

**THE OCCURRENCE AND OUTCOME OF WORKPLACE
BULLYING AMONG EMERGING ADULTS**

by

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Abstract

For all of those involved, research suggests that victimization in the workplace is negatively correlated with many factors, including organizational commitment, physical health, and overall wellbeing. As a result, this study examined the implications of having directly experienced and/or witnessed workplace bullying incidents on current psychological, physical, and social functioning in an emerging adult population. Canadian university students ($N = 577$) completed a survey assessing their previous experiences with workplace bullying and their current functioning related to wellbeing in a variety of areas, including: social functioning, self-efficacy, mental health, physical health and occupational attitudes. Analyses of variance were conducted to examine differences between groups and revealed that those who were both targeted and witness to bullying reported the most detriment on all wellbeing variables. Implications and future research directions are also discussed.

Keywords: workplace bullying, impact of workplace bullying, social/emotional wellbeing

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Table of Contents

| | |
|---|------|
| Abstract | ii |
| Acknowledgements..... | iii |
| List of Tables. | vii |
| List of Figures. | viii |
| List of Appendices. | ix |
| The Occurrence and Outcome of Workplace Bullying in an Emerging Adult | |
| Population | 1 |
| Defining the Construct of Workplace Bullying | 3 |
| Nature of Bullying Behaviours | 5 |
| Interpersonal and Social Bullying in the Workplace | 6 |
| Physical Bullying in the Workplace | 8 |
| Electronic Bullying in the Workplace..... | 9 |
| Intent to Cause Harm and Negative Effect on the Target..... | 11 |
| The Existence of a Power Differential..... | 11 |
| Persistence of Bullying Behaviours | 13 |
| Prevalence of Workplace Bullying | 15 |
| Prevalence Based on Self-Identification as a Target or Witness | 16 |
| Prevalence Based on Measuring Exposure to Specific Behaviours..... | 19 |
| Prevalence Based on Using Both Methodologies | 22 |
| Defining and Measuring Workplace Bullying: Conclusions | 24 |
| Correlates of Workplace Bullying | 25 |
| Social Functioning | 27 |

| | |
|---|----|
| Self-Efficacy | 29 |
| Mental Health..... | 31 |
| Physical Health | 33 |
| Occupational Attitudes..... | 35 |
| An Emerging Adult Population | 37 |
| The Current Study..... | 38 |
| Research Questions..... | 39 |
| Overall Prevalence and Prevalence by Type | 40 |
| Social Functioning | 40 |
| Self-Efficacy | 41 |
| Mental and Physical Health | 41 |
| Current and Future Occupational Attitudes | 41 |
| Those who are Both Targets and Witnesses | 42 |
| Method | 42 |
| Participants..... | 42 |
| Procedure | 44 |
| Measures | 44 |
| Demographics Questionnaire..... | 44 |
| Negative Acts Questionnaire, Revised | 45 |
| Modifications to the NAQ-R | 46 |
| NAQ-R Follow-up Questions | 47 |
| Social Self-Efficacy | 49 |
| General Self-Efficacy..... | 50 |

| | |
|---|----|
| Mental Health..... | 51 |
| Physical Health | 52 |
| Occupational Attitudes..... | 52 |
| Results..... | 54 |
| Workplace Bullying Prevalence and Types of Behaviours | 54 |
| Overall Prevalence | 54 |
| Prevalence Based on Self-Identification | 55 |
| Prevalence Based on NAQ-R Responses..... | 56 |
| Prevalence by Type of Bullying Behaviours | 57 |
| Factor Analyses: Target and Witness Versions of the NAQ-R | 62 |
| Wellbeing and a Function of Bullying Status..... | 64 |
| MANOVA..... | 64 |
| Follow-up t-tests | 67 |
| Targets versus Not Bullied..... | 68 |
| Witnesses versus Both | 68 |
| Both versus Not Bullied..... | 68 |
| Occupational Attitudes..... | 69 |
| Current Job Satisfaction..... | 69 |
| Propensity to Leave Current Job..... | 70 |
| Attitudes Toward Future Work Experiences | 71 |
| Factor Analysis | 71 |
| MANOVA | 73 |
| Discussion..... | 75 |

| | |
|---|-----|
| Prevalence of Workplace Bullying | 75 |
| Prevalence Based on Self-Identification | 76 |
| Prevalence Based on NAQ-R Responses | 78 |
| Prevalence by Type of Bullying | 81 |
| Wellbeing Correlates of Workplace Bullying..... | 82 |
| Social Self-Efficacy | 83 |
| General Self-Efficacy..... | 84 |
| Mental Health..... | 85 |
| Physical Health | 86 |
| Occupational Attitudes..... | 87 |
| Job Satisfaction | 87 |
| Propensity to Leave..... | 87 |
| Attitudes Toward Future Work Experiences | 88 |
| Experiencing and Witnessing Workplace Bullying..... | 90 |
| Qualitative Responses | 92 |
| Limitations of the Current Study | 92 |
| Future Research Directions..... | 96 |
| Conclusions and Practical Implications | 99 |
| References..... | 100 |
| Appendices..... | 119 |

List of Tables

| | | |
|----------|--|----|
| Table 1. | Characteristics of Lay Definitions of Workplace Bullying | 4 |
| Table 2. | Different Frequency Criteria Used in Workplace Bullying Research | 14 |
| Table 3. | Industries Employing Emerging Adults | 43 |
| Table 4. | Prevalence Based on Self-Identification versus the NAQ-R | 55 |
| Table 5. | Most Frequently Reported Personal and Work-Related Bullying Items on the NAQ-R for Targets and Witnesses..... | 60 |
| Table 6. | Correlation Matrix of Wellbeing Outcomes | 65 |
| Table 7. | Means and Standard Deviations for all Four Wellbeing Outcomes as a Function of Bullying Status..... | 66 |
| Table 8. | Hotellings T^2 Results for Pairwise Comparisons on the Linear Combination of Wellbeing Outcomes | 67 |
| Table 9. | Hotellings T^2 Results for Pairwise Comparisons on the Linear Combination of Anxiety and Resiliency..... | 74 |

List of Figures

| | | |
|-------------|---|----|
| Figure 1.1. | NAQ-R work-related bullying items experienced or witnessed..... | 57 |
| Figure 1.2. | NAQ-R personal bullying items experienced or witnessed | 58 |
| Figure 1.3. | NAQ-R physical bullying items experienced or witnessed..... | 58 |
| Figure 1.4. | NAQ-R social bullying items experienced or witnessed..... | 59 |
| Figure 1.5. | NAQ-R electronic bullying items experienced or witnessed..... | 59 |

List of Appendices

| | | |
|-------------|--|-----|
| Appendix A. | SONA Recruitment Announcement | 119 |
| Appendix B. | Informed Consent Form..... | 121 |
| Appendix C. | Demographics Questionnaire..... | 123 |
| Appendix D. | Written Debriefing | 125 |
| Appendix E. | Negative Acts Questionnaire, Revised and Follow-up Questions for Targets | 127 |
| Appendix F. | Negative Acts Questionnaire, Revised and Follow-up Questions for Witnesses..... | 131 |
| Appendix G. | Social Self-Efficacy Scale..... | 135 |
| Appendix H. | General Self-Efficacy Questionnaire | 137 |
| Appendix I. | Mental Health Inventory | 138 |
| Appendix J. | Balanced Physical Health Scale..... | 140 |
| Appendix K. | Occupational Attitudes..... | 143 |
| Appendix L. | Factor Loadings of 3-Factor NAQ-R, Target Version..... | 145 |
| Appendix M. | Factor Loadings of 3-Factor NAQ-R, Witness Version | 148 |
| Appendix N. | Factor Loadings for the Occupational Attitudes Scale | 151 |

The Occurrence and Outcome of Workplace Bullying in an Emerging Adult Population

On April 6, 1999 Ottawa Transit employee Pierre Lebrun had a plan. Provoked by the teasing and mocking he had endured for years at his workplace, he sought revenge by showing up at work with a rifle, ending the lives of four of his colleagues, seriously injuring several others, and finally, turning the gun on himself. This extreme example serves to highlight the severe repercussions workplace bullying can have on those who are targeted. In the existing research, up to approximately 40% of participants report being exposed to workplace bullying as targets (Lee & Brotheridge, 2006; Quine, 1999). Given this prevalence rate, and the extreme example of Mr. Lebrun's experience, it is evident that this type of bullying is serious, with some research showing up to 83% of a sample having higher anxiety levels following their experience of being targeted in the workplace (Brousse et al., 2008).

When thinking about bullying, most often children and adolescents comes to mind, however, similar behaviours and equally harmful consequences can occur with adults, particularly in the workplace setting (Mikklesen & Einarsen, 2002; Monks, Smith, Naylor, Barter, Ireland, & Coyne, 2009; Quine, 2003). Workplace bullying is a type of bullying that involves similar behaviours to those used in youth/childhood bullying, but it occurs among adults in a supposedly respectful and safe environment, the workplace.

The media has offered society various images of bullying to date. Some examples include the movie *Mean Girls* (Michaels, 2004), a recent film demonstrating cliques and exclusion among girls in high-school; reports of youth suicides and/or homicides where individuals were tormented literally to death by their peers (see Godfrey, 2005 for a synopsis); and various anti-bullying campaigns and policies developed within schools

and communities. Following these movements, a vast amount of research and resources has gone into the analysis of bullying, teasing, and aggression, to make school a safer place for those who are targeted (i.e., Eslea & Smith, 1998; Sullivan, 2000).

It has been well established that targets of childhood and adolescent bullying are severely affected in many different areas of their lives (Rigby, 2003). Although similar research on workplace bullying has increased over the last decade (e.g., Brousse et al., 2008; Hansen et al., 2006; Lutgen-Sandvik, Tracy, & Alberts, 2007), researchers continue to struggle with developing a comprehensive definition of the construct. Similarly, as researchers have become more aware of this type of bullying, several outcomes have been investigated, including: the consequences and costs to the organization, employee's reactions to bullying, and the health consequences of those targeted (see Ayoko, Callan, & Hartel, 2003; Kivimaki et al., 2003; Moayed, Daraiseh, Shell, & Salem, 2006, for some examples of this work). With that said, the research literature examining the effects of adult bullying continues to have unanswered questions, particularly when considering the exact nature of workplace bullying behaviours and which characteristics of these behaviours qualify an incident or action as workplace bullying (Saunders, Hyunh, & Goodman-Delahunty, 2007).

Equally important are those who witness workplace bullying, something that has rarely been considered in the workplace bullying literature to date (Low, Schneider, Radhakrishnan, & Rounds, 2007). In the existing childhood literature, it has been illustrated that children who witness others being bullied are impacted in their own right, particularly in areas of mental health and increased substance use (Rivers, Noret, Poteat, & Ashurst, 2009).

This study, then, will build on the workplace literature examining the experience of workplace bullying and the current social, psychological, physical, and occupational functioning of both targets and witnesses in an emerging adult sample (i.e., ages 18 to 25; Arnett, 2007). Targets, witnesses, and those with no exposure to bullying will be compared to determine if the conclusions reached in previous research on workplace bullying remain consistent in a younger sample who have less experience in the workforce. Areas in individuals' lives potentially affected by workplace bullying – social functioning, self-efficacy, mental health, physical health, and attitudes toward current and future work experiences for both targets and witnesses – will be examined in this thesis. Prior to considering each of these outcomes, however, clearer guidelines of what behaviours constitute workplace bullying and the nature of these behaviours must be established.

Defining the Construct of Workplace Bullying

One study to date has examined the definitional issues of workplace bullying in detail (Saunders et al., 2007). In this Australian study, Saunders and colleagues reviewed various existing definitions of workplace bullying, and then surveyed working people to determine what they considered to be essential elements of workplace bullying. Participants ($N = 1095$) were asked to provide a definition of workplace bullying in their own words. Participants' definitions of workplace bullying were subjected to frequency counts of various conventional components of the definition of workplace bullying (e.g., targets experience negative behaviour; behaviour is persistent, etc). As shown in Table 1, 86.3% of people reported that a negative or harmful effect on the target was a necessary component of the definition of workplace bullying. When exploring the importance of

intent, however, estimates were much lower, such that only 21.4% of participants believed that the intent of the perpetrator was crucial to the workplace bullying definition.

Table 1

Characteristics of Lay Definitions of Workplace Bullying (Saunders et al., 2007)

| Criterion | Percentage of Participants |
|--------------------------------------|----------------------------|
| Perpetration of a negative behaviour | 98.3 |
| Negative/harmful effect on target | 86.3 |
| Unprofessional conduct | 25.5 |
| Intent | 21.4 |
| Power imbalance | 15.2 |
| Persistence/frequency | 14.7 |

Note. $N = 1095$; percentage of participants refers to the proportion of participants who identified the corresponding criterion as an important component of the workplace bullying definition.

The opinions of the individuals surveyed in Saunders et al. (2007) illustrate some of the criteria argued to be central to the definition of workplace bullying, such as harmful effects and intention to cause harm. Overall, research suggests there are four key elements that are important to the definition of workplace bullying. These include: (1) the nature of the bullying behaviour, (2) the intent or effect of the bullying behaviour, (3) the inherent power differential accompanying the bullying behaviour, and (4) the persistence of the bullying behaviour. The literature supporting each of these components will now be examined in order to develop a comprehensive definition of workplace bullying for use in this study. Since workplace bullying is focused on behaviours in the workplace, considering the nature of these behaviours is an appropriate place to begin.

Nature of bullying behaviours. One focus of the current research is to determine what types of workplace bullying behaviours are experienced among emerging adults (i.e., adults between the ages of 18 to 25; Arnett, 2007). Research on childhood and adolescent bullying experiences has attempted to classify the encountered behaviours into different bullying categories (e.g., social bullying, verbal bullying, and physical bullying). For example, Griffin and Gross (2004) reviewed existing empirical research examining bullying in children. They classified bullying behaviours into two different categories, including direct bullying (e.g., physical bullying or verbal threats) and indirect bullying (e.g., social bullying behaviours such as exclusion, rumour spreading, and social rejection). Similarly, Kristensen and Smith (2003) defined adolescent bullying as consisting of five types, based on early bullying research done by Olweus (1993). These included: physical bullying (e.g., being hit, kicked, or punched), attack on property (e.g., stealing), verbal bullying (e.g., name-calling), indirect bullying (e.g., lies and rumours), and social bullying (e.g., being excluded or ignored). Finally, PREVnet (2009), a coalition of Canadian researchers that focuses on healthy relationships, has stated that youth bullying can take a range of forms, including: electronic, verbal, sexual, disability, racial, social, and verbal.

A more enriched understanding of workplace bullying can be achieved in a similar manner, by organizing different types of workplace bullying behaviours into categories, something that has rarely been done in the research to date. Moreover, understanding more clearly which specific bullying behaviours are encountered in the workplace would allow researchers and organizations to be more aware of what needs to be addressed in the future. In order to consider the specific types of behaviours that have

been found to occur in the workplace, existing research focusing on different bullying behaviours, such as interpersonal and social bullying, physical bullying, and electronic bullying, will now be reviewed.

Interpersonal and social bullying in the workplace. The main questionnaire used to measure exposure to bullying in the workplace is the Negative Acts Questionnaire-Revised (NAQ-R; Einarsen & Raknes, 1997, 2001). The NAQ-R contains 22 questions, 12 of which assess what is referred to as “personal bullying”, representing verbal and non-verbal behaviours of an interpersonal nature (Einarsen, Hoel, & Notelaers, 2009). Interpersonal bullying is bullying that is nonphysical and covert (i.e., verbal and subtle behaviours; Pietersen, 2007). For instance, some NAQ-R items that assess interpersonal bullying at work focus on behaviours such as “having key areas of responsibility removed or replaced with more trivial or unpleasant tasks”; “hints or signals from others that you should quit your job”; and “practical jokes carried out by people you don’t get along with” (Einarsen et al., 2009).

The majority of the workplace bullying research to date has focused on this type of bullying (Salin, 2003). More specifically, research has concentrated on behaviours such as the undermining of one’s work (Keashly & Harvey, 2005), false accusations/rumours (Duffy, Ganster, & Pagon, 2002), or being deliberately excluded (Rospenda, Richman, Ehmke, & Zlatoper, 2005). These behaviours are closely related to the construct of social bullying that has been identified within the adolescent/childhood bullying literature.

Several studies have been conducted in schools within the last decade focusing on social types of bullying among adolescents (e.g., Coyne, Archer, & Eslea, 2006;

Underwood, 2003; Xie, Swift, Cairns & Cairns, 2002). These studies have generally agreed that social bullying, also termed relational aggression, involves exclusion, rumour-spreading, purposeful ignoring, gossiping, or withdrawing/threatening to withdraw friendship or interpersonal interactions, often with the intent of manipulating group acceptance or social relationships (Archer & Coyne, 2005; Galen & Underwood, 1997). As can be seen in these behaviours, they differ from those commonly measured in the workplace bullying research (e.g., unreasonable deadlines), in that they emphasize social interactions in the workplace rather than work-specific behaviours. Nonetheless, these behaviours are equally important in the workplace and as a result, are becoming more recognized within the literature (Crothers, Lipinski, & Minutolo, 2009).

Given that research exists on the use of social aggression within general adult populations (e.g., within adult romantic relationships or friendships; Linder, Crick, & Collins, 2002; Loudin, Loukas, & Robinson, 2003), it seems that research focused on social bullying with adults in the workplace would also exist. However, research focusing specifically on social bullying in the workplace is extremely rare to date. One empirical study has touched on social bullying at work by exploring the concept of social undermining with a sample of police officers in Slovenia (Duffy et al., 2002). In this study, officers ($N = 685$) answered a series of questions designed to measure social undermining that pertained to both their supervisor and their closest colleague (e.g., “how often has your supervisor intentionally talked bad about you behind your back?”, or “how often has the colleague closest to you intentionally given you the silent treatment?”). Results revealed that social undermining was positively associated with counterproductive behaviours and poor organizational commitment. Given these findings,

as well as the attention paid to social bullying in the adolescent context, it seems worthwhile to conduct a more thorough investigation of these behaviours in the workplace.

Physical bullying in the workplace. In addition to interpersonal and social bullying, behaviours of a physical nature should also be incorporated in workplace bullying research (Baron & Neuman, 1996; Salin, 2003). Physical bullying has been considered a component of workplace bullying since it originated as a field of research (e.g., Leymann, 1990). Examples of physical behaviours representing bullying might include finger-pointing, shoving, intimidation, or physical abuse in the workplace (Einarsen & Raknes, 1997). Martin and LaVan (2010) recently reviewed 45 litigated cases of workplace bullying in the United States, finding that 24.4% of cases involved bullying behaviours of a physical nature. Given that a quarter of these cases are reporting physical behaviours, it is important for researchers to recognize the presence of this type of behaviour in the workplace. With that said, few studies have made these physical behaviours a primary focus (e.g., Bjorkqvist, Osterman, & Hjelt-back, 1994; Quine, 1999; Rayner & Keashly, 2005).

Quine (1999) is one researcher who has recognized the importance of physical acts of bullying in the workplace. In her study, Quine examined prevalence of workplace bullying and occupational health outcomes in a large sample of English health care employees ($N = 1100$). Quine measured bullying with a 21-item scale she designed based on research, which included a dimension that encompassed physical bullying, referred to as “threat to personal standing”. Behaviours of a physical nature were included in this section of the questionnaire, such as items that measured physical violence, violence to

property, and verbal or nonverbal threats. A total of 9% of participants reported exposure to these physical behaviours in their workplace within the last year. Although this number seems small, it corresponds with views held by researchers in the field, whom have argued that although the construct of workplace bullying mainly focuses on behaviours of an interpersonal nature, physically intimidating acts should also be considered as part of the behaviours that constitute bullying (Einarsen et al., 2009).

The NAQ-R (Einarsen & Raknes, 1997, 2001) contains three items that focus on physical bullying in the workplace. These include: “being shouted at or the target of spontaneous anger”; “intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking your way”; and “threats of violence or physical abuse or actual abuse” (Einarsen et al., 2009). For instance, Lutgen-Sandvik and colleagues (2007) used the NAQ-R to assess prevalence of bullying. In this study, 27% of participants reported being targeted with intimidating and threatening behaviour, and 24% of participants had been shouted at or targeted by spontaneous anger/rage. Overall, the evidence indicates that physical bullying is being reported as a type of bullying behaviour in the workplace. Therefore, physical bullying can be considered to be an important aspect of the definition of workplace bullying when considering the nature of a bullying behaviour.

Electronic bullying in the workplace. Aside from interpersonal and physical bullying, another type of bullying that has recently surfaced within the adolescent literature, and is also relevant to the workplace context, involves the use of electronic devices to bully others. Electronic bullying, or cyber-bullying, involves “the use of technological devices (cell phones, email, or the internet) to send derogatory or

threatening messages directly to the victim or indirectly to others, to forward personal and confidential communication or images of the target for others to see, and to publicly post denigrating messages” (Privitera & Campbell, 2009, p. 396). Electronic bullying has recently become a prominent area of research in adolescent bullying (Dooley, Pyzalski, & Cross, 2001), but has rarely been examined in the workplace bullying field to date.

One Australian study has examined electronic bullying in the workplace (Privitera & Campbell, 2009). Using a modified version of the NAQ-R, Privitera and Campbell investigated the prevalence of electronic bullying in various male-dominated workplaces (e.g., engineering, technical, etc.). Out of the total sample ($N = 103$), 10.7% of participants reported that they had experienced at least one negative electronic behaviour, at least once per week, for the last six months. Given these findings, and since this study serves as the only existing exploratory study examining electronic bullying in the workplace, it is clear that additional research is needed. In particular, exploring electronic bullying in a more inclusive sample (e.g., including both males and females) may be an important place to begin.

It is now evident that there are various types of workplace bullying behaviours, and that taking into consideration the nature of bullying behaviour is an essential element of the definition. However, considering the nature of the behaviour is not the only element that must be examined in order to develop a comprehensive definition of workplace bullying. A perpetrator’s intent, and the harm caused to the target, is equally as important as the behaviour(s) involved. Thus, the intention of a perpetrator’s actions and the potential negative effects on the target will now be considered.

Intent to cause harm and negative effect on the target. Although the childhood literature maintains that intent is a critical element of the definition of bullying (e.g., Naylor, Cowie, Cossin, de Bettencourt, & Lemme, 2006), there continues to be a lack of consensus regarding the inclusion of the term “intent” within the definition of workplace bullying (Salin, 2003; Saunders et al., 2007). Since perpetrators have been largely understudied in the workplace bullying research, it has been difficult to determine whether perpetrators explicitly intend to harm the target. With that said, it has been argued that an important component of the definition relates to the negative impact or hurtful effect that the action has upon the target (Einarsen et al., 2009; Rigby, n.d.).

How the target interprets and understands their experience can largely determine how they cope with, and are impacted by, workplace bullying (Einarsen et al., 2009). The nature of this effect can surface in a multitude of ways – it may be in terms of organizational consequences, such as leaving the workplace or decreased morale (Ayoko et al., 2003), or it may include internal consequences, such as decreased self-esteem and poorer mental health (Brousse et al., 2008). Overall, it can be argued that a more inclusive definition results when both intent as well as effect are included, as a greater number of people may report their experiences in the workplace.

The existence of a power differential. In the child and adolescent literature, the existence of a power differential is considered a critical aspect of the bullying definition (Olweus, 1993; Pepler et al., 2006). The presence of a power imbalance is also considered by some to be crucial to the construct of workplace bullying (Einarsen et al., 2009). Often, the negative effects suffered by targets are driven by the fact that they feel unable to defend themselves or perceive a power differential to exist between themselves

and the perpetrator (Hoel, Faragher, & Cooper, 2004). Likewise, Salin (2003) conducted a thorough review of the conditions precipitating workplace bullying, and concluded by defining bullying as “repeated and persistent negative acts toward one or more individual(s), which involve a perceived power imbalance and create a hostile work environment” (p. 1214). Salin also reported that the power differential is perceived – that is, it may differ according to the target’s perception of power.

