logiciel NVivo7, et l'analyse sera effectuée avec une approche s'inspirant des principes de la théorisation ancrée (grounded theory).

Résultats

Les résultats de la première étape de l'étude (l'analyse du contenu des débats parlementaires) indiquent que les syndicats se sont vus confier le mandat exclusif de porter des griefs pour harcèlement psychologique à cause de la crainte de certains intervenants que la Commission des relations de travail (tribunal responsable de décider des plaintes de harcèlement des personnes non syndiquées) soit inondée de plaintes individuelles. Les résultats de la deuxième étape de la recherche (la portée du devoir de représentation syndicale) révèlent qu'au plan juridique, les syndicats disposent d'une grande marge de manœuvre dans la décision de déposer ou non un grief, de référer celui-ci à l'arbitrage ou encore de régler le grief. Ils confirment que le rôle exclusif des syndicats dans le traitement des plaintes de harcèlement psychologique est susceptible de créer des tensions entre les syndicats et leurs membres. Ces tensions sont à leur comble lorsque la victime et l'auteur du harcèlement sont tous les deux membres de la même unité de négociation. Nous émettons l'hypothèse que la gestion des recours liés au harcèlement psychologique accapare beaucoup de ressources syndicales, surtout dans les petits et moyens syndicats où les infrastructures et les pratiques existantes se sont avérées peu adaptées aux nouvelles responsabilités du syndicat en matière de harcèlement psychologique.

Cette recherche confirme l'importance d'identifier des outils et des ressources qui assisteront les représentantes et représentants syndicaux dans l'exécution de leurs nouvelles responsabilités eu égard au harcèlement psychologique (il s'agit, d'ailleurs, de l'un des objectifs de l'étude). Nous nous attendons à ce que nos résultats de recherche soient le point de départ d'un dialogue -- avec les syndicats et au sein même de ceux-ci -- au sujet du rôle de l'action syndicale dans la mise en œuvre du droit à un milieu de travail exempt de harcèlement psychologique. Au Québec, dans les milieux de travail syndiqués, l'action syndicale est l'unique voie par laquelle passe la sanction du droit à un milieu de travail exempt du harcèlement psychologique. L'action syndicale aura donc un impact significatif sur la réception de ce nouveau droit.

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THE FIRST U.S. REPRESENTATIVE PREVALENCE SURVEY

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Historically, American prevalence studies of Workplace Bullying have relied upon online self-selected or small sample surveys (100-1,000 respondents). The surveys necessarily rely upon those who have been bullied to learn about the bullying experience. Samples of self-selected groups have low external validity.

The one exception was a stratified random sample study that queried Michigan residents in 2000. Approximately 125 residents qualified as being bullied. Prior to late 2007, due to the paucity of representative studies, the bullying rate of 16% was extrapolated from the Michigan study to be the most cited national prevalence estimate.

Thus, benefits from a representative study are threefold. Results can advance the science, refute institutional denials, and educate legislators about the scope and nature of workplace bullying.

The Workplace Bullying Institute commissioned Zogby International, prominent political pollsters, to conduct the first national U.S. survey of Workplace Bullying. The Zogby methodology ensured initial random selection from a large pool of potential respondents from which participants were then invited to complete an online survey ensuring that gender, geographical representation and other demographic variables typically used in political and consumer polling were controlled and matched. The survey was conducted during three days in August, 2007. The 7,740 respondent group was representative of the entire adult American population. The measure of error was +/- 1.1 percentage points.

Prevalence

Bullying at work was defined in the primary question. "At work, have you experienced or witnessed any or all of the following types of repeated mistreatment: sabotage by others that prevented work from getting done, verbal abuse, threatening conduct, intimidation, humiliation?" The term "bullying" did not appear in the survey.

This definition mirrors the one used in the text of anti-bullying legislation proposed in several U.S. states with the exclusion of a health harm requirement. The use of Einarsen-Hoel's NAQ, an academic standard, was unfortunately impossible due to survey length constraints.

Academic researchers typically divide the reported experience into the mutually exclusive "Bullied Now or in the last 12 months" or "Ever Been Bullied" in my worklife. The WBI-Zogby study borrowed the two temporal experience levels and added "Witnessed It."

The proportion of American workers claiming to have been directly bullied was 37% [12.6% of respondents reported being bullied currently or in last year and 24.2% of respondents reported being bullied in past, but not currently]. Respondents who only witnessed it comprised 12% of the sample. Extrapolation to the extant U.S. employed workforce suggests that an estimated 19 million workers are bullied currently, with up to 54 million having the experience. Adding witnesses raises the rate to 49% of working Americans (an estimated 71.5 million) affected by bullying.

Though 49% of the American workforce ostensibly knows about bullying either through direct or vicarious experiences, 45% of the sample respondents claim to have neither experienced it nor seen it. This high figure suggests that the first decade of public awareness about bullying has had a limited effect. Much more awareness is required to achieve a societal shift in attitudes toward bullying.

Gender

Both men and women are perpetrators, 60% and 40%, respectively. Women were targeted more frequently (57%). Male bullies nearly evenly split the mistreatment between men (53.5%) and women (46.5%) targets; whereas female bullies preferred to target women (71.3%) more than men (28.7%). Gender had differential impact with several other variables in the study.

A Different Kind of Harassment

Bullying is different from harassment. It is "status-blind" harassment. According to the WBI-Zogby survey, in only 20% of cases, illegal discrimination plays a role. Bullying is four (4) times more common than grounds/status-based harassment. Further, in 61% of bullying cases, the mistreatment is by a same-gender perpetrator (32% male-on-male; 29% woman-on-woman). Same-gender complaints do not trigger anti-discrimination protocols. Employers can ignore these types of cases with little legal risk in the U.S.

Hierarchical

The stereotype that most bullies are bosses is confirmed by the WBI-Zogby survey. In 72% of cases, the bully outranks the target. Supportive sponsorship for bullies comes from executives (43%), peer managers (33%), human resources (14%) and the targeted individual's peers (10%). A majority of the people targeted are non-supervisory employees (55%), but when three categories of managers -- senior, mid-level, first-level -- are combined, it is clear

that managers are bullied, too (35%). The only two relatively immune groups are executives and non-employee contractors.

Bullying is Underreported

Institutional and legal critics of workplace bullying posit the notion that targeted individuals are lititgious ("sue crazy") and disgruntled complainers. The facts refute these rumors. The actions taken by targets were: to never tell the employer (40%), to informally inform the employer (38%), only 15% ever filed a formal internal complaint, only 4% ever filed a formal complaint with a government agency claiming discrimination, and a miniscule 3% ever filed a lawsuit in court.

A major consequence of the self-imposed silence by targets was that 45% suffered a stress-related health complication (not specified in the survey). Much of the health harm can be explained by prolonged exposure to unremitting stress that bullying fosters. One-third (33%) of respondents reported exposure for more than one year, 22% suffered for six months-one year. Thus 55% of respondents met the Einarsen-Hoel minimum six months criterion.

Employers Ignore Bullying. Employers, when informed that bullying was occurring, either worsened the situation for the target (18%) or did nothing (44%). Because employers helped so little, it appears that targets bore the responsibility to stop the bullying when it was stopped. Most targets lost their jobs -- 24% were involuntarily terminated, 40% quit, 13% stayed with the employer but had to transfer to escape bullying.

In conclusion, in the U.S., bullying is experienced at an epidemic rate, but employers and much of the public ignore its existence. The presenter will review key findings from the WBI-Zogby U.S. Workplace Bullying Survey and suggest future work to be done with employers and lawmakers.

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A PUBLIC OR PRIVATE ISSUE? SECTORAL PATTERNS IN WORKPLACE BULLYING

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While workplace bullying emerged as a topic of research in Scandinavian countries as early as the 1980s (Leymann, 1996), until recently, empirical research in Ireland was relatively sparse, limited mainly to surveys of occupational groups. However, the issue of workplace bullying has steadily risen up the agenda in recent years and several national surveys have been commissioned by Government agencies (O'Moore, 2000; O'Connell & Williams, 2001; O'Connell et al., 2007). As well as a raft of "Codes of Practice", numerous newspaper articles have emphasised the potential damage to individual worker's mental health and stress levels, and also organisational productivity issues such as absenteeism and staff turnover (e.g. Irish Times, 19/09/06; Irish Examiner, 05/10/05). Therefore bullying has been firmly established as a significant issue for Irish workplaces, and the public sector in particular where research suggests that workers are more likely to report bullying than in the private sector (Hoel & Cooper, 2000; O'Connell & Williams, 2002; Zapf et al. 2003; O'Connell et al., 2007). However, a comprehensive understanding of workplace bullying, like industrial injury, must arguably take account of its social production and broader institutional context (Nichols, 1997) and this paper seeks to locate the phenomena of workplace bullying with sensitivity to these issues.

This paper investigates along three main lines of enquiry in order to address this central research question: why are workers in the public sector more likely to report bullying than those in the private sector? First, research has increasingly found that bullying is more likely to be reported in organisations undergoing change (O'Moore et al., 1998; O'Connell & Williams, 2002; Hoel & Salin, 2003; Harvey et al., 2006). Research in Ireland attests to the greater perception of organisational change in the public sector, compared to the private sector (O'Connell et al., 2003) and this may be one possible explanation as to the higher reported levels of bullying in this sector.

Second, the paper explores the importance of the institutional framework, for example, formal policies and procedures, in influencing the extent to which bullying is recognised as a legitimate grievance in the workplace (McCarthy & Mayhew, 2004). The public sector by virtue of its proximity to Government is likely to have more well-developed policies and sensitivity to bullying than the private sector. Research has shown that familiarity with Codes of Practice on workplace bullying and the likelihood of having both informal and formal policies is greater in the public sector (O'Connell et al., 2007). The present paper suggests that there are therefore important differences in how bullying is recognised as a legitimate type of workforce harassment in the public and private sector which may therefore effect reporting rates.

Third, whether the expected differences in job mobility, and job security, in the public and private sector affect the reporting rates in these sectors. Researchers have suggested that it is the job characteristics within the public sector, for example, permanent contracts and longer tenure, which may explain the higher reported levels of bullying (Zapf et al., 2003). Public sector workers may be less likely than private sector workers to seek alternative employment elsewhere if they perceive inappropriate behaviour in the workplace.

To explore why workers in the public sector are more likely to report bullying than in the private sector, I draw on a cross-sectional, nationally representative survey of workers in Ireland specifically addressing the issue of workplace bullying. The survey utilized a definitional approach in order to measure the prevalence of bullying. Before any

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mention of bullying in the questionnaire, however, background classificatory information, employment and job-related information, health and stress measures were recorded. The definition used in the survey, in keeping with general research consensus, stressed the repeated nature of the inappropriate behaviour experienced. In addition, I also draw on a nationally representative survey of Irish employers. Both surveys were conducted in 2007.

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'CREEPING CORPORATISM', THE 'NEW MANAGERIALISM', AND BULLYING IN ACADEMIA:

A FEMINIST CULTURAL ANALYSIS

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Interest in the topic of bullying has mushroomed over the last decade or so. Scholarly reports on the topic emerged first in Scandinavia, where it was labelled 'mobbing' (Leymann, 1996). Authors have since used multiple labels including mobbing by some in Canada (Westhues, 2004), as workplace aggression or violence in the United States (Keashly & Jagatic, 2003; Neuman & Baron, 1998) and as psychological or emotional harassment (Hoel, Sparks & Cooper, 2001). It has been examined from many perspectives, including that of the individual, in terms of the characteristics of bullies and their victims, or targets (Zapf & Einarsen, 2003) and of its effects on the victims (Einarsen & Mikkelsen, 2003; Hirigoyen, 1998), and that of the group, in terms of its effects on those observing it (Vartia, 2001). There has also been some work related to the kind of organizational environment that appears to support, or enable, it (Salin, 2003b; Vartia, 1996). And, although it has been suggested by some that an essential ingredient for it to occur must be an organisational culture which facilitates it (Rippon, 2005; Salin, 2003a) and that there is a gender element involved (Deem 2003; Simpson & Cohen, 2004), the gendered nature of the organisational culture (Mills, 1988) itself, in universities (or higher education institutions as they are known in the UK) has not been examined [(for closely related analyses see that of the 'masculine subject' in the management practices of further education institutions in the UK (Kerfoot & Whitehead, 1998) of organizations in general (Voroney, 2005) and of social structural relationships in teams (Brotheridge & Keup, 2005)].

