Contributors to perceived bullying behaviours in the workplace: A managerial perspective

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Abstract

Managers are frequently cited as the perpetrators of workplace bullying, however it has been the recipient perspective which has informed much of the current descriptions of workplace bullying, the perceived use of bullying behaviours and the design of interventions to reduce bullying. It is important to consider the perspective of those who might use these behaviours because if their perspective differs substantially from the recipient perspective, then current interventions may not be optimal. This research examined the use of workplace bullying behaviours from a managerial perspective, using the 22 behaviours of the Negative Acts Questionnaire (NAQ) as its starting point.

The research was conducted in three parts. Study 1 utilised an online survey with 102 New Zealand managers. Results from Study 1 showed that some behaviours were more commonly reported than others and the behaviours could be divided into two groups. Group A consisted of nine behaviours which were reported most often by respondents and were also perceived as having work related reasons for use. Group B consisted of 13 behaviours which fewer respondents had engaged in or believed might have work related reasons for use.

Study 2 consisted of interviews with 31 New Zealand managers and focussed on the use of the Group A behaviours. Study 2 produced several findings. Different behaviours were likely to have different precipitating circumstances, and the management of unsatisfactory performance was a major reason why managers reported the use of these behaviours with subordinates. Participants described the acceptable versus unacceptable use of the behaviours differently to that reported in the literature on workplace bullying. The quality of the relationship between the managers and their subordinates (assessed using the LMX measure) did not appear to be an influencing factor in the use of a negative behaviour but did appear to suffer as a result of the use of the behaviour.

Study 3 consisted of interviews with eight senior managers and focussed on their 'organisational perception' of the reasons given by managers in Study 2 and the context of the situations and actions taken when they felt uncomfortable with the use of a behaviour by a manager. Study 3 results indicated that the use of the

Group A behaviours was deemed reasonable if used within appropriate circumstances. The context of the situation was important in the choice of intervention and coaching was a common intervention choice.

The findings have multiple practical and theoretical implications. The difference in description between acceptable and unacceptable use of the behaviours has implications for the assessment of workplace bullying. The differentiation between the Group A and B behaviours also has multiple implications for recipients, managers, organisational representatives and HR policy, especially with regard to interventions and organisational responses.

A key strength of this research is that it provides a managerial perspective of the use of bullying behaviours in the workplace. Limitations of the research and implications for further research are discussed.

Preface and Acknowledgements

This thesis represents a part of a journey for me which started in 2001 when I watched a group of healthy, happy and productive people (myself included) slowly disintegrate in response to the way in which they were managed by one particular manager. The staff turnover rocketed, many had become quite ill, eye contact and camaraderie evaporated. Emotionally this was an awful experience, awful to be a part of, awful to watch and the sense of injustice I felt at the time is still keen. As a recipient and bystander it seems incredulous that managers and organisations allow such individuals to wreak such havoc. Intellectually I found (and still find) this situation confounding. However, as a manager I do understand some of the difficulties faced by managers (and organisations) when staff complain about the behaviour of another employee. Interpersonal conflicts abound in organisations, their presence is normal and if I had a dollar for every staff member who complained to me about their manager or another staff member I would be a rich woman.

One difficulty as I see it is differentiating between what might be considered a 'normal' background level of conflict/s and frustrations, present in all organisations, and the truly destructive situations like the one I faced in 2001. It is normal to moan about our colleagues, our managers and management to some degree but only exceptional circumstances have us running for the door, to the doctor, or abandoning our careers. To my mind staff turnover, staff ill-health and staff leaving for reasons not associated with career/personal development are indicators of destructive bullying, however, these indicators are all ex post facto, after the damage has been done, and also ignore the impacts on individuals trapped in a job and unable to escape. It would be better for all concerned if bullying situations could be identified earlier but this means being able to differentiate between what is normal what is exceptional in the emotionally muddy waters of organisational conflicts and personal frustrations. I hope that this thesis goes some way to clearing muddy waters.

A second difficulty is dealing with exceptionally negative behaviour. I believe that current legislation and workplace policies do not help managers and organisations to deal with bullying behaviour effectively (and fairly) while

avoiding personal grievances, litigation and the capture and misuse of disciplinary processes by individuals who lack insight into their own behaviour/s. Unpicking the components of this, as yet undescribed landscape, is a future challenge.

I wish to express my sincere gratitude to the participants of this study, who willingly discussed a difficult topic and the uncomfortable situations that they had faced. I believe that being able and willing to discuss difficult situations indicates both personal courage and professional maturity. I think that these qualities exist in many New Zealand organisations but because we don't celebrate good management they are often unrecognised. I should like to acknowledge the personal bravery and professional maturity of the managers who contributed to this research.

My thanks also goes to my supervisors, Professor Michael O'Driscoll and Dr Donald Cable, who provided support and critique while allowing me latitude to progress the research in my own way. I also wish to thank Jacqui Aimers whose advice helped transform the often dense and undecipherable into something more flowing and comprehensible. A special thanks is offered to colleagues, friends and family who offered support and proffered their interest during this time. Thank you to Iain for tolerating a distracted wife for such a long period of time.

If perchance you (the reader) are embarking on an academic research journey - make sure you use/utilise the support of your faculty, postgraduate, and library staff. They are amazingly helpful and know so many things that will make your journey easier. You just need to ask or make time to attend the workshops.

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Chapter 1: Overview of this research

Workplace bullying is perceived as an increasing problem for organisations and can have serious impacts on both recipients and workplaces. It is also a complex and often emotive topic and thus difficult for managers and organisations to identify and address. This research focused on managers and their use of negative behaviours which, in the literature, have been labelled as bullying behaviours. The purpose of the research was to identify which negative behaviours are commonly used by managers and to identify the reasons which managers attribute to their use of these behaviours. It should be noted that the use or experience of a bullying behaviour does not itself constitute bullying because bullying is described as repeated use of unreasonable behaviours, where the behaviours cause, or have the potential to cause, harm (Caponecchia & Wyatt, 2009; Einarsen, Hoel, Zapf, & Cooper, 2003). This research focussed on managers because managers are often cited (or implied) as being perpetrators of workplace bullying, however the perspectives of managers on their use of workplace bullying behaviours have not been sought. This research therefore sought to bridge this gap by providing a managerial perspective on the use of workplace bullying behaviours.

This thesis is laid out in the following manner. Chapter 1 provides a review of the literature on workplace bullying, including the current and prevailing perceptions of workplace bullying, its impact, prevalence, composition and measurement. The literature review then moves to the discussion of the relationship between workplace bullying and negative workplace behaviours and from there to posited causes and responses. The concept of 'perspective' is then introduced because perspective is important in the process of attribution. Attribution affects the way in which events are perceived, the causes attributed to events and ultimately the responses or interventions chosen and then applied. This section explains why the managerial perspective is expected to be different to a recipient perspective. The final section in chapter 1 describes the research design used in the three studies which make up the research. Chapter 2 is devoted to Study 1, in which a survey was utilised to identify the relative use of negative workplace behaviours reportedly used by managers. The methodology used, results, analysis and a discussion of the results for Study 1 are also included in this chapter. Chapter 3 is devoted to Study 2, which takes a specific subset of the behaviours identified in

Study 1 and focusses on the managerial perspective on the context and reasons behind managers using these behaviours. A mixed methods approach (interviews and surveys) was taken to explore the reasons given by managers for their use of the behaviours. The methodology, results, analysis and a discussion of the results for Study 2 are also included in this chapter. Chapter 4 is devoted to Study 3 which considered the organisational perspective and the response of senior managers and HR (Human Resources) professionals to the use of negative workplace behaviours by managers within their organisations. The methodology, results, analysis and a discussion of the results for Study 3 are included in the chapter. Chapter 5 presents a summary of findings from all three studies and then interprets the three studies together with a discussion, implications, conclusions and contribution of the research findings. Limitations of the research and suggestions for future research are also included in Chapter 5.

1.1 Workplace bullying

Workplace bullying is cited as an increasing problem in organisations (Cowie, Naylor, Rivers, Smith, & Pereira, 2002; Einarsen et al., 2003). Most research on bullying has been done in Scandinavia, Europe and the US. However, there is increasing research being done in the Asia Pacific region, including New Zealand and Australia. While workplace bullying has lower rates of prevalence than other forms of negative workplace behaviours, such as harassment, the comparative impact on employees can be considerably more severe (Hauge, Skogstad, & Einarsen, 2010) and a number of studies have concluded that workplace bullying can be injurious to a victim's heath (Djurkovic, McCormack, & Casimir, 2004; Einarsen, Hoel, Zapf, & Cooper, 2011). Regular exposure to workplace bullying has been associated with health problems in the recipient (Einarsen et al., 2003; Einarsen & Raknes, 1997) including post-traumatic stress (Leymann & Gustafsson, 1996; Tehrani, 2004). The effects of workplace bullying are not limited to the recipients of bullying and can also extend to observers of bullying (Vartia, 2001) and those accused of bullying (Jenkins, 2011).

The costs of workplace bullying to organisations and society are significant and have been estimated at millions of dollars per annum (Hallberg & Strandmark, 2006; Vega & Comer, 2005). Estimations of costs to organisations can vary from tens of thousands of dollars to hundreds of thousands of dollars per case. Costs have been estimated by a number of researchers and are based on societal impact

of ill health, lost productivity, internal management effort, legal costs, and cost of absenteeism (Giga, Hoel, & Lewis, 2008; Leymann, 1990; Sheehan, 1999).

Despite the impact and costs to organisations, there have been few published accounts of effective and applied intervention strategies for workplace bullying. Why this might be so is unclear, but the effectiveness of interventions may be influenced by differences in perceptions between managers and recipients as to what constitutes workplace bullying and bullying behaviours. A New Zealand survey of managers by Bentley, Catley, Cooper-Thomas, Gardner, O'Driscoll, and Trenberth (2009) found that misunderstanding among management and staff about what behaviours constituted bullying appeared to impact on management perceptions of the extent of the problem. The perceptions of managers matter, because superiors are most commonly reported as bullies (H Hoel, Cooper, & Faragher, 2001; Rayner, 1997, 1999; Seo, 2010; UNISON, 1997). The perceptions of management and HR also matter because they are the most likely people to be tasked with addressing workplace bullying. This section looks at how bullying and the use of bullying behaviours are described within the literature.

1.2 Defining workplace bullying

During the 1990's, the concept of workplace bullying gained ground within both the working and academic communities. However, there is yet to emerge a singular definition of workplace bullying. A commonly used definition is "repeated actions and practices that are directed against one or more workers, that are unwanted by the victim, that may be carried out 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 et al., 2003, p. 6). Other definitions of workplace bullying vary in their use of components like time, intent, and power differences. They can also vary in their focus and inclusion of terms like persistent aggression, intentionally harming, violations, deliberate, hurtful, repeated hostile behaviours (Keashley & Jagatic, 2011). Australasian studies into workplace bullying have tended to reference European research and definitions (Bentley et al., 2009; Loh, Restuborg, & Zagenczyk, 2010; Seo, 2010; Sheehan, 1999). Core components of definitions of workplace bullying in the literature include:

I. Intentionality of bullying is difficult to verify and not always seen as relevant (Einarsen et al., 2011).
II. Workplace bullying is seen as a separate field of study, distinct from workplace harassment based on demographic variables such as sex or race or religion (Einarsen et al., 2003), although they can overlap (Jones, 2006; Lee, 2002; S. Lewis, 2006).
III. Workplace bullying is targeted at particular individuals who are singled out and stigmatised (Einarsen et al., 2003; Leymann, 1990, 1996; Zapf, 1999).
IV. It is not a one-off incident (Einarsen et al., 2003; Einarsen, Raknes, & Matthiesen, 1994).
V. There is an imbalance of power between the parties.
VI. Both personal and organisational components are important. It is the personal perceptions of victims and observers that ultimately influence organisational outcomes, such as turnover, absenteeism, and productivity.

Lay definitions of bullying have commonality with those identified above, but also include additional themes of lacking fairness and respect for the victim (Saunders, Huynh, & Goodman-Delahunty, 2007).

Intent has typically been excluded from the definition of bullying. There are many reasons for this, including difficulties in obtaining verification, difficulties in measurement, and also that the intent (or not) to harm someone does not change the situation for the target (Einarsen et al., 2011).

Workplace bullying can be differentiated from sexual harassment, discrimination and other negative behaviours in the workplace. Discrimination and other forms of harassment are about adverse decisions and negative behaviours where an employee is targeted based on their membership of a certain group (Shaw & Barry, 2004; Vega & Comer, 2005) and can also be described by single and isolated behaviours (Nielsen, Matthiesen, & Einarsen, 2010). In contrast, bullying appears to be independent of membership of a certain group and the definition of bullying includes duration and repetition of bullying behaviours. There are overlaps between bullying, harassment and discrimination. Lewis (2001) found that victims and observers of negative workplace behaviours viewed bullying as different from, but still akin to, harassment and discrimination. Some bullying can

involve the use of pejorative (sexual or sexist) language and, as a result, gendered bullying can be linked to sexual harassment and discrimination (Jones, 2006; Lee, 2002; S. Lewis, 2006). Workplace bullying has also been found to have lower prevalence rates than sexual harassment and aggression (Nielsen et al., 2010). However, it is suggested that the impact of bullying on outcomes such as job satisfaction, stress, anger and health can be significantly more severe (Einarsen et al., 2011; Hershcovis et al., 2007; Lapierre, Spector, & Leck, 2005).

Workplace bullying can also be differentiated from workplace conflict although the distinction may not always be clear. Workplace conflict is primarily seen as a dispute (or disagreement) that needs to be reconciled (De Dreu, 2008), whereas bullying is seen more as harassment or an abuse which the recipient party is seeking to have stopped. There are, however, many overlaps, especially if workplace bullying is the result of a miscommunication which has escalated, as was the perception of 80% of the participants in one British study (Syedain, 2006). Unresolved conflict can be perceived as a cause of bullying (Zapf, 1999) and bullying has also been described as an escalated form of conflict by Zapf and Gross (2001). Furthermore, conflict resolution processes are perhaps the most commonly available intervention method known and understood by managers and HR, and can be the most likely approach used to address workplace bullying in the absence of bullying specific interventions (Salin, 2008).

The repetition and duration of bullying behaviours is a key component of bullying. Studies indicate that bullying can be an evolving process (Einarsen et al., 1994) and the use of bullying behaviours can also escalate in the absence of repercussions (Pearson & Porath, 2005).

Bullying is also perceived as targeted abuse. The idea that victims are both singled out and systematically bullied over a period of time is prevalent in many descriptions of workplace bullying, including Leymann (1990) and Zapf and Gross (2001). The lay literature provides examples of perpetrators targeting both single victims and multiple victims (Adams & Crawford, 1992; Babiak & Hare, 2007; Clarke, 2005; Davenport, Schwartz, & Elliot, 1999; Furnham, 2010; Needham, 2003, 2008; Rayner, Hoel, & Cooper, 2002). This point is perhaps important because if perpetrators target multiple victims then bullying could be considered as stemming from something, (a trait) related to the perpetrator. If

however a perpetrator targets some individuals and not others, then there are factors in the situation or the relationship between the two parties which affect bullying.

An imbalance of power is both implicitly and explicitly referred to by a number of writers. Zapf (1999) says it is not bullying if the two parties in conflict are of approximately equal power. Some behaviours identified with bullying, like assigning trivial tasks and heavy workloads, imply a power (or positional) difference between the perpetrator and the victim. Sutton (2004) suggests that a test of a bully is if the perpetrator only directs their (negative) behaviours at those perceived as powerless and rarely (if ever) at those who might be considered powerful. Fear of reporting such behaviours also speaks to the powerlessness felt by some victims (P. Ferris, 2004; Rayner, 1999). There are different kinds of power and bullying due to power differences must extend past positional power differences, as bullying in workplaces is not just perpetrated by superiors. However, those who use the term 'difference in power' do not clarify or define what is meant by this phrase.

Workplace bullying can be perpetrated by peers, subordinates, managers, customers, or suppliers. While differences between cultures can also impact which group is most commonly reported as bullies (Seo, 2010), managers are often cited (or implied) as being perpetrators of workplace bullying. UK studies have found that bullying is mostly perpetrated by superiors (H Hoel et al., 2001; Rayner, 1997, 1999). In 1997 UNISON (Britain and Europe's biggest public sector union) released a study which identified 83% of bullies as being managers (UNISON, 1997). In the New Zealand Work and Wellness study (Bentley et al., 2009), the reported perpetrators were evenly split between managers, supervisors and colleagues, with subordinate bullying also in evidence.

There are many reasons why managers are perceived to be perpetrators of workplace bullying. Many of the behaviours identified with bullying imply that the perpetrator has the capability, or organisational authority, to control or influence the victim's workplace, workload and work content. Bullying behaviours include the degree to which work is monitored, tasks allocated, and the level to which employees may be included in workplace teams and/or activities.

The descriptions and definitions of workplace bullying outlined above would suggest that managers who engage in workplace bullying would be using their power as managers to target particular subordinates with repeated negative behaviours and that their actions would in some way be differentiated from harassment. To understand why this might happen it is perhaps important to also understand intent and the reasons why managers might engage in bullying behaviours and this research sought to answer this question.

1.3 Impact on organisations and people

The negative impact of workplace bullying on people and organisations has proven difficult to measure directly and in many cases impacts have been estimated or inferred. The impacts on organisations include financial cost, reputational damage, lost productivity, absenteeism and staff turnover. The impacts on people include stress and ill health.

The cost to organisations and society of bullying-related stress for 2007 (based on figures suggested by the UK Health and Safety Executive) was estimated at approximately £682.5million (Giga et al., 2008). In 2013 the cost to Australian organisations of preventable lost productivity, due to depression attributable to bullying and job strain, was estimated at AUD $693 million (McTernan, 2013). In Scandinavian countries, in 1990 internal management and lost productivity costs were estimated at US $30,000 to 100,000 per case (Leymann, 1990). Sheehan (1999) detailed damages awarded to victims in just three Australian court cases as being over AUS $1M. Organisations can also run the risk of having their image damaged by media reports that focus on bullying-related disputes within identified workplaces.

Within the pacific region, bullying behaviours have been shown to impact on job satisfaction in Australia and Singapore (Loh et al., 2010) and negative relationships in general have been shown to impact employees' satisfaction with work in New Zealand (Morrison & Nolan, 2007). Few empirical studies have been able to clearly link the impact of bullying on productivity, absenteeism, or turnover, although several studies in UK, Norway and Finland have observed a minor effect of bullying on absenteeism of 1-2% (Einarsen et al., 2011). The effect of bullying on productivity has been difficult to measure because productivity itself is difficult to measure. However, respondents in two studies in

the UK and Norway (Einarsen et al., 1994) felt that workplace bullying reduced their efficiency at work and this effect was estimated at approximately 7%. The direct effect of bullying on staff turnover has also proven difficult to measure, however Djurkovic et al. (2004) found bullying was associated with a greater intention to leave. In a later study, Djurkovic et al. (2008) also found that perceived organisational support can help moderate the relationship between bullying and a victim's intention to leave, demonstrating that other factors can mitigate or reduce the outcomes associated with bullying within an organisation.

The relationship between workplace bullying and employee distress has been difficult to measure because levels of distress could be associated with causes other than bullying and it is not always clear if bullying was the underlying or predominant contributor. A number of studies have indicated a correlation between role conflict and workplace bullying (Agervold, 2009; Agervold & Mikkelsen, 2004; Baillien & De Witte, 2009; Einarsen et al., 1994; Glomb, 2002; Hauge, Skogstad, & Einarsen, 2007, 2009; Moreno-Jimenez, Rodriguez-Munoz, Pastor, Sanz-Vergel, & Garrosa, 2009). However, the relationship between role conflict, interpersonal conflict, bullying and stress is a complicated one and factors such as negative affectivity also influence reported rates of stress (Lazuras, Rodafinos, Matsiggos, & Stamatoulakis, 2009). The instruments which measure interpersonal conflict and role conflict (Rizzo, House, & Lirtzman, 1970) also include similar behaviours to those used in instruments which measure bullying so it is perhaps unsurprising that a positive relationship has been found between bullying, interpersonal conflict and role conflict. These conflicts in turn are positively associated with increases in perceived stress in the workplace (H Hoel, Faragher, & Cooper, 2004; Mikkelsen & Einarsen, 2002; Spector & Jex, 1998).

Post Traumatic Stress Disorder (PTSD) has been also linked to bullying by both Leymann and Gustafsson (1996) and Mikkelsen and Einarsen (2002). However, while PTSD has been found to be present in bullied individuals, research has yet to identify bullying as the major influencing contributor.

Effects can also extend to non-recipients. Porath and Erez (2009) found that witnessing rudeness reduced the observers' performance on routine and creative tasks. Jennifer, Cowie and Ananiadou (2003) report heightened levels of role ambiguity and work relationship conflict on observers of bullying. In a study by

Hansen et al. (2006), witnesses reported more symptoms of anxiety, and in a further study by Lutgen-Sandvik, Tracy, and Alberts (2007), non-bullied witnesses also reported elevated negativity and stress. Jenkins (2011) found those accused of bullying also reported negative psychological health outcomes in terms of depression, anxiety, post-traumatic stress and suicidal ideation, irrespective of whether they had been found guilty of bullying or not.

The observed effects of bullying can also be different at different stages during the bullying period. Olafsson and Johannsdotter (2004) and Zapf and Gross (2001) found that recipients of bullying can change their strategies of coping over time starting with assertive strategies then resorting to avoidance and passivity and ultimately exit. This means that, for example, the effect of bullying on conflict may be seen sooner than the effect of bullying on turnover which can only be estimated after someone has exited an organisation. Other impacts on organisations and individuals can include the increasing time and costs associated with disputes and claims (D. Lewis, 2001; McCarthy, Sheehan, & Kearns, 1995; Yamada, 2011).

While the negative impacts of workplace bullying on people and organisations may be difficult to quantify accurately the outcomes are undesirable and any reduction in these outcomes would be beneficial. Understanding the reasons behind the use of bullying behaviours is important for reducing the incidence and resulting impacts of workplace bullying.

1.4 Prevalence and measurement

Current indicators of bullying in organisations rely on assessments of recipient perceptions of negative behaviours. Being bullied is essentially a personal experience and within the current literature on bullying it is predominantly the personal perspective of the target or those who perceive themselves to have been victims of bullying or bullying behaviours.

Estimates of the prevalence of bullying in the workplace have been found to vary extensively both between and within countries (Nielsen et al., 2009). In Norway, the estimated prevalence rate of severe workplace bullying is in the area of 2–4% (Nielsen & Einarsen, 2008) whereas a Turkish study found a frequency of 55% (Bilgel, Aytac, & Bayram, 2006). In an annual employee survey of a UK High Street Bank, 53% of employees answered ‘yes’ to the question ‘have you been

bullied at work?' (Liefooghe, 2003). In a survey of English part-time students, approximately half had experienced bullying at work (Rayner, 1997). Randle (2003) found bullying was 'commonplace' in the transition to becoming a nurse. In a survey of Norwegian employees, 16% were considered either perpetrators or victims (Matthiesen & Einarsen, 2007). In a New Zealand survey (Bentley et al., 2009), 17.8% of New Zealand respondents were classified as having experienced bullying.

Variations can be ascribed to the different methods of measurement. Most studies have measured subjective bullying (from the victim's perspective) by either measuring perceived exposure to bullying behaviours (behavioural experience approach) or perceived victimisation from bullying at work (self-labelling approach). The self-labelling approach may (or may not) include presenting respondents with a definition of bullying. Questions are asked regarding frequency and duration of exposure for those who identified or labelled their experience as being the victim of bullying. This latter approach has been used in multiple studies.

The differences in reported prevalence rates of the varying measurement methods are discussed in the meta analysis by Nielsen et al. (2010). Their analysis shows that self-labelling with a provided definition resulted in lower estimates (11.3%) compared with the behavioural experience method (14.8%). The self-labelling approach without a definition produced even higher rates (18.1%). The implication of this variation is that different studies on workplace bullying cannot be compared directly without taking other moderator variables into account. It is also important to consider this variation when considering prevalence rates using lay definitions of bullying. Lay definitions differ from academic definitions in that few lay definitions include the criteria of persistence, frequency and power imbalance (Saunders et al., 2007).

Validity and replication in measuring workplace bullying can be affected by the practicalities of getting enough participants, which can result in utilising convenience samples (reliant on one or a few organisations). Self-completion questionnaires have a sampling bias towards those who feel more aggrieved about workplace relations and there are questions as to the validity and reliability of the questions themselves if used in a similar manner across different countries (Fevre,

Robinson, Jones, & Lewis, 2010). Cultural differences in the descriptive aspects of workplace bullying were highlighted in a study by Seo (2010), who found that some of the negative acts used in the European bullying questionnaires were less likely to be considered to be negative acts by South Korean employees compared to UK respondents. The impact of cultural differences and interpretations on prevalence rates has not been determined and neither has the influence of there being multiple cultures within a workplace. Multiple cultures within a workplace may be a relevant factor in which have experienced high levels of immigration like the UK, Australia, and New Zealand.

Prevalence rates are useful for government bodies, unions and social change advocates seeking to influence changes in occupational health and workplace policies. However, their usefulness for organisations is less obvious. Despite bullying being accepted as a complex phenomenon, the dominant methods of estimating rates of bullying within organisations are surveys and these typically only distinguish between victims and non-victims (Notelaers, Einarsen, de Witte, & Vermunt, 2006). While surveys may identify the extent of bullying, they are not useful in identifying the reasons behind the bullying and therefore give little direction for organisations which might wish to reduce the use of bullying behaviours.

1.4.1 The relationship between negative workplace behaviours and workplace bullying

As already highlighted, workplace bullying is most commonly measured using a behavioural experience approach which measures a recipient's perceived exposure to behaviours which have been identified with bullying. This is typically done by presenting respondents with a list of negative behaviours along with questions regarding the frequency and duration of their exposure. Recipients can be categorised as having been 'bullied' based on an assessment of the responses they have provided.

The most commonly used instrument for measuring bullying is the Negative Acts Questionnaire (NAQ) (Einarsen, Hoel, & Notelaers, 2009; Einarsen & Raknes, 1997; Mikkelsen & Einarsen, 2001). The behaviours are detailed in Table1.1, which also includes the associated sub-factors (Work Related Bullying (WR), Physically Intimidating Bullying (PI) and Person-Related Bullying (PR)). This

instrument measures the existence of 22 behaviours, but does not measure whether or not the respondent felt bullied by the behaviours. The responses to the NAQ can be used to provide an estimate of the prevalence of bullying.

Table 1.1

NAQ and sub-factors of the NAQ from Einarsen et al. (2009)

Q	Work-related bullying	Sub-factor
1	Someone withholding information which affects your performance	WR
2	Being humiliated or ridiculed in connection with your work	PR
3	Being ordered to do work below your level of competence	WR
4	Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	PR
5	Spreading of gossip and rumours about you	PR
6	Being ignored or excluded	PR
7	Having insulting or offensive remarks made about your person, attitudes or your private life	PR
8	Being shouted at or being the target of spontaneous anger	PI
9	Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking your way	PI
10	Hints or signals from others that you should quit your job	PR
11	Repeated reminders of your errors or mistakes	PR
12	Being ignored or facing a hostile reaction when you approach	PR
13	Persistent criticism of your errors or mistakes	PR
14	Having your opinions ignored	WR
15	Practical jokes carried out by people you don't get along with	PR
16	Being given tasks with unreasonable deadlines	WR
17	Having allegations made against you	PR
18	Excessive monitoring of your work	WR
19	Pressure not to claim something to which by right you are entitled (e.g. sick leave, holiday entitlement, travel expenses)	WR
20	Being the subject of excessive teasing and sarcasm	PR
21	Being exposed to an unmanageable workload	WR
22	Threats of violence or physical abuse or actual abuse	PI
WR = Work Related Bullying. PI = Physically Intimidating Bullying. PR = Person-Related Bullying		

From an academic point of view, the use or experience of negative behaviours does not itself constitute bullying, but rather it is the persistent use of these behaviours which has been consistently associated with victim's experiences of having been bullied. Persistence is described in terms of 'frequency', 'intensity', and 'duration'. Frequency is commonly measured using the following frequency indicators 'Never', 'Now and Then', 'Monthly', 'Weekly', and 'Daily'. Intensity

refers to the number of different negative behaviours a recipient might report. Duration is the period of time over which the behaviours are experienced. While there are many criteria of bullying, a common one is ‘exposure to at least two negative acts, at least weekly, within the last six months’ (Einarsen & Skogstad, 1996).

1.5 Negative workplace behaviours

While the NAQ has found to be a replicable and stable measure of bullying, at its core are 22 different behaviours. Addressing bullying in the workplace means addressing the use of these behaviours, and central to this is having a better understanding of the use of the individual behaviours themselves. Research into workplace bullying has tended to consider the behaviours as an undifferentiated group. Use of the NAQ to estimate rates of bullying has weighted the behaviours equally without regard for differing levels of tolerance, usage or differing levels of impact. There have been attempts at describing different dimensions and characteristics of bullying behaviours. Einarsen, Hoel, and Notelaers (2009) differentiated the NAQ behaviours into three groups: Work Related Bullying (WR), Person-Related Bullying (PR) and Physically Intimidating Bullying (PI), (see Table 1.1). O'Moore, Seigne, McGuire, and Smith (1998) differentiated between direct actions versus indirect acts (for example, verbal abuse versus spreading rumours), however what the differentiations mean in terms of bullying or bullying interventions is unclear. In addition, the NAQ itself was built from recipient experiences of bullying and thus far little is known of the perpetrators’ view of the use of these behaviours.

Behaviours can have differing levels of tolerance

There are levels to which society, organisations and individuals tolerate all behaviours and only in certain circumstances does their use become designated unacceptable. For example, behaviours associated with personality disorders, like narcissism and Machiavellianism, can be considered an exaggerated or extreme form of normal behaviours (Furnham & Crump, 2005). When behaviours are seen to support desired outcomes their use may be tolerated, or even perceived as necessary. For instance, behaviours associated with narcissism can be seen as socially acceptable and even rewarded in both business and society at large (Babiak, 1995; Babiak & Hare, 2007). Archer (1999) concluded that organisations sometimes encourage the bullying behaviour of managers who are defined as

strong managers. Where there is a reliance on line management support for achieving organisational objectives, any manager who uses bullying techniques does, by definition, make bullying an influential process in getting things done. There are also situations where successful leaders may on occasion use one or more negative behaviours (Sutton, 2010). While the behaviours may be negative or undesirable, it is only when the behaviours are extreme or exaggerated that the use of them is considered inappropriate or unhealthy.

Persistence (frequency, intensity and duration) is important in the definition of bullying because it helps distinguish between the tolerated use of negative behaviours and the unacceptable level of use associated with bullying. Persistence helps individuals and organisations distinguish between the isolated use of a negative behaviour which might be tolerated and the repeated use a behaviour which is not tolerated. Persistence also explains why some negative behaviours can be frequently used while the persistent use of behaviours, and thus the prevalence of bullying, is much lower. For example, in an online New Zealand survey of 491 thesis students and non-managerial employees, Wallace, Johnston, and Trenberth (2010) found that 70.6% of survey participants had used one or more bullying behaviours, but that actual bullying (using the definition) was found to be low at 1.7%. The implication is that commonly used behaviours may have an acceptable level of use which has yet to be described or defined.

It can be deduced that some NAQ behaviours are less tolerated in the workplace than others. Most organisations would consider physically intimidating, violent or abusive behaviours (see NAQ 8, 9 and 22 in Table 1.1) as serious misconduct and/or dismissible actions. These behaviours are commonly referred to in workplace policies as unacceptable in some manner, either in house-rules or employment terms and conditions. With the threat of dismissal or disciplinary actions it might be expected that these three behaviours would also be less commonly used. Despite this, NAQ behaviour 8 - *being shouted at or being the target of spontaneous anger*, is frequently mentioned in victim accounts, especially in books about workplace bullying (Adams & Crawford, 1992; Needham, 2003, 2008; Olsen, 2008; Rayner et al., 2002; Sutton, 2010).

While it could be assumed that some behaviours are more tolerated than others, there has, however, been little research into the degree of acceptability of the

different behaviours. The degree to which the managerial role can influence the frequency of use of negative workplace behaviours by managers has also not been investigated and neither has the point at which the use of these individual behaviours might be considered inappropriate. This research sought to address these questions.

Behaviours can have differing levels of use

There has been little research done into the relative usage of the specific NAQ behaviours either in terms of common usage or to ascertain if some of the behaviours are more prevalent in bullying. It can, however, be deduced that some negative behaviours are commonly used in workplaces. Fox and Stallworth (2005) found that 97% of employees had experienced at least one of the behaviours in their checklist of negative behaviours. This checklist was not the NAQ but was similar in nature. Wallace, Johnston, and Trenberth (2010) found that 70.6% of their participants had engaged in specific NAQ behaviours within the last 6 months.

While the level to which these individual behaviours might be 'normally' used in workplaces has not been explicitly investigated, it is possible to use published data to infer this information. Using published data from four NAQ based studies, it was possible to ascertain that behaviours 1, 3, 11, 14, 16 and 21 (see Table 1.1) are more commonly experienced than others. The four studies reviewed were the 2009 New Zealand Survey of Work and Wellness, (n=1728), (Bentley et al., 2009), the British Occupational Health Research Foundation (BOHRF) study, (n= 5288), reported by Hoel and Cooper (2000), a study by Salin (2001), into the prevalence and forms of workplace bullying among Finnish business professionals, (n = 376), and a study by Lutgen-Sandvik, et al., (2007) into the prevalence of workplace bullying in a sample of US workers, (n=403). These studies were chosen because the published data were in a format which allowed comparison and also because they provide a diverse sample. For each study it was possible to derive the number of recipients who had experienced each behaviour (x). These were then totalled (y) and the level of experience of the recipients who had experienced the behaviour was then expressed as a percentage of the total (x/y). The details of the analysis are presented in Appendix 1 and a summary of the analysis is presented in Table 1.2 While the analysis is crude, it does show that

some behaviours are more commonly experienced than others and that recipients in these studies experienced the use of behaviours 1, 3, 11, 14, 16 and 21 more frequently than behaviours 7, 9, 10, 13, 17, 19, 20 and 22.

Table 1.2

Grouping of NAQ behaviours from Appendix1 based on most versus least experienced

Study	*NAQ no. of most experienced behaviours	** NAQ no. of least experienced behaviours
NZ Survey of Work and Wellness (Bentley, et al., 2009) (n=1728)	1, 2, 3, 4, 5, 6, 8, 11, 12, 14, 16, 21	7, 9, 10, 13, 15, 17, 18, 19, 20, 22
Salin (2001) (n = 376)	1, 3, 11, 14, 16, 18, 21	2, 4, 6, 7, 8, 9, 10 , 13, 17, 19, 20, 22
Lutgen-Sandvik, et al., (2007) (n=403).	1, 2, 3, 5, 6, 11, 14, 16, 18, 21	4, 7, 8, 9, 10, 12, 13, 15, 17, 19, 20, 22
The British Occupational Health Research Foundation (BOHRF) study reported by Hoel, H., & Cooper, C. (2000) (n= 5288)	1, 2, 3, 4, 14, 16, 18, 21	5, 7, 12

* Behaviours which constitute 75% of the use of all negative behaviours experienced in the study. See Table 1.1 for NAQ number.
**Behaviours which constitute 25% of the use of all negative behaviours experienced in the study. See Table 1.1 for NAQ number.

The factors which distinguish the more commonly reported behaviours from the less commonly used behaviours are not immediately obvious. It could, however, be assumed that the more commonly used behaviours are also more tolerated in the workplace, and the less commonly used behaviours are less tolerated. Using this assumption it could also be inferred that more commonly used behaviours (like behaviours 1, 3, 11, 14, 16 and 21) would also be more likely to have some form of acceptable justification for their use. This argument could also be extended to suggest that less frequently used behaviours (like behaviours 7, 9, 10, 13, 17, 19, 20 and 22) would be less likely to have acceptable justifications for their use.

From this it could be expected that managers are more likely to engage in the more commonly reported behaviours and less likely to engage in the less

commonly reported behaviours. Managers are also more likely to have some justification for the use of the behaviours which they engage in more often. This research sought to answer these questions.

Behaviours can have differing levels of impact on recipients

While bullying has been shown to impact on recipient health it should also be noted that different types of behaviours impact differently on the health of recipients. This means that the different behaviours of the NAQ can be expected to impact differently on recipients.

Behaviours which contribute negatively to feelings of belongingness (the need to belong) can have multiple and strong effects on emotional patterns and cognitive processes and lack of attachment is linked to a variety of ill health effects and wellbeing (Baumeister & Leary, 1995). Behaviours which engender social exclusion also impair self-regulation and excluded participants have been shown to quit tasks sooner, and become disinclined to make the effort of self-regulation (Baumeister, DeWall, Ciarocco, & Twenge, 2005). Different negative behaviours have been shown to have different levels of impact on the mental health of recipients. Hoel et al (2004) found that "mental wellbeing was adversely affected by episodes of fault-finding, criticism of work performance, work overload and suggestions that the individual should quit their job" (p 383). There is also evidence to suggest that there is an impact on the observers of negative behaviours in terms of health and/or productivity (Jennifer et al., 2003; Porath & Erez, 2009). Several of the NAQ behaviours imply social or physical exclusion, fault finding and criticism of performance. NAQ behaviours include: being ignored or excluded, and having work monitored to a high level, persistent criticism of errors or mistakes, and having opinions ignored.

The attributional style of the recipient can also influence the level of impact the recipient is likely to feel. Attributional style is about how the individual rationalises and apportions 'blame' and responsibility in a situation. Research has shown that the attributional style of recipients can contribute to levels of depression (Sweeney, Anderson, & Bailey, 1986). The longer a negative situation continues, the more a recipient feels in some way to blame, or feels unable to attribute a reason to the situation, then feelings of helplessness can prevail and the severity and intensity of the depression can persist or increase i.e. a recipient can

feel increasingly bullied over time. In addition, those who have identified themselves as having been bullied are substantially more affected than those who had no direct experience of bullying (H Hoel et al., 2004) and those who claimed to have been bullied can attribute cause and frequency of behaviours at up to twice the rate of those who do not claim they have been bullied (D. Lewis, 1999; Lutgen-Sandvik & McDermott, 2011).

In summary, workplace bullying is commonly assessed by measuring perceived exposure to negative workplace behaviours. The NAQ does not differentiate between the behaviours, despite there being differences in tolerance, usage, impact and perception. Thus far, studies have not focussed specifically on which behaviours might be more commonly used by managers or the reasons managers might have for their use of negative workplace behaviours. However, antecedents to bullying have been examined in many studies and these are discussed in the next section of this review.

1.6 Reasons for the use of negative workplace behaviours

This part of the literature review discusses perceived causes and factors found to be related to bullying and the use of negative behaviours in the workplace and focusses on factors identified within a number of empirical studies related to workplace bullying. The factors have been grouped and are discussed under the headings of organisational factors, leadership, workplace conflicts and individual factors. Leadership in this section is split into two subsections. Subsection 1.6.2 is about the factors which pertain specifically to the leader/manager. In subsection 1.6.6 a special focus is given to Leader Member Exchange (LMX) which is about the quality of the relationship between both the manager and the subordinate.

Antecedents associated with workplace bullying have tended to be identified as findings in studies focussed on other aspects of the use of negative behaviours or bullying, for example the prevalence of role conflict or stress in relation to the presence of bullying in the workplace. Studies have also used information provided by recipients or researchers, not perpetrators, as the starting point in the identification of antecedents.

There are many reasons why the issue of cause has been under-studied. The discussion of intent or potential causes of bullying is difficult because cause is often equated with the assignment of guilt or blame based on perceptions of the

intent and actions of others (Seigne, Coyne, Randall, & Parker, 2007). Methodological problems can hamper the empirical investigation of causes, and the perspectives of perpetrators have seldom been sought (Cowie et al., 2002; Zapf, 1999). Investigations into cause can also be difficult because studies treat bullying as a unified phenomenon, despite the fact that different kinds of behaviours are involved (Einarsen, 1999).

Factors which might influence a bully are difficult to research due to both ethical issues and obtaining appropriate sample sizes to support the generalisation of results. Personality factors of victims have been difficult to identify and there are further difficulties in distinguishing between characteristics that may predispose individuals to being targeted from those which may be the result of experiencing bullying. The same issues apply to perpetrators - are perpetrators predisposed to bullying, or are there others factors at play? Additionally the phenomenon and the term 'Bullying' is emotive and implicit with negative intent and therefore perpetrators are considered unlikely to identify themselves as such and there is an assumption that a bully would rationalise or lie about their actions. These difficulties mean that workplace bullying is described more by its outcomes than its inputs.

Where studies have identified or made suggestions about causes, the posited antecedents/reasons have been numerous, diverse, interrelated and overlapping. The many reasons posited can be grouped into five general themes: Organisational factors, leadership, workplace conflicts and individual factors. As part of this research over 50 empirical studies were reviewed and found to support the following as antecedents of bullying (or the use of negative behaviours) in the workplace;

I. Organisational change and organisational climate. Organisational climate includes factors like workload, stress, job insecurity, personnel changes, budgets, targets. These are discussed in section 1.6.1.
II. Leadership which includes leadership/management style, and management ability. These are discussed in section 1.6.2.
III. Workplace conflicts which include factors like role conflict, interpersonal conflict, conflict management and the management of unsatisfactory performance and power differences. These are discussed in section 1.6.3.

IV. Individual factors which include personal differences/competition, envy, aggressor uncertainty/insecurity, and aggressor personality. These are discussed in section 1.6.4.

V. The recipient themselves may also contribute to the use of negative workplace behaviours and this is discussed in section 1.6.5.

A summary of the review is presented here ahead of the supporting and referenced detail contained in sections 1.6.1 to 1.6.5. The majority (over two thirds) of the empirical studies reviewed were quantitative, most often utilising surveys, with multiple instruments. The quantitative studies usually sought to identify the relationship between bullying and another predetermined factor, where bullying was measured by some form of bullying instrument and the measurement of the other factor was also usually supported by a survey instrument. Few studies considered the relationship between the recipient and perpetrator, beyond levels of relative organisational position, or if the type of perpetrator (manager, subordinate or peer) influenced which behaviours were used. There was also limited visibility as to whether perpetrators engaged in the behaviours with multiple targets.

The antecedents identified in twelve studies which utilised qualitative data gathering (focus groups, interviews, and cases studies) also tended to be influenced by the parameters of the studies undertaken. Influential parameters were: the methodology, the participant sample under study (victims, observers, and general employees) and the focus of the study itself. Where qualitative information had been obtained by case study and those interpreting the data were researchers or observers, then bullying (aggression or other negative behaviours) was perceived to be a result of poor organisational practises, poor job design, unrealistic targets, workload and stress. The "blame" was ascribed to "the organisation", its culture and design which lead to escalated conflict, un-moderated management, frustration and stress. This in turn provided an environment where the use of bullying behaviours and bullying could go relatively unchecked. Where qualitative information had been obtained through interviews (or mixed interview/survey) of general employees (not specifically identified as bullied) then bullying (aggression or other negative behaviours) was perceived as a result of poor organisational practices, social climate, role conflict, workload and stress, management style and individual factors. The "blame" was

usually ascribed to both the working environment and the perpetrator. While the pressures of workplace were still considered antecedents, the "individual" nature of the perpetrator was expressed in the form of professional capability e.g. poor management style and/or poor conflict management capability. Where qualitative information had been provided by victims of bullying through interviews (or mixed interview/survey), then bullying was deemed to be a result of a mixture of factors which could include: the personality and insecurity of the perpetrator, envy, power struggles, internal competition, poor social/organisational climate, poor management training or failure of the organisation to intervene. The "blame" was more specifically oriented at the perpetrator, their personality, their lack of professional or interpersonal capability. The organisational climate was perceived as being complicit with, or supportive of, the perpetrators' behaviours.

Non-academic literature too has tended to ascribe the use of negative behaviours to the personality of the perpetrator and an inability or unwillingness on the part of the organisation to address such behaviours. Non-academic literature is also probably the richest source of (published) bullied recipient stories. This literature lacks the methodological and empirical robustness of academic research but there are a number of published works which present a thorough discussion on the topic of bullying in the workplace. These include Adams and Crawford (1992), Clarke (2005), Davenport, Schwartz and Elliot (1999), Furnham (2010), Needham (2003, 2008), and Rayner, Hoel and Cooper (2002).

In all these studies, an underlying presumption is that the use of these behaviours is in some way wrong, unjustified, or inappropriate within a workplace setting. Another presumption is that the perpetrator targets the recipient in some deliberate manner. Managers can be central to the causes suggested above, either through direct participation or through the way in which they manage conflict or facilitate workplace change. A number of these reasons, or combination of reasons, could be influencing a manager to engage in bullying behaviours.

The reasons posited by the reviewed studies are further discussed here in more depth under the following groupings: Organisational factors, leadership, workplace conflict, individual factors. The potential role of the victim in the bullying situation is also discussed.

1.6.1 Organisational factors

Organisational explanations for workplace bullying include the organisational climate and organisational change. Organisational climate includes factors like workload, stress, job insecurity, personnel changes, budgets, performance targets, resource constraints, policies and poor organisational relationships. Van den Broeck, Baillien, and De Witte (2011) supported this view, suggesting that workplace bullying may be reduced by better job design, limiting job demands and increasing job resources as these related positively to reports by both perpetrators and targets in their survey of Flemish employees. Similarly Hoel and Cooper (2000) found that bullying was associated with a negative work-climate, high workload and unsatisfactory relationships at work. Appelbaum, Semerjian, and Mohan (2012) suggested that the work environment is a stronger contributor to workplace bullying than the personality of the aggressor and Stouten et al. (2010) suggested that tackling the design of the work environment, specifically workload and poor working conditions, would decrease bullying.

Other studies have referred to the influence of other factors, such as uncertainty in working environments, the changing nature of work, lack of role clarity and stress (Helge Hoel & Salin, 2003). Einarsen et al. (1994) found that those who labelled themselves as bullied also reported a lack of ability to monitor and control their own work, and conflicting goals and priorities. Zapf, Knorz, and Kulla (1996) suggested that the targets of bullying had higher co-operation requirements within the work they did and therefore less control over their own work. Zapf (1999) also commented that high levels of uncertainty in workplaces (including time pressure, unclear responsibilities and role ambiguities) may lead to communication issues, or conflicts that can affect cooperation and information flow. This in turn may lead to (or support) bullying behaviour. There may be a degree of "chicken versus egg", i.e. negative working conditions may lead to bullying, or bullying may lead to negative working conditions or both scenarios might apply. A lack of longitudinal research in this area hinders the ability to draw causal conclusions. In a Danish study, Agervold (2009) found that departments with a higher incidence of bullying also had a poorer psychosocial work environment and a similar Belgian study (Baillien, Neyens, De Witte, & De Cuyper, 2009) found that bullying could result from a destructive organisational culture. Several studies (Fox, Spector, & Miles, 2001; Martinko, Gundlach, & Douglas, 2002; Spector,

Fox, & Domagalski, 2006) have found that counter productive workplace behaviours were related to the frequency with which an employee's job performance was hindered by constraints such as rules, procedures, resources and training. Job related stress and conflict can also contribute to increased levels of workplace aggression (Glomb, 2002)

Workload can also be a factor. According to Rayner and Hoel (1997), high levels of conflict resulting from excessive workloads and unreasonable job demands can be precursors to the bullying of subordinates. Agervold and Mikkelsen (2004) also found work demand to be a significant predictor of workplace bullying. Seo (2010) found that the length of work hours was a consistent contributor to workplace bullying in her UK and Korean study. In a comparison study on workplace violence (2001 and 2004) in the Queensland Health sector (Hegney, Eley, Plank, Buikstra, & Parker, 2006) suggested that the increase in bullying was due to increase in workloads.

Changing work environments have also been discussed by a number of researchers as being possible contributors to bullying and requiring further investigation. Skogstad, Matthiesen, and Einarsen (2007) in a survey of 2408 Norwegian employees found that organisational change was a precursor of bullying at work. Baron and Neuman (1996) found that budget cuts, organisational reengineering and changes in current levels of employment security were all significantly related to negative workplace behaviours like workplace violence and aggression. However, change in organisations is a constant. Some industry sectors (like technology and telecommunications) experience very high rates of change but do not appear to have correspondingly high rates of bullying. This suggests that there are other contributing factors which may be related in some way to the change. It can be quite unclear if issues relating to organisational change are a result of organisational factors or the result of personal factors related to those who manage organisational change. There is also a lack of clarity as to the level of responsibility organisations are expected to assume for the way in which their agents (managers) implement change and bullying behaviours have frequently been ascribed to managers during their application of organisational change. Jordan and Sheehan (2000) suggested that managers may bully subordinates because the manager may lack the skills to cope with fast changing workplaces. Baillien and De Witte (2009) also found a significant relationship

between organisational change and bullying (mediated by role conflict). Liefooghe and Davey (2001) argued that managers are perhaps scapegoats in interpersonal bullying research, shouldering responsibility for organisational practices that may be out of their control. Liefooghe (2003) found that employees recognise and acknowledge that organisational practices like budgets can require managers to act in a manner which could be regarded as bullying. Similarly, Bowditch and Buono (2005) mentioned that criticism may be focussed on individual managers rather than the way in which an organisation might choose to structure and manage its workforce (for example, the formal division of labour). The argument that bullying may differ from one organisational context to another has also been raised by Liefooghe and Olafsson (1999). These studies suggest that bullying can be related to a combination of organisational change and leadership, not just change.

Australasian studies have produced similar results to European studies. McCarthy et al. (1995) discussed the role organisational downsizing and de-layering plays in an increase in managerial bullying in Australia. A lack of role clarity and stress caused by uncertainty can create a work environment that encourages bullying behaviour. A New Zealand report (Bentley et al., 2009) found that bullying was associated with lower levels of organisational support and commitment. In a New Zealand case study, Ashwell (2005) highlighted the difficulties encountered by a (new) manager after restructuring resulted in changes which the manager was expected to enforce. A poor consultation process and the changed circumstances had resulted in an unhappy workforce and conflict issues the manager was expected to deal with. In an Australian study, managers accused of bullying also reported being held responsible for organisational practises that they were not accountable for (Jenkins, Zapf, Winefield, & Sarris, 2011).

Estimates as to the level to which organisational factors can contribute to bullying vary considerably due in part to the different ways in which they have been obtained. Sixty percent of participants in a study by Zapf, et al. (1996) and 23% of participants in a study by Lewis (1999) cited organisational culture or climate as contributing to bullying. Lewis also found that between 21% and 26% of participants cited organisational situations like contract changes, funding and short term contracts as being contributing causes. Stress was cited as a contributing factor by 90% of the participants in a study by Glomb (2002) and

60% of the participants in the Zapf (1996) study. Whether stress was as a result of personal coping or as a result of organisational factors is unclear. Ninety two percent of the participants in a study by Lutgen-Sandvik and McDermott (2011) highlighted that the organisation failed to monitor or intervene and 47% said that HR supported an abusive organisational culture in getting rid of people Despite variations in the methods by which the results were obtained, it would be fair to say that reasons like organisational climate and stress in particular are perceived as contributing factors by many study participants.

1.6.2 Leadership

As noted in the discussion of organisational factors, the role of leadership can be a related and interwoven factor. Organisational change, poor working environment and workload also support and are supported by poor work design and poor leadership and could be considered 'enablers' that support precipitating conditions and processes from which bullying may evolve (Monks et al., 2009). Work design has been included in this section under leadership because while work design could be considered an organisational factor it is the leadership in organisations which decides how organisational roles and the work associated with those roles is structured to meet the organisational needs.