Arguments that a formal power imbalance (manager – subordinate) exists in the workplace often appear in the research (e.g., Bjorkqvist et al., 1994; Hoel, Cooper, & Faragher, 2001; Moayed et al., 2006). In Martin and LaVan’s (2010) review of American litigated cases of workplace bullying ($N = 45$), managers or supervisors were identified as the perpetrator in 55.6% of the cases reviewed. However, when comparing the case descriptions to Salin’s (2003) criteria, Martin and LaVan found that that 84.4% of the 45 cases included the existence of a perceived power imbalance between the target and perpetrator as a precipitating factor to the workplace bullying incident(s). Although the specific nature of the power imbalance was not specified, previous research has illustrated that a power discrepancy may involve a formal power difference (i.e., a supervisor or manager possessing more power than employees), or an informal power difference. For instance, informal power differences related to age, social status, or other individual characteristics can exist and may contribute to the bullying dynamic (Pepler et al., 2006). Given that the majority of the workplace bullying cases reviewed by Martin and LaVan (2010) included a power differential, the inclusion of this element can be considered important in developing a comprehensive definition of workplace bullying.

In another study, Tuckey, Dollard, Hosking, and Winefield (2009) examined the power dynamic in an authoritarian work environment with a group of Australian police officers ($N = 716$). Tuckey et al. asked participants to identify themselves as a target, witness, both a target and a witness, or neither, based on a definition of workplace bullying. In addition, participants reported on the power relationship existing between the target and the perpetrator. Results revealed that most often, colleagues with more formal power were identified as perpetrators of the bullying behaviours, which is consistent with the majority of the existing research in this area (e.g., Einarsen & Skogstad, 1996; Rayner, 1997).

Similarly, a recent study conducted by McKay, Arnold, Fratzl, and Thomas (2008) asked a sample of faculty members, instructors, and librarians employed at a Canadian University ($N = 100$) to identify the main perpetrator of their bullying experience. McKay et al. assessed the characteristics of participants' bullying experience by using a survey specifically designed for the study that included 53 items based on previously-existing measures of workplace bullying. Of all respondents, 62% reported that they had been bullied at work within the past five years. Further, 45% of the identified targets reported that the perpetrator of their bullying experience possessed more power than they did. The specific type of power was not identified, but whether formal or informal, a substantial number of targets reported that an imbalance existed. Given these frequencies, it is clear that the existence of a power differential is an essential element of the workplace bullying construct.

Persistence of bullying behaviours. One final criteria that has been identified as important to the definition of workplace bullying is the frequency of the behaviour. That

is, how frequent must the behaviour be in order to be considered workplace bullying? Most definitions of workplace bullying existing in the research include an element concerning the repeated nature of workplace bullying. Some of the frequency criteria used in the literature are displayed below (Table 2).

Table 2

Different Frequency Criteria Used in Workplace Bullying Research

| Researchers | Definition of Frequency |
|---|---|
| Einarsen & Skogstad, 1996 | Within the last six months on a “now and then” or “weekly” basis |
| Leymann (1990); Moayed, Daraiseh, Shell, & Salem (2006) | One incident per week over a six-week minimum period |
| Lutgen-Sandvik, Tracy, & Alberts (2007) | At least two negative acts, weekly or more often, for at least a six-month period |
| Einarsen & Mikkelsen (2001); Salin (2001) | At least on a weekly basis |

As shown in Table 2, exactly how persistent the behaviour must be varies substantially across studies. With that said, the element of persistence of negative behaviour(s) is important as it supports the notion that bullying in the workplace is a gradually escalating process (Vie, Glaso, & Einarsen, 2010). In the research existing to date, a situation is considered bullying when the behaviour is enduring and escalates over time, potentially causing greater impact to the target (Keashly & Harvey, 2005).

Therefore, although debated in the research¹, the general consensus is that the behaviour must be repeated in order for it to be considered bullying.

Overall, it is argued that a comprehensive definition of workplace bullying includes the following critical elements: (1) the nature of the bullying behaviour(s), (e.g., is it interpersonal/social, physical, and/or electronic bullying?), (2) the intent to cause harm and the negative effect as a result of the bullying behaviour(s), (3) the existence of a power differential between the target and the perpetrator, and (4) the persistence of the bullying behaviour(s). These components are comparable to the components comprising the definition of childhood bullying (e.g., Olweus, 1993). The development of a concrete and consistent definition is an important first step in assessing exposure to workplace bullying.

Prevalence of Workplace Bullying

A central focus of workplace bullying research is to determine how often employees are targets of bullying in the workplace. In order to obtain more insight into this problem, however, some researchers have argued that collecting prevalence information from more than one perspective (e.g., both targets and witnesses) is important (e.g., Cowie, Naylor, Rivers, Smith, & Pereira, 2002; Tuckey et al., 2009). Despite this suggestion, the development of reliable prevalence rates of workplace bullying has been difficult to achieve in the research to date (Agervold, 2007; Cowie et al., 2002). This challenge results from different researchers using different definitions and methodological approaches to assess exposure to workplace bullying (Saunders et al., 2007). Consequently, a wide range of prevalence rates have been reported across studies,

¹ Although less common in the research, some researchers will argue that a one-off incident qualifies as bullying (e.g., Adams, 1992, Randall, 1997).

making it difficult to generate a reliable estimate of the population prevalence rate of workplace bullying, for both targets and witnesses (Zapf, Knorz, & Kulla, 1996).

Although this makes it difficult to compare prevalence rates across studies, one approach to this issue is to examine prevalence rates separately for the various methodologies employed by researchers. At present, there are two main methodologies used to generate prevalence rates. These include those based on: (1) self-identification through the use of a general definition of workplace bullying, and (2) measuring participants' exposure to specific behaviours. Each strategy is discussed in more detail below.

Prevalence based on self-identification as a target or witness. Workplace bullying definitions have been frequently used in the research to obtain prevalence rates (e.g., Hansen et al., 2006; Lutgen-Sandvik et al., 2007; Vartia, 2001; Vie et al., 2010). Often, researchers will present participants with an operational definition of workplace bullying and ask participants if they consider themselves to have been targeted by, or witness to, that type of behaviour. For example, Vartia (2001) used this method to assess the frequency of workplace bullying in a Scandinavian sample ($N = 949$). Municipal workers (e.g., office workers, social workers, traffic control, etc.) were asked to identify themselves as a targets or non-targets of bullying based on the following definition: "Bullying is long-lasting, serious, negative action and behaviour that is annoying and oppressing. It is not bullying if you are scolded once or someone shrugs his or her shoulders at you once. Negative behaviour develops into bullying when it is continuous and repeated. Often the target of bullying feels unable to defend him or herself" (p. 64).

Using this definition, only 10% of participants identified themselves as targets of workplace bullying.

Similarly, Vie et al. (2010) presented employees of a Norwegian transportation company ($N = 1024$) with the following definition of workplace bullying: “Bullying takes place when one or more persons systematically and over time feel that they have been subjected to negative treatment on the part of one or more persons, in a situation in which the person(s) exposed to the treatment have difficulty in defending themselves against them” (p. 39). Participants who responded with either “yes, occasionally”, “yes, now and then”, “yes, weekly”, or “yes, several times a week” were considered to be targets of workplace bullying. Using this methodology, 11% of participants labelled themselves as targets of workplace bullying.

Vartia and Hyyti (2002) employed a similar approach with a sample of prison officers in Finland ($N = 896$). Participants were asked to identify themselves as a target when considering the past six months only, based on the following definition of bullying: “When somebody is a target of enduring and repetitive acts, scorn, or oppressing or devaluating behaviour by one or more co-workers or supervisors, the situation can be called bullying. In a bullying situation, the target usually feels unable to defend himself or herself” (p. 117). Operationalizing bullying in this manner led to a higher prevalence rate than Vartia’s (2001) previous work – a total of 20% reported that they had been targeted within the last six months.

The same strategy has been used, and similar patterns have resulted, when obtaining prevalence rates for those who witness bullying in the workplace. For instance, Tuckey and colleagues (2009) conducted a study where Australian police officers ($N =$

716) of various ranks (e.g., constables, sergeants, etc.) were provided with the following definition: “Workplace bullying is unreasonable, unacceptable, or inappropriate behaviour that is intimidating, insulting, offensive, degrading, or humiliating” (p. 221). Participants indicated how often they had observed this in the workplace in the last 12 months, with response options ranging from 0 (*very rarely/never*) to 4 (*very often/always*). Using this methodology, prevalence rates of witnessing workplace bullying were quite low – only 6.7% of the sample self-identified as witnesses within the past 12 months.

Likewise, Hansen et al. (2006) investigated health outcomes in a Swedish sample ($N= 437$) of employees from various workplaces (e.g., a telecommunications company, a high school, a social insurance office, a pharmaceutical company, etc.). Hansen presented participants with the following definition: “Bullying (harassment, offending somebody) is a problem at some workplaces and for some employees. To label something as bullying, the offensive behaviour has to occur repeatedly over a period of time and the exposed person has to experience difficulties defending himself/herself. The behaviour is not bullying if two parties of approximately equal “strength” are in conflict or the incident is an isolated event” (p. 65). The participants were then asked if they had noticed anyone being subjected to bullying or harassment at work within the past six months. Using this approach, approximately 10% of respondents self-identified as witnesses of workplace bullying.

Finally, Lutgen-Sandvik et al. (2007) provided American employees ($N = 403$) from various industries (e.g., health and social services, finance and insurance, education, administration, etc.) with the following definition of workplace bullying: “We define

bullying as a situation where one or several individuals perceive themselves to be on the receiving end of negative actions from one or more persons *persistently* over a period of time, in a situation where the targets have difficulty defending themselves against these actions. We do *not* refer to a one-time incident as bullying” (p. 847). Results revealed that 11% of participants self-identified as witnesses to workplace bullying. Overall, when asking individuals to self-identify as a target or a witness based on a definition of workplace bullying, prevalence rates tend to range from 7 to 20 percent of the total sample.

Prevalence based on measuring exposure to specific behaviours. The use of questionnaires (e.g., the NAQ-R; Einarsen & Raknes, 1997, 2001) to obtain prevalence rates of workplace bullying, for both targets and witnesses, is also common practice (e.g., Bjorkqvist et al., 1994; Lee & Brotheridge, 2006; Quine, 1999, 2003). These questionnaires provide a list of specific behaviours and ask participants to rate their experience with each behaviour, rather than asking participants to explicitly label themselves as targets or witnesses (Einarsen et al., 2009). Thus, through the use of these instruments, researchers are able to gain prevalence estimates without using the terms “target” or “bullying”.

In terms of target prevalence, Lee and Brotheridge (2006) used a self-report measure in four different occupational settings (i.e., public service, educational settings, health care, and mining) to determine how many employees had been targeted by workplace bullying. Participants ($N = 180$) responded to a broad, 45-item questionnaire drawn from existing workplace bullying measures, such as the NAQ-R. Within their sample, a participant was classified as a target of workplace bullying if he or she had

been exposed to at least one of the 45 behaviours in the last six months. According to Lee and Brotheridge's methodology, 40% of participants had experienced one or more acts of bullying at least once per week in the last six months. Notably, 10% of the sample had experienced five or more of the 45 listed acts at least once per week in the specified time frame.

Similarly, Quine (1999) measured exposure to bullying among healthcare employees ($N = 1100$) by providing participants with a list of twenty behaviours, touching on the following five categories: threat to professional status, threat to personal standing, isolation, overwork, and destabilization. Participants were then asked if they had experienced or witnessed any of the twenty behaviours within the last twelve months. Using this methodology, 38% of participants answered "yes" to directly experiencing at least one of the twenty behaviours. In contrast, 42% of the healthcare workers reported that they had witnessed at least one of the bullying behaviours in the workplace.

Bjorkqvist and colleagues (1994) also examined witness experiences in a sample of Finnish university employees ($N = 338$). Participants were provided with 24 behavioural items assessing exposure to workplace bullying, such as "sensitive details of your private life used as pressure". After completing this questionnaire, participants were asked if they had witnessed bullying in their workplace. Bjorkqvist obtained moderately high prevalence rates, with 32% of participants reporting that they had observed the bullying of others at work on one occasion, and 18.7% reporting they had observed bullying on more than one occasion.

As can be seen, a discrepancy exists between the two methodologies mostly commonly used to measure exposure to workplace bullying. When a definition is

presented with the option of self-identifying as a target or a witness, the prevalence of bullying ranges from 7% (Tuckey et al., 2009) to 20% (Vartia & Hyyti, 2002). In contrast, when a questionnaire is used, and individuals are asked to check off the behaviours they have experienced in the workplace, prevalence rates for targets and witnesses substantially increase, ranging from 32% (Bjorkqvist, 1994) to 42% (Lee & Brotheridge, 2006; Quine, 1999; Schat, Frone & Kelloway, 2006).

There are several reasons as to why participants might under-report their experiences when asked directly to identify themselves as a target or a witness. For instance, this discrepancy could represent the lack of education individuals are receiving related to workplace bullying. Perhaps employees are able to indicate which behaviours are happening to them or others at work, but when presented with the term “bullying”, they are unaware of the diverse array of behaviours that are considered bullying in the workplace (Saunders et al., 2007).

In terms of targets specifically, some researchers have argued that a sense of shame, defeat, or helplessness could be associated with the lack of labelling oneself as a target of workplace bullying (Lutgen-Sandvik et al., 2007). Witnesses may also be less likely to identify themselves as such for similar reasons. Perhaps witnesses fear that anonymity will not be respected in their responses and are therefore fearful of providing truthful answers when questioned about something as sensitive as their occupation. Similar to the logic for targets’ lower prevalence rates when self-identifying, perhaps witnesses have normalized some of the language or behaviour involved with workplace bullying and do not perceive the behaviour(s) as being representative of bullying (Lutgen-Sandvik et al., 2007).

Prevalence based on using both methodologies. As a result of the above-mentioned discrepancies, some researchers (e.g., Einarsen, 1996; Salin, 2001) have recommended using both techniques in a single study in order to more directly compare the prevalence rates obtained across the two methods. For instance, Lutgen-Sandvik et al. (2007) used the NAQ-R and a definition of bullying to compare target prevalence rates across methodologies within the same sample. Participants ($N = 403$) were employed in a wide range of industries (e.g., agriculture, real estate, etc.) in the United States. Using the number of negative acts (at least two per week) accompanied by the duration of the acts (for at least a six-week period) as the prevalence criteria, Lutgen-Sandvik and colleagues found 28% of their sample to be targets of bullying in the workplace. In contrast, when asking participants to self-identify as a target using the definition, only 9.4% of participants considered themselves to be targets of bullying in the workplace.

A similar pattern was found when Quine (2003) provided junior level medical students ($N = 594$) in the United Kingdom with a definition of workplace bullying and asked them to self-identify as targets or witnesses within the last six months. Participants were also provided with a 21-item questionnaire that Quine had designed based on existing research describing types of bullying behaviours (Rayner & Hoel, 1997). The definition included the elements of persistence and negative effect experienced by the target.² In this study, 37% of the medical students self-identified as targets of bullying workplace within the last year. When prevalence was assessed with the questionnaire

² Persistent, offensive, abusive, intimidating, malicious or insulting behaviour, abuse of power or unfair penal sanctions, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress (Quine, 2003; p. 91).

provided, 84% of the same participants had been exposed to at least one or more of the bullying behaviours listed in the questionnaire provided.

Likewise, Salin (2001) found a similar pattern when comparing prevalence rates obtained by way of a definition of workplace bullying versus a questionnaire containing specific bullying behaviours. Finnish professionals ($N = 377$) were provided with a revised version of the NAQ-R (32 items in total), then the following operational definition: “Bullying is here used to denote repeated and persistent negative acts that are directed towards one or several individuals, and which create a hostile work environment. In bullying the targeted person has difficulties defending himself; it is therefore not a conflict between parties of equal strength” (p. 431). When the questionnaire was used to measure exposure to bullying, 24 % of the sample reported being a target of at least one act weekly, within the last year. In contrast, when the definition was used to measure exposure to bullying, 8.8% reported being targeted at least occasionally, and 1.7% reported being targeted weekly.

As Salin concludes, each method of measuring exposure to workplace bullying is valuable to the field. By assessing exposure to bullying through behavioural questionnaires, researchers are able to determine the exact nature of the behaviours that employees are experiencing. On the other hand, asking participants to label themselves as targets, witnesses, and so forth, allows researchers to gain perspective on how individuals view their experience. When there is a gap between the prevalence rates obtained through behavioural questionnaires versus self-identification, a problem may surface. If employees do not perceive their experiences as workplace bullying, it is likely to be more challenging to implement strategies aimed at reducing its occurrence. Moreover, if

employees are not reporting their experience under the belief that it may not constitute bullying, it is possible that they may turn to unhealthy or ineffective coping strategies, such as counter-aggressive behaviours (Lee & Brotheridge, 2006).

Defining and Measuring Workplace Bullying: Conclusions

Although still in its infancy, research on workplace bullying has been steadily progressing. In terms of defining workplace bullying behaviours, researchers have considered various aspects of different definitions and have generally agreed that certain elements are more crucial to the definition than others (e.g., Cowie et al., 2002; Hauge, Skogstad, & Einarsen, 2009; Rayner & Keashly, 2005; Salin, 2003; Saunders et al., 2007). These elements include that the nature of the negative behaviour may vary (e.g. interpersonal/social, physical, electronic), that there was intent for the target to suffer a negative effect, that a power differential exists, and that the behaviour is persistent.

In terms of measuring the prevalence of workplace bullying, various methods exist, with the most common being self-identification through the use of a definition and measuring exposure to specific bullying behaviours with a questionnaire. Each strategy has unique advantages and disadvantages and the selection of method can influence the prevalence rate identified by respondents. As argued by many researchers (e.g., Einarsen, 1996; Einarsen & Skogstad, 1996; Salin, 2001), the use of both a behavioural questionnaire as well as self-identification by way of an operational definition is an ideal way to develop comprehensive prevalence rates. As Salin (2001) argues, under these conditions, one is not solely relying on a perhaps too exclusive prevalence rate (e.g., when targets identify themselves through use of a definition) or an overly inclusive prevalence rate (e.g., when participants indicate via questionnaires which behaviours they

have been exposed to). The participant's perspective of their status as a target, witness or neither becomes part of the information provided about prevalence. In addition, use of both the definition as well as self-labelling avoids any confusion among participants understanding of language and wording of questionnaire items. Further, the use of both methodologies within a single study allows for a more direct comparison of prevalence rates produced by each method.

Some researchers have combined these strategies by measuring exposure to negative acts (often assessed through a questionnaire, such as the NAQ-R) along with some of the elements identified as critical components to the workplace bullying definition, such as duration of the behaviour(s) (Leymann, 1990). Leymann specifies that in order for an incident to be qualified as bullying, at least one negative act must occur at least once per week for a minimum six-month period. Use of this methodology allows the behaviours experienced as well as some of the recognized definitional elements of workplace bullying to be included simultaneously when providing prevalence estimates. This may allow researchers to obtain more accurate prevalence rates than relying on one method alone. Overall, this approach has been adopted in more recent workplace bullying research (e.g., Lutgen-Sandvik et al., 2007).

Correlates of Workplace Bullying

Given that some research has found target and witness prevalence estimates consisting of up to 40% of a sample (e.g., Lee & Brotheridge, 2006; Quine, 1999, 2001) it seems that a more thorough examination of the factors associated with being a target or witness is worthwhile. In the school-based bullying literature, various effects on targets and witnesses have been identified and studied in detail. For example, Rigby (2003)

conducted a comprehensive review of empirical studies proposing outcomes of bullying ($N = 53$) and concluded that targets of school-based bullying suffer in many areas of wellbeing, including social functioning and physical health. Although many recent studies have focused on similar issues potentially related to workplace bullying, many of these studies tend to focus on one specific area (e.g., psychosomatic symptoms or mental health) rather than taking a more multifaceted approach (Agervold & Mikkelsen, 2004; Brousse et al., 2008; Duffy & Sperry, 2007; Kivimaki et al., 2003).

In contrast, the correlates of witnessing workplace bullying are less frequently studied. Since only a few workplace bullying studies to date have included witnesses (e.g., Hansen et al., 2006; Hoel et al., 2004; Lutgen-Sandvik et al., 2007; Vartia, 2001), it is difficult at this point to make conclusions about how witnesses may be impacted by their experience. With that said, some researchers do suggest that witnesses may experience negative effects as well. For instance, Hoel and colleagues (2004) speculate that perhaps fear over becoming the next target, or of being roped into a bullying incident, may have a negative impact on the observer of bullying. Similarly, they also suggest that feelings of guilt over not being able to support the target may result in negative outcomes for those who witness workplace bullying.

In general, research on targets and witnesses has, to varying degrees, examined the following correlates of workplace bullying: (1) social functioning, (2) self-efficacy, (3) mental health, (4) physical health, and (5) occupational attitudes. Each of these factors and how they relate to the workplace bullying experience for both targets and witnesses will be reviewed in more detail below.

Social functioning. Although social functioning may be impacted by workplace bullying experiences, little research has studied this factor in the workplace literature to date. Social functioning among targets of childhood/adolescent bullying has been investigated, and the consequences are worth noting. Research has found that children who are repeatedly targeted in school dislike the school environment (Kochenderfer & Ladd, 1996) and have increased absenteeism (Rigby, 2003). Comparable results have been found across the few studies where social outcomes have been examined in the workplace bullying field, with those who are bullied and witness to bullying at work tending to miss work, call in sick, take vacation/sick leave, or exit the work environment altogether (Lutgen-Sandvik, 2006). Although these results may be indicative of other issues (e.g., health issues unrelated to the bullying experience), it can be argued that they also suggest that targets and witnesses may be more socially withdrawn than those who have not experienced workplace bullying.

Since the examination of social consequences of workplace bullying is new to the field, there are no existing large-scale, quantitative studies investigating this particular outcome. In contrast, social outcomes have mainly been examined in qualitative studies (e.g. Duffy & Sperry, 2007; Lewis & Orford, 2005). For instance, Lewis and Orford (2005) conducted interviews with a small sample ($N = 10$) of British women public service professionals who self-identified as targets. While focusing on the social aspects of workplace bullying, these researchers discovered that most women experienced some conflict in their personal lives following their experiences, with some even isolating themselves from their social relationships outside of the workplace. Notably, the small, exclusively female sample size does not allow for a great degree of generalization.

However, the finding that the social lives of these women were affected in various ways, potentially by their experience of being targeted in the workplace, highlights that social functioning is an outcome worth examining in more detail with a larger and more generalized sample.

In another qualitative study, Duffy and Sperry (2007) considered target and family health consequences following incidents of workplace mobbing.³ Focusing on two detailed case studies from the academic setting, Duffy and Sperry recognized changes in communication patterns (i.e., withdrawing, isolation) as one problematic consequence for the target and those close to them. Although these studies provide some insight into the social functioning correlates of workplace bullying, the samples are very small (e.g., $N = 10$; Lewis & Orford, 2005), and due to the nature of the participants (e.g., mostly female), the generalization of results is quite limited.

In contrast to the few studies that have examined the social functioning of targets of workplace bullying, no research has examined this factor in detail among witnesses. Vartia (2001) examined the impact of witnessing bullying on self-confidence through use of a self-confidence scale containing four items related to social functioning items (e.g., “feeling lonely”). Results revealed that witnesses did not report lower levels of self-confidence when compared to targets of workplace bullying as well as those who experienced no bullying. Likewise, there is some literature in the adolescent research that suggests that the social functioning of witnesses is not correlated with their exposure to

³ ‘Workplace mobbing’ is a term similar to workplace bullying and is used for the most part in European countries. Duffy and Sperry (2007) define it as “the nonsexual harassment of a co-worker by a group of other workers or other members of an organization designed to secure the removal from the organization of the one who is targeted” (p. 398). The main ways that this term differs from that of workplace *bullying* is that mobbing can occur on both a group and individual level. However, many of the same behaviours are used to describe both terms (Crawshaw, 2009).

bullying (Nabuzoka, Ronning, & Handergard, 2009). In this research, bullying was measured using a standardized questionnaire with adolescents ranging in age from 11 to 15 years ($N = 595$). A 25-item questionnaire assessed the adolescents social functioning, including peer problems and prosocial behaviours. Results revealed that witnesses did not differ from those who were not exposed to bullying.