This paper will trace the connections among the pressures which institutions of higher education have been subjected to in the recent past, particularly in Canada, the U.K., and Australia, often referred to as corporatism (Craig, Clarke & Amernic, 1999), or 'creeping corporatism' (Barlow, 1998), the related importation of corporate management practices (Miller, 1998), the 'new managerialism' (Mackinnon & Brookes, 2001; Deem, 1998), which tend to value 'hard' or 'tough' management styles that are stereotypically masculine in nature (Acker, 1990, 1992; Miller, 2004), and reported bullying in those institutions. It is the contention of this paper that the importation of management practices linked with the capitalist values underlying the corporate world (Willmott, 1995) has resulted in the valuing of masculine management styles which support bullying, whether carried out by men or women. This is a conceptual examination of the relationships among those factors from a feminist, cultural perspective.

A DISCUSSION OF VICTIMIZATION IN BULLYING NARRATIVE

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 The purpose of this presentation is to discuss what impact the categorization of being bullied as a victim has upon the individual and for the image of the bullied person in general. Adopting a social constructionist perspective, the aim of this work in progress is to study the narratives of 12 interviewed bullied persons. Narrative analysis is the theoretical and methodological point of departure used to reveal how bullying is currently viewed and discussed. Two central questions arising from the study of narratives about bullying are as follows: Which positionings,

categorizations and self –categorizations can be made? Which interpretative repertoires are used in the socially accepted narrative form of bullying narratives?

In bullying narratives, both the content and the form are of great importance to the analysis of how informants present their bullying experiences. It is not only what they talk about but also how they tell their story. If a narrative is intended to be a mutual understanding or to be convincing to a listener, then its content has to follow socially accepted narrative forms. The narrative analysis in this study uses a fusion of form and content, which can be identified as an approach developed by Elliot Mishler.

In the way people tell a story and in the content, it is possible to recognize how interpretative repertoires or a master narrative are being used as narrative resources by the narrators. Interpretative repertoires are to be understood as discourses in social practice: in other words how a discourse is put in to action in different contexts. To identify an existing interpretative repertoire of bullying one needs to first grasp the scientific discourse on bullying in workplaces and the way that the media portray bullying. The research field on bullying is wide and different topics within that field are opened up. In general terms, one can say that the research of Heinz Leymann, regarding the different phases in the process of bullying, has inspired several topics. From the work of Leymann one can construct how a general bullying narrative of knowledge may be created. Similarly, one can create a general medial bullying narrative in the same way. In this study, both the general narratives are part of a co-production to produce and reproduce an existing interpretative repertoire of bullying.

The form of the general bullying narratives is structured in a way that something happens in a person's working career, which is the starting point of the bullying process. According to the narrative, the bullying activities escalate and finally reach a point in the narrative when the bullied person is excluded from the workplace. The content focuses on the plot: how a person in interaction with colleagues positions herself or himself in a way which leads to different bullying activities from work colleagues. The content is also about how the narrator is categorizing and positioning herself or himself as a good worker, being treated unfairly and unethically, feeling physically and psychologically unstable.

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In my preliminary results I have identified that the informants are mainly using an existing interpretative repertoire of bullying in the formulation of their own narratives. For example, they are using phrases like being the target of gossip and slander, criticism, ignorance etc. Generally speaking, in one part of the interpretative repertoire, the bullied is characterised as a victim and is thereby associated with attributes that accompany that category, such as weak, vulnerable, defenceless etc. According to some research topics, the possession of such attributes is the reason why they become bullied in the first place. These characterizations of the bullied as a victim do not apply to all of my informants' self-characterizations. In several bullying narratives one can identify a resistance against being categorized as a victim, which also can be identified as one part of an available repertoire. It is a resistance, which they express in the narrative by positioning and categorizing themselves as active, reflective and as conflict-resolving. In other words, their self-categorizations in the narratives do not match the attributes of a victim category.

In spite of a resistance to the victim category, the informants' bullying narratives show an indirect victimization. Victimization is a part of a socially accepted narrative form in a bullying narrative or, more correctly, in an interpretative repertoire of bullying. One example is the narrator's way of expressing pain, physically and psychologically. On the other hand, this can illustrate that bullying is about violence and abuse. Being abused places the informants in a category of being a victim.

The preliminary conclusions of the research suggest seeing the bullied person as an individual with experience of violence and not only in terms of a victim. One must see beyond the victimization to be able to give an understanding of the complexity of bullying. Moreover, one needs to challenge the general image of the individual as possessing attributes – such as weakness and vulnerability – which are the starting point for bullying. This is of importance for how bullying is understood and talked about in a public way, though it is one social practice whereby the discourse of bullying is being produced and reproduced. It is also of importance for the way the bullied person may possess several narrative resources by which to formulate and give a mutual understanding of her or his bullying experience in a narrative form. How people in general or in a public way imagine or talk about bullying can

have an influence on how the bullied individual is treated in different contexts and how bullying is viewed and resolved in the workplace.

THE NORMALISATION OF ABUSIVE WORK PRACTICES IN COMMERICAL KITCHENS

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In the last few years there has been a lot of media interest in the UK about the abusive behaviour of celebrity chefs and yet there has been little academic research in this area. Such abuse has often been portrayed as a necessary part of the job and has been glamorised in television programmes such as 'Hell's Kitchen' featuring the British chef Gordon Ramsay. Several chefs have also claimed that giving and receiving abuse is part of the socialisation process that creates the "hardiness" needed to function in a commercial kitchen or restaurant (Bourdain 2004; Johns and Menzel 1999). This research examines the phenomena of bullying and abuse and identifies the types of behaviours chefs may be exposed to.

The main aim is to examine the potential causes of abusive behaviour among chefs as perceived by employees working within the catering industry. It explores the behaviours facing both the individual and the hospitality industry generally, and considers the role played by the socialisation process and the work environment in enabling abusive behaviours to be tolerated.

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To date research has been limited to a study by Johns and Menzel (1999), which focused on a small sample of high class restaurants in one British geographical region and this is limited in scope. Hoel and Einarsen (2003) suggest that the catering industry, characterised by its long hours, poor industrial relations and transient labour market may contribute to an increased use of abusive behaviours. However, Hoel (2002) research into workplace bullying suggested that the level of bullying in hospitality was lower than the national average, although witnesses to bullying were in line with the national average. This may suggest that although abusive behaviour exists it is not necessarily perceived as bullying.

The lack of specific research has led to the development of a research programme, which examines the types of behaviour to which chefs may be exposed and to identify how chefs may accept abusive behaviour as cultural norms through the socialisation process.

The aim of the study

This paper focuses on the second stage of the study and examines the nature and extent of abusive behaviour in commercial kitchens. A questionnaire was developed to identify the experiences of chefs working in the hospitality industry and is part of a wider study, which includes a longitudinal study of student chefs and follow-up focus groups.

Results

To date questionnaires have been returned from 300 chefs throughout the United Kingdom. 91% of respondents were male and 9% female. The average age was 32. Of the respondents 6% were executive head chefs, 25% head chefs, 32% sous chefs, 18% chef de parties, 7% commis and 12% trainees.

45% worked in hotels, 31% in restaurants 12% in industrial catering such as schools, hospitals and prisons, 12% in other types of catering such as banqueting and leisure industries. The majority of chefs work between 41 and 50 hours a week.

The behaviours witnessed have included shouting at colleagues 88%, shouting at colleagues from other departments 69%, destruction of food 68%, forbidding entry to kitchen 55%, unwanted practical jokes 43%, abusive while drunk at work 25%, drunk at work 19%, physical force 24%, throwing objects 15%, sexually harassing same sex 18%, sexual comments 10%, sexually harassing opposite sex 8%.

When asked their opinion of such behaviours, the behaviours such as the destruction of some one's work, shouting and forbidding entry to workplace were seen as more likely to be tolerated.

When asked why such behaviours occurred respondents reported that the environment is stressful and that chefs are artists and by nature temperamental. However, it was also perceived that to work in such an environment chefs needed show discipline and be able to work as part of a team.

When asked specific questions about bullying 85% responded that they had not been bullied, 7% rarely and 8% now and then. However 33% felt they had been bullied over the last 5 years and 53% had witnessed bullying.

Although chefs appear to be exposed to abusive work place behaviours a job satisfaction survey included in the questionnaire, indicates that the majority of chefs were satisfied with their job.

Discussion

The study indicates that the majority of chefs can expect to be exposed to abusive work practices. These practices range along a continuum of verbal abuse to physical and sexual abuse. Although some of these behaviours are tolerated others are not. The reasons given for such behaviours are that it is a stressful working environment characterised by long hours, where discipline and hardiness to survive are needed. The research also suggests that although chefs tolerate abusive behaviours they don't necessarily agree with them.

Conclusion

Due to the transient nature of the industry and the large amount of immigrant labour the sample size has been small. However, early indications suggest that abusive behaviour becomes part of the culture of commercial kitchens and therefore tolerated. Although the behaviour is abusive, it is not necessarily viewed as bullying. The nature of the industry also suggests that if bullying were to take place chefs would be able to leave and move to another job.

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The purpose of the research reported here was to discuss the prevalence of workplace bullying amongst teachers as reported by callers to a national UK professional telephone helpline. A second objective was to explore whether there was any relationship between reporting workplace bullying and gender. This paper will discuss the methodology, the limitations of utilising third party data and the findings of Phase 1 of a two-part study and present recommendations for Phase 2 which is currently in progress.

The helpline is based at a contact centre which, for the purposes of anonymity and confidentiality, cannot be named. It provides free and confidential practical information; coaching; counselling and money advice to teaching staff throughout the UK.

The call centre has collected data on all the enquiries it has received since its opening in January 2006. This data has been used in Phase 1 of the research, in the form of two reports supplied by the helpline operators.

The first report records the total number of callers to the helpline during the eighteen-month period from 1 January 2006 to 30 June 2007, broken down according to the subject of their enquiry. Advisers allocate the calls to an issue, based on a hierarchical classification system. The taxonomy includes a sub category 'bullying' under the category entitled 'people skills'. This report is used to investigate the proportion of the total number of enquiries received which relate to workplace bullying. The second report analyses callers and issues by gender and has been used to explore whether male and female teaching staff share similar workplace concerns. The data contained in the two reports was analysed using Microsoft Excel.

Phase 1 of the research highlights the difficulties, limitations and challenges faced when relying upon third party data. The data has necessarily been collated in a way that meets the purposes of the helpline operator, but has a number of implications for the research objectives. The manner of data collection also has implications for the centre itself. The helpline statistics are based on the number of calls, which creates potential for double counting where individuals contact the call centre several times regarding the same underlying problem. There is also the difficulty of assigning a call to a primary issue such as workplace bullying because this is frequently a multi-layered problem associated with a range of behaviours and consequences. The classification can therefore be somewhat arbitrary. In practice, advisers identify the primary issues by the problem first presented to them. Furthermore, enquiries are only classed as 'bullying' if the term emanates from the caller. Whilst this takes some account of the role of perception and context in defining workplace bullying, there are some concerns. Cases may go unrecorded if targets are reluctant to take on the victim mantle or do not think to use this term when describing their situation or begin the conversation by talking about the impact of bullying. There is, therefore, considerable potential for both over and under recording the incidences of workplace bullying if we rely solely on existing data. Phase 2 of the research project has been designed to address these limitations and utilises the NAQ battery of Einarsen et al (1994) backed up by a definition.

Based on the helpline operator's own classification system, Phase 1 of the research found that enquiries relating to workplace bullying account for only a small minority of total enquiries. 'Working conditions' are the main concern for those who contacted the helpline, with issues surrounding 'careers'; 'people skills'; and 'health and wellbeing' also accounting for a significant number of enquiries. Although 'people skills' are the third largest issue for callers,

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the majority of these enquiries relate to 'relationship problems' rather than identified cases of 'bullying' per se. The study indicates that teachers experience difficulties with colleagues but also aggressive behaviour by their pupils.

The seemingly low prominence of workplace bullying as a matter of concern for teachers is surprising considering Lewis's (1999; 2003) study of teaching staff in further and higher education. However, the results of the study reported here could merely reflect the requirement for callers to label themselves as targets of bullying or the operator's system for analysing calls. Research has consistently shown that incidence levels of workplace bullying are lower when based on self-labelling compared to measurements based on exposure to negative acts (Hoel et al 2001; Mikkelsen and Einarsen 2001). Cases of bullying could be 'hidden' within a number of other categories of enquiry, which may represent types of bullying behaviour.