In a Swedish study, Leymann (1996) described deficiencies in both work design and leadership behaviour as being prominent in 800 cases of harassment at work. Poor work design leads to role conflict and stress. Poor leadership leads to poor management of the conflicts which arise, so it is not surprising that role conflict, leadership style and management capability have also been associated with bullying in organisations.

The distinction between dispositional, situational and organisational leadership is not well described in the literature on workplace bullying and this in turns blurs culpability. Leadership can be dispositional (of the leader), situational (of the leader and the situation) and cultural (of the organisation). Dispositional leadership is the most studied and there are many theories of leadership styles and the personal characteristics which make up different types of leaders. Situational and cultural leadership are less well studied, as are the negative aspects of leadership. It is tempting to attribute deficiencies in leadership to the disposition of the leader in question, however, studies on destructive leadership indicate that

contributing factors may be situational as well as dispositional (Tierney & Tepper, 2007). In research on the influences of power and culture on bullying and harassment within fire brigades from the UK, the USA and Eire, Archer (1999) identified that managers behave in a way that they perceive is expected of them by the organisation, highlighting the way in which culture can influence leadership.

Management or leadership style has been suggested as a contributing factor in a number of studies on bullying. In a study of Irish workers by O'Moore and Lynch (2007), 17% felt they had been bullied over the previous12 months and 70.8% felt that poor management style was a contributing factor. Leadership style was prominent in the team and organisational risk identified in a Belgian study (Baillien, Neyens, & De Witte, 2008). Leadership style was also shown to influence reported rates in a study comparing UK and Korean workplace bullying (Seo, 2010). Einarsen et al. (1994) found that those who labelled themselves as bullied also reported a lack of constructive leadership. The laissez-faire leadership style, where leaders are hands-off and group members are expected to solve their own problems and to make their own decisions, was linked to bullying in the 2009 New Zealand Work and Wellbeing study by Bentley, et al. (2009) as well as a number of overseas studies (Aasland, Skogstad, Notelaers, Nielsen, & Einarsen, 2010; Hauge et al., 2007; H Hoel & Cooper, 2000; H Hoel, Glaso, Hetland, Cooper, & Einarsen, 2010). The laissez-faire leadership style does not work well if subordinates need higher levels of direction or certainty in their roles. In such cases laissez-faire leadership can be perceived as poor or weak management and these reasons have been attributed in a number of studies into bullying.

Poor management training was cited as contributing to bullying by 34.5% of the participants in a study by Lewis (1999). Forty two percent of participants in a study by Vartia (1996) attributed the cause of bullying to a weak superior and 18% of participants in a study by Lutgen-Sandvik and McDermott (2011) said that the manager was inadequate. It is not clear from these studies if management or leadership style contributes directly to the use of bullying behaviours by managers or indirectly through managers failing to deal with bullying by others. This distinction is not clear.

1.6.3 Workplace conflicts

Workplace conflict is often identified as a contributing factor in bullying although, while obviously related, conflict and bullying are not the same thing. The assumption underlying workplace conflict is that it occurs when one party perceives their goals, values, opinions thwarted by another (interdependent) party (De Dreu, 2008) and that workplace conflict is about scarce resources, and differences in values, insights, facts or the way in which the world viewed. However, bullying is seen more as a harassment or an abuse which the recipient party is seeking to have stopped. There are also many different types of workplace conflict. Role conflict and interpersonal conflict in particular are considered major sources of conflict in workplaces. In a study by Glomb (2002) 80% of the participants cited job related conflict as a contributor to workplace bullying. However, conflict in organisations is expected and conflict management is also an important part of a manager's role. Estimates suggest that 20% or more of a manager's time is spent dealing with conflict (Hignite, Margavio, & Chin, 2002; Lang, 2009; Mintzberg, 1975; Thomas & Schmidt, 1976).

In studies which look at conflict and bullying, there can often be a lack of clarity as to the role of a manager. Again it can be difficult to ascertain if the manager is perceived as an antagonist in interpersonal conflict, or responsible in some way for failing to manage conflict between others, or failing to resolve role conflict for others. Management style can also play a part in the way in which managers might manage conflict or difficult situations so the relative contribution of leadership and conflict to bullying can be difficult to differentiate.

In addition to role conflict and interpersonal conflict, other workplace conflicts can arise and in many different ways. The conflict management process can escalate differences in opinion, performance monitoring and performance management can highlight differences in expectations and result in conflict. The management of unsatisfactory performance is often termed conflict or dispute management in organisations. The different types of workplace conflicts and their relationship to bullying are discussed further here.

Role conflict

Role conflict and role ambiguity have been cited as strong predictors of workplace harassment and bullying (Bowling & Beehr, 2006; Salin & Hoel, 2011). Role

conflict and role ambiguity are described in terms of the perception of contradictory expectations, demand, and values in jobs and where expectations are perceived as unclear or unpredictable and are judged to impinge upon role performance (Kahn, Wolfe, Quinn, Snoek, & Rosenthal, 1964; Salin & Hoel, 2011). Role conflict and role ambiguity can impact negatively on a number of employee satisfaction measures. Medina, Munduate and Dorado (2005) in a survey of Spanish hotel workers found that task conflict and relationship conflict produced different reactions and impacted on wellbeing, job satisfaction and propensity to leave. However personal factors, like thoughts of revenge, can also moderate the relationship between role conflict and experienced bullying (Moreno-Jimenez et al., 2009).

Results from a study comparing UK and Korean workplace bullying (Seo, 2010) revealed that, for both nationality groups and all bullying measures, interpersonal conflict and role conflict were strongly correlated to the bullying measures. Hauge, Skogstad and Einarsen (2009), in a survey of 2359 Norwegian workers, found a correlation between admitting to bullying and indicators of role conflict and stress. Hauge, Skogstad and Einarsen (2011) suggested that factors relating to role conflict and interpersonal conflicts at work can instigate tension and frustration in individuals, which, in turn, may be projected onto others in the work environment. In an earlier study in Norway, Hauge, Skogstad, and Einarsen (2007) compared stressful work environments and bullying and again role conflict was found to be strongly related to bullying.

Those studies which have looked at bullying and role conflict have generally done so using quantitative techniques and some form of survey. Role ambiguity and role conflict are usually measured using the scales of Rizzo, House, and Lirtzman (1970) and are typically measured from the perspective of the employee about their own role meaning that the relative contribution between role conflict and an individuals' response to role conflict is difficult to differentiate. While role conflict and role ambiguity can be associated with bullying, there is no direct relationship of one leading to the other, and other factors can be influential. It is also difficult to determine the degree of responsibility a manager might have for the role conflict.

Interpersonal conflict

Interpersonal conflict is also a source of conflict within organisations. Managers are expected to manage interpersonal conflict but within the bullying literature they are often portrayed as a source of such conflict. Sheehan and Jordan (2000) suggest that managers with better social skills and more empathy are less likely to resort to bullying behaviours. This is based on the assumption that co-operative work practices generate greater commitment and better performance than compliance and coercion and that managers who are able to empathise are less likely to use workplace bullying behaviours. This assumption links back to both management style and the way in which managers manage conflict as being contributing factors. Chan, Huang, and Ng (2008) found that conflict management style impacts on job satisfaction and turnover intentions and that integrating, obliging, compromising styles are seen as positive contributors to trust in supervisors in a survey of 121 employees of one company in Guangzhou, China. Perry (2001) suggests that promoting technically proficient employees may result in managers who don't score highly with emotional intelligence and therefore may not have empathy with staff when things don't go according to plan. Poor conflict management skills were also implicit in a study by Syedain (2006), where participants felt that bullying was miscommunication which had escalated.

Conflict management

Escalated conflict has been noted as a contributing factor in a number of studies into bullying and also described as a form of bullying itself (Baillien et al., 2009; Glomb, 2002; Strandmark & Hallberg, 2007; Zapf, 1999; Zapf & Gross, 2001). Conflict can be resolved co-operatively if both parties have shared goals, otherwise a compromise has to be negotiated or an outcome which favours one party and not the other ensues (Deutsch, Coleman, & Marcus, 2006). The time it takes it get a co-operative outcome can be substantially longer (30% longer) than a compromise (De Dreu, 2008). If time is seen as a constraint then managers may engage in negotiating an outcome which one or both parties may perceive as negative or bullying. Failure to resolve conflict an also be an issue. Unresolved conflict was cited by 55% of the participants in a study by Zapf (1999) as being a cause of workplace bullying.

The conflict management process itself can contribute to bullying. Klein and Martin (2011) comment that HR people and HR processes can extend bullying by

having to take allegations seriously and investigate them thoroughly. Thus the mechanisms in place to deal with conflict can be perverted to support persistent bullying by giving weight to unjustified allegations and providing opportunities or further allegations. Structured HR processes can also extend the period of time employees can be in conflict. Conflict management processes have evolved during the last couple of decades from being primarily negotiation between parties to mediation and dispute resolution (Putnam, 2007) resulting in more time spent in the conflict process.

The management of unsatisfactory performance

The management of unsatisfactory performance is also considered conflict management within most organisations, especially when it becomes a disciplinary process. There are a number of cases where grievances and disputes involving bullying have led to court cases ("Ministry of Business Innovation and Employment," 2009) and often these have evolved out of the management of unsatisfactory performance, more commonly referred to as just performance management. The process of managing the unsatisfactory performance of employees is an under studied area in organisational behaviour and organisational psychology. The management of unsatisfactory performance is not the same as conflict management although they can overlap. Conflict management implies differences in views, values or resource allocation from which a negotiation and negotiated outcomes occur. Performance management implies that a target or output standard is not being reached, (or a behaviour standard has been breached) the standard usually remains un-negotiated and the staff member is expected to alter their performance (or behaviour) to meet the standard. Performance management is also not the same as disciplinary procedure. Performance management can precede disciplinary actions but few performance management situations result in disciplinary actions. Research and publications in the area of disciplinary procedure tend to venture into the area of law and are about grievances and industrial disputes. However, few disciplinary actions result in grievances and legal disputes. Therefore research in the area of disciplinary procedure and grievances does not provide a good basis to inform an understanding of performance management.

It is easy to see how performance management could be perceived as bullying by the recipient party as there is pressure exacted by managers on subordinates to change/improve and the process can continue and escalate if the recipient party is not perceived as making the necessary adjustments. The recipient party is also relatively powerless in the process and ultimately their continued employment can be at risk. Salin (2003a) noted that observers of bullying sometime perceived the behaviours as a deliberate attempt to get rid of unwanted persons. Examples of employees feeling pressured to leave are also described by Hodson, Roscigno, and Lopez (2006) and Rayner, Hoel, and Cooper (2002). The case study of bullying at work by Matthiesen, Aasen, Holst, Wie, and Einarsen (2003) could also be interpreted in this way.

Different interpretations of performance outcomes between managers and subordinates can also result in conflict. Lee (2002) concluded that the annual staff appraisal was a key event in which UK Civil Service line managers could bully subordinates. Lee gave examples of employees interpreting low performance ratings as bullying, but did not provide any indication of the rules the managers had to apply (as determined by organisational policies) as their part of performing the appraisals. Lee also provided an example of systematic escalation due to the manager questioning a subordinate's commitment without any comment as to the difficulties of managing staff perceived as uncommitted or disloyal.

Conflict due to power imbalances

Performance management and performance monitoring, by their nature, involve a power difference between the person doing the monitoring/managing and the person being monitored/managed. Power differences between perpetrator and victim are seen as a key dimension in workplace bullying and have been included in the way in which bullying is described and defined (Einarsen, 2000; Hofstede, 1993). The implication is that power differences, in some way, lead to bullying. However, organisations are inherently hierarchical and there is always a structural power difference between a manager and subordinate. Outside performance management/monitoring, it is not clear why a structural power difference would result in bullying as every organisation has structural power differences between staff and structural differences on their own are unlikely to lead to bullying behaviour. It may be that when power differences are mentioned in relation to

bullying that power struggles are actually what is meant. Strandmark and Hallberg (2007) found that long standing power struggles could precede bullying. Power struggles suggest two different scenarios, one of competition between the perpetrator and recipient for the same resources and the second a competition for recognition and status. The first scenario, which is a construct of organisational design, would seem unlikely between a manager and a subordinate and more likely to be between peers or departments. For example, power imbalances between managers and lecturers was deemed to be a contributing factors by 32% of the participants in a study by Lewis (1999, 2001, 2003). The second scenario, competition for recognition and status, again, would seem more likely to be between peers but could occur between a manager and a subordinate and, in a Finnish study of university employees, Bjorkqvist, et al., (1994) found that the perpetrators were mostly supervisors and the predominant reasons given for aggression were envy, competition about jobs and status. This second scenario suggests that factors more attributable to an individual can be perceived as contributing to power struggles and in turn contribute to bullying.

Summary of workplace conflicts and bullying

Managers are integral participants in workplace conflicts. They play a part in role conflict, they can contribute to, or be managers of, interpersonal conflict, they are expected to manage workplace conflicts and they are expected to manage unsatisfactory performance of employees. By the nature of their role they hold a position of power. However, it is unclear as to how much the managerial role and/or workplace conflicts contribute to the use of bullying behaviours by managers. It is also unclear as to the level at which the personality or individual traits of a manager might contribute to their use of bullying behaviours. This is discussed next.

1.6.4 Individual factors

Ultimately bullying is perceived as an interpersonal action: one person bullying another. If there are no obvious external factors to blame then factors more personally attributable to the perpetrator are likely to be highlighted. These factors include; personal differences/competition, envy, aggressor uncertainty/insecurity, and aggressor personality.

Where study participants are victims of bullying then the descriptors of perpetrators can tend toward phrases like power hungry, mentally ill and evil (Lutgen-Sandvik & McDermott, 2011) or difficult, egocentric and selfish (O'Moore et al., 1998; Seigne et al., 2007). Personality characteristics of the perpetrator were the object of further studies (Baron, Neuman, & Geddes, 1999; Mathisen, Einarsen, & Mykletun, 2011; Sheehan & Jordan, 2000; Van Fleet & Van Fleet, 2012; Zapf, 1999). The attribution of personal factors is common especially in studies with bullied participants. A problem with the personality of the manager was cited by 90% of the participants in the study by Lutgen-Sandvik and McDermott (2011) and 100% of the participants in a study by O'Moore, et al. (1998) said the same. Sixty nine percent of the participants in a study by Glomb (2002) attributed cause to factors relating to the individual. Envy was cited by 63% of the participants in the O'Moore, et al. study, 63% of the participants in a study by Vartia (1996) study and 34% of the participants in a study by Van Fleet and Van Fleet (2012). Frustration and scapegoating were also cited as reasons by 76% of participants in the study by Glomb and 55% of the Lutgen-Sandvik and McDermott study.

How much individual factors contribute to bullying relative to other factors (organisational, leadership, and work conflict) has not been ascertained. While studies posit numerous reasons why bullying might occur, the reasons why a bully might target one individual and not another are not clear. Targeting suggests that there may be factors relating to recipients which can also play a part.

1.6.5 The role of recipient

While it would seem unlikely that a recipient or victim of bullying behaviours would contribute to their own discomfort, there has been discussion that the recipient possesses personality traits (or exhibits behaviours) which may in some way mark them out or make them more vulnerable to being bullied. Recipients may also contribute directly to a situation which results in bullying behaviours. Lutgen-Sandvik and McDermott (2011) found that 71% of targets said that they had contributed in some way although this number is quite different in degree to Glomb (2002), where only 2% of the victims of aggression thought that they were to blame for the situation and only 13% felt that both parties were to blame.

Research into workplace bullying has also assumed that because the recipient feels bullied that bullying has in fact occurred. I could not identify any empirical studies that test this assumption and there are examples where third parties have disagreed with a victim's assessment of their being bullied. Approximately half the legal cases put forward as examples in a Workplace Bullying update ("Ministry of Business Innovation and Employment," 2009) were ruled as not being bullying. In an Australian study by Jenkins, et al. (2011), two thirds of those accused of bullying were later adjudged not to have bullied by those investigating the complaints.

In summary, recipients may play a role in bullying by being susceptible to being bullied, contributing to a situation where bullying then ensues or by just feeling or claiming to be bullied. These latter two examples are at odds with the assumption that a recipient of bullying behaviours is targeted in some way. Recipients also have a part to play in the quality of relationship they might have with their manager. This in turn can influence the behaviours a manager might choose to use. This is discussed in the following section.

1.6.6 The relationship between the manager and the subordinate (LMX)

Bullying, as it is described within the literature, is essentially an interpersonal experience between two individuals, the bully and the recipient. Most of the antecedents described thus far have looked at factors which may predispose one party or the other to being a perpetrator or recipient of bullying behaviours. The notion that there might be something specific to the relationship between both parties is described in this section.

The management or leadership style of the manager/leader (as described in section 1.6.2) is not the only influencing factor in the relationship between a manager and a subordinate. Leader Member Exchange (LMX) theory suggests that the behaviours used by managers are dependent on the quality of the relationship developed with members/subordinates. This level of quality is reflective of the supportive behaviours of subordinates as well as the compatibility of values between a manager and subordinate and is further influenced by the time and resources available to the manager (Bauer & Green, 1996). LMX has potential relevance to workplace bullying. Applying LMX thinking to workplace bullying behaviours would suggest that a manager who might use bullying behaviours

would only do so with some subordinates (not all) and only under certain circumstances.

LMX is a relationship based leadership theory which suggests "that effective leadership processes occur when leaders and followers are able to develop mature leadership relationships (partnerships) and thus gain access to the many benefits these relationships bring" (Graen & Uhl-Bien, 1995, p. 225). Leader-member exchange theory evolved in response to the Average Leadership Style (ALS) which assumed that leaders exhibit a consistent leadership style with all their subordinates and, in response, all subordinates of a leader have the same perception of the leader's style (Burns & Otte, 1999). In contrast to ALS, LMX suggests that leaders and members engage in differentiated role exchanges depending on the situation and the stage of development of their relationship (Katz & Kahn, 1996). The concept of a differentiated relationship between leaders and subordinates was originally described as Vertical Dyad Linkage (VDL), a special case of role making between a person in the leader position and one in a follower position (Dansereau, Graen, & Haga, 1975; Graen & Cashman, 1975; Liden & Graen, 1980). Graen and Cashman suggested that managers treat some subordinates more favourably and other subordinates less so. This differentiation was labelled 'in-group' and 'out-group'. The in-group members are favoured with greater autonomy, support and trust and also receive a greater share of resources and support from the manager. Out-group members do not have the same access to the leader, receive fewer resources, and are typically excluded from key organizational activities (Graen, Novak, & Sommerkamp, 1982). The basis of the differentiation was assumed to be limited time/resources on the part of the manager (Graen & Cashman, 1975). As research in this area developed, the terminology shifted from VDL to LMX and from in-group/out-group to low-quality and high-quality exchange relationships.

The key dimensions that underlie work relationships in LMX research are trust, support, affect, loyalty, instrumentality, and respect (Dienesch & Liden, 1986; Graen & Scandura, 1987; Graen & Uhl-Bien, 1995; Liden & Maslyn, 1998; Liden, Sparrowe, & Wayne, 1997; Scandura & Graen, 1984; Scandura & Pellegrini, 2008; Schriesheim, Castro, & Cogliser, 1999). Despite some inconsistencies in the research on these dimensions and their relationship to LMX (G. Ferris et al., 2009), the underlying concept is that these factors are important

and have a bearing on LMX. Using these dimensions a number of instruments were developed that have measured the quality of LMX in different ways (Gerstner & Day, 1997) and the LMX-7 has become the most widely used measure of LMX in recent years. The instrument has two parallel forms: one is completed by managers and the other is completed by subordinates (see Appendix 2: LMX-7 measure). Both forms are typically used when assessing the level of agreement between leader and member but the LMX measure has also been used from one perspective only when assessing LMX in relation to other factors.

Until fairly recently, LMX research has focused on the formation and benefits of high LMX relationships and has endeavoured to link high quality LMX relationships to desirable organisational outcomes like performance or productivity. The argument has been that if better LMX relations are developed then positive organisational outcomes will also be developed (Deluga, 1994, 1998; Graen & Cashman, 1975; Graen & Uhl-Bien, 1995; House & Aditya, 1997). Studies have shown positive relationships between high quality LMX relationships and member performance, trust, delegated authority and empowerment (Gomez & Rosen, 2001; Ilies, Nahrgang, & Morgeson, 2007; Scandura, Graen, & Novak, 1986; Schriesheim, Neider, & Scandura, 1998). Higher quality LMX has also been associated with greater agreement between members and leaders on contract obligations and mutually experienced events and situations (Graen & Schiemann, 1978; Tekleab & Taylor, 2003). Counter intuitively, Lian, Ferris, and Brown (2012) found that subordinates in high quality LMX relationships were likely to react more negatively to a manager's use of negative behaviours than those in low quality LMX relationships. The suggestion was that those in higher quality relationships could find supervisors' mistreatment more threatening to their basic needs.

Since the turn of the century there has been further research which has considered the formation and outcome of low quality LMX relationships. Studies have demonstrated relationships between low quality LMX and employee turnover and stress (Graen, Liden, & Hoel, 1982; Harris & Kacmar, 2006). Further, studies have shown that member poor performance and hostile behaviour can influence leader perceptions of LMX (Medler-Liraz & Kark, 2012; Tepper, Moss, & Duffy, 2011).

The perceptions of leader behaviour have been shown to differ between low quality LMX and high quality LMX members/subordinates. Scandura (1999) found that low quality LMX members were likely to feel inequitably and unjustly treated and Chi and Lo (2003) found that perceptions of justice tend to be lower among low quality LMX members than high quality LMX members. Townsend, Phillips and Elkins (2000) also found that subordinates in poor exchange relationships were more likely to engage in retaliation against the organization than subordinates in high-quality relationships. Mardanov, Heischmidt and Henson (2008) found that the lower the quality of LMX the lower the level of job satisfaction and the higher the level of employee turnover. Perceptions of toxicity have also been shown to differ depending on LMX status. In a study of American college students Pelletier (2009) found that participants who did not have favoured status with the leader perceived the leader to be destructive more so than the participants who did have favoured status. This finding is consistent with Deluga (1998) and Graen and Uhl-Bien (1995), who found that low quality LMX members reported greater dissatisfaction with the leader than high quality LMX members. There are clear parallels between the behaviours which low quality LMX members/subordinates experience and behaviours identified with workplace bullying.

LMX and the use of bullying behaviours

LMX research has indicated that low quality LMX members are excluded from some activities, are not included in all communications and may not have access to resources or the opportunity to contribute to decision making as do high quality LMX members. Low quality LMX members can also be assigned mundane tasks and experience more formal relationships with their supervisors (Allinson, Armstrong, & Hayes, 2001; Dansereau et al., 1975; Gerstner & Day, 1997; Graen & Cashman, 1975; Graen, Novak, et al., 1982; Graen & Scandura, 1987; Graen & Uhl-Bien, 1995). Bullying behaviours include: having information withheld, being assigned mundane or unchallenging work, being ignored or excluded, being excluded from decision making, and having work monitored to a high level.

Both workplace bullying and LMX are evolving processes and may contain different phases (Dienesch & Liden, 1986; Einarsen et al., 1994; Graen & Scandura, 1987; Graen & Uhl-Bien, 1995). Einarsen, Raknes, and Matthiesen

(1994) suggested that bullying may be influenced by the developmental stage of a relationship in particular. In a study which included newly hired employees, Liden, Wayne and Stilwell (1993) found that early perceptions from both leaders and members predicted later LMX levels, suggesting that the quality of relationships between leaders and members are determined reasonably quickly and Nahrgang, Morgeson, and Ilies (2009) found that relationship quality increases over time and then stabilises. This suggests that if the level of LMX were to influence the use of workplace bullying behaviours, then it could be expected that negative behaviours would be more likely to be used in the developmental stages of relationship building, less likely in longer term better developed relationships and more likely to be used in low quality LMX relationships.

If the level of LMX influences a managers choice of behaviours then it could be posited that there would be a relationship between the level of LMX and the use of workplace bullying behaviours by managers, i.e. managers would be more likely to use workplace bullying behaviours where there is a low quality of LMX and conversely that managers would be less likely to use workplace bullying behaviours in stable (tenured) high LMX relationships. If this were true then the LMX-7 could be used to identify relationships which might be more susceptible to the use of bullying behaviours.

1.6.7 Summary of the reasons for the use of negative workplace behaviours

To summarise section 1.6, a number of different factors have been posited and associated with workplace bullying and these are diverse in nature. Managers, as intermediaries between the organisation and the employee, can be associated with many of the reasons posited.

While many studies have identified contributing or associated factors few have been able to show causal relationships. However, some of the antecedents posited in qualitative studies by recipients about managerial perpetrators have compelling numbers associated with them. In the Lewis (1999) study, 34.6% of recipients attributed bullying by managers to poor training. In a study by Vartia (1996), 42% of recipients attributed bullying behaviour to weak supervisors and 18% said that the manager was inadequate in a study by Lutgen-Sandvik and McDermott (2011). In the Lewis (1999) study, 32% of recipients also thought managers were

exerting their power. Job insecurity was indicated in a study by Vartia (1996), where 34% and 38% of participants thought internal competition for roles was a contributing factor, and in the study by Lutgen-Sandvik and McDermott (2011) 55% of participants gave frustration and scapegoating as reasons. Sixty percent of participants in the Zapf (1999) study and 23% in the Lewis (1999) study felt that the values and beliefs of the organisation contributed to the use of the behaviour. From these studies it could be said that recipients have attributed bullying to the cultural values of the organisation or managers being poorly trained, exerting their power, or being insecure in their job.

However, there have been few studies which have investigated causes from the perspective of the perpetrators of workplace bullying or sought, from perpetrators, the reasons behind their use of negative workplace behaviours. The relationship between a manager's use of the negative workplace behaviours and LMX has also not been investigated. The present research sought bridge that gap in the current understanding of workplace bullying by identifying the reasons behind the use of selected negative workplace behaviours by a selected group of potential perpetrators (managers). This is important because having a good understanding of causes is the key to effective interventions and thus far interventions for workplace bullying have not proven to be very effective. The next section contains a review of the literature on interventions for workplace bullying.

1.7 Workplace bullying interventions

Workplace bullying is described as the result of recipient experiences of the persistent use of a number of negative workplace behaviours. These behaviours can be different in their nature, their frequency of use and their level of impact on recipients, and they may also have different antecedents. Addressing bullying in the workplace means addressing the use of these behaviours, however research on interventions for workplace bullying has tended to consider workplace bullying as a unified phenomenon and the associated negative behaviours as an undifferentiated group. In addition, interventions for workplace bullying have, in the main, been developed in response to recipient or observer perceptions. Thus far, it is not known if the managerial perception of the behaviour/s in use influences the type of intervention chosen.

While a number of influencing factors or potential causes of workplace bullying have been identified, these have yet to translate into effective interventions for workplace bullying. This could possibly be because the interventions for workplace bullying have been primarily about mitigating the impact on victims, or organisations responding with measures intended to clarify personal responsibilities (and mitigate organisational responsibility).

Approaches to workplace bullying interventions have been described at three different levels: societal, organisational and individual (Vartia & Leka, 2011). The societal level includes approaches like legislation, collective agreements, policies, codes, and guidelines. The organisation/employer level includes factors like health and safety policies and workplace policies. The individual/role level can include factors like approaches to conflict management, task design, task allocation and/or behaviour modification. These approaches have only slowly been adopted. Sheehan, Barker, and Rayner (1999) looked at the applied approaches being undertaken in four countries, Australia, UK, Sweden, and the Republic of Ireland. At that time the approaches were limited to raising awareness, supporting victims, promoting research and influencing government and community groups to recognise and address problem with legislation or guidelines. Research since 1999 shows that approaches have extended into organisational-level responses.

In legislation, workplace bullying has tended to be addressed through non status-based legislation. Non status-based legislation extends protection to individuals regardless of class and includes mandates for issues like healthy or safe workplaces. Non status-based legislation tends to be more about promoting the positive desired situation than dealing with specific causes, and supports intervention where cause has yet to be fully understood. In contrast, status-based laws (based on issues like racial or sexual discrimination) are extended to members of a protected class or category and are often accompanied by requirements for organisations to develop policies which prohibit the discrimination in question (Duffy, 2009).

European Union law has used a non-status based legislation approach to workplace bullying which views the organisation, not individuals, as the generator of risk to occupational health, with bullying being acknowledged as a risk to

worker health. This organisation-directed approach to occupational health has enjoyed a great deal of support amongst policy makers, European governments, and occupational health psychologists (Cox, Leka, Ivanov, & Kortum, 2004). In response to these policies, there is pressure on organisations to invest in actions that reduce or mitigate bullying to reduce litigation and pressure from unions (Bond, 2004; Cox et al., 2004; H Hoel & Einarsen, 2010) or reduce internal complaints of bullying (Crawford, 1999). In New Zealand law, workplace bullying has been approached in a similar manner using health and safety legislation which is primarily aimed at reducing the outcomes and impacts of bullying as opposed to addressing the causes.

The effectiveness of using legislation to combat workplace bullying is however under question. A Swedish study found that the implementation of statutory regulations did not generate a reduction in bullying as expected and also failed to assist employers and key stakeholders to proactively deal with the problem (H Hoel & Einarsen, 2010). This is mirrored to some degree in New Zealand employment court proceedings ("Ministry of Business Innovation and Employment," 2009), where rulings in cases of workplace bullying have focused on the procedures undertaken by both parties to resolve the issue/s rather than the bullying behaviour itself. This means that legislation and the application of legislation provides organisations with little guidance for reducing bullying while expecting organisations to have in place (and follow) procedures for dealing with bullying.

Different approaches and choices for organisational level interventions have been suggested by a number of authors (P. Ferris, 2009; Fox & Stallworth, 2009; Gillen, Sinclair, Kernohan, Begley, & Luyben, 2012; Namie & Namie, 2009; Perry, 2001; Resch & Schubinski, 1996; Saam, 2010). However, these studies have not generated clear indications on the approaches to interventions an organisation should take. There can also be further complications in choosing appropriate types of intervention. Saam (2010) found that the choice of intervention type could depend on the consultants' perceptions of the cause, the stage at which the situation was at, and whether the cause was person oriented or organisational oriented. This in turn would influence whether the intervention offered was based on mediation (conflict resolution), coaching aimed at behavioural change, or organisational development with multi-level and multi-

type interventions. The study by Saam supports findings in earlier studies where the stage of conflict escalation was found to influence the choice of intervention (Resch & Schubinski, 1996; Zapf & Gross, 2001) or, as with Ferris (2009), the antecedents were a factor in the choice of intervention. Latterly, Gillen et al. (2012) found the choice of intervention can also depend on what the organisation might be trying to achieve, that is, preventing bullying, mediating or managing the instances of bullying or ameliorating the impact of bullying.

There have also been mixed results from a number of studies which attempted to measure the effectiveness of specific interventions targeted at reducing workplace bullying. Two studies, concentrating on conflict management interventions, generated positive results (Haraway & Haraway, 2005; Keil, 2000). A review of 11 studies on 81 German health circles (workplace discussion groups) by Aust and Ducki (2004) found that only three studies had done a before and after comparison and that none produced any demonstrable proof of effectiveness. A study in one large hospital in Denmark by Aust, Rugulies, Finken, and Jensen (2010) found the situation had worsened in 6 of 13 work environments. An intervention experiment by Mikkelsen, Hogh, and Puggaard (2011) across three workplaces also yielded limited results. A 2006 study sponsored by the British Occupational Health Research Foundation (BOHRF) (H Hoel, Giga, & Faragher, 2006) focussed on training in three different areas: policy communication, stress management and negative behaviour awareness, comparing the effectiveness of interventions across different organisational contexts. Although the study was unable to establish beyond doubt the efficacy of a particular intervention, the researchers felt that there was enough evidence to suggest that well planned and aptly delivered interventions could make a difference.

Even if organisational level interventions are described, they may not necessarily be utilised. Salin (2009) found that organisations relied heavily on reconciliatory measures and conflict resolution practices and that documented policies did not seem to affect the choice of intervention type, despite written anti-bullying policies and provision of information being the most common measures taken by HR to counteract workplace bullying. McConville (2006) showed that middle managers want to be proactive in HRM, especially in mediating tensions between the organisation's structure, culture, objectives and expectations and individuals' attitudes, behaviours and expectations. Conflict resolution processes, being the

most commonly available intervention method known and understood by managers, are therefore the most likely approach used (at the individual level by managers) to address workplace bullying.

The use of conflict resolution practices may be one explanation as to why organisational responses to workplace bullying have tended to be ineffectual in addressing bullying. If recipients want a cessation of the behaviour, then attempts at reconciliation are unlikely to be perceived as appropriate or an effective mechanism in resolving the recipient's problems. In addition, the conflict resolution mechanisms in place in most organisations can be perverted to support persistent bullying through time consuming processes or investigative practices.

While not an intervention per se, perceived organisational support (POS) has been shown to mitigate the impact of bullying behaviours (Bentley et al., 2012; Cooper-Thomas et al., 2013; O'Driscoll et al., 2011). POS is an employee's perception that the organisation will help the employee carry out their work and support their socio-emotional wellbeing. This would suggest that organisations which have active programmes to support POS might also have an effective mechanism which supports individuals who are recipients of bullying behaviours. Whether the perception of organisational support can reduce the occurrence of bullying behaviours is as yet undetermined.

Identifying when an intervention is necessary may also be difficult for organisations. Organisational assistance to victims in terms of relief and redress imply that the onus is on the victim to 'highlight or change' the situation in which they might find themselves (Meglich-Sespico, Faley, & Knapp, 2007). However, victims of bullying often respond with avoidance behaviours (including leaving the organisation) and are less likely to confront an offender or seek formal help (Djurkovic, McCormack, & Casimir, 2005; Syedain, 2006; Zapf & Gross, 2001). Victims can also be discouraged from raising the issue with the organisation if there are concerns about their continued employment. Walker and Hamilton (2009) found that, in general, New Zealand employees are reluctant to pursue grievances due to concerns about retribution or harm to career and that formal grievance activities often do not successfully restore the relationship.

In summary, it would appear that interventions for workplace bullying are thus far relatively naïve in their development and have not been shown to be very

effective. Interventions have also been targeted at reducing the effects of workplace bullying and not specifically targeted at reducing the level of bullying or the use of bullying behaviours. It would also appear that multiple factors can affect the choice of intervention, but it is not known if specific behaviours influence the choice of interventions per se. It would appear that conflict management processes using co-operative resolution practices are likely to be the primary intervention method used because managers are familiar with conflict management processes. It can also be assumed that recipients of bullying behaviours are unlikely to complain about their use to HR or senior managers if they fear retribution or a threat to their own employment. This means that organisational representatives may not have visibility of there being a problem. It may also be that recipients do not report the use of these behaviours to avoid a drawn out conflict management process.

A number of factors related to managers and workplace bullying interventions are not well described. It is unclear how well-aligned the managerial perspective is with the organisational perspective in relation to the use of negative workplace behaviours. It is also unclear how managers or organisational representatives determine the circumstances which might discriminate between the appropriate use of these behaviours and an inappropriate use of these behaviours (like bullying). The point at which an organisational representative might intervene, and the type of intervention which might be chosen, is also unclear. Management and HR are the most likely people to be tasked with addressing bullying and therefore their perceptions matter. If these are significantly different to recipient perceptions then it is likely that their thoughts about appropriate interventions will also be different. The importance of perspectives and attribution in relation to workplace bullying is discussed in the following chapter.

1.8 Different perspectives

One problem organisations have with tackling bullying in the workplace is that too little is understood about its causes and, therefore, organisations have limited avenues to pursue in order to reduce its occurrence. However, it is also important to talk about attribution in relation to workplace bullying. The attribution of cause is an important issue in understanding problems and leads to identifying where to

attribute responsibility for affecting change (Stone, 1989). The perceived causes of bullying have been reasons attributed to the actions of the bully by the victim or by the observing researcher. This means that the current understanding of causes and therefore the current approaches to interventions have been based on the recipient and observer perceptions of cause. The degree of difference between the recipient and perpetrator attribution of cause is unknown.

It is very likely that that the perspective of the perpetrator will not be aligned with that of the victim. Perceptions of victims and perpetrators can differ. Baumeister et al. (1990) found that anger portrayed as meaningful and comprehensible by perpetrators tended to be described as arbitrary, gratuitous, or incomprehensible by victims. Victims also portrayed negative incidents in a long-term context, with lasting implications of continuing harm, whereas perpetrators tended to describe incidents as isolated without lasting implications. These results showed that perpetrators and victims can construe the same incident very differently. The same negative behaviours can also be interpreted very differently by different groups of observers. Maunder, Harrop, and Tattersall (2010) found that teachers and staff perceived the use of bullying behaviours to be more serious than did the pupils. Perceptions can also differ between victims and observers of the same behaviour. Lewis (1999) reported that 35% of respondents felt that poorly trained managers were a contributing cause to bullying. This percentage rose to 62% where the respondents claimed to have been bullied.

Perceptions can also differ based on prior experience. Hoel et al. (2004) found that those bullied in the past were less affected than recent targets, but substantially more affected than those who had no direct experience of bullying. There is also the possibility of differences in perspective depending on who is being observed. Gender and prior experience can also play a part. Salin (2003b) found that men and women differed in their attempts to explain their experience of bullying. Men tended to consider bullying to be a personal failure, while women tended to focus on perpetrator characteristics like low self-esteem or lack of self-confidence. These attributions, personal failure (internal attribution) versus their fault (external attribution), are important because the degree of internal attribution is related to health outcomes (Sweeney et al., 1986).

Attribution theory indicates that the perceptions of actions will depend on two sets of conditions, factors within the person (internal) and factors within the environment (external) (Kelley, 1973). The degree to which the impact is positive or negative will influence how individuals and/or team members attribute their judgements and whether (or how much) judgements are ascribed to internal or external factors (Crossley, 2009; Kelley, 1973; Sweeney et al., 1986; Taggar & Neubert, 2004; Weiner, 1985). This means that those affected directly (victims) are likely to make more internal (personally focussed) attributions whereas those less directly affected (observers) are likely to make more external (environmental) attributions. This is more commonly referred to as 'correspondence bias' (Gilbert & Malone, 1995), which is a tendency to assign the observed behaviours of others to the disposition of the 'other' rather than an interaction between the other and the environment. For example, in an interview study among victims of bullying, all victims blamed the personality of the bully (Seigne et al., 2007). In comparison, in a study by Leyman (1996), observers of bullying ascribed blame to poorly organised production and/or working methods and helpless disinterested management. The severity of the specific behaviour used (or observed) can also influence the degree to which the recipient (or observer) attributes blame to the perpetrator (Crossley, 2009). This diversity in attributing blame in some ways explains the diversity in posited causes outlined in section 1.6 which showed that bullied recipients were more likely to 'blame' the perpetrator than the organisation, whereas non-bullied participants were more likely to attribute more of the blame to external, organisational, factors.

There has also been little research into the level of agreement between the different perspectives of observer, recipient and perpetrator and there are likely to be differences. Bjorkqvist, Osterman, and Hjeit-Back (1994) suggest that perpetrators tend to underestimate their own aggressiveness, and the honesty of observers may be in question if they felt that identifying specific people and their behaviours might put their job at risk. While this intuitively makes sense, this view has not yet been tested with regard to the NAQ behaviours in particular.

Understanding the differences between observer and victim perceptions is also important because an assumption in the workplace bullying literature is that if a victim feels bullied then they are probably being bullied. However, there are indications that, while an individual might feel bullied, the assessment of a third

party might be that bullying did not occur (Jenkins et al., 2011). In this situation the individual who feels bullied may still suffer the ill effects of bullying but bullying may not actually be deemed to have happened.

The question of whether perspectives between perpetrators and recipients differ is probably a moot one. If there is a question here it would be in what ways do they differ, how substantive is the difference, and do any of the differences matter? If the differences between the perspectives of the perpetrator and recipient are substantial then interventions designed at reducing the impact on recipients may not be as effective as interventions designed at reducing the reasons why a perpetrator might engage in bullying behaviours.

This research attempts to provide a perspective currently missing from the literature on workplace bullying which is that of the manager and potential perpetrator. The following section describes the objectives and the design of the research and how this provides a managerial perspective on the use of negative workplace behaviours.

1.9 Overview of the studies in this thesis

The primary objective of this research was to address the imbalance in the published research on the use of workplace bullying behaviours by providing a managerial/perpetrator perspective in contrast to the current predominantly recipient perspective. This is important because if the differences between the perspectives of the perpetrator and recipient are substantial then interventions derived from recipient based research may be less effective at reducing the occurrence of bullying behaviours than interventions derived from an understanding of the perpetrator perspective.

While a number of different behaviours have been associated with workplace bullying there has been little research into which behaviours managers might use, the acceptability of use of the different behaviours or the degree to which the managerial role may influence the frequency of use of these behaviours. There have also been a large number of reasons posited as to why individuals might use bullying behaviours (and managers can be associated with or involved with many of these), however, the managerial and perpetrator perspective on cause has been largely missing from the discussion. The perspective of those who might be expected to identify and manage bullying behaviour by managers is also missing.

This research set out to address these gaps through identifying which bullying behaviours managers might use, why they might use them and what the organisational response to the use of these behaviours might be.

In addressing these gaps this research also had two further objectives. The first was to determine those behaviours which might have organisational or managerial reasons for use. This is important because behaviours used for organisational reasons may be less likely to be interpreted as bullying by managers and these behaviours should also be within the remit of managers and organisational leaders to change.

The second objective was to determine if the quality of the relationship between a manager and subordinate (assessed using the LMX measure) might predict the use of negative behaviours by managers. If this were true then the LMX-7 could be used to identify relationships which might be more susceptible to the use of bullying behaviours.

1.9.1 The design of the research and the methodological approach taken

Workplace bullying is a complex and emotive topic and in designing the research a number of factors were taken into consideration.

This research deliberately chose to look at the use of negative workplace behaviours, not bullying, because negative behaviours are typically used in the description of bullying and in the estimation of rates of bullying. The behaviours of the NAQ were chosen because the NAQ would be the most commonly used measure in workplace bullying studies. Managers were chosen as the participant sample because managers are commonly cited as perpetrators of workplace bullying.

The research was deliberately situated within the context of a managerial and organisational perspective for a number of reasons. The first reason is that this perspective is seldom articulated within the literature on workplace bullying. Secondly, using this perspective combined with a focus on behaviours (not bullying) makes it possible to look at a difficult topic while avoiding potentially ethical and subjective issues of judgement or potential accusation. That is, the question asked of participants was: within your role as manager, why were these behaviours used? This question avoided a more personal (and ethically dubious)

question of why the participants used bullying behaviours with others. Thirdly, as the researcher I have brought my own perspective to this research. As a manager myself, I understand some of the difficulties managers face when employees complain about bullying and/or the negative behaviour of others. I thought that many of the NAQ behaviours could be used within the managerial role and the discussion about the potentially legitimate use of these behaviours has been missing from the literature.

The following factors were considered in choosing the methodological approach. The study of workplace bullying and the use of negative behaviours is spread across a number of different disciplines (including psychology, sociology and business) and within these disciplines across a number of different fields. Each discipline and field has its own preferred methodological style. Of the empirical studies (into workplace bullying) reviewed for this research two thirds were quantitative in nature and the discipline of psychology contributed much in the area of definition and measurement. Sociology contributed more qualitative studies and victim stories. Studies which looked at the influence of management and the organisation were often presented using mixed methodologies. As researcher, I too have a preferred methodological approach. I have a background in science and operations management and as a result have a predisposition to using a methodical approach and a preference in minimising level of subjectivity and potential variation.

The research incorporated three studies and used a mixed methods approach. Surveys and interviews were used and both quantitative and qualitative analysis techniques were used. To reduce the subjectivity of the interpretation of the interview results, independent parties were used to cross check categorisation reliability within the thematic analysis and levels of categorisation agreement were measured. Categories within the themes were also quantified to demonstrate relative importance. Quotes have also been included in the results to support the reliability of the interpretations made.

To test the difference between the managerial and recipient perspectives, reflexive questioning was incorporated into the design. This involved asking managers to reflect on the reasons posited by recipients (derived from the literature) and

organisational representatives to reflect on the reasons posited by managers (derived from this research).

To address the objectives, and in keeping with the methodological approach chosen, the research was divided into three studies. Study 1 focused on identifying on the negative behaviours used by managers. Study 2 focused on the use and reasons for use of those behaviours by managers and Study 3 sought an organisational perceptive of the use of these behaviours by managers. Figure 1 is a diagrammatic outline of the research design.

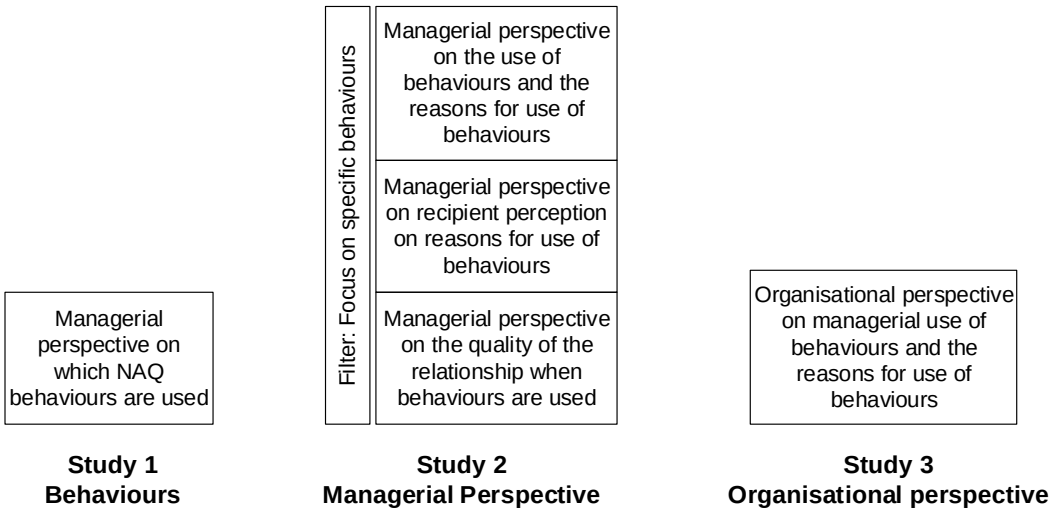

Figure 1.1: Diagrammatic outline of the research design

This design and methodological approach introduces its own biases. Participant responses are biased in that participants were chosen as managers to present a managerial perspective so responses should be viewed within that context. There may be bias related to social desirability. Participant responses may exclude personal reflections if these were felt to be outside those expected of the managerial role. Because a managerial perspective is deliberately sought, the language used in the responses is biased toward managerially acceptable language, terms and phrases. The relationships between the managers and their subordinates were discussed/described as manager-subordinate relationships which is a depersonalised and functional perspective. This means that the responses are biased to reflect the functional relationship and may not include personal, cultural and value based aspects of a relationship.

1.9.2 Overview of the three studies

The main purpose of Study 1 was to identify which negative workplace behaviours were reported as most used by managers. There were two main reasons for identifying the most used behaviours. The first was to provide a smaller, but still relevant, list of behaviours for the Study 2 interviews. Focusing on the most used behaviours meant there was a greater likelihood that the interviewees had used the behaviour. The second reason was that focusing on the most used behaviours would also result in a focus on the areas where there was greater opportunity for effective interventions. Study 1 utilised an online survey, based on the 22 NAQ behaviours (Einarsen et al., 2009). The data from Study 1 were analysed for frequency of use and also compared against other, recipient based, NAQ studies. The methodological procedure, results and discussion are detailed in Chapter 2, which is devoted to Study 1.

Study 2 focussed on nine behaviours identified in Study 1. The main purpose of Study 2 was to identify the reasons behind the use of the behaviours, to see how well these reasons aligned with recipient perceptions, and to see if there was a relationship between the use of the behaviour and quality of the relationship between the manager and the subordinate. Study 2 consisted of interviews and was broken into three components. Component one utilised semi-structured questions to elicit the context and reasons behind the use of the nine behaviours. The interview transcripts from this component were analysed using the method of thematic analysis and the results were then used to inform the Study 3 'organisational perspective' interviews. Components two and three were short surveys conducted within the interviews. The first survey was used to investigate the managerial participants' perceptions of reasons given by recipients (derived from the literature) for the use of negative behaviours. The second survey was used to investigate the LMX level between the manager and subordinate prior to and after the negative behaviour had been used. Both surveys were analysed using quantitative and narrative techniques. The methodological procedures, results and discussion are detailed in Chapter 3, which is devoted to Study 2. The results from Study 2 were brought together to provide a holistic view of the use of the nine behaviours by managers, their reasons for use, the context and the managerial perspective. The most commonly given reasons for the use of the nine behaviours then formed the basis of the Study 3 interviews.

The purpose of Study 3 was to provide an 'organisational' perspective on the use of the negative behaviours by managers. The primary purpose of Study 3 was to ascertain if senior managers felt that the reasons given for the use of these behaviours was in line with their (organisational) expectations. Participants in Study 3 were also asked to identify what their (organisational) response might be if the use of the behaviours was not in line with their (organisational) expectations. Study 3 comprised of interviews where the participants were managers of managers or those who were involved with managers in a supporting/HR capacity. Semi-structured questions were used to investigate two areas of interest. The first was the participants' perceptions of the reasons identified in Study 2, and the second was the level of intervention which occurred when/if the participant felt uncomfortable with the use of these behaviours (by managers who reported to them). The methodological procedure, results and discussion are detailed in Chapter 4 which is devoted to Study 3.

The following chapters 2, 3, and 4 are devoted to each of the three studies. The overall discussion and conclusions from all three studies are then combined in Chapter 5 to provide a holistic view of the use of specific negative behaviours by managers in the workplace. The aim is to provide new understanding as well as a balanced perspective in regard to the use of these behaviours and by extension workplace bullying.

Chapter 2: Study 1 – Negative workplace behaviours used by managers

Study 1 focussed on the managerial experience of negative workplace behaviours. The purpose of Study 1 was twofold. Its primary purpose was to generate a smaller set of more frequently used behaviours which would be further investigated in the Study 2 interviews (described in Chapter 3). The secondary purpose was to determine the degree of alignment between managers' perceptions of the use of negative workplace behaviours and the perceptions of recipients as derived from several published studies.

2.1 Study 1 - Design and Methodology

An online survey based on the NAQ (see Table 1.1, Chapter 1) was considered the best way to obtain the information sought, as the NAQ provides a list of already recognised bullying behaviours and has been used in many published studies (Bentley et al., 2009; H Hoel & Cooper, 2000; Lutgen-Sandvik & McDermott, 2011; Salin, 2001; Wallace et al., 2010). An online survey was used as online data collection is a cost-effective way to maximise participation while also ensuring anonymity and confidentiality of respondents, thus reducing bias related to the under-reporting of negative actions (Evans & Mathur, 2005). Anonymity for respondents was a key consideration as respondents would be asked to indicate if they had engaged in negative actions. There are weaknesses associated with using any online survey and two of these in particular presented themselves with this survey: there was a low response rate (12%) and respondents were unable to seek clarification on the questions asked.

2.1.1 Sample

Characteristics of the participant sample are detailed in Table 2.1. The key participant selection criteria were that participants were (or had been) employed in a management position and had multiple direct reports or (in the situation of virtual teams, multiple virtual team members) for whom the manager was responsible for directing the work content. Virtual teams were included because they are commonplace in technology and outsource partner companies and virtual team members may have multiple managers and reporting lines.