Overall, perhaps having the experience of seeing a colleague bullied at work may be associated with positive social outcomes for bystanders, wherein they may feel more confident asserting themselves in social situations. Similarly, if individuals are being both targeted and witness to bullying, perhaps the witnessing of bullying acts as a buffer against the humiliation and negative self-talk, thus providing a sense of belonging for this group (e.g., they are comforted in knowing they are not the only target; Nishina & Juvonen, 2005). As this remains as speculation, this research will investigate the social functioning correlates of witnessing workplace bullying to determine what, if any, relationship exists between workplace bullying and social functioning.

Self-efficacy. Similar to the way in which workplace bullying may be associated with targets social adjustment, some researchers suggest that the self-efficacy of targets may be adversely affected by their experience (Lewis & Orford, 2005). Self-efficacy represents a person's beliefs about their capacity to exercise control over events that affect their lives (Bandura, 1992). Moreover, self-efficacy concerns the belief in oneself to complete tasks and achieve goals (Chen, Gully, & Eden, 2004), making it of direct relevance to the workplace. Indeed, the relationship between workplace bullying experiences and self-efficacy is certainly important considering the experience may lead to doubt about one's ability to fulfill their job responsibilities. Although variations in

self-efficacy exist (e.g., basing it on a specific context such as one's ability to perform within certain conditions; Jerusalem & Schwarzer, 1992), most research within the bullying field focuses on general self-efficacy, which is a broader concept illustrating stable and global beliefs about one's abilities to be successful in multiple environments (Jerusalem & Schwarzer, 1992).

Although no studies have looked at the direct effect of workplace bullying experiences on self-efficacy, some related research does suggest that a relationship between these two constructs may in fact exist. For instance, being targeted at work can be associated with decreased levels of joy in one's work, which can be particularly harmful when occurring in a career that is meaningful to the target (Lewis, 2004). In addition to loss of passion, targets may find themselves questioning their sense of self, their abilities, and their workplace values (Lewis & Orford, 2005). Some research in this area has also considered the association of low general self-efficacy on motivation, and has suggested that self-efficacy accounts for more of the variation in motivational states than self-esteem (Chen et al., 2004).

Similar to the research on social functioning, no studies have directly examined the relationship between self-efficacy and witnessing workplace bullying. With that said, this construct has been investigated in the childhood literature. For instance, in a sample of 9- and 10-year old children ($N = 115$), Boulton and Smith (1994) found that peer victimization predicted adverse changes to these children's sense of global self-worth, a construct very similar to self-efficacy. Indeed, it is possible that these findings will extend to witnesses of bullying in the work environment.

Mental health. The association between mental health and workplace bullying has been one of the most commonly explored relationships in the literature, for both targets and witnesses. This relationship has also been frequently studied within the adolescent/childhood literature, with studies finding that increased fear and anxiety, as well as general psychological distress, are associated with being targeted in the school setting (Rigby, 2003). Research in the workplace has suggested that bullying is negatively associated with the mental health of targets, particularly in the areas of anxiety and depression (Brousse et al., 2008; Kivimaki et al., 2003), and shame and guilt (Lewis, 2004). For instance, in a recent longitudinal study examining the relationship between bullying and subsequent depression, Kivimaki et al. (2003) found that those who experienced prolonged exposure as a target of bullying at their workplace were significantly more likely to report symptoms of depression than those who had not been targeted at work.

Similarly, Brousse et al. (2008) assessed anxiety and depression symptoms among a French sample ($N = 48$) that met the target criteria described by Leymann (1990) as workplace bullying.⁴ Participants completed the Hospital Anxiety and Depression scale (HAD; Zigmond & Snaith, 1983) on two separate occasions. At the first assessment, results revealed that 52% of the sample met criteria for depressive disorder, while 83% of the sample met the criteria for anxiety disorder. At the 1-year follow-up assessment, there was no change in the proportion of participants experiencing depression, but there was a decrease in the proportion of the sample exhibiting anxiety symptoms, from 83% to 60% of respondents. Interestingly, Brousse et al. suggest that the reason for this decline may

⁴ Leymann (1990) defined an individual as a target of workplace bullying if he/she experienced at least one negative act on a weekly basis for at least a six-month period.

be due to the loss of some participants who exited the bullying environment, even though the depression level exhibited no change. Additionally, 25% of the sample reported suicidal ideation at both the initial and follow-up assessments. Clearly this is a cause for concern and illustrates that further examination of the relationship between mental health outcomes and workplace bullying is a worthwhile pursuit.

Lewis (2004) conducted a content analysis of the narratives of college and university professors ($N = 15$) in the United Kingdom, who came forth with their stories of being targeted in the workplace. Results suggested that participants in this study were experiencing shame as well as shame-induced distressing feelings, such as powerlessness and withdrawal, at times persisting beyond the bullying incident. As previous research has demonstrated that an association exists between feelings of shame and depression (e.g., Harder, Cutler, & Rockart, 1992), it is clear that such emotions can have an adverse impact on mental health.

In terms of the mental health of witnesses, the research that has been conducted to date has focused on more general reactions to observing workplace bullying. For example, Vartia (2001) examined workplace bullying in a large sample of municipal workers ($N = 949$), finding that 8% of the sample self-identified as a witness to bullying based on a provided definition. Vartia also measured psychological stress (e.g., feeling depressed, strained, tired) with 14 items (e.g. “are you nervous?”). Using this methodology, witnesses reported significantly more psychological stress than participants who did not witness bullying at work.

In more recent work, Hansen et al. (2006) examined the association between witnessing bullying and anxiety. Hansen et al. surveyed Swedish employees ($N = 437$)

representing a total of seven workplaces (e.g., education, telecommunication, pharmaceutical, etc), and found that 40% of the sample self-identified as witnesses of workplace bullying. Results revealed that those who witnessed bullying at work experienced a higher level of anxiety compared to their colleagues who did not witness any bullying.

Overall, the existing research, albeit limited, has shown that targets and witnesses of workplace bullying are experiencing mental health problems and certain negative emotions at a greater rate than those who report no exposure to bullying in the workplace. Although mental health factors have been studied more than other correlates of workplace bullying, few comprehensive studies exist at this time. Given that the mental health implications of bullying are a prominent focus in the childhood literature as well (Rigby, 2003), it follows suit that these factors should be given more attention in the workplace bullying research for both targets and witnesses.

Physical health. Not only is the workplace bullying experience linked to decreased psychological wellbeing, but research has also found it to be associated with decreased physical wellbeing. More specifically, being a target of workplace bullying has been associated with increased psychosomatic symptoms (Agervold & Mikkelsen, 2004; Hansen et al., 2006), as well as the existence of more serious health issues, such as heart conditions (Kivimaki et al., 2003).

For instance, Agervold and Mikkelsen (2004) examined psychosomatic symptoms reported by those who self-identified as targets (13% of the sample) among a sample of food-manufacturing employees in Denmark ($N = 186$). When comparing psychosomatic symptoms (e.g., stomach pains, back pain, dizziness, heart palpitations,

etc.), Agervold and Mikkelsen found that targets of workplace bullying reported significantly more symptoms than non-targeted participants.

The appearance of psychosomatic symptoms or minor detriments to physical wellbeing may be a precursor to potential long-term health problems (Kivimaki et al., 2003). At this point, little research exists that looks at the long-term correlates of bullying in the workplace. To date, one study has examined potential serious health concerns related to workplace bullying. Kivimaki et al. (2003) conducted a two-year longitudinal study examining the link between being a target of workplace bullying and the associated risk for cardiovascular disease in a sample of Finnish hospital employees ($N = 5432$). Exposure to bullying was measured through self-identification via definition, finding target prevalence rates of 5.2% at the first testing, and 5.9% at the second testing. Kivimaki and colleagues also measured behavioural risk factors, such as smoking status, alcohol consumption, and weight/height of participants. Kivimaki et al. found that prolonged bullying was not associated with any of these potential confounding variables. However, an association was found between the experience of workplace bullying and the development of cardiovascular disease.

Similarly, Hoel et al. (2004) examined the relationship between witnessing bullying and physical health in a sample of public service workers in Britain ($N = 5,388$). After being provided with a definition of workplace bullying, approximately 23.7% of participants self-identified as a witness. When comparing physical health complaints across participants, Hoel et al. found that those who had witnessed bullying reported significantly more physical health symptoms than those who were not bullied.

Once again, the limitations of this area of research include the lack of generalizability given the specific samples used, as well as the vague nature of studies that do not consider multiple outcomes or the multi-faceted experience of witnessing bullying in the workplace. That is, research conducted to date has considered particular outcomes of witnessing bullying, but has not considered multiple outcomes in a comprehensive manner. Overall, although little research has been conducted in this area, those studies that do exist suggest that being a target or witness of workplace bullying is associated with various physical health outcomes.

Occupational attitudes. One area that has not received much attention in the workplace bullying research to date is occupational attitudes. Although various elements can constitute the occupational experience of employees, two important facets of employee's current occupational experience include job satisfaction and intention to leave the workplace.

For instance, Lutgen-Sandvik et al. (2007) considered witnesses' experiences of workplace bullying in relation to job satisfaction, job rating, and perceived stress. This sample consisted of participants from 18 different occupational industries ($N = 403$). Using the self-identification methodology, 11% of participants labelled themselves as witnesses of bullying behaviour. Job satisfaction and overall job rating were measured with single-item questions, as has been argued to be an efficient and satisfactory way to assess these constructs in the occupational literature (Nagy, 2002). Results revealed that witnesses reported significantly lower job satisfaction and overall job rating, compared to non-exposed participants.

Closely related to job satisfaction is how likely an employee is to leave their current job. Arguably, if one is feeling less satisfied with their current work, they will be more likely to leave that workplace. Researchers have begun to consider this outcome of workplace bullying in further detail, particularly given the consequence it has for organizations. For instance, Quine (2001) examined workplace bullying in a population of nurses in England ($N = 396$). Of these nurses, 44% reported exposure to workplace bullying as a target. Among other outcomes, Quine measured job satisfaction and propensity to leave with brief self-report measures, including 5 items and 3 items, respectively. Results revealed that those who were targeted by workplace bullying were significantly less satisfied with their work, and were significantly more likely to leave their current job, than those who were not targeted in the workplace.

What remains unknown at this point, however, is how targets and witnesses' attitudes toward their future work may be impacted by their experiences of bullying. This particular aspect is largely underrepresented in the research. Perhaps they will become more negative or ambivalent toward future work environments. However, they may experience some empowerment as a result of their exposure and become more aware of how to cope with bullying in the workplace (Jackson, Firtko, & Edenborough, 2007). The answers to these questions require further research attention.

Considering all of the research reviewed above, it is evident that both targets and witnesses of workplace bullying may be experiencing similar outcomes, which differ from their peers who are not experiencing or witnessing bullying behaviours in their place of work. Therefore, future research should build upon the existing findings by

examining these wellbeing correlates across various psychological and physical measures.

An Emerging Adult Population

The areas of wellbeing that are the focus of the current research have been identified, but it is also important to consider the characteristics of the population of interest. The overwhelming majority of the workplace bullying studies reviewed above have sampled older working populations, with average ages ranging from 35.8 to 46 years (e.g., Hansen et al., 2006; Hoel et al., 2004; Lutgen-Sandvik et al., 2007; Niedl, 1996; Vartia, 2001). With that said, younger adults are an equally important population represented in the workplace (Arnett, 2000). Indeed, up to 55% of this age group is employed in various industries across Canada – a much higher proportion than that of other developed parts of the world, including Europe (OECD, 2008). Consequently, one of the goals of the current study is to add to the existing workplace bullying research by considering “emerging adults”, a population representing the period of development from the ages of 18 to 25 (Arnett, 2000).

Current research on emerging adults has focused on their experiences with relationships, friendships, and identity, with a strong emphasis on the concept of positive youth development (e.g., Barry, Nelson, Davarya, & Urry, 2010; Finchman & Cui, 2011). As a whole, workplace experiences have not been a large focus of research within this population, particularly experiences surrounding workplace bullying events, although some studies have suggested that this group is as susceptible as any other to workplace victimization (Harvey & Keashly, 2003; Sandstrom & Cillessen, 2010).

Although the work experiences of the emerging adult population have rarely been studied, some research has focused on student populations in general. Low et al. (2007) included graduate students in their research, and Quine (2003) sampled from a population of medical students. However, the current study considers a younger group – undergraduate students – that may provide new insight into what types of bullying behaviours can be experienced in the workplace context.

There are a variety of reasons why this population is an important one to study in relation to the workplace. Firstly, the experiences of young adults when they first enter the workforce, particularly if they include being targets or witnesses of workplace bullying, may shape their future occupational decisions and attitudes. Secondly, the media has predominantly portrayed young workers as possessing a sense of entitlement (Day, 2008), and lacking commitment to organizational values, when compared to those who have been in the workforce for a longer period (Arnett, 2007; Patalano, 2008). Finally, a new power dynamic appears when considering an emerging adult population in the workplace. The majority of this population is relatively new to the workforce, and thus will likely work in environments where the power differential is almost always to their disadvantage (Tannock, 2008). Arguably, the current study will contribute to the workplace bullying literature by evaluating the perspectives of a group of individuals who are newer to the workforce and are just beginning to form their organizational selves.

The Current Study

Considering the research reviewed above, one can conclude that workplace bullying is a serious issue. The ambiguity in the definitions, labelling of behaviours and

environments presents as a challenge in understanding this behaviour. In comparison to school, or childhood bullying, workplace bullying has not received the research attention it requires to address this growing problem. Therefore, to learn more about this type of bullying, this study examined the behaviours people considered to be workplace bullying, and how frequently these behaviours were occurring. Exposure to bullying in the workplace was measured using the existing standardized instrument for workplace bullying, the Negative Acts Questionnaire- Revised (NAQ-R; Einarsen, 2009), with supplementary questions examining social, electronic, and other types of bullying. Participants had the opportunity to respond as targets as well as witnesses, and were able to indicate if any of their experiences were missing from the questionnaire.

In addition, several outcome variables were considered in the context of being targeted by, or witness to, bullying in the workplace. These included social functioning, self-efficacy, mental and physical health, and attitude toward future work experiences. Participants indicated their current level of functioning through several questionnaires in order to provide insight into how their past bullying experiences may be related to their current wellbeing. Overall, the main research question addressed by this study was: Compared to those who have not been exposed, do those who have experienced and/or witnessed workplace bullying currently report more difficulties in social functioning, self-efficacy, mental health, physical health, and attitudes toward future work experiences?

Research Questions

A number of research questions were posed in the current study. These concerned: (1) the overall prevalence and prevalence by type of bullying for those who

are identified as targets and/or witnesses, and (2) the relationship between workplace bullying experiences and wellbeing for those who are identified as targets, witnesses, or both.

Overall prevalence and prevalence by type. In terms of prevalence, the following research questions were posed: Is workplace bullying prevalent among an emerging adult population? If so, what types of workplace bullying behaviours are emerging adults experiencing most? Although the expected proportion was unclear, it was predicted that the emerging adulthood population would have been exposed to workplace bullying, both as targets and as witnesses, to some extent. Moreover, it was expected that social bullying and interpersonal bullying (measured through the NAQ-R “personal” bullying items) would be the most commonly reported types of bullying in the workplace.

Social functioning. In terms of social functioning, the research question posed was: Do those who experienced workplace bullying – as a target or witness – report lower scores on indices of social functioning when compared to those who have not encountered bullying in the workplace? Similar to the social consequences of bullying in schools (e.g., Rigby, 2003), it was predicted that targets of workplace bullying would report lower scores on social functioning than those who had not been targets of workplace bullying (Lewis & Orford, 2005). In contrast, it was predicted that the social functioning of witnesses would not differ as a result of being exposed to bullying in the workplace, when compared to their peers who are unaware of bullying episodes in the workplace (Nishina & Juvonen, 2005).

Self-efficacy. Regarding self-efficacy, the following question was asked: Do targets and witnesses exhibit lower scores on self-efficacy measures than those who have not experienced bullying? It was predicted that targets of workplace bullying would experience a lower sense of self-efficacy than those who had not experienced these behaviours in the workplace. For witnesses, it was also predicted that they will feel less competent about their abilities and therefore would similarly report a lower sense of self-efficacy than their peers who had not had a workplace bullying experience.

Mental and physical health. Another question addressed by the current research is: Do targets and witnesses exposed to workplace bullying experience any differences in mental and physical health compared to those who have not experienced bullying in the workplace? It was predicted that targets of workplace bullying would experience poorer levels of both mental and physical health when compared to their non-targeted peers, as has been found in the childhood bullying literature (Rigby, 2003). The same pattern of results was expected for witnesses as well (Low et al., 2007; Vartia, 2001).

Current and future occupational attitudes. The fifth focus of this research was to consider how targets and witnesses exposed to workplace bullying perceive their current, as well as future, work experiences. The research questions were as follows: Do targets and witnesses report lower levels of job satisfaction and a higher propensity to leave their current jobs than those who have not experienced bullying in the workplace? Similarly, do targets and witnesses approach new work experiences with anxiety as a result of their previous experience, or do targets and witnesses of workplace bullying develop a resiliency and strength following their experience? It was predicted that those who had been targets or witnesses would experience lower levels of job satisfaction, as

well as an increased propensity to leave, when compared to their colleagues who had not experienced bullying in the workplace. Similarly, it was predicted that targets of workplace bullying would report poorer attitudes toward future work experiences, and that they would be more anxious regarding their future work environments, when compared to their non-targeted peers. Finally, it was expected that witnesses of workplace bullying would also approach future work experiences with more hesitancy/anxiety than those who had not been exposed to workplace bullying.

Those who are both targets and witnesses. The final research question posed was: Do those who are identified as *both* a target and a witness report worse wellbeing than those who are either targets or witnesses, or neither? It was predicted that those who identify as both targets and witnesses of workplace bullying would have lower scores than their non-targeted or non-witness peers for all outcome measures. These included: social functioning, self-efficacy, mental and physical health, and attitudes toward current and future work experiences.

Method

Participants

The original sample consisted of undergraduate students recruited from first- and second-year classes at Carleton University ($N = 632$). Participants who completed the survey but were not within the acceptable age range (i.e., 18 to 25), did not state their age, or had not worked in the specified most recent two-year period, were removed from the study ($n = 55$), resulting in a total of 577 participants included in the final sample.⁵

⁵ Restricting participation to those who had worked within the past two years was done in an attempt to ensure that the workplace bullying experiences documented in this research were relatively recent, and that participants' current functioning could be considered in light of their most recent experiences.

The mean age of participants was 19.52 years ($SD = 0.76$). Seventy-six percent of the sample was female ($n = 440$), while 24% of the sample was male ($n = 134$). The average age of females was 19.45 years ($SD = 1.67$), while the average age of males was 19.77 ($SD = 1.67$). The majority of the sample (56%) was represented by students in their first year of University, followed by those in their second year (28%), third year (11%), and fourth year (5%) of study.

Slightly over half of the sample was working at the time of the study (57%). Likewise, participants most commonly reported that they had been in the workforce for a total of three to five years (34%), although a notable portion of participants had worked a total of more than five years (23%). As shown in Table 3, participants had worked in a diverse range of industries, from food and hospitality services (44% of the sample) to trades (13.5% of the sample). Finally, most participants (73%) held a combination of different types of employments throughout their employment history (e.g., part-time, full-time, internships) rather than one type in particular.

Table 3

Industries Employing Emerging Adults

| Industry Type Experience | Percentage of Emerging Adults with |
|---|------------------------------------|
| Food/Hospitality services | 44.4 |
| Retail/Sales | 18.9 |
| Trades | 13.5 |
| Environmental | 4.5 |
| Education | 3.5 |
| Child care/camp counselling | 2.3 |
| Secretarial, clerical, or other office position | 2.1 |
| Health care | 2.1 |
| Technology/high tech | 1.0 |
| Finance | 0.0 |

| | |
|----------------------------|-----|
| Multiple work environments | 6.6 |
| Other | 1.2 |

Note. Those who indicated “other” or “I have worked in multiple work environments” were given the opportunity to describe any work experience not indicated above. The most commonly occurring occupation mentioned that was not included above was sports-related work (i.e., golf course management, coaching/refereeing teams; $n = 15$ or 2.6% of the sample).

Procedure

The study was conducted online via Carleton University’s SONA system (see Appendix A for SONA announcement), and all participants were given course credit for their participation. Participants were first provided with an informed consent form (see Appendix B), and then a demographics questionnaire (see Appendix C). They then responded to a variety of self-report questionnaires, which are described in detail below. The measures used to assess exposure to workplace bullying (see below) were first presented to participants as a target, and then as a witness. After this, all other measures were presented once to participants.⁶ Upon completion of the study, participants were provided with a debriefing form (see Appendix D). On average, it took participants approximately 24 minutes to complete the study.

Measures

Demographics questionnaire. In addition to the above-mentioned questionnaires, participants were asked to respond to a variety of questions assessing demographic characteristics, such as their current employment status (e.g., employed versus unemployed), type of employment (e.g., full-time, part-time, volunteer, internship, or summer employment), and type of employment industry in which they have worked

⁶ Prior to participant’s completion of the survey, all measures were tested by the researcher and fellow graduate students to ensure there were no errors in the instruments or in the appearance of the questions, answer options, and so forth. Additionally, some measures were not standardized, such as the occupational attitudes questionnaire. In such cases, questions were generated based on research as well as content discussions among graduate students with knowledge of bullying research.

(e.g., retail, hospitality, education, clerical). Participants were also asked to provide their age, gender, and current year of study (see Appendix C).

Negative acts questionnaire, revised. After responding to the demographics questionnaire, participants were provided with the NAQ-R (Einarsen & Raknes, 1997, 2001). This was done in attempt to be consistent with the existing research in the field, as studies which have used the NAQ or the NAQ-R have consistently presented it to participants prior to any outcome measures (Cowie et al., 2002; Hoel et al., 2004). As previously mentioned, the 22-item NAQ-R is one of the most frequently used standardized questionnaires to assess workplace bullying, and allows for bullying behaviours to be identified without the use of the term “bully” or “target”. The instrument separates behaviours into three factors: (1) person-related bullying, (2) work-related bullying, and (3) physically intimidating forms of bullying (Einarsen et al., 2001).

Although concise, the NAQ-R maintains strong psychometric properties, which may account for its frequent use in the workplace bullying research. Einarsen et al. (2009) conducted a large-scale evaluation of the properties of the NAQ-R with employees from over 70 organizations ($N = 5,288$). A latent cluster analysis grouped targets into seven different clusters (ranging from “no bullying” to “severe bullying”). Discriminant validity of the NAQ-R was evident in this analysis, as there were significant differences among the difference clusters, varying in range from 1 to 1.80 standard deviations between the “severely bullied” and “not bullied” groups. Six of these seven clusters were reproduced in another study conducted by Notelaers et al (2006), further demonstrating that the NAQ-R can effectively discriminate between different target groups. In terms of reliability, Einarsen and colleagues also reported a high Cronbach’s

alpha in their study ($\alpha = .90$), indicating excellent internal consistency of the NAQ-R. This was replicated within both versions of the NAQ-R (target and witness) used in this study, $\alpha = .89$, and $\alpha = .93$, respectively.

Modifications to the NAQ-R. In the current study, six questions were added to the NAQ-R in an attempt to assess the frequency of two additional forms of bullying that have surfaced in the general bullying literature: social bullying (Archer & Coyne, 2005), and electronic bullying (Dooley et al., 2009). The additional items pertaining to social bullying in the workplace appear as items 5 (being excluded from social events, such as lunch or an after-work event), 23 (over-hearing whispering behind your back), and 27 (being given dirty looks or rolling of eyes towards you) in the modified NAQ-R used in this study (see Appendix E for modified target NAQ-R). The same items were rephrased appropriately for witnesses (see Appendix F for modified witness NAQ-R). Similarly, three questions pertaining to cyber-bullying in the workplace were added, and they appear as items 2 (being a target of gossip or rumours on email), 24 (someone at work talking negatively about you or your work on email or a website), and 25 (being the target of a mass email revealing information that you had considered private or not of interest to the other staff members who received the message) in the modified NAQ-R used in this study. The same items were rephrased appropriately for witnesses.

