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Contents

"Do Not Ignore*" – Researching the effectiveness of an interactive training film on workplace bullying

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Aim: Ethics trainings via videos and fictional stories exist for school bullying, but are less prevalent in trainings against workplace bullying. For effective adult ethics trainings Sekerka (2009) suggests including perspective switching (e.g. putting participants into the role of the target). A further recommendation are reflective pauses, which enable a search for alternative, external explanations and causes other than immediately blaming the target). However, many ethics trainings (such as against sexual harassment) backfire lead to confirmation of initial views and more polarization among (male) participants (Dobbin and Kalev, 2020).

Therefore, the present study aims to evaluate the effectiveness and initial vs. final beliefs and attributions of blame before and after participation in interactive training film against (digital) misbehavior and workplace bullying (the German version of the film is available on schaunichtweg.training).

Method: First, participants are presented demographic questions via the online tool qualtrics and about their dominant beliefs about why workplace bullying occurs at workplaces (Scales adapted from Shaver, 1985, Mulder et al., 2017), if/how targets of bullying provoke or contribute to the bullying (victim deservingness). Then they watch the training film, which is about the escalation of a fictional bullying case in a hotel. The format allows participants to make decisions on behalf of one of the bystanders in the film via interactive options. Moreover, the decisions lead to multilinear paths with an ending either on a positive note, or on a highly escalated stage. After the film, we will use both open qualitative response fields as well as pre-categorized measures to investigate confirmation bias. Also, we will explore how participants' moral identity (Aquino and Reed, 2001) as well as their own experiences with "workplace bullying" shapes participants' responses. Participants will include student and workforce samples from Austria.

Expected results (qualitative and quantitative): Results will be available until the conference start. They will include an analysis whether initial assumptions and beliefs about workplace bullying and blame patterns have become more polarized or went into the opposite direction.

*English working title for German title *Schau nicht weg*

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"It's Intensified Things": The Impact of the COVID-19 Pandemic on Workplace Bullying and Harassment in Canada

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The COVID-19 pandemic has re-shaped workplaces in ways we are only just beginning to grasp, with significant implications for workplace bullying and harassment. From 2020-2021, a landmark study was undertaken, bringing together researchers, labour partners, advocates, and workers from across Canada to learn about workers' experiences of bullying, harassment, and violence in the workplace. The timing of this study allowed the research team to explore the impact of the pandemic on workers' experiences across multiple lockdowns and ever-changing public health guidelines. With over 4,500 survey participants and dozens of interviews completed, the findings from this nation-wide, bilingual, mix-methods study illuminate workers' experiences of bullying, harassment, and violence, the barriers they face to reporting, and the retaliation many experience as a result. In this presentation, we draw on findings from this study to explore the diverse ways that COVID-19 and transitions to virtual work impacted workers experiencing workplace bullying and harassment, including how forms of harassment evolved in response to work-from-home mandates, the growth of new forms of workplace harassment connected to public health mandates, and impacts on workplace supports for workers and reporting. With data representing workers across multiple sectors, including healthcare, trades and constructions, and the film industry, we identify how pre-existing hierarchies and inequalities impacts workers' experiences of workplace bullying and harassment, as well as their ability to switch to and maintain virtual work environments. This includes the growth of workplace harassment experiences by healthcare workers, our "frontline heroes" that have faced fluctuating levels of harassment from patients and third parties, and the economic inequalities between management and low-income staff that have been thrown into stark relief as both workers and employers gained the ability to 'look' into each others' homes during digital meetings. We also unpack how the switch to virtual work allowed some workers a reprieve from the bullying and harassment they experienced when working in-person. In doing so, we identify implications for workplaces and possible best practices, including the potential and limitations of emerging legislative frameworks in Canada.

Keywords: COVID-19 pandemic; workplace bullying; workplace violence; virtual work; Canada.

A Mixed Methods Approach to Defining Dignity at Work as a Positive Rights Approach to Addressing Workplace Bullying and Harassment

Jerry Carbo, Blake Hargrove, Steven Haase

Shippensburg University The National Workplace Bullying Coalition

After over nearly half of a century of research on workplace bullying (Brodsky, 1976) in the United States, and thirty-six years after the Supreme Court of the United States recognized harassment as a form of discrimination under US EEO law, bullying and harassment in the US (and global) workplace continues to be a severe and pervasive problem. Bullying and harassment both strip targets of esteem, leads to economic, psychological, and emotional damage; they damage organizations, bystanders, families, and communities ((Davenport, Schwartz and Elliot, 1999; Fahie and Devine, 2014; National Academy of Sciences, Engineering and Medicine (NASEM) 2018). Despite this workplace bullying and harassment persist.

The work to eliminate workplace bullying both through research/education and through legislation has largely focused on a negative rights approach (Carbo, 2016). The literature that measures bullying, such as the NAQ focuses on behaviors that targets have a right to be free from or to "not" experience in the workplace. The first law proposed to address workplace bullying in the United States, the Healthy Workplace Bill, also takes such a negative rights approach. We see the same approach in the US jurisprudence around unlawful harassment with workers granted the negative right to be free from unwanted, objectionable behavior, that is based on a protected status and is severe and pervasive enough to create an intimidating, abusive, or hostile environment, or otherwise unreasonably interfere with the working environment (Feldblum and Lipnic, 2016).

A more recently proposed piece of legislation in the United States, The Dignity at Work Act, takes more of a positive rights approach, assuring workers the positive right to dignity in the workplace, but even this proposed legislation also falls back into the negative rights approach by listing bullying behaviors that workers have a right to be free from. While some of the global laws addressing workplace bullying mention the right to dignity in the workplace, including those in Quebec and France, and even in Constitutions such as the Constitution of Puerto Rico, this concept has never been defined in the statutes or cases interpreting such statutes.

Even when exploring the work that has been done to define dignity in the workplace, the proposed positive right under DAWA, much of the work takes a negative rights approach, looking at behaviors or attributes that lead to indignity or a lack of dignity in the workplace, rather than a positive definition of what dignity in the workplace entails (Tiwari and Sharma, 2019; Thomas and Lucas, 2019).

In light of this, we are exploring defining the construct of dignity at work, via a mixed methods/multimethod approach. Developing can help us to formulate a path to looking at employment rights in a different manner – exploring what employees have a right to rather than a right from, as was the case in the push in the United Kingdom for a Dignity at Work Act. As proposed by DAWA, this might also provide a more effective path to addressing bullying in the workplace.

A qualitative study of negative acts in two industrial organizations: The role of work environment and organizational culture

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[2] National Research Centre for the Working Environment (NFA)

Aim:

Research indicates that work environment as well as cultural and social dynamics may play a role in either encouraging or preventing negative acts in the workplace. Using qualitative data from two medium sized, industrial companies, this qualitative study aims to shed further light on how work environment as well as social and cultural factors affect the development of negative acts. The study is part of a multiple-case research project Set the tone! From bullying and harassment to good workplace relationships.

Methods:

A total of 10 1,5 hrs. individual interviews with department managers and 11 2 hrs. group interviews with employees and employee representatives were conducted in two industrial companies. Questions addressed potential causes of negative acts e.g., stressful situations, communication, feedback, conflicts and conflict management, cooperation, norm violations, and bystander behavior. Interviews were transcribed verbatim, anonymized, and analyzed using an interpretative phenomenological approach.

Results:

Preliminary results from company 1 indicated that the level and dynamics of negative acts varied across departments. In department A (mostly female employees interacting directly with customers) negative acts such as outburst of anger or frustration occurred infrequently and mainly in stressful situations (e.g., combination of deadlines and staff shortage). Conversely, in department B (male employees performing manual labor), negative acts such as a harsh tone and teasing seemed to occur daily between colleagues. Furthermore, some employees from this department regularly subjected their female colleagues from department A to sexistic comments and foul language.