Table 2.1

Managerial Perspective Questionnaire (MPQ) - Survey Participant Demographic, Management, and Industry Characteristics

Participant Characteristics		Manager Survey N = 102
Gender	M F	49 53
Age Ranges	21-30 31- 40 41 – 50 51 – 60 over 60	2 21 37 31 11
Demographic	European NZ European Indian/NZ Indian Asian/NZ Asian Maori/Pasifika Other	31 51 9 4 4 3
Level in Current Organisation	Board/MD/Executive Senior Manager Middle Manager First line Manager Consultant/Other/Self Employed	15 24 36 16 11
Time in Current Organisation	Less than a year 1-3 Years 4-10 years over 10 years	5 16 39 42
Time in Current Role	Less than a year 1-3 Years 4-10 years over 10 years	15 31 42 14
Years as a manager	Less than 1 year 1- 3 Years 4-10 years over 10 years	4 8 25 65
Number of Direct reports over time as a manager	Less than 3 3-10 10-50 over 50	9 24 47 22
Number of Indirect reports over time as a manager	Less than 3 3-10 10-50 over 50	19 27 25 31
Industry Type (participants could indicate more than one industry type)	Armed Forces	5
	Consultancy	26
	Education (Other)	5
	Education (Tertiary)	23
	Health	44
	IT Services	29
	Manufacturing	20
	Other	25
	Telco	5
	Transport and Logistics	12

Participants were recruited using various means. Some were personally known to the researcher prior to undertaking this research. Some were identified and approached as a result of university-related and work-related contacts. In addition, several organisations were approached and asked if they would provide potential participants.

A total of 836 e-mail invitations were sent to potential participants. Of these, 617 invitations were sent to managers at a New Zealand district health board, 125 invitations were sent to managers at a New Zealand university, 48 invitations were sent to MBA students at two New Zealand university management schools, and 46 invitations were sent to personal and work related contacts. The survey was completed by 102 New Zealand managers. The survey response was approximately 12%. The low response to the survey could be a result of many factors. Survey fatigue was quoted on more than one occasion and not all those invited to participate felt they met the inclusion criteria. The sample represents over 750 years of management experience, with in excess of 1600 direct reports and 1800 indirect reports. Ninety respondents had spent four or more years managing staff. Eighty percent of participants were European or New Zealand European. Fifty three percent of participants were female. Fifty seven participants had worked in more than one industry type.

2.1.2 Measure - Managerial Perspective Questionnaire (MPQ)

While the NAQ was considered an appropriate measure to use in the survey it is essentially a recipient based measure and its wording reflects this perspective. To capture the managerial perspective of the 'use' of these behaviours, a measure was designed specifically for use in this study and the items of the NAQ22 were modified to reflect the expression of a perpetrator voice. The measure was called the Managerial Perspective Questionnaire (MPQ) (see Table 2.2).

Four questions were asked about each behaviour. The questions were designed to elicit participants' responses on four dimensions pertaining to the behaviour: which were the reason for use, the use, observation of use and personal experience as a recipient. The four questions asked were:

Table 2.2

Behaviours described in the Managerial Perspective Questionnaire (MPQ)

MPQ No.	Behaviours
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets
2	Humiliating or ridiculing a subordinate in connection with their work
3	Insisting that a subordinate do work below their level of competence
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks
5	Spreading of gossip or rumours about the subordinate
6	Ignoring or excluding a subordinate
7	Making insulting or offensive remarks about a subordinates person, attitudes or private life
8	Shouting or engaging in spontaneous anger at a subordinate
9	Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate
10	Making hints or signals that a subordinate should quit their job
11	Making repeated reminders of a subordinates errors or mistakes
12	Ignoring or being hostile when a subordinate approaches
13	Making persistent criticism of a subordinates errors or mistakes
14	Ignoring the opinions of a subordinate
15	Making practical jokes at the expense of a subordinate
16	Giving a subordinate tasks with unreasonable deadlines
17	Making allegations against a subordinate
18	Engaging in high levels of monitoring of a subordinate's work
19	Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses)
20	Subjecting a subordinate to frequent or persistent teasing and sarcasm
21	Subjecting a subordinate to an unmanageable workload
22	Making threats of violence, physical abuse or actual abuse against a subordinate

a) Do you think that there could be legitimate reasons that might result in a manager using this behaviour? If you answer yes, please indicate how often you think these reasons might arise.
b) As a manager, how often have you (intentionally or unintentionally) engaged in this behaviour?
c) How often have you observed another manager (intentionally or unintentionally) engage in this behaviour?
d) Have you ever been the recipient of this behaviour from a manager?

The response options for each question were ‘Never’, ‘Less than once a year’, ‘Yearly’, ‘Monthly’, ‘Weekly’, ‘More than once a week’ and ‘Daily’. Any response other than ‘Never’ was deemed an affirmative response. Because the desire was to capture the overall use of the behaviours, not just those recently used, no time period was specified.

Examples of what might be considered legitimate reasons were provided within the survey. These included: instructions from senior management or the board, changes to the organisational structure, changes in organisational policies or other reasons which the participant would feel comfortable explaining/defending to a colleague, their manager, the organisation’s HR manager.

2.1.3 Procedure

The online survey was administered through Formsite (www.formsite.com) which is an online survey and data collection software tool. An example of the way in which the questions were presented to the respondents is detailed in Appendix 3. At the end of the survey respondents could identify themselves if they chose and over a third did so, most to indicate that they were willing to be interviewed in Study 2. The results from the survey were downloaded in a spreadsheet format and the responses analysed and presented in the following results section.

2.2 Study 1 - Results

The percentage of respondents who replied affirmatively to each question, (work related reason, engaged in, observed, or received), is detailed in Table 2.3. Mean and standard deviation information for the frequency responses are detailed in Appendix 4. The means for most behaviours were yearly or less frequent. Behaviour 3 (Insisting that a subordinate do work below their level of competence) was the most frequently used and observed with a mean of 3 (that is monthly). Behaviour 22 (Making threats of violence, physical abuse or actual abuse against a subordinate) was not reported as used by any of the respondents.

Two behaviours stood out as being behaviours where a high percentage (over 70%) of participants indicated that they had engaged in and observed the behaviour and that they thought the behaviour might have a valid workplace reason for use. These two behaviours were behaviour 3 *(Insisting that a subordinate do work below their level of competence)* and behaviour 18 *(Engaging in high levels of monitoring of a subordinate’s work).*

Table 2.3

MPQ - Percentage of respondents who replied affirmatively to each question (n=102)

No.	Behaviour	(a) Work Related Reason	(b) Engaged in	(c) Observed	(d) Received
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	36%	50%	84%	76%
2	Humiliating or ridiculing a subordinate in connection with their work	6%	27%	80%	57%
3	Insisting that a subordinate do work below their level of competence	73%	74%	88%	81%
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks	55%	54%	77%	44%
5	Spreading of gossip or rumours about the subordinate	6%	26%	78%	52%
6	Ignoring or excluding a subordinate	37%	53%	88%	72%
7	Making insulting or offensive remarks about a subordinates person, attitudes or private life	1%	16%	62%	29%
8	Shouting or engaging in spontaneous anger at a subordinate	20%	32%	81%	52%
9	Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate	3%	4%	47%	31%
10	Making hints or signals that a subordinate should quit their job	37%	37%	66%	19%
11	Making repeated reminders of a subordinates errors or mistakes?	45%	54%	86%	40%
12	Ignoring or being hostile when a subordinate approaches	10%	19%	59%	33%
13	Making persistent criticism of a subordinates errors or mistakes	20%	29%	68%	33%
14	Ignoring the opinions of a subordinate	49%	61%	85%	77%
15	Making practical jokes at the expense of a subordinate	13%	23%	46%	29%
16	Giving a subordinate tasks with unreasonable deadlines	40%	46%	75%	72%
17	Making allegations against a subordinate	50%	39%	66%	31%
18	Engaging in high levels of monitoring of a subordinates work	87%	87%	91%	47%

Table 2.3 (continued)

No.	Behaviour	(a) Work Related Reason	(b) Engaged in	(c) Observed	(d) Received
19	Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses)	8%	10%	42%	27%
20	Subjecting a subordinate to frequent or persistent teasing and sarcasm	4%	6%	40%	15%
21	Subjecting a subordinate to an unmanageable workload	22%	35%	73%	58%
22	Making threats of violence, physical abuse or actual abuse against a subordinate	2%	0%	13%	6%
'* frequency indicated was one of: Less than once a year, Yearly, Monthly, Weekly, More than once a week or Daily.					

Four different analyses were performed on the data.

Analysis 1 was used to identify the behaviours which most respondents had reported as having used. The results from this analysis were used as the basis for selecting the behaviours for the Study 2 interviews.

Analysis 2 looked at the alignment between the manager's own experience of these behaviours as a perpetrator, observer and recipient.

Analysis 3 took a closer look at the relative usage of the MPQ behaviours and a grouping of the behaviours was done based on the reported usage.

Analysis 4 compared the managerial reported usage of the behaviours (identified in analysis 3) with the usage of the behaviours in other recipient based NAQ studies (described in Table 1.2, section 1.5 in Chapter 1). The details of these analyses follow here.

2.2.1 Analysis 1 – Selection of behaviours for Study 2

To identify the most used behaviours, the 'engaged in' results (from Table 2.3) were ordered by decreasing level of reported actual use. An initial selection was made of behaviours reportedly used by 50% or more of the respondents. These were behaviours 1, 3, 4, 6, 11, 14 and 18. This group was then compared with the behaviours which were more commonly experienced by recipients (identified in Chapter 1, section 1.5, as behaviours 1, 3, 11, 14, 16 and 21). Behaviours 16 and

21 were then added to the list, because while fewer respondents had used them (46% and 35% respectively), they had been experienced relatively frequently by recipients, and several respondents who had volunteered for the interviews had indicated that they had used these behaviours. The full list of behaviours selected for Study 2 is detailed in Table 2.4 and presented in decreasing order of percentage of use of the behaviour.

Table 2.4

MPQ Behaviours selected for the Study 2 interviews

MPQ No.	MPQ Behaviour	Engaged in*
18	Engaging in high levels of monitoring of a subordinates work	87%
3	Insisting that a subordinate do work below their level of competence	74%
14	Ignoring the opinions of a subordinate	61%
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks	54%
11	Making repeated reminders of a subordinates errors or mistakes?	54%
6	Ignoring or excluding a subordinate	53%
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	50%
16	Giving a subordinate tasks with unreasonable deadlines	46%
21	Subjecting a subordinate to an unmanageable workload	35%

*Percentage of respondents who had engaged in the use of the behaviour

It should be noted that behaviour 17 - *Making allegations against a subordinate* did not make the list as it had only been engaged in by 39% of respondents and it was not identified as a behaviour commonly experienced by recipients. However, 35% of respondents reported using the behaviour (slightly more those who reported using behaviour 21) and 50% of respondents indicated that behaviour 17 could have organisational reasons for use.

2.2.2 Analysis 2 – Level of agreement between the perceptions of user, observer and recipient

Analysis 2 was an internal comparison (within the MPQ results) to determine if the managerial respondents had engaged in the behaviours at the same (or similar rates) to which they had observed other managers using the behaviours, or had been recipients of the behaviours themselves. The purpose of the comparison was

to ascertain the level of consistency between the managers' experience of the behaviours depending on whether they were a perpetrator, observer, or a recipient.

The internal comparison used the responses to the MPQ to determine the degree of internal alignment between the managers' experience of the behaviours depending on whether they had engaged in the behaviour, observed its use, or been a recipient themselves. The following internal comparisons (IC) were made:

1. IC1 - Comparison was made between the frequency with which managers had used the negative workplace behaviours and the frequency with which they had been recipients of negative workplace behaviours from managers they had reported to.
2. IC2 - Comparison was made between managers' observation of the use of negative workplace behaviours by other managers and the frequency with which managers themselves had used negative workplace behaviours.
3. IC3 - Comparison was made between managers' observation of the use of negative workplace behaviours by other managers and the frequency with which they had been recipients of negative workplace behaviours from managers they had reported to.

Paired-samples t-tests were used to do the comparisons. The t-test summaries are presented in Table 2.5, and the data used for the t-tests are contained in Appendix 5. The details of the comparisons are as follows.

IC1 - Comparison between the frequency with which managers had used the negative workplace behaviours and the frequency with which they had been recipients of negative workplace behaviours from managers they had reported to. There was a statistically significant difference between the averages of the managers' actual use (M=1.55, SD=0.19) and the level at which managers had been recipients of negative workplace behaviours from managers they had reported to (M=1.77, SD=0.22); $t(22)= 3.12$, $p = 0.005$. This shows that managers in this study (as recipients of negative behaviours from their managers at some stage in their working lives) had experienced these behaviours at a statistically greater level than they report having engaged in these behaviours themselves. However, while statistically significant, the actual difference between M=1.55 and M=1.77 is not large, given the response scale (1= never and 2= less than once a year).

IC2 - Comparison between managers' observation of the frequency of use of negative workplace behaviours by other managers and the frequency with which managers themselves had used negative workplace behaviours. There was a significant difference between the managers observing the use of negative workplace behaviours by other managers (M=2.3, SD=0.29) and managers using the behaviours themselves (M=1.55, SD=0.19); t(22)= -12.51, p = 0.000. This result shows that the level at which the managers had observed the use of the NAQ behaviours by other managers was significantly greater than the level at which managers reported they had engaged in the use of the behaviours themselves.

IC3 – Comparison between managers' observation of the use of negative workplace behaviours by other managers and the frequency with which they had been recipients of negative workplace behaviours from managers they had reported to. There was a significant difference between the managers observing the use of negative workplace behaviours by other managers (M=2.3, SD=0.29) and the level at which managers had been recipients of negative workplace behaviours from managers they had reported to (M=1.77, SD=0.22); t(22)= -8.80, p = 0.000. This result shows that the level at which the managers had observed the use of the NAQ behaviours by other managers was significantly greater than the level at which managers had been recipients themselves of negative workplace behaviours from managers they had reported to.

Table 2.5

Paired-samples t-tests for analysis 2

	IC1		IC2		IC3	
t-Test: Paired Two Sample for Means	*Received*	*Engaged*	*Engaged*	*Observed*	*Received*	*Observed*
Mean	1.77	1.550	1.550	2.309	1.77	2.309
Variance	0.225	0.199	0.199	0.286	0.225	0.286
Pearson Correlation	0.746		0.847		0.845	
df	21		21		21	
t	3.125		-12.516		-8.803	
P(T<=t) two-tail	0.01		0.00		0.00	

In summary, the managerial respondents in this survey reported having experienced the behaviours at a slightly higher level than they reported having

used the behaviours. They also reported having observed the use of the behaviours, by other managers, at a greater level than they had reported either using or experiencing the behaviours. The implications of these results are discussed later in this chapter.

2.2.3 Analysis 3 – Usage of the individual behaviours

Analysis 3 looked at the relative usage of all 22 behaviours. The purpose of doing this analysis was to ascertain if there were any major differences in the use of individual behaviours and to group the behaviours by relative usage. Analysis 3 was also used to provide data for Analysis 4, which compared the managerial usage of the behaviours with the usage of the behaviours in other recipient based NAQ studies. Understanding which behaviours are used more often than others should be useful to organisations because applying resources to reduce the occurrence of the most used behaviours should also reduce the incidence of bullying within organisations.

Relative usage is different from frequency of use. For example if 80 managers used behaviour X once a year and only 4 managers used behaviour Y once a year then it could be concluded that in one year behaviour X was used 80 times and behaviour Y only 4 times. So while the survey results might show that both behaviours were used with a frequency of once a year, behaviour X was actually used a lot more often than behaviour Y, i.e. behaviour X has a much higher relative usage to that of behaviour Y. The relative usage of a behaviour can be expressed as a percentage and calculated as the number of times a behaviour was used over the total number of times any behaviour was used. In the above example the total number of times both behaviours were used was 84, the 80 times X was used plus the 4 times Y was used. The relative usage can then be expressed as follows. Behaviour X was used 95% of the times a negative behaviour was used (80/84) and behaviour Y was used 5% (4/84) of the times a negative behaviour was used.

To calculate the relative usage of the behaviours of the MPQ, the following calculations were done. The MPQ frequency scores were recoded to make Never = 0, Less than once a year= 1, Yearly = 2, Monthly = 3, Weekly = 4, More than once a week = 5 and Daily = 6. Table 2.6 provides the data involved in the analysis. The number of respondents who had reported using the behaviour is

reported in Column A. The mean frequency of use is listed in Column B. Column C is the number of times the behaviour was used (calculated as Column A times Column B) and the total number of times ANY behaviour was used is the sum of Column C.

Table 2.6

Calculating the relative usage of the MPQ behaviours.

	A	B	C	D
MPQ behaviour	No Managers	Mean	No. Times a behaviour was used	Relative Usage
1	51	0.74	37.6	6%
2	28	0.35	9.6	2%
3	75	1.70	128.2	20%
4	55	0.78	42.8	7%
5	27	0.37	9.8	2%
6	54	0.84	45.7	7%
7	16	0.18	3.0	1%
8	33	0.38	12.4	2%
9	4	0.04	0.2	0%
10	38	0.42	15.8	2%
11	55	0.83	46.0	7%
12	19	0.18	3.6	1%
13	30	0.40	11.8	2%
14	62	1.00	62.2	10%
15	23	0.38	8.9	1%
16	47	0.65	30.5	4%
17	40	0.46	18.2	3%
18	89	1.60	142.2	22%
19	10	0.14	1.4	0%
20	6	0.16	1.0	0%
21	36	0.52	18.7	3%
22	0	0.00	0.0	0%
			649.6	100%

The relative usage is then expressed in Column D by taking the number of times the behaviour was used and expressing it as a percentage of the total number of times any behaviour was used. For example, in Table 2.6, behaviour 1 was used 37.6 times, the total number of times any behaviour had been used was 649.6 therefore the relative usage of behaviour 1 was 37.6/649.6 or 6% of the times any negative behaviour was used.

This is a crude calculation and underestimates the usage of more frequently used behaviours and may overestimate the usage of less frequently used behaviours. However, looking at the behaviours in this way means that behaviours which are more commonly used than others can be more readily identified. The results show that behaviours 18 and 3 in particular were used at least twice as often as any other negative behaviour. A summary of the relative usage is provided in Table 2.7, which is ordered by decreasing relative usage.

The behaviours in Table 2.7 were split into two groups, Group A and Group B. The groups, the associated behaviours and the characteristics of each group are described in Table 2.8. Group A consisted of nine behaviours (1, 3, 4, 6, 11, 14, 16, 18, and 21). These correspond with the nine behaviours selected for the Study 2 interviews. This group of behaviours represented a total of 85% of the times a negative behaviour had been used. Group B consisted of 13 behaviours (2, 5, 7, 8, 9, 10, 12, 13, 15, 17, 19, 20 and 22) and represented a total of 15% of the times a negative behaviour had been used. Eighty seven percent of the MPQ respondents also felt that the behaviours in Group A could have an organisational reason for use.

Group B was broken into two further groupings B1 and B2. Group B1 consisted of 8 behaviours (2, 5, 8, 10, 12, 13, 15, and 17) which had been engaged in by between 19% and 39% of the MPQ respondents and represented 14% of the use of a negative behaviour. Group B2 consisted of 5 behaviours (7, 9, 19, 20, and 22) which had been engaged in by fewer than 16% of the MPQ respondents, and represented less than 1% of the times a negative behaviour had been used, and fewer than 8% of the respondents felt that these behaviours could have an organisational reason for use. These groupings were then used in Analysis 4, described next, following Tables 2.7 and 2.8.

Table 2.7

Relative usage of the MPQ behaviours

MPQ No	Behaviour	Relative usage
18	Engaging in high levels of monitoring of a subordinates work	22%
3	Insisting that a subordinate do work below their level of competence	20%
14	Ignoring the opinions of a subordinate	10%
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks	7%
6	Ignoring or excluding a subordinate	7%
11	Making repeated reminders of a subordinates errors or mistakes	7%
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	6%
16	Giving a subordinate tasks with unreasonable deadlines	5%
21	Subjecting a subordinate to an unmanageable workload	3%
17	Making allegations against a subordinate	3%
2	Humiliating or ridiculing a subordinate in connection with their work	2%
5	Spreading of gossip or rumours about the subordinate	2%
8	Shouting or engaging in spontaneous anger at a subordinate	2%
10	Making hints or signals that a subordinate should quit their job	2%
13	Making persistent criticism of a subordinates errors or mistakes	2%
12	Ignoring or being hostile when a subordinate approaches	1%
15	Making practical jokes at the expense of a subordinate	1%
7	Making insulting or offensive remarks about a subordinates person, attitudes or private life	0%
9	Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate	0%
19	Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses)	0%
20	Subjecting a subordinate to frequent or persistent teasing and sarcasm	0%
22	Making threats of violence, physical abuse or actual abuse against a subordinate	0%
		100%

Note: Relative usage is ordered by decreasing relative usage.

Table 2.8

Grouping, by usage, the negative behaviours engaged in by managers

Group and behaviours (ordered by decreasing level of usage)	Characteristics of group
Group A (1) Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets? (3) Insisting that a subordinate do work below their level of competence (4) Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks (6) Ignoring or excluding a subordinate (11) Making repeated reminders of a subordinates errors or mistakes? (14) Ignoring the opinions of a subordinate (16) Giving a subordinate tasks with unreasonable deadlines (18) Engaging in high levels of monitoring of a subordinates work (21) Subjecting a subordinate to an unmanageable workload	Used by over 35% of MPQ respondents Represented 85% of the use of a negative behaviour. Many (87%) MPQ respondents indicated there could be organisational reasons for the use of these behaviours
Group B1 (2) Humiliating or ridiculing a subordinate in connection with their work (5) Spreading of gossip or rumours about the subordinate (8) Shouting or engaging in spontaneous anger at a subordinate (10) Making hints or signals that a subordinate should quit their job (12) Ignoring or being hostile when a subordinate approaches (13) Making persistent criticism of a subordinates errors or mistakes (15) Making practical jokes at the expense of a subordinate (17) Making allegations against a subordinate	Used by 39% or fewer of MPQ respondents Represented 14% of the use of a negative behaviour.
Group B2 (7) Making insulting or offensive remarks about a subordinates person, attitudes or private life (9) Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate (19) Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses) (20) Subjecting a subordinate to frequent or persistent teasing and sarcasm (22) Making threats of violence, physical abuse or actual abuse against a subordinate	Used by 16% or fewer of MPQ respondents Nearly never used (1%) Few (8%) MPQ respondents thought there could be organisational reasons for the use of these behaviours

2.2.4 Analysis 4 – Level of usage compared with recipient based NAQ studies

The results from Analysis 3 were then compared to the four recipient based NAQ studies which had been used in the literature review (See Chapter 1, Section 1.5 and Table 1.2) to identify the behaviours most experienced by recipients (Bentley et al., 2009; Hoel & Cooper, 2000; Lutgen-Sandvik, Tracy, & Alberts, 2007; Salin, 2001). The detail of the comparisons can be seen in Table 2.9 and Appendix 6. The recipient experience showed a similar pattern to that of the managerial experience, with a few distinct differences. Behaviour 18 was experienced by recipients at a much lower rate (less than a third) than managers purported to use the behaviour. Behaviours 1, 2, 5, 8, 13, 16 and 21 were experienced by recipients at nearly twice the rate that managers reported using them.

The behaviours were then compared at a grouped level using the A and B grouping developed in analysis 3 and the comparison is presented in Table 2.10. This comparison shows that the Group A behaviours were both perpetrated and experienced far more than the Group B behaviours. In this study and three of the four recipient based studies, the 13 Group B behaviours were used and experienced at less than 50% of the rate of usage of the nine Group A behaviours. Further to this, the seven Group B2 behaviours were used and experienced at less than 25% of the Group A behaviours. It is interesting to note that the Bentley et al study which had a much higher proportion of Group B behaviours, also had a much higher calculated rate of overall bullying.

The MPQ groups were also compared with the sub factors of the NAQ identified by Einarsen, Hoel, and Notelaers (2009) (see Table 2.11). The MPQ grouping has similarities with the three sub factors which are: Work Related Bullying (WR), Person-Related Bullying (PR) and Physically Intimidating Bullying (PI). Six of the seven (WR) work related behaviours are also Group A behaviours, but while there is an obvious pattern of alignment between Group A and WR, Group B1 and PR, and Group B2 and PI, the degree of similarity is not close enough to say that they match.

Tables 2.9, 2.10 and 2.11 are presented in the following pages.

Table 2.9

Comparison of usage levels for each behaviour

Group	MPQ/ NAQ	NAQ behaviour	MPQ – Relative usage	H&C	Salin	L-S	Bentley et al.
A	18	Had your work excessively monitored	22%	7%	5%	7%	4%
A	3	Ordered to do work below your level of competence	20%	9%	13%	13%	6%
A	14	Had your opinions and views ignored	10%	12%	15%	7%	9%
A	6	Been ignored, excluded or isolated from others	7%		4%	4%	8%
A	11	Reminded repeatedly of your errors or mistakes	7%		5%	5%	4%
A	4	Had key tasks removed, replaced with trivial, unpleasant tasks	7%	7%	4%	3%	5%
A	1	Had information withheld that affected your performance	6%	12%	12%	10%	9%
A	16	Given tasks with unreasonable/impossible targets/deadlines	5%	10%	14%	9%	6%
A	21	Been exposed to an unmanageable workload	3%	12%	7%	13%	8%
B1	17	Had false allegations made against you	3%		2%	2%	3%
B1	10	Received hints or signals from others that you should quit job	2%		1%	2%	2%
B1	8	Been shouted at or targeted with spontaneous anger (or rage)	2%		4%	3%	5%
B1	13	Experienced persistent criticism of your work and effort	2%		4%	3%	4%
B1	5	Had gossip and rumours spread about you	2%	6%	4%	4%	4%
B1	2	Humiliated or ridiculed in connection with your work	2%	7%	3%	3%	5%
B1	15	Been subjected to practical jokes	1%		-	1%	1%
B1	12	Been ignored or faced hostile reactions when you approached	1%	7%	-	3%	5%

Table 2.9 (continued)

Group	MPQ/ NAQ	NAQ behaviour	MPQ - Relative usage	H&C	Salin	L-S	Bentley et al.
B2	7	Had insulting/offensive remarks made about you	0%	6%	2%	3%	4%
B2	19	Pressured into not claiming something to which entitled	0%		1%	2%	4%
B2	20	Subjected to excessive teasing and sarcasm	0%		1%	3%	2%
B2	9	Been intimidated with threatening behaviour	0%		0%	2%	3%
B2	22	Experienced threats of violence or abused/attacked	0%		0%	0%	1%

H&C = Hoel & Cooper (2000) (BOHRF study), Salin = Salin (2001), L-S = Lutgen-Sandvik, et al (2007), Bentley et al = NZ Study of Work and Wellness Bentley et al (2009)

Table 2.10

Comparison of usage levels – summarised by MPQ Group

			Level of actual receipt of a negative behaviour indicated in study			
MPQ Group	MPQ Usage*	MPQ Receipt**	Salin	L-S	H&C	Bentley et al.
A	85%	75%	80%	69%	72%	59%
B1	14%	20%	17%	21%	21%	28%
B2	<1%	5%	3%	10%	7%	13%
Rate of bullying reported in study			8.8%	9.4%	10.5%	17.8%

*Relative usage of the behaviour. ** Percentage of times the MPQ respondents had been recipients of these behaviours themselves. H&C = Hoel & Cooper (2000) (BOHRF study), Salin = Salin (2001), L-S = Lutgen-Sandvik, et al (2007), Bentley et al = NZ Study of Work and Wellness Bentley et al (2009

Table 2.11

NAQ behaviours associated with MPQ groupings and NAQ sub factors

	Behaviours associated with the NAQ sub-factors		
MPQ Group	WR	PR	PI
A	1, 3, 14, 16, 18, 21	4, 6, 11	
B1		2, 5, 10, 12, 13, 15, 17	8
B2	19	7, 20	9, 22

WR = Work Related Bullying. PI = Physically Intimidating Bullying. PR = Person-Related Bullying sub-factors of the NAQ from Einarsen et al. (2009)
MPQ Group A, B1 and B2 - from usage analysis

Analysis 4 shows that, at a grouped level, there is a general pattern of agreement between recipient based NAQ results and a perpetrator based NAQ result. The Group A behaviours are experienced and used at a higher relative usage to those behaviours in Group B. This pattern is repeated when comparing the relative use and experience of the Group B1 and Group B2 behaviours. The analysis also suggests that there is general agreement between the sub-factor WR (work related) behaviours and those identified as work related and used relatively more often by managers. The analysis also suggest that higher rates of bullying may be related to the greater use of Group B behaviours. These in turn correspond to the PR (Person-Related Bullying) and PI (Physically Intimidating Bullying) sub-factors.

2.3 Study 1 – Discussion

From the literature review it was expected that managers would use behaviours 1, 3, 11, 14, 16 and 21 more frequently than behaviours 7, 9, 10, 13, 17, 19, 20 and 22, and the current results showed this to be the case. Behaviours 1, 3, 4, 6, 11, 14, 16, 18 and 21 (Group A) were also identified as behaviours which 87% of respondents believed could have work related reasons. Behaviours 3 and 18 were used most often and the level of frequency with which they were used suggests that these two behaviours have a greater potential to contribute to bullying if used in conjunction with other behaviours. It could be argued that the use of behaviours 3 and 18 in particular is commonplace. This means that interventions aimed at

reducing the use of negative behaviours per se are unlikely to gain traction or credibility with organisational leadership due to both the level of common usage of some of the behaviours and because the most used behaviours are perceived as possibly being used in support of the organisational expectations of the managerial role. This has implications for workplace bullying interventions which focus on reducing the use of negative workplace behaviours. Future workplace bullying research might have to consider perceived legitimacy of use or some other mechanism which differentiates between the legitimate and non-legitimate use of these behaviours.

The results from analysis 2 show that the managers' experiences of these behaviours as perpetrator or recipient are remarkably similar. The analysis also showed that managers had observed the use of negative workplace behaviours at a higher frequency than they themselves used or had been recipients of the behaviours. An explanation for this could be that managers are more tuned in to noticing these behaviours. A different explanation could be that being involved (being a perpetrator or recipient) may influence the perception of the behaviour because of a greater intimacy with the circumstances around the use of the behaviour. Whatever the explanation, the results are worthy of interest because observers of these behaviours are likely to experience negative impacts on their health and/or productivity (Jennifer, Cowie, & Ananiadou, 2003; Porath & Erez, 2009).

The relative usage of groups A and B may be of some value to organisations and researchers. The groups effectively differentiate between behaviours which might have some work related justification for use (Group A) and those which are not perceived as having a work related reason for use (Group B). This means that organisations could identify Group B behaviours in workplace policies as being 'not-tolerated' and perhaps make their use subject to disciplinary procedures. Behaviours clearly identified in this way are easier for employees, managers and HR to respond to and intervene on.

Four of the Group A behaviours, (6, 11, 16, and 21), have the potential to impact significantly on mental wellbeing (Hoel, Faragher, & Cooper, 2004). These four behaviours are; *(6) Ignoring or excluding a subordinate, (11) Making repeated reminders of a subordinate's errors or mistakes, (16) Giving subordinates tasks*

with unreasonable deadlines, (21) Subjecting a subordinate to an unmanageable workload. These are also the least used of the Group A behaviours, suggesting that there is a lower tolerance for the use of these behaviours in the workplace compared to the other Group A behaviours. Identifying and addressing the reasons behind the use of these four behaviours has potential in significantly reducing the effects of negative workplace behaviours.

The detailed comparison done in analysis 4, which compared the MPQ managerial use of behaviours with the experience of recipients in other NAQ based studies, highlighted that behaviour 18 *(Engaging in high levels of monitoring of a subordinate's work)* was used by managers at three times the rate it was experienced by recipients. It could be that managers are more sensitive to the use of this behaviour or that recipients mitigate their experience of this behaviour in some manner, i.e. recipients may have a different threshold for what might constitute 'high levels' of monitoring. This would also suggest that recipients may have a higher level of acceptance for being a recipient of this behaviour.

Analysis 4 also highlighted that behaviours 1, 2, 5, 8, 13, 16, and 21 had been experienced by recipients at twice the rate they had been used by the MPQ respondents. Although it should be noted that the rates of receipt and use for behaviours 2, 5, 8, and 13 were low. It is difficult to suggest compelling reasons for the difference. The behaviour descriptions are: (1) *Withholding information from a subordinate that might affect the subordinates ability to achieve work related targets*; (2) *Humiliating or ridiculing a subordinate in connection with their work*; (5) *Spreading of gossip or rumours about the subordinate; (8) Shouting or engaging in spontaneous anger at a subordinate*; (13) *Making persistent criticism of a subordinates errors or mistakes*; (16) *Giving a subordinate tasks with unreasonable deadlines*; (21) *Subjecting a subordinate to an unmanageable workload*. Behaviours 13, 16 and 21 have a relatively high potential to impact on mental health compared to other behaviours (Hoel, Faragher, & Cooper, 2004) and it would be tempting to suggest that these are registered at higher levels by recipients because they are in some way more 'felt' or have a greater impact on them. But behaviours 2, 5 and 8 were also reported as having far less impact on mental health and there are other behaviours which impact on mental health at a similar rate to 13, 16 and 21 which were not

experienced by recipients at twice the rate of that used by the MPQ respondents. Therefore, impact on mental health is alone unlikely to be a reason.

Behaviours 2, 5, and 8 are intrinsically more overt and it might be tempting to suggest that overt behaviours are in some way more registered by recipients, but in direct contrast behaviour 1 is by its nature not an overt behaviour. The visibility or the overtness of the behaviour alone is also not likely to be a reason. It might also be tempting to think that perhaps it was non-managers who have been the perpetrators of these behaviours in the recipient based studies but behaviours 16 and 21 by their nature imply a managerial perpetrator as, to some degree, does behaviour 1. It could be that behaviours 16 and 21 in particular generate a higher internal attribution as they are more 'on-going' behaviours than one off situational behaviours and Sweeny, Anderson and Bailey (1986) found that persistent experience of particular behaviours can be more internalised than others. It could be that the on-going nature of these behaviours may also affect the perception of their frequency of use. But this reason is unlikely to extend to the other behaviours. There could also be more than one contributing reason for why recipients have experienced these behaviours at twice the rate managers purport to use them. Further study in this area is warranted.

The analysis 4 also suggests that higher rates of workplace bullying could correspond with higher rates of use of Group B behaviours. If this is the case then a smaller more targeted list of behaviours associated with bullying could be generated. Further research in this area is warranted.

2.3.1 Strengths and limitations

Study 1 has several key strengths. The research took a 'perpetrator perspective' and the participants were all managers. Previous studies using the NAQ have taken a 'recipient perspective' and have not segmented the participants by level within an organisation. An investigation into the relative use (and experience) of the individual behaviours of the NAQ has not been done before and this has been used to generate a categorisation of the behaviours based on relative usage.

A limitation of this study is that the sample size for the survey was small, especially compared to other surveys using the NAQ. The results present general observations and trends and the robustness of the observations would benefit from replication and larger sample sizes. While the survey took an entirely 'perpetrator'

view regarding the use of the behaviours, it should be remembered that managers are not the only perpetrators of negative workplace behaviours and therefore the results may not be able to be generalised to other non-managerial perpetrators of these behaviours. In addition the NAQ was developed initially from a victim perspective and as such potentially may exclude dimensions pertinent to perpetrators/managers.

A further limitation due to the NAQ having been developed from a victim perspective is that it may be interpreted differently by perpetrators of the behaviours. Altering the NAQ questions from a recipient voice to the perpetrator voice can result in a different interpretation of the NAQ questions. This was highlighted in comments made by the participants in the later (Study 2) interviews. The main problems were double barrelled questions where 'or' is used. Four items (4, 5, 6 and 12) contain two actions within the one question. For a perpetrator, the question lacks specificity. Which action should be responded to? For example, questions like "were you ignored or excluded?" is an easy question to answer from the victim perspective but 'did you ignore or exclude?' is a problematic question from a perpetrator perspective, especially when ignoring a subordinate was seen as different to excluding a subordinate. The frequency of use and the reasons why the action/s might occur might also be different for each action. There may also be some difference of interpretation, between a subordinate and manager, about how trivial or unpleasant a task might be. Housekeeping and cleaning may be deemed trivial or unpleasant by some subordinates, even if the tasks in question were seen as part of the job by the manager. A survey does not differentiate if a recipient views a task as both trivial and as part of their job. Some tasks, in nursing in particular, are unpleasant, but again may be seen by managers as part of the job. The survey also posed a problem with managers who might have used a behaviour with different levels of frequency with more than one subordinate.

The results of Study1 are discussed further in Chapter 5 which integrates the findings from Studies 1, 2 and 3. Chapter 5 presents an overall discussion and conclusions from all the studies and the implications of the findings are then discussed in terms of future research and the development of interventions to reduce workplace bullying.

Chapter 3: Study 2 – The managerial perspective on their use of negative workplace behaviours

This research focussed on the use of negative workplace behaviours by managers, by exploring the threads which link the perpetrator perspective, the managers' role, the influence of organisational goals, the attribution of cause, and the quality of the relationship between the perpetrator and recipient. Study 1 focused on identifying specific negative behaviours used by managers. Study 2 focused on why managers used nine of these negative workplace behaviours, selected in Study 1 because they were reportedly most used by managers and/or most experienced by recipients. Study 2 also explored the degree of alignment between the reasons managers gave for their use of the behaviours and reasons identified in the literature.

3.1 Study 2 - Design and methodology

Interviews were utilised for Study 2 and these were broken into three parts in an attempt to gain a holistic perspective on the use of the behaviours. The first part of Study 2 used semi structured questions to look at the reasons given for the use of the nine Group A behaviours identified in Study 1 (see Chapter 2, section 2.2.1, Table 2.4). This part of the study was primarily concerned with gaining an understanding of why managers use specific negative behaviours in the workplace, as described by managers using descriptions and impressions of their own experiences. The main body of the interview concentrated on a series of semi-structured questions about their experience in relation to the use of the behaviours. Using an inductive method of this type, the researcher does not enter the interview with preconceptions or an agenda, beyond the structure of the questions asked, and the information/data sought was the participants' own interpretation of the questions asked (Bryman & Bell, 2007; Crotty, 1998). Because there is little published research on the managerial perspective, the bulk of the analysis of the participant responses to the questions in the first part of the interview was interpretive. A thematic analysis process, as described by Bryman and Bell (2007), Corbin and Strauss (1998), and Braun and Clarke (2006), was used in an attempt to understand the reasons given by managers. In Vivo coding involving codes developed directly from participant quotes, was used (Saladana, 2013). The second and third parts of the interview utilised short surveys. The measures used for the surveys are described following the sample details. In the

second part of the study managers were asked to comment on reasons given by recipients (identified in section 1.6 of Chapter 1) for the use of negative behaviours and in the third part of the study, the managers were asked to comment on the quality of their relationship with the subordinate at the time they used the negative behaviour, again using a short survey. This approach provided both the perspective of managers on the use of these behaviours and also their reflections on reasons given by recipients and researchers. The data analysis and interpretation of the results of these surveys had both qualitative and quantitative components.

3.1.1 Sample

The participants in Study 2 had participated in the Study 1 survey. A total of 40 Study 1 survey participants indicated their willingness to participate in the Study 2 interviews. Not all had included their contact details in the survey so e-mail invitations were sent to 35 participants to take part in follow-up interviews. Thirty one participants accepted the invitation and arrangements were made to carry out the interviews.

Descriptive and demographic information about the interview participants was available from the Study 1 survey and this is detailed in Table 3.1. The interview participant sample represented over 260 years of management experience with management experience in excess of 600 direct reports and 600 indirect reports.

The manager sample was approximately evenly split between male and female, Ages were mostly between 40 and 60, the sample was heavily European or New Zealand European with most being middle managers or more senior. Twenty nine had spent four or more years as managers. Over half the participants had worked in more than one industry sector. About half the participants had worked in the health sector at some stage and a third had worked in the education sector.

Table 3.1

Interview Participant Demographic and Industry Characteristics

Participant Characteristics		Interview (n = 31)
Gender	M	15
	F	16
Age Ranges	21-30	0
	31- 40	4
	41 – 50	10
	51 – 60	13
	over 60	4
Demographic	European	10
	NZ European	19
	Indian/NZ Indian	1
	Asian/NZ Asian	0
	Maori/Pasifika	1
	Other	0
Level in Current Organisation	Board/MD/Executive	8
	Senior Manager	10
	Middle Manager	8
	First line Manager	4
	Consultant/Other/Self Employed	1
Time in Current Organisation	Less than a year	1
	1-3 Years	6
	4-10 years	6
	over 10 years	18
Time in Current Role	Less than a year	7
	1-3 Years	3
	4-10 years	16
	over 10 years	5
Years as a manager	Less than 1 year	1
	1- 3 Years	1
	4-10 years	5
	over 10 years	24
Number of Direct reports over time as a manager	Less than 3	0
	3-10	6
	10-50	15
	over 50	10
Number of Indirect reports over time as a manager	Less than 3	4
	3-10	7
	10-50	9
	over 50	11
Industry	Health	15
	Consultancy	9
	Education (Tertiary)	8
	Education (Other)	2
	IT Services	8
	Manufacturing	5
	Transport and Logistics	2
	Armed Forces	2
	Telco	1
	Other	8

3.1.2 Measures

Two short surveys were undertaken during the interviews. One survey was used to investigate the LMX level between the manager and subordinate prior to and after the behaviour being used. The other survey was used to investigate participants' perceptions of reasons given by recipients for the use of negative workplace behaviours. The measures were designed or modified specifically for these surveys and this study.

Managerial perspective on LMX

Leader-member relationship quality was assessed using a modified LMX7 questionnaire. The questions are detailed in Table 3.2. The questionnaire was based on the seven-item scale developed by Graen and Uhl-Bien (1995) using a five point response format where higher scores represented a higher quality exchange. The LMX7 was modified to reflect the voice of the manager and the seventh question was altered to "Prior to the use of the behaviour, how would you have characterised your working relationship with your subordinate?" An eighth question was added "After the use of the behaviour how would you have characterised your working relationship with your subordinate?" and the seventh and eighth questions were asked as a pair to ascertain if there had been an impact on the relationship as a result of the behaviour.

Managerial perspective on recipient posited reasons

In order to get a managerial perception of reasons posited by recipients and researchers, a measure was especially created for this study. The purpose of the survey was to get some indication of whether the managerial perspective aligned, or not, with recipient based perspectives. Section 1.6 of Chapter 1 identified a number of reasons posited by recipients and researchers for perpetrators using bullying behaviours. These reasons had been generated from results using a variety of methodologies and sample sizes and there was no existing measure available to directly assess whether managers also attributed their use of negative behaviours to the same (or similar) reasons. However, eight items (R1-R8) were created (detailed in Table 3.3) in response to published recipient based results. Participants were asked the likelihood of the reason contributing to the use of the behaviour under discussion. The rationale for the creation of the items follows Table 3.3.

Table 3.2

Measure for the managerial perspective on LMX

Question	1	2	3	4	5
LMX1 - Do you think the subordinate involved knew where they stood with you or how satisfied you are with them?	Rarely	Occasionally	Sometimes	Fairly Often	Very Often
LMX2 - Do you think you understood your subordinate's job problems and needs?	Not a bit	A little	A fair amount	Quite a bit	A great deal
LMX3 - Do you think you recognised your subordinate's potential?	Not at all	A little	Moderately	Mostly	Fully
LMX4 -Did you use your powers to help your subordinate's solve their problems in their work?	Not a bit	A little	A fair amount	Quite a bit	A great deal
LMX5 - Did you attempt to bail out your subordinate at your expense?	Not a bit	A little	A fair amount	Quite a bit	A great deal
LMX6 - Do you think your subordinate would have enough confidence in you that he/she would justify your decisions if you were not present to do so?	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
LMX7- Prior to the use of the behaviour, how would you have characterised your working relationship with your subordinate?	Extremely ineffective	Worse than average	Average	Better than average	Extremely effective
LMX8 - After the use of the behaviour, how would you have characterised your working relationship with your subordinate?	Extremely ineffective	Worse than average	Average	Better than average	Extremely effective

Table 3.3

Measure for the managerial perspective on recipient derived reasons

	Possible reason
R1	Do you think you were poorly trained for the people management side of your job?
R2	Do you think you were poorly trained for the non-'people management' side of your job?
R3	Were you exerting your power/authority?
R4	Did you feel insecure in your job?
R5	Do you think that the values and beliefs in the organisation were driving the use of the behaviour?
R6	Were limited resources within the organisation driving the use of the behaviour?
R7	Do you think that the subordinate's behaviour was impacting on the cohesiveness of the team they were working with?
R8	Do you think that the subordinate's behaviour was impacting your authority?
Response scale: N/A, No, Not Likely, Likely, Very Likely, and Definitely.	

Reasons R1, R2, R3, and R4 are reasons attributed to the personal or professional capability of the manager. In the Lewis (1999) study, 34.6% of recipients attributed bullying by managers to poor training. In a study by Vartia (1996), 42% of recipients attributed bullying behaviour to weak supervisors, and 18% said that the manager was inadequate in a study by Lutgen-Sandvik and McDermott (2011). In the Lewis (1999) study, 32% of recipients also thought managers were exerting their power. Job insecurity was indicated in a study by Vartia (1996) where 34% and 38% of participants thought internal competition for roles was a contributing factor, and in the study by Lutgen-Sandvik and McDermott (2011) 55% of participants gave frustration and scapegoating as reasons.

Reasons R5 and R6 are reasons attributed to the organisational environment which can influence the behaviour of the manager. Sixty percent of participants in the Zapf (1999) study and 23% in the Lewis (1999) study felt that the values and beliefs of the organisation contributed to the use of the behaviour.

Reasons R7 and R8 were added after a review of the first few interviews, when it became apparent that the behaviour of the subordinate could also contribute to the use of the behaviour. Seventy one percent of targets said that they had contributed in some way in the Lutgen-Sandvik and McDermott, (2011) study.

3.1.3 Procedure

Prior to the interviews all interviewees were sent a combined introductory letter and information sheet (Appendix 8), an informed consent form (Appendix 9) and an interview guide (Appendix 10). The interviews were conducted at a time and place convenient to the participant. The informed consent form was signed by the participant prior to the interview and each interview was recorded and transcribed. All participants were provided with a summary of the results of this phase of the study and feedback was requested and received.

Nine behaviours had been identified in Study 1 for being the focus of Study 2. These were behaviours 1, 3, 4, 6, 11, 14, 16, 18 and 21 and these are listed in Table 3.4, which also details the number of interview participants who had indicated (in the Study 1 survey) that they had engaged in the behaviour and the number of participants who discussed the behaviour during the interview.

On average, the interview volunteers had indicated in the Study 1 survey that they had used between four or five of the nine behaviours. Two participants had used just one behaviour while four had used all nine. The choice of which behaviours to discuss at the interview was driven in the first instance by those behaviours the participant had indicated they had engaged in, in the second instance by the researcher to get a spread of responses across all the behaviours, and in the third instance by the participants themselves at the time of the interview, as participants were only interviewed about the behaviours they were comfortable discussing. From this process most interviewees were asked about two behaviours, two interviewees had engaged in only one behaviour, and where time and participant interest permitted some interviewees discussed more than two of the behaviours. Seventy one unique ‘cases’ were discussed in detail. A case was where a participant had used one of the nine negative behaviours with a subordinate. In addition to the 71 cases, participants also provided examples of other instances where they had used the behaviour.

Table 3.4

Behaviours selected for Study2 interviews

MPQ no.	Behaviour	No. of Study 2 participants who had engaged in the behaviour (from the Study 1 survey)	No. of Study 2 participants who discussed the behaviour at interview
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets	14	8
3	Insisting that a subordinate do work below their level of competence	26	12
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks	19	9
6	Ignoring or excluding a subordinate	15	6
11	Making repeated reminders of a subordinates errors or mistakes	13	4
14	Ignoring the opinions of a subordinate	18	6
18	Engaging in high levels of monitoring of a subordinate's work	29	15
16	Giving a subordinate tasks with unreasonable deadlines	13	6
21	Subjecting a subordinate to an unmanageable workload	11	5

The interview started with questions about the intentionality of the use of the behaviour and the relationship between the manager and the subordinate in question. These questions were then followed by four open ended questions about the context, intentionality and contributing factors which had resulted in the use of the behaviour being discussed. These four questions were:

Q1 - In your own words can you tell me the background or what led up to the situation?

Q2 - Were there any factors which you think might have contributed to the situation? Organisational change, technology change customer expectations? …. Or any other factors?

Q3 - What outcomes/objectives were you trying to achieve and why?

Q4 - What do you think defines the boundaries between an appropriate use of this behaviour and an inappropriate use of this behaviour?

The surveys were completed separately later in the interview after the circumstances surrounding the use of the behaviour had already been discussed. When doing the surveys the participants were asked to think of just one occasion where they had used the behaviour with one particular subordinate. For the interview, the survey questions (and scales) had been printed and were visible to the participant, the researcher asked the survey questions and then recorded the participant's responses. Comments made by participants during the surveys have been included in the results.

3.1.4 Thematic analysis process

All interviews were recorded and then transcribed. Responses to the questions posed in the first part of the interviews were analysed using thematic analysis to elicit common categories and from these categories identify themes. The five step thematic analysis methodology (based on the phases of thematic analysis of Braun and Clarke (2006)) is outlined here and this is followed by a detailed description of the coding and categorisation process used.

Thematic analysis methodology

1. Transcripts were read several times by the researcher to begin the process of extracting themes.
2. Generation of initial codes (items) - Initial coding consisted of identifying similar phrases used by respondents. This was done by the researcher.
3. Generation of categories – Items were grouped into categories. Categorisation consisted of counting and grouping of similar phrases used by respondents. Cross checks for categorisation reliability were performed by two independent parties.
4. Generation of themes - Categories were grouped into themes by the researcher.
5. Review of themes – The transcripts were re-read with the themes in mind and the interview results then expressed using the themes generated.

The coding and categorisation process

The coding, categorisation and theme generation used was a ten stage process. This process is described in detail here. A diagrammatic summary is presented in Appendix 11. The details of how this process was applied to the data and the outcomes of the process are presented later in the results.

Stage 1 – The transcripts were read several times by the researcher (designated subject matter expert one - SME1) and initial codes (items1) identified. Items were phrases used by participants. Similar phrases were identified and grouped into categories of items (Cat1) by SME1. Items1 and Cat1 were then reviewed by SME1 and all items1 were assigned to a category (Cat1).

Stage 2 – A content analysis exercise was conducted by an independent subject matter expert (SME2). For each question two documents were created. The first document contained the transcript of interviewees' response to the question and the highlighted items1 within the response. Each item1 was numbered to aid in identification, analysis and reconciliation. The second document contained the numbered item and space alongside in which to write an associated category. The two documents were given to SME2 with the instructions to:

a) Review all the items1 highlighted and to create categories or keywords that describe or reflect the content of each item (Cat2).
b) Assign all the items1 to one of the categories (Cat2) created by SME2.

Stage 3 - Categories Cat1 and Cat2 were then compared in a joint exercise between SME1 and SME2. In this process duplicated categories were identified, combined and the category description agreed. From this process, a set of categories (Cat3) was created which contained the new combined categories and the remaining categories.

Stage 4 – Those items for which SME1 and SME2 had made identical assignments (100% agreement between SME1 and SME2) were identified and matched and accepted as being the final assignment.

Stage 5 – The remaining items1 from stage 4 were identified and called items2

Stage 6 – A further independent subject matter expert SME3 was provided with two documents. The first document contained the transcript of interviewees'

response to the question and the highlighted items2 within the response (as per Stage1) with space alongside in which to write an associated category. The second document contained the combined category list (Cat3). SME3 was unaware of any of the previous item-to-category assignments made. SME3 was instructed to review all the items2 and allocate them to one of the Cat3 categories.