The NAQ-R was modified further in an attempt to make the measure more applicable to the emerging adult population. In previous research using the NAQ-R, researchers have often used Leymann's criteria for bullying, that is, that incidents must have happened "in the past six months" (Leymann, 1990). In the current study, this has been changed to "in your working experience." Since it is possible that the university

students in the sample may not have worked within the most recent six months, participants were instructed to answer the questions in reference to any and all work experience they might have had, keeping in mind that these experiences would have occurred within the last two years, as the study restrictions indicated at the beginning of the survey.

One final modification to the NAQ-R was that the items were presented to participants with “yes” or “no” response options, rather than “no”, “yes, very rarely”, “yes, now and then”, “yes, several times per month”, “yes, several times per week”, and “yes, almost daily” (Einarsen et al., 2009). Thus, participants essentially checked off if they had ever been exposed to any of the 28 modified NAQ-R behaviours, similar to the approach conducted by Vartia (2001). This decision was made based on the goal of the current study to obtain accurate prevalence rates among this population of emerging adults, who have likely not been in the workforce for a long period of time.

NAQ-R follow-up questions. Following completion of the NAQ-R as a target then a witness, participants were provided with the following definition of workplace bullying, as defined by Leymann (1996) and further developed by Einarsen et al. (2009):

The concept of “workplace bullying” refers to situations where an employee is persistently exposed to negative and aggressive behaviours at work which may be of a psychological, physical, or verbal nature, with the effect/intent of humiliating, intimidating, frightening, or punishing the target (p. 25).⁷

Participants were then asked if they considered themselves to be targets, as well as witnesses, of workplace bullying given the above definition. The above definition was

⁷ In the original definition, the negative behaviour is noted to be primarily of a psychological nature, and other types of bullying are not mentioned.

modified to include “physical and verbal bullying” in an attempt to include a broader range of types of bullying behaviours that may be experienced in the workplace.

Following this, participants were asked a variety of questions pertaining to their experience as a target as well as a witness to workplace bullying (i.e., participants received the same set of questions twice, each one pertaining to either target experience or witness experience). These questions are presented in Appendix E and F for targets and witnesses, respectively. Questions concerned the type of work environment the bullying occurred in (e.g., retail/sales, food/hospitality, clerical, etc.), the type of position they held at the time of the bullying (e.g., full-time, part-time, summer job), the nature of the bullying behaviours (e.g., social, verbal, racial, etc.), the power dynamic of the bullying (e.g., if the perpetrator was a boss, a sub-ordinate, a friend at work), the severity of the bullying (e.g., mildly severe, extremely severe), the length of the bullying (e.g., one day, several days, or it is still ongoing), and when the bullying occurred (e.g., more than a year ago, this month, etc.). The same questions were asked of all participants, regardless of their status as a target, witness, and so forth. If participants felt that they have not been targeted, or that they have not witnessed bullying in the workplace, they had the option to indicate that for each question.

Finally, there were two open-ended questions within this section of the questionnaire which allowed participants to describe any additional experiences of workplace bullying (both as a target and as a witness). Participants were also able to report if they had experienced and/or witnessed any workplace behaviours that were *not* included in the NAQ-R. This is critical as this is a newly emerging field of research and discovering new behaviours can provide a more complete understanding of the workplace

bullying experience. After participants responded to the NAQ-R and the follow-up questions as a target and as a witness, they responded to measures assessing their wellbeing in four areas, including: social functioning, self-efficacy, mental health, and physical health.

Social self-efficacy. In the current study, social functioning was assessed by measuring social self-efficacy. Smith and Betz (2000) defined this construct as “an individual’s confidence in her/his ability to engage in the social interactional tasks necessary to initiate and maintain interpersonal relationships” (p. 286). Social self-efficacy was examined through the use of the 30-item Social Self-Efficacy Scale (Puckett et al., 2008; see Appendix G). The Social Self-Efficacy Scale was originally developed by Connolly (1989), and was further modified by Puckett and colleagues to incorporate five questions assessing conflict included in the Self-Efficacy Scale developed by Wheeler and Ladd (1982). The 30 items contained in this scale assess the expectations one has about their ability to succeed in social interactions. Puckett et al. originally developed this scale with Grade 7 and 8 students, finding excellent reliability for both grade levels (i.e., $\alpha = .93$ and $.94$ for each grade, respectively). In the current study, reliability was also excellent, $\alpha = .96$.

For the purposes of this research, the questions in the Social Self-Efficacy Scale were modified slightly to apply to the types of social interactions engaged in by the emerging adults sampled in this study. For instance, instead of asking how easy it is for someone to “find someone to spend recess with”, participants were asked how easy it is to “find someone to spend time with socially.” Prior to presenting participants with the

items, they were asked “how easy/hard is it for you to do the following...” Responses were then provided on a scale ranging from 1 (*impossible to do*) to 7 (*very easy to do*).

Connolly (1989) conducted a factor analysis and found that the items included in this scale represent a single factor, which she labelled self-efficacy in social assertiveness. Therefore, participants’ responses to the 30 items were summed, creating a composite social self-efficacy score for each participant within the plausible range of 30 (indicating lower social self-efficacy) to 210 (indicating higher social self-efficacy). This composite social self-efficacy score was used for all subsequent analyses involving this variable.

General self-efficacy. To examine the relationship between workplace bullying experiences and self-efficacy, participant’s also provided responses to the General Self-Efficacy Scale (GSE; Jerusalem & Schwarzer, 1992). The GSE contains ten items that assess perceived self-efficacy, successful coping, and internal/stable attributions of success (see Appendix H). Responses to each item (e.g., “I can solve most problems if I invest the necessary effort”) are provided on a scale from 1 (*not at all true of me*) to 4 (*exactly true of me*).

The GSE has demonstrated strong internal consistency (α ranging from .76 to .90) across many international studies (e.g., Rimm & Jerusalem, 1999; Scholz, Dona, Sud & Schwarzer, 2002), as well as within the current study, $\alpha = .86$. Many studies have examined the factor structure of the GSE (e.g., Scholz et al., 2002; Schwarzer, Babler, Kwiatek & Schroder, 1997) and have concluded that the GSE is a one-dimensional scale with a single overall factor labelled as general self-efficacy. Based on these findings, scores across all 10 items were summed for each participant in the current study,

resulting in a total general self-efficacy score in the plausible range of 10 to 40. Higher scores are indicative of higher general self-efficacy.

Mental health. To determine whether or not exposure to workplace bullying was related to mental health, participants responded to the full-length version of the Mental Health Inventory (MHI-18; Veit & Ware, 1983). The MHI-18 contains 18 questions related to psychological wellbeing and distress (see Appendix I). The MHI-18 has been extensively used in research concerned with mental functioning, and has the advantage of considering a range of positive and negative emotions rather than strictly looking at psychopathology and diagnosis, which seems to be common among mental health instruments (Ritvo et al., 1997). Each item (e.g., “have you been a very nervous person?”) is measured on a scale of 1 (*all of the time*) to 6 (*none of the time*). Scores are summed across all items to provide a composite score, ranging from 18 to 108 (Veit & Ware, 1983).

The MHI-18 has been frequently reviewed in large samples and has strong psychometric properties ($\alpha = .96$; McDowell, 2006). These strong properties were replicated within the current study, $\alpha = .93$. Similarly, Sanders, Foley, LaRocca and Zemon (2000) conducted a Principal Components Analysis to determine the construct validity of the MHI-18. They concluded that the MHI-18 is a single-factor scale, that factor being psychological distress and wellbeing. As a result, a single score for mental health was constructed for each participant in the current study in the manner described above. Eight of the 18 items of the MHI-18 are reverse coded, so that a higher total score indicates better mental health.

Physical health. To measure participants' current level of physical functioning, the concise Balanced Physical Health Scale was used (BPHS; Godin & Mantler, 2006). This recently developed scale consists of 20 straightforward items that assess mobility, resistance/resilience to disease, fitness, digestive health, and energy (see Appendix J). Responses are provided on a scale of 1 (*all of the time*) to 6 (*none of the time*). It contains items assessing both positive physical health (e.g., resistance and energy) and negative physical health (e.g., lack of mobility), which is novel in this area of research as most physical health measures mainly assess symptomology/negative physical health. Moreover, the BPHS was developed for a working population rather than a clinical population, making it appropriate for use in the current study.

Initial investigations of the psychometric properties of the BPHS (e.g., Godin & Mantler, 2006) indicate that this scale possesses strong internal consistency ($\alpha = .85$, $\alpha = .84$, and $\alpha = .76$ in a sample of employed or looking for work adults). Strong reliability was also achieved within the current study, $\alpha = .83$. Similarly, the BPHS correlates with other measures of physical health, and has proven to be sensitive enough to detect minor changes in physical health. In the current study, scores across all 20 items were summed to create a composite physical health score for each participant, within the plausible range of 20 to 120. Items pertaining to negative physical health outcomes were reverse coded such that a higher BPHS score is indicative of better physical health.

Occupational attitudes. Finally, participants were asked questions pertaining to their current job satisfaction and propensity to leave, as these constructs have been linked to workplace bullying in the past (see Bowling & Beehr, 2006 and Quine, 1999, 2003, for examples). These additional questions appear in Appendix K. To measure job

satisfaction, a three-item instrument used in previous workplace bullying research was chosen based on its efficiency as a shorter scale, and proven reliability and extensive construct validity (Bowling & Hammond, 2008). The three items asked pertaining to job satisfaction included: “all in all, I am satisfied with my job”; “in general, I don’t like working here”; and “in general, I like working here”. Participants responded on a scale with response options ranging from 1 (*strongly disagree*) to 5 (*strongly agree*).

Responses across the three items were summed, and then an average job satisfaction score was calculated for each participant, so that (maximum score of 5). One of the three items (the second item) required reverse coding, such that participant’s average job satisfaction score indicates a higher level of job satisfaction. In the current study, the job satisfaction items achieved strong internal consistency, $\alpha = .98$.

Previous research has indicated that workplace bullying is associated with leaving the work environment (Quine, 1999). As such, participants’ propensity to leave their current job was assessed in the current study using a single-item measure of how likely participants were to leave their current employment. Because of efficiency, and because several single-item measures are significantly correlated with multi-item scales measuring the same construct, a single-item measure was chosen (Lutgen-Sandvik et al., 2007). More specifically, participants were asked, “to what extent are you presently seeking to change jobs?” Scores on this measure could range from 1 (*strongly disagree*) to 5 (*strongly agree*), such that a higher score is indicative of a greater propensity to leave.

After an extensive literature review, no measure of the impact of bullying on attitudes towards future careers was found. Therefore, a set of ten questions assessing

attitudes towards future work experiences was developed for use in the current study (see Appendix K). Half of the questions were designed to capture how anxious participants were about any future careers and how likely they felt they might be targeted in the future (i.e., ‘anxiety’), while the other half were designed to assess any resilience or self-strength that may have developed as a consequence of workplace bullying experiences (i.e., ‘resiliency’). Participants who identified themselves as either targets or witnesses were asked to respond on a 6-point scale ranging from 1 (*very untrue of me*) to 6 (*very true of me*) for each question. One example of a question participants were asked is, “because of my exposure to workplace bullying, I am nervous about working in any environment.” Separate overall anxiety and resiliency scores were created for each participant by summing across each of the questions assessing each construct (i.e., plausible range from 6 to 30). Higher scores are indicative of greater anxiety or resiliency. The reliability of this new scale was excellent; $\alpha = .97$ and $\alpha = .96$ for the anxiety and resiliency scales, respectively.

Results

Workplace Bullying Prevalence and Types of Behaviours

Overall prevalence. Prevalence of workplace bullying was assessed in two ways: (1) through self-identification as a target and/or witness after being presented with an operational definition of workplace bullying, and (2) through the use of multiple inclusion criteria based on Leymann (1990) in combination with participants’ responses to the NAQ-R. Table 4 provides prevalence information as determined by both methods.⁸

⁸ Prior to beginning the main analyses, case summaries were conducted to ensure that all responses for the NAQ-R and each outcome variable were within their plausible range.

Table 4

Prevalence Based on Self-Identification versus the NAQ-R

| Bullying Status | Self-Identification | | | NAQ-R | | |
|-----------------|---------------------|-------|---------|----------|-------|---------|
| | <i>n</i> | Males | Females | <i>n</i> | Males | Females |
| Target | 19 | 4 | 15 | 37 | 5 | 32 |
| Witness | 217 | 55 | 162 | 69 | 16 | 53 |
| Both | 134 | 21 | 113 | 20 | 2 | 18 |
| Not Bullied | 204 | 54 | 150 | 451 | 111 | 337 |
| Total | 574 | 134 | 440 | 574 | 134 | 440 |

Note. $N = 574$. Three participants were not included in the analysis as they did not identify as male or female.

Prevalence based on self-identification as a target or witness. As displayed in Table 4, few participants labelled themselves as targets only. In fact, far more participants had been both targets and witnesses to bullying than targets only. Overall, when participants were asked to indicate whether they had been a target or witness based on the definition provided, a total of 3% self-identified as a target, and 23% self-identified as both a target and a witness. A similar number of subjects identified as not having been bullied at all (36%) and as witnesses to bullying (38%).

It was also of interest to determine whether or not the number of males and females differed when self-identifying as a target or witness, as displayed in Table 4. Thus, a chi-square test of independence was conducted. First, the assumptions of chi-square were addressed. Importantly, an issue of small group sizes arose as one group (male targets, $n = 4$) contained fewer participants than has been recommended in practice. However, it has been argued that this is a conservative guideline, and that with even quite small expected frequencies, the risk of committing a Type I error remains largely

unaffected (Howell, 2002). The chi-square test results revealed that the difference was not statistically significant, $\chi^2(3, N = 574) = 6.06, p > .05$. Therefore, it can be concluded that the proportion of males and females in each self-identification bullying status group is equal.

Prevalence based on NAQ-R responses. Using the NAQ-R, participants were classified as either targets, witnesses, or both based on criteria developed in previous research (e.g., Einarsen & Raknes, 1997; Leymann, 1990). More specifically, an individual was labelled as a ‘target’ of workplace bullying if he or she reported at least one act on the NAQ-R, experienced this act within the last year, and the act continued for a period of time longer than several days (Leymann, 1990). If an individual reported witnessing at least one act on the NAQ-R, and this within the last year, and had continued for a period of time longer than several days, they were considered a ‘witness’. Those who met both the criteria for a target and the criteria for a witness were labelled as ‘both’ a target and witness, and those who did not satisfy the criteria for target nor for witness were classified as neither target nor witness (i.e., labelled ‘not bullied’). Using these criteria, 6% of participants were classified as targets, 12% were classified as witnesses, and 3.5% were classified as *both* (see Table 4).

Finally, given that the existence of a power differential has been identified as an essential element of the workplace bullying construct, the perceived power differential was measured among both targets and witnesses.⁹ A total of 73% of targets reported that the perpetrator had more power than they did, while 32% of witnesses reported that the perpetrator had more power than the target in the bullying they had witnessed.

⁹ Classified as ‘target’ or ‘witness’ as based on NAQ-R responses and the multiple inclusion criteria listed above.

Prevalence by type of bullying behaviours. Another research question asked which *types* of workplace bullying were most prevalent in this emerging adult sample. In order to examine this, a frequency count was conducted to determine which behaviours young adults were most frequently experiencing in the workplace. Figures 1.1 through 1.5 indicate how many respondents experienced each NAQ-R item (as targets and as witnesses), and are broken down by type (i.e., work-related bullying items, person-related etc.).

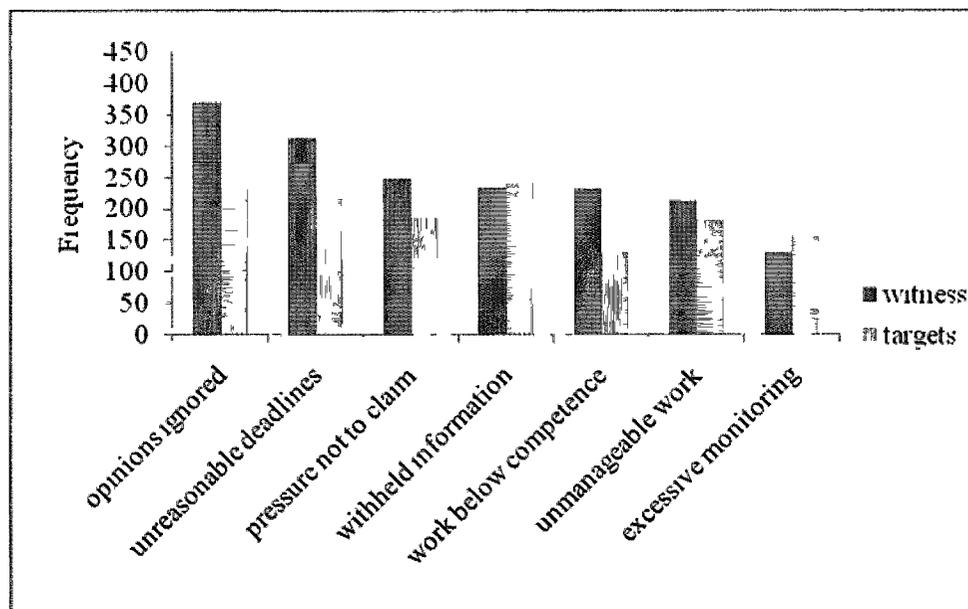


Figure 1.1. NAQ-R work-related bullying items experienced or witnessed.

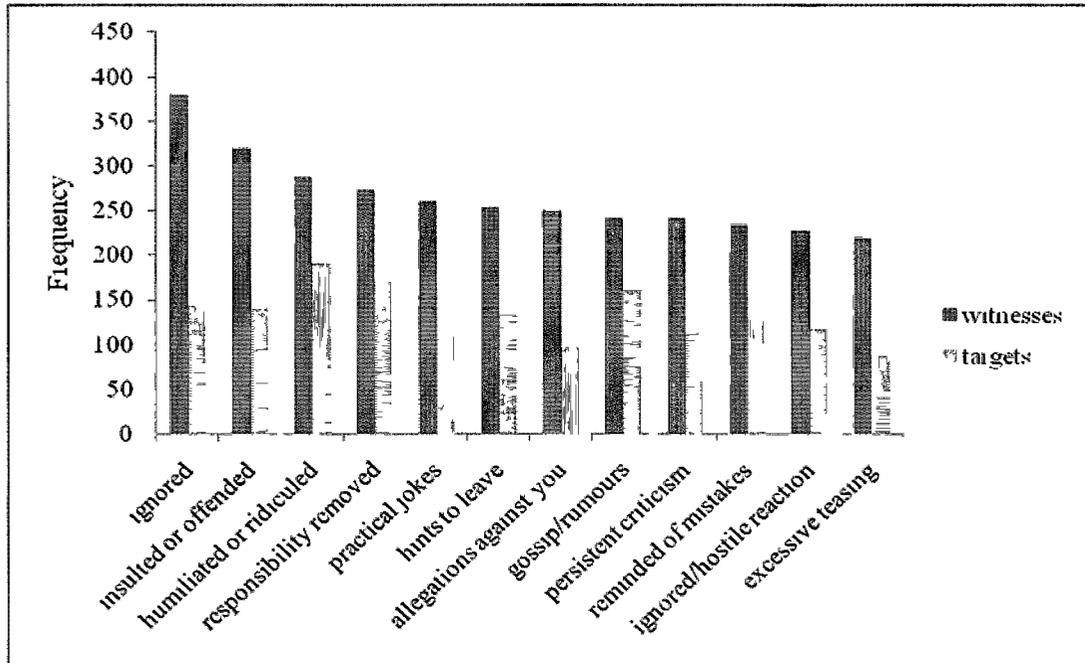


Figure 1.2. NAQ-R personal bullying items experienced or witnessed.

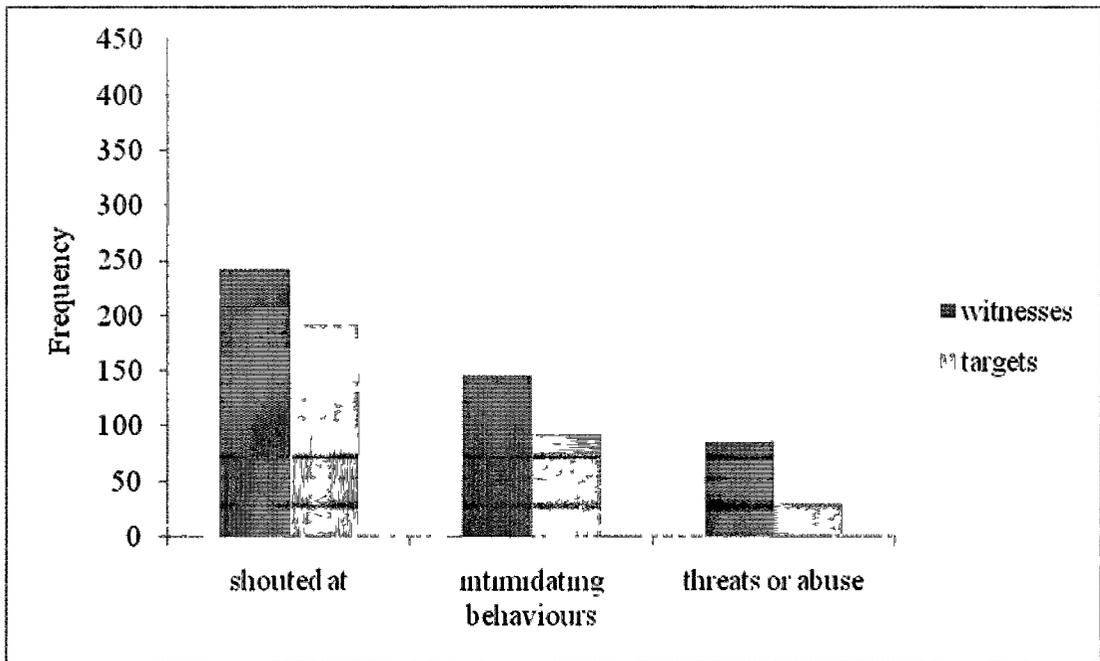


Figure 1.3. NAQ-R physical bullying items experienced or witnessed.

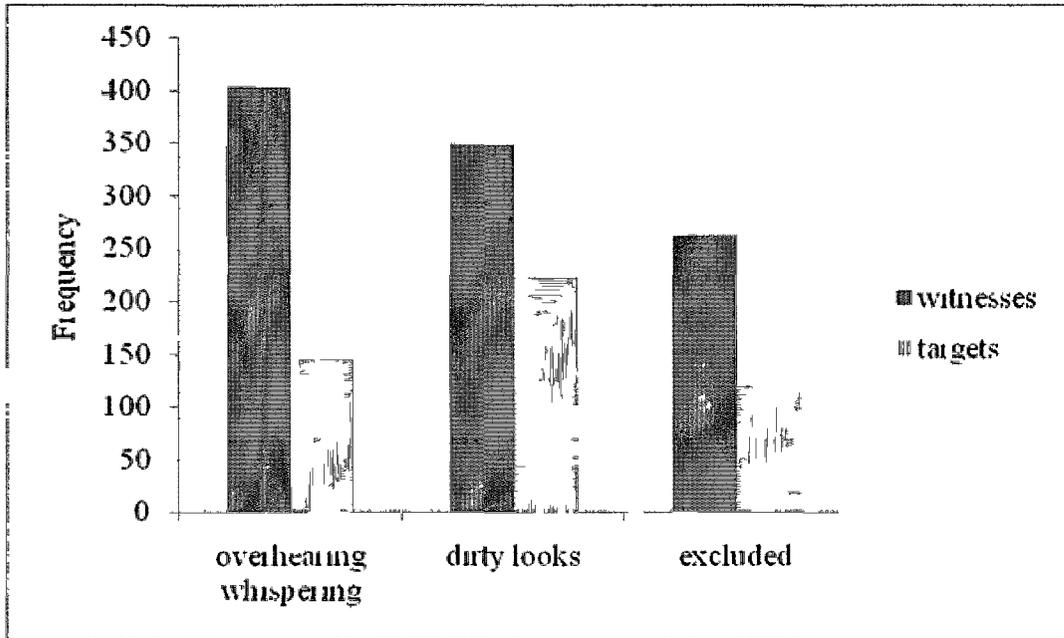


Figure 1 4 NAQ-R social bullying items experienced or witnessed.