For example, 'working conditions', includes problems of 'work life balance' and 'pressure to meet targets', which have been identified as negative acts (Einarsen et al 1994), especially if one takes an organizational view of bullying (Liefooghe and Davey 2001) or consider aspects of organisational change and the drive to meet targets as possible antecedents of bullying (Sheehan 1999). These latter concerns are key features of today's education sector. Furthermore, for some researchers, workplace bullying is an escalated conflict (Zapf and Gross 2001) and could be classified as a 'relationship problem'. Similarly, enquiries recorded under 'careers' or 'health and wellbeing' may reflect the negative effects of bullying on the target's performance and wellness (Lewis 2004; Mattheisen and Einarsen 2004; Neidl 1996). It is not possible, with the available information in Phase 1 of the research, to make reliable assumptions about the extent of workplace bullying as an issue for users of the helpline. Phase 2 of the research has been designed to be a more reliable indicator.

In relation to gender differences, the data provided by the helpline operator indicates that 'people skills', including 'bullying', represents a greater proportion of the total enquiries by females compared to their male counterparts. Gender differences and other demographic variables are further investigated under Phase 2 of the research.

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THE RELATIONSHIP BETWEEN WORKPLACE BULLYING AND FEATURES OF LEARNING ORGANIZATIONS

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The purpose of this research is to define relationship between features of learning organization of formal education in Turkey including primary education and workplace bullying for teachers working in these institutions. To achieve this goal answers will be sought to the questions below:

1. What is the possibility of learning organization and workplace bullying in schools which are within the context of research?
2. Is there a reasonable relation between minor dimensions reflecting features of learning organization and minor dimensions of workplace bullying?
3. Are minor dimensions reflecting features of learning organization reasonable routine of minor dimensions of workplace bullying?

Education institutions should be learning organizations in order to be successful in their mission. A learning organization is capable of creating, having, interpreting, transferring and protecting information (David and Garvin, 2000). Because learning organizations constantly learn new conditions and adapt themselves to this change. At the same time they constantly change and develop by using data gained from this experience (Senge, 1992). In

organization such as education institution where social relations are intense, a lot of elements that affect the formation of organizational learning could be mentioned. Senge (2002:27-33), while defining these elements, especially emphasized holding up on events and the myth on administrator team. He emphasizes that the focus of workers on short-termed events and administrative culture prevents organizational learning. When we deal with these two preventions both as effecting and effected variants, we see that these concepts are related to workplace bullying. According to the views of victims declaring they are treated with deterrence, one of the main reasons for deterrence is problems about organization climate and organizational operation. Finding a solution for workplace bullying that cause serious problems as absenteeism and depression of workers organizations, increase in turnover of wage earner and decrease in performance of workers is among primary aims of this research. Especially, Brodsky (1976); Einarsen, Matthiesen and Skogstad (1998); and Zapf, Knorz and Kulla (1996) note that there is a reasonable relation between stress in organizations and bullying. This perspective and research results directly lead us to the opinion that workplace bullying may effect organizational learning process. This relation has a vital importance in effective administration of change process, maintenance of organizational effectiveness, working glut of teachers and defining obstacles in motivation of teachers.

Results

Statistics used as means of data during research and their analysis findings show us that; Perception of teachers about organizational learning scale and bullying scale has the minimum Standard deviation. Namely, these scales are variants that consistency is on a high level. Most alternation of perception of teachers happens in taking initiatives and risks scale; in other words, this scale is the variation in which consistency of teacher perception is very low. Statistical analysis has shown that there is a negative and reasonable relation between sub dimensions of organizational learning scale and bullying scale. The most powerful relation between scales and sub dimensions of scale is the fact that there is a negative and reasonable relation between sub dimension of organizational learning scale(trust and cooperative climate) and sub dimension of bullying scale(mission)- (r = - 44, p< ,01). According to this, as trust and cooperative climate is maintained in organizational learning process in schools, decrease is observed in the level of possibility of bullying behaviours related to sub dimensional mission. When we consider determination quotient (r2=0,19), we can conclude that 19% of total variation of sub dimension of mission in bullying scale takes root from trust and cooperative climate.

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The negative and reasonable relation between total percentage points of organizational learning and bullying (r = - 42, p< ,01) has shown us that level of bullying decreases when organizational learning is used in a organization.

According to statistics that we used in research and their analysis findings, trust and cooperative climate, observed and shared vision, risk taking and initiatives and tutorial development are parts of organizational learning; however, trust and cooperative climate is the most powerful routine as bullying behaviours for teachers in schools. Namely, the fact that school climate and culture do not support cooperative working, lack of information sharing and lack of open communication increases the level of workplace bullying. In other words, bullying weakens trust and cooperative climate in organizational structures as education where social relations are intense. Bullying, which has a negative effect on organizational health of school, also decreases the degree of teachers' involving in all features of school functions and destroys social-psychological way of organization such as support of school management and functions to experience and thought of teachers are valuable when they take initiatives. Workers in such environment cannot achieve skills and information appropriate for developing their performance.

Workplace bullying, which is defined as psychological terror involving hostile and non-ethical communication ways directed in a systematical way to an individual or by some individuals in education organizations, affects organization health negatively. Leaders have an vital role in preventing bullying from organizational life which is a barrier for education organizations to be a learning organization by preventing their change and development. Because, organization leaders can prevent developing workplace bullying by emphasizing how important helping and developing humane relations between workers are for individual and organizational life and maintaining continuity of creating a organizational climate and culture which motivate workers to make organizational aims come true. If workers spend all their energy on turning organizations into learning organizations, workplace bullying will be at minimum level. Thus, we can conclude that enough leadership of schools' future, involving teachers to school

administration is related to a successful functioning of learning organization paradigm requiring relation between school and society and feeling of personnel that he/she is being respected.

SHOULD THE UNITED STATES LEARN LESSONS FROM ABCS (AUSTRALIAN, BRITISH, AND CANADIAN COUNTRIES)?

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This study examines workplace bullying (WPB). Despite a global increase and the proliferation and recognition of additional types of Work Place Bullying, employees in the United States are less aware of WPB than employees in Australia, Britain, and Canada (ABCs). This study focuses on levels of awareness of WPB, while exploring the injuries that Work Place Bullying can inflict upon the individual, the workplace environment, and the corporation or organization. This study provides a comparative examination of levels of WPB found in the United States with the levels of WPB found in the ABCs. In addition, literature offering unique approaches toward dealing with WPB is examined. There exist notable differences of Work Place Bullying awareness levels between United States employees and employees in Australia, Britain, and Canada.

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Data suggests that WPB, in the United States, is a growing epidemic—in greater proportions than the ABCs—and little is being done to remedy its stressors, which might include repeated acts of verbal abuse, intimidation, indifference towards diversity, and harassment. Further investigation reveals employees could be tolerating WPB. If this is the case, then how might WPB be identified in a culture that typically does not recognize WPB as a true form of workplace violence. Could an employee truly have the ability to unequivocally decipher, comprehend, or question authoritative figures in positions of power to be bullies, in a workplace environment that tolerates WPB? The ability to call behaviors into question is complicated by the inability to identity abusers. In some cases, abusers do not recognize their actions as abusive. In addition, there exists an inclination toward protecting those in power and ultimately the bullies, by those who have the power to advocate change within the legal system. Doescher v. Raess, a county court case in the United States, reveals the protection of a bully where a heart surgeon was ordered to pay $325,000 for allegedly screaming and lunging at an employee following a dispute. However, an appeals court overturned the verdict, claiming the evidence was thin and the depiction of the defendant as a bully was misleading.

There exists limited legislation to protect those being bullied in the workplace. Yes, some argue that there have been positive steps taken to attempt to eradicate WPB behaviors in the United States. Many of these legislative reforms are aimed at providing restitution for WPB victims. In contrast, Britain outlines policies that are specific to WPB. Britain appears to have a more sophisticated approach toward holding employers accountable for abusive behavior.

Taking into consideration the continued decline of the United States dollar and the looming recession, perhaps the United States may consider examining Australian, British, and Canadian approaches toward WPB. There may be a need for "Britishness" among the common American workplace or a more transnational approach towards working to generate awareness and developing remedies to Work Place Bullying. The question remains, how can the United States remedy a problem that has yet to be identified or, in some cases, acknowledged?

In conclusion, evidence reveals that United States employees admit that they experience high levels of WPB, yet, there exists no evidence to suggest implementation of productive preventative methods. In contrast, ABCs appear to

have WPB solutions in place, ultimately, indicating United States employees are either less aware of WPB or less likely to act based on the non-existence of corrective measures. It is critical that employees and employers alike take interest in gaining conflict management skills such as, facilitation and business mediation.

Corporations, governmental organizations, and any other organization experiencing WPB might appeal to exploring the advantages of group facilitation procedures; a process that allows a neutral party who has no decision making authority, and who is accepted by all members of the group, to intervene to help the group identify and solve problems. The facilitator will work with the group to first, define the problem, second, identify root causes, and finally, discuss possible solutions.

In addition, I suggest further development of United States-based business mediation solutions that will enhance organizations and the relationships within. Mediation is similar to facilitation with use of a third party and neutral party as the mediator. Unlike group facilitation (with only one party, referred to as a "group"), mediation involves working with two or more parties in conflict. Mediation will improve the quality of interaction by: identifying needs and interests; creating positive and productive dialogues; and educating on what it means to listen and communicate effectively. Parties will determine their own resolutions after discussing what they learned from the process.

Understanding WPB will be accomplished through organized awareness campaigns by those who are indeed, aware of WPB. In addition, existing communities and organizations that seek to spread the word on combating WPB, will work towards mobilizing their efforts—on a more international level—in a way that will implement true change in current U.S. policy and law, and most importantly people's lives.

SHARING THE LESSONS LEARNED FROM DEALING WITH WORKPLACE BULLIES:

STAKEHOLDER INTERESTS, THE ROLE OF HR, TRUST AND THE PSYCHOLOGICAL CONTRACT 189

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The purpose of this paper is to present the argument that despite the growing body of research on workplace bullying and the policies and procedures for dealing with bullying in organizations there appears to be a level of 'policy direction' that tends to pay little or no attention to changing the behaviour of the bully. In fact organizations, often led by legal frameworks, are more likely to go through tick box exercises (a form of tokenism) than make real efforts to address the issue. The argument presented here is that institutions in their attempts to establish policies and procedures for countering bullying pay perhaps, less attention to changing the behaviour of the bully preferring instead, quite rightly, at least on the surface, to supporting the recipient of bullying behaviour. However, by focusing less on the bully and more on supportive practices may make bullying policies and procedures less able to arrive at satisfactory solutions. Present policies also have a tendency to make 'targets' of bullying, 'victims', and the interventions that arise out of the policies often come too late when the situation is beyond being rescued, say through mediation.

This review explores a number of issues. The first issue is that greater recognition needs to be given to the idea that bullies threatened by the 'good citizenship behaviour' of others frequently target such individuals. In many ways such individuals find to their cost that not only are these citizenship qualities which include, being competent,

intelligent, cooperative, honest, helpful, able to see the bigger picture and having a preference for solving problems through process rather litigation, exploited by bullies, but that these qualities are the very ones that organizations take for granted and rely on at the expense of confronting the bullying behaviour itself. Policies such as for example, Dignity at Work that are designed to protect employees from bullying may become, albeit inadvertently, focused on procedures that fail to tackle the bullying behaviour itself requiring instead the recipient of bullying to engage in change behaviours without appropriate changes from those initiating the bullying. This can also be because organizations naturally have some anxiety about and lack the skills for dealing with the workplace bully. Perhaps when considering bullying, more of a transactional approach, needs to be adopted; one that recognises that a bullying incident results from a transaction between the bully and the targeted person. Intervention strategies should recognise this conjunction and the requirements it creates in relation to the different parties involved.