Preliminary results from company 2 showed that negative acts occurred within and between workgroups as well as across departments e.g., in situations with peer-training of new employees, or between groups of employees working in different shifts with no standardized procedures for handing over workstations. Some employees and all managers also referred to a particular "problematic" employee who over the course of several years consistently bullied colleagues despite receiving several managerial reprimands and written warnings. A general finding among the interviewed employees was the perception of managers focusing more on production goals than conflict management and employee well-being. Sexualized language among employees were reported in all employee interviews, yet especially older employees seemed to perceive such comments as harmless banter, which aligned with what appeared to be a lack of managerial positioning towards the use of sexualized language.

Conclusion:

Confirming previous research within the field, this study points to negative acts arising due to factors at multiple levels in both organizations. In some cases, stressful work situations such as peer-training or high work pressure would lead to ventilation of anger or frustration against a colleague. In other cases, negative acts such as harsh language and teasing, as well as sexualized language and degrading comments based on gender seemed to reflect an organizational (sub-) culture in which such behavior is accepted by both employees and managers.

Addressing Workplace Bullying in the Digital Age: Employer Policies and Employee Training

Jenna Leyton-Jones

Leyton Jones Law, APC

The rise of the Digital Age has brought with it new venues for bullying behavior (e.g., social media, text messaging, etc.) and employee complaints/discussion in connection therewith. While some of this behavior may have workplace implications and therefore necessitate prevention/intervention by employers, there may also be legal frameworks that prevent employers from instituting overbroad policies or engaging in certain remedial action. In short, employers often have to walk a fine line between protecting employee "victims" and ensuring that they are not running afoul of laws protecting employees' rights to engage in concerted activity and/or do as they please during their non-work time.

While many employers believe that addressing cyberbullying is difficult because the Internet is vast and the conduct often happens "secretly" (due to user privacy settings, etc.), there are simple steps that employers can take to protect their employees and their organization. This presentation will focus on the ways in which employers can attempt to prevent cyberbullying while staying compliant with relevant law. Discussion topics will include key elements of cyberbullying prevention policies (including social media policies) and cyberbullying prevention training, as well as the establishment of clear complaint reporting processes.

Addressing Workplace Bullying in the Digital Age: Investigations

Carole Ross

Ross Employment Law

While the Digital Age has given us new methods of communication, it has also provided new types of bullying behavior. With so many employees working remotely or on a hybrid schedule due to the COVID-19 pandemic, communication through text, email, chats, Slack and other written platforms has increased exponentially. As a result, the complaints about bullying behavior have shifted. This presentation will explore examples of bullying conduct, how to determine whether bullying has occurred, and some of the intricacies of investigating bullying conduct when it occurs entirely through electronic, written or digital means.

Presentation objectives:

- What digital or remote bullying conduct looks like.
- When to investigate complaints of bullying.
- Issues associated with bullying in a remote environment.
- How to investigate digital bullying conduct.
- Following up after an investigation.

NOTE: This presentation is intended to complement the "Addressing Workplace Bullying in the Digital Age" presentation regarding employer policies and employee training.

ADULT to ADULT BULLYING in VOLUNTARY ORGANISATIONS: a scoping review

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Workplace bullying is a serious problem for workplaces, with an average prevalence of 14.6%, as measured by behavioural checklist (Nielsen and Einarsen, 2018). While studies on bullying have been conducted on a wide variety of organizations and across many occupational sectors, few have been conducted on voluntary organizations (Dawood, 2013).

As voluntary organizations are usually developed to benefit marginalized groups or rights-based causes and are either philanthropic or emancipatory in nature, it can be assumed that staff will live up to the values they espouse. However volunteers typically do not have employment contracts nor other legal protections afforded paid employees. The commitment to the cause can leave volunteers vulnerable to exploitation from founders, but also, should a volunteer be seen to bully another volunteer, the organization may not have recourse to legislation that permits termination of their commitment.

The voluntary sector is extremely diverse with organisations ranging from religious to anarchic, local to global, and grass roots to structured hierarchical. Some are formal employer organisations, the 'voluntary' simply a nod in the direction of their origins; others are run almost exclusively by unpaid volunteers, and some with a mix with a paid core of professionals and a cadre of 'operational' volunteers (Parry et al., 2005). Although their diversity makes it difficult to generalise, core features that differentiate these organisations from public and commercial organisations may be identified, for example the fundemental organisational principle being one of normative power (Lunenberg, 2012), complex decision making strucures, and the need for constant fundraising in a competitive environment resulting in need to be accountable to several stakeholders or groups, (trustees, providers of funds, voluntary workers and service users) where they can be tension between these liabilities (Velthuis, 2010). Voluntary organizations can be complex regarding the potential for staff having to move between many roles (volunteer, paid workers, supported employment schemes part or full-time).

A scoping review is indicated where an area has not been comprehensively reviewed before and where mapping an area of study is a necessary first step to posing more specific research questions. This paper will report the results of a scoping review, based on Arksey and O'Malley's (2005) framework, which aims to identify what is known about the prevalence, individual and organization outcomes and individual and organizational responses to adult-to-adult bullying and harassment in voluntary organizations. Key selected papers, identified from systematic searching in relevant databases (Scopus, Web of Science, EBSCO, Science Direct, Proquest) will be charted, and findings synthesized to summarize current knowledge and to signpost future research.

An evidence-based and technology-aided solution to adult bullying in the workplace in New Zealand

Donna Stemmer

IAWBH,WorkRight23

In order to reduce the incidents of or even eliminate bullying in the workplace a holistic, operational-focused approach is required. The solution also needs to be built upon four cornerstones which include education, enable reporting, appropriate management, and perpetrator reform. After many years of research (mixed methods), we have designed and implemented a platform with supporting processes and procedures to enable the identification, reporting, and now influence the management of adult bullying in workplace cases.

While we offer education and training in this space, by far the most powerful aspect is the target/bystander reporting tool. Targets can document incidents after an experience that are also graphed by intensity/frequency over time. This allows for the identification of the type of bullying (as each type of adult bullying has its own regression line) which helps facilitate the management/interventions in a specific situation.

Via online or through an Options Coach, targets are provided with information (including pros/cons) on all their options (from self-management to legal action) to empower the target to make informed decisions on their best course of action for personal safety and resolution.

Targets also identify their perpetrator whose encrypted name is entered into a matching system and if a match is found, each target is contacted by a volunteer Options Advocate (lawyer) who will explain the additional options now available to them. (This has proven successful in removing the 'word against word' difficulties when making a formal complaint and holding serial perpetrators accountable.)

Throughout an open case, the target's mental health is monitored, and if needed interventions are taken. Because we are a registered charity, all these services are offered free of charge to anyone experiencing bullying at work. As a result, we have rich data for continued research and development and are open to partnerships to accomplish this.

We also provide any worker the opportunity to assess any organisation where they have worked (paid or unpaid) through an evidence-based questionnaire. This has become an equally powerful tool in identifying both exceptional organizations and toxic cultures.

With the presentation of this data, we have been able to build partnerships with organisations to not only identify areas of risk but also identify mitigating solutions for the prevention of bullying. (Our research shows that up to 80% of bullying is structural in nature so when we identify and fix the root problem we stop the enablers of bullying.)

Our final linkage is with General Practitioners. GPs can refer their patients and then can monitor their patient's wellbeing via the GP portal. We are collecting health data to research the harm caused by bullying in the workplace which we hope with lead to wider implications for New Zealand through ACC acknowledging workplace harm from bullying.