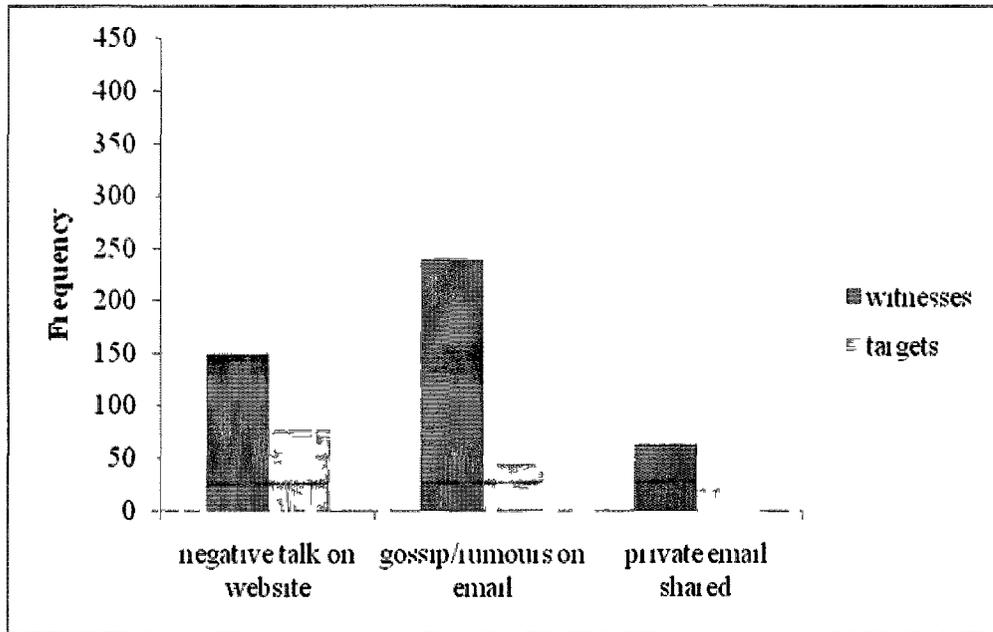


Figure 1 5 NAQ-R electronic bullying items experienced or witnessed.

Some of the highest frequency counts were obtained with items assessing work-related bullying (Figure 1.1) and person-related bullying (Figure 1.2). Indeed, work-related and person-related bullying were the most prominent types of bullying behaviours experienced by participants directly as targets, with 80.3% and 74.6% of participants reporting having experienced at least one of those types of bullying behaviour, respectively (see Table 5 for the three most commonly reported person-related and work-related bullying behaviours). The other types of bullying on the NAQ-R were not as frequently reported: 51.2% of participants reported being targeted by at least one social bullying behaviour, 40.2% had been targeted by a physical bullying behaviour on at least one occasion, and 18% reported being targeted by at least one electronic bullying act.

Table 5

Most Frequently Reported Personal and Work-Related Bullying Items on the NAQ-R for Targets and Witnesses

| NAQ-R Items | Number of Respondents* | |
|---|------------------------|-----------|
| | Targets | Witnesses |
| Personal Bullying | | |
| Repeated reminders of your errors or mistakes | 190 (33%) | 287 (50%) |
| Persistent criticism of your errors or mistakes | 170 (30%) | 273 (47%) |
| Having key areas of responsibility removed or replaced with more trivial/unpleasant tasks | 160 (28%) | 242 (42%) |
| Work-Related Bullying | | |
| Being ordered to do work below your level of competence | 239 (41%) | 233 (40%) |
| Having your opinions ignored | 231 (40%) | 370 (64%) |
| Excessive monitoring of your work | 217 (38%) | 313 (54%) |

* Represents the number of participants who responded "yes" on the NAQ-R; $N = 577$.

Within the NAQ-R witness version, person-related and work-related bullying were also the most prevalent types reported, with 84.4% of participants reporting witnessing at least one person-related bullying act, while 87.3% of witnesses reported witnessing at least one work-related bullying act. All other types of bullying were less frequently reported, although they were also all more reported by witness than by targets: 77.3% had witnessed at least one social bullying act, while 49% had witnessed at least one electronic bullying act. Finally, 47.6% reported being witness to at least one physical act of bullying in the workplace.

Thus, the hypothesis that a large number of emerging adults would report having experienced both personal and social bullying acts was partially supported. As indicated above, personal bullying was found to be experienced quite frequently by both targets and witnesses, however, social bullying was somewhat less prevalent among both targets and witnesses, with 51.3% participants reporting at least one social act in the NAQ-R for targets, and 77.3% of witnesses reporting at least one social bullying act in the NAQ-R. This may be due to the fact that there were more behaviours described for person-related and work-related bullying than for social bullying. For example, eleven items of the NAQ-R measured person-related bullying, while only three measured social bullying. Because the various types of workplace bullying had been an area of interest in the current study, a factor analysis was conducted on the NAQ-R to determine whether the factor structure obtained in previous research could be replicated in the current study.

Factor Analyses: Target and Witness Versions of the NAQ-R

It was of interest to investigate the typologies of bullying further. As participants had responded to the NAQ-R twice (once as targets and once as witnesses), a separate factor analyses was conducted for targets and subsequently for witnesses. Importantly, the structure of the NAQ-R (see methodology) for this particular study created binary variables (“yes” versus “no” response options), which required a unique procedure for factor analysis, different from that usually done with scale variables (Kubinger, 2003). This problem has been addressed in the literature and a tetrachoric approach to factor analysis with binary variables has been argued to be the most appropriate procedure for yielding accurate results (Benazzi, 2008; Kubinger, 2003; Proudfoot, Vogl, Swift, Martin, & Copeland, 2010). To facilitate this analysis, the “FACTOR” program was used (Lorenzo-Seva & Ferrando, 2006).

Initially, the 28-items of the NAQ-R (Einarsen & Raknes, 1997, 2001), were subject to a 5-factor, exploratory factor analysis, which included the six supplemental questions pertaining to social and electronic bullying. It was anticipated that five separate factors would result, including the initial NAQ-R factors (personal bullying, work-related bullying, and physical bullying) as well as two separate factors included for the purposes of this research (social and electronic bullying). Unfortunately, the data was determined to be unsuitable for factor analysis as a result of the Kaiser-Meyer-Olkin (KMO) value obtained for this analysis, $KMO = 0.00$, which was much below the recommended minimum value of 0.6 (Tabachnick & Fidell, 2007). Likewise, the Bartlett’s test of sphericity was not significant, $p > .05$.

As a result, a three-factor solution was attempted, based on previous three-factor solutions reached by Einarsen et al. (2009). This factor analysis included the 22 items from the original NAQ-R, as devised by Einarsen (2001). Therefore, the items that had been added to the NAQ-R by the author of this research were omitted from this factor analysis (NAQ-R items 2, 5, 23, 24, 25, and 27, all of which were items pertaining to social and electronic bullying). Using the same procedures as outlined above, the 3-factor solution appeared to be more suitable for factor analysis ($KMO = 0.867$) and Bartlett's test of sphericity was significant, $p < .01$. A direct oblimin rotation was chosen due to the highly correlated nature of the factors, $r_{(1,2)} = .434$; $r_{(1,3)} = .511$; $r_{(2,3)} = .437$, as recommended by Tabachnick and Fidell (2007). Appendix L illustrates that the three factor solution appeared somewhat similar to the solutions reached in previous factor analyses of these items (Einarsen, 2009), although factor one contained personal bullying items as well as physical intimidation items, while the second factor was dominated by work-related bullying items. The final factor contained a mixture of items representing different types of bullying. No complex variables were identified, based on a cut-off criterion of loadings of above .35 on more than one factor.

Using the same procedures outlined above, the 5-factor direct oblimin analysis for witnesses was also deemed unacceptable in the FACTOR program, $KMO = 0.00$; Bartlett's test of sphericity was not significant, $p < .01$. As was the case with the target version of the NAQ-R, a 3-factor solution was deemed appropriate for witnesses as well. As evident in Appendix M, the majority of items loaded heavily on the first two factors, with the final factor only containing two items. The first factor contained mostly personal items, with all three physical intimidation items also loading on this factor. The second

factor contained only work-related bullying items. The third factor contained two items, one of which was a personal bullying item and one of which was a work-related bullying item. Item 9 (“Someone having key areas of responsibility removed or replaced with more trivial tasks”) was identified as a complex variable, loading above .35 on more than one factor. Because of the inconclusive nature of the factor analyses, and the inability to replicate Einarsen’s (2009) findings, no further analyses were conducted using participants’ NAQ-R global scores. Rather, additional criteria, as outlined above, were used to form groups for the subsequent analyses.

Wellbeing as a Function of Bullying Status

Another goal of the current research was to examine how individuals who were targets and witnesses of workplace bullying are currently functioning in various areas of their lives. Four outcomes related to wellbeing were considered in relation to participant status as either a target, a witness, *both*, or not bullied.¹⁰ These outcomes include: (1) social self-efficacy, (2) general self-efficacy, (3) mental health, and (4) physical health.

MANOVA. A one-way MANOVA was carried out to examine differences in the outcome variables based on bullying status. Prior to beginning the analyses, the assumptions of MANOVA were addressed. First, all outcome measures were significantly correlated but remained below .80 (see Table 6), ensuring that the assumption of multicollinearity was not violated (Tabachnick & Fidell, 2007).

¹⁰ These groups were formed on the basis of the criteria discussed above when constructing prevalence rates based on NAQ-R responses. This methodology was selected on the basis of previous research (Leymann, 1990).

Table 6

Correlation Matrix of Wellbeing Outcomes

| Outcome Variable | 1 | 2 | 3 | 4 |
|-------------------------|------|------|------|---|
| 1 Social Self-Efficacy | | | | |
| 2 General Self-Efficacy | .54* | | | |
| 3 Mental Health | .44* | .43* | | |
| 4 Physical Health | .31* | .33* | .53* | |

* $p < .01$ (2-tailed).

The only violation of assumptions concerned normality and presence of outliers. Following Tabachnick and Fidell's (2007) recommendation of considering z-scores greater than ± 3.29 for skewness and kurtosis, the distribution of the sample was considered fairly normal, particularly given the large sample size ($N = 577$). Those who were not bullied had a positively skewed distribution for mental health ($z_{skew} = 6.80$) as well as physical health ($z_{skew} = 5.86$). Likewise, the kurtosis value associated with the distribution of physical health scores for this group was significant ($z_{kurt} = 4.61$). In terms of outliers, although some cases within the not bullied group appeared to be outlying, the large sample size of this group ($n = 451$) allowed for some deviations and therefore all cases were maintained in the analysis. Some multivariate outliers were identified using Mahalanobis distance, however, an extreme values analysis revealed that only three participants exceeded the critical value ($\chi^2 = 18.47, p < .05$). Because their obtained values were not too high, it was decided to retain these cases in subsequent analyses (Tabachnick & Fidell, 2007).

Table 7 displays mean and associated standard deviations for each wellbeing outcome based on bullying status. As indicated by Wilks' Lambda, there was a

statistically significant difference between the bullying status groups (targets, witnesses, *both*, not bullied) on the linear combination of the four wellbeing outcomes $F(12, 570) = 2.57, p = .002$, partial $\eta^2 = .018$, observed power = .96.

Table 7

Means and Standard Deviations for all Four Wellbeing Outcomes as a Function of Bullying Status

| Bullying Status | Target | Witness | Both | Not Bullied |
|-----------------------|--------------------------|---------------------------|----------------------------|---------------------------|
| | <i>M(SD)</i> | <i>M(SD)</i> | <i>M(SD)</i> | <i>M(SD)</i> |
| Social Self-Efficacy | 142.8 (33.8) | 151.8 (27.5) _a | 131.4(27.3) _{a,b} | 148.6(26.9) _b |
| General Self-Efficacy | 30.3 (4.1) | 31.9 (4.4) _a | 28.7 (4.1) _{a,b} | 31.1 (4.1) _b |
| Mental Health | 71.5 (16.2) _c | 77.5(15.9) _a | 69.5(15.7) _{a,b} | 79.4(14.8) _{b,c} |
| Physical Health | 70.3 (11.6) _c | 72.9(9.6) _a | 68.4 (8.1) _{a,b} | 74.6(9.7) _{b,c} |

Note. Total $N = 577$; Lower means are indicative of poorer self-efficacy and health. Within a row, means having the same subscript are statistically different at $p < .05$.

Because an overall significant difference between groups was found, Hotelling's T^2 was used to determine which groups differed from one another on the composite DV representing all four measures. Differences between groups were assessed for all possible pairwise comparisons. Table 8 displays all pairwise comparisons, three of which were significant. These include: targets versus not bullied; witnesses versus *both*, and *both* versus not bullied.

Table 8

Hotellings T^2 Results for Pairwise Comparisons on the Linear Combination of Wellbeing Outcomes

| Pairwise Comparison | F (df) | p | Partial η^2 | Power |
|------------------------------|-------------------|------|------------------|-------|
| Targets versus witnesses | 1.16 (4, 101) | .334 | .044 | .352 |
| Targets versus both | 0.56 (4, 52) | .695 | .041 | .174 |
| Targets versus not bullied | 2.90* (4, 483) | .022 | .023 | .783 |
| Witnesses versus both | 2.87* (4, 84) | .028 | .120 | .756 |
| Witnesses versus not bullied | 1.93 (4, 515) | .104 | .015 | .583 |
| Both versus not bullied | 3.64* (4, 466) | .006 | .030 | .877 |

Note. To reduce the risk of committing a Type 1 error, Stevens (2002) recommends setting the family-wise error rate at .15 and dividing this by the number of pairwise comparisons (6). Therefore, $\alpha = .025$.

* $p < .025$.

Follow-up t-tests. Based on the Hotelling's T^2 results, a number of follow-up t-tests were conducted for each statistically significant pairwise comparison (i.e., targets versus not bullied, witnesses versus *both*, and *both* versus not bullied). This was done to determine which individual outcome variables (i.e., social self-efficacy, general self-efficacy, mental health, and physical health) these groups differed on. The means, standard deviations, and significant pairwise comparisons for all wellbeing outcomes appear in Table 7. When conducting post-hoc tests, if equal variances were not assumed, Dunnett's T3 test was used to obtain significance values.

Targets versus not bullied. No significant differences were found when comparing the social self-efficacy or the general self-efficacy of targets versus those who were not bullied, $t(518) = -1.03, p = .310$, and $t(486) = -1.24, p = .216$, respectively. In contrast, significant differences were found among these two groups in terms of mental health, $t(486) = -3.24, p = .001$, as well as physical health, $t(486) = -2.59, p = .010$. More specifically, targets reported significantly lower mental health ($M = 71.5$) and physical health ($M = 70.3$) scores than those who were not bullied ($M = 79.4, M = 74.6$, respectively). Thus, the hypothesis that targets would report poorer mental and physical health than their non-bullied peers was supported. However, targets did not differ significantly from those who were not bullied on social nor general self-efficacy.

Witnesses versus both. The witness group differed significantly from the *both* group on all four of the outcome variables: social self-efficacy, $t(87) = 2.93, p = .004$; general self-efficacy, $t(87) = 3.01, p = .003$, mental health, $t(87) = 1.99, p = .050$, and physical health, $t(87) = 1.93, p = .057$. More specifically, those who were classified as *both* reported significantly lower scores than those who solely witnessed bullying on: social self-efficacy ($M = 131.4; M = 151.8$, respectively), general self-efficacy ($M = 28.7; M = 31.9$, respectively), mental health ($M = 69.5; M = 77.5$, respectively), and physical health ($M = 68.4; M = 72.9$, respectively).

Both versus not bullied. The final series of t-tests were conducted on those from opposite ends of the bullying status spectrum: those who experienced no bullying versus those who experienced bullying as *both* a target and witness. Participants classified as *both* reported significantly lower levels of functioning than those who were not bullied in terms of all wellbeing outcomes: social self-efficacy, $t(469) = -2.80, p = .005$, general

self-efficacy, $t(469) = -2.65, p = .008$, mental health, $t(469) = -3.06, p = .002$, and physical health, $t(469) = -2.86, p = .004$. See Table 7 for mean scores of these two groups on all of the wellbeing outcomes. These results support the hypothesis that those who were *both* targets and witnesses of workplace bullying would exhibit lower levels of functioning in all four wellbeing-related areas, when compared to their non-exposed peers.

Occupational Attitudes

The fifth research question addressed occupational attitudes. This was assessed in terms of: (1) current job satisfaction, (2) propensity to leave, and (3) attitudes towards future work experiences. Analyses for each of these outcomes are presented below.

Current job satisfaction. Since the analysis of job satisfaction only included those who were currently employed, the overall size of the sample ($N = 315$) and the corresponding bullying status groups ($n_{\text{targets}} = 23; n_{\text{witness}} = 39; n_{\text{both}} = 12, n_{\text{notbullied}} = 241$) were smaller than in previous analyses. Likewise, these groups were based on the NAQ-R inclusion criteria previously described. It was predicted that targets and witnesses would report lower levels of current job satisfaction when compared to those who had not been a target or witness of workplace bullying. A one-way between-subjects ANOVA was conducted to determine the effect of bullying status group on current job satisfaction. Prior to running the analyses, ANOVA assumptions were addressed, including: absence of outliers, normality, linearity, independence, and homogeneity of variance. The only violation existed within the not bullied group, which was slightly negatively skewed, $z_{\text{skew}} = -4.63$. Because this group has the largest number of respondents ($n = 241$) and the deviation from Tabachnick and Fidell's (2007) recommended cut-off ($z > \pm 3.29$) is

small, it can be concluded that the assumption of normality was not violated. Likewise, because this group is the not bullied group, it is logical to assume that their scores on a measure such as job satisfaction (with higher scores indicating greater satisfaction) would be somewhat negatively skewed.

The ANOVA revealed a significant effect of bullying status on current job satisfaction, $F(3, 311) = 6.01, p = .001$, partial $\eta^2 = .055$, observed power = .957. Tukey's post-hoc tests revealed that those who were *both* a target and a witness ($M = 2.97, SD = 1.20$) and those who were witnesses only ($M = 3.29, SD = 1.08$) were significantly less satisfied with their current employment than those who were not bullied, ($M = 3.82, SD = .922$), $t(251) = -3.075, p = .002$, and $t(278) = -3.213, p = .001$, respectively. Targets did not differ from any of the other groups, ($M = 3.74, SD = .828$).

Propensity to leave current job. A one-item measure was used to assess participants' propensity to leave their current employment. Similar to the analysis of job satisfaction, the analysis of propensity to leave only included those who were currently employed, and groups were based on NAQ-R inclusion criteria. Assumptions were revisited for this variable. The only violation of assumptions involved the distribution of the not bullied group being slightly positively skewed ($z_{skew} = 3.47$). Because this group has the largest number of respondents ($n = 241$) and the deviation from Tabachnick and Fidell's (2007) recommended cut-off ($z > \pm 3.29$) is only slight, it can be concluded that the assumption of normality was not violated.

The one-way ANOVA indicated that there was a significant effect of group status on propensity to leave, $F(3,311) = 3.20, p = .024$, partial $\eta^2 = .030$, observed power = .737. Tukey's post-hoc tests showed that those in the *both* group ($M = 3.66, SD = 1.07$)

were significantly more likely to leave their job than those who were not bullied ($M = 2.54$, $SD = 1.30$), $t(33) = -2.09$, $p = .044$. No significant differences were found when comparing targets ($M = 2.78$, $SD = 1.24$) or witnesses ($M = 2.82$, $SD = 1.44$) to the other groups (all p 's $> .05$).

Overall, these ANOVA results partially support the hypotheses pertaining to current job satisfaction and propensity to leave. Although those who were classified as *both* a target and a witness reported significantly lower current job satisfaction and greater propensity to leave than their non-exposed peers, the target only group did not report lower levels of job satisfaction or greater propensity to leave than any of the other groups included in the study.

Attitudes toward future work experiences. Attitudes toward future work experience were assessed with a 10-item questionnaire measuring the proposed factors of anxiety and resiliency in future work environments (see Appendix K). Since this scale was designed for the purposes of this research, an exploratory factor analysis was first conducted in order to determine if the two proposed factors could be considered as separate constructs, or sub-scales, when used in subsequent analyses.

Factor analysis. In terms of suitability for factor analysis, the scale was deemed appropriate since Bartlett's test was significant, $p < .01$, and Kaiser-Meyer Olkin index suggested good reliability, $KMO = .925$. Correlations ranged from .72-.94, which is appropriate given that all ten items contained in the questionnaire were designed to measure occupational attitudes.

A principal components analysis (PCA) was then conducted with the ten items comprising the occupational attitude scale. PCA generated several options for

determining the number of factors. First, Kaiser's criterion of retaining factors with eigenvalues above one was considered, and this method suggested that two factors be retained, with those two factors accounting for 83% of the total variance. Next, the scree plot was subjectively examined, which illustrated an inflexion at component three, suggesting that two factors be retained. Finally, a parallel analysis was conducted, which compared the obtained eigenvalues of each component to the value of the 95th percentile of a randomly distributed population under identical parameters (Hayton, Allen, & Scarpello, 2004). This resulted in the suggestion of retaining one factor (first: $7.198 > 1.2096$), although the second factor was very close to meeting criteria: $1.102 < 1.1478$. A preliminary investigation of the two-factor structure indicated that a second factor was realistic, with 3 of the 10 items loading greater than .35 on the second factor.

Therefore, a two-factor solution was selected and was then subjected to a direct oblimin rotation because of the high correlation between the two factors, $r(124) = .85, p < .01$. The rotated component matrix indicated that all factors loaded above .60 on their respective factor, with the five items hypothesized to measure resiliency loading highly on factor one and the remaining five items, which were hypothesized to measure anxiety loading highly on factor two. As such, the two factors were labelled resiliency (factor one) and anxiety (factor two). See Appendix N for factor loadings above 0.3 achieved within the rotated component matrix. Three of the variables could be considered as complex variables; notably items 3, 8, and 10 load above .35 on both factors (see Appendix N). As no previous factor analyses have been done on these particular items, this remains an exploratory investigation. However, as hypothesized, the items assessing resiliency and anxiety do seem to load onto two separate factors.

MANOVA. Given the factor analysis results mentioned above, a MANOVA was conducted including anxiety and resiliency as two separate dependent measures in order to determine if the groups differed on the linear combination of these two variables. With that said, the hypothesis that targets and witnesses have more negative attitudes toward future work experiences than those with no exposure to workplace bullying could not be examined directly, as no data was collected in terms of occupational attitudes for those who were not exposed to bullying. This led to a total sample size of 126 participants for this analysis ($n_{\text{targets}} = 37$; $n_{\text{witness}} = 69$; $n_{\text{both}} = 20$), using the above-identified criteria as well as the NAQ-R responses to construct these groups.

Only a few violations of assumptions were found prior to conducting the main analysis. A slightly negatively skewed distribution existed for the witness group on both anxiety ($z_{\text{skew}} = -6.30$) and resiliency ($z_{\text{skew}} = -4.36$). Similarly, three individuals were identified as extreme cases through Mahalanobis distance, but it was decided to retain these individuals in the analysis because their deviation from Mahalanobis critical value ($\chi^2 = 13.82$, $p < .05$) was only slight (i.e., all deviations were less than 16.62). Box's M test assessing the equality of covariance matrices was significant, $F(6, 3.27) = 4.626$, $p < .001$. Further examination of the covariance matrix determinants, however, revealed that subsequent significance tests would be overly conservative, as the largest group ($n_{\text{witness}} = 69$) had the largest determinant (i.e., 6.95 versus 6.15 for targets and 6.14 for *both*). Since the pattern of this violation did not influence the results (i.e., significance was still found in the MANOVA results below), this violation was deemed acceptable in the current study (Tabachnick & Fidell, 2007).