This presentation using a critical perspective draws upon concepts such as the psychological contract, trust and power to evaluate the process victims' face, when they confront the perpetrators of workplace bullying. Although workplace bullying relates to extremely abusive experiences for the targets of bullying, it is clear that presenting bullying as a purely interpersonal issue prevents the organization from examining and reflecting on wider practices and their impact on employee well-being. One of the potential issues for targets of workplace bullying is that in their efforts to deal with the workplace bully some organizational practices themselves come to be perceived as bullying. This of course is not new, as attention has already been drawn to the experiences described by employees as organizational bullying, but this presentation draws attention to specific aspects of organizational policy that can be exploited by both the bully, and management, in their efforts to find a solution. It also raises issues for Human Resource specialists where the focus of policy development is limited to individual or interpersonal consideration and fails to set these within a wider managerial context.

Interventions are, for good reasons, invariably directed primarily at the individual level and not at the organizational level with individuals being offered counselling for work stress that is managed through occupation health. This is a major impediment to dealing with workplace bullying, as all too readily attention is drawn to the individual victim/s "problem" rather than the workplace bully and the organization that tolerates them. This presentation draws attention to organizational practices that not only appear to tolerate workplace bullying, but where organizational interests are often seen as conflicting with those of the recipient(s) of bullying. The presentation is concluded by arguing that bullying policies and practices need to centre the bullying incident within the wider context of managerial and organizational practices, to recognise the transactional nature of the bullying experience and to call on a range of human resource techniques to combat what is fast becoming the most prevalent of workplace stressors. This review is the beginning of a three year Health Research Council funded project into workplace stress and bullying in New Zealand.

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The mental health professions' DSM persecutory disorder condones and promotes harassment of bullying, mobbing and discrimination of: "This subtype applies when the central theme of the delusion involves the person's belief that he or she is being conspired against, cheated, spied on, followed, poisoned or drugged, maliciously maligned, harassed, or obstructed in the pursuit of long-term goals. Small slights may be exaggerated and become the focus of a delusional system. The focus of the delusion is often on some injustice that must be remedied by legal action ("querulous paranoia"), and the affected person may engage in repeated attempts to obtain satisfaction by appeal to the courts and other government agencies. Individuals with persecutory delusions are often resentful and angry and may resort to violence against those they believe are hurting them." This disorder is discrimination of a perceived mental disability by the mental health profession that should be abolished to take away this discrediting tool being used by those who harass others.

The Ontario Human Rights Code states that the mental health professionals' perception of the harassment complained by any patient is discrimination of perceived mental disability because: "Conduct is vexatious where the complainant finds the comment and conduct worrisome, discomfiting and demeaning", and section 10 (1) "a subjective component, one based on perception of disability." The Code does not care that mental health professionals do not find the items to be harassment but just "small slights the focus of a delusional system" because: "The fact that the complainant may have been overly sensitive does not mean that she is not entitled to relief under the Code. It is not for women to conform to a male-dominated office environment. The Code focuses primarily on the victim, not the intention of the aggressor."

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We have a Charter right to make harassment complaints that includes "satisfaction by appeal to the courts and other government agencies" and a right to this protection not affected by rejection of the internal complaint. It is also the right to not be retaliated and discriminated against by the State's mental health professionals in the State's hospitals with a diagnosis of delusional for complaining of harassment. Complainants have a right to stop the injustice and obstruction of long-term goals such as employment per section 7 and 24: "The Charter guarantees the right to fundamental justice when a person's life, liberty, or security is at stake", and "Anyone whose rights or freedoms, as guaranteed by this Charter, have been infringed or denied may apply to a court of competent jurisdiction to obtain remedy." Thus labeling the patient's harassment and seeking justice through the courts as delusional is discrimination based on mental disability per the Charter section 15 (1): "Every individual is equal before and under the law and has the right to the equal protection and equal benefit of the law without discrimination and, in particular, without discrimination based on race, national or ethnic origin, colour, religion, sex, age or mental or physical disability."

In article "Raise a Stink: Go to A Shrink" Dr. Don Soeken exposes the abuses by the profession of: "They are looking for any phrase or evidence they can use against you to stereotype you as schizophrenic, paranoid, or delusional." Assessments based on generalized phrases does violate the Canadian Mental Health Act section 15 (2). The Deutsche Bank lost their case against Green with defense of: "denied that she was bullied, saying she had a predisposition to mental illness." In Clark v. Canada the Judge decided that mobbing does induced a mental injury: "The tort's final requirement was amply satisfied by clear proofs that the plaintiff had been made clinically ill by the conduct in question." In Stamos v. Annuity Research and Marketing Services Ltd., "being treated unjustly or rudely, being insulted or demeaned, being frustrated in pursuing an important goal" in employment is a breach of the implied terms of contract and defeats the "small slights as a delusional system" discriminatory science.

Psychologist Dolf Zillman's work called "Anatomy of Anger" disputes the persecutory disorder: "Given the roots of anger in the fight wing of the fight-or-flight response, it is not surprising that Zillmann finds that a universal trigger for anger is the sense of being endangered. These perceptions act as the instigating trigger for a limbic surge that has a dual effect on the brain. One part of that surge is a release of catecholamines, which generate a quick, episodic rush of energy, enough for "one course of vigorous action," "such as in fight or flight." This energy surge lasts for minutes, during which it readies the body for a good fight or a quick flight, depending on how the emotional brain sizes up the opposition." His work on stroking of anger also disputes the "small slights as a delusional system" because: "another amygdala-driven ripple through the adrenocortical branch of the nervous system creates a general tonic background of action readiness, which lasts much longer than the catecholamine energy surge. This generalized adrenal and cortical excitation can last for hours and even days, keeping the emotional brain in special readiness for arousal, and becoming a foundation on which subsequent reactions can build with particular quickness. In general, the hair-trigger condition created by adrenocortical arousal explains why people are so much more prone to anger if they have already been provoked or slightly irritated by something else. Stress of all sorts creates adrenocortical arousal, lowering the threshold for what provokes anger." Zillman's findings that being frustrated in pursuing an important goal is a universal trigger for anger, and stress that creates adrenocortical arousal lowering the threshold for what provokes anger as normal brain function that disputes the DSM science.

In conclusion, there is evidence legally and scientifically showing correlation between harassment and delusional profiling to induced mental illnesses.

DEVELOPING ORGANIZATIONAL APPROACHES FOR REDUCING WORKPLACE BULLYING

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The purpose of this presentation is to discuss the process of developing organizational approaches for reducing workplace bullying and to share some of the strategies developed.

The Research Team on Workplace Violence and Abuse, Muriel McQueen Fergusson Centre for Family Violence Research completed research into the nature of workplace bullying in New Brunswick from the perspectives of those bullied and explored with participants some approaches they had used to address it. We found that workplace bullying has a widespread impact with clear health effects and participants recommended a number of formal and informal strategies that may be applicable at various levels. Using these initial findings, the team generated a lot of public awareness and dialogue through media interviews and workshop presentations.

The goal of the project discussed here was to develop and pilot test practical processes to address workplace bullying, considering organizational, financial, and ethical contexts. The key to successful implementation of new approaches lies in ensuring that they are appropriately tailored to organizational contexts and using a community development process to build commitment to them. This project was designed to provide a safe and confidential forum in which management and union representatives and specialists in human resources, organizational

development, coaching, and counselling were able to explore the issues and challenges encountered in their efforts to address workplace bullying, share successful strategies, and generate new program and policy options.

During the first phase of this project, we developed a promotional brochure to introduce organizations to workplace bullying as an issue and invite their participation. After meeting with relevant personnel within a variety of organizations, we invited participation from key stakeholders working in positions responsible for dealing with workplace bullying such as those in human resources roles, union positions, and a variety of managerial and investigative or disciplinary roles, organizational development, coaching, and counselling and drawn from private, public, and not-for-profit sector organizations. We conducted tape-recorded interviews with 29 of these key informants to identify, from an organizational perspective, the issues and challenges that stakeholders encounter in their efforts to address workplace bullying, some of their successful strategies, and difficult to resolve dilemmas.

During the second phase of the project, we invited interested key informants from diverse organizations to participate in a series of five learning circles. These facilitated sessions were designed so that participants would network with others interested in workplace bullying through a sustained, in-depth, collaborative, solution-focused dialogue. Over a two-month period, we facilitated problem-solving dialogue with ten participants focused toward developing a consensus report of strategies to address bullying. We recorded and kept notes from the learning circles, distilled the dialogue and recommendations into a synthesis report and returned it to participants for comments. We later held a second round of two learning circles with six of the key informants to refine the recommendations and further develop specific strategies useful to address workplace bullying. A synthesis of the discussions from those circles was developed and used to prepare a strategy tool kit for use in workplaces (in progress).

In this presentation, we will highlight the process we used and the principles grounding the strategies recommended by participants. We hope to be able to share a preliminary draft of the strategies that will constitute the tool kit to assist employers to address and manage workplace bullying.

Learning circle participants shared wisdom related to many aspects of bullying. These include the following points that we will elaborate in the presentation. Workplace bullying is everyone's issue. It has impacts on targets, perpetrators, bystanders, and organizations. Both targets and perpetrators may be individuals or groups and toxic work climates may develop. Addressing bullying is a shared responsibility and bystanders need to see they can take action, offer help, intervene, report, or seek help. Identifying and addressing workplace bullying is difficult but the earlier this is done, the better. Public awareness campaigns can be helpful because many targets seek advice from family and friends before talking with co-workers. Gathering information helps employers identify the nature of workplace bullying occurring and helps them assess the appropriateness of current policies and procedures.

Participants recommended establishing a broad-based committee to develop protocols to address bullying across the organization. Such strategies as training, coaching, counselling, diversity competence, and conflict resolution support systems are important elements to consider. It is important to acknowledge and address the psychological harm of bullying and debriefing of all involved is helpful. Since prevention is generally more cost-effective than remediation, it makes sense for employers to identify and redress working conditions and workplace climates that may affect mental health. Sometimes formal investigations are needed and qualifications of investigators should be clear and appropriate.

Workplace bullying policies need to be practical, easy to implement, current, responsive, and frequently monitored to identify and make needed changes. Organizations can share best practices as they emerge.

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The globalization and the changes in organizations in this century had some impact in the work conditions and human resources management and the organizational climate changed in a way that is more probably that violence at work occurs, namely bullying at work. The phenomenon of bullying at work has become a growing concern for academicians and professionals who work in the domain of Occupational Health Psychology (Araújo, McIntyre & McIntyre, 2006) and emerge in actuality like one of the most defiant themes for investigating and intervention at the organizational and social levels (Hoel, Einarsen & Cooper, 2003). One of the fundamental issues for general management and human resources management is spending for health care an important part of the budget of the country or organization (Keita & Hurrell, 1996). In fact, the health of the work force is a crucial factor in the productivity and quality of the product or service (McIntyre, McIntyre & Silvério, 2000) and is essential for the quality of life and wellbeing of the human resources. Hein Leymann (1986), introduced the bullying concept to describe this kind of aggression in work places and since them several investigations (Salin, 2000) took place to better define how this phenomenon appears in work environments, what is the predominance and what are the multiple types of bullying, which features of personality and the organizational factors linked, and also bullying's consequences. Many studies have been made with propose to identified the prevalence of bullying at work but without no consensus. Many studies having established the prevalence of bullying in their countries with a large range of results, based in different bullying criteria (Zapf, 2003), but is crucial for international compared studies having the same measure for establish the figures of prevalence of bullying at work. The investigation showed that bullying may have several effects in both human resources and in the organizations. Leymann (1996), states that bullying is related to higher rates of absenteeism, to intention of leaving the company, to turn-over and retirement in advance; it might also lead to less productivity, less satisfaction at work, mental and physical health problems, compulsive firings and, in the most extreme cases, suicide. The organizational climate has been a theme submitted to various studies concerning social and organizational psychology in the last decades. The studies seem to support the thesis that the organizational health and the workers health is inseparable; this association is manifested namely by the existent organizational politics and the well-being of the people who work there. Organizational climates understood as hostile seem to lead the human resources to occupational stress situations (Fisher, Semko & Wade, 1995), and are probably tending to have violent behaviours at work environments. Tolerant organizations environments, that control too much their worker's activities and that are based by male-dominant culture, also tend to have highly probable violent behaviours in the work environment. In a general way the studies suggest that high levels of bullying in the workplace reduce physical and psychological well being with negative consequences regarding anxiety, depression, hostility, hypersensitivity, memory loss, feeling of victimization, aggressiveness, fear, loss of concentration and problem solving skills, isolation, loneliness, deterioration of social relations, chronic fatigue

and sleeping problems among others. The main goals for this study are an assessment of the magnitude of bullying at work in Portuguese workers in the services and industry sectors. The study also aims to investigate the relation between bullying at work and organizational climate and the bullying at work and the association with mental and physical health. A sample of 778 workers of both sexes (M=347 and W=414) in services and industry sector were evaluated. The instruments used were the Portuguese versions of the NAQ-R - Negative Acts Questionnaire – Revised (Einarsen & Raknes, 1997), the (QuaCO) Organizational Climate Questionnaire (McIntyre & McIntyre, 2000), the GHQ12 – General Health Questionnaire (Goldberg, 1978), the Rotterdam Symptom Checklist - RSCL (Haes et al. 1990) and a Demographic form. The results have indicated a high prevalence of reported bullying among this Portuguese sample in comparison to other European countries. The relationship between bullying at work and organizational climate, mental/physical health was investigated using Pearson correlation coefficients. The results confirm the prediction that bullying at work is negatively correlated with positive organizational climate and have a positive correlation with the health measures. Some significant differences are found in the industry and services sectors. Is very important for bullying at work intervention's in Portugal, have a complete picture of the phenomena and a national survey most be done for characterized the problem and design politics, programs and projects for improve the dignity at work and an culture of respect in organizations. The major theory and practical findings in workplace bullying is conduct in the Scandinavia and North of Europe and we need to know, for practical reasons, if the workplace bullying phenomenon in Portugal has the same characteristic those others countries, namely the European countries in Mediterranean like Spain, France, Italy or Greece, or if the phenomena is the same hall over Europe.