An intersectional ecological model to understanding workplace bullying

Brightness Mangolothi

Student, University of South Africa

Researchers have explored workplace bullying for the past three decades, focusing on the targets' experiences and the prevalence level. Gradually researchers focused on organisations, the witnesses and still there is dearth of research focusing on society. Researchers agree that the country's national context influences how bullying is defined, experienced, and dealt with. The context can be influenced by economic, social, political, technological and legal factors. Most researchers have treated social identities as research variables and not much attention has been explored on how intersecting social identities impact the experiences of workplace bullying. There have also been several models conceptualising workplace bullying, with this study focusing on Johnson's ecological workplace bullying model, rooted in Bronfenbrenner's ecology of human development. The ecological workplace bullying model posits that bullying should be researched at multi-level, which is microsystem, mesosystem, exosystem and macrosystem, to come up with the best interventions to deal with workplace bullying.

Johnson's model emphasises on the cause, outcomes and interventions of workplace bullying at multi-levels. Recent research shows that various factors can moderate bullying experiences; thus essential to consider these factors when looking into causes, outcomes, and interventions. This paper aims to propose expanding the ecological model to include moderators and mediators at multi-levels and further include the individual level, which was initially included in Bronfenbrenner's ecology of human development. The individual-level focuses on the individual's demographics, should be expanded to explore how intersectional identities play out different experiences as they interact with the environment and how to use this to formulate an intersectional ecological workplace bullying model.

ARE FEMALE PERPETRATORS BLAMED MORE HARSHLY? A video vignette study on gender biases in attributions of blame for workplace mistreatment

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Gender biases in the attribution of blame against perpetrators of workplace mistreatment remain understudied.

We investigate how perpetrator and target gender affect third parties' moral anger and attributions of blame. 999 Austrian workforce members responded to standardized video clips with 8 professional actors displaying direct anger as well as social exclusion against a target at work. Using a 2*2*2 mixed design, we manipulated perpetrator gender, target gender and mistreatment scenario (in total 4 perpetrator/target gender configurations and 16 different actor combinations per scenario). Mixed-effects modeling reveal a three way interaction between type of mistreatment, gender of target and gender of perpetrator: In scenario 2 (social exclusion), a female/female configuration (female perpetrator and female target) evoke significantly more moral anger and perpetrator blaming than when the perpetrator is male or when the target is male. Results remain robust even when covariates such as observer gender, likeability of actors and *Beliefs in a Just World* are taken into account. Results corroborate earlier studies on the stereotype of female vs. female harassment. We discuss implications and limitations of our findings.

Being Exposed to Mistreatment at Work: A Systematic Review and Meta-Analysis on Diary Studies

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Research in the field of workplace mistreatment has rapidly developed during the last decades. However, there are some overlaps between similar constructs. In response, this study aims to shed some light on the theoretical frameworks and immediate correlates of being exposed to several forms of negative interpersonal relationships and mistreatment at work. We conducted a systematic review (and an ongoing meta-analysis) on recent findings from studies following a diary survey design, which allow us to compare the magnitude of the relationship between several types of negative interactions at work (e.g., workplace bullying, abusive supervision) and different variables (health and well-being, emotions, performance) depending on time lags (e.g., daily vs. weekly) that may help to elucidate the antecedents that may determine the emergence of such negative social interactions and their immediate consequences.

Our systematic review followed the PRISMA statement and the PICOS strategy to determine our inclusion/exclusion criteria. Therefore, we included studies that focus on working adults (from the general working population or a specific sector/organization/industry), that address exposure to negative social interactions at work, either daily or weekly, and include measures about its potential antecedents and/or consequences at the individual level through dairy survey designs (i.e., where data is self-reported by participants longitudinally).

We conducted our search by including keywords with Boolean commands in three datasets: Web of Science (WoS), Scopus, PubMed, and PsycInfo. There were no restrictions based on the year of publication. After removing duplicates, we screened 252 records. After inclusion criteria were applied, the final sample comprised 42 articles (k = 39 studies, n = 4703 workers) that included measures of workplace incivility (13 studies = 33.4%), interpersonal conflicts (13 = 33,4%), abusive supervision (5 = 12,8%), workplace bullying (4 = 10,3%), and other negative work events (8 = 20,5%). There is heterogeneity of diary studies, ranging from studies collecting data once daily during 5 workdays (Monday to Friday before going to work or at the end of the work shift) to 60 consecutive days, or collecting data even three times per day (morning, noon, and bedtime) for two weeks, or once weekly during four consecutive weeks. All studies only included self-reported survey measures, with some exceptions that complemented participants' perceptions with the information provided by their supervisors (supervisor-employee dyad) or partners (mainly in dual-earner couples).

The main theoretical frameworks for addressing negative interactions at work from a short-term perspective are the Affective Events Theory (8 studies = 20,5%), the Transactional model of stress and coping (6 = 15,4%) and the Conservation of Resources Theory (5 studies = 12,8%). Also, results revealed that data is skewed data, suggesting that negative interpersonal interactions and mistreatment at work may be "infrequent" but with relevant negative consequences (e.g., high stress and emotional exhaustion).

Implications of these findings for the prevention and intervention of workplace mistreatment are discussed.

Beyond stress: Adverse interpersonal relations and outcomes in the framework of conservation of resources theory—a mediated-moderated model of revenge

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In recent decades, economic challenges and market dynamics embedded stress in the delicate fabric of work and work relations. This stressful work environment fosters intraorganizational conflicts in the form, for example, of incivility—disrespectful, rude behavior that trickles down the organizational hierarchy—affecting both employees who experience this mistreatment and managers who usually perpetrate it. Incivility arises from internal conflicts that elicit negative emotions, such as anger, guilt, and irritation. Irritation, a subjective mixture of emotional and cognitive strain in an occupational context, can lead to more intense adverse emotions characterized by depletion in an individual's ability to deal with a given reality, and inducing higher stress levels. Organizational stress also drives counterproductive work behaviors motivated by a tit-for-tat mechanism of revenge aimed at mitigating the adverse emotional state or restoring personal resources of status and self-esteem. Revenge, which is the primary outcome in the current research model, has also been considered as a two-dimensional construct that consists of calculated vengeful acts distinct from engagement in affect-driven immediate retaliation conduct. To date, however, the difference between instrumental and affective revenge has received little attention. The few studies that have addressed this matter have lacked a comprehensive framework to account for the interrelations between context and social and personal attributes that would enable a deeper understanding of the different antecedents of revenge, and of the boundary conditions that differentiate instrumental and affective revenge. To account for these interrelations and their boundary conditions, the broad theoretical framing of this paper was the Conservation of Resources (COR) theory. Applying the COR theory yields a better understanding of the interrelations between incivility as a resource-depleting context, vertical solidarity as a social resource, emotional intelligence (i.e., self-emotional awareness and regulation of emotions) as a personal resource, and the complex ways they interact as part of a multi-layered process aimed at restoring, maintaining, and increasing resources.

Consequently, the current overarching goals of research are twofold. The first goal was to investigate how incivility (a social context, but also a source of stress) and personal and social resources interact to impact revenge and irritation (as a mediator between incivility and revenge). The second goal was to account for the interactions between the antecedents of revenge to set their boundary conditions in a mediated-moderated model that accounts for different types of revenge, namely affective revenge and calculated revenge. Data gathered from 210 preschool teachers was analysed using smartPLS3.

The findings supported both the mediation and moderation effects, indicating the existence of both affective and calculated revenge. Findings also revealed a trade-off between vertical solidarity driven by instrumental aspirations and revenge as two opposed strategies for resource acquisition. These findings allow a better understanding of organizational revenge and its underlying mechanisms.

Keywords: Conservation of resources theory; Incivility; Vertical solidarity; Revenge; Irritation

Bullying and the Pandemics Among University Professors

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Bullying at work consists of a destructive dynamic, made up of a sequence of hostile statements and actions which, taken separately, could seem insignificant, but whose constant repetition has pernicious effects. Our objective will be to discuss the impact of the COVID-19 pandemic on bullying levels among university professors in Québec. Has COVID-19 increased bullying and cyberbullying among professors in Québec?