Stage 7 – The item-to-category assignments (items2 to Cat3) done by SME3 were then compared by the researcher to Items1 to category (Cat1) done by SME1 and Items1 to category (Cat2) done by SME2. If any two of the three SMEs agreed on an item-to-category assignment (67% agreement between three SMEs) then that assignment was accepted as final.

Stage 8 – Remaining (un-agreed) items were designated items3.

Stage 9 – Where the percentage of items3 was deemed small and not significant then the unmatched items3 were discarded.

Stage 10 – Where the percentage of items3 was large or was deemed significant a new category 'Unmatched' was created.

3.1.5 Analysis and presentation of the results

While the interviews had been structured in three parts, the first part of the interview was split into two result sets (the reason for this is detailed below). This means that the results, analysis and discussion have been presented in four parts. These are:

- (Section 3.2) The seven most used negative behaviours
- (Section 3.3) Unreasonable deadlines and unmanageable workloads
- (Section 3.4) The managerial perspective on reasons given by recipients
- (Section 3.5) LMX and the use of negative workplace behaviours

The 60 cases relating to the seven most used behaviours (1, 3, 4, 6, 11, 14, and 18) were analysed separately from the 11 cases relating to the use of behaviours 16 and 21 (pertaining to unreasonable deadlines and unmanageable workloads). There were two reasons for performing the analysis separately. The main reason was that there was quite a different pattern of responses and reasons given. The second reason was that, in the behaviour selection process from Study 1, behaviours 16 and 21 had been identified in a different manner to the seven most

used behaviours and in response to reviewing the literature on recipient most experienced behaviours. Both sets of data were analysed using thematic analysis.

Responses to the two surveys (managerial perspective of reasons and LMX) were analysed both quantitatively and qualitatively. Examples from the interview transcripts have been included which help illustrate the interpretation of the results.

Where quotes have been included in the results, questions from the interviewer are highlighted in bold and where the subject or intent of the interviewee was not clear clarifying text is provided within []. Any references to names or organisations have also been replaced with [text] to preserve the anonymity of the participant or their organisation. The coding and categorisation process used some abbreviations, for example S = Subordinate, M = Manager. The results and discussion for the four parts of Study 2 are presented next.

3.2 The seven most used negative behaviours

These are the results relating to the seven most used negative behaviours by managers. These were behaviours 1, 3, 4, 6, 11, 14, and 18 (see Table 2.4). Sixty unique 'cases' were discussed in detail. A case was where a participant had used one of the seven negative behaviours with a subordinate. In addition to the 60 cases, participants also provided examples of other instances where they had used the behaviour. The results of the coding process are presented first. The thematic analysis and the results as they relate to the themes generated from the thematic analysis are presented next and a discussion of the results follows.

3.2.1 Results of the coding and categorisation

The thematic analysis process used was that detailed earlier in the methodology section. Results of the coding, categorisation and thematic analysis process are detailed here. The initial coding of the transcripts by the researcher (SME1) generated 787 items in total. Question1 generated 277 items, question 2 (178 items), question 3 (140 items), and question 4 (192 items). The outcomes of the coding and analysis process are contained in appendices 12-17. A summary of the matching outcomes for this exercise is contained in Table 3.5.

Table 3.5

Most used negative behaviours: Summary of category matching between SME1, SME2 and SME3

Question	Total number of items for question	% items matched 100%	% items matched at 100% or 67%	% items unmatched
Question 1	277	86%	97%	3%
Question 2	178	80%	96%	4%
Question 3	140	96%	99%	1%
Question 4	192	66%	83%	17%

The percentage of unmatched items for questions 1, 2 and 3 were 3%, 4% and 1% respectively. These percentages were small and there appeared to be no benefit in forcing a match, therefore the unmatched items were discarded. The percentage of unmatched items for question 4 was 17% of the total items for this question. This was deemed significant. An agreement level of greater than 80% is desirable in this sort of coding process (Saladana, 2013), and agreement levels of close to 100% had been achieved for the first three questions. The lower level of agreement for question 4 indicated that the question was more likely to generate diverse opinions and less likely to be easily agreed. The unmatched items for question four were not discarded and a new category ‘Unmatched’ was created.

Themes generated

The items and their associated categories were further reviewed. The categories associated with questions 1 and 2 were combined as these two questions had generated the same or similar categories. The categories were further reviewed and then grouped into themes by the researcher. There were ten main themes generated from the four questions. The grouping of the categories and the percentage of items associated with each theme are shown in Table 3.6. Four themes form the factors which contribute to the use of a negative behaviour by a manager. Three themes describe what the manager was trying to achieve by the use of the behaviour and there are three further themes that could be considered moderators or circumstances under which the use (or extent of use) of the behaviour was considered appropriate.

The main factors which contributed to the use of the behaviours were: as part of performance management of a subordinate (theme 1), in response to a subordinate's behaviour being unacceptable or unprofessional (theme 2), as a result of trying to meet organisational expectations (theme 3), or as a result of insisting that a subordinate do tasks which were perceived as part of the subordinate's role (theme 4). The most common reason for the use of the behaviours was performance management of the subordinate, derived in the most part from the subordinate's performance in their role. These themes are described in more detail in section 3.2.3.

The main objectives the participants were trying to achieve by the use of the behaviours were the fulfilment of organisational expectations (theme 5), performance improvement of the subordinate (theme 6), and better staff relationships (theme 7). These objectives are described in more detail in section 3.2.4.

The main circumstances (under which the use of the behaviours were perceived as acceptable) were; if used within a structured performance improvement process (theme 8), or if oriented to achieving organisational goals (theme 9). There were a number of 'other' circumstances (included in the unmatched category) where the use of the behaviours could also be considered acceptable (theme10). These circumstances are described in more detail in section 3.2.5.

Some of the themes are obviously interrelated. For example, organisational expectations is a factor which can contribute to the use of the behaviour, meeting organisational expectations is a desired outcome and the use of the behaviour is seen as acceptable if it is being used to meet organisational goals. The performance of the subordinate can be related to targets within organisational expectations, performance improvement can be a desired outcome of performance management and the use of the behaviour can be seen as acceptable if it is within a structured Performance Improvement Process (PIP). The relationship between the themes is portrayed in Figure 3.1.

Table 3.6

Most used negative behaviours: Themes and categories

Questions	Themes	Categories	% Items
Q1 and Q2 Context: Situation /contributing factors	Theme 1 – Performance of the subordinate	Performance related Staff complaint M not structured in performance management	26%
	Theme 2 – Behaviour of the subordinate	S behaviour - not professional/upsetting staff (others) S resistant to change S opinion not helpful S had personality/behaviour issue S working outside job description or instructions S personal situation/personal issue S affecting impression of the company	26%
	Theme 3 – Organisational expectations	Org change/growth, technology change Confidential situation Customer expectations Workload/lack of resources / staffing issue Health and safety issue Org expectations Consensus/directive M mentoring new reports Risk/compliance Lack of economic resources	26%
	Theme 4 – Job/role expectations	Part of job description Part of job to do mundane tasks	12%
	Other	M exerting authority M told to not handle issues not related to M M too busy/workload Staff complaint M not trust S, Management style S skills not recognised	10%
	Total		100%

Table 3.6 continued

Questions	Themes	Categories	% Items
Q3 Objectives /Outcomes	Theme 5 – Fulfilment of organisational expectations	Meet targets and improve operations Meet customer expectations Confidential situation	39%
	Theme 6 – Performance improvement	Part of PIP process	43%
	Theme 7 – Better staff relationships	Staff morale/retention	16%
	Other	M exerting authority	2%
	Total		100%
Q4 Boundaries of appropriate use	Theme 8 – Within a structured PIP process	Part of formalised and supportive PIP process Justified Not personal gain	52%
	Theme 9 – Oriented to achieving organisational goals	Meet org expectations (incl. customer exp, safety, compliance, confidentiality, org goals) Training new staff and up-skilling staff	16%
	Theme 10 – Other (including unmatched)	S not being helpful Relationship building team morale Not relevant to S Personality clash Unmatched	33%
	Total		100%

Note: M = Manager, S = Subordinate

Some behaviours were more prominent in specific themes. The use of behaviours (*(4) Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks, (6) Ignoring or excluding a subordinate, (11) Making repeated reminders of a subordinate's errors or mistakes, (18) Engaging in high levels of monitoring of a subordinate's work*) were prominent in addressing the performance of subordinates (theme 1), with the desired outcome being performance improvement (theme 8). Behaviour 3 *(Insisting that a subordinate do work below their level of competence)* could be used within performance management but was more closely related to job/role expectations (theme 4) and the manager insisting that the subordinate do a task which the manager sees as being part of the subordinate's job description.

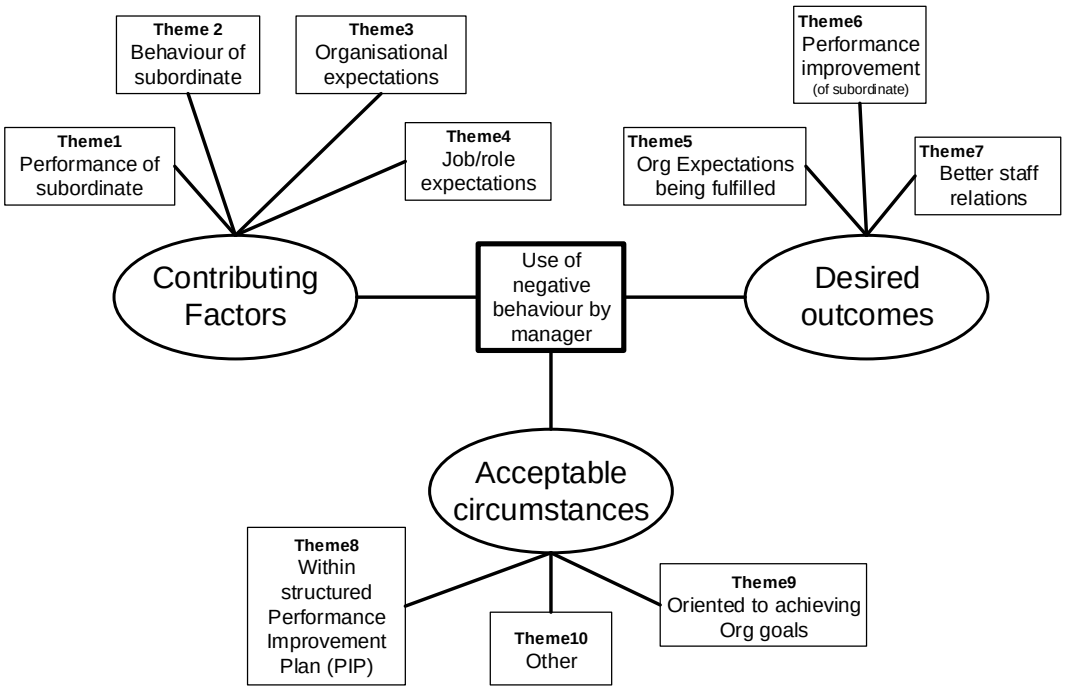

Figure 3.1 Relationship between the themes generated for the seven most used negative behaviours.

The use of behaviour 1 *(Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets)* was found to be nearly wholly related to the major category 'confidential situation', within organisational expectations (theme 3). The use of behaviour 14 *(Ignoring the opinions of a subordinat*e) was likely to be related to the opinion of the subordinate being unhelpful or being unprofessional in some way and this was considered an unwanted subordinate behaviour (theme 2). It should be noted that ignoring an opinion was interpreted as having listened to the opinion but having chosen not to act on it. Not listening to an opinion or disregarding an opinion out of hand was not considered appropriate although how a subordinate would have been able to determine the difference was not mentioned.

A detailed analysis of the categories associated with specific behaviours is contained in appendices 18 and 19. This information was used to derive a summary of the main reported reasons for the use of each behaviour for later use in Study 3. This summary is presented here in Table 3.7.

Table 3.7

Main reasons for use of most used negative behaviours

Behaviour	Main reasons for use
1 - Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	Commercially sensitive or confidential situation Unintentional result of manager being too busy
3 - Insisting that a subordinate do work below their level of competence	The work was part of the role description The work needed to be done to meet customer or organisational requirements Performance management related
4 -Removing key areas of responsibility from a subordinate or replacing tasks with trivial tasks	Performance management related In response to the subordinate's behaviour being unprofessional or upsetting to others
6 - Ignoring or excluding a subordinate	Performance management related In response to the subordinate's behaviour being unprofessional or upsetting to others
11 - Making repeated reminders of a subordinate's errors or mistakes	Performance management related
14 -Ignoring the opinions of a subordinate	Subordinates opinion was not helpful In response to the subordinate's behaviour being unprofessional or upsetting to others
18 - Engaging in high levels of monitoring of a subordinate's work	Performance management related In response to the subordinate's behaviour being unprofessional or upsetting to others

3.2.2 Interview results for the most used negative behaviours

The results of the initial questions and the ten themes and their contributing categories are outlined and discussed here. The themes are also discussed in relation to 'persistence' and targeting. Persistence is the link between the use of a negative behaviour and bullying, and targeting is also a characteristic of bullying. The themes have been generated from the seven most used negative behaviours by managers and the results may not be generalizable across all negative behaviours.

The initial questions in the interview were about the intentional use of the behaviour, the reporting relationship between the manager and the subordinate, the length of time the manager and subordinate had been working together, and if the use of the behaviour was repeated and if so how often or over what period of

time. In all the cases described by the participant, the use of the behaviour had been intentional. Most of the cases described were between the manager and their immediate and direct reports. Four of the managers described their involvement in the performance management of employees who reported to other managers or supervisors, who in turn reported to the interviewed manager. One manager had been 'called in' by the department in which they worked to help a less experienced manager with a performance management situation. The period of time the manager and subordinate had worked together varied.

Twenty five participants had known or been managing the subordinate in question for more than three years, sixteen for 1-3 years, and nineteen for less than a year. In 46 of the 60 cases, participants indicated that they had used the behaviour with more than one subordinate during their time as a manager. The behaviour was usually used with just one subordinate at a time, however behaviours *(1) Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets,* and *(3) insisting that a subordinate do work below their level of competence)* could be used by the managers with their entire team if the manager was withholding confidential information or less challenging tasks were shared across the working team.

The repeated use of the behaviour was dependent on the behaviour in question. In some examples the behaviour was repeated and in others the behaviour was only engaged in once but its impact could be felt over a period of time. For example, Behaviour (*4) Removing key areas of responsibility from a subordinate* tended to be a one-off use of the behaviour but it might have affected the subordinate for a period of time. Behaviour *(18) Engaging in high levels of monitoring of a subordinate's work* might have been done frequently within a performance management situation and was also likely to be done for a period of time as well. When information was confidential then *Behaviour 1 - Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets* was also likely to be done for the period of time that the information needed to remain confidential. However in 16 of the 60 cases participants mentioned that the length of time (duration) of the use of the behaviour seemed a long one.

3.2.3 Factors contributing to the most used negative behaviours

The four themes which form the factors which contribute to the use of a negative behaviour by a manager are related to managers managing their staff to meet organisational expectations (performance, job tasks and behavioural norms). The themes are described in detail here and illustrative quotes are included.

Theme 1- Performance of the subordinate and performance management. The most commonly used behaviours by managers associated with a subordinate not meeting performance expectations were (*18) Engaging in high levels of monitoring of a subordinate's work* and *(4) Removing key areas of responsibility from a subordinate.* In most cases the manager was not the sole judge of the subordinate performance, and engaged in performance management related behaviours after an external input or assessment of some form. These external inputs included published targets, role expectations or contracted obligations. Failing to meet customer expectations could result in complaints from customers and in some cases performance issues could pose threats to the safety of others.

> As a nurse she would have her council competencies that are the same wherever you go and then there is the HPCO that we need to follow, there is the treaty of Waitangi which guides our practice and then there are the kinds of values the organisation puts in which are similar wherever you go so while we can look at PDs and performance objectives being slightly different the reality is that it's mainly about behaviours and attitudes and respect for other people (Participant 39).

> There were issues with their clinical competence which was putting the service at risk, it was putting the clients at risk so we needed to manage that and it did involve, certainly for one of them, quite intense monitoring, mentoring, and follow-up and reviewing of the work (Participant 83).

Complaints from customers could also lead to performance management and often led to the subordinate having some of their areas of responsibility removed.

> We got complaints from the customer, we got complaints from the business partner. …. it just got to the stage where it got ridiculous – even in the hotel I had peers come up to me embarrassed with the way he [john] was treating hotel staff and stuff like that and it was just a whole

> series of things,… His heart was in the right place but clients just did not want to work with him and he got quite few responsibilities ripped out from him (Participant 29).

Theme 2 –The behaviour of the subordinate. The subordinate's own behaviour could also contribute to the use of the behaviour by the manager. The reasons given were that a subordinate was behaving unprofessionally, upsetting other staff or that they were not contributing positively to the situation at hand. This latter reason was the main reason given for ignoring a subordinate. For a few subordinates, problems from outside the workplace were deemed the major factor affecting their performance or behaviours at work. Unprofessional behaviours and upsetting others were likely to be responded to by the manager with the use of performance management behaviours. The manager was expected to intervene if a subordinate's behaviour was under question and again the manager was unlikely to be the sole judge of the subordinate's behaviour. Complaints about subordinate behaviour were likely to have come from others within the organisation and sometimes from customers. The most commonly used behaviours by managers used in response to behaviours of subordinates were *(18) Engaging in high levels of monitoring of a subordinate's work* and *(4) Removing key areas of responsibility from a subordinate*. Behaviour 6 - *Ignoring or excluding a subordinate,* (or ignoring the subordinates behaviour), was also a common response if the subordinate was perceived as not contributing positively to the situation at hand.

> She was um, upsetting, would be the word, a lot of the staff in the department to the point her manager, one of my direct reports could no longer manage her and was in tears, so we tried moving her to a different team to a different section leader and again the same thing happened to the point that four of the section leaders said that we can't cope with this person, so then it gets escalated to HR (Participant 59).

> When I was thinking of that (ignoring a subordinate) I was thinking of a guy who has off the planet ideas and expresses them quite freely and sometimes yes I would ignore that guy quite intentionally – he's actually one of the better workers and sometimes he just has mini brain explosions and it's not in terms of his work it's just in terms of his freely expressed

> opinions so I would ignore them. Got a guy today who is throwing his toys out of the cot, his supervisor and I are just ignoring him and he will go away and sort himself out (Participant 8).

Theme 3 – Meeting organisational expectations. Meeting organisational expectations included meeting customer expectations, organisational growth and change, and meeting confidentiality agreements. Being directed by senior management, HR, or internal policies like safety were also included here.

> I had one case with a staff member who had a harassment taken against him [by another staff member] and HR had a meeting and told me I had to monitor him (Participant 47).

> We had a client whose way of operating had changed substantially … it was a really huge shift in the relationship with the client and it involved quite an amount of money. So we came up with an agreement in terms of operating and [John] went away from that agreement. It was also creating a lot of tension across the group and a couple of staff were very discomforted by it and were frustrated in their discussions with him [John] about it as well ……There was also pressure coming on from management above me to make things conform (Participant 3).

Behaviour 1 (*Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets)* was related to confidential situations which the manager was privy to but could not tell the subordinate or subordinates that might be affected. The confidential situations included organisational restructuring, redundancy, and other commercially sensitive activities. In some situations the manager did not agree with the reasons behind holding something confidential but would still do so to meet the organisations' expectations.

> Often he [manager of interviewee] will talk about possible changes and I can be privy to changes before they happen and that can be a challenge because you have to hold confidential things that might impact on things you are doing including future planning on with current staff (Participant 26).

> There have been times when I have been told by clients about a restructure or an acquisition or whatever that could potentially impact on a number of people …Another example may be you know if you are going through let's say a redundancy process, which has happened here, and which by legal definition that is a strictly confidential process where you have got to work through with the employee and follow a process and not talk to other people about but it could affect another person in another project (Participant 29).

Theme 4 – <u>The work is part of the job</u>. This theme was related in the greater part to behaviour 3 (*Insisting that a subordinate do work below their level of competence).* Behaviour 3 could be used within performance management but was more closely related to job/role expectations and the manager insisting that the subordinate do a task which the manager saw as being part of the subordinate's job description. Contributing factors could include the need for highly qualified people to do roles where their specialised qualification was only needed for a certain percentage of the job, in some cases for as little as 10% of the job. The rest of the job could include less challenging and less interesting (trivial) activities which require a much lower level of competency. Managers mentioned photocopying and cleaning/housekeeping activities which subordinates might complain about doing, yet were seen as part of the job by managers. There were also situations where a group of differently skilled people worked as a team and this could mean, if the team resources were stretched, being expected to do something a team member would not normally do or sharing trivial tasks.

> It's based on the fact that we have a specialised role here we have been trained to do roles from the beginning up and although we specialise on the upper end there are roles we are able to do that are lower level, lower skill level that on occasion are necessary if we have [work] holes to fill so we are talking about patient safety and patient needs (Participant 70).

> There are a lot of things which go with the territory we have for example in the factory area seven people on the day shift and two on the night so they have to do everything and some people don't like some of the things like emptying rubbish tins or housekeeping or the general stuff but it is expected so I don't know if its below their level of competence but

> everyone has to be multi skilled and do everything so if people say I don't want to do that I tell them they have to. People tend to leave the stuff that they don't like to do and even I have to do it (Participant 8).

3.2.4 Desired outcomes from the most used negative behaviours

In terms of the outcomes that managers were trying to achieve at the time they had engaged in the behaviour, meeting organisational expectations (theme 5) and again the major themes are subordinate performance improvement (theme 6). Maintaining or improving internal (workplace) relationships (theme 7) could also be an objective.

Theme 5 – Organisational expectations being fulfilled. Meeting organisational expectations often meant meeting standards which had been published internally by the organisation or sometimes external standards as well. Safety expectations were seen as organisational expectations.

> Well we have minimum standards that we expect all staff to adhere to with regard to their clinical practice and there are written standards and staff are aware of what they are and staff get assessed on their performance appraisal on a yearly basis on those standards there is no hidden agendas or anything there so what we were wanting to do was to make sure that she was able to function at that minimum standard in order to be safe for patients (Participant 56).

> In most cases I just wanted the outcome, what needed to be done the area that needed to be tidied up or a dirty job that had to be done. Some of it is compliance for HAZNO and Health and safety laws and things like that and sometimes it's just to make the place look tidier. Sometimes we have to go out of our way and do things we don't really want to (Participant 47).

Theme 6 – Performance improvement. Performance improvement was likely to mean the improvement in the performance of the subordinate so that they would be either meeting the expectations of the role or that the subordinate's own behaviour was more professional and appropriate. Performance improvement could also include achieving organisational improvements

> It's done with the intention of improving their performance so they are no longer on a PIP and are meeting their targets. The objective really is to get

> that person operating back to where they were, or operating where we need them to be (Participant 63).
>
> One [objective] was to improve individual performance but also to improve the team goals and the goals the team had to reach their common goal because the poor performance was impacting on the team [and the second reason was] To be able to get them to be able to focus on the basics and to get that correct without errors being made so it was done in a positive way (Participant 11).

Theme 7 – Better staff relations. Maintaining or improving internal (workplace) relationships could also be an objective. If the subordinates behaviour was generating complaints from the people around them then addressing the behaviour was one objective but rebuilding the team was often another.

> The goal that I had been given when I got the job was to try and produce a team that would work together and these two people worked together closely and were not working as a team ….. So while I wanted to see if I could get them to being able to work together their behaviour eventually polarised everyone around the place and a whole pile of uneasy relationships so my goal was to try and create peace between them and overcome this issue which just kept on cropping up all the time. I was just trying to keep the peace so that we could go on as an organisation (Participant 47).

3.2.5 Acceptable circumstances for the most used negative behaviours

The use of the behaviours was considered appropriate if they were used within a supported formalised improvement process (theme 8) and/or in the pursuit of meeting organisational expectations (theme 9). The boundaries of acceptable use were generally indicative of the behaviour in question. Withholding information from subordinates (behaviour 1) was seen as appropriate where confidentiality was required. Behaviour 3 *Insisting that a subordinate do work below their level of competence* was considered acceptable if used in relation to meeting organisational expectations. The use of behaviours prominent in performance management (behaviours 4, 6, 11 and 18) were generally seen as acceptable if they were used within a formalised and supportive PIP process. However, there was a diverse range of other circumstances under which the use of a behaviour

was considered appropriate (or inappropriate) and for which no clear categories had arisen during the categorisation process. These items form a large part of theme 10 (Other).

Theme 8 – Within a structured PIP or performance management process. The use of behaviours 4, 6, 11 and 18 in particular was seen as acceptable if they were used within a time limited and structured PIP or performance management process. These for behaviours are: *(4) Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks, (6) Ignoring or excluding a subordinate, (11) Making repeated reminders of a subordinates errors or mistakes, (18) Engaging in high levels of monitoring of a subordinate's work).* The PIP process was seen as being protective of the employee providing a structure for positive communication, support and feedback.

> If you get the situation where there is repeated reminders then there should be some sort of formal process going on because the people need to know that you are doing it in a formal way and that they are protected by the HR process as well as me being protected by the HR process so part of the formality is making sure they have support people in the room, making sure that if they want to use their union rep they can and making sure they get their learning requirements and they can do that formally under HR process (Participant 39).

Theme 9 – Oriented to achieving organisational goals. Meeting the needs of the organisation or the customer was seen as an acceptable circumstance under which a negative behaviour could be used, similarly where there were concerns about patient safety.

> Well I think whatever you do it's got to be done with the right intentions and the values of the company and if the values of the company is say customer centric and if the employee is struggling with those, you can help them, but if they are still not delivering outcomes to the client you need to decide if one employee is more important than your customer (Participant 29).

> It's a general expectation in [organisation] that you put patients first and if you are trained to do a thing and even if it is not a daily part of your role

> then you need to step up occasionally and work outside your job description and do things that the patient isn't being impacted (Participant 70).

Withholding information was considered appropriate if there was an expectation or agreement of confidentiality involved. Sometimes withholding information could be used in an effort to avoid friction in difficult working relationships.

> Well if you are looking for strict boundaries I think agreements in law are definite boundaries which you can't step over, but there may be other judgement calls as well, you know you might have a couple of people working together on a project who don't like each other – is that something you should go and tell? .... it wouldn't necessarily be something you would, could tell to the person is it because it wouldn't be good for either side so is that a boundary? I think if it does more damage it's not a good thing to do (Participant 29).

Theme 10 – Other acceptable circumstances. There were other situations, outside performance management or meeting organisational expectations, where the use of a negative behaviour was seen as appropriate. Close monitoring was seen as appropriate in training and when applied to newly hired staff. There were a number of circumstances given where ignoring a subordinate was seen as either appropriate or inappropriate. For example, ignoring a subordinate was seen as acceptable if the subordinate's opinion was not being helpful or if discussing the opinion could impinge on confidentiality. Ignoring opinions was not considered appropriate if it impacted on health and safety.

> I think it's an appropriate and an important thing and when someone starts there is a high level of monitoring while they are learning the work and you are training them, while you are building that trust and then as that person has been there longer that monitoring reduces naturally (Participant 74).

> I would ignore the opinion of someone if it's not based in fact, if it's based in emotion, or trying to give someone an excuse for not taking responsibility for the fact they were not doing a good job and trying to blame everybody else (Participant 63).

3.2.6 Persistent use of the most used negative behaviours

Within performance management, there were three areas where there was evidence of the persistent use of the behaviours. These were: where the subordinate had a history of unresolved performance issues, where the subordinate did not embrace the performance management process and the process of performance management itself. The first two of these reasons could be ascribed to a subordinate's resistance to meaningful change. The performance management process itself is an organisational construct and the level of persistence was likely to be determined by the organisation's performance improvement process or disciplinary process. Several managers talked about being asked to address a subordinate's performance issues where the subordinate had a history of issues which were either not addressed or had resurfaced. In this situation it is quite possible that the subordinate would have been exposed to various attempts at performance management over a long period of time.

> The previous co-ordinator had had problems as well and I think that is why I was asked as a more senior person to take over the co-ordination (Participant 4).

> I think that in this instance that this problem had always been there and my predecessor had tried to deal with it and so the issue had been up to human resources before but had never been addressed satisfactorily (Participant 59).

The interviews also indicated an inflection point in a PIP (somewhere between 3 and 6 months) where facilitating a (collaborative) change with an employee turned into a process where an organisation was dealing with an employee who was unwilling or unable to engage in the change process. Unwillingness to change could be exhibited as passive resistance or on occasion as aggressive resistance.

> I was fighting a losing battle. HR wanted a behaviour change but someone who has been doing that for 25 years doesn't change easily and he was this far away from retirement so he had no incentive, he didn't want to keep his job and no thought of trying to climb the ladder and get a better job (Participant 47).

> As this thing progressed he blamed me because I couldn't manage, he blamed HR for the situation, he blamed his colleagues, although he was very friendly with his colleagues, he blamed his colleagues for his not being allowed to do his job, he blamed cultural factors because NZ didn't understand him, he blamed his wife because she also worked and he had to go home and look after the child …… he had no problem at all with either lying about what was going on, covering it up or providing excuses (Participant 3).

The normal duration period for a PIP was described as 'a few' months and managers indicated that it was usual that a PIP resulted in the employee getting back on track, and that the PIP period was often a beneficial process for both the employee and the organisation. However, on occasion, the process itself was perceived as taking too long by the managers involved. On these occasions the organisation, through HR processes, further exacerbated the persistent use of the behaviours for the recipient and this could also impact on the manager.

> The situation that arose was out of performance managing two staff members I inherited and it took 18 months to do that and when I was working closely with HR and the goal posts seemed to change on what I was required to do to bring about and bring this to a head and I would do something and then I would be given something else to do and prove [by HR] so I guess that there was a growing resentment [on the part of the interviewee] of having to spend enormous amounts of energy in performance management and having goal posts shifted (Participant 11).

> The organisation was really good in that it was really clear about the process which was required but it took three and a half months to get to the point at which he resigned. It should have been dealt with a lot sooner. The [PIP] meetings became excruciating and they got to the point where I absolutely dreaded having to front up to these sessions every week, I absolutely dreaded them (Participant 3).

3.2.7 Summary of results for most used negative behaviours

In summary, the results show that there were four factors (or themes) which could contribute to the use of these seven most used behaviours. They were: the unsatisfactory performance of the subordinate, the unsatisfactory behaviour of the

subordinate, organisational expectations and the manager's expectations of the job/role the subordinate was asked to do. The use of the behaviour was seen as acceptable if it was used within a structured performance improvement process and/or oriented to achieving organisational goals. The desired outcomes of the use of the behaviour was fulfilment of organisational expectations, maintaining or improving staff relationships, or performance improvement. There are aspects of performance management in particular which can result in the persistent use of these behaviours. The discussion of these results is presented in the following section. An overall discussion of all the Study 2 results is presented later in this chapter.

3.2.8 Discussion of most used negative behaviours

Chapter 1 (section 1.6) posited a large number of reasons why a perpetrator might engage in the use of bullying behaviours and this first part of the study focused on identifying the reasons given by managers for their use of seven selected negative behaviours. The reasons given by the managers align with the literature in the respect that there are a number of different contributing factors and these include organisational reasons. However, several contributing factors identified in this study are not well supported in the literature and there are several areas in the literature which are not well supported in this study.

Reasons given by managers which are not well supported by the recipient based literature

Study 2 showed that (for the most used behaviours) different behaviours can have different precipitating circumstances. The major reason behind the use of behaviour 1 (*Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets)* was a need to maintain confidentiality. The main reason associated with behaviour 3 (*Insisting that a subordinate do work below their level of competence)* was that the work in question was perceived as part of the job. Performance management of the subordinate was the main reason for using behaviours 4, 6 11 and 18 *((4) Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks, (6) Ignoring or excluding a subordinate, (11) Making repeated reminders of a subordinates errors or mistakes, (18) Engaging in high levels of monitoring of a subordinate's work).* The literature bundles together the

22 behaviours of the NAQ as contributors to workplace bullying but managers in this study saw these behaviours as differentiated and as different reactions to different circumstances. The literature also implies that workplace bullying behaviours are inappropriate and lack legitimacy in their use, however, this part of the study demonstrates that these behaviours can be perceived to have legitimate workplace reasons for use.

The management of unsatisfactory performance (referred to in this study as performance management) was a major reason given for the use of these behaviours and this is not a cause identified in the recipient based literature. Conflict management is mentioned by recipients and researchers in the literature but not the management of unsatisfactory performance. The role of the subordinate in the use of negative behaviours is also prominent in the findings of this study but also missing (though hinted at) in the literature. However, managers are expected to 'manage' subordinates who are not performing or whose behaviours impact others. Little attention has been given to the idea that interventions might in turn consist of the use of negative workplace behaviours.

The organisation and external parties (customers, HR or other staff) appear to play a much greater (and slightly different) role in the use of these behaviours compared to the literature, where the organisation can be perceived as supportive or complicit in a perpetrator using these behaviours. The managers in this study perceived the organisation or other parties as playing a more directive role, with examples of HR insisting the manager performance manage staff, published performance standards requiring managers to engage with non performing staff, and customer or staff complaints also requiring managers to performance manage staff. Senior managers also set the rules around what managers can divulge in confidential and commercially sensitive situations, leading to managers withholding information. An expectation by staff that managers should help maintain a positive working environment means that managers are also expected to respond to (or manage) unprofessional or un-collegial behaviours within the working teams. The more directive role of external parties like customers, HR or other staff is not mentioned in the literature.

Limited resources was not mentioned by the managers as a contributing cause with one possible exception to this extending to the use of behaviour 3 *(Insisting*

that a subordinate do work below their level of competence) where limited staff numbers meant highly qualified people could have roles which included both very specialised tasks and a large percentage of less challenging and less interesting (trivial) tasks. The implication in the literature is that being assigned unpleasant or trivial tasks is a form of targeted bullying or punishment. The literature has yet to consider that there may be a level of natural reluctance by subordinates to engage in the less interesting or less 'nice' parts of a job.

Reasons given by recipients and researchers which were not well supported by managers

Examples of role conflict and role ambiguity (prevalent in the literature) were present in some cases, however role conflict and role ambiguity, as contributing factors, were not identified by managers (even under a different name or description). This could mean that managers did not think that these were contributing factors or that these concepts (role conflict or role ambiguity) were not well understood by the managers interviewed. None spoke of the design of the work of their subordinates or conflicts that the subordinates might experience in their roles, although there was mention that some subordinates had not adjusted well to changes in their roles and one participant mentioned that a subordinate felt conflicted by a change in client expectations.

The relationship between role conflict and workplace bullying is cited by a number of studies so it was surprising that it was not referred to by the managers interviewed. However, it should be pointed out that the most common measure used for role conflict (the scales of Rizzo, House, and Lirtzman (1970)) would probably return positive responses for the presence of three of the behaviours (3, 16 and 21) investigated in this study: *(3) Being ordered to do work below your level of competence, (16) Being given tasks with unreasonable or impossible targets or deadlines, and (21) Being exposed to an unmanageable workload.* Behaviour 3 in particular, as indicated in the analysis in Study 1, is both frequently engaged in by managers and experienced by recipients. It may be that the relationship between role conflict and bullying, as reported in the literature, is influenced by the relatively common use of behaviour 3 and its similarity to components in the role conflict measure.

Unpreparedness or inexperience as a manager was not presented as a contributing factor in the use of the behaviours. There were only a couple of cases where the manager said their workload might have contributed to the use of the behaviours. Two participants said that they felt they had a large number of reports to manage, which meant they did not have as much time as they would have liked to spend with subordinates, but none of the managers said that they had been stressed or under stress at the time.

Organisational change, as a contributing factor, was usually mentioned only when prompted for (in question 2) although change projects were frequently mentioned as settings. There was no evidence of organisational change affecting the job security of the manager and there was no evidence of the manager being insecure in their role or their relationships with others.

It could be that the participants would not or could not admit to being stressed or insecure. However, the participants in this study were forthcoming about other 'difficult and personal' topics like their use of negative behaviours, the difficulties they encountered and the support they received from other managers. Participants were asked directly if they had felt insecure in their role, but they were not asked if they had felt stressed.

None of the managers suggested that the organisations they worked for had a poor organisational culture and no inter-department frictions were mentioned. In fact, in cases where the subordinate had a history of difficult behaviour there was evidence of positive cross departmental discussions between managers about what could be done about the subordinate in question.

There was no mention of financial imperatives or budgets contributing to the use of the behaviours but there was frequent mention of service delivery pressures and contractual arrangements, i.e. meeting the expectations of the customer, as being components of performance management.

3.2.9 Summary of discussion for most used negative behaviours

In summary, this part of Study 2 highlighted that the managerial perspective on the boundaries between the acceptable and unacceptable use of the behaviours was different to that described in the literature on workplace bullying. The role of subordinates and external parties, such as Human Resources, senior management

or customers, leading to the use of the behaviour/s was also greater than indicated in the literature.

This part of Study 2 also highlighted a number of factors which are not prominent in the workplace bullying literature and these include performance management, the management of confidential information and the level of trivial tasks which might normally be assigned to a role, the role of the recipient and the role of external parties. There are also a number of antecedents cited in the literature which were not prominent within the reasons given by managers and these include: role conflict, role ambiguity, organisational change, organisational culture, managerial inexperience, or managers being insecure in their role. The role of external parties in the use of these behaviours was described by the participants of this study as being more directive in comparison with the literature where the involvement of external parties tends to be described as being in support of the manager or in a mediation role.

The results add to an understanding of why managers use negative workplace behaviours and also demonstrate that the circumstances which might lead to a manager engaging in these negative behaviours (as described by managers) are not always well aligned with antecedents described by recipients. An overall discussion of all the Study 2 results is presented later in this chapter.

Study 2 was broken into four sections. This concludes section 3.2 which looked at the seven 'most used' behaviours of the nine Group A behaviours identified in Study 1. The following section (3.3) looks at 'unreasonable deadlines and unmanageable workloads' and the results pertaining to the remaining two Group A behaviours. Later sections (3.4 and 3.5) then go on to look at the managerial perspective on reasons given by recipients and then LMX and the use of negative workplace behaviours.

3.3 Unreasonable deadlines and unmanageable workloads

The results for behaviours 16 *(Giving subordinates tasks with unreasonable deadlines* and 21 (*Subjecting a subordinate to an unmanageable workload)* are presented together here. Eleven unique 'cases' were discussed. A case was where a participant had used one of the two negative behaviours with a subordinate. Because these two behaviours were often applied to teams or work groups, not

just individuals, participants also provided examples of other instances where they had used the behaviour.

3.3.1 Results of the coding and categorisation process

The thematic analysis process used was that detailed earlier in the methodology section (3.1.4). Questions 1 and 2 items were combined for this analysis (as they had been in the analysis for 'the seven most used behaviours' in section 3.2.1). The initial coding of the transcripts by the researcher (SME1) generated 192 items in total, questions 1and 2 generated 121 items, question 3 (27 items), question 4 (44 items). The 192 items were then analysed to provide a list of categories and all items were assigned to a category. The details of the analysis are contained in appendices 20-24. A summary of the matching outcomes for this exercise is contained in Table 3.8. Only six items were not matched and as there appeared to be no benefit in forcing a match these items were discarded.

Table 3.8

Unreasonable deadlines and workloads: Summary of items to category matching between SME1, SME2 and SME3

Question	Total number of items for question	% items matched 100%	% items matched at 100% or 67%	No items unmatched
Question 1&2	121	83%	98%	3items
Question 3	27	93%	96%	1item
Question 4	44	82%	95%	2 items

Themes generated

The categories were further reviewed and grouped into themes (see Table 3.9). The themes are distributed across three main areas of interest. Factors which contributed to the use of the behaviours by a manager, factors related to what the manager was trying to achieve, and the factors which could be considered circumstances under which the use of the behaviour was considered appropriate.

Table 3.9

Unreasonable deadlines and workloads: Themes and associated categories

Questions	Themes	Categories	% Items
Q1 and Q2 Context: Situation/ contributing factors	**Theme1** Manager had little control over task/workload requirement	Commercial necessity Unreasonable deadline/workload set by others (customer) Deadline/job had to be met/done customer expectations	32%
	Theme2 Lack of resources or unplanned events	Lack of resources / staffing issue Impact of unplanned events	14%
	Theme3 Organisational Growth	Mechanism to test/train S Technology change / project work Part of growth of organisation	14%
	Theme4 Subordinate/team unable to manage own workload	S/team had taken on task willingly S/team expected to manage own deadlines/workload S had failed to inform M that could not meet deadline or was not coping with workload S was not capable S/team had not managed own task/deadline/workload	33%
	Theme5 Other		7%
	Total		100%
Q3 Objectives	**Theme6** Get the job done	Get the job done	58%
	Theme7 Staff development	Staff development	42%
	Total		100%
Questions	Themes	Categories	% Items
Q4 Boundaries of appropriate use	**Theme8** S is part of the decision making and capable of doing task/workload	S is part of the decision making S is capable of doing tasks	40%
	Theme9 Manager is supportive	Manager is supportive and may take on part of workload There is compensation or support Not a personality clash	29%
	Theme10 Time limited	Short period of time only	17%
	Theme11 Meets the needs of the organisation	Meet org expectations Goal/results focused External compliance requirement Justified	14%
	Total		100%

Note: M = Manager, S = Subordinate

The themes were reapplied to the transcripts and two scenarios presented themselves. Scenario one was where the manager had been cognisant of the unreasonableness of the deadlines and workload requested of the subordinates in question. The second scenario was where the workload and deadlines had been perceived as reasonable and within the capability of the subordinate when they were given to the subordinate, but where unplanned events or the subordinate's management of their own workload led to a reassessment (in reflection) of the workload/deadlines as probably being unreasonable. These scenarios are portrayed diagrammatically in Figures 3.2 and 3.3 and described in more detail in the results sections 3.3.3 and 3.3.4.

A summary analysis of the categories associated with specific behaviours is contained in appendix 25. This information was used to derive a summary of the main reported reasons for the use of each behaviour for later use in Study 3. This summary is presented in Table 3.10.

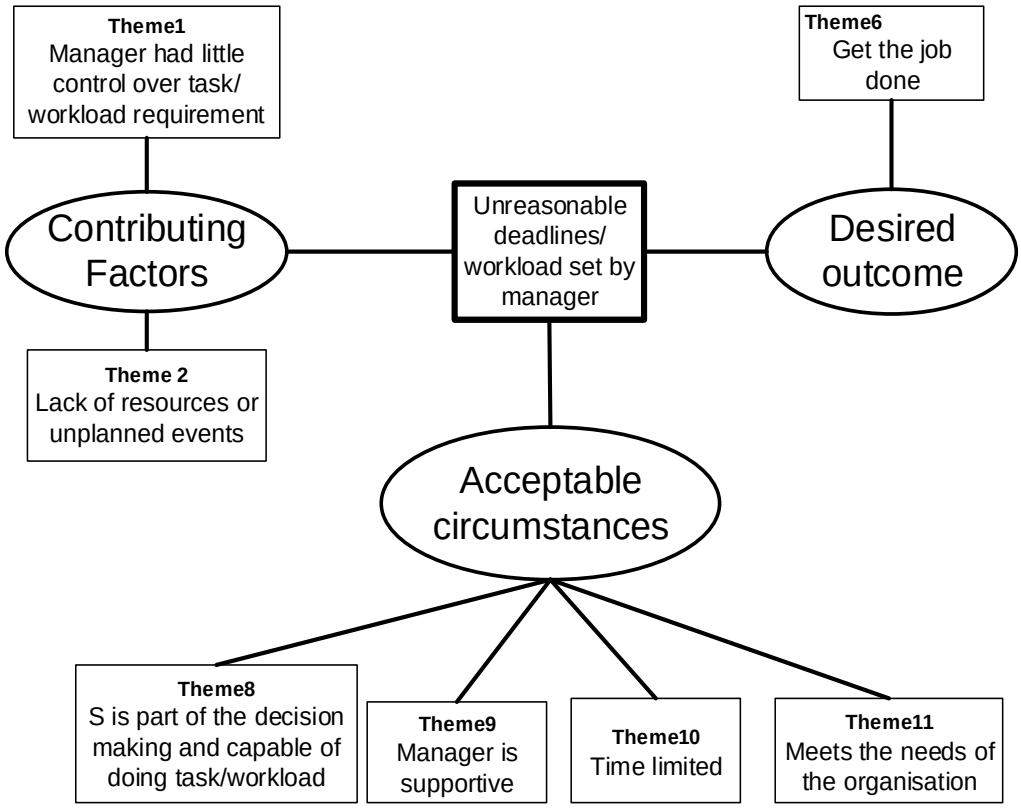

Figure 3.2: Scenario one – Manager knowingly sets unreasonable deadlines or workloads

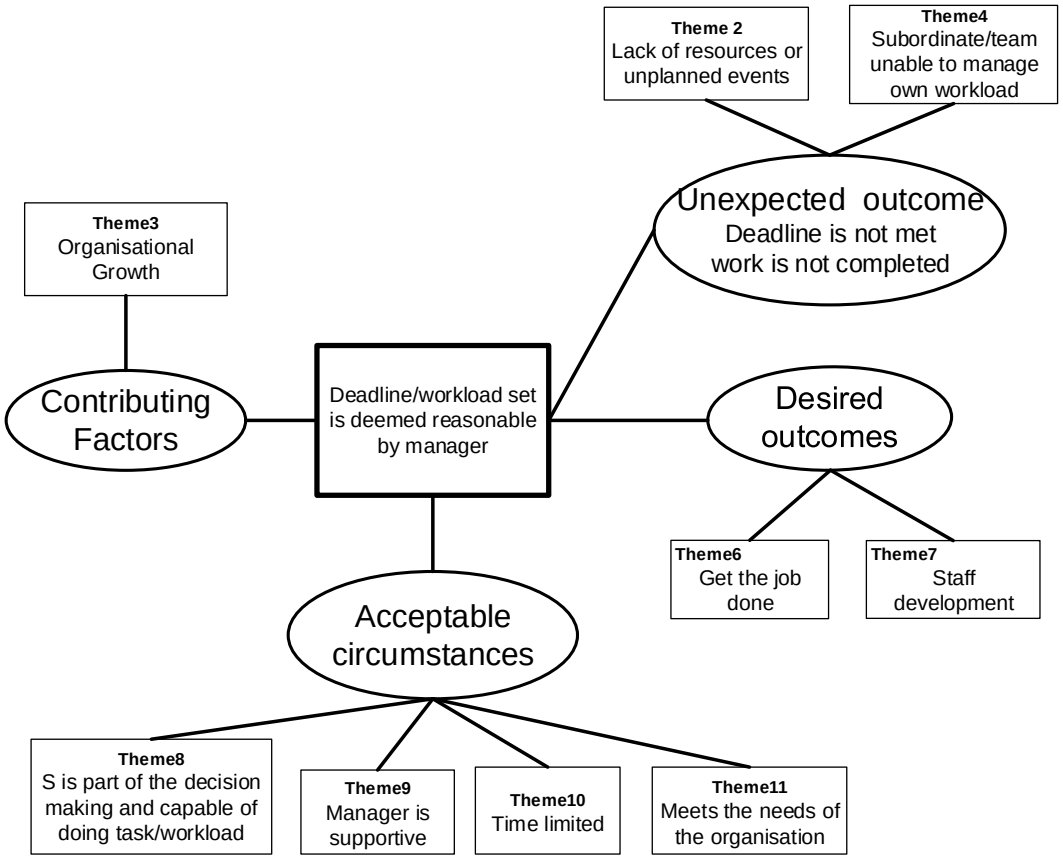

Figure 3.3: Scenario two – Deadlines or workload seemed reasonable at the time they were set

Table 3.10

Unreasonable deadlines and workloads: Main reasons for use

Behaviour	Main reasons for use
16 - Giving a subordinate tasks with unreasonable deadlines	Subordinate failed to meet own deadline The work needed to be done to meet customer or organisational requirements Deadline set on manager/team was unreasonable
21 - Subjecting a subordinate to an unmanageable workload	Subordinate asked/agreed to take on workload Subordinate had not indicated that they were not coping The workload needed to meet deadlines/project requirements was unmanageable

3.3.2 Interview results for unreasonable deadlines and workloads

The results of the initial questions, the two scenarios, and the eleven themes are outlined and discussed here. The scenarios are also discussed in relation to the persistent use of the behaviours.

The initial questions in the interview were about the reporting relationship between the manager and the subordinate, the intentionality of the use of the behaviour, and if the use of the behaviour was repeated and if so how often or over what period of time.

All the cases described were between the manager and their immediate and direct reports. Participants indicated that they had engaged in the behaviour with more than one subordinate over their time as a manager but also that these behaviours were usually 'team' oriented, meaning that the deadlines and workload were usually exacted on the whole department. Where a specific individual had been the recipient of a deadline or workload this was with the agreement (and sometimes at the request) of the subordinate in question. The two behaviours were also seen as being very related, unreasonable deadlines leading to unreasonable workloads and the setting of a deadline creating an associated workload needed to get the job done.

The question of intentionality was closely related to the scenario. Scenario one involved intentionally giving a subordinate deadlines and workloads known to be unreasonable. Intentionality is not present in scenario two, where workload and deadlines were perceived as being reasonable at the time they were set but then could be perceived as being unreasonable after the deadline had not been met or the work had not been completed.

The repeated use of the behaviour was dependent on the organisation, the work of the team and the job/s that the subordinates were hired to do. For example, the industry might have roles where being on call and expected to fix things on client sites in short time frames were seen as part of the job. This might also be perceived by the manager as being intrinsically unreasonable but it was also seen as being part of the job the subordinate had willingly signed up for and one where they were compensated and had the support of their manager when they felt they needed it. Annual events (financial year end, annual reporting, seasonal activities)

or customer deadlines also created heavy workloads where extra effort was seen as inevitable despite all efforts in planning for the workload.

All the participants felt that sustained heavy workloads were unreasonable and unhealthy and that there were no excuses for a continuing high workload especially if the subordinate indicated that they were struggling. A similar viewpoint was applied to deadlines. However, what might be considered an acceptable period of time varied from a few weeks to a few months.

3.3.3 Scenario one – Manager knowingly sets unreasonable deadlines or workloads

Scenario one was usually the direct result of unreasonable expectations put on the manager and their team/department. In this scenario the manager had been cognisant of the unreasonableness of the deadlines and workload requested of the subordinates in question. The deadlines or workload was a result of external factors and the delivery of the work usually fell to a team or department (not an individual). The manager was included in the delivery team, the team was typically involved in the planning of how to get the work done and the manager supported the team as much as they could with resources and/or compensations. Subordinates had some choice in the workload they took on and discussed among themselves what they needed to do (as a team) to get done as much of the job as they could. The overriding goal was to get the work done in the timeframes required. The deadline, and associated workload, could be set by customers or by more senior management (e.g. the board).

Contributing factors were seen as commercial necessity or sometimes perceived as being just part of the industry the organisation was in. The desired outcomes were just to get the job done and to meet the requirements of the organisation or customer.

> In a consulting professional services environment clients only turn to you because they can't do it themselves often that's technical but often that's also because they have a deadline that they can't possibly meet so they are looking for some support to do that and to take that on you are always going to have tight deadlines and there is often a heavy workload and time pressure on individuals to do it (Participant 9).

> Yes – there could be a number of reasons. In some cases the deadline was imposed on myself - it could have been through the board it could have been customer driven or it could have been a major problem in the business where if it wasn't fixed we wouldn't be in business so it had to be fixed or we may not even had a job (Participant 102).