Based on Wilks' Lambda, there was a statistically significant difference between the bullying status groups (targets, witnesses, *both*) on the linear combination of anxiety and resiliency, $F(4,244) = 4.96$, $p = .001$, partial $\eta^2 = .075$, observed power = .96. As shown in Table 9, the significant differences were between targets and witnesses as well as witnesses and *both*. Follow-up t-tests further revealed that witnesses ($M = 18.03$, $SD = 6.92$) were significantly less resilient than those who were targets ($M = 21.27$, $SD = 4.89$), $t(104) = -2.53$, $p = .013$. Similarly, witnesses ($M = 10.11$, $SD = 5.32$) were also significantly less anxious than targets ($M = 13.54$, $SD = 4.78$), $t(104) = -3.27$, $p = .001$. Finally, witnesses were significantly less anxious than those in the *both* group ($M = 14.40$, $SD = 5.49$), $t(87) = -3.146$, $p = .002$.

Table 9

Hotellings T² Results for Pairwise Comparisons on the Linear Combination of Anxiety and Resiliency

| Pairwise Comparison | $F(df)$ | p | Partial η^2 | Power |
|--------------------------|------------------|------|------------------|-------|
| Targets versus witnesses | 6.76 (2, 103) | .002 | .116 | .911 |
| Targets versus both | 0.186 (2, 54) | .831 | .007 | .077 |
| Witnesses versus both | 5.092 (2, 86) | .008 | .106 | .809 |

Note. To reduce the risk of committing a Type 1 error, Stevens (2002) recommends setting the family-wise error rate at .15 and dividing this by the number of pairwise comparisons (3). Therefore, $\alpha = .05$.

Discussion

The overall goal of the current research was to examine the occurrence and correlates of workplace bullying in a newly studied population consisting of emerging adults. The main research questions were: is workplace bullying occurring within an emerging adult sample? If so, how prevalent is it? Are different types of bullying behaviours experienced more than others? A main focus of the current research was to examine whether those who experienced workplace bullying as both a target *and* a witness would report lower levels of wellbeing (social self-efficacy, self-efficacy, general self-efficacy, mental health, and physical health) and poorer occupational attitudes (job satisfaction, propensity to leave, and attitude toward future employment) than those who are not exposed to bullying. The findings indicated that the young adults in this sample were exposed to bullying at noticeably high prevalence rates, at times higher than those reported within the adult workplace bullying literature. Likewise, certain types of bullying behaviours were more commonly reported than others among this sample. Similarly, those who were targeted reported poorer functioning on various outcomes related to wellbeing. Of particular interest, those who were both a target and a witness of bullying in the workplace reported lower outcomes than their peers who had no experience with bullying on all of the outcomes related to wellbeing. Findings will now be reviewed, beginning with the first research questions concerning the prevalence of workplace bullying.

Prevalence of Workplace Bullying

In the current study, prevalence was measured in two ways: (1) through self-identification as a target and/or witness after being presented with an operational

definition of workplace bullying, and (2) through the application of multiple inclusion criteria to responses on the NAQ-R. In addition to reviewing the prevalence rates obtained via these two methods, results concerning the prevalence by type of bullying will be reviewed below.

Prevalence based on self-identification. Given that the sample of the current study consisted of emerging adults, it was of interest to see if workplace bullying was equally prevalent when compared to the previously established rates in the adult workplace literature. When exposure to bullying was assessed with an operational definition, prevalence rates were slightly higher than in previous research. That is, a greater proportion of emerging adults self-identified as witnesses (37.8%) or both targets and witnesses (23.3%) than has been shown in past research considering older adults self-identifying in relation to their workplace bullying experiences (e.g., 10%; Vartia, 2001). The number of targets who self-identified in this study (3.3%) is somewhat similar to that existing in the adult research (e.g., 7%; Tuckey et al., 2009). Importantly, the inclusion of the *both* group in the current study must be considered in light of its effect on prevalence estimates. That is, forming a group that includes *both* targets and witnesses reduces the number of targets identified. Had this *both* group not been formed, target prevalence estimates would have been more consistent with previous research (i.e., there would be 57 targets in the current study which would replicate the 10% rate that has been established in the literature).

There are several possible reasons that a larger number of individuals identified themselves as targets and witnesses in the current sample. One possibility is the inclusive nature of the operational definition used in this study. The definition described bullying

as being of a “psychological, physical, or verbal” nature which was modified from the original definition set forth by Einarsen (1997) that identified an incident as bullying if it was “primarily of a psychological nature”. Thus, the modified definition encompasses a broader range of behaviours and therefore may include more experiences that this sample has been exposed to. Additionally, respondents may incorporate their own elements into the operational definition, which may affect the obtained prevalence estimate.

Likewise, characteristics of this population may contribute to the higher prevalence rates when self-identifying as targets or witnesses of bullying in the workplace. On one hand, characteristics unique to emerging adults such as their age and their lack of experience in the workforce may lead to their mistreatment in the workplace, as has been argued in previous research (Tannock, 2008). In addition, previous research has highlighted the shame or stigma attached with labelling oneself as a target of bullying within adult working samples (Lutgen-Sandvik et al., 2007). This may be related to the fact that the adults studied in such samples may have chosen careers meaningful to them that are not only a source of identity (Lewis & Orford, 2005) but are also necessary financially. Emerging adults perhaps differ from those individuals, as different meanings may be attached to their work. Thus, perhaps they are less ashamed than those who have careers that they have worked for and have attached personal and economic meaningfulness to.

In addition, there has been a surge in bullying information that has become available to youth over the past decade, such as The Olweus Bullying Prevention Program (Olweus, 1993), and The Ophelia Project (2002), among other school-based anti-bullying initiatives. Perhaps the younger participants in this sample have been well-

educated about bullying as children and adolescents, and thus feel more comfortable identifying themselves appropriately, while this information was less available as older adults were growing up, given that work focused on bullying began with Dan Olweus as recently as 1993.

Finally, the nature of the work environments of these young adults may also be considered as a potential reason for their higher reporting rates when self-identifying as targets and witnesses. Because the majority of youth work in service jobs, such as food services and retail (Arnett, 2007), perhaps these higher rates indicate that such environments are particularly problematic in terms of bullying, although that is beyond the scope of this study. The existing research on bullying within adult populations has indicated that bullying can occur in a multitude of industries (e.g., Lee & Brotheridge, 2006; Vartia & Hyyti, 2002). Future research may wish to consider studying environments that employ predominantly emerging adults in order to gain insight into the influence of the work environment.

Of note, the fact that prevalence varies depending on many factors highlights one of the limitations of using this methodology alone. A multi-method approach has been supported in the research (e.g., Einarsen & Skogstad, 1996; Salin, 2001) as an effective way to compare and generate accurate estimates of prevalence. Thus, prevalence based on responses to the NAQ-R will be reviewed now.

Prevalence based on NAQ-R responses. Based on previous research (Leymann, 1990), individuals were also grouped as targets, witnesses, both, or not bullied, based on their ability to meet the following criteria: in order to be considered a target, one must have experienced the bullying incident(s) within the past year; they must have reported at

least one negative behaviour on the NAQ-R; and the bullying incident must have lasted for longer than a few days. Prevalence rates obtained by this method differed from that obtained as a result of self-identification as mentioned above. More specifically, this method nearly doubled the number of targets (6.4%) as well as the not bullied group (78%), but produced smaller groups for witnesses (12%) and both targets and witnesses (6.4%). As these criteria rely on several different aspects of the definition of bullying, it is a more valid method of identification than using the NAQ-R only or the self-identification procedure only. This suggests that some individuals who indicated on the NAQ-R that they had experienced particular behaviours associated with bullying may have experienced bullying that occurred over one year ago or perhaps their experience was a one-off incident or lasted less than a few days. Moreover, it is possible that their experience met all criteria but constituted behaviour(s) that were not included in the NAQ-R.

Using these criteria, reported workplace bullying is slightly higher within adult populations than in the current sample, in which around 30 to 40% of participants can be classified as targets based on similar identifying criteria (Bjorqvist et al., 1994; Lee & Brotheridge, 2006; Quine, 1999). At this point, reasons for the slightly smaller rates can only be speculated, as this represents the first study to examine workplace bullying with a strictly emerging adult population. However, the manner in which the different groups were created in the current study may serve as an explanation for this finding. For example, the strict criteria used to identify targets, which included having experienced at least one act on the NAQ-R within the past year that lasted at least several days, eliminated those who have experienced negative acts that were not on the NAQ-R, as

well as those whose experience lasted only a few days or was prior to the past year. This in turn created smaller groups of targets, witnesses, and *both*, impacting the prevalence estimates. In addition, because of this group's lack of time spent in the workforce (in this particular study, most participants had been in the workforce for three to five years) they may not have had the chance to be exposed to the negative behaviours within the NAQ-R as of yet. Additionally, as the NAQ-R is an instrument that was designed for use with working adults (Einarsen et al., 2009), perhaps its specific behaviours are not as applicable to a younger, emerging adult population. This supports the notion that frequent revisions of the NAQ-R are an ideal way to accurately measure exposure to workplace bullying in different populations.

Notably, this had been anticipated when beginning the current study and six new questions pertaining to social and electronic bullying had been added to the NAQ-R in an attempt to address new bullying behaviours that have been identified as prevalent in young adult populations. Interestingly, a five- factor exploratory factor analysis on the revised instrument did not hold, and therefore it could not be concluded that the NAQ-R represented five distinct types of bullying (work-related, personal, physical intimidation, electronic, and social) in this population. In addition, a factor analysis that focused only on Einarsen's original 22-items (Einarsen, 2009) also demonstrated that the original three factors designated by Einarsen (person-related bullying, work-related bullying, and physical intimidation) also did not hold within this sample. Notably, this may be due to the "yes"/"no" response procedure used within the current study, which is discussed within the limitations section.

Prevalence by type of bullying. Another goal of this research was to determine if social and interpersonal bullying were the most common types of bullying experienced by emerging adults in the workplace. As expected, person-related (interpersonal) and work-related bullying were the most commonly reported types, although social bullying was not the most commonly reported type based on participant's responses to the NAQ-R. The rationale for this pattern of results is difficult to interpret, given that this was the first attempt at adding social bullying questions to the NAQ-R. However, the fact that work-related bullying was most common among this sample may once again be attributed to the nature of the sample. As researchers have stated (e.g., Arnett, 2007), and as was found in the current study, many emerging adults work in service industries such as retail, sales, or food service. Thus, work-related items on the NAQ-R, such as "excessive monitoring of your work" or "being ordered to do work below your level of competence", may reflect the inherent power differential that exists between these young people and their more experienced colleagues in such work environments (Tannock, 2008). Finally, the high prevalence of work-related bullying may simply have to do with the number of items (seven) measuring this type of bullying on the NAQ-R, which allowed a broader range of behaviours to be represented than were within other types of bullying, (e.g., physical bullying, which was represented by three items).

When submitted to a factor analysis, social and electronic bullying questions did not surface as separate factors from those already encompassing the NAQ-R. As is previously described, interpersonal bullying and personal bullying differ in that interpersonal bullying includes indirect, nonphysical behaviours that are covert in nature and therefore difficult to interpret (e.g., "having key areas of responsibility removed or

replaced with more trivial/unpleasant tasks”). Social bullying, however, involves behaviours that are more emphasized on manipulating group acceptance or social status/relationships (Coyne, 1997; Galen & Underwood, 1997). An example of a behaviour demonstrating this might be exclusion from a social event at work. The potential overlap in behaviours may be responsible for social bullying not constituting a separate factor when the NAQ-R was factor analyzed, and future research is needed to provide further entanglement of these two constructs. As such, perhaps a measure of social aggression or social bullying, such as the Social Bullying Involvement Scale (SBIS; Fitzpatrick & Bussey, 2011; Underwood, 2003) could be adapted to specifically address the behaviours of exclusion, gossip, and rumour-spreading in a workplace setting.

Thus, there is evidence supporting the claim that emerging adults are exposed to workplace bullying. Prevalence rates vary depending on multiple factors, and when compared to previously established prevalence estimates within adult populations, emerging adults report more exposure to bullying if self-identifying as a target, but less exposure to bullying if NAQ-R criteria is used. Work and person-related bullying were found to be the most common types of bullying within this sample. All of the above findings may be speculatively attributed to characteristics of this sample. Potential correlates of workplace bullying will now be examined in light of those involved – targets, witnesses, both, and those who are not bullied.

Wellbeing Correlates of Workplace Bullying

The relationship between workplace bullying experiences and a variety of wellbeing factors were also a central focus of this study. These factors included: (1) social functioning, as measured through social self-efficacy, (2) general self-efficacy, (3)

mental health, and (4) physical health. The findings associated with these factors are reviewed below.

Social self-efficacy. Based on findings within the childhood literature (Rigby, 2003), it was predicted that emerging adults who experienced bullying in the workplace would experience lower levels of social self-efficacy than their peers who have not been exposed to bullying. Although mental health outcomes and other areas of self-worth (e.g., self-confidence; Vartia, 2001) have been considered in relation to workplace bullying, social adjustment as related to workplace bullying has not been a large focus of previous research. As a result, researchers have rarely explored the argument that social functioning is related to bullying in the workplace (Lewis & Orford, 2005). Therefore, the finding that targets of workplace bullying did not report lower rates of social self-efficacy is a rather novel contribution to the field of workplace bullying. Since this study represents the first detailed quantitative examination of the relationship specifically between social self-efficacy and workplace bullying, reasons for the lack of effect are presently unclear, but suggest a new variable that should be considered in future studies in a variety of populations.

Previous research has illustrated that witnesses of workplace bullying as well as bullying in general may not report any change in their social self-efficacy, or social adjustment, when compared to their peers who have not observed bullying in the workplace (Nabuzoka et al., 2009; Vartia, 2001). In the current population, this was also evident. Those who witnessed workplace bullying did not report lower self-efficacy than those who had not witnessed workplace bullying.

General self-efficacy. In the current research, it was predicted that those who experienced workplace bullying as targets would report lower levels of general self-efficacy than those who had not been targeted. The outcome of self-efficacy has just recently been studied in the workplace literature, and has been shown to be an area in which targets do report negative outcomes (Mikkelsen & Einarsen, 2009). In the current research, however, these expectations were not met. That is, targets did not report significantly lower levels of self-efficacy than their peers who were not targeted. Likewise, witnesses did not report lower self-efficacy than those who were not bullied.

Characteristics of the population studied may account for the lack of effect found in both social as well as general self-efficacy. Emerging adults may report that their social adjustment is unaffected by workplace bullying experiences as they have multiple other social outlets that contribute to their sense of social self-worth. For example, emerging adulthood is a period in which friendships are of particular importance (Subrahmayam, Reich, Waechter, & Espinoza, 2008) and perhaps the social competence of these emerging adults is derived from other social outlets (friends, roommates, classmates, and so on), which in turn may negate the impact of the bullying they are exposed to in the workplace. On the other hand, this is an age group that likely continues to experience bullying in other realms of their lives (e.g., within friendships; Werner & Crick, 1999) and therefore it can be argued that their sense of social self-efficacy is more impacted when targeted by bullying within those environments, particularly because of the importance placed on friendships. An interesting future avenue of research may consider all potential areas of emerging adult's lives in which bullying might surface, and consider which outcome variables are affected by each.

Additionally, it is possible that witnessing workplace bullying does not impact the social or general self-efficacy of those who witness bullying for various reasons. In speculation, a rationale for this lack of impact may be similar to that suggested by Nabuzoka et al., 2009. These researchers suggested that adolescents who witnessed bullying experienced a buffer against the negative self-talk involved in being targeted by bullying. Perhaps witnesses' sense of social self-efficacy is derived from what they consider the more important relationships in their lives, and this negates any negative social consequences of observing bullying at work (Subrahmayam et al., 2009; Werner & Crick, 1999).

Moreover, previous research has indicated that social support can act as a buffer against the effects of being targeted in the workplace (Bowling & Beehr, 2006; Einarsen, Raknes, Matthiesen, & Hellesoy, 1996). Therefore, perhaps those individuals who were targets of or witnesses to bullying relied on the social support available to them (inside or outside of the workplace), and this led to their stronger feelings of social and general self-efficacy than had been expected. On a similar note, perhaps the sample considered in the current study are employing more effective coping strategies when faced with bullying (as a target or a witness), which is in turn leading to their sense of self (socially and generally) not being as impacted as it has been in the adult population. For example, Bowling and Beehr (2006) speculate that targets of workplace harassment may blame forces external to them (i.e., the perpetrator) rather than internalizing their experience, which may allow these individuals to maintain a sense of social and general self-efficacy.

Mental health. The hypothesis that targets would report poorer mental health than their non-targeted peers was supported and was consistent with previous research,

which has consistently found poor mental health to be related to workplace bullying (Brousse et al., 2008; Mikklesen & Einarsen, 2004).

In contrast to previous research, however, witnesses to workplace bullying in the current study did not report poorer mental health than their peers who did not witness bullying, although they did report better mental health than those who were 'both' targets and witnesses. Differences also were not found between mental health scores of targets and witnesses. That is, targets and witnesses reported statistically similar levels of mental health, although the reported mental health score of targets was noticeably lower than that of witnesses'. Likewise, witnesses reported similar levels of mental health to those who were not bullied. It is unclear as to why these effects were not found in the current study. Future research is needed to determine whether this was a result of a statistical power issue or if it in fact reflects the reality of witnesses in the emerging adult population.

Physical health. In prior research related to workplace bullying and health outcomes, targets often report poorer health than their non-targeted peers (Agervold & Mikkelsen, 2004; Kivimaki et al., 2003). The findings in this research replicate these previous findings, as targets reported lower physical health than those who were not bullied. However, witnesses did not report lower physical health than those who were not bullied, which is inconsistent with previous research on witnessing bullying in the workplace (Hoel et al., 2004). This finding is difficult to interpret, particularly given the lack of research focusing on the experiences of witnesses. Again, the need for future research involving witnesses is once again highlighted, given the inconsistencies in findings related to physical health.

Occupational Attitudes

Equally important to wellbeing related outcomes are the occupational attitudes belonging to emerging adults in the workplace, particularly because this population serves as the next generation of the workforce (Howe & Strauss, 2002). The following occupational attitudes were examined in the current study: (1) job satisfaction, (2) propensity to leave, and (3) attitudes toward future work experiences. The findings for all of these factors will be reviewed now.

Job satisfaction. It was hypothesized that those who were targets and/or witnesses of workplace bullying would report lower levels of job satisfaction. Those who were both a target and a witness reported significantly lower levels of satisfaction than those who were not bullied. Therefore, this hypothesis was supported.

These findings are somewhat consistent with studies previously conducted in the workplace, although it is surprising that targets did not report lower job satisfaction than their peers who were not bullied (e.g., Bowling & Beehr, 2006; Quine, 1999, 2003). Interestingly, this can lead to speculation regarding long-term job satisfaction for this young sample. If those who are exposed and witness to bullying report lower levels of satisfaction at age 18 or 19, how will that satisfaction change, or influence the careers of these individuals, 10 or 20 years later? A possible direction for future longitudinal research may involve looking at long-term job satisfaction and its relation to early exposure to bullying in the workplace.

Propensity to leave. In terms of propensity to leave, it was hypothesized that those who were targeted and those who were witness to bullying would be more likely to leave their current employment than those who were not bullied. This hypothesis was

supported, as those who were exposed to the highest levels of bullying since they have been both directly targeted and have witnessed others being targeted were more likely to leave their current job. This finding illustrates the impact of those doubly exposed to bullying, which is described below. In summary, perhaps it is the experience of being 'both' a target and a witness that caused participants to be more likely to leave their current employment. Perhaps those who are experiencing bullying as both a target and a witness feel more compelled to leave the work environment because they feel that bullying surrounds them and are constantly fearing the occurrence of another bullying episode (Hoel et al., 2004), whereas those who are witnesses or targets only feel that the bullying is unavoidable in some way (i.e., they are only being exposed to bullying in one manner, whether it be as a target or as a witness).

Attitudes toward future work experiences. The attitudes of targets and witnesses following an experience of workplace bullying have not been a focus in the workplace bullying literature to date. Thus, the findings for this variable are preliminary and must be replicated within other studies in order to strengthen their validity, although they have provided interesting insights for future studies.

In the current research, the two dimensions of the scale (anxiety and resiliency) were considered as separate variables and led to one noteworthy finding: those who were witnesses to bullying were significantly less resilient (i.e., less strong or less able to stick up for themselves) towards future experiences than those who were targets. On the other hand, witnesses were less anxious (i.e., worrisome and fearful of their experience re-occurring) toward future work experiences than targets. Finally, witnesses were less anxious than those doubly exposed to bullying as both a target and as a witness. Perhaps

those who are targeted feel a sense of resilience due to the challenging life transitions (e.g., individuation, intimacy) occurring at this point in these young adult's lives. They may have had the opportunity to develop a strong sense of resilience that is able to counteract more negative experiences, such as being targeted in the workplace (Masten, Obradovic, & Burt, 2006).

Likewise, research has illustrated that witnesses of workplace bullying may feel a sense of guilt toward the target when they are fearful of intervening or helping the person being targeted (Shorenstein, 2007). The fact that witnesses felt less resilient may have to do with this sense of guilt. Perhaps their failure to intervene in a bullying situation leads to a decrease in their sense of resilience when considering the possibility of observing bullying in the future.

The finding that targets were more anxious about their future experiences in the workplace replicates the findings of Rogers and Kelloway (1997). Perhaps being a target of workplace bullying does lead to a fear of the event re-occurring. Given that targets in this study were also found to have more anxiety than those who were not bullied, this implies that that anxiety may generalize to other attitudes/experiences.

Given that non-exposed workers were not considered, it is important that additional research examines attitudes toward future work experiences for those who have not experienced bullying in the workplace, in order to determine what differences emerge among all groups. Similarly, it may be beneficial to conduct a longitudinal study examining attitudes toward future work experiences, particularly since the population studied is just entering the workforce and their current attitudes toward work may play an important role in future career decisions. In fact, the age group considered in this study

(18- 25 years) belongs to a group recently identified in the organizational psychology literature as “the millenials” (Howe & Strauss, 2002), who have been described as having poorer organizational attitudes and commitment than other generations of workers, particularly in contrast to those who are older and have been in the workplace for a longer period. This has been a popular claim in the media but has limited evidence in research to date (Littau, 2009; Patalano, 2008). Overall, the findings of the current study further suggest that the occupational attitudes of this younger generation are a worthwhile avenue for future research.

Experiencing and Witnessing Workplace Bullying

Those who met the criteria as both a target and a witness were an important focus of the current study, particularly because they have rarely been studied in previous research. Previous research in workplace bullying has focused predominantly on those who have experienced an incident of workplace bullying (Lutgen-Sandvik et al., 2007), with only a little research that has examined witnesses (Tuckey et al., 2009) and even less on perpetrators (Coyne, Smith-Lee Chong, Seigne, & Randall, 2003). The focus on those who are potentially “doubly impacted” as both targets and witnesses is rare in the research, so the findings that are described in detail below contribute a great deal to the field and warrant further investigation in future research.

The hypothesis that those who were both experiencing incidents of bullying themselves as well as witnessing these behaviours occurring to others did report significantly lower scores on all outcome variables examined was supported. These are several reasons why these individuals may have reported poorer scores. Interestingly, this pattern was also found when considering occupational attitudes (e.g., those who were

both targets *and* witnesses reported lower job satisfaction and higher propensity to leave), illustrating that the effects experienced by this group are not limited to one area of wellbeing.

One recent theory proposed by MacDonald and Leary (2005) is that of social pain. These authors argue that the feelings and pain of exclusion and social distress are analogous to those surrounding physical pain, and that social pain is equally detrimental to humans. In a series of five studies (Nordgren, MacDonald, & Banas, 2011), researchers examined social pain in a variety of populations, including school teachers and university students, in order to determine whether people needed to actively experience social pain in order to understand the construct and its detriment. Their hypothesis was supported in various ways: participants rated socially distressing situations as more painful when they had experienced it themselves; they also underestimated another person's social pain unless they too were experiencing social pain. Nordgren and colleagues (2011) concluded that those who both experience and witness a distressing situation report higher levels of social pain.