Methods: We are going to present the results of a quantitative study conducted among professors in 18 universities in Québec (Canada). We used an extensive online questionnaire with different scales, like the "NAQ – Negative Acts Questionnaire" to identify bullying at work; the "ICA-W Inventory of Cyberbullying Acts at Work"; the "Areas of Working Life Scale with six organizational variables: workload, control, recognition, community, organizational justice, and value coherence.".

This online questionnaire was sent in two stages due to the arrival of the COVID-19 pandemic and its consequences on the academic environment. Thus, the first period was before the pandemic, from February 2020 to March 13, 2020, which is the official date on which Québec universities were closed, and it constitutes time 1 of our study (T1), with n=1533 questionnaires (response rate of 16%). As the working contexts and the socio-sanitary conditions were greatly disrupted by the first wave of the pandemic (winter and summer 2020 semesters), we were forced to suspend our study. In the fall of 2020, we resumed it and sent the online questionnaire again to the entire target population. By this time, the vast majority of faculty had acquired the necessary skills to work remotely, to adapt their courses to distance learning and to do their research work from home. This represents time 2 of our study (T2) with n=1260 questionnaires (response rate of 13.4%).

Results: Using the NAQ measure, we differentiated work-related (T1=9.8; T2=9.6), person-related (T1=14.5; T2=14.3), physical intimidation (T1=3.2; T2=3.2) and the NAQ-total (T1=27.4; T2=27.0). There is no statistically significant difference between T1 and T2 with respect to bullying among professors in Québec universities.

Using the ICA-W measure, we differentiated work-related (T1=5.3; T2=5.3), person-related (T1=3.2; T2=3.2), intrusion (T1=3.2; T2=3.1) and ICA-W total (T1=11.7; T2=11.6). There is also no statistically significant difference between T1 and T2 with respect to cyberbullying among professors in Québec universities.

In this way, the COVID-19 pandemic did not increase or decrease bullying or cyberbullying among university professors in Québec.

Finally, using logistic regressions for both T1 and T2, we obtained two models with the same bullying predictors among the organizational variables studied: workload (positive), recognition, cooperation, and organizational justice (negative). In this way, based on the odds ratio, the heavier the workload, the greater the odds of being bullied, and the higher the recognition, the cooperation, and the organizational justice, the lower the chance of being bullied, in both groups.

We are going to present, analyze and discuss these results in detail, especially in terms of the role of the pandemic and organizational variables on the dynamics of bullying among university professors.

BULLYING IN THE BRAZILIAN CINEMATOGRAPHIC MARKET: AN ANALYSIS FROM THE PERCEPTION OF PROFESSIONALS FROM THIS INDUSTRY

Míriam Rodrigues, Vitor Barros, Davi Campião, Abel Córdoba, Renato De Stefano, Bruno Valente

Presbyterian Mackenzie University

The Brazilian film industry annually invests millions of reais in its productions. There is an inherent responsibility due to this fact, considering that it employs many people. The reality, however, is far from being healthy, especially regarding women.

In a survey conducted by Ancine (National Cinema Agency) in 2016, aiming to understand the profile of its professionals, it was identified that white people directed 97.2% of the total films produced in 2016. Of these percentages, 19.7% were directed by women. Unfortunately, only 2.8% of the productions is directed by black men. But when we think about black women, the result is even more alarming: no film was scripted or directed by black women during this period.

Reinforced by the worldwide wave of complaints, the Brazilian audiovisual market realized that it could not continue to collude with this toxic environment and has taken some actions to modify this reality.

Thus, in addition to the creation of a booklet against bullying, the audiovisual production companies are also creating contracts with clauses that protect women on set in case of bullying and, when the industry itself does not offer this type of protection, the professionals themselves can request for it.

Professionals in this segment have created a network of empowerment and support, and are increasingly encouraging all-female sets to have protective action – and, addition to that new professionals are being given the opportunity to hold positions that are mostly held by men, such as photography, direction and screenplay.

Another relevant initiative was the creation of an online database that can be easily accessed by title search - where anyone can identify if there was bullying at any stage while shooting any movie.

This study aimed to identify how bullying occurs in the perception of professionals working in the Brazilian film market.

A qualitative research was conducted, and 8 semi-structured interviews were conducted with professionals working in this segment.

Data was analyzed through thematic categories, which generated 5 clusters: bullying situations, victims' reactions, consequences for bullying, knowledge of other cases on the market and prevention and combat of bullying occurrences.

The results pointed to the naturalization of bullying practices, mainly directed towards female professionals, as well as the negligence of companies regarding this subject. These aspects are accentuated by the informality in work relations, gender issues and the personal relations developed with peculiarities regarding hierarchies and power relations.

The data analysis also brought to light aspects related to the prejudice existing in the Brazilian society and the prejudice faced by minority groups. Thus, as a reflection of society, the film sector only reproduces the prejudices that exist in everyday life.

The study raises the need for discussions about bullying as well as the redesign of organizational structures in order to provide a healthier and more respectful environment. In addition to that, it shows the need to support victims, in the legal, financial and psychological aspects, and develop actions related to the prevention and combat of this phenomenon, which harms people and organizations.

Call of consciousness: Disrupting workplace bullying through acknowledgment

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Workplace bullying causes great harm for targets, organizations, and bystanders alike. When they are not believed or taken seriously, targets suffer to an even greater degree. In essence, acknowledgement is a "life-giving gift" (Hyde, 2006) that helps target navigate workplace abuse. This study utilized the Heideggerian "call of conscious" to describe targets existential need to attend to and be attended by others. This goal of this study was to provide strategies to help targets communicate in ways to help bring about better acknowledgment of bullying. To answer the question "What does acknowledgement of bullying require?" this analysis considers the issues of presence (hearing/listening and seeing/observing), seriousness (the moral and social weight of the issue), and power (the agency to respond). For each of these areas, there is a dialectical tension present. Those wishing to respond to workplace bullying need to navigate dialectics of decisiveness/open-mindedness, strength/vulnerability, and justice/compassion. To navigate presence, one must maintain a willingness to acknowledge that may run counter to one's own experiences—one must be present through a willingness to act that is simultaneously active (deciding to respond) and passive (staying open to jarring new experiences). To navigate power, one must be willing to be vulnerable to the other and their problems while also needing strength to potentially act, support, or defend. Those with legitimate power (i.e., HR) have a particular responsibility to navigate this dialectic and provide support to empower people within their organization with resources and support. Finally, to navigate seriousness, one must navigate the need for compassion to provide the life-giving gift of acknowledgment while simultaneously thinking about the threshold of justice necessary to right the wrong. This study explores the ways in which communication can be used to disrupt organizational discourses that silence targets to bring about needed change in toxic workplaces.

Case Study: Changing Company Culture

Sue Mann

Trauma Resource Institute; BetterUp; Positive Intelligence; International Coach Federation; National Workplace Bullying Coalition

The presentation is a case study of a boutique consulting firm. One of the 5 managing partners of the firm bullied his co-partners and others in the firm, leading to multiple medical leaves of absences and other issues. After being confronted, he resigned, and there was a lawsuit.

The presenter, Sue Mann, a professional leadership and executive coach, then worked with the leadership team at first, and then subsequently the company as a whole, to address organizational culture issues. The coaching approach used an innovative, cost-effective, scaleable, app-driven "mental fitness" methodology that was able to be delivered to every person in the company.

The presenter will present on the outcomes of the coaching engagement using both quantitative and qualitative metrics.