> In some cases the deadline is very fixed. For example [Government prescribed deadline] and there is a work load we have to achieve to meet this deadline and it's probably going to be unreasonable but we will meet the deadline no matter what – we will work on the weekend, we will work at night we will meet it [the deadline] (Participant 11).

3.3.4 Scenario two – Deadlines or workload seem reasonable at the time they were set

Scenario two was where the workload and deadlines had been perceived as reasonable and within the capability of the subordinate at the time they were taken on by the subordinate. The deadlines/workload in scenario two were not externally imposed but tended to be a result of growing workloads, specific task/project work or stretch tasks as part of the development of the subordinate in their role. The deadlines and workload were internally set either by the subordinate or by both the manager and the subordinate together. The chief characteristic of scenario two was that the impact of unplanned events or the subordinate's poor management of their own workload led to deadlines not being met and the subordinate struggling with a workload that they had taken on willingly. The workload/deadlines were then perceived as probably being unreasonable but as a result of a reassessment (in reflection) of the situation. There was also the acknowledgement that different subordinates were capable of coping with different levels of workload and in fact those with the heavier workloads were likely to be the most capable subordinates and the ones who were looking for the extra work.

> In retrospect these deadlines weren't unreasonable to start with it was certain events or even the staff themselves which created the unreasonable deadline. Initially they shouldn't have been unreasonable deadlines we should have been able to achieve them (Participant 4).

> So sometimes it's trying to get people to do more or to get more out of people. Sometimes it's testing people to see what they can cope with – because you might be thinking of putting them into a leadership role or a higher pressure job or a job which requires more decision making, more prioritisation or more thinking about what things are important or what's not (Participant 102).

When things went to plan then the outcomes were about getting the work done or as part of staff development (if the work was something interesting or challenging). However, there were many reasons why things might not go to plan. Sometimes unplanned events or staff resourcing issues created pressures on subordinates. Sometimes the subordinate either did not accurately estimate the time it would take them to do a task or they did not manage their time well enough to meet their own deadline/s. However, whatever the issue, there was an underlying assumption by the managers that the subordinate was responsible for managing their own deadlines/workload AND that they were expected to indicate to the manager if they were not coping

> Other deadlines sometimes creep up on you and pressures grow, someone might be off sick or someone hasn't performed or someone has resigned at short notice and these all create extra effort (Participant 4).

> Just about all of the cases where this has popped up is where the deadline been given is by the subordinate ….they come up with a deadline and they miss that particular deadline (Participant 35 - discussing deadlines)

> So most of the time it's more about stopping people [subordinates] from overextending themselves even though they may feel that it is unreasonable they still take on workload [voluntarily] and I had one person who had, throughout his employment, protested bitterly whenever we tried to take work off him but his feedback at the end was that we overloaded him that it was all our fault (Participant 9).

There was the acknowledgement that different subordinates have different levels of capability and capacity to take on deadlines and workloads. The managers did indicate that they tried to be cognisant of the capacity of their subordinates when balancing the need to get the work done. Tied in with this was the recognition that

workplace flexibility towards work-life balance and subordinates managing their own time meant that workloads could become unevenly spread.

> The workload was unmanageable for that subordinate but wouldn't have been for a different subordinate who was performing adequately (Participant 11).

> I see people here who work overtime nearly every night in the administration staff because they love their work and they have a sense of getting it done – it could be said that it is unreasonable workload but those same people will spend an hour during the day gossiping, chatting having coffee and interacting with others. They manage their own workload and if they stuck to their work during the day then they would finish on time (Participant 4).

3.3.5 Acceptable circumstances (both scenarios)

There were four main acceptable circumstances under which unreasonable deadlines and workloads could be set. These were: where the subordinate was part of the decision making and capable of doing task/workload, where the situation met the needs of the organisation, the manager was supportive with compensation, resources or their own time, and where the situation was time limited. The subordinates were included in the decision making and were fully aware of what was needed to be done. The manager considered themselves part of the delivery team and saw their role as supporting with resources and compensation but also as being prepared to muck-in themselves and help out.

> What would make an unreasonable deadline a reasonable thing to do is obviously commercially you needed to have something done, you knew the person was capable of doing it and you knew they had yourself as back up if they couldn't do it. …. it's only temporary and there is time in lieu afterwards and you make those compensations for the people in question. You don't do it often, you do it as little as possible, you manage you operation so that you don't get into these situations (Participant 14).

> No-one is 'expected' to work the overtime, I don't 'expect' anyone to but it is the time of the year and it is my expectation that they [the team] will muck in and do it. They get invited [can say no] and if they don't want to

> work then that is fine but [Government prescribed deadline] is a very fixed requirement (Participant 11).

Participants thought that unreasonable deadlines and workloads were only appropriate if the activities were for short periods of time only and were inappropriate if timeframes dragged on. It was also seen as inappropriate to give unreasonable deadlines and workloads to subordinates if they were not capable of doing the job or where it was likely to impact their health.

> Inappropriate would be if you are setting your staff all the time unreasonable deadlines. If it went on for more than a couple of months then it wouldn't be acceptable (Participant 4).

> You would never give it to someone knowingly, [knowing] that that were going to fail (Participant 14).

> Staff stress. It's around stress we are very aware of it (Participant 9).

3.3.6 Targeting and the persistent use of the behaviours

There was no evidence that subordinates were personally targeted with these behaviours. In scenario one, in particular, the deadlines and workload were likely to be distributed over the team with the manager as part of that team.

The nature of these two behaviours implies a level of persistent experience on the part of the subordinate/recipient. Unreasonable workloads and deadlines were related. Having an unreasonable deadline meant that the corresponding workload was itself perceived as unreasonable. While none of the managers interviewed thought that difficult deadlines or workloads should happen for extended periods of time there were examples given where subordinates had consistently failed to meet deadlines and/or had exhibited workload related stress.

3.3.7 Summary of results for unreasonable deadlines and workloads

The circumstances surrounding the use of these two behaviours were less complex than for the seven most used behaviours, despite there being two scenarios and a greater number of themes. In essence, there was a workload to be done, there was a deadline to be met. These were either perceived to be unreasonable to start with or perceived as unreasonable after the impact of unforeseen circumstances. The two behaviours are related in their use, unreasonable deadlines translated into

unreasonable workloads. All potential parties, the subordinate, manager and organisation, had negotiated input (choice) and the behaviours appear to be more about balancing human capabilities with commercial need. The results of this part of Study 2 are discussed in the following section.

3.3.8 Discussion of unreasonable deadlines and workloads

Balancing human capabilities with commercial need is, in many respects, what the role of a manager is all about. The results relating to the use of the two behaviours *(16) Giving subordinates tasks with unreasonable deadlines* and *(21) Subjecting a subordinate to an unmanageable workload* raise a number of questions especially in regards to the boundaries of responsibility between the organisation, the manager and the subordinate and the degree to which they participate in the decision making and the monitoring of workloads in particular.

The first question is: Are these in fact behaviours used by managers or (as in scenario two) a retrospective assessment of a workplace situation? Is a subordinate actually the recipient of being given unreasonable deadlines/workloads by a manager or a victim of other issues unforeseen or out of the control of both parties? Should the manager be expected to be responsible for foreseeing all issues and is a manager responsible for the use of the behaviour if they are taking on a directed workload or deadline loaded from above?

If a customer (or senior management) requirement is unreasonable then what responsibility does the manager have for making this clear? If a manager does in fact make this clear and all parties still agree (customer, senior management and manager) that the requirement is unreasonable and still think the work has to be done (for commercial reasons), then who is actually responsible for the unreasonable deadlines/workloads? Further to this, who then is responsible for determining what might be considered a ’reasonable’ period of time under which to operate in this manner? At what point should the work be stopped, and who makes that decision? Is the manager or the organisation the perpetrator? The answers to these questions have implications which may affect the design of interventions aimed at reducing the use of these behaviours.

If the workload/deadline is well within the capability/capacity of one subordinate, is it unreasonable for a manager to expect a similar level of capability /capacity from another subordinate in a similar role? In many ways the participants

answered this last question themselves with the comments that some subordinates have greater capacity and capability than others and in many cases very capable employees willingly take on more workload or always get work done within the deadlines. The managers also indicated that they would not give workload/deadlines to subordinates if they thought the subordinate was not capable (for whatever reason) at that time. The participants in this study did take into account the personal situation and capabilities of the subordinate when determining who might have been expected to do what.

To what level is the subordinate responsible? Is it bullying if the subordinate agrees to the deadline/workload but does not provide feedback to the manager if they are then unlikely to meet the deadline/s or if the workload is adjudged as being too much? To what degree should managers be aware of the personal coping capacity of each of their subordinates? Also, what indicators do managers have when a subordinate is not coping? If the subordinate does not inform the manager that they are not coping and they are still completing the work then how does a manager know the level of stress a subordinate is under?

One manager mentioned that some staff may not feel comfortable saying that they cannot do the work and this could be the result of fear, but there may be other reasons why a subordinate may not admit to not being able to do something. Some cultures shy away from saying no or saying something cannot be done. Ego and optimism may also reduce the likelihood of a subordinate admitting that something is not working or they are not coping. Trust and accepting what people say are an important part of working teams. If a subordinate's agreement to take something on is not a good indicator of their ability to cope, then what indicators should or could be used? All the participants felt that supporting the subordinate to achieve the deadline/workload was part of their job, as was providing resources or stepping in when the subordinate was obviously not coping. Where the manager had become aware that a subordinate was not coping then the manager stepped in and tried to support the subordinate in some manner. However a subordinate could still be resistant to having their workload reduced even if they appeared to not be coping.

What is the balance between employee empowerment in managing their own workload and the degree to which the manager is responsible for managing the

subordinate's workload? Where work-life balance is seen as important employers (and managers) endeavour to provide flexible working situations where employees can manage their own workloads within their own time frames and at their own speeds so that other life and family concerns can also be accommodated ("New Zealand Department of Labour," 2003). Remote working/teleworking was also less prominent a decade ago. If working hours are fixed then working overtime or working late can be an indicator to managers of growing workloads and employees under pressure. Flexible working may mean employees work out of hours (and sometimes outside the workplace) to make up for time spent on personal concerns done during traditional working hours. This in turn may reduce the visibility a manager has over employees' management of their own workload. This would also place greater responsibility on subordinates to highlight when they are struggling with work?

Behaviours 16 and 21 were included within the Study 2 behaviours because, while fewer MPQ respondents had used them (46% and 35% respectively), they had been experienced relatively frequently by recipients in recipient based NAQ results and several survey respondents who had volunteered for the interviews had used these behaviours. Behaviours 16, and 21 also have the potential to impact significantly on mental wellbeing (H Hoel et al., 2004). Therefore, despite being less used by managers (in comparison to the seven most used behaviours) the impact on recipients suggests that there may be a lower tolerance for the use of these behaviours compared to the other behaviours. This may be because while ostensibly having a choice in taking on the workload or deadline, in reality both the manager and the subordinates had little control over 'avoiding' an unreasonable deadline or unmanageable workload or unexpected events, with the possible exception being the allocation of stretch assignments. This lack of control is also likely to increase the amount of stress a subordinate feels.

This concludes Section 3.3 which looked at the two Group A behaviours associated with 'unreasonable deadlines and unmanageable workloads'. The next section (3.4) looks at the managerial perspective on reasons given by recipients. This is followed by Section 3.5 which looks at LMX and the use of negative workplace behaviours. An overall discussion of all the Study 2 results are then presented Section 3.6.

3.4 The managerial perspective on recipient reasons

This part of the study was an investigation into the perception of managers (as potential perpetrators) on reasons for the use of negative behaviours as indicated in the prevailing literature by recipients. A diversity of reasons have been posited by both recipients and researchers as to why perpetrators may engage in negative behaviours. This part of the research looked at some of these reasons, within the context of the behaviour being discussed. The interviewed managers were asked to comment as to how much the posited reason/s contributed to the use of the behaviour. A total of 70 unique 'cases' were surveyed for reasons R1-R6, and 59 cases for reasons R7 and R8. A case was where a participant had used one of the nine negative behaviours with a subordinate. The survey results are followed by a narrative description supported with comments participants made while completing the survey. Table 3.11 is a summary of the survey results.

The survey results show that in general managers did not feel poorly trained, either in their job or in the people management side of the role and the managers did not feel insecure in their job. Managers did feel that they were exerting their power or authority. The organisational values and beliefs were seen as contributing to the use of the behaviour but limited resources were not. The subordinate in question was very likely to be perceived as impacting the team they were working with but was not perceived as likely to impact the managers' authority. There was alignment between some behaviours and some reasons. Behaviour 18 *(Engaging in high levels of monitoring of a subordinates work)* was associated with reasons *(R3) exerting power/authority, (R5) the values and beliefs of the organisation,* and *(R7) the subordinate's behaviour impacting on the team*. Behaviours *(3) Insisting that a subordinate do work below their level of competence, (16) Giving subordinate's tasks with unreasonable deadlines,* and *(21) Subjecting a subordinate to an unmanageable workload* were associated with R6 (*limited resources within the organisation*).

Table 3.11

Summary of survey results for the managerial perspective on recipient reasons

		Number of participants who responded					
	Possible reason	N/A	No	Not Likely	Likely	Very Likely	Definitely
R1	Do you think you were poorly trained for the people management side of your job?	5	35	19	6	4	1
R2	Do you think you were poorly trained for the non-people management' side of your job?	3	46	12	8	1	
R3	Were you exerting your power/authority?	2	13	6	16	14	19
R4	Did you feel insecure in your job?	1	58	6	4	1	
R5	Do you think that the values and beliefs in the organisation were driving the use of the behaviour?	4	6	4	23	12	21
R6	Were limited resources within the organisation driving the use of the behaviour?	18	12	10	11	12	7
R7	Do you think that the subordinate's behaviour was impacting on the cohesiveness of the team they were working with?	11	3	4	6	8	27
R8	Do you think that the subordinate's behaviour was impacting your authority?	13	19	13	10	2	2

3.4.1 Details of the responses to questions on possible reasons

Reasons R1 and R2 – Trained for the job. Seventy seven percent of participants felt that they were not poorly trained in either the people management or non-people management aspects of their job. Responses to these questions were strong and confident. Several felt well trained and experienced. Even those who thought that training was lacking or they could have been better trained for their role were still confident in their abilities and did not feel that their level of training had an impact on the use of the behaviour. There was the comment that managers are

seldom fully trained in anything from day one, that experience is gained over time and there is always more to learn or better ways of doing things. The question also did not specify at what point a manager might be considered well trained versus poorly trained.

> Not Likely - I have had a lot of experience in executive positions outside [prior to current organisation] and I have done training on facilitation skills for example. And I've done a lot of work in conflict resolution, coaching and training skills so I think that they are quite solid tools in my skill set (Participant 26).

> No – I have received no training for this work. I am very mindful of employment law, the collective agreement and the contracts under which we all work and what the organisation responsibilities are and what my responsibilities are to staff, I am very clear on that and when I am not clear I look up the collective agreement and I call HR and I seek clarification (Participant 49).

Reason R3. Exerting power/authority. Seventy percent of participants felt that they were exerting their power or authority, but this was also seen as a part of their job or inherent in their part in the situation. Those who answered no to this question were likely to think that they were just doing their job. Several commented that they would rather not have had to and only did so when they felt they had to.

> No - I guess yes its inherent in the fact that you can put someone on a PIP so yes that would be true but if you were talking about in a negative sense no (Participant 63).

> Likely - I was trying not to. ….. I have had times when I have had to say 'you will do this' but that's an extreme situation, normally I would use encouragement (Participant 47).

Reason R4. Insecure in the job. Ninety one percent of participants did not feel insecure in their job. When participants indicated that they did feel insecure it was more likely to be with regard to their ability to perform their job with the subordinate in question and not in relation to their position within the organisation.

> No - Probably the opposite actually [there are] so many growing pains and pressure and most people are worried about their ability to continue, but I feel quite secure in my position (Participant 26).

> No - But the first time I had to give her a formal warning I sat in the room with my palms flat down because I was shaking. But that goes with time and experience (Participant 39).

> Likely - A little bit insecure in that particular one yes because of the sort of people I was dealing with they are both older than me and incredibly experienced but in a different field to me (Participant 47).

Reason R5. The values and beliefs of the organisation. Eighty percent of participants did feel that their use of the behaviour was driven or influenced by the values and beliefs of the organisation. This was mostly with regards to meeting the expectations of customers, meeting the expectations of the work being performed by the organisation or the way in which performance was managed within the organisation.

> Likely - Yes I would say that that is likely because I think the thing around the organisation was not to put up with poor performance so that was a big driver within the organisation (Participant 2).

> Definitely- In the way we insist things be done well yes I do, we have monthly meetings to review the performance of the teams and areas and we feed back to them what the standards were, happened and what went right and what didn't go right. It's part of the organisational culture (Participant 8).

> Definitely - It is a commercial revenue generating organisation and it's all about the bottom dollar. I went to my boss and told him about what I thought I had to do and he said yes that's cool (Participant 15).

Reason R6. Limited resources. Responses to this question were evenly spread, although a large number (26%) of participants felt that the question of resources was not applicable to the use of the behaviour. Some made the point that a PIP was a time and resource consuming process.

> Not Applicable - No I don't think its limited resources particularly I think that the resources are there within [organisation] HR, ER and EAP and things like that but I think that they are so risk adverse (Participant 57).

> No - Quite the opposite actually because by doing this we had to reduce the resources we had available to do the work and we had to support with extra resource so um it was quite the opposite (Participant 39).

Others felt that limited resources meant subordinate roles had to include menial tasks or that the workload could become unmanageable on occasions.

> Likely - Yes likely. The reality is that you are staffed at your medium level and you are always going to have peaks and troughs (Participant 70).

> Very Likely - Yes we never ever worked with the resources we needed – no company ever does. Operational management is about balancing cost and resources (Participant 14).

Reason R7. The subordinate's behaviour and the team. The question about the impact of the subordinate's behaviour in the team they were working with was added into the interviews as it became apparent in the early interviews that many managers were responding to internal complaints from other subordinates or in some cases complaints from customers about the subordinate in question. In most cases the behaviour of the subordinate was (or had been) affecting the team negatively. In a few cases the unwanted behaviour from the subordinate united their colleagues.

> Definitely - Yes it really did quite badly – we had to do performance coaching with the team with her and when she left we had to do some sessions with them afterwards because her influence, for right or for wrong, badly impacted on the way the team functioned and they are still picking up the pieces now (Participant 39).

> Definitely - Yes, yes it was. That person I had to micromanage has now retired and that whole atmosphere is now sweet, it's just pleasant to come here now. [Previously] everyone was walking in, standing on egg shells, careful that they didn't do anything wrong because they might get it (Participant 47).

> Not Likely - In actual fact it brought them closer together, they kind of covered up for her and took tasks off her that they knew she couldn't do. They would meet with me to make sure we got everything done and she didn't do anything – it was a bizarre situation (Participant 2).

Reason R8. The impact of the subordinate's behaviour on the manager's authority. In general participants felt that the behaviour of the subordinate did not impact on their authority or was not relevant to the use of the behaviour by the manager. A few commented that they felt their authority had been impacted by the situation but this could be positively as well as negatively. In only a couple of cases did the manager felt that the subordinate had directly tried to undermine their authority.

> Likely - Yes likely because they were going off and I was hearing about things they were doing like flying to Wellington to attend meetings that I didn't know they were going to (Participant 37).

> Likely - Yes it did but perhaps not in the way that the question lends towards. It actually strengthened peoples' view of my authority because they could see that I was taking action over a problematic staff member. So I think it did impact on my authority but in a good way (Participant 39).

> Not Likely - He was certainly trying to but I don't think it did. So the intention was definitely but outcome was not likely (Participant 62).

3.4.2 Summary of the results for the managerial perspective on recipient reasons

In summary, fewer than 17% of cases participants thought that they were poorly trained for the role they were in or poorly trained for the people management side of their role. In 70% of cases participants thought that they were exerting their power. In only seven percent of cases did participants feel insecure in their job. In 80% of cases participants felt that the values and beliefs of the organisation contributed to the use of the behaviour and in 42% of cases participants felt that limited resources contributed to some degree. In 60% of cases the behaviour of the subordinate was seen as a contributing factor and in 24% of cases the subordinate's behaviour was perceived as impacting on the managers' authority,

although this could be negatively or positively. These results are compared with results from recipient based studies in the following section.

3.4.3 Discussion of the managerial perspective on recipients reasons

In the literature review the observation was made that the antecedents identified in qualitative studies have tended to reflect the parameters of the studies undertaken. Where qualitative information had been obtained by case study and/or use expert/professionally interested (observer) participants, then the 'blame' for bullying (aggression or other negative behaviours) is ascribed to the organisation, its culture and design. In comparison, where qualitative information has been provided by victims of bullying through interviews (or mixed interview/survey) then the "blame" is more specifically oriented at the perpetrator, their personality, their professional and interpersonal capability. The results from this part of the study suggest that the managerial perspective aligns better with research which has used expert/professionally interested and observer perspectives and less so with research based on the views of bullied recipients

The survey results provide support for the idea that some of the reasons posited could be enablers rather than causes in line with Monks, et al., (2009) and Salin (2003c) who suggest that enablers like poor social climate provide conditions that facilitate bullying. For example, in 80% of the cases participants did feel that their use of the behaviour with the subordinate in question was driven or influenced by the values and beliefs of the organisation but this can only be a factor (not a cause). If the values and beliefs of the organisation were a 'cause' then it should follow that a manager would use the behaviour with all (or most) subordinates and not just the few that were indicated.

The purpose of doing the survey was to get some indication as to whether the managerial perspective aligned, or not, with recipient based perspectives. For reasons related to methodology, sample size and repeatability, the results from this short survey cannot be directly (or statistically) compared with other results in the literature. However, some quantitative results are available from the literature and these are compared with the survey results here.

In nine cases (11%), the participants thought that they were poorly trained for the role they were in (at the time of the use of the behaviour) and in 11 cases (16%), they thought they were poorly trained for the people management side of their

role. This compares with 34.6% of recipients attributing bullying to poor training in the Lewis (1999) study, 42% of recipients attributing bullying behaviour to weak supervisors in the Vartia (1996) study and 18% saying the manager was inadequate in the Lutgen-Sandvik and McDermott (2011) study. This would suggest that managers see training as less of a contributor to the use of the behaviours than recipients.

In 49 cases (70%), the participants thought that they were exerting their power and this compares with 32% in the Lewis (1999) study. Managers did feel that they were exerting their authority but whereas the subordinate view on this reason is implicitly negative and assumes that a manager should not have been doing so, the managerial perspective was very different in that their use of power and authority was conscious and seen as part of what they either were hired to do or what they were required to do. Additionally, in some cases authority was required for the provision of support, training, a change in hours, or a reduction in workload. In these cases the ability to use their authority was seen as positive by the managers.

In only five cases (7%) did the participants feel insecure in their job. This compares with 34% and 38% of the Vartia (1996) study participants who thought that internal competition for roles was a contributing factor and 55% of the Lutgen-Sandvik and McDermott (2011) study participants where frustration and scapegoating were given as reasons. This suggest that recipients may perceive a manager to be insecure where the manager does not feel insecure.

In 56 cases (80%), participants felt that the values and beliefs of the organisation contributed to the use of the behaviour. This compares with 60% of participants in the Zapf (1999) study and 23% in the Lewis (1999) study. This would suggest that both managers and recipients think that the values and beliefs of the organisation are a factor in the use of these behaviours and that managers see these as a greater contributor than recipients.

In 42 cases (60%), the behaviour of the subordinate was seen as a contributing cause and this compares with 71% of targets who said they had contributed in some way in the Lutgen-Sandvik and McDermott, (2011) study. There does appear to be some agreement that the subordinate may have a part to play in the use of the behaviours.

In summary, the results of this part of the study show that recipients appear to be more likely than managers to attribute the use of these nine behaviours to poor management training. Managers appeared more likely than recipients to see the use of these behaviours as exerting power, although the interpretation and implications of exerting power may be perceived differently by managers and recipients. Managers are less likely to feel insecure in their role than recipients might attribute. Both managers and recipients perceive that the values and beliefs of organisations can contribute to or influence the use of these behaviours by managers. Both managers and recipients perceive that the recipient can contribute to the behaviour being used by a manager/perpetrator.

This part of the study demonstrates that perspectives, and the degree to which recipients and managers attribute cause can differ and in some areas these differences appear to be large. The implication is that interventions based on one perspective only may miss the mark and not generate the outcomes expected. Also, managers and organisations may be less inclined to allocate resources to areas where their perception of an issue is different to or less than those of recipients.

This concludes section 3.4 which looked at the managerial perspective on reasons given by recipients. The next section (3.5) details the part of study 2 dedicated to the relationship between the manager and the subordinate at the time of the use of the behaviour. An overall discussion of all the Study 2 results are presented later in section 3.6.

3.5 LMX and the use of negative workplace behaviours

This fourth part of Study 2 was an investigation into the quality of the relationship between the manager and subordinate prior to and after the behaviour being used. The expectation was that managers would be more likely to use negative workplace behaviours with subordinates where the quality of the relationship was low. Conversely managers would be less likely to use negative workplace behaviours with subordinates where the quality of the relationship was high. A total of 71 unique ‘cases’ were discussed for this part of the research. A case was where a participant had used one of the nine negative behaviours with subordinate.

3.5.1 Summary of the responses to the LMX survey questions

Table 3.12 is a summary of the results from the modified LMX7 questionnaire completed during the interviews. Using the results from responses to LMX1 through LMX7, the average LMX level calculated across all the cases was 3.71 with a standard deviation of 0.56. An average of three or more suggests a good quality leader-subordinate relationship (Graen & Uhl-Bien, 1995). In 21 of the cases (30%) the level of LMX was greater than 4, in 43 cases (60%) the LMX level was between 3 and 4 and in 7 cases (10%) the LMX level was less than 3.

There was no significant difference in these results when the specific behaviours were taken into account. In general managers felt that their subordinates knew how satisfied they (the managers) were with them and that they (the managers) understood the subordinate's potential and job needs and in many cases had done the role themselves. Most saw supporting their subordinates as part of their job and many had taken extra steps in supporting subordinates especially where the subordinate was in a Performance Improvement Plan (PIP). Generally most managers felt that their subordinates would support their decisions and most felt that the quality of their relationship was average or better than average both before and after the use of the behaviours.

Table 3.12

Summary results for LMX and the use of a negative workplace behaviour

	Number of participants who responded (n=71)				
LMX1	Rarely	Occasionally	Sometimes	Fairly Often	Very Often
Do you think the subordinate involved knew where they stood with you or how satisfied you are with them?	0	4	6	29	32
LMX2	Not a bit	A little	a fair amount	quite a bit	a great deal
Do you think you understood your subordinate's job problems and needs?	0	3	16	30	22
LMX3	Not at all	a little	moderately	mostly	fully
Do you think you recognised your subordinate's potential?	1	3	14	34	19
LMX4	Not a bit	a little	a fair amount	quite a bit	a great deal
Did you use your powers to help your subordinate solve their problems in their work?	2	3	10	31	25
LMX5	Not a bit	a little	a fair amount	quite a bit	a great deal
Did you attempt to bail out your subordinate at your expense?	17	18	13	20	3
LMX6	Strongly disagree	disagree	neutral	agree	strongly agree
Do you think your subordinate would have enough confidence in you that he/she would justify your decisions if you were not present to do so?	4	8	18	17	24
LMX7 & LMX8 (asked as a pair)	Extremely ineffective	worse than average	average	better than average	extremely effective
Prior to the use of the behaviour how would you have characterised your working relationship with your subordinate?	1	5	18	36	11
After the use of the behaviour how would you have characterised your working relationship with your subordinate?	8	10	12	31	10

3.5.2 Details of the responses to the LMX survey questions

This section presents detailed results of the responses to the LMX questions. In many cases participants provided explanatory comments when completing the questionnaire. The comments provided richness to the quantitative responses and also clarified the interpretations made of the questions.

LMX1 - The managers felt that the subordinates had been well communicated with and that the subordinate knew or ought to have known how satisfied they (the managers) were and in many cases managers felt that their expectations had been communicated frequently. However, in some cases the participants made the point that they wondered about the ability or willingness of the subordinate to interpret the information that had been provided and frequent communication, sometimes over a period of months, did not necessarily translate into the subordinate taking on board the communication.

> We as a team meet on weekly basis any of the staff can talk to me any time – we have a fairly open kind of continual discussion and we minute our meetings. It's not like we don't talk to each other – they should know (Participant 49).
>
> Sometimes because we had had a number of conversations (Participant 26).
>
> Occasionally - He didn't seem to want to understand – it seemed like water off a ducks back (Participant 84).

LMX2 - The managers felt that they understood their subordinate's job problems and needs and in many cases had done the role themselves. The participants also felt that they understood the subordinate's job problems and needs even when the subordinate may not have felt this was the case.

> Yes – I know exactly what they all do and I could do it myself if I had to (Participant 8).
>
> Yes a great deal and I thought that the person [subordinate] was unreasonable (Participant 49).
>
> I thought I did and I was very surprised when I had this issue [subordinate took a grievance] (Participant 14).

LMX3. The managers felt that they did recognise the subordinate's potential and responses to this question were strong.

> I wouldn't be asking them to do these jobs if they couldn't do it (Participant 14).

> Yes fully because she was incredibly competent (Participant 26).

> Fully the potential was fantastic (Participant 1).

In other circumstances the manager felt they recognised the subordinate's potential but also that there was limited scope within the organisation to enable subordinates to fulfil their potential. This question also met with the most 'exasperation' in the expressions of the interviewees. This was especially so when the subordinate was within a performance improvement or performance management situation and were not meeting the requirements of the job.

> As much as I could have within the organisation (Participant 15).

> We've tried we have really, really tried – mostly (Participant 42).

> Fully yes I did sadly (Participant 59).

> Yes I would say mostly because I was the one who put her into this role. She did have the potential to do it she just needed to [do it] (Participant 57).

LMX4. The managers saw supporting their subordinates as part of their job. In many of the cases described the managers had indicated that they had spent a lot of time and effort in helping the subordinate. Many had taken extra steps in supporting subordinates where the subordinate was in a performance improvement plan

> Yes we have quite a good team, if they want something, even with their personal problems, as a company we try and help so quite a bit (Participant 8).

> Quite a bit that's my job (Participant 62).

> Yes I was able to access resources, so she was able to get some free counselling and support, performance coaching, she had about four

> different study days around communication all that kind of stuff so I see that as using my powers to support the person but also I was able to give her the odd day off if she was struggling or study day if there were enough staff so that she could read through the materials.. that kind of thing (Participant 39).

There was exasperation where attempts to help had been rejected or did not result in the subordinate making a change.

> So up to that point yes, I tried a lot of other things before I used the behaviour so I think it's quite a bit (Participant 1).

> A great deal! Not that it did me any good but a great deal (Participant 62).

LMX5. The question 'Did you attempt to bail out your subordinate at your expense?' appeared to polarise the managers in terms of their responses and responses were not always consistent with the expectations of the LMX-7 measure. The implication of this question and its response scale is that a manager is more likely to bail out a subordinate where they are in a good quality relationship and less likely in a poor relationship. However response of 'Not a bit' did not always reflect a low quality relationship and 'a great deal' did not always reflect a good quality relationship either. Participant responses (like those included here) suggested that there may be other reasons why a manager might answer with 'not a bit' or 'a little'.

> 'Not a bit' - I don't have to [because] he is good at what he does (Participant 9).

> 'A little' - Only a little because she didn't need much bailing out really (Participant 62).

> 'Not a bit' - No I don't think so but I would have been prepared to (Participant 47).

> 'Not a bit' - No because there were two people involved and it was my responsibility to ensure that both people had a fair hearing (Participant 49).

About half of the managers interpreted this question as being supportive in terms of time and resources and being prepared to stand up or stand in for the

subordinate. The level of support might change over the period of the interaction and the level of support from the manager was not necessarily reciprocated.

> Well I had to take on some of her responsibilities to allow her, to give her the space to be able to change and it would have been quite a bit to begin with and towards the end it would have been a little (Participant 39).

> Because we were busy I fixed it for him and then he repeated the error twice more. I fixed the problem in terms of I supported him – yes quite a bit (Participant 8).

> Far too much and stupid it was (Participant 59)

Some managers interpreted the question as taking the blame for the subordinate's actions. There was also the expectation that subordinates were expected to take at least some (if not all) of the responsibility for their own actions and for sorting out their own problems.

> I've done that a bit a little perhaps – I think that if you have got to do that then you have probably chosen the wrong person – that's not to say I haven't had to coach my subordinates to lift their performance – I don't believe in bailing them out. I will support them very much but I don't think I am interested in bailing them out. They [either] pick up themselves or dig a hole for themselves (Participant 48).

LMX6. Generally most managers felt that their subordinates would support their decision, but in a few cases wondered about the subordinate's ability or willingness to do so. Implicit in this question is also the assumption that the quality of the relationship is a primary driver behind a subordinate supporting the decisions of a manager. Some managers made the point that the self-interest of the subordinates might be a primary driver in this instance.

> No it's not really a relevant question for this woman – I would never had put her in that sort of situation because she ah didn't have the reflective and insightful ability to work out what I was doing to be honest (Participant 39).

> This is a hard one because the question is whether she would choose to or not. I think she would if it suited/benefitted her (Participant 15).

The willingness of a subordinate to support the decisions of the manager was also less likely in situations where a PIP had been long and drawn out and where the manager felt that the use of the behaviour had impacted negatively on the quality of the relationship with the subordinate

> No because there is no trust there any more (Participant 37).

> No I don't think they would. They would not have the confidence in me because they did not accept my opinion (Participant 1).

LMX7 and LMX 8. These two questions were asked as a pair. LMX7 - Prior to the use of the behaviour how would you have characterised your working relationship with your subordinate? LMX8. After the use of the behaviour how would you have characterised your working relationship with your subordinate? In 92% of cases the response to LMX7 was average, better than average or extremely effective. In 60% of the cases the responses to questions LMX7 and LMX8 was the same. Where there was a significant negative difference (more than one level on the response scale) between the responses to LMX7 and LMX8 it usually reflected the willingness of the subordinates to alter their behaviour. The subordinate in question was perceived as not having changed their behaviour and not having made a real effort to change their behaviour, or that some form of impasse had been reached.

> Worse than average – he won't speak to me when he walks past me. He is now on gardening leave we decided we just couldn't use him but no-one knows how to get rid of him because it's been allowed to drag on too long (Participant 4).

> I had worked with [John] for a long time alongside him as consultant and I had no problems with him at all prior to him working for me. We had the litigation. In [Johns'] case he had said some stuff which I believe was untrue and I would never work with him – I could never work with him again (Participant 14).

> One subordinate had been here 25 years and as far as he was concerned he wasn't changing for anyone and didn't care and now that he has retired that problem has gone so my managing [the problem] just staved off another fight it didn't actually change the behaviour at all (Participant 47).

In only two case had the difference between questions LMX7 and LMX8 been positive. In both cases the subordinate was perceived to have made a positive change.

> They made a change? Yes they made a very big change (Participant 22).

> His reaction now to when I ask him to do something is yes, I'll do that… he is very, very helpful. I have been quite overwhelmed and I've been expecting him to get the huff and leave but now he is doing more than we expect of him and he deserves a pay rise (Participant 47).

3.5.3 The use of negative workplace behaviours and changes in the relationship.

In 92% of the examples given, the managers perceived their relationship quality with the subordinate to be average or better than average prior to the use of the negative behaviour. The use of the behaviour did impact negatively on the relationship in nearly 40% of the occasions. A difference between questions 7 and 8 (before and after the use of the behaviour) was used to indicate an impact on LMX. In 22 of the 71 relationships surveyed, the quality of the relationship was deemed worse after the situation had occurred and the behaviour was used.

The length of time a manager had been working with a subordinate did not appear to be related to the use of a behaviour. In 70% of the examples given, the manager and subordinate had been together more than a year and in 40% of the examples had been together three or more years. However, the longer a manager and subordinate had been working together meant that the use of the behaviour was less likely to result in a negative change in the quality of the relationship. Also the shorter the length of time a manager and subordinate had been working together meant that the use of the behaviour was more likely to impact on the working relationship (see Table 3.11). This result suggests that longer term relationships between managers and subordinates will be more robust in the face of change or performance issues.

Table 3.13

Relationship between the length of time a manager had been working with a subordinate and the impact on the working relationship of the use of the behaviour

	Impact on working relationship after the use of the behaviour			
Length of time manager had known or been managing subordinate	Worse	No change	Better	n
less than 6 months	1	4		5
6-12 months	8	3	3	14
1-3 years	7	13	3	23
more than 3 years	6	22	1	29
Totals	22	42	7	71

In summary, the results show that in general the managers felt that they had a good relationship with the subordinate prior to the use of the behaviour. After the situation and the use of the behaviour 40% of the managers felt that that their relationship with the subordinate was less effective. The longer a manager and subordinate had been working together the less likely the relationship would suffer. The results of this part of Study 2 are discussed in the following section.

3.5.4 Discussion of LMX and the use of negative workplace behaviours

The hypothesis being explored with this part of the study was that managers would be more likely to engage in negative behaviours with low LMX subordinates and less likely with high LMX subordinates. This does not appear to be the case. In 92% of the examples given, the managers perceived their relationship quality with the subordinate to be average or better than average prior to the situation where they had used the behaviour. Unexpectedly the results also suggest that the use of the behaviour (or the circumstances surrounding the use of the behaviour) is likely to impact on the level of LMX, and that performance issues in particular can occur in longer term relationships where the LMX level is high and would be considered stable. These results are at odds with the expectations of this study (outlined in Chapter 1, section 1.6.6) which were that the negative behaviours engaged in by managers would have been used in low quality LMX relationships, during the developmental stages of the LMX relationships.

The question should probably be asked as to why a performance issue might develop after a manager and subordinate had been together for some time. LMX theory suggests that if a leader and member have differing perspectives on performance then this is likely to have been an issue early in the relationship and resulted in a lower LMX from the perspective of the manager. Yet the results presented here suggest that the quality of the relationship between the member and leader was already good and had been for some time prior to the performance issue. Why should a performance issue develop in a stable and positive relationship?

The working environment for most of the participants was dynamic and there were many examples of how an employee's performance could get out of step with managerial expectations. In some cases (like within the health sector) employees are expected to keep up to date with current practices this means that the tasks within roles can change regularly as practices are updated. Project work, improvement initiatives and 'seasonal' components were common to many of the areas of work the managers and their subordinates were in. Again this means that the tasks relating to the roles changed reasonably frequently, at least annually. If the subordinate does not embrace the change, engage in training, or make the effort to keep up to date then it can occur that employees' performance is not maintained at the level of the managers' expectations. Examples were given of personal crises as a result of factors outside the workplace which also impacted subordinate's performance for a period of time. Annual employee appraisals and incorporated peer or customer feedback are relatively recent HR practices in many organisations and participants provided examples where changes in performance monitoring systems highlighted performance discrepancies which had not been visible beforehand. In several examples customer complaints about the subordinate had led to their performance being monitored and/or managed.

The assumption that LMX is stable over time may not be valid in the more dynamic and performance measured workplaces of today. From an organisational and managerial viewpoint high quality relationships may need effort in maintenance as well as in development. A similar view about this was expressed by Scandura and Pellegrini (2008) with their observations on trust violations and developed LMX relationships.

While this research suggest that performance issues can occur irrespective of the quality of the LMX it also suggests that issues are more likely to be worked through positively if the manager and subordinate have worked together for some time. It may not be that high LMX is related to improved performance as much as performance issues within the couple of years of a manager and subordinate working together are less likely to be resolved in as positive a manner. The willingness and effort to change made by the subordinate generally influenced the continued quality of the relationship between the two parties and also the length of time the manager would continue to engage in the use of the behaviour. The implication being that the response of a subordinate under performance review can contribute to the persistent use of negative workplace behaviours by managers. This concludes section 3.5 which looked at LMX and the use of negative workplace behaviours. Findings in this section are further discussed in relation to the rest of Study 2 in the following section.

3.6 Study 2 - Overall discussion

Study 2 had been broken into four parts. Section 3.2 looked at the seven 'most used' behaviours of the nine Group A behaviours identified in Study 1. Section 3.3 looked at 'unreasonable deadlines and unmanageable workloads' and the results pertaining to the remaining two Group A behaviours. Sections 3.4 and 3.5 then went on to look at the managerial perspective on reasons given by recipients and then LMX and the use of negative workplace behaviours. This section (3.6) discusses the overall findings of Study 2 in relation to workplace bullying. Chapter 5, later in this thesis, integrates the findings of Study 2 with the findings in Studies 1 and 3.

The purpose of Study 2 was to look at workplace bullying through the use of negative workplace behaviours by managers. The study identified the reasons managers perceive as contributing to their use of nine negative workplace behaviours and went on to describe how well these reasons aligned with recipient perceptions (within the literature). The study identified that the quality of the relationship between the manager and subordinate did not appear to be an influencing factor in the use of the behaviours by managers and this suggests that LMX is not a factor in workplace bullying, at least from the perspective of managers using these behaviours. The results of this study raise several questions

in relation to the current literature on workplace bullying and these are discussed here.

3.6.1 Behaviours perceived as acceptable under certain circumstances

The managers in this research, in concordance with recipients in the literature, interpreted the NAQ behaviours as inherently negative. The managers interviewed all indicated that they would rather not have engaged in these behaviours, yet the use of these behaviours was seen as necessary in certain circumstances to support meeting the organisations' needs, improving subordinate performance or maintaining good staff relations. The pervasive assumption in recipient based discussions of workplace bullying is that the use of negative workplace behaviours is unjustified or in some way inappropriate. This assumption appears to be at odds with the practicalities of managing staff within organisations. Five of the most used negative behaviours by managers were most often used in relation to performance management of the subordinate, yet monitoring and managing the performance of staff is a fundamental part of a manager's role and inherent in this is intervening when performance is not to the level/s expected.

The managers identified a number of circumstances under which the use of a behaviour was deemed acceptable and a few where the use of a behaviour could be deemed unacceptable. Acceptable circumstances related in the main to the behaviours being used in support of organisational goals and within an accepted organisational process (e.g. PIP) where the subordinate was supported within the process and when the process was time limited. It was not seen acceptable if the use of the behaviour was deemed in some way personal, without an organisational reason and if it went on for a long period of time. The literature on workplace bullying does not differentiate between an acceptable use of a behaviour and an unacceptable use of a behaviour. Persistence is used to describe the point at which the use of behaviours (plural) become designated bullying and by association unacceptable but this is a quantitative measure, not a qualitative one, and does not identify the situation where an organisational process or subordinate can contribute to the persistent use of some behaviours. The interpretation of acceptable use by the managers was more aligned with the lay literature, which includes themes of fairness and respect (Saunders et al., 2007).

3.6.2 Persistent use of negative behaviours and targeting of recipients

Two concepts which link the use of negative workplace behaviours to workplace bullying are the persistent use of behaviours and the targeting of recipients. While the persistent use of behaviours was in evidence, targeting was not.

Potentially, employees in a performance improvement process or disciplinary process could meet the academic definition of being bullied. Those in performance management are likely to experience multiple behaviours, frequently over a period of several months. It is likely when someone is under performance review that they will be monitored very frequently (behaviour 18). It is also possible that they may have had some responsibilities taken from them (behaviour 4) in an effort to support their retraining or focus needed on the role at hand. It is likely that they may be asked to do the less interesting (trivial) aspects of their role (behaviour 3) and in some cases they may be isolated or excluded from their normal working team (behaviour 6) as part of this process. Repeated reminders of errors or mistakes (behaviour 11) may be a by-product of the disciplinary process in particular.

If a PIP moves to being a disciplinary procedure then the use of behaviours18 and 11 may also increase in frequency. The disciplinary process may also involve two other NAQ behaviours (mentioned in the interviews but not specifically investigated) behaviour 10 - *Making hints or signals that a subordinate should quit their job* and behaviour 17 - *Making allegations against a subordinate*. The frequency, intensity and duration of use of the behaviours indicated by the managers were generally determined by the willingness or ability of the subordinate to get back into step with expectations i.e. the frequency and intensity increased as the period of time (duration) spent on performance management increased and the time spent was generally seen as reflective of the effort the subordinate made in altering/improving their performance. Managers indicated that the use of negative behaviours reduced or disappeared when the subordinate was able and willing to affect a change in the way they worked or interacted with others.

The performance management process itself could also contribute to the persistent use of the behaviours if allowed to continue for a long period of time and this was in evidence in some of the cases. In such circumstances it could be said that the

PIP or disciplinary processes of the organisation contribute to perceived bullying. The subordinate too could contribute to persistent performance management process if they were resistant to changing their performance contributing to their being bullied.

The use of the two behaviours (16) *Giving subordinate's tasks with unreasonable deadlines* and (21) *Subjecting a subordinate to an unmanageable workload* could also meet the definition of bullying. Unreasonable workloads and deadlines were related such that both could be in operation at one time under either scenario presented in the results. While none of the managers thought that difficult deadlines or workloads should happen for extended periods of time there was the acknowledgement that in certain roles and industries this could be part of the job. There have not been any studies which have considered a relationship between industry sector, job role and these two behaviours. Hospitality, health and education are industry sectors often used in workplace bullying studies but whether or not recipients in these sectors experience these two behaviours more than those in other sectors has also not been considered.

Examples were also given where subordinates had obviously reached an unhealthy level of stress and in these examples managers indicated that they had taken steps to reduce the impact on the subordinate as soon as they had become aware of the problem. This suggests that while the period under which a subordinate might experience an unreasonable deadline or workload has some dependence on how visible the situation is to others, managers felt it unacceptable that the situation should continue for any period of time if the subordinate was suffering. The duration measure for workplace bullying is 'over a period of six months' and, while this period of time might be appropriate for other negative behaviours, the managers interviewed for this study indicated that more than a few weeks was an unacceptable duration for unreasonable deadlines and workloads and that, whatever the duration might have been, it would be considered too long if an employee became unwell as a result.

Some consideration should also be given to the frequency with which these behaviours are used versus the frequency with which they may be experienced. A manager might set one unreasonable deadline, however, the subordinate might feel the stress and workload associated with meeting that deadline for several

weeks if not months. The coping capability and/or the level of internal attribution of the subordinate might also contribute to the degree to which a subordinate experiences deadlines and workloads. If a subordinate fails to indicate they are not coping in some way, this might also affect the level of persistency they feel.

Where a subordinate had agreed to take on a deadline or workload, the point at which a manager would intervene was likely to be as a response to deadlines not being met, the subordinate requesting help or obvious evidence of the subordinate not coping. What this meant was that if the subordinate was meeting the deadlines and appeared to be coping a manager may not be aware of any stress and not register that there may be a reason to step in. In this situation a subordinate's situation might continue unchanged.

Unreasonable deadlines and workloads have been shown to impact significantly on recipient mental well-being (H Hoel et al., 2004), however the responsibility for the unreasonable deadlines and workloads may not fall to the person perceived as being the perpetrator. The responsibility could be that of the organisation pushing down a requirement, the manager not pushing back on the requirement or not being aware of the capability of the subordinate, or the subordinate not pushing back on the requirement or failing to indicate when they are not coping. Added to this are unforeseen circumstances which can also impact workloads and deadlines. This has implications for interventions in this area. Should interventions be targeted at the manager, the organisation, the subordinate, or all three? The design and content of the interventions would most likely be different in each case.

The idea that managers targeted subordinates was not supported, although there was definite intentionality of use of these behaviours on the part of the managers. While it is not difficult to imagine how a subordinate might feel singled out, especially in a performance related situation, in the interviews the managers were very dispassionate in their description of the subordinate's situation and were often concerned about how the situation impacted on the subordinate and others. There was no apparent evidence in the interviews that the subordinates in question had been singled out by the manager. Trivial tasks were often perceived as belonging to the work team or the role and not specific to one subordinate. Where managers withheld information for confidentiality reasons, it was likely to be

withheld from all subordinates not just one individual. Deadlines and workload were likely to be distributed across the team with the manager included as part of that team. Managers indicated that they did not think it was acceptable to ask subordinates to take on deadlines or workload if they (the manager) did not think that the subordinate had the capability or the capacity to do the work. In fact a couple of participants mentioned that they would not give workload or deadlines to subordinates that they did not think were up to the task.

The level of involvement of external parties is at odds with any perception that managers might be using these behaviours in a personal and/or targeted manner. In most cases the manager was not the sole judge of the subordinate performance, and had only engaged in performance management related behaviours in particular after either a third party had complained, performance targets had not been met or tasks had not been done. In some cases the subordinate had a history of difficult behaviour or performance with previous managers or other staff. In performance management cases other parties (HR, other supporting managers) were often in evidence, providing third party advice and support to the manager. There were also examples of HR insisting the manager performance manage staff. The rules around what managers could divulge in confidential and commercially sensitive situations were set by more senior managers and not by the manager.

It may be that targeting is a construct of recipient based research or that targeting is not associated with the use of these nine behaviours. It could also be that managers do not register that they might use negative behaviours with some subordinates more than others. However this latter idea, that managers might use negative behaviours with certain subordinates more than others, was investigated using the LMX survey. The results from the LMX survey demonstrated that the managers did not appear to discriminate between subordinates that had a good or poor relationship with when they chose to use one of the nine behaviours.

3.6.3 Theoretical implications

The results of Study 2 raise a number of theoretical implications which in turn have implications for the choice and focus of interventions aimed at reducing the occurrence and effects of workplace bullying.

The most commonly used measure of workplace bullying is currently based on a quantitative measure of recipients' experience of specific behaviours yet managers

have their own (more qualitative) description of what is acceptable and unacceptable use of these behaviours. It would appear that managers (and perhaps organisations) describe the unacceptable use of these behaviours very differently to recipients. It may be that the NAQ and the current definitions of workplace bullying describes recipient experiences of ***feeling*** bullied and that this can be different to the perception of managers and their interpretation of recipients' actually ***being*** bullied. This has implications for the assessment of workplace bullying and the choice of interventions. Where recipients are ***being*** bullied then interventions should include a focus on the perpetrator and reduction of the bullying behaviours. If however bullying is not deemed to have occurred and the recipient ***feels*** bullied then interventions should be targeted at the recipient and their responses to negative behaviours.

This study highlights the relationship between the most commonly used NAQ behaviours and performance management. In light of this relationship, should these behaviours be excluded from the NAQ? Or should the activity of performance management be excluded from the assessment of bullying? Should extra dimensions which reflect 'with acceptable circumstances' be added to the definition?

The definition could be extended to 'two or more behaviours, weekly within a six month period excluding when experienced within a formal performance management process'. This might improve the definition of bullying from a managerial perspective, however a recipient may still feel bullied by the process and suffer the effects of feeling bullied even if the perception of other parties is that bullying has not occurred. While supportive performance management procedures would probably mitigate the effects on recipients there would still implications for organisations in their design and application of performance management processes to reduce the impact on recipients.

Excluding formal performance management from the definition of bullying would in turn question the validity of the six month duration period within the definition. Outside performance management there were few 'organisational' reasons why the use of these behaviours might continue for any length of time. Participants perceived that employees being subjected to unreasonable workloads and deadlines for periods of more than a few weeks was outside unacceptable

circumstances. If this were the case then the definition could be altered to "two or more behaviours, weekly within a four week period excluding when experienced within a formal performance management process". This shortening of the duration period could potentially result in bullying situations being identified in a more timely manner. The current definition measures bullying after the fact, and six months after the fact at that. Any reduction in the time it takes to identify bullying would be of benefit to both organisations and recipients.

3.6.4 Limitations

There are limitations to the results of Study 2 with regards to their application to workplace bullying. The study only considered nine of 22 behaviours associated with workplace bullying.