BULLYING AND POST TRAUMATIC EMBITTERMENT DISORDER (PTED): AN EMPIRICAL STUDY

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Purpose

To suggest what seems to be a more appropriate psychological diagnosis for victims of Bullying or other workplace conflicts, and thus to stimulate researches aimed to a more effective clinical treatment.

Theoretical Assumptions

Bullying is identified on the basis of 7 parameters, according to a specific method which I elaborated in 2002 and first presented at the European Congress of Psychology in Vienna in July 2003. Assuming that Bullying must be assessed with objective and empirical criteria, my method requires that a conflict can be named Bullying only if the following 7 parameters are present and can be proved: conflict must occur on the workplace, the frequency must be of at least sometimes a month, the duration must be of at least six month, the negative actions must be of at least two categories, the victim must be in inferiority, the conflict must be in progress, the mobber must follow a coherent and aimed vexatory scheme (Ege, 2002). This method is acknowledged by many Italian Law Courts in claims for damages.

Different from Bullying is another form of workplace conflict which we called Straining and was first presented at the XII Eawop Congress in Istanbul in May 2005. Straining is defined as a situation of forced stress on the workplace, in which the victim is affected by at least one action with a permanent negative effect on his/her working condition. This action is stressing, has a constant duration and puts the victim is in position of continuous inferiority in respect

to the strainer. Straining is perpetrated deliberately against one or more persons, always through discrimination. (Ege, 2005). Also Straining is recognized by Law Courts as a different kind of workplace conflict potentially appropriate to cause damages to the victim.

We distinguish Bullying and Straining on the basis of the frequency of the active negative actions.

Bullying requires at least two-three attacks in a month (Leymann even recommended weekly attacks), whereas we called Straining those situation in which the negative action is just one but it has permanent effects on the working condition of the victim (disqualification; transfer in a isolated or unpleasant position; etc). Besides this, discrimination is a crucial point in Straining, the fact that the person has been treated differently from the others, that there was a specific negative action directed against him/her.

With "Other conflict" we intend unfair dismissal, stress from bad organisational climate, daily interpersonal conflicts, etc. They are situations in which neither the Bullying parameters nor the Straining characteristic apply (no frequency, no discrimination, no dynamic progress, no persecutive intent, etc).

Post Traumatic Embitterment Disorder (PTED) is a specific form of Adjustment Disorder and reaction to negative life events, which was developed in 2003 by Prof. M. Linden of the Charité University Medicine of Berlin (Linden 2003).

PTED is provoked by a negative life event which is experienced as violation of "basic beliefs". The consequence can be prolonged embitterment, strong feeling of injustice, emotional arousal, intrusive memories, sleep disorders, depression, social and affective impairment, loss of self-esteem, psychosomatic symptoms. The difference with the Post Traumatic Stress Disorder is that in PTED the trigger event is not a life threatening and extreme situation, but an exceptional, though normal, negative life event like unemployment, divorce, illness, separation or – significantly - occupational problems. The diagnosis of PTED is based on a self rating scale followed by a standardized diagnostic interview. A mean total score >2 indicates a clinically significant intensity of reactive embitterment.

Hypothesis

At present no diagnosis seems to apply precisely to victims of workplace conflicts, be these Bullying, Straining or other. Adjustment Disorder seem to be too general and vague and Post Traumatic Stress Disorder (PTSD) is hardly correct because of the lack of a life threatening event. This study proposes a new diagnosis. PTED seems to be a correct psychological diagnosis for victims of workplace conflicts.

Method

A group of 118 people (56,8% men, 43,2% women, all ages), all reporting conflict at work was tested with the LIPT questionnaire, the PTED self-rating scale and a guided psychological interview. The analysis of the LIPT, a specific interview and the application of the 7 parameters method led to distinguish 16,1% as Bullying cases, 53,4% as Straining cases and 30,5% as Other conflict.

Results

- 91,5% of the tested group (108 cases out of 118) proved to be affected by PTED.

- Of these, the slight majority are men, aged between 31 and 40 years and subjected expecially to Bullying.

- 100% of the male Bullying victims but only 85,7% of the female Bullying victims resulted positive to PTED.

- Victims of other kinds of conflict seem to suffer on average less from PTED (88,9%).

- 92,7% of the cases of Bullying and Straining resulted affected.

Conclusions

PTED seems to be the most appropriate diagnosis in cases of workplace conflict, particularly in Bullying situations.

Clinical correlations

According to Linden, some cases which are presently diagnosed and treated as depression or phobia can be in fact cases of PTED and suggests to using the PTED scale as a screening instrument similar to scales for anxiety and depressive disorders.

If we apply this implication to workplace conflict victims, we can assume that it can be necessary an adjustment of their treatment.

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A STUDY OF THE MODERATING EFFECTS OF SELF-EFFICACY AND INTENTION IN WORKPLACE CONFLICT, USING Q METHODOLOGY

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Bullying in the workplace is not a new phenomena, however it is only in the last 10 to 15 years that it has had a label which clarifies what those, who have not had the explanation of race or gender, have been experiencing: and it has only recently been used as a label to explain some of the more indirect forms of aggression exhibited within the context of midwifery, (RCM, 1996). The effects of this aggression has, in extreme cases, been likened to Post Traumatic Stress Disorder (Tehrani, 2004: Randall,1997), and has been cited as a reason for leaving the profession, (Ball et. al., 2002).

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Euphemisms such as shop-floor banter, tradition, tough, authoritarian or hierarchical working environment (Leivers, 2004; Gillen, 2002; Archer, 1999) are often used to explain away the harmful effects, upon individuals, of the injurious actions of others. Examples of other terms include workplace aggression, (Neuman & Baron 2005); counterproductive behaviour at work; workplace incivility or injustice, which can include simple acts of unkindness toward individuals but is generally seen as organisational in origin or target; inter-collegial conflict, which is generally between individuals of equal standing and mobbing or horizontal violence which are often interpreted as abuse from one to four individuals toward one target, all of whom are on the same or similar level (Leymann, 1996).

Apart from the differing labels, there are two other factors which makes sense making and definition difficult. Firstly, the fact that behaviour attributed to bullying are often contextual or socially contrived and a matter of perception. What is acceptable in one working environment such as the armed forces, shop-floor or private sector may not be acceptable in another working environment such as the police force, office or public sector. Secondly factors identified as bullying tactics such as over-supervision of work, 'moving the goalposts', refusing study leave and requests for days off, may also be viewed as simply managerial tasks and nothing more sinister; again a matter of perception.

Intentions and the perception of those intentions are powerful antecedents to behaviour. Perception of an intention, requires the observer or target of the action to give meaning to that action. Wellman & Phillips (2001) note that;

'In everyday conception two persons could engage in the exact same behaviours, but from an intentional point of view we can construe those acts quite differently: for example, in one case as intended and in the other as accidental' p126.

What this effectively means is that what bothers one person may not bother another. This is because the interpretation of the actions of another, is informed by the personal and, or vicarious experience of the observer or target. This personal and vicarious experience is fundamental to the targets self-efficacy.

The aim of the study is to discover if knowing the intention of an actor, affects the targets perception of the actor's behaviour and if the targets self-efficacy would act as a moderator.

Conceptual Framework

Travelling through the conceptual model are both the actor (the instigator of the action) and the target (the one who perceives injury). I propose that the actor intending harm or not intending harm, will exhibit behaviour (which could be anything including a legitimate performance review of the target) toward the target. The physical outcome of the behaviour (i.e. a poor performance review) will be where the control of the actor will end and the control of the target will begin. Without any qualification of the actor's behaviour, the target must use their own vicarious learning experience to come to a decision as to the intention of the actor. It is this sense making which informs their perception of what the behaviour means to them, whether the behaviour bothers them or not and whether or not it is harmful. Deciding if it is bullying or just being bossy is what affects the outcome of either growth or trauma.

In addition I propose that, regardless of the perceived intention of the actor's behaviour, the self-efficacy of the target would act as a moderator, possibly changing the perception and the ultimate trajectory toward growth or trauma.

Methodology

A mixed methods design will be used to collect and analyse the data. This will include an initial survey of 180 nurses and midwives and will be followed up by 40 qualitative interviews and Q-sorts, with respondents who;

a) have been bullied; b) have been accused of being a bully; c) have witnessed bullying

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MORAL HARASSMENT IN BRAZIL: AN ANALYSIS PROPOSITION OF THE PHENOMENON AND ITS FEASIBLE CULTURAL ROOTS

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This study was aimed at deepening the comprehension of the moral harassment phenomenon in the Brazilian workplace searching for its roots in the historical and cultural contexts, besides exploring its consequences. Reflections about the necessary assertive positioning of companies in its human resources management are presented, so that the work environment can allow individuals situations of self development and fulfillment, against situations of conflict, discomfort and dissatisfaction.

Since ancient Roman times, citizens have revealed feelings of contrariety regarding Caesar's commands. Since then, the expression "biting the bullet" was used as a synonym of the repulse and discomfort experienced by the Romans as they were submitted to situations that went against their interests, cravings and needs.

In a similar way, today workers also "bite the bullet" in their professional environment, experiencing situations of harassment which could generate negative consequences for all parties involved, including the company itself. Although abuses and humiliations have been practiced since the beginning of labor relations, they have been intensified nowadays by the vulnerability of workers in a globalized world, favoring abuses on the part of managers and competitiveness between coworkers.

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Abusive behavior which characterizes moral harassment can be harmful to the personality, to the physical and psychological integrity of the worker; it can also put the job at stake or yet degrade the working environment.

Moral harassment is nevertheless a phenomenon which does not occur restrictively in the working environment, in the scope of the business organizations. It is a phenomenon which is present in social relations and has its roots in the history and culture of society where the ferment resides which helps abusive conducts in the working environment, under favorable conditions. understanding the moral harassment phenomenon and acting against it requires looking beyond organizational boundaries and researching the contextualized historical and cultural roots in which the organizations which shelter abusive conducts are inserted, seeking to understand how and why the agents harass morally, either through hierarquical relations, or between pairs, and how the worker who suffers the action of harassment reacts, why they react in a particular way especially when the reaction is passive.

In a context where the elements which represent power coexist (in and out of organizations), where the competitiveness occurs due to the rise of unemployment rates which sometimes lead professionals to submit to harassment, it must be taken into consideration the phenomenon of moral harassment which often sprouts in an insignificant manner, and it spreads due to the fact that the people who are involved do not react and do not reveal the abuse which they suffer.

In Brazil, it can be considered that moral harassment has its roots in the colonial centuries, and along with it, the phenomenon of "biting the bullet". Authoritarianism stands out as a trait of the Brazilian culture associated with passive attitudes which were formed in the development of the religious culture, characterized by its fragmentation and originated from the subordination of the social and political lives to the economic life.

The exploratory and qualitative nature of this study was developed through the accomplishment of focus groups.