Catching Organizational Attention: Understanding the Neurobiology of Workplace Bullying

Pat Ferris [1], Evelyn Field [2]

[1] Pat Ferris Consulting

[2] Bully Blocking

An organization must take the issue of workplace bullying and harassment seriously to give attention to the resources required to develop a comprehensive management system. In the practical world of assisting organizations in taking workplace bullying and harassment seriously enough so that organizations do develop comprehensive management systems that address workplace bullying and harassment, we often experience the organizational response as inadequate or even damaging. Thus, the question of how to assist an organization in developing comprehensive resources for managing workplace bullying and harassment is a significant challenge.

The Facilitators find that most organizational decision-makers do not understand the injury that may develop when someone is exposed to bullying and harassment. The literature has detailed the physical, psychological, career and other damages that occur to individuals. We as practitioners find that presenting such research does catch organizational attention. However, pictures of damaged neurons and brain changes associated with exposure to WPB deeply engage people and allow for discussion of the seriousness of the injury. Following this, organizational representatives also become deeply involved when discussing our experiences as therapists treating the injury.

This presentation will explore the impact of severe stress on the nervous system and review brain imaging studies conducted on those exposed to WPB so that participants understand the depth of injury that can develop when exposed to WPB. The presenters will also discuss
how to present such information to organizations to catch their attention so that participants have the tools to show it. The presenters will give an overview of the progression of injury, including diagnostic and treatment considerations and organizational factors that exacerbate or help the healing process. This gives participants an understanding of how to help organizations
develop comprehensive systems to address all aspects of a comprehensive management system.

Challenges and Strategies for Addressing Bullying and Harassment in Policing– A Canadian Perspective

Joy Hulton. LL.B, Q. Med, Q. Arb

Mediator, Workplace Facilitator - Hulton Workplace Resolutions

Bullying and harassment occurs in all workplaces and the drivers of these behaviors are common. In recent years, reports about harassment in policing have revealed a link between specific factors in the culture of police services and patterns of harassment, as well as impediments to reporting and effective response.

Risk factors in policing that increase the likelihood of bullying and harassment include lack diversity (gender, race, age and sexual orientation); rank structure with significant power imbalances; and a culture of hyper or hegemonic masculinity. In addition, the very nature of police work comes with an expectation that to do the job, you must be tough therefore you can (or should) just 'take it' when faced with negative behavior. The culture normalizes certain behaviors and those who are targets often go along with it for fear of being deemed weak or not suitable for the job. Police culture is very resistant to change - perhaps more so than most workplaces (other than military) and changing these social norms is a difficult task.

Police culture also creates significant barriers to reporting. There is a strong 'shield of silence' and expectation that officers will 'have each other's back' which means not calling out bad behavior, effectively silencing those who would speak up. Those who come forward are often labeled "rats'' and face significant retaliation from coworkers and superiors. According to some recent reviews of police culture, the shield of silence may be the biggest hurdle to combating harassment.

Beyond workplace culture, police services in many Canadian jurisdictions face challenges in responding to harassment under competing legislative requirements of occupational health and safety, human rights, and police misconduct. Police discipline is governed by a statutory process in which the standard of proof is often applied at a level beyond balance of probabilities. The result is that police officers are often held to a lower standard of accountability because the threshold to find misconduct is set too high. Consequences are too lenient and do not deter the harasser or others, and victims do not report because they do not believe any meaningful consequences will result.

Finally, police culture does not effectively address incivility and professionalism, despite the fact that Canadian harassment legislation contains a broad definition of harassment. Incivility is therefore normalized leading to toxic workplaces and greater risk of harassment.

Canadian police services are undertaking efforts to combat cultural risk factors and address impediments to change. Police services are looking to improve how complaints are filed, triaged and investigated, as well as the disposition of complaints to ensure transparency and accountability. But changes in police workplace culture are also needed and can start with increasing the awareness by leaders of the significant negative impact of bullying and harassment and the need for change. The shield of silence must make way for a culture of active bystander intervention. Real change requires commitment by all police workplace parties, and may require some legislative change to support enhanced accountability.

[1]Transforming Police Culture Bernardi Human Resources Law LLP (2021).
[2]Report on Work-place Harassment in the RCMP (2017) Civilian Review and Complaints Commission
[3]Transforming Police Culture, supra.
[4] Example - Ontario Occupational Health and Safety Act, see section 1(1) definttion of "workplace harassment" means: (a) engaging in a course of vexatious comment or conduct against an employee or other worker in the workplace that is known or ought reasonably to be known to be unwelcome; or (b) workplace sexual harasment.
[5]Rikleen, Lauren Stiller. *The Shield of Silence.* American Bar Association, 2019.

Coaching for Respect: a process for facilitating reconciliation and repair of work relationships in which respect has been lost

Gregg Ward MCEC BCC

Founder/Executive Director The Center for Respectful Leadership

Executive Coach The Center for Creative Leadership

The Challenge. Too often, when work colleagues and/or managers and their subordinates lose respect for one another, typical organizational responses include exhortations by managers and teammates to "just get along," half-hearted informal chats by HR or leadership with the parties, or no action at all. Further, if the behavior is deemed to have crossed a policy line, then a potentially career-changing investigation is launched, followed by disciplinary action, intervention coaching, a lateral transfer or demotion, retaliation and/or constructive termination, or – once again – no action at all. In either situation, even with the best of intentions, typical outcomes from such responses include continuing disrespect and resentment, decreasing performance, collaboration, teamwork, and productivity, and increasing tension, disengagement, distancing, disrespect, and turnover.

The Desired Change. Based on my work over the past 25+ years serving as an executive coach, consultant, and trainer to industry and government in the leadership, emotional intelligence, and DEI areas, I've concluded that most organizations would strongly prefer to return a relationship, in which respect has been lost, to a level of functionality to the point where the parties can work well enough together to meet organizational goals and KPI's over a sustained period without further relationship challenges.

The Solution. To help my clients achieve these goals, I've developed and refined a process called, Coaching for Respect™ (NOTE: TM is currently under application). Coaching for Respect™ is a step-by-step process specifically designed to utilize directive coaching methods, supported by proven dispute mediation techniques, which encourages and facilitates genuine reconciliation and the repair of work relationships in which respect has been lost.

The Presentation. During my conference presentation, which I believes aligns with the conference theme of *"Prevention, Interventions, & Solutions,"* I will outline the concepts, tools and steps that are employed during the Coaching for Respect™ process. I will then review two specific case studies from my own experience, one in which the process was successful and the other in which it failed. At the end of my presentation, participants will have a clear understanding of…

- The Coaching for Respect™ process
- The executive coaching, reconciliation, dispute mediation, and reparative concepts, tools, techniques, and skills employed
- The situations wherein the process is most likely to be successful and when it should be avoided
- The limitations of the process in terms of addressing behaviors that require a more definitive intervention and/or disciplinary action

Co-occurrence of sexualized and non-sexualized interpersonal mistreatment behaviors: A cluster analysis of 31 behaviors

Ruth Beach

Australian National University

The ILO Convention 190 recognises the right to a workplace free of harassment, including gender based violence (ILO C190 2020). Although there are established literatures on interpersonal mistreatment, the co-occurrence of sexual and non-sexual harassment is an underdeveloped area of research. This study investigates the co-occurrence of sexualised and non-sexualised behaviours data from a large public sector organisation. Frequency data from 31 non-criminal behaviours were entered into cluster analyses.

The result show that sexualised behaviours did not occur in isolation, and instead commonly co-occurred with all other non-sexual interpersonal mistreatment behaviours. In this large organisation, punitive interpersonal work practices are foundations of all interpersonal mistreatment experienced at work. This suggests that, once sexual harassment is identified, the target has also experienced other types of non-sexual interpersonal mistreatment.

This finding implies that measures of sexual misconduct should include non-sexual forms of mistreatment and interventions should also address these behaviours.

Conversation, coffee and corporate contentment?