These conclusions can be extended to the current study. Perhaps after experiencing workplace bullying as a target, one is more sensitive to witnessing it in others, or vice versa. Similarly, the experiences may be more salient if one is experiencing the bullying as both a target and a witness. Importantly, this finding indicates that these individuals are an important group to consider when examining workplace bullying.

Qualitative Responses

The qualitative responses provided by targets and witnesses of bullying also contributed to this research and provide valuable information for future research. First, different types of bullying that were not considered in this research were introduced by participants (e.g., bullying based on appearance, race, or disability). Participants had the opportunity to indicate the specific types of bullying they experienced in their own words, and a frequency count of these responses revealed that targets and witnesses reported experiencing social, verbal, and personal bullying quite frequently.

In addition, participants were given an opportunity to indicate if they had been bullied by behaviours other than those listed on the NAQ-R (Einarsen & Raknes, 1997, 2001), the main instrument used to measure exposure to workplace bullying. Multiple participants felt that they had been bullied by customers in their workplace. Given that many emerging adults have careers involving customer service (e.g., retail/sales, and food service; Arnett, 2000), the consideration of how customers may use bullying against those who serve them is an interesting relationship to consider. The current study focused more on interpersonal relations in the workplace and did not address customers. However, future research may wish to consider how targets are affected, or what behaviours are utilized, when customers are the perpetrators. Other behaviours that participants commonly suggested were missing included withholding of pay, prevention from success, and making tasks unnecessarily difficult.

Limitations of the Current Study

In the current study, limitations exist surrounding the methodology of the study, the sample examined, and the cross-sectional nature of the research. First, the

methodologies aimed at assessing prevalence of workplace bullying have some drawbacks. Perhaps the most important limitation to consider is the use of the NAQ-R in this study. Due to the younger age of the participants in the sample, it had been decided to modify the NAQ-R such that participants indicated whether or not they had *ever* experienced the behaviour, rather than indicating how frequent the behaviour was using a rating scale. This limited findings in terms of reporting prevalence of NAQ-R bullying behaviours. In future research, the NAQ-R as used in previous studies (e.g., Lee & Brotheridge, 2006) would be most beneficial for use when assessing prevalence of bullying, especially given that the factor analysis using the yes/no data did not hold.

Further limitations with the methodology of the current study must be noted. Prior to the current study, research focusing on attitudes toward future work experience did not exist in the literature. With that said, the questionnaire assessing occupational attitudes in the current study was presented to participants in a fashion that only allowed those who had been targets or witness to bullying to provide information on their current attitude toward future work. Ideally, if those who had *not* been targeted or witness to bullying had been included, this would have provided an opportunity to compare the attitudes of targets and witnesses to those who have not had these experiences. Future research that builds on this concept of occupational attitudes and considers multiple perspectives is ideal.

A second methodological issue had to do with the measures used to assess the occupational attitudes of job satisfaction and propensity to leave. Although significant differences were found between the groups in relation to these factors, the variables addressed *current* employment only and therefore no conclusions can be made regarding

the job in which the bullying occurred in this study. That is, bullying in the workplace cannot predict job satisfaction or propensity to leave within the job where the bullying occurred in this study. However, it was found that those who were *both* targets and witnesses of bullying reported lower job satisfaction than targets alone as well as those who were not bullied. Therefore, it can be inferred that there is a relationship between exposure to bullying and job satisfaction in general. Likewise, when considering propensity to leave, those who were *both* targets and witnesses were significantly more likely to leave than those who were solely witnesses or those who were not bullied. Again, this suggests that a relationship may exist between an individual's exposure to bullying and their propensity to leave their current job, although no information can be concluded about the specific relationship between job satisfaction and propensity to leave the particular job in which the bullying occurred, which would be an interesting pursuit in further studies.

The sample used in this research presents both advantages and disadvantages. Importantly, it is a new population to be considered in relation to workplace experiences and therefore provides new information that has not yet been discussed in terms of workplace bullying, such as the fact that those who are *both* targets and witnesses report poorer outcomes on all variables. However, due to the younger age and characteristics of the sample (such as their broad networks outside of the workplace as described above), the findings are not easily generalized to other working populations and are at times difficult to interpret. Emerging adults attending University are a sample that was easy to access and were likely to participate given the course credit granted for participation. However, the use of this age group in workplace research is important, and one area that

may be interesting to pursue is the comparison of young adults in the workforce who are attending post-secondary education versus those who are not (i.e., emerging adults who entered the workforce full-time directly following high school). For example, further research could compare these two groups to examine whether differences exist in types of bullying reported and the prevalence of bullying. Future research on emerging adults in the workplace may assist in solving this problem by allowing researchers to make more general conclusions about this unique population in the workplace.

Additionally, women were over-represented in the current study, although this is common both within existing workplace bullying literature (Lutgen-Sandvik et al., 2007; Mikkelsen & Einarsen, 2001; Salin, 2001) as well as within the Undergraduate psychology population in general (McCray, King, & Bailly, 2005). Finally, it may be important to keep in mind that with a sample who has had a lack of experience in the workforce, perhaps they simply haven't been working long enough to be exposed to bullying behaviours, or to have noted any effects related to their exposure. This once again draws attention to the necessity of longitudinal research in this area.

Finally, as is often the case with cross-sectional research, it is difficult to conclude that the bullying alone caused the detriments in wellbeing. Confounding variables such as personality traits (Mikklesen & Einarsen, 2004) may contribute to any of the effects found. For example, it remains questionable whether those who identified as targets were already low in areas of social self-efficacy, general self-efficacy, mental health, or physical health, before their experience of bullying began. Likewise, those who were targeted and reported higher anxiety, or higher resiliency, may have possessed these dispositions prior to their bullying experience. This remains as speculation and future

longitudinal research is ideal in drawing more conclusive results about the nature of workplace bullying and its consequences (see Matthiesen & Einarsen, 2004; Notelaers et al., 2006; Smith et al., 2003; Tuckey et al., 2009).

Future Research Directions

As this study considered a relatively newly considered population in the research (Arnett, 2000), there are many possible future directions for research to take. Given that the targets of workplace bullying in this sample reported poorer mental and physical health, as well as occupational attitudes than those who were not bullied, attention is due to coping mechanisms employed by these individuals. Coping studies done with adult populations are rare within the workplace literature (e.g., Olafsson & Johannsdottir, 2004), but have suggested that some coping strategies may be more successful than others (i.e., passive versus active coping). Future studies may build upon the coping strategies selected by emerging adults.

Importantly, becoming more aware of different coping mechanisms, particularly successful ones, would enable employers to develop strategies for managing and reducing bullying in the workplace. It is important to note that, although the sample consisted of mostly 18 and 19 year olds (61%), this group reported experiencing the most bullying in this study. Being aware of the demographic of those who are most targeted can enable employers to create programs that work for this age group in terms of reducing and eliminating bullying in their workplaces.

Building on the novelty of this new population being studied in the workplace, possible studies may want to include the perspective of perpetrators, in order to further an understanding of what this group is reporting on *why* they engage in workplace bullying

behaviours. Similarly, a group called “bully-victims” has been identified within the childhood bullying literature, and are described as people who engage in bullying others, but are also targeted themselves (Salmivalli & Nieminen, 2002). This group may be one to pursue in upcoming research. It would be particularly interesting to see the reported outcomes that were focused on in this research considered in these new populations. Would these same results be found when including perpetrators, or a mixed group of both perpetrators and targets, in the sample?

In the interest of having an efficient questionnaire, particularly given that various outcome measures were also being measured (seven in total), the NAQ-R (Einarsen & Raknes, 1997, 2001) was chosen as a brief instrument that measured different types of workplace bullying behaviours. In addition to the original 22 items of the questionnaire, six items had been added to address behaviours that may have become more frequent since the most recent version of the NAQ-R (2001; Einarsen & Raknes). In future research, improvement on the NAQ-R could be facilitated through inclusion of more than three items for different types of bullying behaviour. By adding more questions, factor analysis and other analytic procedures could be conducted on the items in order to determine which ones truly assess the bullying typology. Additionally, this would address one of the limitations identified with the NAQ-R as outlined in the introduction to this thesis, which is that it may require frequent updating in order to maintain its status as a comprehensive measure that covers workplace bullying behaviours (Einarsen et al., 2009).

A further recommendation for future research would be to consider the impact of the work environment upon prevalence of bullying. For example, previous research has

found varying prevalence rates within different workplace samples. For example, Vartia (2001) provided municipal workers with a definition of bullying and found a target prevalence rate of 10%, whereas Vartia and Hyyti (2002) also provided a definition of workplace bullying among prison officers, and obtained a prevalence rate of 20%. Although many factors contribute to the development of prevalence rates (e.g., the definition used, age of sample, and so on), a study that compares different work environments using a consistent methodology may provide more informative conclusions regarding whether or not one work environment contains more bullying.

A final recommendation for future study involves broadening the age range of emerging adults to 18-29 years of age and possibly comparing the younger members of this group (e.g., 18-22 years) to the older members (e.g., 25-29 years). Adults in the older age range would likely be finished their schooling and be in careers which they have selected based on expertise and suitability, which may make this group resemble the adults studied in the bulk of the literature of this field, resulting in different conclusions in terms of prevalence and types of bullying. Older emerging adults may have lengthier work experience, and the power differential may change as these adults may be in positions in which they are educated and are no longer the newest or least-experienced employee. Likewise, their careers may be more meaningful to them, which may lead to different outcome effects. Thus, developmental as well as career-related differences among these groups would likely exist, creating an interesting comparison among the two groups.

Perhaps broadening the age range of emerging adults to 18-29 years of age may result in different conclusions in terms of prevalence and types of bullying, as well as

different outcome effects. Likewise, it would be interesting to compare the emerging adults on the younger end of the spectrum to those older in age to consider potential differences in the abovementioned areas.

Conclusions and Practical Implications

A major strength of the current study is the practical value it provides in terms of workplace research. That is, employers may become more knowledgeable through learning about the information provided within this study, including the number of individuals being exposed to bullying behaviours, and the outcomes experienced by these individuals that may potentially be related to their bullying exposure. Similarly, this study contributed to the area by including new variables that have not been considered in the workplace bullying literature, such as social self-efficacy and attitudes toward future work experiences.

Likewise, the finding that those who experience *both* forms of bullying (as a target as well as a witness) report the most detrimental outcomes is an important one. Further studies that build upon these findings may communicate to employers the serious nature of bullying in the workplace and how it may impact their employees in a multitude of ways - both in a personal sense as well as occupationally.

Lastly, the fact that bullying was experienced by a fair number of young adults and that targets and witnesses reported significantly poorer levels of both occupational and personal wellbeing, indicates to employers that action is necessary to reduce this problem. Similarly, a study such as this informs both employers and employees of what bullying looks like, and what possible outcomes may accompany it, allowing them to be more aware of what constitutes fair treatment in the workplace.

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Appendix A

SONA Recruitment Announcement

Dear Carleton University students using SONA,

We are conducting research involving workplace relationships and bullying in the workplace. Anyone who is enrolled in PSYC 1001, 1002, 2001, or 2002, and has access to SONA, who has worked within the last 2 years and who is between the ages of 18 and 25, may participate. In exchange for your participation, 0.5% will be added to your final mark in your psychology course (**one of PSYC 1001, 1002, 2001, or 2002**; you must be currently enrolled in the course to receive participation percentage). Participation in this study is voluntary, as indicated above.

What is this study about?

We are interested in your experiences with bullying in the workplace. We will be asking questions about bullying behaviours you may have seen and/or experienced in the workplace. We will also be asking about your current functioning in various areas of your life, including physical health, mental health, job satisfaction, and general attitudes/self-efficacy. The study has been designed to minimize any anxiety or distress after answering questions that concern your experiences; however, if this occurs you may omit questions without penalty. Additional information and resources will also be provided upon completion of the study for those who need it.

You will not be asked for your name or any other identifying information. You will be given a unique numeric code which protects all identifying information, including your name. Your answers will be kept strictly confidential. We have obtained full approval for this study through the Carleton University Ethics Committee for Psychological Research (Approval code to be inserted here)

Why participate?

- You will be contributing to the developing field of workplace research
- You will earn 0.5% toward your final grade in psychology through just completing the questionnaire
- When the research is complete, we would be glad to share a summary of the results with you, and these conclusions may inspire your thoughts about your potential future research projects!

Study Name

Workplace Experiences: Occurrence and Outcome

Brief Abstract
(optional)

Detailed Description
(15000 chars max, optional)

Eligibility Requirements

To be eligible to participate, you must have worked in the last two years, and you must also be between the ages of 18-25.

Duration
30-45 minutes

Percentage/Pay
(Percentage must be evenly divisible by 0.25)
0.5%

Preparation

Researcher
Kpatter3@connect.carleton.ca

IRB Approval Code
10-191

IRB Approval Expiration
August 31, 2011

Approved?
Yes

Active Study?
Closed as of January, 2011

Appendix B

Informed Consent Form

The purpose of an informed consent form is to ensure that you understand the purpose of the study as well as the nature of your involvement. The informed consent form should provide sufficient information such that you have the opportunity to determine whether or not you wish to participate in the study.

Research title: The Impact of Workplace Experiences on an Emerging Adult Population

Research personnel: For questions or concerns about this study, please contact Dr. Tina Daniels (Thesis Supervisor and Associate Professor, Department of Psychology, Carleton University, 613-520-2600 ext. 2686) or Kailey Patterson (Principal Investigator, Carleton University, kpatter3@connect.carleton.ca, 613-520-2600 ext.2600).

Ethics approval: This research has been approved by the Carleton University Psychology Research Ethics Board (Ethics file number will be inserted here once received). Should you have any ethical concerns about this study, please contact Dr. Monique Sénéchal (Chair, Carleton University Ethics Committee for Psychological Research, Department of Psychology, Carleton University, monique_senechal@carleton.ca, 613-520-2600 ext. 1155) or Dr. Janet Mantler (Chair, Department of Psychology, Carleton University, psychchair@carleton.ca, 613 520-2600 ext. 4173).

Purpose: The purpose of this study is to consider workplace relationships and workplace wellbeing, and in particular, exposure to workplace bullying as either a target or a witness. This study will also consider any differences in impact, if any, workplace bullying has upon current functioning in the specific areas of physical health, mental health, job satisfaction, and general attitudes/self-efficacy.

Task requirements: In this study, you will be asked to fill out various questionnaires online through the University's data collection system, SONA. These questionnaires are concerned with your experiences in the workplace and the impact that any past experiences may have had upon your life. Therefore, the questionnaires will ask questions related to your workplace bullying experiences; and they will also concern current functioning in areas such as mental and physical health.

Duration and location: This study will take approximately 30-45 minutes to complete and it will be available to online through Carleton University's data collection service, SONA. Please ensure that you have enough time to complete the survey once you start answering questions; i.e., allow yourself 30-45 minutes to complete all sections of the survey.

Remuneration: For your participation in this study, you will be given a 0.5 percent credit towards your PSYC 1001, 1002, 2001 or 2002 final grade.

Anxiety, pain, and embarrassment: There are no known risks of you experiencing any anxiety, pain, or embarrassment while participating in this study. Support resources will be made available should you experience negative feelings as a result of recalling negative experiences at work. Some questions are personal and sensitive, and therefore if you are uncomfortable with any questions you may choose not to respond without penalty. Additional information and resources are available at the end of the study should you wish to seek help.

Anonymity and confidentiality: Your participation in the study is both anonymous and confidential. You will be assigned a unique numeric code, by the SONA system, which will not be associated with your name. This code will be linked to your SONA account; this unique code will not be linked to your name or any other identifying information. The researchers involved with this project have no access to your name or any other identifying information. When you consent to participate in the study, the SONA system will automatically grant you course credit for your participation. The online data remains secure on the Carleton University server site.

Right to withdraw: Your participation in this study is entirely voluntary. At any point during the study, you have the right to not answer any questions or to withdraw with no penalty whatsoever. Course credit is not contingent upon completion of the survey. You will see a button on each page that says “Withdraw” that you can use if you would like to withdraw from the study. Whether or not you decide to participate in this research will have no impact on your course performance. Participation, lack of participation or withdrawal from the study will not be disclosed to your course instructor.

Data protection and disposal: Data collected for this research will be accessible only to the researchers associated with this project. As the data will be collected online, security measures have been put into place to protect your anonymity and confidentiality. All data will be made anonymous through assignment of your unique numeric code and will be transferred through web browsers to the secure server using a secure database. Finally, only approved researchers of this project will be able to access submitted questionnaires, and will be unable to identify participants based on any of their responses throughout the survey.

By clicking “yes”, you have given your consent to participate and can begin the survey. Click “no” if you do not wish to complete the survey.

Appendix C Demographics Questionnaire

- i) Please indicate your gender: Female Male Other
- ii) Please indicate your age: _____
- iii) Please indicate your level of study:
- First year
 - Second year
 - Third year
 - Fourth year
- iv) Are you currently working? Yes No
- v) Have you been employed at all within the last 2 years? PLEASE NOTE: You must have been employed within the most recent two years to complete the survey. If you have NOT worked within the past two years, please exit the survey now.
- Yes No
- vi) Please indicate how much time you have spent, in total, in the workforce:
- I have worked less than 3 months.
 - I have worked under 1 year.
 - I have worked 1-3 years.
 - I have worked 3-5 years.
 - I have worked more than 5 years.
- vii) Please indicate the type of employments which you have held (check all that apply):
- Full-time work
 - Part-time work
 - Summer employment
 - Co-op, internship, or practicum placement
 - Volunteer work
 - Other: _____
- viii) Please indicate any work environments you have worked in (check all that apply):
- Retail/Sales
 - Trades
 - Child care/camp counselling
 - Environmental
 - Technology/high-tech
 - Secretarial/Clerical, or other office position

- Education
- Health care
- Food/Hospitality
- Finance
- Other: _____

Appendix D

Written Debriefing

Thank you for your participation in this study. However, before you go, we would like to take a moment to tell you a bit more about our study and why we are interested in examining these sorts of issues.

Why is this research important?

Workplace bullying is a topic that affects everyone in the workplace- witnesses, targets, and even perpetrators. Victimization is common in workplaces, and can lead to serious outcomes affecting all areas of the target's life, from physical and mental health to social self-worth, not to mention the financial and distress costs to organizations. Recently, childhood and adolescent bullying has made a significant mark in the research world, leading to policy development and interventions that serve to decrease the occurrence of victimization in schools. This movement has yet to occur within the workplace research, but studies such as this one can contribute to a broader understanding of *how* workplace bullying occurs and what is going on for emerging adults in their workplaces. Being more aware of this can contribute to future research on what needs to change in workplaces in order to reduce the number of workplace bullying experiences and to improve the wellbeing of employees and organizations.

What are we trying to learn through this research?

By studying workplace bullying in emerging adults, we are hoping to learn several things. First, we are hoping to develop an idea of how frequent these behaviours are in the workplace, and which types of bullying behaviours are most frequent, and most harmful. We are also hoping to determine who the perpetrator in these instances of workplace bullying is. Likewise, we have looked at several areas of functioning following an experience (as a target or witness) with workplace bullying: social, psychological, and physical functioning, as well as attitude toward future work experiences. By examining each of these areas, we anticipate discovering the relationship between workplace bullying experience and current level of functioning, to determine the outcome of witnessing and/or directly experiencing workplace bullying.

What if I have questions later?

Once again, we would like to thank you for your participation in this study. As well, we would like to remind you that your information will remain confidential. If you have any questions or comments specifically about this research, please feel free to contact Dr. Tina Daniels (613-520-2600 ext. 2686, tina_daniels@carleton.ca) or Kailey Patterson (613-520-2600 ext. 2406, kpatter3@connect.carleton.ca). Should you have any ethical or any other concerns about this study, please contact Dr. Monique Senechal (Chair, Carleton University Ethics Committee for Psychological Research, Department of Psychology, Carleton University, 613-520-2600 ext. 1155). We understand that bullying can be a difficult topic to talk about and encourage you to seek support for what has happened to you, or what you have observed happening to others. The following resources may be of assistance:

Web Resources

<http://www.workplacebullying.org>

<http://safety-council.org/workplace-safety/bullying-in-the-workplace/>

<http://nobullyforme.org>

Academic Resources

Rayner, C., & Hoel, H. (1997). A Summary review of literature relating to workplace bullying. *Journal of Community and Applied Psychology*, 7, 181-191. doi: 10.1002/(SICI)1099-1298(199706)7:3<181::AID-CASP416>3.0.CO;2-Y

Saunders P., Huynh, A. & Goodman-Delahunty, J. (2007). Defining workplacebullying behaviour professional lay definitions of workplace bullying. *International Journal of Law & Psychiatry*, 30, 340-354. doi:10.1016/j.ijlp.2007.06.007

Vartia, M. (2001). Consequences of workplace bullying with respect to the wellbeing of its targets and the observers of bullying. *Scandinavian Journal of Work and Environmental Health*, 27(1), 63-69.

What if I find this experience emotionally draining?

It is understandable that you may react to the surveys in this study, particularly if you have been witness to, or have directly experienced, workplace bullying. To speak with someone about these thoughts and feelings, you may wish to consider the organizations listed on the following page.

Carleton University Health & Counselling Services

613-520-6674

www.carleton.ca/health/services/counselling/index.htm

The Distress Centre of Ottawa and Region

613-238-3311

www.dcottawa.on.ca

Ottawa Mental Health Crisis Line

613-722-6914 or 1-866-996-0991

www.crisisline.ca

Finally, thank you again for your participation in this research.

Appendix E
Negative Acts Questionnaire, Revised and Follow-up Questions for Targets

Have you experienced any of the following behaviours in the workplace?

| |
|--|
| <input type="checkbox"/> 1. Someone withholding information which affects your performance |
| <input type="checkbox"/> 2. Being a target of gossip or rumours on email |
| <input type="checkbox"/> 3. Having your opinions ignored |
| <input type="checkbox"/> 4. Being given tasks with unreasonable deadlines |
| <input type="checkbox"/> 5. Being excluded from social events, such as lunch or an after-work event |
| <input type="checkbox"/> 6. Pressure not to claim something to which by right you are entitled (e.g. sick leave; holiday entitlement; travel expenses) |
| <input type="checkbox"/> 7. Being exposed to an unmanageable workload |
| <input type="checkbox"/> 8. Being humiliated or ridiculed in connection with your work |
| <input type="checkbox"/> 9. Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks |
| <input type="checkbox"/> 10. Spreading of gossip and rumours about you |
| <input type="checkbox"/> 11. Being ignored at work, e.g. during a meeting or discussion |
| <input type="checkbox"/> 12. Excessive monitoring of your work |
| <input type="checkbox"/> 13. Having insulting or offensive remarks made about your person, attitudes or your private life |
| <input type="checkbox"/> 14. Hints or signals from others that you should leave your job |
| <input type="checkbox"/> 15. Repeated reminders of your errors or mistakes |
| <input type="checkbox"/> 16. Being ignored or facing a hostile reaction when you approach |
| <input type="checkbox"/> 17. Persistent criticism of your errors or mistakes |
| <input type="checkbox"/> 18. Practical jokes carried out by people you don't get along with |
| <input type="checkbox"/> 19. Having allegations made against you |
| <input type="checkbox"/> 20. Being the subject of excessive teasing and sarcasm |
| <input type="checkbox"/> 21. Being shouted at or being the target of spontaneous anger |
| <input type="checkbox"/> 22. Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking your way |
| <input type="checkbox"/> 23. Over-hearing whispering behind your back |
| <input type="checkbox"/> 24. Someone at work talking negatively about you or your work on email or a website |
| <input type="checkbox"/> 25. Being the target of a mass email revealing information that you had considered private or not of interest to the other staff members who received the message |
| <input type="checkbox"/> 26. Being ordered to do work below your level of competence |
| <input type="checkbox"/> 27. Being given dirty looks or rolling of eyes towards you |
| <input type="checkbox"/> 28. Threats of violence or physical abuse or actual abuse |

Please read the following definition of workplace bullying:

The concept of workplace bullying refers to situations where an employee is persistently exposed to negative and aggressive behaviours at work, which may be of a psychological, physical, or verbal nature, with the effect/intent of humiliating, intimidating, frightening, or punishing the target” (Einarsen et. al., 2001, p.25).