The option of collecting data through focus groups considered its adequacy to the type of research which was proposed. The analysis of the experience of moral harassment in the working environment experienced by the participants using the metaphor "biting the bullet" was sought.

The proposed themes to the participants were: what the meaning of the expression "biting the bullet" at the workplace was; if the phenomenon was repeated throughout the subjects career or in any specific situation; who the agents that provoked the situation in question were; what the reaction and reasons for the same situation were; and what the consequences for personal and professional lives were.

Focus groups were formed considering the details pertaining to a qualitative analysis and the size of the corpus to be analyzed, with the participation of management professionals and workers coming from Brazilian companies of various segments.

The collected data was treated through content analysis, considering the data originated in the transcription of conversations and also the dynamic which occurred during the discussions. Life histories, very unique situations and elements of emotional order emerged in the discussions, so that the analysis of the data not only involved the discovery and identification of patterns and recurring thematic, but also demanded from the researcher the sensitivity to attribute relevance and significance to the discussions not only to the description and categorization.

The results indicated that the situations of moral harassment experienced by the participants of the research have their cultural roots and are experienced starting from the education received in their family scope. The family revealed in this research that it is the greatest shaper of a passive attitude in the face of moral harassment, either training obedience behavior to those who exceed power or as a form of ripeness to accept the obstacles in life or to defending the value of safety in to running risks, affecting the cognitive capability of the individual and also their capacity of acting as an autonomous rational being.

Although the results of this work cannot be generalized, they point out the importance of studying the phenomenon not only considering the working environment, but also the family environment of the managers and workers, and the role that the family plays in the reinforcement of moral harassment conducts which are culturally enrooted.

Seeking to understand the phenomenon of moral harassment beyond the walls of business organizations and culturally and historically contextualization can contribute to its treatment and prevention in the most effective way, especially regarding global organizations in different cultures and countries.

EXCLUSION FROM WORKING LIFE: PREVALENCE AND PRECURSORS

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The purpose of this study is to explore the prevalence of exclusion from working life and aspects of the work environment that may act as precursors for exclusion from working life. The phenomenon 'work life exclusion' involves the process that people leaves the work arena; are on sick leave, rehabilitation, disability pension or becomes unemployed before they reach retirement age. This is a complex phenomenon and may turn out differently for various subpopulations. Work life exclusion may be about exclusion from a specific workplace, but also exclusion from ones area of profession, that one no longer are able to work or obtain a job within the same profession.

The literature offers two main explanatory models on exclusion from working life; the push and pull models. The pull model offers an economic view and sees exclusion as a voluntary process where people do cost-benefit evaluations of whether it will be worth wile to work over receiving disability pension. The push model explains the transaction from work to pension as an involuntary process caused by aspects in the work environment that make it impossible for an individual to continue to work. This model distinguish between three kinds of exclusion; economic-, health related - and social exclusion. Economic exclusion affects the employee indirectly through downsizing and organizational changes that set increased demands on the individuals' flexibility and adaptability to new work tasks. This may result in exclusion from working life for employees that do not manage such a change. Health related exclusion involves all aspects of the work environment that may affect peoples' health and work ability. Social exclusion is about the social climate, norms and attitudes at the workplace and involves exclusion of an individual through bullying or harassment at the workplace. According to the work environment hypothesis a poor psychosocial work environment may create conditions resulting in bullying behaviour. Studies have shown that work environment factors such as lack of control, poor leadership quality and low social support from co-workers and supervisors are important predictors of workplace bullying. In addition a few studies have shown that mental health factors like anxiety and depression are predictors of whether an individual apply for disability pension or not. However, there are extensive economic, sociological and organisational psychological studies on occurrence of sick absence and how the work environment may affect peoples' health. In these studies sick absence is used as an indicator of exclusion. Research on ostracism has shown that exclusion in the workplace may negatively affect the general work experience of individual workers, their productivity and group cohesion. To our knowledge, no studies so far have explored bullying at work and work environment factors as precursors for work life exclusion.

The study is based on data from a longitudinal study amongst a representative sample of the Norwegian workforce with one measurement point in 2005 and one in 2007. On the second measurement the questionnaire was distributed to 2539 employees and 1775 of the employees returned the questionnaire, which gives a response rate of 70 %. The questionnaire includes among other factors measurement scales of job satisfaction, bullying and negative acts, leadership, job demands, job control and mental health.

Preliminary analysis explored the prevalence of excluded individuals, e.g. how many individuals report to be on sick leave, rehabilitation and disability pension in 2007, their change in job status from 2005 to 2007 and relevant sociodemographic variables. Further analysis explored bullying and work environment factors as precursors for exclusion from working life. Preliminary results showed that bullying was a significant predictor of work life exclusion. The work environment factors leadership quality, mental health, job control and job demands were not statistical significantly predictors of work life exclusion, but the factors were related to prevalence of bullying at the workplace.

Preliminary results indicate that bullying play an important role for the phenomenon work life exclusion. The results thus substantiate that a poor psychosocial work environment may act as precursors for bullying at work, and bullying as a precursor for exclusion from working life. More research is needed to establish the relational chain between individual and work environment factors, bullying and exclusion from working life.

VIOLENCE INTERPERSONNELLE ENTRE MEMBRES DE L'ORGANISATION DE TRAVAIL :

LE DÉVELOPPEMENT D'UN MODÈLE

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Le phénomène de violence interpersonnelle au travail a été assez largement étudié au cours de la dernière décennie, mais rares sont les chercheurs qui l'ont abordé dans une optique compréhensive, en prenant appui sur le témoignage des travailleurs. À ce jour, les recherches se sont surtout concentrées sur des approches plus explicatives des diverses formes de violence qui sévissent au travail. Ainsi, le sens que revêt la violence pour les travailleurs demeure encore, lui, très peu exploré. Pourtant, pour mieux agir sur cette violence, il importe de comprendre pourquoi elle se produit, de quelle façon elle prend forme et comment elle est perçue par les travailleurs qui y sont confrontés. C'est dans cet esprit que nous avons développé notre projet doctoral, au sein du programme de Sciences humaines appliquées de l'Université de Montréal. Nous cherchions à comprendre, dans une perspective phénoménologique, le phénomène de violence interpersonnelle entre membres de l'organisation de travail en milieu correctionnel québécois.

Cette thèse a été réalisée auprès des agents correctionnels québécois (ASC), dans le cadre d'une vaste étude menée depuis 2000 par l'équipe de recherche RIPOST (Recherche sur les impacts psychologique, organisationnels et sociaux du travail) sur les effets du travail en détention sur l'absentéisme au travail, la santé et la sécurité du personnel. Elle a été dirigée par Mme Marie-Marthe Cousineau (Criminologie, Université de Montréal) et M. Michel Vézina (Médecine sociale et préventive, Université Laval).

Le projet doctoral, réalisé auprès des ASC, visait essentiellement à comprendre la violence interpersonnelle entre membres de l'organisation de travail et à dégager les ancrages d'un modèle compréhensif de cette violence. C'est donc, il importe de le souligner, à partir de la parole des agents correctionnels que cette recherche qualitative a été menée. Au total, 132 agents correctionnels de l'ensemble du Québec ont participé à l'une ou l'autre des 54 entrevues individuelles ou des 9 entrevues de groupes que nous avons réalisées. Celles-ci, transcrites textuellement, ont été codifiées à l'aide du logiciel NUDIST Nvivo. Puis nous avons procédé, en comparant les entrevues les unes aux autres, à la recherche du sens.

Les résultats issus de l'analyse ont notamment permis de procéder à un processus de typification des principaux acteurs de cette violence, agresseurs et cibles. Ainsi, huit idéaux-types d'agresseurs et neufs idéaux-types de cibles ont été dégagés de l'analyse. Cette même analyse a également rendu possible l'élaboration d'un modèle compréhensif, multidimensionnel et dynamique, dont le principal ancrage est la notion de pouvoir. C'est surtout sur le développement de ce modèle que portera plus spécifiquement la communication.

La violence interpersonnelle entre membres de l'organisation du travail s'est avant tout révélée, à travers les témoignages recueillis auprès des agents correctionnels québécois, comme un instrument auquel ont recours des groupes et des individus pour établir ou rétablir un certain équilibre au sein de l'organisation. L'analyse réalisée nous a aussi permis de constater que des facteurs individuels, interpersonnels, collectifs, organisationnels et sociaux participent à l'émergence de ce phénomène dynamique et multidimensionnel. Toutefois, le rôle prépondérant des facteurs organisationnels est apparu de façon particulièrement marqué, les conditions liées plus spécifiquement au travail exerçant une pression importante sur les autres dimensions en jeu.

Au-delà de la compréhension même du phénomène de la violence interpersonnelle au travail, les constats qui ont été dégagés ont aussi une incidence sur d'éventuelles interventions en la matière. Ainsi, il ressort que plutôt que de viser uniquement ceux qui posent les gestes violents en vue de prévenir la violence, et de centrer l'intervention sur le rapport dialectique entre l'agresseur et sa cible, les actions proposées devraient avant tout porter sur les dynamiques de pouvoir prenant place au sein des groupes et des institutions et toucher tout particulièrement les conditions organisationnelles qui favorisent l'émergence de violence. Il s'agit dès lors de tabler par exemple sur des modes de gestion plus participatifs et des processus davantage démocratiques se traduisant, notamment, par de meilleurs processus d'échange d'informations, de communication et de décision pour prévenir l'apparition de relations teintées de diverses formes de violence.

Malgré un terrain d'étude plutôt circonscrit, nous croyons que les connaissances acquises par l'étude des rapports interpersonnels perturbés en milieu de détention peuvent être utiles pour mieux saisir ce qui se passe chez d'autres travailleurs, qu'ils appartiennent ou non à un milieu de travail similaire. L'analyse phénoménologique que nous avons réalisée et le modèle compréhensif qui a été dégagé pourront donc contribuer plus largement à une meilleure compréhension d'une telle violence et des facteurs qui y participent et, tout particulièrement, du rôle central joué par les jeux et enjeux de pouvoir présents dans le milieu travail.

EXPLORING INTERPERSONAL BULLYING IN INDIAN WORKPLACES

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In a pioneering attempt to explore interpersonal bullying in Indian workplaces, a study is being conducted in the Indian business process outsourcing industry in the city of Ahmedabad. The study comprises two parts. Part I attempts to establish the incidence and prevalence of interpersonal bullying via the work harassment scale. Preliminary analyses of data collected so far from 193 participants (131 male and 62 female) highlights that 107 participants (55.4% of the sample), comprising 72 males and 35 females, are experiencing some degree of bullying. Within this group, 48.6% fall into the mild (0.6 to 1.0) category, 28.03% in the moderate (1.1 to 2.0) category), 22.43% in the severe (2.1 to 3.0) category and 0.93% in the extremely severe category. Moreover, 69.15% of those experiencing bullying occupied entry level positions in their organizations whereas 20.56% and 10.28% were at junior level and middle level positions respectively. Perpetrators of bullying include superiors, peers/colleagues, subordinates and customers. Part II of the inquiry, rooted in grounded theory, explores victims' experiences of interpersonal bullying including contextual and antecedent factors, processual and temporal elements, and consequences, impact and coping. Data collection here has only just been initiated via in-depth participant interviews which are being audio-recorded. Data analysis, relying on the constant comparative method, aims at developing a holistic model of victims' experiences of interpersonal bullying, which will then be subject to further testing and refinement. The insights emerging from the study will form the basis of recommendations for action at both individual and organizational levels.

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Schools, as an institution, are key promoters of society's norms and expectations. It is often in the school setting that a child learns how to interact successfully with others, how to find his or her place in society, and how to develop individual character according to social norms. Unfortunately, our current education system has an unintentional hidden curriculum, one that promotes the development of bullies and the bullying culture. In time, these children enter the workforce and the abusive norms to which they have become accustomed are reinforced in the workplace. This presentation will highlight how the structure of the education system, classroom, staffing, adult-to-adult interactions, adult-to-child interactions, and curriculum promote the development of the character traits that sustain the bullying culture in society. It will also demonstrate, using recent research by teacher unions, the bullying experienced by adults working in the school system. Connections will be drawn to the students' learning environment and the need for adults to revise current views of their role in the dynamics of bullying. Strategies for improvement will also be explored by suggesting alternative structures and interactive practices that promote an elimination of the bullying culture. This presentation is appropriate for all adults, whether or not involved in education. Although the emphasis is on the publicly funded Ontario education system, the concepts parallel education institutions in many Western societies and are applicable to all levels of education: elementary, secondary, and post-secondary.