Dr Frances McGregor

University of Huddersfield

Summary of the workshop objectives and activities:

- To explore the concept of a randomised coffee trial
- To understand the benefits of randomised coffee trials for individuals and organisations
- To participate in a randomised coffee trial experience
- To consider if participation in randomised coffee trials could have a positive impact on improving dignity at work

A Randomised Coffee Trial or RCT for short is a rather fancy name for an incredibly simple idea. RCTs are used to connect people at random and give them time to meet to have a coffee and talk about whatever they wish. The original idea was inspired by Pedro Medina and developed by Michael Soto and Jon Kingsbury of Nesta UK in 2013. Nesta is an innovation charity with a mission to help people and organisations bring great ideas to life. An RCT can be run in a wide variety of ways but one way will be explored during the IAWBH conference workshop.

This workshop will explore how RCTs can provide legitimacy for valuable conversations between people about things that aren't directly work related, although the direct beneficial impacts on various business and organisational projects and programmes are widely reported. There is also a significant benefit for the participants, in terms of health, well-being, coping mechanisms, resilience and the workshop will consider how these totally random conversations, offer support for in terms of networking, collegiality and a wider perspective of challenges colleagues may face.

The RCT offers the chance to make time to talk to people that often we should be talking to in the workplace, as well as creating opportunities to meet people who they won't be directly working with but it's nice to know who they are. Work and non-work conversations are either or both fine. The aim of the RCT is to break down organisational silos and build a more caring, sharing culture.

This workshop will take delegates through the RCT experience and then review these in the World Café style to explore how this may be used in organisations as a potential tool in the battle against workplace bullying.

RCTs are managed in a variety of ways and taking this notion out to a conference is an ideal opportunity to match and network with delegates; connecting people at the IAWBH conference brings together not only a shared research interest but also the opportunity to meet and speak with someone who, ordinarily we may not get the chance to. The idea that the RCT could be an informal 'conversation starter' and could be used to erode workplace silos which lead away from the themes of 'good work' can be positively investigated in the workshop.

Conversations Exploring Employee Experiences of Workplace Bullying and Harassment and Their Thoughts on Moving Forward: Engagement in Workplace Restoration

Pat Ferris

1

Practitioners use various strategies to intervene in workplace bullying and harassment e.g., training, coaching, culture assessments, and restorative facilitation between employees and their groups. Each approach can be effective. As a practitioner, the writer has provided the range of interventions noted. The writer is frequently asked to provide recommendations to organizations on steps they can take to ease a specific situation where the organization identifies incidents of bullying and/or harassment through surveys or investigations and where there is evidence that these experiences have impacted a workgroup or the organization. After twenty-five years of experience providing various interventions, the writer finds that multiple interventions are needed when significant and severe founded incident/s occur. To develop pertinent recommendations for steps forward, the writer uses a process of exploration of experience with employees to determine a) what their specific experiences have been, b) what has impacted employees the most, and c) what they need to move forward and what recommendations they would make to their organization for immediate and longer-term restoration/creation of psychological safety.

Thus, through this qualitative case study, the writer describes and discusses a specific approach to recommending interventions to address specific incidences of workplace bullying and harassment.

Aim: 1): To describe an intervention strategy that engages employees, managers, and company executives in developing strategies, supports, and interventions that build community after incidents of racial, gender, sexual harassment, and bullying. This intervention strategy consists of a) clarifying with the contracting organization their goals for intervention, their definition of the problem and an exploration of the history of the issues in need of intervention; joint development of an iterative process of questions with the contracting organization to ask impacted employees; b) joint development of a communication strategy and time frame; c) development of and agreement to statements of confidentiality of information shared by employees; d) discussion with employees; e) compilation of themes and recommendations based on interviews and; f) sharing results with the organization and employees.

2). To summarize themes identified from this process across several interventions.

3). To summarize and discuss the recommendations provided by participants.

Methods: The writer undertook significant projects in large organizations that explored employee experiences of bullying, harassment, and psychological safety after triggering incidents. The writer interviewed employees in each project to understand their experiences with the issue that generated the project. The writer developed interview questions in conjunction with the organizational contact. The writer designed questions to gain insight into employee experiences. These questions were intended to give voice to those who had witnessed or experienced workplace bullying/harassment. The writer also asked questions about what the employee would recommend to assist a group or

organization to move forward toward the restoration and creation of a workplace culture of belonging and respect. Using thematic analysis, the writer identified the themes around experiences, impact, and recommendations for steps to restore and create a climate of respect.

Results: The writer compiled reported employee experiences, factors that impacted employees the greatest, and employee suggestions for improvement.

The themes identified by participants in this process were consistent. The first theme is an observation of emotional distress and anger from many organizational participants about their experiences. Other themes consistently identified included issues of role clarity, fairness, employee voice, understanding and having resources, processes and support people for early intervention, desire for facilitated discussions within teams and training to understand and commit to how people want to be treated.

Participants consistently recommended more significant input from leaders and leadership competencies to support employees, clear policies and procedures, resources for early conflict resolution, voice/input into the management of their departments, and fairness in support and promotion.

Conclusions: Based on the themes identified, organizations continue to lack a range of resources that provide early intervention for escalated conflict, clear communication of policy and "where the line is." It is also apparent that even good leaders struggle to intervene and manage workplace bullying and harassment unless they have a team of supportive organizational leaders around them. Provision of training, professionally facilitated team or group meetings, and discussion around how people want to be treated seem to be the most recommended and accepted interventions by employees.

Key words: recommendation, organizational intervention, employee engagement

Cyber-Bullying and Mental Health Amongst University Students: A Systematic Review

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Introduction

In the age of social media and the internet, cyberbullying is becoming increasingly prevalent globally, particularly amongst young people. Cyber-victims, or individuals who face cyber-bullying, may be at an increased risk of developing adverse psychological outcomes. Thus, this systematic review summarizes the mental health effects of cyberbullying amongst college and university students.

Methods

A systematic search of PubMed, Cochrane, and Embase was performed to identify studies reporting mental health effects of cyber-victimization amongst college/university students, up till January 2021. Following this, two authors assessed risk of bias using the National Institute of Health (NIH) tool for quality assessment.

Results

A total of 24 studies were included in the final qualitative synthesis, for a total of 24,464 students. Only 7/24 selected studies were conducted in lower-middle income countries.

Depression was significantly associated with cyber-victimization in 10/12 studies (prevalence: 15-73%), anxiety in 6/7 studies (27-84.1%), stress in 2/2 studies (32-75.2%), and suicidal behavior in 3/5 studies (2-29.9%). Cyber-victimization was weakly but significantly correlated with lower self-esteem in 3/4 studies (r = -0.152 to -0.399). Cyber-victims also reported fear of their perpetrators in 2/2 studies (12.8-16%). Decreased academic concentration and productivity was also reported in two studies (9-18%). Lastly, cyber-victim students were more likely to have partake in substance abuse (adjusted odds ratio: 2.37 [95% confidence interval: 1.02-5.49]; p= 0.044) those controls. Most studies were of good quality (14/24), with 8/24 being fair and only 2/24 of poor quality.

Conclusion

Our results demonstrate high prevalence of adverse mental health outcomes amongst cyber-victims, particularly depression, anxiety, stress, and suicidal behavior. Understandably, academic performance is also negatively impacted by cyber-bullying and its associated effects. Based on our findings, we recommend that institutions of higher education around the world introduce zero tolerance policies regarding cyber-bullying, enact screening processes to identify cyber-victims experiencing threats to their mental well-being, and provide psychological therapy for cyber-victims within their institution.

Cyberbullying in Crisis Situations

MIWAKO WAKUI

OFFICE PRISM LLC

Objective

The usage rate of Twitter in Japan is assumed to be 38% and is said to be the second most used SNS, following the usage rate of the communication tool, LINE. In a place such as Japan where there are many disasters, in addition to the speed of information diffusion, the anonymous nature of the SNS is said to "work well with the national characteristic of the Japanese people, which is to separate their true feelings with their official stance."