Mention should also be made of the possible effect of the global financial crisis (GFC) in relation to this study and the results for behaviours 16 and 21 in particular. This research was undertaken during the period of time where New Zealand organisations were under pressure due to the GFC. Some companies did not survive the economic downturn and others did whatever they could to stay in business. In some cases this meant taking on work with time pressures which they might have not considered doing a few years earlier.

3.6.5 Conclusions

In conclusion, Study 2 showed that there are a number of circumstances under which the use of a negative behaviour was deemed acceptable by managers. This contrasts with the assumption within the literature on workplace bullying which is that the use of a negative behaviour is intrinsically unacceptable. Targeting of subordinates was not substantiated but the persistent use of behaviours could arise from performance management in particular.

There are implications for the assessment of workplace bullying using the behavioural experience approach in particular. This study suggests that this method measures recipients' experience of feeling bullied and this may not be aligned with the organisational assessment of recipients being bullied.

Adjusting current assessment calculation to exclude the use of behaviours associated with formal performance management could improve the assessment of bullying from an organisational perspective. This approach combined with

reducing the duration period within the calculation would be of benefit to both recipients and organisations.

The results of Study2 are discussed further later in this thesis in Chapter 5 which integrates the findings from Studies 1, 2 and 3. While Study 2 focused on the use and reasons for use of negative behaviours by managers, the next study, Study 3, sought to place the managerial use of these behaviours within the organisational context. The following chapter describes Study 3.

Chapter 4: Study 3 –The organisational perspective

Study 3 was undertaken subsequent to studies 1 and 2. Study 1 utilised the managerial perspective questionnaire (MPQ) which identified that different negative behaviours can have different frequencies of use and that nine of the 22 MPQ behaviours (1, 3, 4, 6, 11, 14, 18, 16, and 21, referred to as Group A) were reported as engaged in and experienced more often than the other eleven MPQ behaviours (Group B) (Table 4.1). Study 2 focussed on the reported use of the Group A behaviours by managers. Key findings in Study 2 were that: different behaviours can have different reasons for use, performance management was a major reason for the use of several of the behaviours, and that the managers described the boundaries between the acceptable and unacceptable use of the behaviours differently to the way in which workplace bullying is described in the academic literature.

The primary aim of Study 3 was to ascertain if the perspective of organisational representatives (senior managers or HR professionals) aligned with that of the managers in Study 2. The secondary purpose was to understand what their (organisational) response might be if the use of these behaviours was not in line with their (organisational) expectations.

4.1 Research design and methodology for Study 3

Study 3 consisted of interviews with participants who were either managers of managers or might have been involved with managers in a supporting/HR capacity. Semi-structured questions were used to investigate two areas of interest. The first (and primary) area of interest was the participants' perceptions of reasons given (by managers in Study 2) for engaging in Group A behaviours. The second area of interest was the context of the situation, and the actions which occurred, where the participant had felt uncomfortable with the use of these behaviours by managers. The results relating to the first area of interest are presented here as short summaries of the participants' responses. The results for the second area of interest are presented as case studies. A case study approach was used because participants' responses were diverse in both the contexts described and the descriptive language used. Case study is an appropriate method to use where the boundaries are not clear between the phenomenon being investigated and the context in which it exhibits itself (Yin, 2003) and this was the

situation with responses to the second area of interest. The case studies are followed by a commentary on the similarities and differences between the cases.

Table 4.1

Group A and Group B behaviours – Ordered by decreasing frequency of use

Group A behaviours	MPQ No.
Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	1
Insisting that a subordinate do work below their level of competence	3
Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks	4
Ignoring or excluding a subordinate	6
Making repeated reminders of a subordinates errors or mistakes?	11
Ignoring the opinions of a subordinate	14
Giving a subordinate tasks with unreasonable deadlines	16
Engaging in high levels of monitoring of a subordinates work	18
Subjecting a subordinate to an unmanageable workload	21
Group B behaviours	
Humiliating or ridiculing a subordinate in connection with their work	2
Spreading of gossip or rumours about the subordinate	5
Making insulting or offensive remarks about a subordinates person, attitudes or private life	7
Shouting or engaging in spontaneous anger at a subordinate	8
Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate	9
Making hints or signals that a subordinate should quit their job	10
Ignoring or being hostile when a subordinate approaches	12
Making persistent criticism of a subordinates errors or mistakes	13
Making practical jokes at the expense of a subordinate	15
Making allegations against a subordinate	17
Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses)	19
Subjecting a subordinate to frequent or persistent teasing and sarcasm	20
Making threats of violence, physical abuse or actual abuse against a subordinate	22

4.1.1 Participants

None of the participants in Study 3 had participated in Study 1 or Study 2. Participants were recruited through word of mouth or directly by the researcher. Sixteen people were approached but not all felt able or willing to participate in the interviews. Eight participants accepted the invitation to participate and arrangements were made to carry out the interviews.

Demographic information on the interview participants is detailed in Table 4.2. All participants had experience managing at a senior level within their organisations. Two participants had management experience within Human Resources. The interview sample represented over 50 years management experience, with staff management experience in excess of 40 direct reports and over 350 indirect reports. Over half the participants had worked in more than one industry. The participants were predominantly male and New Zealand European.

Table 4.2

Study 3 - Interview Participant Demographic, and Industry Characteristics

Participant Characteristics		Interview (n=8)
Gender	M F	7 1
Age Ranges	31- 40 41 – 50 over 50	3 2 3
Demographic	European NZ European	2 6
Level in Current Organisation	Board/MD/Executive Senior Manager Consultant/Other/Self Employed	2 5 1
Years as a manager	4-10 years over 10 years	4 4
Number of direct reports over time as a manager	3-10 10-50	2 6
Number of indirect reports over time as a manager	10-50 over 50	1 7
Industries worked in	Health	1
	Education (Tertiary)	1
	IT Services	4
	Manufacturing	2
	Transport and Logistics	2
	Telco	1
	Other	6

4.1.2 Interview procedure

Prior to the interviews all interviewees were sent a combined introductory letter and information sheet (Appendix 27), an interview guide (Appendices 28, 29 and 30), a participant demographic information form (Appendix 31), and an informed consent form (Appendix 9). The interview guide included a table of the Group A behaviours and the main reasons for use as described by participants in Study 2 (Appendix 29) and a list of the Group B behaviours (Appendix 30). The interviews were conducted at a time and place convenient to the participant. The informed consent form was signed by the participant prior to the interview and each interview was recorded and transcribed. All participants were provided with a summary of the results of this phase of the study and feedback was requested and received. A copy of the interview guide, including the Group A and Group B behaviours, was tabled in full view of the participant and often used and referred to during the interview.

The questions were asked in the sequence as described in the interview guide. The opening questions were about the main reasons for use as given by the manager participants in Study 2 (presented in Table 4.3). Table 4.3 is an amalgamation of Tables 3.7 and 3.10 presented earlier in Chapter 3.

The questions asked included:

> Have any managers reporting to you, or with whom you have worked, engaged in these behaviours? Do you have any comments as to reasons given for the use of these behaviours? Are these reasons that you might have expected? Do you think that these reasons are 'reasonable' justifications for the use of the behaviours?

The next set of questions were about occasions when the participant had not felt comfortable with the use, by a manager, of any of the Group A behaviours or if they felt that the manager was using any behaviour in a way that could be construed as bullying. The questions included:

> Has any manager reporting to you, or with whom you have worked, used any of the Group A behaviours in a manner which you felt uncomfortable with, or you think could be construed as bullying? Which behaviour/s and what about their use made you feel uncomfortable? In your own words can

you describe the situation when this occurred? Did you intervene in any way - formally or informally? How did you intervene?

Table 4.3

Study 3 – Interview information - Main reasons for use of Group A behaviours

MPQ item	Group A behaviour	Main reasons for use (derived from Study 2)
3	Insisting that a subordinate do work below their level of competence	The work was part of the role description The work needed to be done to meet customer or organisational requirements Performance management related
18	Engaging in high levels of monitoring of a subordinate's work	Performance management related In response to the subordinate's behaviour being unprofessional or upsetting to others
14	Ignoring the opinions of a subordinate	Subordinates opinion was not helpful In response to the subordinate's behaviour being unprofessional or upsetting to others
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial tasks	Performance management related In response to the subordinate's behaviour being unprofessional or upsetting to others
6	Ignoring or excluding a subordinate	Performance management related In response to the subordinate's behaviour being unprofessional or upsetting to others
11	Making repeated reminders of a subordinate's errors or mistakes	Performance management related
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	Commercially sensitive or confidential situation Unintentional result of manager being too busy
16	Giving a subordinate tasks with unreasonable deadlines	Subordinate failed to meet own deadline The work needed to be done to meet customer or organisational requirements Deadline set on manager/team was unreasonable
21	Subjecting a subordinate to an unmanageable workload	Subordinate asked/agreed to take on workload Subordinate had not indicated that they were not coping The workload needed to meet deadlines/project requirements was unmanageable

During the second set of questions the second table of Group B behaviours (Appendix 4) was also included in the interview discussion because it became apparent that where participants had felt uncomfortable with the behaviour of a manager the Group B behaviours were often in evidence.

Following on from the second set of questions, participants were asked how they would describe the quality of the relationship between the manager being discussed and that managers' team. This latter question was asked and assessed using the last question from the LMX measure. The question was: How would you have described the quality of the relationship between the manager and their subordinate/s? The response scale provided was: "Extremely ineffective", "worse than average", "average", "better than average", "extremely effective".

Finally the participant was asked if there was anything they would like to add to the discussion.

4.1.3 Analysis and presentation of the results

All interviews were recorded and then transcribed. The results for the first group of questions, about the reasons for use as given by the manager participants in Study 2, are presented as a summary of the number of participants who responded positively or negatively. The results of the second set of questions, about when participants had not felt comfortable with a managers' use of the behaviours, includes fifteen separate case studies. Each participant response has been presented with an opening section describing their general responses to this question and this is followed with one or more case studies which provide an example of a specific situation the participant had faced. The case studies are presented in a narrative manner and (within the considerations of confidentiality and narrative flow) use the voice and phraseology of the participant as far as possible. The case studies describe the context of the situation, how the participant became aware of the situation, their response/intervention and any subsequent reflections they might have had.

The original intention had been to analyse the interviews in a similar manner to Study 2 using elemental (InVivo) coding and thematic analysis. However, the cases were very differently described by the participants resulting in a large number of items and categories which could not be grouped into agreed themes. A decision was therefore made to present the interviews in a case study format. The

analysis of the cases consists of a commentary on the similarities and differences between the cases and the cases are not analysed further.

A discussion follows the presentation of the results. The results of Study 3 are further discussed later in Chapter 5, which integrates the findings from all three studies and presents an overall discussion with conclusions and implications.

4.2 Study 3 Results

Of the Group A behaviours, six of the eight participants reported that they had witnessed managers who had engaged in all nine behaviours. One interviewee had managers who had engaged in seven of the nine behaviours and another had only observed five of the nine behaviours. However, the use of the Group A behaviours was perceived as low and their inappropriate use even lower.

All eight of the participants said that the reasons given for the use of the Group A behaviours could be considered reasonable. However, four of the eight participants specifically expressed that they would be concerned if they observed the use of behaviours 16 - *Giving subordinate's tasks with unreasonable deadlines,* and 21 - *Subjecting a subordinate to an unmanageable workload*.

In response to the second set of questions, all eight participants could recall instances where they had felt uncomfortable with behaviours used by managers. The overarching question had been "Has any manager reporting to you used any of these behaviours in a manner which you felt uncomfortable with, or you think could be construed as bullying?" The key areas of interest were the context of the situation, the intervention approach used, and the factors which made intervening easy or difficult. Each participant response was scrutinised. Within each response a mixture of general and specific cases were provided by the participants. For the purpose of clarity and to maintain anonymity, fictitious names have been used throughout the presentation of these cases.

The case studies begin with a description of the context of the situation, including how the participant became aware of the situation. This is then followed by the participants response/actions and this is turn is followed any reflections they had about the case in question.

4.2.1 Participant 1: Cases 1 and 2

Participant 1 (Adam) related one situation with regards to the behaviour of a manager Jill.

Case 1: Jill (informal complaints and management coaching)

Jill reported to Warren who in turn reported to Adam. Adam and Warren had registered that Jill could be confrontational and intimidating with her subordinates. Jill used very direct language and could be critical of staff in front of others. She would also say her staff were useless when work had not been completed. Both Adam and Warren had kept excusing Jill's outbursts because Jill had a lot of sickness and personal stress.

Adam and Warren were aware of flare ups between Jill and her staff but only via hearsay. Some of Jill's subordinates had been critical of Jill to Warren but had not complained formally. Warren's attempts at intervention had been passive and intermittent and these interventions had included informal coaching and leadership coaching. Adam and Warren had talked about both Jill's behaviour and Warren's response and Adam had thought that they were seeing an improvement in Jill's behaviour because they weren't hearing anything [getting any negative feedback] and everything seemed to be settled.

There was no formal intervention because there had been no formal complaints and neither Adam nor Warren had directly observed Jill interacting with her staff in an inappropriate manner. Working on different floors reduced their ability to observe Jill's behaviour directly and because Jill generally got stuff done, the performance of her team also provided no reason to intervene or investigate. Adam and Warren only really became aware of the impact and extent of Jill's behaviour after Jill had left the organisation.

The impact of Jill's behaviours was highlighted when the incoming manager found that Jill's team was too frightened to take anything on. Adam became aware that while he and Warren had thought things had been improving the reality was that they had not heard anything because the staff had been too frightened to say anything.

> We said to a few of them why didn't you come and tell us and they said "we were frightened of the recrimination, how would we be impacted.

….If we suggested anything or criticised anything we would get sort of attacked for it, it was just easier [not to say anything]". (Adam)

On reflection, Adam and Warren realised that Warren's interventions had been ineffective. However, Adam said (on reflection) that he was not sure that they would have been able to change Jill's behaviour even if they had had been more aware and had been able to engage in more direct intervention.

Case 2: Ruth (a formal complaint and a dismissal)

Adam also related a second situation where another manager, Ruth, had been fired because of her behaviour, which had included many of the Group B behaviours like unacceptable language, shouting, spontaneous anger, criticisms about subordinate's work and remarks like 'you are useless and you should look for a job somewhere else'. Ruth had also made offensive and racially based remarks. In the situation of Ruth her hostility had been visible to a wide number of managers, including her peers, and it had been observed often. The subordinates had been sufficiently confident to stand up to Ruth's behaviour and make a more formal complaint. Adam and Ruth's manager intervened and 'in the end' Ruth was 'removed' from the organisation.

4.2.2 Participant 2: Cases 3 and 4

There had been many occasions when participant 2 (Brian) had been uncomfortable with the behaviour of a reporting manager. Brian would be uncomfortable if he felt that a subordinate was treated inappropriately or was treated with a lack of sensitivity, especially to what might have been going on in a subordinate's personal life at the time.

On a few occasions Brian had fired people for what he called 'blatant unacceptable behaviour' and in one situation had even done this outside the proper procedure because the behaviour had been so blatant and obviously unacceptable. Brian described the Group B behaviours as being 'black and white stuff', clearly unacceptable behaviours where any employee would be under instant performance management or instant warning or dismissal depending on the stated values of the company.

Brian said that some situations were about people who had gone into management roles but didn't know how to behave, that they were not one of the boys/girls anymore and may have brought with them immature behaviours which were less acceptable in a managerial role. Brian felt that 'green' (inexperienced) managers may not realise that they were engaging in bullying behaviours, that they may not show trust and could micromanage their staff. In such circumstances Brian would try and coach the manager concerned. This could also mean stepping back and letting the manager make mistakes as part of the coaching process.

Case 3: Lionel (a manager being performance managed)

Brian related an instance where he had deliberately not intervened because the manager concerned, Lionel, was himself under performance review and part of the process included sitting back and observing Lionel's behaviours. Brian needed to see either an improvement in Lionel's behaviour or a repeat of his unacceptable behaviour so that Lionel could be appropriately performance managed and have his employment terminated if required. Brian acknowledged that this was not fair on the person who may have been suffering as a result of Lionel's behaviour but that gathering evidence in performance management was an important part of the process. Brian had also seen the odd outcome where a manager in a similar situation to Lionel had had an epiphany, gone away, had some coaching and the resultant behavioural change had been positive.

Case 4: Jack (direct observation, a manager under pressure)

Brian also felt that there could be a lack of honesty in the use of bullying behaviours, especially where there might be a personal agenda on the part of the bully. Brian related the case of a manager, Jack, who had suddenly started taking a subordinate, Nathan, to pieces and micromanaging Nathan over poor performance. This had happened after several years of Jack not having provided any feedback to Nathan. Brian thought that this was probably because Jack was under pressure at the time and was passing on the blame or his own stress onto Nathan. Brian's actions in this case were not described.

4.2.3 Participant 3: Case 5

Participant 3 (Callum) had an HR role and dealt with bullying complaints from time to time. Callum said that in his experience complaints of bullying included a

lot of generalisations so an initial investigation was required to ascertain if there was enough support for the complaint. He said that he thought that complaints of bullying could be used as an excuse to try and stop the performance management happening and it could also be difficult to prove bullying when there were only two people involved.

Occasionally, usually within the performance management process, a manager might give instructions to a subordinate where the subordinate's interpretation of what was said by the manager was different to that intended by the manager. In such circumstances the HR team would try and coach the manager in giving clear instructions and to make sure that a subordinates obtained a clear understanding of what was required.

When HR informally became aware of a manager using Group A behaviours inappropriately, they might use the situation as an example (without identifying anyone) to remind staff generally of what their responsibilities were, what their job required and emphasized the very good set of values which the organisation talked about. Callum said that the examples generally got the behavioural change that they were looking for.

Despite the attempts at support, employees could also be cautious about making complaints and about what they might say.

> "Even though we give people guarantees around retribution from making a complaint or being involved in a complaint people are still cautious about what they say to us and when we ask complainants what they want out of the investigation – it is a question that we do ask, [there is] more a fear of what might happen if the person [being investigated] remains in the job, bearing in mind that they might still be their manager". (Callum)

Case 5: Andrew (a formal complaint and a dismissal)

Callum provided a case which had resulted in the dismissal of a manager, Andrew. The complaint was around breaching confidences and not following company processes and procedures. Andrew had also used other behaviours (similar to Group B behaviours) like making snide or inappropriate comments about people, making hints that a subordinate should quit their job, humiliating people in front of others, putting down others and making references to [others]

about what someone did or didn't do. Callum described Andrew's behaviour as being without respect. In Andrew's case HR had received a letter of complaint signed by several people from Andrew's division. HR had undertaken a full investigation prior to engaging in a formal disciplinary process. The complaint was upheld and it was found that Andrew's behaviour was out of line with the values of the organisation and the behaviours expected of staff. This was serious enough to warrant dismissal and at the end of a formal disciplinary process Andrew was dismissed. However, by the time HR intervened Callum described the atmosphere in the division as one of fear "there was total fear about what was said and what would happen".

4.2.4 Participant 4: Cases 6, 7, 8 and 9

Participant 4 (Daniel) provided a number of cases where managers had used behaviours in a manner with which he was not comfortable.

Case 6: Mary (a request for support, a coaching response to a conflict between Mary and Peter)

Daniel related a case where Mary had been ignoring and excluding a subordinate Peter. Mary was new to the role and Peter, one of her staff members, was very forthright and strong willed. Mary had a style which was perceived as quite soft and coaching but she had had to adopt a different and more directive style with Peter, because Peter was tending to overrule Mary and was creating cliques within the team. As a result of Peter's behaviour, Mary had become concerned about how Peter was going to react in certain situations and therefore wasn't involving Peter in certain activities.

When Daniel intervened, it was because Mary had brought the situation to his attention. Daniel felt that the situation was creating a very unhealthy culture, so Daniel and Mary and Peter had a meeting where Daniel "called out" the situation and suggested to Peter that he was inadvertently undermining Mary. Daniel highlighted to both of them that the overall situation was not driving the right outcomes for the business.

Daniel felt that Mary hadn't set clear expectations with Peter around what she expected from Peter and also hadn't addressed the issue early enough either by calling it out herself or informing Daniel earlier of her concerns. Therefore the

issue had continued on to the point where Mary had started to avoid including Peter in certain activities. Daniel described the situation as being the result of differences between the management style of Mary and the personality style of Peter which resulted in both parties engaging in behaviours which were not driving the right outcomes for the organisation. Daniel's concern was to get the relationship back on a professional footing, with both parties still motivated and doing what was right for the business.

Case 7: Kevin (an informal complaint, a coaching response to a conflict between Kevin and Michael)

Daniel also said that he had seen the behaviour *insisting that a subordinate do work below their level of competence* used inappropriately and the case he provided involved a situation with Kevin, a manager, who did not particularly like one of his subordinate managers Michael. Kevin felt that Michael was extremely arrogant and did not like the way that Michael was treating his subordinates. Kevin's response to this was to ask Michael to do some of the tasks expected of Michael's subordinates. The use of the behaviour appeared to be Kevin's way of trying to get Michael to better understand what his subordinates did so that Michael would then engage 'less arrogantly' with his own staff. Kevin's actions were also perceived as an attempt at 'putting Michael in his place'.

Michael had informally complained to Daniel and Daniel had stepped in and with both parties had "called out" what he saw as what was going on. The outcome of intervention was not described.

Daniel's expectations were that Kevin should have engaged in a more positive conversation with Michael to set boundaries and expectations, and positively influence Michael into developing better behaviours with his subordinates. Instead Kevin had tried to push Michael down a level. Kevin's actions were perceived by Daniel as potentially demeaning Michael's seniority, capability and competency in the eyes of others.

Case 8: Lucy (observed behaviour, coaching a manager working too hard)

Daniel also provided a case of where he and one of his managers Roger had to intervene with one of Roger's subordinates Lucy. Lucy was trying to manage an unmanageable workload. Daniel had observed that Lucy appeared to be working

all hours and that her health was starting to suffer. While Lucy was perceived as having a great work ethic both Daniel and Roger felt that Lucy was working too hard. The workload was perceived by Daniel as largely self-inflicted and not the result of Roger subjecting her to the workload.

Their response was to take some of Lucy's work load off her, but Lucy had felt that she was being undermined by this action. Daniel and Roger had to talk Lucy through exactly what they had observed of her behaviour and what they were trying to achieve until Lucy finally accepted that she was doing too much. Daniel thought that Lucy had been trying to please too many people that she believed that she was doing the right thing. It wasn't until Daniel and Roger pointed out to Lucy her own health issues and how these were affecting the work she was doing that Lucy was able see some of her own behaviour and think about the bigger picture.

Case 9: Paul (an informal complaint, a coaching response to a manager favouring one of his team)

In another case Daniel described a situation where Joe, a manager who no longer reported to Daniel, had approached Daniel about Paul, one of Daniel's current reports. Joe had been approached by a number of Paul's staff who had expressed their concern that Paul was favouring Kate, a particular staff member in their team. Kate was perceived as a high performer but also with a low EQ (Emotional Quotient) and Kate did not treat her peers very well. Paul's other staff were feeling undermined and also felt as if they were being less favourably treated by Paul. Kate's behaviours included a number of Group B behaviours such as persistent criticism, making practical jokes, and ignoring people. Kate was perceived as a real challenge to manage because she had such a high opinion of herself.

Daniel had asked Joe if anyone was willing to make a formal complaint and Joe had said no. The feedback Joe had been given was the staff did not want to create an issue within the team but also that the situation had got to the stage that one of the other team members was looking around and applying for other roles outside the organisation. The issue had to be addressed because the organisation did not want to lose good people.

Daniel's response was to sit down with Paul and ask how things were going. Daniel chose not to tackle the issue head on because he did not want to undermine Paul with his team or have Paul think that people were going over Paul's head, this made the discussion with Paul difficult. Daniel described the conversation as attempting to tease out the situation by getting Paul to talk about how he felt he was getting on managing his staff, how Paul thought things were going in the wider team, and what Paul thought the culture of the team was. Daniel was then able to ask Paul if he thought that any particular staff member was maybe monopolising Paul's time. This was Daniel's way of leading Paul into viewing his own behaviour objectively without actually challenging him directly. Daniel described the situation as a tricky one because he did not want to risk creating any relationship difficulties between Paul and the unhappy staff.

Daniel said that Paul's team achieved well against targets and this meant that the team was considered very effective. But that the culture within the team was heading in the wrong direction and there was a rift developing in the team. The challenge for Daniel was that nobody in the team appeared to want to highlight the problem with Kate, at least formally. Daniel said that the situation would have been a lot easier to address if it had have been a direct complaint but that Paul's staff had not wanted to do this. He had been disappointed that the unhappy members of Paul's team had not come to him directly but that it was great that Joe, one of their peers in a different division, had possessed the confidence to approach Daniel about the situation.

Daniel felt that sometimes when a new manager was brought in that it may not be until 6-12 months later that a senior manager might notice that an imbalance in the team has occurred. A key learning for Daniel had been that from the outside looking in everything can look fine.

4.2.5 Participant 5: Case 10

Participant 5 (Evan) said that the Group A behaviours would usually be used for achieving customer outcomes but that occasionally he had managed managers who had used the Group A behaviours for the wrong reasons. These had been situations where he felt that the behaviour had been used without a professional or customer related reason and had been used as more of a power play. Sometimes this could result in a lot of friction between those involved. Where situations of

this nature had occurred Evan typically looked at both sides of the issue and then engaged in coaching one or both parties. He would coach his direct report to look at the situation in a wider sense but he would also coach the subordinate to help them understand why the manager was using the behaviour and what the subordinate was doing which was prompting their manager to display these behaviours

Evan said that there was always two sides to a story and that he wanted to understand why that behaviour was being used in the first place. In his experience behaviours were used because there was a personality clash or a professional clash between the two individuals concerned and that Evan always wanted to try and bring some common ground. However, sometimes common ground couldn't be achieved and in those circumstances Evan either had to make a call, as the senior manager, or look at changing the reporting lines. He thought that in large organisations there were going to be times when people were not going to get along and under those circumstances the wrong behaviours could eventuate.

Evan said that he was expected by his manager to intervene when relationships between people or within teams became ineffective, however, multiple layers of management could make it difficult, for managers at the top, to observe these types of behaviours at a lower level. He had to rely on people within the workplace to give informal feedback if there were issues. He also commented that he thought that job security was very key to staff in the current environment [meaning within New Zealand, 2013, and post global financial crisis] and as a result staff could fear reporting such behaviours because they might fear that this might reflect badly on them as well. He did wonder if some behaviours weren't getting the exposure they should because people feared what the outcome could be.

Evan said that the Group B behaviours would occur very rarely but were easier to intervene on because he could use the organisation's code of ethics in support of his intervention. The Group B behaviours, like shouting or offensive remarks, were a lot easier to pick up on and other people would feedback if this sort of behaviour was occurring and needed to be stopped, therefore the time lag between the occurrence of a Group B behaviour and Evan being made aware of it was very small. In comparison it could take a lot longer for more senior managers to

become aware of the misuse of Group A behaviours which were seen more often but could be camouflaged so were a lot harder to pick out.

Case 10: Trevor (an informal complaint, a coaching response to a conflict between Trevor and Stuart)

Evan's direct report Trevor was new to his management role and one of Trevor's subordinates, Stuart, had been with the organisation a long time. While Evan had a gut feel that the two were not getting on he had not observed anything directly and the situation only came to a head when Stuart complained to Evan to say that he had enough and wanted Evan to do something about it.

Evan spoke to both parties individually to get both sides of the story. It appeared that Trevor had given Stuart some very trivial tasks and Evan thought that Stuart felt like his knowledge, understanding and longevity in the company was unappreciated and unvalued. It was clear to Evan that there was a personality clash, but his opinion was that the issue was more about Stuart not wanting to report to Trevor and Stuart was resisting by 'toeing the line'. Trevor had then responded to Stuart's behaviour by treating Stuart with less respect, and the situation had evolved into something more serious. Evan felt that both parties had lost sight of what they were supposed to be doing and that this was also resulting in poor outcomes for customers.

Evan had to make a significant change to the reporting structure so that Trevor and Stuart did not have to interact with each other on a regular basis. For Evan the intervention was about making sure that the working environment was sound, not just for the two parties involved but also for the people around them, because he had found that conflicts like the one between Trevor and Stuart could become a distraction for everyone and that a small problem could then become a big problem, especially if people started taking sides. Distractions of this sort also meant that people could lose focus on what they were there to achieve which was about delivering an outcome for a customer.

Evan described the situation as very difficult because he had to balance maintaining the authority of Trevor's position and getting a positive outcome. Evan felt that organisations and senior managers had to retain a hierarchy, and back their managers to some degree but also that staff had to understand that they

report to people for a reason. If a staff member was not willing to respect a manager's authority then this could make a mockery of the reporting lines.

4.2.6 Participant 6: Case 11

Participant 6 (Felicity) made the comment that she expected most managers to use the Group A behaviours poorly on occasion and that she thought that there could be many reasons for this. Inexperienced managers or those new to the role could micro-manage staff in particular. Felicity saw her role as a senior manager as helping the new managers move from being somebody who did the tasks or monitored the tasks quite closely to being a manager who could take a step back and can let their team get on with the tasks. Felicity thought that the move from being a supervisor to being a manager was not intuitive and that new managers needed to learn to become comfortable in trusting staff to get on and do their work unsupervised. Felicity also thought that managers had to learn how to performance manage staff and do this respectfully and professionally. When Felicity had felt uncomfortable with the behaviour of a manager her approach was usually to coach the manager concerned. Felicity thought that senior managers needed to make sure that the manager who reported to them knew that they were expected to either sort things out themselves or to ask for advice or support. She also thought that no manager should be involved in a performance management process on their own and that they should always have support from either a more senior manager or HR.

Felicity's response to the Group B behaviours was that they would be covered by things like house rules and company values and that the staff didn't tend to tolerate the behaviours and would complain. Complaints would usually lead straight into disciplinary actions especially for intimidation, shouting or insults. Racial or sexual insults were covered under harassment policies. She also said that, with regard to the use of Group B behaviours, it was quite easy to 'have someone on' about not acting as part of the team.

> "All the staff work in teams, if someone can't work well in the team then they basically can't do their job, if you put it to them that bluntly then you generally see a change in behaviour". (Felicity)

Case 11: David (observed outcomes, a difficult manager to coach)

Felicity did have a manager David who she had felt really uncomfortable with. She had noticed that competent staff reporting to him didn't last long in his area and either left the company or made requests to move [divisions]. The situation had been difficult for Felicity to manage. She could see that there was an issue and had asked the staff, who were obviously unhappy, what the issue was. The staff had responded by saying that David was difficult to work for but when pressed the staff couldn't really describe what that meant and they weren't willing to make any formal complaint. Felicity thought David was micro-managing his team and wasn't giving the team any form of praise. She found that when she had tried to talk to David about this that he was quite keen to blame his staff for everything. Felicity had started out with a coaching approach to try and build up David's maturity as a manager but that this was not successful as David's behaviour did not appear to change and staff continued to turnover. Felicity was unable to formally ask for help from HR as there had been no complaints. At the time Felicity felt that she did not have much support from her peers or own manager to help her deal with the situation better. Felicity adjusted her approach by ensuring that the staff recruited to work with David were older and more resilient individuals. She considered the relationships in David's team as average but adequate.

Felicity said that the situation with David was unusual, she had had other managers who had upset their staff, but these other managers had been conducive to coaching and had improved their management style. In her experience most people were unaware that they may have been behaving unprofessionally and only needed to have it explained to them for it not to happen again. But this was not the situation with David.

4.2.7 Participant 7: Cases 12 and 13

Participant 7 (Grant) felt that the use of the Group B behaviours were easier to intervene on and that the published organisational policies and values were easy to use when addressing such behaviours. Grant felt that the organisation had some really great values and that he would reiterate these to the staff. These values included respect and accountability.

When asked if there were things which could make interventions difficult Grant's response was that interventions could be personally challenging to do, it was a fairly confronting process and performance management of a staff member was not an easy process of itself. Notice had to be given, HR and union representatives had to be involved, and managers had to confront the person involved and address the behaviour. None of this was easy.

Case 12: John (observed behaviour, a coaching response)

Grant was able to discuss a situation he was facing with John, a manager who reported to Grant. John appeared to be targeting one of his subordinates, Mark. John had been telling Grant that he was unhappy with Mark's performance. Grant worked in the same office as John and his team and was therefore able to observe John and his team at work. Grant had observed that John was not applying the same level of scrutiny to the performance of others in John's team, also John had not actually engaged in an open process of performance management with Mark.

Grant said that there had been a recent restructure in the division. The organisation had not made Mark redundant for financial reasons but as a result Mark wasn't the best fit for the role he was now in. There had been another person, Valerie, who would have been great for the role but Valerie had been on contract and the organisation couldn't keep her. Grant's gut told him that John still had Valerie in mind for the job.

Grant thought that John was inconsistent in his treatment of his staff as he would let some staff come in late and leave early and get away with blue murder. At the same time, John would apply pressure to Mark, to make him adhere to the rules and observe all Mark's faults and weaknesses. Grant thought that John was an average manager in terms of his treatment of staff and that John had plenty of room for professional growth. In response to John's behaviour Grant included a few things in John's development plan. These things were to help John improve his skills and understanding around what his role as a manager involved, leadership skills and having challenging conversations with staff. Grant had been counselling John about what he (Grant) had observed of Mark's behaviour and had been asking John to take a step back to see Mark's performance within the context of the team.

Grant's counselling included warning John that he needed to be careful in his treatment of Mark because Grant had observed that there were other members of John's team who appeared to be in exactly the same boat as Mark but that John had not been taking the same action with them. This unequal treatment would reflect poorly on John if a complaint was made. The conversations with John had been getting more direct and Grant had begun to feel like a broken record. Grant was trying to lead John into either relaxing his behaviour with Mark or formally engaging in a performance management process with Mark. At the time of the interview, no-one had made any formal complaint and Grant thought that John might change his behaviour.

Case 13: Scott (observed behaviour, immediate response)

In talking about the use of Group B behaviours Grant related a case where one of his managers, Scott, had engaged in shouting. In that case Grant's response had been direct and immediate. Grant made it clear to Scott that shouting was not accepted and it was not done in front of the team.

4.2.8 Participant 8: Cases 14 and 15

Participant 8 (Harry) thought that context could make it difficult to know how to address inappropriate behaviour. By way of an explanation Harry gave an example of the CEO of his organisation asking someone to get a job done that was not within their job description and was beneath their level of competence. The request was made within the context of there not being anyone else around to do the job/task and the organisation needed it done. There was a customer waiting and the job needed to be done even if the request was not entirely appropriate.

Harry had intervened in a couple of cases where he felt that a manager's behaviour had been out of line. In both cases the discomfort had been with the use of Group B behaviours. The issue of context is apparent in the second case (Case 15).

Case 14: Jeff (observed behaviour, coaching and follow-up)

Jeff reported to Harry. Jeff had confronted another staff member, Wayne, about his not being available when he had specifically promised to be available. This was during a crucial part of a project. Harry described Jeff's behaviour as 'making allegations'. Harry felt that the way in which Jeff made the allegations had been

inappropriate as it had been in a project meeting with others in the room. Harry had also felt uncomfortable because he did not think that Jeff was giving Wayne a right of reply. It felt to Harry as if Jeff was ganging up on Wayne in front of other people and the situation did not give Wayne the opportunity to provide his side of the story without feeling that he was already in the wrong. Harry did not think that this was right.

Harry's immediate response had been to say that the issue needed to be addressed elsewhere and not in that meeting. Harry spoke with Jeff later to say that Jeff's behaviour had not been appropriate, especially in front of the project team and that the issue with Wayne was something Jeff needed to address but that the project meeting had not been the right place to do this.

Harry didn't think that his intervention improved the situation at the time but it did diffuse it and Harry was happy with the way in which Jeff dealt with the situation later. Harry had kept an eye on the issue and had asked Jeff later how things were going, and tried to eke out Jeff's side of the story as well. Harry felt sure Jeff was also feeling uncomfortable in that project meeting and felt as if he had let the project down. Harry thought that Jeff was just venting some of his own discomfort.

Case 15: Lance (observed behaviour, a quiet word)

In a second case Harry spoke about Lance a manager who did not report to Harry. Lance had been making jokes at the expense of a subordinate and subjecting a subordinate to frequent or persistent teasing and sarcasm. Lance and his team were very close in their interaction and sat within the organisation very much as peers. The organisation had put Lance in as the manager because the group was large and needed a manager. However, Lance had been a member of that team and Harry felt that Lance had not properly managed the transition from being one of the team into being the manager. Lance was still engaging in joking, sarcasm, jibing and so forth which were behaviours the team engaged in and which Harry did not feel appropriate for managers to engage in.

Harry's intervention had been to have a quiet word with Lance and to say that he thought that Lance's behaviour was a bit rough. If Harry thought that the

behaviour was getting out of hand then he would have escalated the issue to Lance's manager.

Harry had not been sure how to intervene or even whether to intervene. Lance was not his report and Harry was cognisant of the possibility of treading on the toes of Lance's manager. While Harry felt that Lance was not acting in a way that he felt was appropriate for a manager Harry was also aware that Lance spent (and had always spent) time in outside work activities with the staff he now managed. Harry felt that it was inevitable that some of this would spill back into the workplace when Lance returned to work and the relationships then became that of manager and staff member. Harry said that you couldn't be blinkered to all the other variables in the workplace and life. Harry thought that the behaviour was not appropriate for a manager and if the joking and sarcasm seemed one sided and made a staff member feel uneasy or the staff member was not in a position to give back what they were taking then the behaviour was not ok.

4.2.9 Similarities and differences between the cases

Of the fifteen cases, only two involved a formal complaint, seven cases involved observed behaviours and in the remaining six cases the participants had only been aware of issues through informal complaints.

Despite similarities between the fifteen cases provided, no two were the same in terms of the behaviours used, the mechanism by which the senior manager became aware of the issue or the way in which the senior manager intervened.

The cases of Ruth and Andrew (cases 2 and 5) were perhaps the most similar as they both involved formal complaints about behaviours which would be considered Group B behaviours. The interventions in both cases were formal performance management and ultimately this led to dismissal. Brian and Evan (participants 2 and 5) also had general examples of where they had formally intervened with managers who had used Group B behaviours. Brian spoke specifically about firing someone for the blatant use of a Group B behaviour.

All eight participants commented that the Group B behaviours were less acceptable, more overt and also more likely to be covered by organisational policies. They were perceived as easier to intervene on and the intervention was likely to be timely, more formal and disciplinary procedures could also be

invoked. It was also felt that others in the organisation were less likely to tolerate the use of these behaviours and therefore more likely to complain about their use to other managers. The complaint was also likely to be made in a timely manner.

Brian, Callum, Felicity and Harry mentioned that managers new to the role may not always make the transition seamlessly and that some behaviours were a sign of immaturity in the role of manager. They each expected staff to behave more professionally when in a managerial role and this meant that behaviours which might have been tolerated before were not as tolerated once someone became a manager.

Three of the cases (Mary 6, Kevin 7, and Trevor 10) contained a conflict between the manager involved and a specific subordinate staff member. In these cases the senior managers became involved with both parties in an attempt to get to a resolution. The manager involved was perceived as not having managed the conflict well themselves and in two cases the subordinate was perceived as actively contributing to the situation.

The cases of Jill, Ruth, Andrew and David (1, 2, 5 and 11) involved managers whose behaviour had impacted on all of their staff, not just one subordinate. While formal complaints led to the dismissal of Ruth and Andrew, in the situation of Jill and David no formal complaints were made and this had made intervening difficult. Subordinates in these four cases were described as fearful. The potential issue of subordinates being fearful of complaining was mentioned or hinted at within the five cases provided by Adam, Callum, Daniel, Evan, and Felicity.

The predominant approach to intervening involved the more senior manager having conversations with the manager concerned. In some cases this was a direct expression of why they thought the manager's behaviour was inappropriate. In other cases, coaching and attempts to get the manager to see their own behaviours were described.

Harry spoke of context being important in assessing whether a behaviour might be perceived as inappropriate or not. The effect the context might have on the interpretation of the use of a behaviour is perhaps well illustrated by comparing the cases of Kevin and Trevor (cases 7 and 10). Both cases involved a manager insisting that a subordinate do work below their level of competence. In case 7,

Kevin, the manager, was perceived as using this behaviour to demean Michael, his subordinate and, in case 10, Stuart, the subordinate, was perceived as deliberately resisting the authority of Trevor his manager.

When asked about the quality of the relationship between the offending manager and their subordinates, five of the participants indicated that the atmosphere or culture of the team was adversely impacted in eight of the cases (1, 5, 6, 7, 8, 9, 10, and 11) with evidence of actively deteriorating relationships and negative impacts on the team and/or the customers. Responses to this question also generated an acknowledgement that the measured performance of the team was not a good indicator that there were problems, at least at the time of the use of the behaviour/s. Comments were made that measured performance was likely to occur at a later stage, i.e. there was a lag between negative cultural change and measured performance.

> If I look at the achievement against targets the team is very effective against their targets. If I look at the culture and where that had started to head it was going in the wrong direction it was going from average to worse than average. (Daniel re Case 9 - Paul)

> Probably worse than average or average – I don't know that I would say extremely ineffective because they still did as a team they still delivered pretty well so they still met expectations but the relationship between the manager and the subordinates would have been worse than average. (Adam re Case 1 - Jill)

> As time went on it went from average to worse than average to extremely ineffective. (Evan re Case10 - Trevor)

> At the time we intervened [the relationship between the manager and their team was] extremely ineffective – there was no respect there, there was nothing there. It was extremely ineffective. (Callum re Case 5 - Andrew)

4.3 Discussion

The organisational representatives in Study 3 perceived the reasons given by managers in Study 2, as reasonable justifications for the use of the Group A behaviours, as long as the behaviours were used in an appropriate manner.

Where the organisation representatives felt uncomfortable with the behaviour of a manager, the context of the situation was taken into account and the intervention used appeared to be dependent on the type of behaviour (Group A or Group B), and the way in which the organisational representative was made aware of there being an issue (informally, formally or through observation). Group B behaviours were responded to with direct responses and/or formal interventions. Formal complaints were also responded to within a formal procedure. Otherwise the response was likely to be informal and consist of coaching the manager, and maybe other parties involved. The cases in Study 3 suggest that coaching and mentoring are perceived as an appropriate and often effective response to the inappropriate use of Group A behaviours in particular.

The results of Study 3 are similar to those reported by both Salin (2009) and Saam (2010) in the respect that these studies found that the choice of intervention could be dependent on a number of factors. However, in the Salin (2009) and Saam (2010) studies those doing the interventions were either HR professionals or bullying consultants not operational managers and the situations intervened on were likely to be the result of formal complaints not informal complaints or direct observation. Study 3 suggests that formal complaints may represent just a small fraction of the instances where managers become aware of unwanted behaviours and when interventions actually happen. The use of informal complaints as a mechanism by which affected parties can highlight their concerns has not been identified within the workplace bullying literature, neither has the relative level to which this occurs versus formal complaints.

The results of study 3 suggest that HR is only included at a later stage, after informal interventions have been tried and a formal complaint and/or performance management has ensued. This has implications for organisations where the HR function (or any party which is not part of the operational management) is perceived as the primary organisational resource for reducing workplace bullying.

Study 3 showed that organisational representatives engaged in purposeful coaching and mentoring of managers who used behaviours inappropriately and that this was the most common form of reported intervention for the inappropriate use of Group A behaviours in particular. The literature makes little mention of coaching and mentoring by managers as an intervention for workplace bullying.

Coaching aimed at behavioural change is discussed by Saam (2010) but conducted by consultants not managers.

Informal interventions and coaching may lack visibility within organisations. It may be that, because coaching by managers is done discreetly, its use as an intervention is not visible to victims of negative behaviours or other organisational participants. This lack of visibility may also mean that organisations could be unaware if coaching was ineffective or absent. If coaching were absent then it would seem likely that the inappropriate use of behaviours would continue at least until a formal complaint is registered, at which point a formal investigation would ensue, and more formal conflict management procedures would be used. It may be that the use of a 'visible' conflict management process as an intervention for bullying means that an earlier opportunity at behaviour change through the 'less visible' use of coaching has either not happened or has been ineffective. This possibility has not been identified before within the literature on workplace bullying interventions.

The observation by Walker and Hamilton (2009) that New Zealand employees may be reluctant to raise complaints formally due to concerns about retribution or harm to their career was a view also shared by those interviewed in this study. Fear and reluctance to engage in formal reporting reinforced the finding that senior managers are very reliant on informal channels of communication to indicate where there might be a problem. In addition, it appeared that informal mechanisms of address were preferentially used by concerned parties rather than engaging in a formal complaint. This suggests that organisations may need to encourage informal reporting mechanisms for both recipients and observers of negative workplace behaviours. However, while these informal reporting mechanisms may increase the visibility of inappropriate behaviour, organisations would still be faced with having few developed mechanisms to respond to such complaints other than formal investigatory, disciplinary or conflict management procedures. It may be that recipients and observers avoid formal complaints to avoid just such responses, as already identified in a number of studies (Djurkovic et al., 2005; Syedain, 2006; Zapf & Gross, 2001). There has been no research in the area of informal interventions, what these might mean and how these might differ from formal conflict management processes in particular.

The responses to the Group A and Group B behaviours were different. The inappropriate use of Group A behaviours was likely to be interpreted as a degree of inexperience or undeveloped professionalism (or use of a less desired management style) on the part of the less experienced manager. In response, the senior manager was likely to see their role as one of coaching and mentoring the less experienced manager in the development of more professional interactions with their subordinates. The use of Group B behaviours was generally deemed inappropriate and the response to being made aware of the use of these behaviours was often rapid and formal. Participants also perceived that employees were more likely to complain about the use of Group B behaviours and that organisational representatives (and employees) felt they could rely on, and refer to, organisational policies in support of their prosecution of managers who might use these behaviours. This would suggest that policies can be useful in interventions of this nature.

The responses to the use of Group B behaviours by the participants in this study appear to be at odds with reported recipient experiences of these behaviours, especially within the lay literature where behaviours like shouting are frequently mentioned but an organisational/managerial response is either not registered by the victims or specifically commented on as missing or ineffective. It may be that the participant sample used in Study 3 was not representative of all organisations, or that the New Zealand work environment is different to those referred to in the literature on bullying.

The workplace bullying literature also suggest that policies by themselves have not proven to be effective at reducing bullying, but within Study 3 they were perceived as being effective in providing support for those addressing the eleven negative behaviours in Group B. It could be that policies, at least with regard to the use of the more blatant Group B behaviours, are becoming effective tools and this has yet to be reflected in published research.

Deteriorating relationships were included in responses by five participants to the LMX question about the quality of the relationship between the manager and the subordinate. This was surprising given the results from Study 2 which indicated that the use of the Group A behaviours was not related to the quality of the LMX. However, in Study 2, LMX was considered in relation to the general use of the

Group A behaviours and in Study 3 the question was asked in relation to where the organisation representatives had felt uncomfortable with the behaviour of a manager. This indicates that low quality LMX may be related to the inappropriate use of negative workplace behaviours. However, this would need to be properly tested with a larger sample size and the use of all the LMX questions, not just one.

Legislation, collective agreements, policies, codes, and guides which require organisations to indicate unacceptable behaviours within their internal policies could support managers intervening in the use of these types of behaviours. However, further research in this area is warranted to determine the number of organisations which have such policies and if they are enforced.

Study 3 has a number of key strengths. The research took an organisational perspective and the participants were all involved in managing managers or supporting managers via the HR function. Participants in this study were asked to reflect on the use of workplace bullying behaviours by those they might be responsible for. The context and content of personal intervention has not been looked at before.

There are limitations to the results of Study 3. The examples provided by the participants were those which they could both recall and were also comfortable in discussing. There is no indication of the total number of situations where the participants had had an opportunity to intervene. There is no indication of the number of situations (or the percentage of situations) where a participant may have chosen to NOT intervene.

The sample was predominantly male and NZ European. The sample size was also small and the cases diverse. While there were similarities between the cases the reliability of the results wold benefit from further research and extension.

The results of Study 3 are further discussed later in the following chapter, Chapter 5, which integrates the findings from Studies 1, 2 and 3. Chapter 5 presents an overall discussion and conclusions from all the studies and the implications of the findings are then discussed in terms of future research and the development of interventions to reduce workplace bullying.

Chapter 5: General discussion

The discussion sections at the end of Chapters 2, 3 and 4 highlighted the key findings in studies 1, 2 and 3 and included implications and limitations relevant to each study. This general discussion chapter begins with a summary of the research undertaken and the key findings, then discusses the overall findings as they pertain to the use and management of workplace bullying behaviours. Further implications, suggestions for future research, and limitations are also included.

5.1 Summary of the research undertaken and key findings

This research examined the use of workplace bullying behaviours from a managerial perspective because, while managers are frequently cited as the perpetrators of workplace bullying (H Hoel et al., 2001; Rayner, 1997, 1999; Seo, 2010; UNISON, 1997), it has been the recipient perspective which has informed much of the current descriptions of workplace bullying and the perceived use of bullying behaviours. The key questions asked in this research were: what bullying behaviours do manager's report using, why are they used, and what is the organisational response to their use? Within these questions there were two further areas of interest. Are there substantive differences between the managerial perspective and the recipient based perspective within the literature and does the quality of the relationship between a manager and subordinate influence the use of these behaviours?

The research was conducted in three parts with managerial participants and used the 22 behaviours of the Negative Acts Questionnaire (NAQ) as its starting point. Study 1 utilised an online survey to identify the relative use of the negative behaviours as reported by 102 New Zealand managers. Results from this study showed that managers reported using some behaviours more often than others and that the behaviours could be divided into two groups based on relative usage (Group A and Group B identified in Chapter 2, section 2.2.3). Group A consisted of the nine most reportedly used behaviours which 39% or more respondents had used and between 35% and 87% of respondents believed could also have work-related reasons for use. Group B consisted of 13 behaviours which had much lower rates of relative use and fewer respondents indicated that these could have work-related reasons for use.

Study 2 consisted of interviews with 31 New Zealand managers and focussed on the use of the Group A behaviours. Study 2 produced several findings. The managers interviewed indicated that different behaviours were likely to have different precipitating circumstances, and that the management of unsatisfactory performance was a major reason why managers reported the use of Group A behaviours with subordinates. The managerial description of the boundaries between the acceptable and unacceptable use of the behaviours was qualitative and context related and this was different to the quantitative 'repeated and persistent' descriptions given in the literature on workplace bullying. The role of subordinates and external parties (such as Human Resources, senior management or customers) leading to the use of the behaviour/s was also different to that indicated in the literature. External parties could be directive in their requests of managers to deal with subordinates who were perceived as performing unsatisfactorily or behaving unacceptably and this could lead to the use of the behaviours. The degree to which managers attribute cause can differ to that indicated within the literature and in some areas this difference can be pronounced (discussed in Chapter 3, section 3.2.8). The quality of the relationship between the managers and their subordinates (assessed using the LMX measure) did not appear to be an influencing factor in the use of a negative behaviour but did appear to be impacted negatively as a result of the use of the behaviour.

Study 3 consisted of interviews with eight organisational representatives (senior managers and/or HR) and focussed on two issues. The first was their 'organisational perception' as to whether the reasons given by managers in Study 2, for their use of the Group A behaviours, were reasonable or not. The second was the context of the situation and actions taken when they had felt uncomfortable with the use of a behaviour by a manager. The results from Study 3 indicated that organisational representatives thought that the reasons given by other managers for the use of the Group A behaviours were reasonable if used within appropriate circumstances. There were differences in the choice of intervention depending on the context and whether the behaviour was a Group A or Group B behaviour. Coaching and mentoring was identified as the most likely intervention method if a manager was deemed to have engaged in these behaviours in an unacceptable manner (especially Group A behaviours) although

more formal interventions, like disciplinary procedures could be used especially if a behaviour was a Group B behaviour.