In light of the above definition, would you consider yourself a victim of workplace bullying?

- No, I have never been a target of workplace bullying.
- Yes, I have been targeted in the workplace.

1. If you indicated above that you have been targeted in the workplace, please answer the following questions.

If you indicated that you have not been bullied in the workplace, please continue to the following section of the survey.

Please think back to the most significant workplace bullying experience in which you were a target.

Please describe the situation you experienced:

2. Considering your MOST SIGNIFICANT bullying experience, which you described above, how would you categorize the nature of the bullying? If more than one type of bullying was involved in the MOST SIGNIFICANT incident, please check all that apply.

- Social- e.g., someone being excluded, rumour-spreading, or gossip
- Verbal- e.g., using words to mock, threaten, or humiliate someone
- Physical- e.g., hitting, kicking, or beating up on someone
- Electronic- e.g., using the internet/texting to embarrass someone or make them look bad
- Racial- e.g., racist names, jokes, or treating someone badly because of their racial or ethnic background
- Disability- e.g., leaving someone out or treating them badly because of a disability (e.g., learning, physical, or speech)

- Sexual- e.g., leaving someone out because of their gender, sexist comments/jokes, or crude comments about someone's sexual orientation
- Other: _____

3. The following is a list (from the previous page) of work environments. In which work environment(s) were you a target of bullying?

- Retail/Sales
- Trades
- Child care/camp counselling
- Environmental
- Technology/high-tech
- Secretarial/Clerical
- Education
- Health care
- Food/Hospitality
- Finance
- Other: _____

4. Please indicate the type of employment in which the bullying occurred. Remember, you are only considering your most significant experience of being targeted in the workplace.

- Full-time work
- Part-time work
- Summer employment
- Co-op, internship, or practicum placement
- Volunteer work
- Other: _____

5. In your most significant bullying experience, who was the **main** perpetrator (the one carrying out) of these behaviours? Check all that apply)

- A boss or manager
- A co-worker who had equal responsibility as I do at work
- A sub-ordinate (someone below me at work)
- A friend at work
- I was unaware of who the perpetrator was
- Other: _____

6. When you think about this incident, and the main perpetrator(s) (as identified above), who had more power to make decisions regarding your work situation?

- The perpetrator had more power than I did
- The perpetrator had the same power as I did
- The perpetrator had less power than I did
- Other: _____

8. How long did the bullying experience last?

- 1 day
- It would go on for several days
- It lasted about a month
- It lasted for more than one month
- It lasted about a year
- It lasted for more than a year
- It is still ongoing

9. How severe would you describe your experience?

- Mildly severe
- Moderately severe
- Somewhat severe
- Extremely severe

10. When did the workplace bullying incident occur?

- It occurred more than one year ago.
- It occurred within the past 12 months.
- It occurred within the current month.
- It is still ongoing.

11. Are there any other bullying behaviours that you have experienced at work that are not identified on the survey you just responded to (Negative Acts Questionnaire, above). If yes, please specify.

Appendix F**Negative Acts Questionnaire, Revised and Follow-up Questions for Witnesses**

Have you ever been a witness to any of the following behaviours at work? Please check all that apply.

| | |
|--------------------------|--|
| <input type="checkbox"/> | 1. Someone withholding information which affects someone else's performance |
| <input type="checkbox"/> | 2. A co-worker being a target of gossip or rumours on email |
| <input type="checkbox"/> | 3. Someone's opinions being ignored |
| <input type="checkbox"/> | 4. Someone being given tasks with unreasonable deadlines |
| <input type="checkbox"/> | 5. Someone being excluded from social events, such as lunch or an after-work event |
| <input type="checkbox"/> | 6. Someone being pressured not to claim something to which by right they are entitled (e.g. sick leave; holiday entitlement; travel expenses) |
| <input type="checkbox"/> | 7. Someone being exposed to an unmanageable workload |
| <input type="checkbox"/> | 8. Someone being humiliated or ridiculed in connection with their work |
| <input type="checkbox"/> | 9. Someone having key areas of responsibility removed or replaced with more trivial or unpleasant tasks |
| <input type="checkbox"/> | 10. Spreading of gossip and rumours about someone you work with |
| <input type="checkbox"/> | 11. Someone being ignored at work, e.g. during a meeting or discussion |
| <input type="checkbox"/> | 12. Excessive monitoring of someone's work |
| <input type="checkbox"/> | 13. Having insulting or offensive remarks made about people, their attitudes or their private life |
| <input type="checkbox"/> | 14. Hints or signals to someone that they should leave their job |
| <input type="checkbox"/> | 15. Someone being repeatedly reminded of their errors or mistakes |
| <input type="checkbox"/> | 16. Someone being ignored or facing a hostile reaction when they approach |
| <input type="checkbox"/> | 17. Persistent criticism of someone's errors or mistakes |
| <input type="checkbox"/> | 18. Practical jokes carried out towards someone by people that they don't get along with |
| <input type="checkbox"/> | 19. Someone having allegations made against them |
| <input type="checkbox"/> | 20. Someone being the subject of excessive teasing and sarcasm |
| <input type="checkbox"/> | 21. Someone being shouted at or being the target of spontaneous anger |
| <input type="checkbox"/> | 22. Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, blocking someone's way |
| <input type="checkbox"/> | 23. Someone whispering about another colleague behind that persons back |
| <input type="checkbox"/> | 24. Someone talking negatively about someone else or their work on email or a website |
| <input type="checkbox"/> | 25. Someone being the target of a mass email revealing information that is considered private or not of interest to the other staff members who received the message |
| <input type="checkbox"/> | 26. Someone being ordered to do work below their level of competence |
| <input type="checkbox"/> | 27. Someone giving dirty looks or rolling their eyes toward another colleague |
| <input type="checkbox"/> | 28. Threats of violence or physical abuse or actual abuse by one person toward someone else |

Please read the following definition of workplace bullying:

The concept of workplace bullying refers to situations where an employee is persistently exposed to negative and aggressive behaviours at work which may be of a psychological, physical, or verbal nature, with the effect/intent of humiliating, intimidating, frightening, or punishing the target” (Einarsen et al., 2009, p.25).

In light of the above definition, would you consider yourself to have witnessed workplace bullying?

- No, I have never been a witness of workplace bullying.
- Yes, I have been a witness to bullying in the workplace.

1. If you indicated above that you have been a witness to workplace bullying, please answer the following questions.

When answering the questions, please think back to the most significant workplace bullying experience that you have witnessed.

If you indicated that you have not been a witness to bullying in the workplace, please continue to the following section of the survey.

Please describe the situation you witnessed:

2. Considering the situation you described above, of what nature would you describe the bullying you witnessed?

- Social- e.g., someone being excluded, rumour-spreading, or gossip
- Verbal- e.g., using words to mock, threaten, or humiliate someone
- Physical- e.g., hitting, kicking, or beating up on someone
- Electronic- e.g., using the internet/texting to embarrass someone or make them look bad
- Racial- e.g., racist names, jokes, or treating someone badly because of their racial or ethnic background
- Disability- e.g., leaving someone out or treating them badly because of a disability (e.g., learning, physical, or speech)

- Sexual- e.g., leaving someone out because of their gender, sexist comments/jokes, or crude comments about someone's sexual orientation
- Other: _____

3. The following is a list (from the previous page) of work environments. In which work environment did you witness the bullying?

- Retail/Sales
- Trades
- Child care/camp counselling
- Environmental
- Technology/high-tech
- Secretarial/Clerical
- Education
- Health care
- Food/Hospitality
- Finance
- Other: _____

4. Please indicate the type of employments in which the bullying occurred (check all that apply):

- Full-time work
- Part-time work
- Summer employment
- Co-op, internship, or practicum placement
- Volunteer work
- Other: _____

5. In the most significant bullying experience that you observed, who was the **main** perpetrator (the one carrying out) these behaviours? Check all that apply.

- A boss or manager
- A co-worker
- A sub-ordinate (someone below me at work)
- A friend at work
- I was unaware who the perpetrator was
- Other: _____

6. When you think about this incident, and the main perpetrator(s) (as identified above), who had more power to make decisions in the workplace?

- The perpetrator had more power than the person who was being bullied
- The perpetrator had the same power as the person who was being bullied
- The perpetrator had less power than the person who was being bullied
- Other: _____

7. How long did the bullying you witnessed last?

- 1 day
- It would go on for several days
- It lasted about a month
- It lasted for more than one month
- It lasted about a year
- It lasted for more than a year
- It is still ongoing
- I am not sure how long it lasted

8. When did the workplace bullying incident occur?

- It occurred more than one year ago.
- It occurred within the past 12 months.
- It occurred within the current month.
- It is still ongoing.

9. How severe would you describe the bullying you witnessed at work?

- Mildly severe
- Moderately severe
- Somewhat severe
- Extremely severe

10. Are there any other bullying behaviours that you have witnessed at work that are not identified on the survey you just responded to (Negative Acts Questionnaire, above. If yes, please specify

Appendix G

Social Self-Efficacy Scale

Self-Report Measure of Social Self-Efficacy (Puckett et. al, 2008)
(Youth; has been adapted for use with an Emerging Adult Population)

How easy/hard is it for you to do the following?

- 1 = impossible to do
- 2 = very difficult to do
- 3 = somewhat difficult to do
- 4 = neither difficult nor easy
- 5 = somewhat easy to do
- 6 = very easy to do
- 7 = extremely easy to do

Friendship

- Start a conversation with someone who you don't know very well.
- Share an interesting experience you once had with a group of peers.
- Keep up your side of the conversation.
- Express your feelings to someone your age.
- Find someone to spend time with.
- Ask someone over to your house to hang out.
- Ask someone to hang out with you.
- Make friends with people your age.

Social assertiveness

- Express your opinion about a subject of interest to you to a group of peers.
- Stand up for your rights when someone accuses you of doing something you didn't do.
- Wear the kind of clothes you like, even if they are different from what others wear.
- Tell another student why you think a homework answer is correct even if he or she says it's not.
- Tell peers a movie you want to see when they're deciding what movie to go see.

Social groups

- Join a group of students at school for lunch.
- Ask a group of people who are planning to go to a movie if you can join them.
- Be involved in group activities.
- Get invited to a party that's being given by one of the most popular kids at school/in residence/in your social group.
- Put yourself in a new and different social situation; for example, talking with a group of people you don't know very well.
- Go to a party where you are sure you won't know anyone.

Social performance

Work on a project with a student you don't know very well.
Volunteer to help organize a social event.
Join a University club or sports team.

Giving/receiving help

Help make a new student feel comfortable with your group of friends.
Ask another student for help when you need it.
Help a student who's visiting your school for a short time to have a fun time.

Conflict

Tell someone that it's your turn if he or she tries to cut in front of you during an activity.
Tell someone to stop being mean if they are making fun of someone in your class.
While waiting in line, tell a student who pushes in front of you to wait his or her turn.
Stand up for yourself when another person makes fun of you.
Tell someone who is picking on you to stop.

Appendix H

General Self-Efficacy Questionnaire

Please answer the following ten questions on the following continuum:

- 1: Not at all true
- 2: Hardly true
- 3: Moderately true
- 4: Exactly true

| | |
|----|---|
| 1 | I can always manage to solve difficult problems if I try hard enough. |
| 2 | If someone opposes me, I can find the means and ways to get what I want. |
| 3 | It is easy for me to stick to my aims and accomplish my goals. |
| 4 | I am confident that I could deal efficiently with unexpected events. |
| 5 | Thanks to my resourcefulness, I know how to handle unforeseen situations. |
| 6 | I can solve most problems if I invest the necessary effort. |
| 7 | I can remain calm when facing difficulties because I can rely on my coping abilities. |
| 8 | When I am confronted with a problem, I can usually find several solutions. |
| 9 | If I am in trouble, I can usually think of a solution. |
| 10 | I can usually handle whatever comes my way. |

Appendix I
Mental Health Inventory (MHI-18)

Instructions: The next set of questions are about how you feel, and how things have been for you during the past 4 weeks. Please answer every question. If you are not sure which answer to select, please choose the one answer that comes closest to describing you.

During the past 4 weeks, how much of the time....

| | All of the time | Most of the time | A good bit of the time | Some of the time | A little bit of the time | None of the time |
|---|-----------------|------------------|------------------------|------------------|--------------------------|------------------|
| 1. Has your life been full of things that were interesting to you? | 1 | 2 | 3 | 4 | 5 | 6 |
| 2. Did you feel depressed? | 1 | 2 | 3 | 4 | 5 | 6 |
| 3. Have you felt loved and wanted? | 1 | 2 | 3 | 4 | 5 | 6 |
| 4. Have you been a very nervous person? | 1 | 2 | 3 | 4 | 5 | 6 |
| 5. Have you been in firm control of your behaviour, thoughts, emotions, feelings? | 1 | 2 | 3 | 4 | 5 | 6 |
| 6. Have you felt tense or high-strung? | 1 | 2 | 3 | 4 | 5 | 6 |
| 7. Have you felt calm and peaceful? | 1 | 2 | 3 | 4 | 5 | 6 |
| 8. Have you felt emotionally stable? | 1 | 2 | 3 | 4 | 5 | 6 |

| | | | | | | |
|---|---|---|---|---|---|---|
| 9. Have you felt downhearted and blue? | | | | | | |
| 10. Were you able to relax without difficulty? | 1 | 2 | 3 | 4 | 5 | 6 |
| 11. Have you felt restless, fidgety, or impatient? | 1 | 2 | 3 | 4 | 5 | 6 |
| 12. Have you been moody, or brooded about things? | 1 | 2 | 3 | 4 | 5 | 6 |
| 13. Have you felt cheerful, light-headed? | 1 | 2 | 3 | 4 | 5 | 6 |
| 14. Have you been in low or very low spirits? | 1 | 2 | 3 | 4 | 5 | 6 |
| 15. Were you a happy person? | 1 | 2 | 3 | 4 | 5 | 6 |
| 16. Did you feel you had nothing to look forward to? | 1 | 2 | 3 | 4 | 5 | 6 |
| 17. Have you felt so down in the dumps that nothing could cheer you up? | 1 | 2 | 3 | 4 | 5 | 6 |
| 18. Have you been anxious or worried? | 1 | 2 | 3 | 4 | 5 | 6 |

Appendix J
Balanced Physical Health Scale
(Godin & Mantler, 2006)

During the past two/three weeks, have you had any difficulty with any of the following:

1. Walking?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

2. Using stairs or inclines?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

3. Standing up from a sitting position?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

4. Kneeling or stooping?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

During the past two/three weeks, have you been bothered by any of the following:

5. Indigestion/heartburn?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

6. Cold or flu?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

7. Stomach aches?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

8. Diarrhea or constipation?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

9. Nausea or vomiting?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

10. Shortness of breath?

Yes, a great deal; Yes, a fair amount; Yes, some; Yes, but only a little; No, not at all

Please indicate the extent to which you agree or disagree with the following statements:

11. I have the energy to do things I enjoy after I'm done work for the day.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

12. I seldom get sick.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

13. If I have to exert myself (e.g., run for the bus or take the stairs) I find I have difficulty catching my breath.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

14. It has been over a year since I have had a cold or a flu.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

15. When I do get sick, I recover quickly compared to my friends.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

16. I can run a couple of blocks without getting winded.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

17. I can usually find the energy I need to exercise.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

18. I get a cold or a flu at least once a year.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

19. I feel extremely sleepy in the middle of the day.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

20. I usually wake up feeling refreshed and energized.

Strongly disagree; Disagree; Neither agree nor disagree; Agree; Strongly agree

Appendix K

Occupational Attitudes

Future Occupational Attitudes

If you identified as having been exposed to workplace bullying in the previous section, please respond to the following set of questions.

How do the following questions reflect your beliefs?

Reflect Me?

- 1 – Very untrue of me
- 2 – Untrue of me
- 3 – Somewhat untrue of me
- 4 – Somewhat true of me
- 5 – True of me
- 6 – Very true of me

Questions

1. I am hesitant to join the workplace for a significant period of time following my experience with workplace bullying.
2. I am more aware of my rights as an employee and would be more likely to report any future problems I may have with workplace bullying.
3. After this experience, I will hesitate before applying or beginning new jobs.
4. I am a stronger person as a result of my exposure to workplace bullying.
5. I am better able to stick up for myself and my beliefs in the workplace as a result of this experience.
6. I worry that what I experienced will happen to me again in another job.
7. Because of my experiences with workplace bullying, I will know how to deal with similar experiences in the future.
8. Because of my experience with workplace bullying, I am nervous about working in any environment.
9. I will be more resilient in future workplaces.
10. I anticipate that it will take me a long period of time, or it will be difficult for me, to feel comfortable in any new work environment.

Current Occupational Attitudes

If you are currently employed, please rate the following **four** questions on the following scale:

- 1- Strongly disagree
- 2- Disagree
- 3- Neither agree nor disagree
- 4- Agree
- 5- Strongly agree

Job Satisfaction (Bowling & Hammond, 2008)

- 1. All in all, I am satisfied with my job.
- 2. In general, I don't like my job.
- 3. In general, I like working here.

Propensity to Leave (Parasurman & Futrell, 1983)

- 1. To what extent are you seeking to change jobs?

Appendix L
Factor Loadings of 3-Factor NAQ-R, Target Version

| Item | Einarsen et al. (2009) Factors and Loading | Factor 1 | Factor 2 | Factor 3 |
|---|--|-------------|----------|----------|
| Being humiliated or ridiculed in connection with your work | Person (.86) | .543 | | |
| Spreading of gossip and/or rumours about you | Person (.84) | .669 | | |
| Being ignored at work, e.g. during a meeting or discussion | Person (.83) | .551 | .316 | |
| Having insulting or offensive remarks made about you, your person, your attitudes, or your private life | Person (.87) | .816 | | |
| Hints or signals from others that you should leave your job | Person (.93) | .377 | | |
| Being ignored or facing a hostile reaction when you approach | Person (.88) | .506 | | |
| Practical jokes carried out by people you don't get along with | Person (.85) | .456 | .320 | |
| Having allegations made against you | Person (.92) | .386 | | |
| Being the subject of excessive teasing and sarcasm | Person (.91) | .818 | | |
| Being shouted at or being the target of spontaneous anger | Physical (.88) | .325 | | .390 |

| | | | | |
|---|----------------|-------------|-------------|-------------|
| Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, or blocking your way | Physical (.86) | .653 | | |
| Threats of violence or physical abuse or actual physical abuse | Physical (.83) | .728 | | |
| Someone withholding information which affects your performance | Work (.71) | | .355 | |
| Having your opinions ignored | Work (.88) | | .539 | |
| Being given tasks with unreasonable deadlines | Work (.85) | | .832 | |
| Pressure not to claim something to which by right you are entitled (e.g., sick leave, holiday entitlement, travel expenses) | Work (.77) | | .354 | |
| Being exposed to an unmanageable workload | Work (.81) | | .815 | |
| Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks | Person (.86) | | .586 | .318 |
| Being ordered to do work below your level of competence | Work (.77) | | .584 | |
| Excessive monitoring of your work | Work (.85) | | | .703 |
| Repeated reminders of your errors or mistakes | Work (.90) | | | .895 |
| Persistent criticism of your errors or mistakes | Work (.95) | | | .856 |
| % of variance explained | | .425 | .070 | .055 |

| | | | |
|--------------------------------|------|------|------|
| Eigenvalue | 9.35 | 1.55 | 1.22 |
| Randomly generated eigenvalues | 1.43 | 1.34 | 1.29 |

Note. Factor loadings above .40 are in boldface. Factor 1= Personal and physical bullying items; Factor 2= Work-related bullying items; Factor 3= Mixture of various types of bullying items. Factor loadings below .30 were omitted from the table.

Appendix M
Factor Loadings of 3-Factor NAQ-R, Witness Version

| Item | Einarsen (2009) Factors and Loadings | Factor 1 | Factor 2 | Factor 3 |
|--|--|-------------|-------------|-------------|
| Someone's opinions being ignored | Work (.88) | .508 | | |
| Someone being humiliated or ridiculed in connection with their work | Person (.81) | .786 | | |
| Someone having key areas of responsibility removed or replaced with more trivial or unpleasant tasks | Person (.86) | .363 | .487 | |
| Spreading of gossip and/or rumours about someone you work with | Person (.84) | .901 | | |
| Someone being ignored at work, e.g. during a meeting or discussion | Person (.88) | .586 | | |
| Having insulting or offensive remarks made about people, their attitudes, or their private life | Person (.87) | .927 | | |
| Hints or signals to someone that they should leave their job | Person (.91) | .327 | | .440 |
| Someone being repeatedly reminded of their errors or mistakes | Person (.90) | .595 | .302 | |
| Someone being ignored or facing a hostile reaction when they approach | Person (.88) | .836 | | |
| Persistent criticism of someone's errors or mistakes | Person (.95) | .620 | | |

| | | |
|---|----------------|-------------|
| Practical jokes carried out towards someone by people they don't get along with | Person (.85) | .879 |
| Someone having allegations made against them | Person (.92) | .618 |
| Someone being the subject of excessive teasing or sarcasm | Person (.91) | .868 |
| Someone being shouted at or being the target of spontaneous anger | Physical (.88) | .713 |
| Intimidating behaviours such as finger-pointing, invasion of personal space, shoving, or blocking someone's way | Physical (.86) | .711 |
| Threats of violence or physical abuse or actual abuse by one person toward someone else | Physical (.83) | .658 |
| Someone withholding information which affects someone else's performance | Work (.71) | .740 |
| Someone being given tasks with unreasonable deadlines | Work (.85) | .904 |
| Someone being pressured not to claim something to which by right they are entitled (sick leave, holiday entitlement, travel expenses) | Work (.77) | .600 |
| Someone being exposed to an unmanageable workload | Work (.81) | .938 |
| Someone being repeatedly reminded of their errors or mistakes | Person (.90) | .302 |

| | | | |
|--|------------|-------------|-------------|
| Someone being ordered to do work below their level of competence | Work (.77) | .569 | |
| Excessive monitoring of someone's work | Work (.82) | | .919 |
| % of variance explained | | .55 | .065 .049 |
| Eigenvalue | | 12.107 | 1.43 1.08 |
| Randomly generated eigenvalues | | 1.42 | 1.34 1.29 |

Note. Factor loadings above .40 are in boldface. Factor 1 = Personal and physical bullying items; Factor 2= Work-related bullying items; Factor 3= Ambiguous (1 personal bullying item and 1 work-related bullying item).

Appendix N
Factor Loadings for the Occupational Attitudes Scale

| Item | Resiliency | Anxiety |
|--|-------------|-------------|
| 7. Because of my experiences with workplace bullying, I will know how to deal with similar experiences in the future. | .895 | -.333 |
| 5. I am better able to stick up for myself and my beliefs in the workplace as a result of what I have seen and/or experienced. | .890 | -.340 |
| 9. I will be more resilient in future workplaces. | .869 | |
| 4. I am a stronger person as a result of my exposure to workplace bullying | .863 | -.340 |
| 2. I am more aware of my rights as an employee and would be more likely to report any future problems I may have with workplace bullying. | .860 | |
| 6. I worry that what I experienced or what I witnessed will re-occur in another job. (reverse coded) | | .871 |
| 8. Because of my experience with workplace bullying, or because of my witnessing bullying in the workplace, I am nervous about working in any environment. (reverse coded) | .399 | .833 |
| 10. I anticipate that it will take me a long period of time, or that it will be difficult for me to feel comfortable in any new environment. (reverse coded) | .388 | .828 |
| 3. After this experience, I will hesitate before applying to or beginning new jobs. (reverse coded) | .426 | .795 |
| 1. I am hesitant to join the workplace for a significant period of time following my experience with, or my being witness to, | .315 | .773 |

workplace bullying. (reverse coded)

| | | |
|--|--------------|--------|
| % of variance explained | 71.98 | 11.02 |
| Eigenvalue | 7.198 | 1.102 |
| Randomly generated average eigenvalues | 1.2096 | 1.1478 |
| Standard deviation (100 replications) | .0312 | .0233 |

Note. Factor loadings above .40 are in boldface.