The reality is, harassment, mobbing and bullying often happen on Twitter. In cases where individuals are targeted, court cases have ensued with victims driven to commit suicide, and in cases where groups are targeted, many have developed into political issues.

In Japan, in particular, where people experienced two crisis situations—the nuclear accident and the covid catastrophe—in less than just ten years, saying that group attacks on Twitter has had an effect on people's lives is no exaggeration. For instance, it can't be denied that accounts that promoted nuclear power plants group attacking numerous accounts that spoke about the negative effects of radiation on the human body using specialized equipment to get accurate measurements resulted in the expedition of a situation in which people's health and lives became looked upon as unimportant. And this time even, with the coronavirus crisis, accounts that pushed government measures continuously group attacking numerous accounts that spoke about the necessity of PCR tests resulted in becoming one of the causes for the delays in measures compared to other countries. In fact, it is incontrovertible that there was an aspect where SNS was used to silence people and divert people's attention away from problems; the number of people who pointed out the existence of companies that were dedicated to attacking accounts that went against government policies was not negligible.

This study intends to examine the impact of SNS on individuals and society through data and specific examples of mobbing using SNS as well as instances of court cases.

Method

Multiple individual bullying cases and mobbing cases will be examined by, while also mixing in data from specialized organization and instances of court cases, sorting out and categorizing their respective number of perpetrator and victim accounts, attributes, characteristics, and the period of the bullying, as well as the impact on involved persons and society.

Conclusion

One of the characteristics of the Japanese people often cited is that they have a national characteristic of worrying about other people's opinions and being agreeable with people around them. SNS may very well be utilized because this type of national characteristic will, especially when big disasters occur, postpone problem solving by encouraging the atmosphere of making responsibility ambiguous. In order to prevent any casualties or victims, it is extremely important, in both times of peace and during pandemics, to understand the tendencies of group attacks and mobbing and consider preventative measures.

Key Words: SNS, pandemic, mobbing, cyberbullying

Dark Leadership: Workplace Bullying, Psychological Harassment, or Office Politics?

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Aim

Leader behaviour such as workplace bullying and harassment can have negative consequences for organizations costing billions in lost productivity and turnover. Yet it is a problem that goes largely unacknowledged in the business world perhaps because admitting that leaders indulge in such behaviour may paint a picture of toxic workplace culture. In contrast, office politics is often characterized not only as a normal part of organizational culture but a necessary skill for leaders to master. However, office politics can also be seen as manipulation and dishonesty and in the pursuit of self-interest can become workplace bullying.

This presentation reviews the findings of a qualitative study looking at how negative leader behaviour is characterized within organizations. The term dark leadership is used as an umbrella term to refer to various ways negative behaviour can be referred to within the organizational setting. The study explored three specific definitions: workplace bullying, psychological harassment, and office politics. Insights were sought from three perspectives: leaders (or perpetrators), employees (or targets), and human resource practitioners (most often tasked with resolving incidents).

Method

The study consisted of semi-structured interviews looking at the specific meaning of the three terms as well as the characterization of the associated behaviours. Further exploration of the organizational context included the existence and nature of workplace policy, how leaders were assessed and developed, and recommendations for improvements. Thematic Analysis was used to analyze the resulting data, within and between the three study groups.

Results

The data indicate there are both similarities and differences in the meanings of workplace bullying, psychological harassment, and office politics across the three stakeholder groups. Also, how dark leadership is characterized within the workplace setting influences how much it is tolerated. The North American study site illuminated ways the typical western approach to organizational structure, with top-down leadership, can influence the workplace culture in which dark leadership can thrive.

Conclusions

Initial findings provide insight into the need for organizations to hold leaders accountable for their behaviour, as placing emphasis only on results without examination of the means through which they are accomplished creates the conditions in which dark leadership ensues. This research sheds new light on ways to understand and talk about negative workplace behaviour as well as the need to assess and develop our leaders differently. Considering dark leadership at the recruitment, assessment and development stages can assist organizations in creating the conditions for the psychological safety of employees at all levels.

Deliberate Indifference on Workplace Abuse: A Theory on the Influence of Fear of Shame and Humiliation, and Self-Preservation of Leaders

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In spite of the Time's Up and Me Too Movements heavily influencing the global cultural zeitgeist of the recent decade, little has changed in that abusive behavior in the workplace is still widely documented worldwide, even with the presence of corporate policies that were set in place to protect employees against abuse. To understand why this phenomenon persists, this study proposes a positivist theoretical model to explain the deliberate indifference commonly perceived among organizational leaders and other people in power to reports of workplace abuse. This model was built based on the framework of Jaccard and Jacoby (2010) on theory construction and model-building, as well as in consideration of the theories of Planned Behavior (Ajzen & Fishbein, 1977) and Social Identity (Tajfel, Turner, Austin, & Worchel, 1979). This model also takes into account the measures and constructs of the following variables: fear of shame and humiliation (independent), disruptive leadership behavior like narcissistic and laissez-faire (moderator), self-preservation behavior (mediator), and deliberate indifference to workplace abuse (dependent). Utilizing the thought experimentation process to determine the relationship of the given variables in hypothetical scenarios, it has been found that the level of fear of shame and humiliation positively influences self-preservation behavior, and that the relationship between fear of shame and humiliation and self-preservation behavior is higher for persons who exhibit narcissistic leadership behavior than laissez-faire. Furthermore, the level of self-preservation behavior exhibited by organization leaders positively influences their deliberate indifference to workplace abuse. This means that while leaders in general exhibit self-preservation tendencies, those who show signs of narcissistic leadership behavior are more likely to prioritize their own self interests over others, and being more deliberately and morally indifferent to occurrences of workplace abuse than individuals with more laid back yet still disruptive leadership behaviors. It is also worth noting that the act of downplaying abuse claims and masking policy violations are examples of self-preservation behaviors that, when left unchecked, can encourage a higher frequency of deliberate indifference in the future. Therefore, in order to promote humanistic management practices, it is recommended for organizations to look out for and recognize signs of disruptive leadership behaviors in order to see the proverbial writing on the wall and prevent further workplace abuses.

Does every organization need the same approach and actions in the prevention of unaccepted behavior?

Marjolein Uiterwijk

Netherlands Labour Authority

Workshop

Title

Does every organization need the same approach and actions in the prevention of unaccepted behaviour?

In 2021/beginning of 2022 the NLA has completed a study about a very large range of gathered factors (which is rather unique) that can lead to or increase the risk of unaccepted behaviour. And about actions for the prevention of unaccepted behavior. Scientists, practitioners, jurists and organizations took part in this study.

Why is this study important, specifically and useful?

- It is important for the NLA to know about the State of Science and Practitioners. This is needed for the translation into legislation. The Working Condition Act only says: 'you need to make an inventory and take actions'. How to make an inventory or what actions are not mentioned. Therefore this study is important and can be helpful.
- In this study a great amount of risk factors have been gathered and scientists, practitioners and jurists have been asked about consensus and actions. This is rather unique.
- Often organizations are not aware of the risk factors and pay more attention to curative actions than preventive. The study can be useful to develop interventions, instruments and tools. So that organizations know how to make a good inventory, make them more aware of the risks and that a preventive approach is a priority. And of course the PDCA cycle.

In this workshop you can learn about the different risk factors. When will a risk factor actually lead to unaccepted behavior and in what way are context and risk factors related to each other.
We will also discuss the subject and the difficulties of working with these risk factors in practice.

What are we going to do in this workshop?

I will start with a brief introduction of the study and results. And maybe a small round to get to know each other(s background on the subject).

After this there will be one or two questions (depending on the time there will be left) we will be working on in an interactive way:

1. Imaging you are an organization that knows nothing or little about unaccepted behavior. You have to make an inventory and decide about actions. This is very complicated.