The findings from the three studies have a number of implications for the assessment of workplace bullying, and for the selection of effective responses/interventions to the unacceptable use of these behaviours. These are discussed in the following sections.

5.2 Implications of the findings

The findings have a number of implications for the assessment of workplace bullying, especially with regard to the use of the behavioural experience response approach. This approach involves measuring a recipient's exposure to negative behaviours and then assessing a level of bullying based on categorising the degree of persistence, which is a quantitative measure of the frequency, intensity and duration of the behaviours indicated within the responses. The managerial perspective highlighted that the management of unsatisfactory performance of subordinates could result in the perceived legitimate persistent use of negative behaviours. This is further elaborated upon in section 5.2.1. The differentiation between the level of use and acceptability of use of the Group A and B behaviours also generates multiple implications for both recipients and organisations, especially with regard to organisational response and these are further elaborated upon in sections 5.2.2, 5.2.3 and 5.2.5.

The expectation that managers would be more likely to use negative behaviours with low LMX subordinates (i.e., target some subordinates with these behaviours and not others) was not supported. The results from the LMX part of the study have implications (section 5.2.4) for both LMX theory and workplace bullying. The LMX results also highlighted the difference between the measured (quantitative) use of negative behaviours and the more qualitative 'acceptable/unacceptable' use of negative behaviours. The implications of this are detailed in section 5.2.5.

The results relating to the use of the two behaviours *(16) Giving subordinates tasks with unreasonable deadlines* and *(21) Subjecting a subordinate to an unmanageable workload* raised a number of questions, especially with regard to the boundaries of responsibility between the organisation, the manager and the subordinate and the visibility of subordinate workloads (discussed in section

5.2.7). Visibility of the inappropriate use of behaviours was also an issue for all parties and this is discussed in section 5.2.6. The following sections (5.2.1 to 5.2.9) elaborate on the statements made above.

5.2.1 Implications for the assessment of workplace bullying

Assessing rates of workplace bullying using the behavioural experience response approach treats the use of all of the behaviours equally. For example, using the NAQ with the bullying definition of 'exposure to at least two negative acts, at least weekly, within the last six months' (Einarsen et al., 2009; Einarsen & Skogstad, 1996) makes no allowances for the relative use of the behaviours or the perceived reasonableness of use by managers. This research found that some behaviours are several times more likely than others to be used by managers and the use of Group A behaviours in particular can be perceived as 'reasonable' by both the managers who use them and organisational representatives who might observe them being used. For example, behaviour (18) - *Engaging in high levels of monitoring of a subordinates work* and behaviour 3 - *Insisting that subordinate do work below their level of competence* were used by over 70% participants and used at least twice as often as any other negative behaviour. This means that rates of workplace bullying assessed using recipient responses to the NAQ (or similar) may not be well aligned with managerial or organisational perceptions of rates of bullying. This has implications for the perceived accuracy and validity of rates of bullying calculated in this way and also for organisations interpreting rates of bullying measured in this way.

The comment was made earlier within the discussion of Study 2 (Chapter 3, section 3.6.3) that the NAQ combined with the definition of bullying (two or more behaviours, weekly within a six month period) actually assesses a recipient's perception of feeling bullied and that this can be different to managers' (and other organisational representatives') interpretation of recipients actually being bullied. However, there was really only one scenario where managers and organisational representatives were likely to consider the 'persistent' use of negative behaviours as being 'within reasonable circumstances'. This related to the 'formal' performance management of a subordinate due to either unsatisfactory performance or unacceptable behaviour. Within this scenario, the behaviours were only used for an extended period of time if the subordinate had not improved their performance or behaviour. Employees within this scenario and subject to Group A

behaviours in particular would be unlikely to be considered bullied by managers and organisational representatives. Outside this scenario, however, managers and organisational representatives were unlikely to consider the repeated use of these behaviours as appropriate.

It is not clear how many respondents in bullying studies have also been in extended performance management processes. Or, if employees in formal performance management processes due to unsatisfactory performance feel bullied or to what extent they might feel bullied, or what the percentage of employees might be in such processes at any given time.

These results suggest that for the NAQ (or similar measure) to truly be an indicator of bullying within an organisation it would need to exclude formal performance management in some way or factor in 'reasonable' usage of the behaviours. This latter idea of factoring in reasonable usage of behaviours is further elaborated upon in section 5.2.5. The former idea of excluding formal performance management from the assessment of bullying was highlighted and discussed in Chapter 3, Section 3.6.3, where it was suggested that this could also be accompanied by substantially reducing the six month duration period. Research to ascertain the perspective of employees on the use of the Group A behaviours and their use in the management of unsatisfactory performance would be of interest. If employees have a similar perspective then this would support the exclusion of performance management (and perhaps the use of performance management behaviours) from the discussion on bullying. If employees were to have a different perspective then this would have implications for organisations and the management of unsatisfactory performance.

There are also implications for both the employee and the organisation if an employee feels bullied but the organisation does not consider them to be bullied. In this situation there is no apparent remit under which the employee would have a legitimate claim to being bullied and no corresponding obligation on the organisation to alleviate the distress employees may feel within the situation. This raises a question about the degree to which an organisation should be responsible for the emotional wellbeing of a subordinate if the subordinate is within a formal performance management situation. Formal performance management processes are designed to support and protect the rights of employees. However, the

processes involved with the management of unsatisfactory performance are inherently negative and few organisations would consider themselves responsible for the emotional wellbeing of an employee beyond being professional and respectful in interactions. Research into employee expectations of organisational support (emotional and procedural) during performance management processes would be interesting. An understanding of the three perspectives (employee, managerial, and organisational) on the length of time such processes should take would also be of interest as the use of the behaviours increased where the process was continued for an extended period time.

5.2.2 Implications of the use of Group B behaviours

This research found that Group B behaviours were seen as less acceptable, easier to respond to, more likely to be complained about and often in contravention of existing workplace policies. If organisations have clear policies about the use of these behaviours and these were enforced promptly (as indicated by the organisational representatives in this research) then in theory no employee should feel bullied due to the use of Group B behaviours, unless the use of the behaviours was not brought to the attention of management or HR.

If recipients are subjected to the repeated use of Group B behaviours then this suggests a number of things. Recipients may not have a clear mechanism for complaining about the use of these behaviours. The organisations involved may not have clear policies about unacceptable behaviours or, if they do have clear policies then these may not be enforced for some reason. It is tempting to suggest that interventions in response to the use of Group B behaviours should be targeted at the perpetrator and reducing the use of these behaviours. However, if policies are not in place or not being enforced and/or recipients do not have a mechanism to raise a complaint, then recipients would have few avenues to pursue to address their situation and the organisation would effectively be supporting bullying behaviour through inaction. It may be that in studies where organisational culture has been perceived as a contributor to bullying that the organisations involved did not have or did not enforce codes of conduct/behaviour. Analysis 4 in Chapter 2 (section 2.2.4) also highlighted that there may be a relationship between the level of use of the Group B behaviours and reported rates of bullying in other NAQ based studies. Further research could be done to ascertain the relationship between rates of bullying, enforced codes of conduct and the use of Group B behaviours.

The creation of a measure using the 13 behaviours of Group B could be used to indicate workplaces with poor behavioural standards or ones where behavioural policies were not in place or enforced. The persistent use of this reduced set of behaviours might also be a more accepted indicator of bullying for organisational representatives and managers. It would also seem likely that there would be a relationship between Positive Organisational Support (POS) and the use of Group B behaviours. Research in this area would be needed to illustrate this.

5.2.3 Implications of the inappropriate use of Group A behaviours

Where organisational representatives felt uncomfortable with the behaviours of a manager, that manager was often engaging in an 'informal' or undeclared performance management process using the Group A behaviours in an attempt to alter the behaviour or performance of a subordinate. The organisational representatives in Study 3 implied that this could have been the result of the manager being inexperienced in managing performance issues. It could also be that managers used the Group A behaviours within informal or undeclared performance management processes to avoid the formal process. This latter idea of managers avoiding formal processes is discussed further in section 5.2.6. The former idea that managers could be inexperienced in managing performance issues suggests that there could be a correlation between bullying and a manager's capability in the management of unsatisfactory performance or unacceptable behaviours.

Responding to the inappropriate use of Group A behaviours was not straight forward. Multiple factors were involved reinforcing findings in previous studies (P. Ferris, 2009; Gillen et al., 2012; Resch & Schubinski, 1996; Saam, 2010; Zapf & Gross, 2001). The responses were influenced by a number of factors including the manner in which an organisational representative became aware of the issue and the context of the situation. There were several different ways in which the situation could be brought to their attention. If a complaint was formal then the response was likely to be formal, however, it was more likely that the organisational representative would be made aware of an issue through informal complaints or direct observation. In this case the preferred mechanism of response involved an informal investigation usually followed by the organisational representative engaging in attempts at behavioural change. Context was considered important, the actions and behaviours of all the parties involved (not

just the perpetrator) were important and the needs of the organisation were also important. The mechanism used to effect a behavioural change could be coaching, primarily targeted at the manager involved but on occasion the subordinate as well. In some situations conflict management would be used, in others formal performance management might ensue.

The implications of the above are that these actions can take time, and during that time the employee continues to be a recipient of the behaviours. The recipient may also be unaware of any redress which may (or may not) be occurring. It could be that in many situations where recipients feel bullied they are being 'informally' or inappropriately performance managed. It could also be that they are unaware of any informal interventions which may be occurring. Others in the organisation, including HR, may also be unaware of both the recipient's circumstances and/or informal interventions occurring.

Future research in this area could include investigations into the level of informal or un-declared performance management activities in organisations and if there is any correlation between informal performance management and rates of workplace bullying. However, it should be highlighted that the management of unsatisfactory performance by individuals in organisations is an understudied area. Much of the literature on employee performance management is focussed on the formal review/appraisal process and does not address informal review or what happens when complaints are made about an employee's behaviour or performance. A clear differentiation between the management of unsatisfactory performance and the performance review/appraisal process would also be of use to future research in this area.

5.2.4 LMX and targeting

The LMX results in this research build on other LMX studies and extend the understanding of the relationship between LMX and the use of workplace bullying behaviours. The LMX results from Study 2 suggest that the quality of the relationship with the subordinate does not influence managers' use of Group A behaviours with subordinates. In addition there did not appear to be any evidence that behaviours were targeted at subordinates with whom they might have had a poor quality relationship as the reasons given by the Study 2 managers for their use of Group A behaviours were responsive in nature, and often at the behest of

others. However, this perspective was countered with that of the organisational representatives in Study 3 who, when describing situations where they had not felt comfortable with the behaviour of a manager, gave examples of unequal treatment of subordinates.

It should be noted however that Study 2 focussed on the use of Group A behaviours whereas the responses in Study 3, to the question about the quality of the relationship between an offending manager and their subordinates, could include both Group A and Group B behaviours, and in a few examples, managers engaging in behaviours inappropriately with their entire team, not just specific individuals. The Study 3 responses also indicated actively deteriorating relationships and negative impacts for both the team and customers. The implications of this are that, while the LMX cannot be used to predict the use of negative behaviours by managers, it may still be able to be used to identify relationships which may be more susceptible to the inappropriate use of negative behaviours. It would be interesting to know if there is a relationship between low LMX and the ***inappropriate*** use of negative workplace behaviours. It would also be interesting to determine if there is a relationship between low quality LMX and the use of the Group B behaviours. More research would need to be done to ascertain if correlations exist in these areas.

The results also suggest that LMX may not be as stable over time as earlier LMX studies have suggested. Study 2 demonstrated that performance issues could occur even in well established relationships, and the use of negative behaviours could impact negatively on the perception of the quality of the relationship. However, it should be noted that the greatest (negative) impacts on the quality of the LMX relationships were indicated where relationships had already broken down. In Study 2 this had been where performance management situations had been ongoing and the subordinate had appeared to be resistant to change. In Study 3 this had been where internal conflicts or inappropriate use of the behaviours had continued or escalated over time. This suggests that low quality LMX may be an indication that the use of negative workplace behaviours has already occurred. An extension to this would be that very poor quality LMX may be an indicator for negative workplace behaviours having occurred over an extended period of time. More research would need to be done to ascertain if this was in fact the case.

5.2.5 Unacceptable use of behaviours and the background use of behaviours

This research has highlighted the need for baseline studies with regards to the use of the NAQ behaviours. There appears to be a background/baseline level of 'acceptable' use of the NAQ behaviours which has yet to be properly described and defined. The participant stories in Study 2 were about managers using these behaviours in what they believed to be an acceptable manner, however they were also able to describe what they saw as being unacceptable use of the behaviours. Unacceptable use included the behaviours being used outside a supported performance improvement process, done for reasons of personal gain, not in support of organisational expectations, and negatively affecting team morale. This description of unacceptable use also aligned with comments made by the organisational representatives in Study 3 when they described the context of situations where they had felt uncomfortable with a manager's behaviour.

This differentiation between acceptable and unacceptable use is important for two reasons. One reason is that when the use of the behaviours moved from being acceptable to being unacceptable then organisational representatives also indicated that they became uncomfortable with the use of the behaviours and an intervention was then more likely to occur. The second reason is that when the use of the behaviours moved from being acceptable to being unacceptable then the managerial and organisational perspective also became similar to recipient descriptions of bullying within the literature. For example, in Study 3 organisational representatives gave examples of unequal treatment of subordinates when describing situations where they had not felt comfortable with the behaviour of a manager. This is in line with targeting as described by recipients of workplace bullying (Leymann, 1990; Zapf & Gross, 2001). Study 3 participants also commented negatively on the level of experience of the managers where they had felt managers had used their power inappropriately. These descriptions are also aligned with reasons given by recipients for the use of bullying behaviours (D. Lewis, 1999; Lutgen-Sandvik & McDermott, 2011; Vartia, 1996).

This suggests that the 'inappropriate' use of these behaviours, as described by managers and organisational representatives, aligns with recipient descriptions of bullying. However it should be noted that an agreement on what constitutes inappropriate versus appropriate has yet to be reached. While there was general agreement between the participants in both Studies 2 and 3, the matching process

in the coding exercise in Study 2 (Chapter 3, section 3.2.1) generated an inter-coder agreement level of 83% for question 4 about the boundaries of appropriate use of a behaviour. This is at the low end of the preferred evidential agreement level of greater than 80% (Saladana, 2013). In addition Study 3 was presented as case studies because both the contexts described and the descriptive language used were diverse and did not lend itself to elemental (InVivo) coding. This means that the boundaries between acceptable and unacceptable use of these behaviours is still to be well defined/described. More qualitative research in this area is required before meaningful quantitative measures can be developed and the general observations from this part of the research would benefit from replication and extension.

5.2.6 Avoidance of making an issue formal and therefore formally visible

It may be that a component of workplace bullying is the time it takes to become visible and the reluctance of those involved to highlight the situation. There was an underlying theme of the tacit avoidance of formal complaints and formal interventions by everyone involved, be they recipients, managers, organisational representatives, observers, or customers. This could also be interpreted as an underlying preference for the use of informal mechanisms in both highlighting and dealing with issues.

The literature suggests that recipients may not highlight their situation because of fear of retribution or fear for their continued employment (P. Ferris, 2004; Rayner, 1999; Walker & Hamilton, 2009). This was also raised within this research by participants in Study 2 (Chapter 3, section 3.3.8) and in Study 3 (Chapter 4, section 4.3). However even when organisational representatives were openly supportive of the recipients, there could be still be reluctance on the part of recipients to raise the issue formally. In addition, it appeared that others involved may also be reticent in making formal complaints. Three of the cases in Study 3 (cases 7, 9, and 10) involved observers who raised the issue with senior managers informally and off the record. Even when organisational representatives were made aware of an issue they were likely to respond, initially at least, with discretion and coaching rather than any direct confrontation. The impression was that recipients, observers and managers were only prepared to be involved in formal interventions where an obvious standard was breached. The preference was for informal notifications to be used and initial informal attempts to adjust the

situation. This more general reluctance (or avoidance) of raising a formal complaint or engaging in formal responses has not been highlighted before in workplace bullying studies.

If organisations have situations where informal mechanisms of complaint and intervention are used and 'issues' only become visible to an organisation (HR or senior management) when the situation is beyond informal intervention, then it would seem likely that difficult situations would continue until an obvious standard is breached, or someone makes a formal complaint. This would suggest that bullying may be the result (in part) of an unwillingness for those involved to complain. It could also be the result of there not being an appropriate mechanism (which employees are willing to use) to highlight and respond to informal complaints. It may be that the preference to deal with these issues informally is a desire to avoid a formal conflict management process. This is an area which has not been highlighted before and is worthy of further study. It would also seem related to the observations made about the inappropriate use of Group A behaviours (section 5.2.3), specifically the level of informal or un-declared performance management.

5.2.7 Unreasonable deadlines and unmanageable workloads a special case

Despite being less used by managers (in comparison to the seven most used behaviours) behaviours 16 and 21 (*(16) Giving subordinates tasks with unreasonable deadlines (21) Subjecting a subordinate to an unmanageable workload)* had also been shown to be experienced relatively frequently by recipients in recipient based NAQ results (see Chapter 1, section 1.5). These behaviours also have the potential to impact significantly on mental wellbeing (H Hoel et al., 2004), further suggesting that employees may have a lower tolerance for unreasonable deadlines or unmanageable workloads compared to the other behaviours.

The visibility of unreasonable deadlines and unmanageable workloads was shown to be an issue for the managers and organisational representatives in this research. Managers (and organisations) appear to have few indicators of situations where a subordinate is experiencing unreasonable deadlines or unmanageable workloads. The participants in this research, once made aware of a subordinate not coping, all reported acting quickly to try and reduce the level of stress on the subordinate.

However, there were also examples of subordinates being unwilling to reduce their workloads (Chapter 3, section 3.3.4 and Chapter 4, section 4.2.4, case 8). Continued stress/distress due to unmanageable deadlines/workloads may be the result (in part) of an unwillingness of the employee involved to highlight their circumstances and/or adjust their workloads. Continued dis/stress may also be a result of a lack of self-awareness and/or self-monitoring on the part of a subordinate.

There are implications for both employees and organisations, as high levels of stress lead to a number of undesired outcomes. Further research in this area is warranted, although the willingness/ability of subordinates to highlight their own dis/stress seems both integral and problematic to research in this area. As working environments are becoming increasing flexible or virtual, and if managers are not closely involved in the oversight of subordinate workloads, then organisations may need to find ways for employees (or other related parties) to monitor and report on how employees are coping. If an employee lacks self-awareness of their levels of stress then again it would seem advisable that some form of third party oversight is in place. Research could be done into who (what parties) are responsible for monitoring employee stress, how monitoring occurs, and the effectiveness of such monitoring. Research into the levels of employee self-awareness of stress would also seem important. It also should be noted that both Study 2 and Study 3 participants raised this as an issue more likely to pertain to hard working (high achieving) employees. If these employees are self-aware of their stress then research into the reasons why they would not choose to highlight their distress would be of interest. It may be that employees are reluctant to report 'not coping'. If 'not coping' is perceived negatively then research into perceptions (individual and organisational) about 'not coping' might also be fruitful.

The perceptions of unreasonable deadlines and unmanageable workloads also have some implications for the assessment of bullying in organisations as it is not clear if respondents in bullying studies who have experienced unreasonable deadlines and unmanageable workloads have also *not* highlighted their situation with their managers, potentially contributing to their own perceptions of being bullied.

5.2.8 Implications for workplace bullying interventions

Studies into workplace bullying and interventions have focussed on interventions for phenomenon of workplace bullying and not necessarily the specific use of workplace bullying behaviours. As identified earlier (Chapter 1, section 1.7) workplace bullying interventions have been described at three different levels: societal, organisational and individual and, in the main, approaches to workplace bullying interventions have been targeted at societal and organisational level interventions (Vartia & Leka, 2011). Societal level approaches include legislation, collective agreements, policies, codes, and guidelines, organisation/employer level interventions include health and safety policies and workplace policies and individual level interventions include factors like approaches to conflict management, task design, task allocation and/or behaviour modification. There may be some value in intervention strategies which target the use of bullying behaviours (rather than bullying per se). Targeting the reduction in the use of inappropriate use of negative behaviours should in turn result in a reduction in bullying as well. The results from this research suggests that strategies could include both organisational and individual strategies.

Policies which state organisational values and expected behaviours (and undesired behaviours) were found to be useful for managers and staff when faced with inappropriate use of behaviours. They provided a standard against which behaviours could be called into account and/or monitored. The use of some Group B behaviours (persistent criticism (NAQ13), being teased (NAQ20) or humiliated (NAQ2) in front of others, or the subject of inappropriate remarks (NAQ7)) were all raised in Study 3 as not being appropriate. If Group B behaviours were specifically addressed within workplace policies, then their manifestation and/or repeated use could be dealt with more quickly and easily (whether their use was considered bullying or not). The use of Group B behaviours was also prominent in situations where senior managers were uncomfortable with managers' use of Group A negative behaviours. This means that organisations could respond to managers exhibiting Group B behaviours with a target/focus on training or guidance in workplace policies. This approach might also alleviate some of the issues raised in 5.2.6 if avoiding formal conflict processes is a reason behind the general reluctance for raising issues formally.

This research also showed that different behaviours can have different antecedents and therefore it is likely that organisations would need to consider having a range of different, and differently targeted, interventions as well. Specifically, in relation to Group A behaviours in particular, organisations could consider interventions and approaches which provide clarity around tasks and managerial processes. Improved clarity and understanding of the trivial tasks which employees may be expected to undertake as part of their role/s may go some way to reducing the perceived incidence of behaviour 3 -*Insisting that a subordinate do work below their level of competence.* Organisations may also find benefit from providing employees with clarity around circumstances where information might be withheld from them and what might be considered confidential and/or commercially sensitive information. This may lead to a reduction in employees feeling aggrieved at experiencing behaviour 1 -*Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets.* HR could also provide employees with examples of acceptable and unacceptable behaviours and processes. Research into the relationship between the use of bullying behaviours and the level to which organisations clearly articulate roles, organisational procedures and behavioural expectations could be of benefit to understanding the level to which an organisation contributes (actively, or by omission) to rates of workplace bullying.

Research into the relationship between managerial coaching and levels of conflict (and escalated conflict) within organisations would also seem warranted as this research suggests that the presence and effectiveness of coaching and mentoring as an intervention is unlikely to be recognised, because its use is often undertaken informally and discreetly. If managerial coaching reduces escalated conflict and the need for formal conflict management then investment in managerial coaching (and making it visible) would be of benefit to organisations and employees.

5.2.9 Further implications

Managers are not the only people in workplaces who use these behaviours, and different groups of perpetrators, like colleagues or subordinates, are likely to have different reasons for using these behaviours and may also exhibit different patterns of usage of the behaviours. Different groups may also have different criteria for assessing the acceptable use of certain behaviours. This latter point was raised by the organisational representatives in Study 3 who said that they

expected a more professional level of behaviour from managers than they did from non-managers and also spoke of the transition to managing staff and leaving certain behaviours behind for example NAQ behaviours (15) S*ubjecting someone to practical jokes* and (20) *Subjecting someone to excessive teasing and sarcasm* were perceived as unprofessional between a manager and subordinate but more tolerated if between colleagues. This suggests that managers may be less inclined to intervene if such behaviours are used by peers/colleagues. However, it is unclear as to how acceptable (or tolerated) these behaviours may be from the perspective of peers/colleagues. Further research in the differentiated use of behaviours by differing perpetrator groups is warranted

5.3 Limitations

The limitations pertaining to each study were detailed earlier in the discussion section for each study. Potential biases relating to the design and methodological approach of the research were highlighted in Section 1.9. The limitations of the overall research are detailed here.

One limitation of this research is that it centres on the use of negative behaviours by New Zealand managers. While the results of this study should be able to be generalised to managers in other countries, it is uncertain if this is actually the case. In addition these results may not be able to be generalised to other users of bullying behaviours such as colleagues, customers or subordinates. It may be that different behaviours have different levels of acceptability depending on the recipient's relationship with the perpetrator.

Self-selection by the participant pool for each study means that there is a sample bias towards those who may be more interested in this area of research. It could also be that managers who volunteered to take part in the research had an interest in the topic because of prior experience as a recipient of a negative behaviour. This could result in a heightened sensitivity and greater awareness of behaviours compared with other managers.

The context of a managerial or organisational perspective means that there may be bias related to social desirability and participant responses may be biased towards those deemed to be expected or acceptable within the managerial role.

A focus on the functional (manager-subordinate) relationship means that the influence of other aspects of the relationship such as cultural differences, racism, sexism, ageism, or power and control were not sought and were unlikely to emerge.

There could also be self-report bias with participants portraying themselves in a favourable light. However, all the participants in the research perceived the behaviours as inherently negative and were forthcoming about their use of the negative behaviours and the difficulties they encountered. There were also consistencies both within the research and with external studies suggesting that self-report bias was not significant. The inter-coder agreement was high (over 95%) in Study 2 for questions 1, 2 and 3 (across 31 participants and 70 specific cases). The level of agreement between participants in Study 2, with regard to question 4 about the acceptable/unacceptable use of behaviours, was 83%. This was within the preferred evidential agreement level of greater than 80% and also aligned with the views given by participants in Study 3. The results from the survey in Study 1 showed that managers reported using the behaviours in a similar pattern (frequency and usage) to that reported by recipients in other studies.

The research assumes that findings applicable to the behaviours associated with workplace bullying can be extended and applied to workplace bullying itself. The assumption is that reducing the unacceptable use of individual negative workplace behaviours would result in reducing the incidence of workplace bullying. This may or may not be the case. There is an additional assumption of rational insight. The findings in the research may be able to be used by organisations to help employees describe the differences between unacceptable and acceptable use of a negative behaviour but this does not guarantee that individuals using these behaviours would adjust their behaviour/s accordingly or that recipients would feel less bullied if being formally managed for unsatisfactory performance. Some individuals may be able/willing to adjust their behaviour/s (or feelings) in response but others may not. It is also unclear as to what degree rates of workplace bullying are influenced by individuals who are unable or unwilling to

adjust their own behaviour/s. The results present general observations and trends and the robustness of the observations would benefit from replication and larger sample sizes.

5.4 Overall conclusion

These results contribute to an understanding of workplace bullying by providing a better understanding of the managerial and organisational perception of the use of behaviours associated with workplace bullying. The research has several key strengths. The research took both a 'perpetrator perspective' and an 'organisational perspective' and the participants were all managers. The context and content of personal use of negative behaviours has not been looked at before. An investigation into the relative use (and experience) of the individual behaviours of the NAQ has also not been done before.

The purpose of the research was to determine if the managerial perspective on bullying behaviours was substantively different from a recipient based perspective and to assess if this had implications for interventions in particular. The research found that there were both similarities and substantial differences between the managerial perspective on the use of bullying behaviours and that portrayed in the workplace bullying literature. The recipient experience of the usage of the NAQ behaviours showed a similar pattern to that reported by managers (Chapter 2, section 2.2.4), however, managers described the boundaries between acceptable and unacceptable use of these behaviours differently to that described by the academic literature. This difference in description was also shown to influence the choice of interventions undertaken by organisational representatives.

This research also showed that, by using the managerial perspective, the behaviours of the NAQ can be split into two groups, as each group has very different characteristics in terms of use, acceptability and response. These groups may have use in the assessment of bullying and also in the design of policies and interventions. The identification of Group B behaviours might have specific relevance in the design of workplace policies around codes of conduct. Measurement of the experience of Group B behaviours in organisations may be useful in identifying workplaces with poor enforcement or poor design of workplace policies to deal with unacceptable workplace behaviour. The measurement of Group B behaviours might also have relevance to the

measurement of bullying within organisations. The Group A behaviours exhibit complexities in their use, acceptability of use and responses to their use. The different behaviours could have very different (and perhaps organisational) reasons for use.

A number of questions were raised with regard to the role of recipients and external parties in the use of the Group A behaviours and also the visibility and reporting of the unacceptable use of the behaviours in organisations. The nature of performance management of subordinates, both formal and informal, has direct implications for the persistent use of many of the Group A behaviours. Further to this, a suggestion made by this study was that current measures of workplace bullying actually measure recipients feeling bullied and this does not necessarily align with the way in which managers and organisational representatives assess bullying to have occurred.

In conclusion, this research demonstrated that both managers and organisational representatives perceive the Group B behaviours to have limited (or no) organisational reasons for use and that there were no reason why these behaviours should be repeated or persistent. This suggests that the repeated or persistent use of these behaviours is most likely the result of them not being made visible to organisational representatives or the organisation failing to enforce behavioural standards. This research also demonstrated that Group A behaviours can have a number of organisational reasons for use. This suggests that organisations would benefit from a clear articulation about the appropriate versus inappropriate use of the Group A behaviours in particular. Clarity and articulation would provide guidance to managers in the appropriate use of these behaviours, it would help employees differentiate between feeling bullied and being bullied and it would help organisations identify and respond appropriately to the inappropriate use of behaviour/s by managers.

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Appendices

Appendix 1: Analysis of NAQ studies to determine the relative level to which recipients had experienced the individual NAQ behaviours

Appendix1-Table 1: Relative level to which recipients had experienced the NAQ behaviours in four NAQ based studies

		Level of experience as percentage of all negative behaviours experienced			
NAQ	Behaviour	BOHRF	Salin	L-S	NZSWW
1	Had information withheld that affected your performance	12%	12%	10%	9%
2	Humiliated or ridiculed in connection with your work	7%	3%	3%	5%
3	Ordered to do work below your level of competence	9%	13%	13%	6%
4	Had key tasks removed, replaced with trivial, unpleasant tasks	7%	4%	3%	5%
5	Had gossip and rumours spread about you	6%	4%	4%	4%
6	Been ignored, excluded or isolated from others	-	4%	4%	8%
7	Had insulting/offensive remarks made about you	6%	2%	3%	4%
8	Been shouted at or targeted with spontaneous anger (or rage)	-	4%	3%	5%
9	Been intimidated with threatening behaviour	-	0%	2%	3%
10	Received hints or signals from others that you should quit job	-	1%	2%	2%
11	Reminded repeatedly of your errors or mistakes	-	5%	5%	4%
12	Been ignored or faced hostile reactions when you approached	7%	-	3%	5%
13	Experienced persistent criticism of your work and effort	-	4%	3%	4%
14	Had your opinions and views ignored	12%	15%	7%	9%
15	Been subjected to practical jokes	-	-	1%	1%
16	Given tasks with unreasonable/impossible targets/deadlines	10%	14%	9%	6%
17	Had false allegations made against you	-	2%	2%	3%
18	Had your work excessively monitored	7%	5%	7%	4%
19	Pressured into not claiming something to which entitled	-	1%	2%	4%
20	Subjected to excessive teasing and sarcasm	-	1%	3%	2%
21	Been exposed to an unmanageable workload	12%	7%	13%	8%
22	Experienced threats of violence or abused/attacked	-	0%	0%	1%
		100%	100%	100%	100%

Four studies were used; The British Occupational Health Research Foundation (BOHRF) study reported by Hoel, H., & Cooper, C. (2000) (n= 5288); A study by Salin (2001) into the prevalence and forms of workplace bullying among Finnish business professionals (n = 376); A study by Lutgen-Sandvik, et al., (2007) into the prevalence of workplace bullying in a sample of US workers. (n=403); The 2009 NZ Survey of Work and Wellness (Bentley et al., 2009) (n=1728). For each study it was possible to derive the number of recipients who had experienced each behaviour (x). These were then totalled (y) and the level of experience of the recipients who had experienced the behaviour was then expressed as a percentage of the total (x/y). The results are detailed in the table Appendix1- Table 1.The results for each study were then ordered in decreasing percentage and a pareto type analysis was applied using an arbitrary cut off of 75%. The grouping of the behaviours is detailed in Appendix1-Table 2

Appendix1-Table 2: Grouping of NAQ behaviours from Table 1 based on most versus least experienced

Study	*Most experienced behaviours	**Least experienced behaviours
NZ Survey of Work and Wellness (Bentley, et al., 2009) (n=1728)	1, 2, 3, 4, 5, 6, 8, 11, 12, 14, 16, 21 (12/22) (74%)	7, 9, 10, 13, 15, 17, 18, 19, 20, 22
Salin (2001) (n = 376)	1, 3, 11, 14, 16, 18, 21 (7/20) (76%)	2, 4, 6, 7, 8, 9, 10 , 13, 17, 19, 20, 22
Lutgen-Sandvik, et al., (2007) (n=403).	1, 2, 3, 5, 6, 11, 14, 16, 18, 21 (10/22) (74%)	4, 7, 8, 9, 10, 12, 13, 15, 17, 19, 20, 22
The British Occupational Health Research Foundation (BOHRF) study reported by Hoel, H., & Cooper, C. (2000) (n= 5288)	1, 2, 3, 4, 14, 16, 18, 21 (8/11) (74%)	5, 7, 12

‘* Behaviours which constitute 75% of the use of all negative behaviours experienced in the study. ‘**Behaviours which constitute 25% of the use of all negative behaviours experienced in the study.

While this is a crude calculation and an arbitrary cut off it does show that there are more and less used behaviours. 1, 3, 11, 14, 16, 21 are several times likely to be used than behaviours 20 and 22. It should be noted that the Lutgen-Sandvik, et al., (2007) study had a high percentage of bullied participants.

Appendix 2: LMX-7 Measure

LMX-7 measure (from Graen & Uhl-Bien (1995, p. 237))

1. Do you know where you stand with your leader... do you usually know how satisfied your subordinate is with you do? (Manager form: Does your member usually know?)

Rarely occasionally sometimes fairly often very often

2. How well does your leader understand your job problems and needs? (How well do you understand?)

Not at all a little moderately mostly fully

3. How well does your leader recognise your potential? (How well do you recognize?)

Not at all a little moderately mostly fully

4. What are the chances that your leader would use his/her power to help you solve problems in your work? (What are the chances that you would?)

None small moderate high very high

5. What are the chances that your leader would "bail you out" at his/her expense? (What are the chances that you would?)

None small moderate high very high

6. I have enough confidence in my leader that I would defend and justify his/her decision if she/he
was not present to do so. (Your member would?)

Strongly disagree disagree neutral agree strongly agree

7. How would you characterise your working relationship with your leader? (Your member?)

Extremely worse than average better than extremely
Ineffective average average effective

Appendix 3: Example of MPQ series of questions for each behaviour

Behaviour 1: withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets.

Q1a – Do you think that there could be legitimate reasons* that might result in a manager using this behaviour? If you answer yes please indicate how often you think these reasons might arise.

No / Yes	Daily	Less than once a year	Yearly	Monthly	Weekly	More than once a week

Q1b – As a manager, how often have you (intentionally or unintentionally) engaged in this behaviour?

Never	Daily	Less than once a year	Yearly	Monthly	Weekly	More than once a week

Q1c – How often have you observed another manager (intentionally or unintentionally) engage in this behaviour?

Never	Daily	Less than once a year	Yearly	Monthly	Weekly	More than once a week

Q1d –Have you ever been the recipient of this behaviour from a manager?

Never	Daily	Less than once a year	Yearly	Monthly	Weekly	More than once a week

Appendix 4: Means and standard deviations of frequencies for MPQ responses (n=102)

		Reason for		Engaged in		Observed		Rec'd	
Q	Behaviour	Mean	σ	Mean	σ	Mean	σ	Mean	σ
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets	1.7	1.0	1.7	0.9	2.9	1.2	2.6	1.3
2	Humiliating or ridiculing a subordinate in connection with their work	1.1	0.5	1.4	0.7	2.7	1.3	2.0	1.2
3	Insisting that a subordinate do work below their level of competence	3.0	1.6	2.7	1.4	3.2	1.5	2.9	1.5
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks	1.9	0.9	1.8	0.9	2.4	1.1	1.7	1.1
5	Spreading of gossip or rumours about the subordinate	1.2	0.8	1.4	0.7	2.5	1.3	1.8	1.0
6	Ignoring or excluding a subordinate	1.7	1.0	1.8	1.0	2.8	1.2	2.3	1.3
7	Making insulting or offensive remarks about a subordinates person, attitudes or private life	1.0	0.4	1.2	0.5	2.0	1.2	1.5	1.0
8	Shouting or engaging in spontaneous anger at a subordinate	1.4	1.0	1.4	0.6	2.5	1.2	1.7	0.9
9	Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate	1.2	0.8	1.0	0.2	1.8	1.2	1.5	0.8
10	Making hints or signals that a subordinate should quit their job	1.5	0.7	1.4	0.6	1.9	0.8	1.2	0.5
11	Making repeated reminders of a subordinates errors or mistakes?	1.8	1.2	1.8	1.0	2.7	1.3	1.6	1.0
12	Ignoring or being hostile when a subordinate approaches	1.2	0.7	1.2	0.4	2.1	1.2	1.4	0.8
13	Making persistent criticism of a subordinates errors or mistakes	1.3	0.8	1.4	0.8	2.3	1.2	1.5	0.9
14	Ignoring the opinions of a subordinate	2.1	1.3	2.0	1.1	2.9	1.4	2.3	1.1
15	Making practical jokes at the expense of a subordinate	1.4	1.1	1.4	0.9	1.7	1.1	1.4	0.8
16	Giving a subordinate tasks with unreasonable deadlines	1.7	1.0	1.6	0.9	2.5	1.3	2.3	1.2
17	Making allegations against a subordinate	1.6	0.7	1.5	0.6	2.0	0.9	1.4	0.6
18	Engaging in high levels of monitoring of a subordinates work	2.8	1.4	2.6	1.2	3.2	1.4	2.0	1.5
19	Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses)	1.1	0.4	1.1	0.6	1.6	1.0	1.4	0.9
20	Subjecting a subordinate to frequent or persistent teasing and sarcasm	1.2	0.8	1.2	0.8	1.7	1.2	1.3	0.9
21	Subjecting a subordinate to an unmanageable workload	1.5	1.0	1.5	0.9	2.3	1.3	2.0	1.3
22	Making threats of violence, physical abuse or actual abuse against a subordinate	1.1	0.5	1.0	0.0	1.2	0.5	1.1	0.3

Frequency: Never = 1, Less than once a year = 2, Yearly = 3, Monthly = 4, Weekly= 5, More than once a week = 6 and Daily = 7.

Appendix 5: Internal level of agreement analysis

Data for internal level of agreement analysis

MPQ	Received	σ	Engaged	σ	Observed	σ	Reason	σ
1	2.6	1.3	1.7	0.9	2.9	1.2	1.7	1.0
2	2.0	1.2	1.4	0.7	2.7	1.3	1.1	0.5
3	2.9	1.5	2.7	1.4	3.2	1.5	3.0	1.6
4	1.7	1.1	1.8	0.9	2.4	1.1	1.9	0.9
5	1.8	1.0	1.4	0.7	2.5	1.3	1.2	0.8
6	2.3	1.3	1.8	1.0	2.8	1.2	1.7	1.0
7	1.5	1.0	1.2	0.5	2.0	1.2	1.0	0.4
8	1.7	0.9	1.4	0.6	2.5	1.2	1.4	1.0
9	1.5	0.8	1.0	0.2	1.8	1.2	1.2	0.8
10	1.2	0.5	1.4	0.6	1.9	0.8	1.5	0.7
11	1.6	1.0	1.8	1.0	2.7	1.3	1.8	1.2
12	1.4	0.8	1.2	0.4	2.1	1.2	1.2	0.7
13	1.5	0.9	1.4	0.8	2.3	1.2	1.3	0.8
14	2.3	1.1	2.0	1.1	2.9	1.4	2.1	1.3
15	1.4	0.8	1.4	0.9	1.7	1.1	1.4	1.1
16	2.3	1.2	1.6	0.9	2.5	1.3	1.7	1.0
17	1.4	0.6	1.5	0.6	2.0	0.9	1.6	0.7
18	2.0	1.5	2.6	1.2	3.2	1.4	2.8	1.4
19	1.4	0.9	1.1	0.6	1.6	1.0	1.1	0.4
20	1.3	0.9	1.2	0.8	1.7	1.2	1.2	0.8
21	2.0	1.3	1.5	0.9	2.3	1.3	1.5	1.0
22	1.1	0.3	1.0	0.0	1.2	0.5	1.1	0.5

The MPQ survey used a 1-7 scale. 1 = Never, 2= Less than once a year, 3 = Yearly, 4 = Monthly, 5 = Weekly, 6= More than once a week, 7 = Daily.

Appendix 6: MPQ grouping compared with other NAQ studies

The MPQ groups A, B and C were then compared back to the four recipient based NAQ studies which had been used in the literature review (see Appendix1-Table 1) to identify the NAQ behaviours most experienced by recipients (Bentley, et al., 2009; Hoel & Cooper, 2000; Lutgen-Sandvik, et al., 2007; Salin, 2001)

Appendix 6 – Table 1

Comparison of usage levels for each behaviour

Group	MPQ/ NAQ	NAQ behaviour	MPQ - Engaged	BOHRF	Salin	L-S	NZSWW
A	18	Had your work excessively monitored	22%	7%	5%	7%	4%
A	3	Ordered to do work below your level of competence	20%	9%	13%	13%	6%
A	14	Had your opinions and views ignored	10%	12%	15%	7%	9%
A	6	Been ignored, excluded or isolated from others	7%		4%	4%	8%
A	11	Reminded repeatedly of your errors or mistakes	7%		5%	5%	4%
A	4	Had key tasks removed, replaced with trivial, unpleasant tasks	7%	7%	4%	3%	5%
A	1	Had information withheld that affected your performance	6%	12%	12%	10%	9%
A	16	Given tasks with unreasonable/impossible targets/deadlines	5%	10%	14%	9%	6%
A	21	Been exposed to an unmanageable workload	3%	12%	7%	13%	8%
B1	17	Had false allegations made against you	3%		2%	2%	3%
B1	10	Received hints or signals from others that you should quit job	2%		1%	2%	2%
B1	8	Been shouted at or targeted with spontaneous anger (or rage)	2%		4%	3%	5%
B1	13	Experienced persistent criticism of your work and effort	2%		4%	3%	4%

Appendix 6 – Table 1 Continued

Group	MPQ/ NAQ	NAQ behaviour	MPQ - Engaged	BOHRF	Salin	L-S	NZSWW
B1	5	Had gossip and rumours spread about you	2%	6%	4%	4%	4%
B1	2	Humiliated or ridiculed in connection with your work	2%	7%	3%	3%	5%
B1	15	Been subjected to practical jokes	1%		-	1%	1%
B1	12	Been ignored or faced hostile reactions when you approached	1%	7%	-	3%	5%
B2	7	Had insulting/offensive remarks made about you	0%	6%	2%	3%	4%
B2	19	Pressured into not claiming something to which entitled	0%		1%	2%	4%
B2	20	Subjected to excessive teasing and sarcasm	0%		1%	3%	2%
B2	9	Been intimidated with threatening behaviour	0%		0%	2%	3%
B2	22	Experienced threats of violence or abused/attacked	0%		0%	0%	1%

BOHRF = Hoel & Cooper (2000) (n= 5288). Salin = Salin (2001) (n= 376). L-S = Lutgen-Sandvik, et al (2007) (n= 403). NZSWW = New Zealand Study of Work and Wellness Bently et al (2007) (n=1728)

Appendix 6 – Table 2

Comparison of usage levels – summarised by MPQ Group

			Level of actual receipt of a negative behaviour			
MPQ Group	USE* (n=102)	RECEIPT** (n=102)	BOHRF	Salin	L-S	NZSWW
A	85%	75%	72%	80%	69%	59%
B1	14%	20%	21%	17%	21%	28%
B2	<1%	5%	7%	3%	10%	13%
Rate of bullying			10.5%	8.8%	9.4%	17.8%

USE = % of times managers had engaged in any negative behaviour
RECEIPT = % of times managers had been the recipient of a negative behaviour

Appendix 7: NAQ behaviours associated with MPQ groupings and NAQ sub factors

	*NAQ sub-factors		
**MPQ groupings	WR	PR	PI
Group A	1, 3, 14, 16, 18, 21	4, 6, 11	
Group B1		2, 5, 10, 12, 13, 15, 17	8
Group B2	19	7, 20	9, 22

*WR = Work Related Bullying. PI = Physically Intimidating Bullying. PR = Person-Related Bullying sub-factors of the NAQ from Einarsen et al. (2009)
**Group A, B1 and B2 - from usage analysis

Appendix 8: Study 2 - Participant Information Sheet

Principal Researcher: Nicola Deacon, PhD Candidate: Telephone (021) 766602. Email nad15@waikato.ac.nz

Supervisors: Professor Michael O'Driscoll: Telephone (07) 856 2889 xtn 8999. Email m.odriscoll@waikato.ac.nz . Donald Cable: Telephone (07) 856 2889 xtn 8296 or 027 574 1948. Email dcable@waikato.ac.nz

Purpose of this Study:
This study is being undertaken to gather information on the influence of managerial and organisational factors on perceived negative behaviours of managers. This study will attempt to determine the factors which could influence the use of negative behaviours by managers in their dealings with subordinates. My research interest is the managers' perspective (or perception) of the causes of management behaviours that subordinates might interpret as negative or bullying. I am interested in determining if management practices in our organisations contribute to workplace bullying and, if so, are there things that organisations can do to reduce the instances of bullying?

Phases of the Research:
Managerial perceptions of negative behaviours will be explored in two phases

Phase one survey - The phase one questionnaire/survey will be done online (or via hardcopy). The first phase is designed to identify a number of negative behaviours that may be used by managers, where those behaviours might be influenced (or caused by) trying to meet organisational commitments or requirements.

Phase two interview - Phase two is designed to verify and understand better the context of the behaviours identified in phase one. Phase two will consist of an individual interview and will be around 45-60 minutes at a time and at a place convenient for you.

Confidentiality:
Your participation in this research is confidential. Only the researcher will have access to your identity and to the information that can be associated with it. The researcher will use a master contact list and each participant will be provided a participant code. Your name will not be placed on any survey or interview documents. The code will be used to link the surveys and interview notes. The consent form and master contact list will be secured under lock and key. Your responses will be treated with total confidentiality and you can be assured of complete anonymity. No individual responses will be reported and individual answers will never be able to be identified by anyone in your organisation. If any results are published, these will only be in summary form. Any results supplied to your employer will be a summary of the entire research. Any other confidential documentation will be destroyed on the completion of the study.

Voluntary Participation:
Your participation in this research is voluntary and you may withdraw from the study at any time by notifying the principal researcher.

Indicating your willingness to participate
Note: The Consent Form is printed on the reverse of the attached Contact Information Form

Interview
If you are interested in participating in the interview please complete both the Contact Information Form and Consent Form. A signed Consent Form is required to indicate your agreement to participate in the interview phase of the study. I will also be able to provide with a copy of the results if you have requested this.

Your rights:

- You may contact me at any time during the study to discuss any aspect of it.
- You may decline to participate, refuse to answer any question(s), or withdraw from the study at any time.
- You will be providing information on the understanding that it is completely in confidence to the researcher, to be used only for the purposes of the study.
- You have the right to receive a summary of the results of the study on its completion.
- You will be given the opportunity to ask questions, and all questions will be answered.
- If you have any concerns about this project, you may contact the convenor of the Research and Ethics Committee (Dr Lewis Bizo, phone: 07 838 4466 ext. 6402, email or 07 856 0095, e-mail lbizo@waikato.ac.nz)

Time: it is expected that completion of the questionnaire will take less than 30 minutes and the interview will take 45-60 minutes. The data gathering for phases one and two will be performed within a six month period.

Honesty: the surveys you will complete and the interview you may attend are private and confidential and are based on your perceptions and recollections.

Thank you in advance for your interest and participation.
Nicola Deacon

Survey URL: http://fs10.formsite.com/nicoladeacon/form4/index.html
Results URL:
http://www.waikato.ac.nz/wfass/subjects/psychology/research/studentresearch/
This research has received ethics approval from the Waikato University the Research and Ethics Committee. Reference: #11/16

Appendix 9: Combined Contact Information Form / Consent Form

University of Waikato

School of Psychology
CONTACT INFORMATION

Researcher's Copy – Contact Information

Contact Information

Participant's name: _____

Preferred method of contact: _____

Contact details: _____

_____

I request a summary of the research results YES / NO

Note: A summary of the research results will be available at the following URL: http://www.waikato.ac.nz/wfass/subjects/psychology/research/studentresearch/

==========Waikato Ethics Approval #11/16 ==========

Appendix 9: Continued

University of Waikato
School of Psychology
CONSENT FORM

Participant's Copy

Research Topic: Workplace Bullying and Management
Principal Researcher: Nicola Deacon, PhD Candidate.

Supervisors: Professor Michael O'Driscoll: Telephone (07) 856 2889 xtn 8999. Email m.odriscoll@waikato.ac.nz . Donald Cable: Telephone (07) 856 2889 xtn 8296 or 027 574 1948. Email dcable@waikato.ac.nz

I have received an information sheet about this research project or the researcher has explained the study to me. I have had the chance to ask questions and discuss my participation with other people. Any questions have been answered to my satisfaction.

I agree to participate in this research project and I understand that I may withdraw at any time. If I have any concerns about this project, I may contact the convenor of the Research and Ethics Committee (Dr Lewis Bizo, phone: 07 838 4466 ext. 6402, email or 07 856 0095, e-mail lbizo@waikato.ac.nz)

Participant's Name: _____ Signature _____ Date _____

==========Waikato Ethics Approval #11/16 ==========

University of Waikato
School of Psychology
CONSENT FORM

Researcher's Copy

Research Topic: Workplace Bullying and Management
Principal Researcher: Nicola Deacon, PhD Candidate.

Supervisors: Professor Michael O'Driscoll: Telephone (07) 856 2889 xtn 8999. Email m.odriscoll@waikato.ac.nz . Donald Cable: Telephone (07) 856 2889 xtn 8296 or 027 574 1948. Email dcable@waikato.ac.nz

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Participant's Name: _____ Signature _____ Date _____

==========Waikato Ethics Approval #11/16 ==========

Appendix 10: Study 2 - Interview Guide

Part one – Understanding the use of the behaviour

At the time was the behaviour intentional?

What was your relationship with the subordinate/s in question and how long had you been working with these people. Was the behaviour repeated and if so how often or over what period of time?

Q1 - In your own words can you tell me the background or what led up to the situation where …

Q2 - Were there any contributing factors which you think might have contributed to the situation? Organisational change, technology change customer expectations? …. Or any other factors?

Q3 - And what outcomes/objectives were you trying to achieve and why?

Q4 - What do you think defines the boundaries between an appropriate use of this behaviour and an inappropriate use of this behaviour?

Part two - Reasons

These are possible reasons that have been given as to why someone might engage in this kind of behaviour at work. Do you think any of the following may have also contributed to the use of the behaviour?