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Most of research on workplace bullying has focused on organizational and situational factors as antecedents, which has been called work environment hypothesis (Einarsen, Raknes, & Matthiesen, 1994; Hoel & Salin, 2003). This hypothesis, postulates that a poor psychosocial work environment will create conditions that may lead up to bullying at work. However, personality has been identified as an important factor for appraisal of stress and for adopting strategies for dealing with work stress (Lazarus & Folkman, 1984). In this sense, a recent meta-analysis concluded that a comprehensive understanding of bullying requires a simultaneous examination of both situational and individual factors (Bowling & Beehr, 2006).

In recent years researchers have identified the negative affect (NA) as a key factor on stressor-strain relations. Watson and Clark (1984) consider NA a variable that reflects individual differences in the tendency to experience negative emotional states. People who have a high degree of NA tend to respond to threatening and dangerous situations with elevated state anxiety reactions (Watson & Pennebaker, 1989).

Thus, based on the above, the aim of the present study was to investigate whether negative affect acts as a moderator and/or a mediator of the relationship between workplace bullying and psychological strain.

Method

Participants and procedure

A total of 354 Hispanic immigrants participated voluntarily in the present study. The participants were recruited through a variety of associations in the city of Madrid. The data were collected by means of face-to-face semi-structured interviews during which questionnaires were also filled in. The participants were from 12 countries in South and Central America, being the majority from Ecuador (26.3%), Colombia (20.6%) and Peru (11.9). 176 (49.7%) were men. The average age was 36.8 years (SD = 6.9) and their work experience ranged between 1 and 32 years (M = 6.85). On average, participants worked a mean of 46.7 hours per week and 6.3 years residing in Spain.

Measures

Workplace bullying was measured by the Negative Acts Questionnaire (NAQ, Einarsen & Raknes, 1997). Respondents used a 5-point scale (never, now and then, monthly, every week, and daily) to indicate the frequency with which they have been subjected to the behaviors described by each of the 22 items. Cronbach's alpha was .93.

Negative affect (NA) was measured using negative subscale of Positive and Negative Affect Schedule (PANAS) (Watson, Clark, & Tellegen, 1988). The respondents used a 5-point response scale (ranging from 1 = not at all, to 5 = extremely), to report the extent to which they experienced ten negative emotional states (distressed, upset, guilty, scared, hostile, irritable, ashamed, nervous, jittery, and afraid). Cronbach's alpha was .83.

Psychological strain was assessed using the 12-item version of the general health questionnaire (GHQ-12) (Goldberg, 1972). Responses are given on a 4-point scale (ranging from 1 = better than usual to 4 = much less than usual). Cronbach's alpha was .90.

Results

Moderating effects of negative affect

Hierarchical regression analyses were used to test the moderating hypotheses following the procedure delineated by Aiken and West (1991). Control variables were entered first in the models (demographic variables). Then, workplace bullying was entered in the second step, negative affect in the third, and the interaction terms were included in the last step. To avoid multicollinearity problems, all independent variables were centered. The interaction term of workplace bullying x negative affect showed a statistically significant beta coefficient predicting psychological strain (β = -.16, p<.01). The plot of this interaction indicates that the relationship between workplace bullying and psychological strain is stronger in persons with high negative affect.

Mediating effects of negative affect

The first step in testing the mediating effect of negative affect was to demonstrate that workplace bullying is significantly related to neuroticism. The correlation between the variables provides initial support for this effect (r = .27; p<.001). According to Baron and Kenny (1986), full mediation occurs when the independent variable has no effect on the dependent variable when the mediator is controlled. However, regression analyses showed that workplace bullying (β = .38, p<.01) predicted psychological strain, after controlling for the role of negative affect (β = .34, p<.01).

Discussion

The data from the present investigation provided no support for the mediating influence of negative affect on the relationship between bullying and strain. However, a clear moderating effect was found. In this sense, results provide support for "hyperresponsitivity hypothesis", which postulates that the negative characteristics of critical events are often amplified by individuals high in NA (Spector, Zapf, Chen, & Frese, 2000). It seems that individuals high in NA are more sensitive to negative environmental stimuli than individuals low in NA, and as a result, tend to react more negatively to these stimuli than low NA individuals.

The present results are is consistent with prior studies. It has been shown that NA act as a partial mediator of the relationship between exposure to bullying and psychological health symptoms (Mikkelsen & Einarsen, 2002). Similarly, Hansen et al. (2006) found that NA was a partial mediator of the relationships between bullying and health outcomes.

Acknowledgments

THE EFFECTS OF MOBBING ON THE MEMBERS OF A WORKING ORGANISM

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This paper describes the damage perpetrated by emotional assault on the psyche of the members of a working organization, by creating a toxic environment that sickens people, generating irresponsibility, apathy and disinterest towards work. Creativity is inhibited, as well as individual and collective involvement. These aptitudes and attitudes become risk factors in being targeted for emotional assault. Its consequences transcend the worker, victim of the assault, and affect the members of the social collective group of workers, as they are fearful of displaying initiative, standing out, or showing commitment towards work. Emotional assault results in a generalized mediocrity, immobility, and disinterest towards work. The negative effects on the members of a working organization result in the decay of institutions and the bankruptcy of enterprises.

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Despite the recent increase in focus on workplace bullying, research into the phenomenon referred to as 'upwards bullying' (i.e. managers who are bullied by their staff) has received modest attention (Branch, Ramsay, & Barker, 2007a). This paper presents the results from two studies, an interview study and questionnaire study, into social support and upwards bullying.

The provision of support has been suggested as important in reducing the impact of workplace bullying (Quine, 1999). However, a manager may feel constrained seeking support when faced with upwards bullying because of concerns that seeking support may adversely impact upon their standing in the organisation (Branch et al., 2007b). Findings from an interview study conducted with 24 managers (12 male; 12 female), indicate that managers (targets) were reluctant to seek support. Managers in the interview study expressed particular concern about seeking support from within the organisation. This concern appeared to centre around how others' perceptions of situations with a staff member(s) behaving inappropriately can impact upon a manager's future career. Notably, when support was sought most interviewees reported that the support provided was not helpful.

In study two, responses from many of the managers who self-identified as targets of upwards bullying in the questionnaire (N = 138 managers; 93 male; 45 female) indicated that support schemes in place within organisations were not accessed or used, or were generally not constructive if used. These results suggest that managers had concerns about seeking help and in general did not seek support within the organisation.

Nevertheless, comments from interviewees and questionnaire respondents suggest that in some cases when support was sought from the organisation or its representatives it was helpful. Helpful support appeared to centre on practical solutions or resolutions to the issue. This finding accords with Quine (1999) who suggests that "support at work may function as a buffer against stress by providing resources to enable [targets] to cope" (p. 231). Thus, it appears that the provision of support or, conversely, lack of support plays a significant role in the management of upwards bullying.

Additionally, as social support appeared to play a significant role in the management of upwards bullying for managers in the interview study, a validated measure of social support where individuals rate the amount of support received from their supervisor, co-workers, relatives/friends was included in study two (Caplan, Cobb, French, Van Harrison, & Pinneau, 1980). A one-way between-groups MANOVA indicated that managers who have had an experience of upwards bullying feel less supported by their manager and colleagues than those who have not had an experience of upwards bullying. Non-significant results were found for the relatives/friends measure. The difference in the perceived level of support from their boss and colleagues by those who experienced upwards bullying may be a result of their bullying experience (e.g., feel they did not receive the support needed from their senior manager and colleagues).

Zapf, Einarsen, Hoel and Varita (2003), however, propose an alternative explanation, suggesting that in order to overcome the positional power of a manager, staff would need assistance from superiors (i.e., other managers) to

bully a manager. In essence they suggested that it would be difficult for a staff member(s) to bully any manager who has genuine support from their senior managers and colleagues. Thus, isolated managers who have lost the support of their colleagues and senior management would be vulnerable to upwards bullying. The present results may be an indication that the managers in this study were already isolated from their boss and colleagues, and as a result were vulnerable to upwards bullying. If this is the case, the lack of support could be a possible cause of upwards bullying. Additional research is required to investigate the relationship between lack of support and upwards bullying, focused on whether lack of support in fact increases vulnerability, or whether an experience of upwards bullying leads to a perception of a lack of support.

It is important to note, however, that managers themselves can contribute to lack of action or support. For instance, within the interview study it appeared that a number of actions by the manager (target) themselves were also found to be unhelpful. Thus, just as organisational representatives and senior managers are reluctant or unable to address the behaviour of some staff, the managers (targets) themselves may also be lacking in relevant understanding and skills. This may suggest the need for better education and training programs for staff and management alike, in relation to the phenomenon of bullying and the support measures within organisations. Alternatively, if managers are not accessing the support measures within the organisation, further consideration as to the suitability of these measures for managers needs to be considered. For these reasons, it is suggested that specific assistance is needed for managers who are faced with upwards bullying by their staff so that they can recognise the situation, are less likely to suffer "loss of face", and are encouraged to seek constructive assistance.

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The proposed paper is a reflection on what we can nominate as the mobbing theory. The authors do a revision of this theory, expose their general statements and make a balance of their contributions. They expound their achievements and their main concepts. At the same time, they argue around the studies about mobbing, employing some of the main works about it as a starting point.

They set forth the studies about mobbing in Mexico, its main characteristics. The main scenario in which the emotional or moral harassment at work is studied is one of its achievements. It refers to the first book published up until today in Mexico: "Cuando el trabajo nos castiga. Debates sobre el mobbing en México." (When work punishes us. Debates about the mobbing in Mexico)

They state that one of the contributions of the studies about mobbing in Mexico has to do with the incorporation of the present labor context, in which its main characteristics are: acute competitiveness amongst the workers in the working centers, due to the scarceness of resources or for achieving the productivity goals; because of wage stimulation; due to workers wearing out; all of this in a diminishing of rights frame such as the labor stability.

Other achievements of the studies of mobbing in Mexico is to develop the study in scenarios hardly studied (real estate mobbing) and link it with other expressions of emotional harassment such as sexual harassment.

The paper concludes with ideas about possible developments of the studies about mobbing in Mexico.

LA GESTION DU RISQUE « HARCÈLEMENT MORAL » EN FRANCE

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En France, la loi sur le harcèlement moral de 2002 a donné lieu à une jurisprudence qui a, d'une part, précisé les contours de la notion, et, d'autre part, accru le coût de la non prévention. Concernant le travail jurisprudentiel de définition, plusieurs faits doivent être réunis pour que la Cour suprême juge qu'il y a harcèlement : la salariée a fait l'objet d'un retrait sans motif de son téléphone portable à usage professionnel ; a été instaurée une obligation nouvelle et sans justification de se présenter tous les matins au bureau de sa supérieure hiérarchique ; lui ont été attribuées des tâches sans rapport avec ses fonctions, faits ayant entraîné un état dépressif médicalement constaté nécessitant des arrêts de travail (jugement de la Cour de cassation du 27 octobre 2004).

Si ces tendances ne surprennent pas, en ce sens qu'elles semblent une application à la lettre de la loi, il en est une autre qui éclaire cette notion sous un nouveau jour. Il apparaît en effet que l'intention de nuire est considérée par les juges de fond comme absolument centrale dans la qualification de harcèlement moral. La formule employée par des juges parisiens (arrêt de la Cour d'appel de Paris du 4 novembre 2004) illustre cette position : la volonté de nuire caractérise le harcèlement moral. Cette interprétation prend ses distances avec le texte : des agissements ayant « pour objet ou pour effet » permettent en effet de qualifier de harcèlement moral des agissements perpétrés sans intention de nuire.

Du côté de la prévention, un arrêt du 21 juin 2006 de la Cour de cassation a créé une obligation de résultats pour l'employeur en matière de prévention du harcèlement. Saisie dans le cadre d'une plainte déposée par six salariés contre le directeur d'une association, la Cour a estimé que la responsabilité contractuelle de l'employeur était engagée, en l'absence même de faute de sa part, en se fondant sur l'existence d'une obligation de sécurité de résultat auquel ce dernier est tenu en matière de protection de la santé et de la sécurité des travailleurs dans l'entreprise.