Possible reason	N/A	No	Not Likely	Likely	Very Likely	Definitely
Do think you were poorly trained for the people management side of your job	O	O	O	O	O	O
Do you think you were poorly trained for the non-‘ people management’ side of your job	O	O	O	O	O	O
Were you exerting your power/authority	O	O	O	O	O	O
Did you feel insecure in your job	O	O	O	O	O	O
Do you think that the values and beliefs in the organisation were driving the use of the behaviour	O	O	O	O	O	O
Were limited resources within the organisation driving the use of the behaviour	O	O	O	O	O	O
Do you think that the subordinates behaviour was impacting on the cohesiveness of the team they were working with	O	O	O	O	O	O
Do you think that the subordinates behaviour was impacting your authority	O	O	O	O	O	O

Appendix 10: Continued

Part three - LMX

These questions relate to LMX status and are about the quality of the relationship between you and the subordinate. If you can think about one particular subordinate when you answer these questions

1. Do you think the subordinate involved knew where they stood with you or how satisfied you are with them?

Rarely occasionally sometimes fairly often very often

2. Do you think you understood your subordinates job problems and needs?

Not a bit a little a fair amount quite a bit a great deal

3. Do you think you recognised your subordinate's potential?

Not at all a little moderately mostly fully

4. Did you use your powers to help your subordinates 'solve their problems in their work

Not a bit a little a fair amount quite a bit a great deal

5. Did you attempt to bail out your subordinate at your expense?

Not a bit a little a fair amount quite a bit a great deal

6. Do you think your subordinate would have enough confidence in you that he/she would justify your decisions if you were not present to do so?

Strongly disagree disagree neutral agree strongly agree

7. Prior to the use of the behaviour how would you have characterised your working relationship with your subordinate

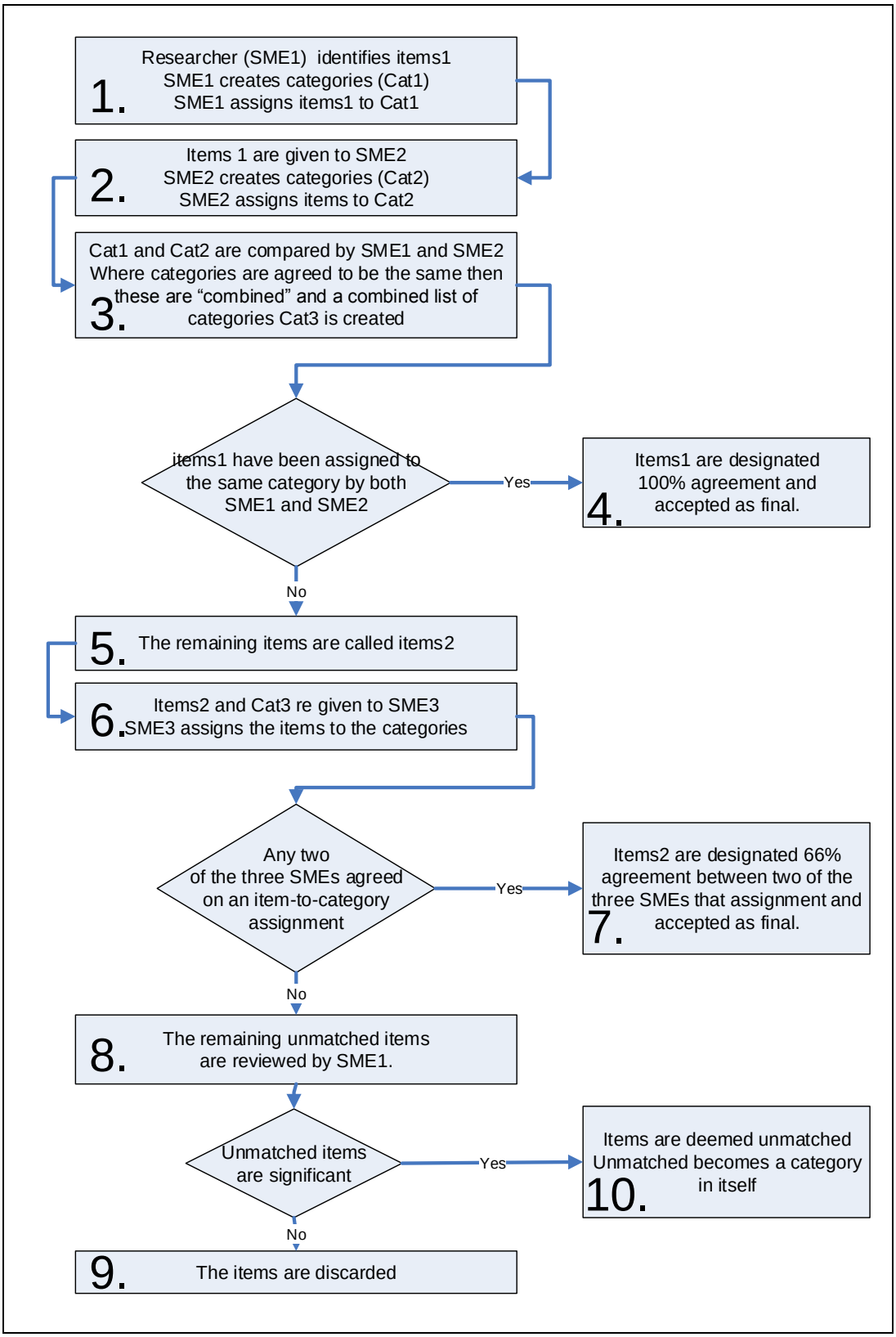
Extremely worse than average better than extremely
Ineffective average average effective

8. After the use of the behaviour how would you have characterised your working relationship with your subordinate

Extremely worse than average better than extremely
Ineffective average average effective

Is there anything you want to add to the conversation about this particular behaviour?

Appendix 11: The categorisation process for qualitative interview information



Appendix 12: Most used behaviours - SME1 – CAT1 - Initial Categorisation

Q1 – Cat1	**277**	**Q2– Cat1**	**178**
Performance Related	78	Performance Related	27
Part of job	46	Organisational change	27
S behaviour	45	S resistant to change	20
Opinion not relevant/biased/unrealistic	18	resourcing	15
confidential situation	16	history	15
S refusal	13	S behaviour	13
S dislike tasks	10	job/qual mismatch	12
Customer Complaint	9	meet customer expectations	11
workload	8	S Personal Issue	8
Risk/compliance	8	Technology change	6
Staff complaint	6	workload	6
S Personal Issue	4	confidential situation	5
S Stressed	3	Part of job	5
M exerting authority	3	Opinion not relevant/biased/unrealistic	4
client change	3	Risk/compliance	2
not relevant	2	consensus/directive	2
consensus/directive	2		
history	2		
Technology change	1		
Q3– Cat1	**140**	**Q4 – Cat1**	**192**
Meet targets	38	formal/documented/structured	53
Get S to understand	27	support	31
Improve S Performance	27	not punitive	30
Happy staff	24	meet org expectations	23
meet customer expectations	11	justified	15
get s to leave	7	discussed and agreed	13
Operational improvement	4	S not being helpful	12
confidential situation	2	personality clash	4
		Keeping staff happy	3
		not relevant to S	2
		within manager ethics	2
		personal gain	2
		S time consuming	1
		Meet customer expectations	1

Where
Q1 = In your own words can you tell me the background or what led up to the use of the behaviour?
Q2 = Were there any contributing factors which you think might have contributed to the situation?
Q3 = What outcomes/objectives were you trying to achieve and why?
Q4 = What do you think defines the boundaries between an appropriate use of this behaviour and an inappropriate use of this behaviour?

Appendix 13: Most used behaviours - SME2 – CAT2 - Initial Categorisation

Q1 – Cat2	**277**	**Q2 – Cat2**	**178**
S not performing/not competent/not improving/not completing tasks	49	Org Change/growth	27
Part of S JD to do work below level of competence	45	workload/lack of resources / staffing issue	21
part of PIP	36	S resented change/not adjusted well to change	18
S upsetting other staff	21	S had historical poor performance problem	16
S bad behaviour/ not professional	18	S had competency issue / poor hiring decision	14
Confidentiality expectations	17	S had personality/behaviour issue	11
S opinion not helpful	16	customer expectations	10
customer expectations	15	part of PIP	10
M too busy	8	S had personal issue	7
Health and safety issue	7	S skills not recognised	7
S affecting impression of the company	6	Org expectations	7
Staff complaint	5	Confidentiality expectations	6
M told to not handle issues not related to M	5	Technology change	5
S not following M instructions	4	Part of job to do mundane tasks	5
M mentoring new reports	4	Management style	4
M exerting authority	4	S had behaviour changed	3
S doing work outside JD	4	M not structured in performance management	3
M not structured in performance management	3	M level of trust in S	2
S had personal situation	3	Diverse opinions	1
M not trust S	3	S doing assumed work/role outside JD	1
(Unmatched)	2		
Harassment	1		
lack of economic resources	1		
Q3 – Cat2	**140**	**Q4 – Cat2**	**192**
Part of PIP process	62	Part of formalised and supportive PIP process	116
Operational improvement/efficiency	32	Goal/results focused	18
Staff Morale/retention	21	if s opinion not useful/time	14
customer expectations	11	organisational expectations	9
Internal compliance	6	Confidentiality expectations	7
Company expectations	5	training new staff and up-skilling staff	7
Confidentiality expectations	2	within boundaries of M authority	6
Exert management authority	1	external compliance (legal and ethical)	5
		Customer satisfaction	4
		Relationship building team morale	3
		safety concern	2
		Conforming to consensus view	1

Appendix 14: Most used behaviours - CAT3 Consolidated Categories

Q1- Cat 1	Q1 – Cat 2	Q1 - Cat3 – Consolidated Categories
Performance Related	S not performing/not competent/not improving/not completing tasks part of PIP	Performance Related (PIP, S not performing)
Part of job S dislike tasks	Part of S JD to do work below level of competence	Part of JD
S behaviour	S upsetting other staff S bad behaviour/ not professional	S behaviour - not professional/upsetting staff (others)
confidential situation	Confidentiality expectations	confidential situation
Opinion not relevant/biased/unrealistic	S opinion not helpful	S opinion not helpful
Customer Complaint client change	customer expectations	customer expectations
workload	M too busy	M too busy / workload
Risk/compliance S Stressed	Health and safety issue	Health and safety issue (including Stress)
Staff complaint	Staff complaint	Staff complaint
M exerting authority	M exerting authority	M exerting authority
S Personal Issue	S had personal situation	S Personal Situation
	S affecting impression of the company	S affecting impression of the company
	M told to not handle issues not related to M	M told to not handle issues not related to M
	S not following M instructions	S not following M instructions
	M mentoring new reports	M mentoring new reports
	S doing work outside JD	S doing work outside JD
	M not structured in performance management	M not structured in performance management
	M not trust S	M not trust S
	Harassment	Harassment
	lack of economic resources	lack of economic resources
consensus/directive		consensus/directive
not relevant		not relevant
history		history
S refusal		S refusal
Technology change		Technology change

Appendix 14: Continued

Q2– Cat1	**Q2 – Cat2**	**Q2 - Cat3 – Consolidated Categories**
Organisational change	Org Change/growth	Org Change/growth
Performance Related job/qual mismatch history	part of PIP S had competency issue / poor hiring decision S had historical poor performance problem	Performance Related (PIP, S performance, S Competency issue)
resourcing workload	workload/lack of resources / staffing issue	workload/lack of resources / staffing issue
S resistant to change	S resented change/not adjusted well to change	S resistant to change
meet customer expectations	customer expectations	customer expectations
S behaviour	S had personality/behaviour issue S had behaviour changed	S had personality/behaviour issue
S Personal Issue	S had personal issue	S had personal issue
Technology change	Technology change	Technology change
confidential situation	Confidentiality expectations	confidential situation
Part of job	Part of job to do mundane tasks	Part of job to do mundane tasks
	S skills not recognised	S skills not recognised
	Org expectations	Org expectations
	Management style	Management style
	M not structured in performance management	M not structured in performance management
	M level of trust in S	M level of trust in S
	Diverse opinions	Diverse opinions
	S doing assumed work/role outside JD	S doing assumed work/role outside JD
consensus/directive		consensus/directive
Opinion not relevant/biased/unrealistic		Opinion not relevant/biased/unrealistic
Risk/compliance		Risk/compliance

Appendix 14: Continued

Q3– Cat1	**Q3 – Cat2**	**Q3 - Cat3 – Consolidated Categories**
Improve S Performance Get S to understand	Part of PIP process	Part of PIP process (improve S performance)
Meet targets Operational improvement	Operational improvement/efficiency Company expectations Internal compliance	Meet Targets and improve operations
Happy staff	Staff Morale/retention	Staff Morale/retention
meet customer expectations	customer expectations	meet customer expectations
confidential situation	Confidentiality expectations	confidential situation
	Exert management authority	Exert management authority
get s to leave		get s to leave

Q4 – Cat1	**Q4 – Cat2**	**Q4 - Cat3 – Consolidated Categories**
formal/documented/structured support punitive discussed and agreed	Part of formalised and supportive PIP process	Part of formalised and supportive PIP process (not punitive)
S not being helpful S time consuming	if s opinion not useful/time	S not being helpful
Keeping staff Happy	Relationship building team morale	Relationship building team morale
meet org expectations Within M ethics Meet Customer Expectations	organisational expectations external compliance (legal and ethical) Customer satisfaction Confidentiality expectations Goal/results focused	meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)
	training new staff and up-skilling staff	training new staff and up skilling staff
	within boundaries of M authority	within boundaries of M authority
	safety concern	safety concern
	Conforming to consensus view	Conforming to consensus view
justified		justified
personality clash		personality clash
not relevant to S		not relevant to S
personal gain		personal gain

Appendix 15: Most used behaviours - Matching Items1 to CAT3 (100%) Final

Question 1 (277 items)	No Items	No. Participants	% Participants	% Items
Performance Related	76	23	74%	27%
Part of JD	45	12	39%	16%
S behaviour - not professional/upsetting staff (others)	38	15	48%	14%
confidential situation	15	5	16%	5%
S opinion not helpful	14	6	19%	5%
customer expectations	12	5	16%	4%
S working outside JD or instructions	11	4	13%	4%
M too Busy / Workload	8	3	10%	3%
Health and safety issue	7	3	10%	3%
Staff complaint	5	3	10%	2%
S Personal Situation	3	3	10%	1%
M exerting authority	3	2	6%	1%
(Unmatched)	40			14%
Total Matched	237			86%
Question 2 (178 items)	**No Items**	**No. Participants**	**% Participants**	**% Items**
Performance Related	37	18	58%	21%
Org Change/growth	25	16	52%	14%
workload/lack of resources / staffing issue	19	11	35%	11%
S resistant to change	18	8	26%	10%
S had personality/behaviour issue	12	9	29%	7%
customer expectations	9	5	16%	5%
S had personal issue	7	7	23%	4%
Technology change	5	3	10%	3%
confidential situation	5	3	10%	3%
Part of job to do mundane tasks	4	2	6%	2%
S opinion not helpful	1	1	3%	1%
(Unmatched)	36			20%
Total Matched	142			80%

Appendix 15: Continued

Question 3 (140 items)	**No Items**	**No. Participants**	**% Participants**	**% Items**
Part of PIP process	60	22	71%	43%
Meet Targets and improve operations	41	20	65%	29%
Staff Morale/retention	20	11	35%	14%
meet customer expectations	11	8	26%	8%
confidential situation	2	2	6%	1%
(Unmatched)	6			4%
Total Matched	134			96%
Question 4 (192 items)	**No Items**	**No. Participants**	**% Participants**	**% Items**
Part of formalised and supportive PIP process	96	25	81%	50%
meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)	20	12	39%	10%
S not being helpful	10	5	16%	5%
Relationship building team morale	1	1	3%	1%
(Unmatched)	65			34%
Total Matched	127			66%

Appendix 16: Most used behaviours - Matching Items to CAT3 (100% and 67%) Final

Question 1 (277 items)	No Items	No. Participants	% Participants	% Items
Performance Related	81	24	77%	29%
Part of JD	46	13	42%	17%
S behaviour - not professional/upsetting staff (others)	40	17	55%	14%
confidential situation	17	5	16%	6%
S opinion not helpful	15	7	23%	5%
customer expectations	13	5	16%	5%
S working outside JD or instructions	12	4	13%	4%
Health and safety issue	8	3	10%	3%
M too Busy / Workload	8	3	10%	3%
Staff complaint	6	4	13%	2%
M exerting authority	5	3	10%	2%
S Personal Situation	4	4	13%	1%
history	2	2	6%	1%
M not trust S	2	1	3%	1%
M mentoring new reports	2	1	3%	1%
consensus/directive	2	2	6%	1%
M not structured in performance management	2	1	3%	1%
lack of economic resources	1	1	3%	0%
S affecting impression of the company	1	1	3%	0%
M told to not handle issues not related to M	1	1	3%	0%
(Unmatched)	9			3%
Total Matched				97%

Appendix 16: Continued

Question 2 (178 items)	No Items	No. Participants	% Participants	% Items
Performance Related	39	18	58%	22%
Org Change/growth	26	16	52%	15%
S resistant to change	22	9	29%	12%
workload/lack of resources / staffing issue	20	11	35%	11%
S had personality/behaviour issue	13	9	29%	7%
customer expectations	10	5	16%	6%
Part of job to do mundane tasks	7	3	10%	4%
S had personal issue	7	7	23%	4%
confidential situation	6	3	10%	3%
Technology change	5	3	10%	3%
Org expectations	5	5	16%	3%
S Personal Issue	2	2	6%	1%
Opinion not relevant/biased/unrealistic	2	1	3%	1%
consensus/directive	2	2	6%	1%
Management style	1	1	3%	1%
S opinion not helpful	1	1	3%	1%
risk/compliance	1	1	3%	1%
S skills not recognised	1	1	3%	1%
S working outside JD or instructions	1	1	3%	1%
(Unmatched)	7			4%
Total Matched				96%

Question 3 (140 items)	No Items	No. Participants	% Participants	% Items
Part of PIP process	60	22	71%	43%
Meet Targets and improve operations	42	20	65%	30%
Staff Morale/retention	22	13	42%	16%
meet customer expectations	11	8	26%	8%
confidential situation	2	2	6%	1%
M exerting authority	1	1	6%	1%
(Unmatched)	2			1%
Total Matched				99%

Appendix 16: Continued

Question 4 (192 items)	No Items	No. Participants	% Participants	% Items
Part of formalised and supportive PIP process	99	25	81%	52%
meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)	30	15	48%	16%
S not being helpful	12	6	19%	6%
Justified	6	6	19%	3%
training new staff and up-skilling staff	3	3	10%	2%
Relationship building team morale	3	3	10%	2%
Personality clash	2	2	6%	1%
not relevant to S	2	1	3%	1%
personal gain	2	1	3%	1%
(Unmatched)	33			17%
Total Matched				83%

Appendix 17: Most used behaviours - Categories grouped into themes

Questions	Themes	Categories
Q1 and Q2 Context: Situation and contributing factors	Theme 1 Performance of the subordinate	Performance Related Staff complaint M not structured in performance management
	Theme 2 Behaviour of the subordinate	S behaviour - not professional/upsetting staff (others) S resistant to change S opinion not helpful S had personality/behaviour issue S working outside JD or instructions S had personal issue S Personal Situation S Personal Issue S affecting impression of the company
	Theme 3 Organisational expectations	Org Change/growth confidential situation customer expectations workload/lack of resources / staffing issue Health and safety issue Technology change Org expectations consensus/directive M mentoring new reports risk/compliance lack of economic resources
	Theme 4 Job/role expectations	Part of JD Part of job to do mundane tasks
Q3 Objectives/Outcomes	Theme 5 Fulfilment of organisational expectations	Meet Targets and improve operations meet customer expectations confidential situation
	Theme 6 Performance improvement	Part of PIP process
	Theme 7 Better staff relationships	Staff Morale/retention
Q4 Boundaries of appropriate use	Theme 8 Within a structured PIP process	Part of formalised and supportive PIP process Justified not personal gain
	Theme 9 – Oriented to achieving organisational goals	meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals) training new staff and up-skilling staff
	Theme 10 - Other (including unmatched)	S not being helpful Relationship building team morale not relevant to S Personality clash Unmatched

Appendix 18: Most used behaviours - Categories associated with behaviours

Behaviour 1- Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets

Question	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	confidential situation	15	5	56%	58%
Q1	M too Busy / Workload	6	2	22%	23%
Q1	S behaviour - not professional/upsetting staff (others)	2	1	11%	8%
Q1	Performance Related	1	1	11%	4%
Q1	history	1	1	11%	4%
Q1	M exerting authority	1	1	11%	4%
Q2	confidential situation	6	3	33%	46%
Q2	workload/lack of resources / staffing issue	3	2	22%	23%
Q2	Org Change/growth	1	1	11%	8%
Q2	S resistant to change	1	1	11%	8%
Q2	S had personality/behaviour issue	1	1	11%	8%
Q2	Performance Related	1	1	11%	8%
Q3	Meet Targets and improve operations	6	3	33%	43%
Q3	Staff Morale/retention	4	2	22%	29%
Q3	confidential situation	2	2	22%	14%
Q3	Part of PIP process	2	1	11%	14%
Q4	meet org expectations (incl. customer expectations, safety, compliance, confidentiality, Org Goals)	8	3	33%	50%
Q4	Part of formalised and supportive PIP process	2	1	11%	13%
Q4	(Unmatched)	6	2	22%	38%

Appendix 18: Continued

Behaviour 3 - Insisting that a subordinate do work below their level of competence

Question	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	Part of JD	45	12	80%	70%
Q1	Performance Related	14	4	27%	22%
Q1	S working outside JD or instructions	2	2	13%	3%
Q1	lack of economic resources	1	1	7%	2%
Q1	Health and safety issue	1	1	7%	2%
Q1	customer expectations	1	1	7%	2%
Q2	workload/lack of resources / staffing issue	13	7	47%	34%
Q2	Part of job to do mundane tasks	7	3	20%	18%
Q2	Performance Related	6	3	20%	16%
Q2	S had personality/behaviour issue	2	1	7%	5%
Q2	customer expectations	2	2	13%	5%
Q2	S Personal Issue	1	1	7%	3%
Q2	Management style	1	1	7%	3%
Q2	Technology change	1	1	7%	3%
Q2	Org expectations	1	1	7%	3%
Q2	Org Change/growth	1	1	7%	3%
Q2	S resistant to change	1	1	7%	3%
Q2	S skills not recognised	1	1	7%	3%
Q2	S had personal issue	1	1	7%	3%
Q3	Meet Targets and improve operations	13	9	60%	46%
Q3	Part of PIP process	10	5	33%	36%
Q3	meet customer expectations	5	3	20%	18%
Q4	Part of formalised and supportive PIP process	18	8	53%	64%
Q4	meet org expectations (incl. customer expectations, safety, compliance, confidentiality, Org Goals)	7	5	33%	25%
Q4	(Unmatched)	3	3	20%	11%

Appendix 18: Continued

Behaviour 4 - Removing key areas of responsibility from a subordinate or replacing tasks with trivial or unpleasant tasks

Question	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	Performance Related	16	8	80%	42%
Q1	S behaviour - not professional/upsetting staff (others)	7	3	30%	18%
Q1	Health and safety issue	5	1	10%	13%
Q1	customer expectations	4	2	20%	11%
Q1	M exerting authority	2	1	10%	5%
Q1	S Personal Situation	2	2	20%	5%
Q1	Staff complaint	1	1	10%	3%
Q1	S working outside JD or instructions	1	1	10%	3%
Q2	Org Change/growth	6	4	40%	25%
Q2	Performance Related	5	3	30%	21%
Q2	S had personality/behaviour issue	3	3	30%	13%
Q2	S resistant to change	3	2	20%	13%
Q2	Org expectations	2	2	20%	8%
Q2	Technology change	2	2	20%	8%
Q2	S working outside JD or instructions	1	1	10%	4%
Q2	customer expectations	1	1	10%	4%
Q2	S had personal issue	1	1	10%	4%
Q3	Part of PIP process	11	7	70%	58%
Q3	Staff Morale/retention	3	3	30%	16%
Q3	meet customer expectations	3	2	20%	16%
Q3	Meet Targets and improve operations	2	1	10%	11%
Q4	Part of formalised and supportive PIP process	14	7	70%	50%
Q4	meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)	5	3	30%	18%
Q4	Personality clash	2	2	20%	7%
Q4	personal gain	1	1	10%	4%
Q4	training new staff and up-skilling staff	1	1	10%	4%
Q4	Relationship building team morale	1	1	10%	4%
Q4	S not being helpful	1	1	10%	4%
Q4	(Unmatched)	3	2	20%	11%

Appendix 18: Continued

Behaviour 6 - Ignoring or excluding a subordinate

Question	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	Performance Related	8	2	29%	28%
Q1	S behaviour - not professional/upsetting staff (others)	8	4	57%	28%
Q1	customer expectations	3	1	14%	10%
Q1	consensus/directive	2	2	29%	7%
Q1	confidential situation	2	1	14%	7%
Q1	M too Busy / Workload	2	1	14%	7%
Q1	M told to not handle issues not related to M	1	1	14%	3%
Q1	S opinion not helpful	1	1	14%	3%
Q1	history	1	1	14%	3%
Q1	M exerting authority	1	1	14%	3%
Q2	Org Change/growth	5	3	43%	33%
Q2	S had personality/behaviour issue	4	3	43%	27%
Q2	Performance Related	2	2	29%	13%
Q2	workload/lack of resources / staffing issue	2	1	14%	13%
Q2	Technology change	2	2	29%	13%
Q3	Part of PIP process	5	3	43%	63%
Q3	Meet Targets and improve operations	1	1	14%	13%
Q3	Staff Morale/retention	1	1	14%	13%
Q3	M exerting authority	1	1	14%	13%
Q4	Part of formalised and supportive PIP process	11	4	57%	61%
Q4	meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)	3	3	43%	17%
Q4	personal gain	1	1	14%	6%
Q4	(Unmatched)	3	3	43%	17%

Appendix 18: Continued

Behaviour 11 - Making repeated reminders of a subordinates errors or mistakes

Question	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	Performance Related	10	4	100%	100%
Q2	Performance Related	2	2	50%	33%
Q2	workload/lack of resources / staffing issue	1	1	25%	17%
Q2	S resistant to change	1	1	25%	17%
Q2	Org Change/growth	1	1	25%	17%
Q2	customer expectations	1	1	25%	17%
Q3	Part of PIP process	6	4	100%	50%
Q3	Meet Targets and improve operations	3	2	50%	25%
Q3	meet customer expectations	2	2	50%	17%
Q3	Staff Morale/retention	1	1	25%	8%
Q4	Part of formalised and supportive PIP process	7	1	25%	78%
Q4	(Unmatched)	2	1	25%	22%

Appendix 18: Continued

Behaviour 14 - Ignoring the opinions of a subordinate

Question	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	S opinion not helpful	14	6	75%	39%
Q1	S behaviour - not professional/upsetting staff (others)	8	5	63%	22%
Q1	Performance Related	5	2	25%	14%
Q1	S working outside JD or instructions	3	1	13%	8%
Q1	M not trust S	2	1	13%	6%
Q1	M exerting authority	1	1	13%	3%
Q1	S affecting impression of the company	1	1	13%	3%
Q1	Staff complaint	1	1	13%	3%
Q1	customer expectations	1	1	13%	3%
Q2	S resistant to change	6	2	25%	25%
Q2	Org Change/growth	5	4	50%	21%
Q2	Performance Related	3	2	25%	13%
Q2	customer expectations	2	1	13%	8%
Q2	Opinion not relevant/biased/unrealistic	2	1	13%	8%
Q2	consensus/directive	2	2	25%	8%
Q2	Org expectations	2	2	25%	8%
Q2	S opinion not helpful	1	1	13%	4%
Q2	workload/lack of resources / staffing issue	1	1	13%	4%
Q3	Meet Targets and improve operations	7	6	75%	50%
Q3	Staff Morale/retention	5	2	25%	36%
Q3	Part of PIP process	2	1	13%	14%
Q4	S not being helpful	11	5	63%	46%
Q4	Part of formalised and supportive PIP process	3	2	25%	13%
Q4	meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)	2	2	25%	8%
Q4	not relevant to S	2	1	13%	8%
Q4	Justified	1	1	13%	4%
Q4	(Unmatched)	5	4	50%	21%

Appendix 18: Continued

Behaviour 18 - Engaging in high levels of monitoring of a subordinate's work

Q	Categories associated with this behaviour	No Items	No. Participants	% Participants	% Items
Q1	Performance Related	27	14	74%	42%
Q1	S behaviour - not professional/upsetting staff (others)	15	7	37%	23%
Q1	S working outside JD or instructions	6	3	16%	9%
Q1	Staff complaint	4	2	11%	6%
Q1	customer expectations	4	2	11%	6%
Q1	Health and safety issue	2	2	11%	3%
Q1	M not structured in performance management	2	1	5%	3%
Q1	M mentoring new reports	2	1	5%	3%
Q1	S Personal Situation	2	2	11%	3%
Q1	Part of JD	1	1	5%	2%
Q2	Performance Related	20	12	63%	39%
Q2	S resistant to change	10	5	26%	20%
Q2	Org Change/growth	7	5	26%	14%
Q2	S had personal issue	5	5	26%	10%
Q2	customer expectations	4	1	5%	8%
Q2	S had personality/behaviour issue	3	3	16%	6%
Q2	risk/compliance	1	1	5%	2%
Q2	S Personal Issue	1	1	5%	2%
Q3	Part of PIP process	24	12	63%	56%
Q3	Meet Targets and improve operations	10	7	37%	23%
Q3	Staff Morale/retention	8	4	21%	19%
Q3	meet customer expectations	1	1	5%	2%
Q4	Part of formalised and supportive PIP process	44	14	74%	64%
Q4	meet org expectations (incl. customer exp, safety, compliance, confidentiality, Org Goals)	5	5	26%	7%
Q4	Justified	5	5	26%	7%
Q4	training new staff and upskilling staff	2	2	11%	3%
Q4	Relationship building team morale	2	2	11%	3%
Q4	(Unmatched)	11	9	47%	16%

Appendix 19: Most used behaviours - Clusters of Categories by behaviour

		Behaviour						
Question	Categories associated with this behaviour	1	3	4	6	11	14	18
Q1&Q2	Performance Related		X	X	X	X		X
Q1	Part of JD		X					
Q1	S behaviour - not professional/upsetting staff (others)			X	X		X	X
Q1	Confidential Situation	X						
Q1	S not Helpful						X	
Q2	Org Change/growth			X	X		X	X
Q2	S resistant to change					X	X	X
Q2	Workload	X	X			X		
Q3	Part of PIP process		X	X	X	X		X
Q3	Meet Targets and improve operations	X	X			X	X	X

Appendix 20: Deadlines and workloads - SME1 – CAT1 - Initial Categorisation

Q1 & Q2 – Cat1	121	Q3 – Cat1	27
Commercial necessity	15	Staff development – help staff realise capabilities and limits	9
S/team had taken on task willingly	13	Job had to be done	6
Staffing issue	13	meet customer expectations	6
S/team expected to manage own deadlines/workload	9	Meet Targets and improve operations	5
S had failed to inform M that could not meet deadline or was not coping with workload	8	Part of PIP process (improve S performance)	1
S/team had not managed own task/deadline/workload	7		
M thinks deadline/workload is reasonable but S does not	7		
deadline/workload set by others (customer)	7		
Deadline had to be met	6		
Technology change / project work	6		
customer expectations	4		
Mechanism to test/train S	4	Q4 – Cat1	44
Performance Related (PIP, S not performing)	4	S is part of the decision making	8
Organisational change	3	short period of time only	7
Impact of unplanned events	3	S is not capable of doing tasks	7
S behaviour - not professional/upsetting staff (others)	3	there is compensation or support of some sort	5
unreasonable workload	2	personality clash	4
S behaviour - not professional	2	manager may take on part of workload	4
unreasonable deadline	1	Goal/results focused	3
Performance Related HR situation	1	manager is supportive	2
deadline set by others (customer)	1	meet org expectations	2
M not trust S	1	justified	1
mechanism used by M to show that deadline/workload request is unreasonable	1	external compliance	1

Where:
Q1 = In your own words can you tell me the background or what led up to the use of the behaviour?
Q2 = Were there any contributing factors which you think might have contributed to the situation?
Q3 = What outcomes/objectives were you trying to achieve and why?
Q4 = What do you think defines the boundaries between an appropriate use of this behaviour and an inappropriate use of this behaviour?

Appendix 21: Deadlines and workloads - SME2 – CAT2 - Initial Categorisation

Q1 & Q2 – Cat2	121	Q3 – Cat2	27
Customer deadline was unreasonable	13	meet customer requirements	6
M expected S to manage own workload and deadlines	11	Staff development	5
Commercial requirement	10	Commercial requirement	4
S had chosen to take on work	9	Get the job done	4
S had not told M workload was too heavy	7	improve staff productivity	4
lack of resources	7	Help staff realise capabilities and limits	1
staff off sick or away	6	performance management	1
Project related	6	HR requirement	1
performance issue	5	meet the deadline	1
S was not competent	4		
S had not met deadline	4		
client expectations	4		
Job had to be done	3		
Organisational change	3		
impacted by other factors	3		
M testing S	3		
Team managed own work	2		
performance management	2		
Crisis in business	2	Q4 – Cat2	44
M Training S	2	Manager helps out	6
Customer had set deadline	1	S was not competent	5
Stage of the business	1	S understands situation	4
HR requirement	1	S has choice in situation	4
Deadline had to be met	1	Appropriate if for short time period	4
team manages own workload and deadlines	1	S stressed	3
S had been inappropriate	1	Compensation is given	3
S not sticking to task	1	Inappropriate if for long periods of time	3
Get the job done	1	M did not like S	3
competitive pressures	1	done to meet a business need	2
M not trust S	1	S not able to do tasks	2
improve staff productivity	1	Its justified	1
Help staff realise capabilities and limits	1	Specific objective	1
unplanned events	1	Inappropriate if support is not given	1
S had poor work ethic	1	Commercial requirement	1
S lying	1	legal/ethical requirement	1

Appendix 22: Deadlines and workloads - CAT3 Consolidated Categories

Q1 & Q2 – Cat1	Q1 & Q2 – Cat2	Q1 & Q2 – Cat3 - Consolidated Categories
Commercial necessity	Commercial requirement	Commercial necessity
	Crisis in business	
	Stage of the business	
	competitive pressures	
customer expectations	client expectations	customer expectations
Deadline had to be met	Job had to be done	Deadline had to be met/job had to be done
Impact of unplanned events	impacted by other factors	Impact of unplanned events
	unplanned events	
Staffing issue	lack of resources	lack of resources / staffing issue
	staff off sick or away	
M not trust S	M not trust S	M not trust S
Mechanism to test/train S	M testing S	Mechanism to test/train S
	M Training S	
	improve staff productivity	
	Help staff realise capabilities and limits	
Organisational change	Organisational change	Part of growth of organisation/workload
Performance Related (PIP, S not performing)	performance management	Performance Related (PIP, S not performing)
Performance Related HR situation	performance issue	
	HR requirement	
	S was not competent	
	S not sticking to task	
S behaviour - not professional/upsetting staff (others)	S had been inappropriate	S behaviour - not professional/upsetting staff (others)
S behaviour - not professional	S had poor work ethic	
	S lying	
S had failed to inform M that could not meet deadline or was not coping with workload	S had not told M workload was too heavy	S had failed to inform M that could not meet deadline or was not coping with workload
S/team expected to manage own deadlines/workload	M expected S to manage own workload and deadlines	S/team expected to manage own deadlines/workload
	Team managed own work	
	team manages own workload and deadlines	

Appendix 22: Continued

Q1 & Q2 – Cat1	Q1 & Q2 – Cat2	Q1 & Q2 – Cat3 - Consolidated Categories
S/team had not managed own task/deadline/workload	S had not met deadline	S/team had not managed own task/deadline/workload
S/team had taken on task willingly	S had chosen to take on work	S/team had taken on task willingly
Technology change / project work	Project related	Technology change / project work
deadline set by others (customer)	Customer deadline was unreasonable	unreasonable deadline/workload set by others (customer)
deadline/workload set by others (customer)	Customer had set deadline	
unreasonable deadline		
unreasonable workload		
mechanism used by M to show that deadline/workload request is unreasonable		mechanism used by M to show that deadline/workload request is unreasonable
M thinks deadline/workload is reasonable but S does not		M thinks deadline/workload is reasonable but S does not

Q3 – Cat1	Q3 – Cat2	Q3 – Cat3 - Consolidated Categories
Staff development – help staff realise capabilities and limits	Staff development	Staff development – help staff realise capabilities and limits
	Help staff realise capabilities and limits	
	Commercial requirement	
meet customer expectations	meet customer requirements	meet customer expectations
Job had to be done	Get the job done	Job had to be done
	meet the deadline	
Meet Targets and improve operations	improve staff productivity	Meet Targets and improve operations
Part of PIP process (improve S performance)	performance management	Part of PIP process (improve S performance)
	HR requirement	

Appendix 22: Continued

Q4 – Cat1	Q4 – Cat2	Q4 – Cat3 - Consolidated Categories
S is part of the decision making	S understands situation	S is part of the decision making
	S has choice in situation	
short period of time only	Appropriate if for short time period	short period of time only
	Inappropriate if for long periods of time	
S is not capable of doing tasks	S was not competent	S is not capable of doing tasks
	S not able to do tasks	
	S stressed	
manager may take on part of workload	Manager helps out	manager is supportive and may take on part of workload
manager is supportive		
there is compensation or support of some sort	Compensation is given	there is compensation or support of some sort
personality clash	M did not like S	personality clash
external compliance	legal/ethical requirement	external compliance (legal and ethical)
meet org expectations	Commercial requirement	meet org expectations
	Specific objective	
	done to meet a business need	
justified	Its justified	justified
	Inappropriate if support is not given	M does not provide resources/support
Goal/results focused		Goal/results focused

Appendix 23: Deadlines and workloads - Matching items to CAT3 100% and 67% final

Questions and Categories	100% matched		100% and 67% Matched	
Questions 1 & 2 (121 items)	**No Items**	**% Items**	**No Items**	**% Items**
Commercial necessity	14	12%	14	12%
lack of resources / staffing issue	13	11%	13	11%
unreasonable deadline/workload set by others (customer)	12	10%	12	10%
S/team had taken on task willingly	11	9%	11	9%
S/team expected to manage own deadlines/workload	9	7%	10	8%
S had failed to inform M that could not meet deadline or was not coping with workload	7	6%	8	7%
Performance Related (PIP, S not performing)	5	4%	7	6%
Deadline had to be met/job had to be done	3	2%	7	6%
Mechanism to test/train S	3	2%	6	5%
Technology change / project work	6	5%	6	5%
S/team had not managed own task/deadline/workload	4	3%	5	4%
customer expectations	4	3%	4	3%
Impact of unplanned events	3	2%	4	3%
Part of growth of organisation/workload	2	2%	4	3%
S behaviour - not professional/upsetting staff (others)	3	2%	3	3%
mechanism used by M to show that deadline/workload request is unreasonable	1	1%	1	1%
M not trust S	1	1%	1	1%
M thinks deadline/workload is reasonable but S does not	0	0%	2	2%
Unmatched	20	17%	3	3%
Total matched	101	83%	118	98%

Appendix 23: Continued

Questions and Categories	100% matched		100% and 67% Matched	
Question 3 (27 items)	**No Items**	**% Items**	**No Items**	**% Items**
Staff development – help staff realise capabilities and limits	9	33%	10	37%
meet customer expectations	6	22%	6	22%
Job had to be done	5	19%	5	19%
Meet Targets and improve operations	4	15%	4	15%
Part of PIP process (improve S performance)	1	4%	1	4%
Unmatched	2	7%	1	4%
Total matched	25	93%	26	96%
Question 4 (44 items)				
S is part of the decision making	7	16%	9	20%
S is not capable of doing tasks	5	11%	8	18%
short period of time only	7	16%	7	16%
manager is supportive and may take on part of workload	5	11%	5	11%
there is compensation or support of some sort	4	9%	4	9%
personality clash	2	5%	3	7%
Goal/results focused	2	5%	2	5%
external compliance (legal and ethical)	1	2%	1	2%
meet org expectations	2	5%	2	5%
justified	1	2%	1	2%
Unmatched	8	18%	2	5%
Total matched	36	82%	42	95%

Appendix 24: Deadlines and workloads - Themes and associated categories

Questions	Themes	Categories	% Items
Q1 and Q2 Context: Situation/ contributing factors	Manager had little control over task/workload requirement	Commercial necessity unreasonable deadline/workload set by others (customer) Deadline had to be met/job had to be done customer expectations	32%
	Lack of resources and unplanned events	lack of resources / staffing issue Impact of unplanned events	14%
	Organisational Growth	Mechanism to test/train S Technology change / project work Part of growth of organisation/workload	14%
	Subordinate/team unable to manage own workload	S/team had taken on task willingly S/team expected to manage own deadlines/workload S had failed to inform M that could not meet deadline or was not coping with workload S was not capable S/team had not managed own task/deadline/workload	33%
	Other		7%
	Grand Total		100%
Q3 Objectives/ Outcomes	Get the job done		58%
	Staff development		42%
	Grand Total		100%
Q4 Boundaries of appropriate use	S is part of the decision making and capable of doing task/workload	S is part of the decision making S is capable of doing tasks	40%
	Manager is supportive	manager is supportive and may take on part of workload there is compensation or support of some sort Not a personality clash	29%
	Time limited	short period of time only	17%
	Meets the needs of the organisation	meet org expectations Goal/results focused external compliance (legal and ethical) Justified	14%
	Grand Total		100%

Appendix 25: Deadlines and workloads - Clusters of categories by behaviour

Unreasonable deadlines and workloads: Behaviours and associated categories

		Behaviour	
Question	Categories associated with this behaviour	16	18
Q1&Q2	Unreasonable deadline/workload set by others (customer)	X	X
Q1&Q2	Deadline/job had to be met/done Customer expectations	X	X
Q1&Q2	S/team had taken on task willingly S/team expected to manage own deadlines/workload		X
Q1&Q2	S had failed to inform M that could not meet deadline or was not coping with workload		X
Q1&Q2	S/team had not managed own task/deadline/workload	X	
Q3	Get the job done		X
Q3	Staff development	X	X

Appendix 27: Study 3 - Introductory Letter and Information Sheet

Research Topic: Workplace Bullying and Management
Principal Researcher: Nicola Deacon, PhD Candidate: Telephone (021) 766602. Email nad15@waikato.ac.nz
Supervisors: Professor Michael O'Driscoll: Telephone (07) 856 2889 xtn 8999. Email m.odriscoll@waikato.ac.nz . Donald Cable: Telephone (07) 856 2889 xtn 8296 or 027 574 1948. Email dcable@waikato.ac.nz

Purpose of this Study:
This study is being undertaken to gather information on the influence of managerial and organisational factors on perceived negative behaviours of managers. This study will attempt to determine the factors which could influence the use of negative behaviours by managers in their dealings with subordinates. My research interest is the managers' perspective (or perception) of the causes of management behaviours that subordinates might interpret as negative or bullying. I am interested in determining if management practices in our organisations contribute to workplace bullying and, if so, are there things that organisations can do to reduce the instances of bullying?
Phases of the Research:
Managerial perceptions of bullying behaviours will be explored in three phases

> **Phase one survey -** The phase one questionnaire/survey will be done online (or via hardcopy). The first phase is designed to identify a number of negative behaviours that may be used by managers, where those behaviours might be influenced (or caused by) trying to meet organisational commitments or requirements.
>
> **Phase two interview** - Phase two is designed to verify and understand better the context of the behaviours identified in phase one. Phase two will consist of an individual interview and will be around 45-60 minutes at a time and at a place convenient for you.
>
> **Phase three interview** - Phase three is designed to verify the behaviours discussed in phase two and to understand the senior management response if these behaviours are used in a manner which may be considered inappropriate. Phase three will consist of an individual interview and will be around 45-60 minutes at a time and at a place convenient for you.

Confidentiality:
Your participation in this research is confidential. Only the researcher will have access to your identity and to the information that can be associated with it. The researcher will use a master contact list and each participant will be provided a participant code. Your name will not be placed on any survey or interview documents. The code will be used to link the surveys and interview notes. The consent form and master contact list will be secured under lock and key. Your responses will be treated with total confidentiality and you can be assured of

complete anonymity. No individual responses will be reported and individual answers will never be able to be identified by anyone in your organisation. If any results are published, these will only be in summary form. Any results supplied to your employer will be a summary of the entire research. Any other confidential documentation will be destroyed on the completion of the study.

Voluntary Participation:
Your participation in this research is voluntary and you may withdraw from the study at any time by notifying the principal researcher.

Indicating your willingness to participate
Note: The Consent Form is printed on the reverse of the attached Contact Information Form. A copy of the results will be made available on the Waikato University Psychology department research site (web link also provided at the end of this document) or alternatively you can email or call me to arrange to be sent a copy.

Interviews
If you are interested in participating in the interviews please complete both the Contact Information Form and Consent Form. A signed Consent Form is required to indicate your agreement to participate in the interview phase of the study. I will also be able to provide with a copy of the results if you have requested this.

Your rights:
You may contact me at any time during the study to discuss any aspect of it.

- You may decline to participate, refuse to answer any question(s), or withdraw from the study at any time.
- You will be providing information on the understanding that it is completely in confidence to the researcher, to be used only for the purposes of the study.
- You have the right to receive a summary of the results of the study on its completion.
- You will be given the opportunity to ask questions, and all questions will be answered.
- If you have any concerns about this project, you may contact the convenor of the Research and Ethics Committee (Dr Lewis Bizo, phone: 07 838 4466 ext. 6402, email or 07 856 0095, e-mail lbizo@waikato.ac.nz)

Time: it is expected that completion of the survey questionnaire will take less than 30 minutes and each interview will take 45-60 minutes. The data gathering for phases one and two will be performed within a six month period.

Honesty: the surveys you will complete and the interview you may attend are private and confidential and are based on your perceptions and recollections.

Thank you in advance for your interest and participation.
Nicola Deacon

Survey URL: http://fs10.formsite.com/nicoladeacon/form4/index.html
This research has received ethics approval from the Waikato University the Research and Ethics Committee. Reference: #11/16

Appendix 28: Study 3 - Interview Guide

Study 3 Interview guide

On the next page is a list of negative workplace behaviours (Group A behaviours) which managers can engage in with subordinates. They have been ordered in descending frequency of use. Also provided are the main reasons for the use of these behaviours (derived from interviews with managers). The following questions are about your perceptions of the use of these behaviours by managers who were reporting to you at the time, or whom you might have been supporting in an HR capacity. The questions are not time bound so can apply to earlier roles you may have held as well.

Questions:

A) About the Group A behaviours and their reasons

Have any managers reporting to you, or with whom you have worked, engaged in these behaviours?

Do you have any comments as to reasons given for the use of these behaviours?

Are these reasons what you might have expected?

Do you think that these reasons are 'reasonable' justifications for the use of the behaviours?

B) About the use of these behaviours by your managers

Has any manager reporting to you, or with whom you have worked, used any of the Group A behaviours in a manner which you felt uncomfortable with, or you think could be construed as bullying?

Circumstances

Which behaviour/s and what about the use made you feel uncomfortable?

In your own words can you describe the situation when this occurred?

Response/Intervention

Did you intervene in any way - formally or informally?

If no: Were there any particular reasons why you did not intervene?

Under what circumstances might you have intervened?

If yes: How did you intervene?

What were you trying to achieve with the intervention and why?

Were there things which made intervention difficult?

Did the intervention affect a change?

C) How would you have described the quality of the relationship between the manager and their subordinate/s? (circle) [this ties in with LMX]

Extremely Ineffective	worse than average	average	better than average	extremely effective

D) Has any manager reporting to you, or with whom you have worked, used any of the Group B behaviours in a manner which you felt uncomfortable with, or you think could be construed as bullying?

E) Do you have anything you wish to add to this discussion

Appendix 29: Study 3 – Interview Guide - Group A behaviours

The following are a number of negative behaviours which managers may engage in with subordinates, the average frequency with which they may be used and typical reasons given for use

Group A behaviours

Q	Behaviour	Main Reasons for use	Average Freq* of use
3	Insisting that a subordinate do work below their level of competence	The work was part of the role description The work needed to be done to meet customer or organisational requirements Performance management related	2.7
18	Engaging in high levels of monitoring of a subordinates work	Performance management related In response to the subordinates behaviour being unprofessional or upsetting to others	2.6
14	Ignoring the opinions of a subordinate	Subordinates opinion was not helpful In response to the subordinates behaviour being unprofessional or upsetting to others	2.0
4	Removing key areas of responsibility from a subordinate or replacing tasks with trivial tasks	Performance management related In response to the subordinates behaviour being unprofessional or upsetting to others	1.8
6	Ignoring or excluding a subordinate	Performance management related In response to the subordinates behaviour being unprofessional or upsetting to others	1.8
11	Making repeated reminders of a subordinates errors or mistakes	Performance management related	1.8
1	Withholding information from a subordinate that might affect the subordinate's ability to achieve work related targets?	Commercially sensitive or confidential situation Unintentional result of manager being too busy	1.7
16	Giving a subordinate tasks with unreasonable deadlines	Subordinate failed to meet own deadline The work needed to be done to meet customer or organisational requirements Deadline set on manager/team was unreasonable	1.6
21	Subjecting a subordinate to an unmanageable workload	Subordinate asked/agreed to take on workload Subordinate had not indicated that they were not coping The workload needed to meet deadlines/project requirements was unmanageable	1.5

'*Frequency: 1= Never, 2= Less than once a year, 3 = Monthly

Appendix 30: Study 3 - Interview Guide – Group B behaviours

The following are further negative behaviours that managers may engage in with subordinates.

The frequency of use of these behaviours is low.

Group B behaviours

Q	Behaviour	Average Freq* of use
17	Making allegations against a subordinate	1.5
10	Making hints or signals that a subordinate should quit their job	1.4
8	Shouting or engaging in spontaneous anger at a subordinate	1.4
13	Making persistent criticism of a subordinates errors or mistakes	1.4
2	Humiliating or ridiculing a subordinate in connection with their work	1.4
5	Spreading of gossip or rumours about the subordinate	1.4
15	Making practical jokes at the expense of a subordinate	1.4
7	Making insulting or offensive remarks about a subordinates person, attitudes or private life	1.2
20	Subjecting a subordinate to frequent or persistent teasing and sarcasm	1.2
12	Ignoring or being hostile when a subordinate approaches	1.2
19	Suggesting that a subordinate not claim something to which by right they are entitled (e.g. commission, sick leave, holiday entitlement, travel expenses)	1.1
9	Using intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking the way of a subordinate	1.0
22	Making threats of violence, physical abuse or actual abuse against a subordinate	1.0

‘*Frequency: 1= Never, 2= Less than once a year, 3 = Monthly

Appendix 31: Participant demographic information form

Participant Characteristics	Circle/tick
Gender	M F
Age Ranges	21-30 31- 40 41 – 50 51 – 60 over 60
Demographic	European NZ European Indian NZ Indian Asian NZ Asian Maori Pasifika Other
Level in Current Organisation	Board/MD/Executive Senior Manager Middle Manager First line Manager Consultant/Other/Self Employed
Time in Current Organisation	Less than a year, 1-3 Years, 4-10 years over 10 years
Time in Current Role	Less than a year, 1-3 Years 4-10 years over 10 years
Years as a manager	Less than 1 year 1- 3 Years 4-10 years over 10 years
Number of Direct reports over time as a manager	Less than 3 3-10 10-50 over 50
Number of Indirect reports over time as a manager	Less than 3 3-10 10-50 over 50
Industry Type (participants could indicate more than one industry type)	Armed Forces
	Consultancy
	Education (Other)
	Education (Tertiary)
	Health
	IT Services
	Manufacturing
	Other
	Telco
	Transport and Logistics

Appendix 32: Copyright Permissions

Permissions sought and received

Details of in-copyright materials	Date permission requested	Date permission granted for thesis	Conditions
NAQ Measure	20th July 2013	20th July 2013	Rights Link Reuse permitted for thesis or dissertation
LMX Measure	20th July 2013	20th July 2013	Rights Link Reuse permitted for thesis or dissertation