Ce corpus jurisprudentiel a pris une nouvelle vigueur à la suite de la vague récente de suicides qui a touché de grandes entreprises françaises (EDF, construction automobile) et qui a fait la une des médias. En matière de harcèlement moral, dès lors que la qualification d'accident de travail sera retenue pour les actes qui en résulteraient, y compris le suicide, le manquement de l'employeur à l'obligation de sécurité du résultat devrait présenter le caractère de faute inexcusable.

Notre objectif est de rendre compte des conséquences de cette jurisprudence sur le travail des acteurs institutionnels de l'entreprise que sont les services des ressources humaines (RH), aidés de leurs conseils, en explorant deux dimensions principales. La première concerne le diagnostic porté sur les cas de harcèlement moral rencontrés. Comment les ressources humaines et leurs conseils interprètent-ils les plaintes de harcèlement moral qui arrivent à eux, et quel degré de risque leur est-il associé ? L'accent est-il mis sur la relation interindividuelle et les conflits interpersonnels ? Ou alors les apports d'une littérature consistante mettant en avant les contextes organisationnels qui constituent un terreau favorable aux agissements hostiles sont-ils intégrés dans l'analyse de ces cas ? La deuxième dimension que nous souhaitons explorer découle de la première. Face au diagnostic, quelles actions sont entreprises pour gérer le risque à l'intérieur de l'entreprise ? Quelles inflexions – si inflexions il y a – sont-elles portées à la politique d'information et de formation des salariés d'une part, et à l'organisation du travail, d'autre part ?

L'enquête est basée sur des entretiens semi-directifs réalisés avec des représentants RH et des conseils d'entreprise. En suivant le principe méthodologique de la diversité maximale, nous essayerons de mesurer les effets de certains paramètres (taille de l'entreprise, effectif, secteur d'activité…) sur la gestion du risque.

CONTEMPORARY PRACTICES FOR PERFORMANCE EVALUATION AND WAGES: CONDITIONING FACTORS FOR VIOLENCE AGAINST WORKER'S DIGNITY AND REPUTATION?

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This article results from the researches made for both doctorate thesis in progress course, developed around the hypothesis that the public accusation of moral harassment, favored by the construction of environments caused by the adoption of practices of management performance and wages systems, assigned by current corporate context, has contributed to the qualification of the concept of moral harassment in Brazil. The analysis of empirical material, composed of public accusations of moral harassment, collected from mass communication media, from 2002-2007, is mostly based on theoretical references adopted by Boltanski, Chiapello, Bourguignon, Castel, Castells, Dejours and Hirigoyen.

In summary, the socio-economical scenario invigorating from the middle of the 90´s on, has imposed deep changes in the productive environment, so that it could be able to attend the demands of economy internationalization and information boom.

Specifically, the demands of this new Economy has produced a flexible work logic which has infiltrated itself in the corporate rhetoric and in the employer's strategy, asking for new flexible ways of labor organization, so that it could be able to face competition and profit challenges, by means of the creation of several changes interrelated, in organizational and occupational scope.

Structural unemployment is one of most visible consequences of this logic, guiding the productive restructure in the new Economy. Quantity and quality of employment presently in effect have different roots and faces from those dominated in the old Economy. The growing reduction of job positions, the bifurcation of labor force, the requirements for fast changes in employee competence profile in the new Economy, are undeniable facts, whose reflex cause deep insecurity. Each day, layoff threat is permanent and stronger. In response, contemporary organizations, excessively focused on competition, began to require performance personal proofs. For that, it has changed corporate practices called performance evaluation and remuneration based on performance into organizational justice instruments, as they are recognized as able of "measuring" human contributions to the business. While the first assumes the role of referee in the social asset distribution, which means, power, status and money, the second determines the amount value which will be received by people who add value.

We must think about the relationship between the classification criteria adopted in personal performance proof and moral harassment in work environments. Why are people excluded, based on classification criteria imposed by the market? Why do some deserve more than others, mainly in what concerns monetary rewards? Why is there the wrong impression that there is justice in the definition of the population being included or excluded of job market? These suspicions, Born from the most precise understanding of the logic and the dynamics of contemporary performance systems, they allow us to suppose that those questions are directly linked to the nature of evaluation criteria foundations, which means, of present classification, to justify the distinguished social asset distribution. In

the theoretical vision of Bourguignon and Chiapello, these criteria are social constructions validated by the market. So, we can point out that the continuous fight developed in the work market does not represent a "natural" phenomenon. In reality it is an unequal confrontation founded on social reasons (Bourdieu, 1997), in which labor conditions sometimes are unhealthy, affecting physical and psychological worker's health (Ferreira and Rosso, 2003).

Nevertheless, these managerial practices, distinguished by socially modeling variables defined to attend market requirements, especially in what concerns decision making about classification and valuation, have contributed to the construction of environments that gives permission to moral harassment. But, how does this dynamic happens?

Our partial results, thus far, indicate that those practices, combined with the constant exclusion threat, besides reducing human and organizational performance levels, bring serious damages to the worker. The content of the public accusations reveals that these management practices, based on the Human Capital Theory, whose main concept pleads that the greater the contribution to the capital, the greater the reward has affected the physical and psychological worker's health.

Therefore, on one hand, facing the unemployment fear, a great number of workers make an effort, beyond their performance human conditions and moral tolerance, submit themselves to the impositions of these practices. On the other hand, we verify the growing increase of the public accusation of intentional humiliation at work. The search for punitive damages caused by moral harassment has pushed the process of invigoration the concept of moral harassment. An evidence of this statement is the creation of the judicial concept of moral harassment in Brazil, in 2000. From then on, gradually, Brazilian legislation began to take the first steps through the establishment of mechanisms viewing worker protection and punishment of moral harassment against worker. One of the legal measures approved is the obligation for organizations of assuming the punitive payment for its responsibility to remediate moral damage caused to the worker.

However, shall the institution of standard procedures, defining and standardizing in company handbooks the creation of policies for guiding and implementing actions and services addressed to moral harassment, by itself, will it be able to banish, or at least, reduce this phenomenon from Brazilian organizations?

DESTINATION SICKNESS ABSENCE: WOMEN AND WORKPLACE BULLYING

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Historically we have assumed that workplaces provide safe and supportive environments and opportunities to enhance women's capacities. Unfortunately, workplace bullying and subsequent sickness absence are prevalent and costly workplace realities that significantly influence women's health. Although several studies have directly identified sickness absence as both an indicator and consequence of workplace bullying (Godin, 2004; Hallberg & Strandmark, 2006; Kivimaki, Elovainio & Vahtera, 2000; MacIntosh, 2005; O'Connell, Young, Brooks, Hutchings, & Lofthouse, 2000; Vingard et al., 2005; Voss, Floderus, & Diderichsen, 2001), how women arrive at the decision to take a leave from work when they have been bullied has not been examined. In addition, studies linking workplace bullying and sickness absence have primarily used quantitative methods; thus, a detailed exploration of bullying and sickness absence was not the purpose of these studies. The complexity and diversity of a woman's experience of taking a leave from work has not been examined.

Previous research suggests workplace bullying has long-term physical, emotional, social, and economic consequences. One consequence of workplace bullying is sickness absence. While sickness absence may be critical in attenuating the negative effects of workplace bullying, the effect of taking a leave on women's health and lives is not well understood. Like workplace bullying, sickness absence also bears physical, emotional, social, and economic consequences (Holmgren & Ivanoff, 2006) and therefore when bullied women also have to take a leave, these consequences may be compounded. Both workplace bullying and sickness absence affect women's health and their workforce participation. An understanding of what influences women's decision to take a leave in response to workplace bullying within a context of diverse social determinants is essential to provide a foundation for addressing this issue.

As its strategy of inquiry, interviews of women conducted in an earlier grounded theory study (MacIntosh, Wuest, & Merritt-Gray) are the focus of this secondary analysis. The purpose of this analysis is to expand our understanding of how women who have been bullied in the workplace arrive at the decision to take a leave from work. It is no longer sufficient to name workplace bullying as a risk factor for sickness absence; prevention is critical. Findings from this grounded theory study may provide a basis for prevention activities by revealing specific factors which contribute to decision-making around sickness absence for women who have been bullied. We will explore with women how they arrived at the decision to take a leave from work and we will begin to understand risk factors, which we can later begin to address. As our current understanding has established this risk, prevention is the next logical step.

This study will contribute to the existing body of knowledge by illuminating the pattern of sick leave for women who have experienced WPB, while also providing a clearer understanding of the impact of taking a leave on a woman's life and career. By highlighting women's perspectives of factors contributing to sickness absence, this study might also prove useful in persuading decision makers of the necessity of investing in this issue. Understanding how women arrive at the decision to take a leave when they have been bullied may assist in preventing or diminishing the impact of this difficult, costly, and often distressing experience for women and the organizations for which they work. It may also provide useful insight for supporting women who are faced with this difficult and challenging experience.

The purpose of this presentation is to provide the context for the study and report on preliminary analysis regarding bullied women's decision-making related to taking a sickness absence from work and the nature and effects of the sickness absences found in the study.

GIRL GANGS IN THE WORKPLACE: REDEFINING BULLYING TO REFLECT GENDERED BEHAVIOURS

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Mobbing is recognized as an important problem in the public sector, with significant economic and emotional costs to individuals and organizations. While the end result often involves the departure of those targeted, there has been little research from the perspective of these former employees. This paper discusses the findings of an Australian qualitative study of 150 public sector employees who perceive that they were forced out of their employment as a result of workplace mobbing. The findings are based on an analysis of interview data, along with emails exchanged

within a support group and validating documents. Two themes, one focused on definitional issues and the other on gender, are then discussed.

The behaviours reported by participants included the use of rumour, gossip, slander, false accusations, and hearsay to discredit them to the extent that they were forced to leave their employment. The study highlighted the perspective that people at any organisational level can be targeted and that seniority of position offers little protection against more powerful and influential personal networks.

This study found that the damage caused by indirect and covert group behaviours was not well recognized within organisations although it appeared to result in long term damage to those targeted. The study highlights the need for increased awareness about the insidious covert forms of bullying behaviour that appear to have reached significant frequency, at least in some public sector agencies in Australia.

This paper therefore suggests that increased recognition and effective management of passive aggressive group behaviours is dependent on identifying and naming the behaviour appropriately. An analysis of the literature identifies two commonly used terms, 'workplace bullying' (Zapf & Cooper, 2003) and 'workplace mobbing' (Leymann, 1996), that together describe a range of direct and indirect aggression and abusive behaviours. While these terms are often used interchangeably, this study suggests that there is value in recognizing the distinction between them to clarify some problematic definitional complexities. This suggestion arises from the findings of this study where many of the participants had not recognized their experience as bullying: rather they had self attributed their experience as workplace mobbing to describe the collective group behaviours of covert, discreet, and silent forms of emotional abuse over a long period of time. They perceived these behaviours to be significantly different to those commonly associated with bullying. It is for these reasons that this paper suggests that a definitional distinction between the two would facilitate an increased understanding of the damage caused by less well recognized passive aggressive behaviours.

The second theme of this paper considers the merit of including a gendered analysis of data in future research to identify the relevance of culturally embedded gendered responses for dealing with conflict. In this study, many of those targeted were women; particularly those in supervisory or management positions, and significantly the perpetrators were often other women. In some cases, seemingly unfounded group accusations of bullying were used effectively to discredit and harm these managers.

This study suggests that it is women who tend to use passive aggressive behaviours more often associated with workplace mobbing while men tend to use more direct aggressive tactics that typify bullying (e.g. women may be inclined towards gossip, rumour and slander whereas men may be more inclined towards confrontation and physical aggression). This is not intended to imply that women are incapable of direct bullying tactics or that men are incapable of indirect types of behaviour. The findings however, support the notion that there may be culturally embedded gendered responses for dealing with conflict.

This paper concludes that it may be constructive for future research to acknowledge the different gender responses to workplace conflict. It appears that indirect and covert workplace mobbing type of behaviours may be stereotypical female responses just as direct and overt bullying behaviours are stereotypical male responses. This finding is consistent with Hockley (2002) who concluded that 'silent' or covert types of behaviours could be expected to be found wherever women work. These concepts are also consistent with research on 'girl gangs' conducted by Logue (2001) and Bjokvist (1992) who argued that there are gendered differences between male and female aggression. The recognition of these distinctions and a gendered analysis of future data collections might also assist in the clarification of some of the definitional problems providing a more meaningful basis for comparison of apparently contradictory data between countries.

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