How can we help such an organization by making an inventory with a large list of risk factors in mind (the organization has little knowledge of). How could you make it simple but workable? What is essential, what is reasonable, what can be skipped, etc.?

2. There are large organizations and smaller organizations.
   What is reasonable, to ask the same way of inventory and kind of actions of both of these organizations or can we make a distinction?
   How do you decide this and what kind of distinction is reasonable? (And when - number of employees-)

I hope to see you and work with you on these themes in my workshop. You can learn to look in a different way on the theme and the results of the workshop can be very helpful for the development of instruments and tools!

Uiterwijk, Marjolein.

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Examining the Rise and Role of Organizational Ombuds in Professional Research Associations

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[1] Michigan State University

[2] National Institutes of Health Office of the Ombudsman

Prior to NASEM's Report on Sexual Harassment in Academic Science, Engineering and Medicine in 2018, only five professional research associations offered "ombuds" programs to address issues of inequity, discriminatory practices, and other academic concerns. This report served as an impetus for these types of organizations to assess their policies and resources more broadly in relation to these concerns. As a result, fifteen other associations had created ombuds programs as an avenue to support their members through January 2020 and the numbers have continued to grow into 2021. These programs vary in scope, model and adherence to professional standards. The genesis of the organizational ombuds movement in the United States occurred alongside the Civil Rights Movement in the late 1960's as means to address discrimination and harassment among other concerns in higher education. This session will detail the evolution of organizational ombuds in the United States and internationally, as well as the evolution of ombuds within professional research associations.

As part of this, a research analysis of ombuds in professional associations will be highlighted (Burton & Mershon, 2021), as well as data from the biannual Practice Survey conducted by the International Ombudsman Association (IOA). The presenters will also discuss how organizational ombuds work with instances of sexual harassment and discrimination and how their work can identify patterns, themes and trends; including systemic, structural and cultural concerns that disproportionately impact BIPOC communities; sexual and gender diverse individuals; and those with multiple marginalized identities. Finally, the presenters, who are also organizational ombuds serving as professional ombuds in the college/university setting, as well as in professional research associations, will share their stories and experiences of working in the American Educational Research Association (AERA) and the Midwest Political Science Association (MPSA).

Through this presentation, attendees will:

- Understand the evolution of ombuds in professional research associations
- Examine the benefits/considerations for implementing an ombuds office
- Identify the most appropriate ombuds model for their organization or means to improve their program
- Understand the impact of organizational ombuds on association culture, especially in situations of sexual harassment and discrimination, as well as bullying and incivility

Finally, resources shared will include the IOA Toolkit for creating an organizational ombuds in professional associations; IOA Effectiveness Project and the Journal for the International Ombudsman Association (JIOA).

Experiences of Positive and Negative Feedback in Surgical Training

Madeline Carter [1], Neill Thompson [1], Charlotte Rothwell [2], Hannah Hesselgreaves [1]

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Background and Aim

Negative behaviours and bullying are persistent problems in healthcare (Hoel & Cooper, 2000; NHS Staff Surveys, 2020), and bullying in surgical training is particularly pronounced. The Royal College of Surgeons of Edinburgh (RCSEd, 2014) reported that surgical trainees were three times more likely to be bullied than other healthcare staff, and most trainees had witnessed bullying, with similar findings reported in the UK and internationally (Bradley et al., 2015; General Medical Council, 2017; Ling, 2016).

In surgical environments, negative behaviours are often experienced and witnessed as undermining feedback. Evidence indicates that undermining feedback and negative behaviours can have serious implications for patient safety, the quality of surgical education, staff wellbeing, recruitment and retention (Bonde et al., 2016; Carter et al., 2013; Jackson et al., 2003; Kamali, 2016; Kennedy, 2013; Paice & Smith, 2009; Riskin et al., 2015). However, constructive feedback can augment learning and research indicates that positive feedback can have a powerful effect on the learning and wellbeing of surgical trainees (Kamali & Illing, 2018).

This study sought to understand positive and negative experiences of giving, receiving and observing feedback in surgery. In order to inform future interventions, this study also aimed to identify the enablers of, and barriers to, effective feedback in surgery.

Methods

Semi-structured telephone interviews (n=18) were conducted with surgical trainees, surgical consultants, and the wider surgical team in general surgery and trauma & orthopaedic surgery in a Northern region of England. These qualitative interviews explored positive and negative experiences of giving, receiving and observing feedback in surgery. Data were analysed using framework analysis.

Results and Conclusions

The interviews highlighted a number of broad themes related to feedback, and this presentation will focus on themes relevant to bullying and negative behaviours. Examples of negative behaviours included overly harsh and critical feedback with no acknowledgement of positives or opportunity to respond, as well as shouting and public humiliation. Participants described the detrimental impact on wellbeing, confidence, ability to focus and surgical performance.

Feedback and learning occurred within a complex context which was shaped by workplace cultures and hierarchies; social relationships; individual differences in insight, skill and engagement; and the work environment with its stresses and pressures. These factors, along with aspects of the delivery of feedback, acted as enablers and barriers to effective feedback.

In conclusion, feedback is an essential part of surgical training, but the delivery of feedback is often experienced as undermining behaviours and bullying. The results highlighted the importance of developing an in-depth understanding of the circumstances in which negative behaviours are frequently experienced (such as the delivery of negative feedback), as well as delineating more effective alternative approaches. This understanding will inform the development of interventions to address overly critical feedback in surgical training.

Keywords: Bullying, Feedback, Surgery, Surgical Training, Healthcare

Findings from the Workplace Health Insights from Students (WHIS) Survey

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Previous research suggests that workplace bullying is exceedingly common. According to Fisher-Blando, 75% of individuals had witnessed mistreatment of coworkers and 47% had been bullied during their careers (2008). Although bullying causes serious physical and psychological harm (Cochran, 2017), it continues to be a common workplace challenge. Difficulty with defining workplace bullying consistently, lack of recognition by management, and lack of effective legal remedies are some reasons why workplace bullying persists. It is important to bring awareness to workplace bullying and safely address these problems before they escalate to irreparable harm. A few surveys have recently touched upon the bullying experienced in academia between students and faculty, including Chapell's sample of over one thousand students, where 24.7% of students had witnessed or experienced bullying from other students and 12.8% of students indicated that they had seen or experienced bullying from teachers (Chapell, 2004). However, there are no known surveys of college students regarding their experience with "stable" or "toxic" characteristics. During the summer of 2020, our research team from the United States with collaborators based at Simmons University, the University of Central Florida, and the University of Scranton developed the Workplace Health Insights from Students (WHIS) mixed methods survey for college students, part of which was adapted from the Negative Acts Questionnaire (NAQ) created by the Bergen Bullying Research Group based at the University of Bergen, Norway. In the fall of 2021, we distributed a survey to undergraduate and graduate Simmons University students to determine their existing knowledge about healthy and unhealthy workplace practices and learn about their workplace experiences. It is our goal to further develop, validate, and administer this survey worldwide to determine how college students experience healthy workplace environments and also so that we can help teach students how to identify and better protect themselves against workplace bullying. By analyzing the data, we hope to learn how college students are affected by workplace bullying and identify areas where educational institutions and organizations can improve to better prepare trainees for promoting healthy workplaces. We believe that our qualitative work is especially timely during the COVID-19 pandemic, which we believe exacerbates conditions and stressors that can lead to workplace bullying, particularly in healthcare settings.

Gender-based harassment in Higher education: A Swedish national prevalence study

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Aim

Gender-based harassment (GBH) is prevalent in many kinds of organizations, including higher education institutions (HEI). Previous research has linked GBH to negative physical, psychological, and professional consequences, making it urgent to find ways to prevent GBH and support those exposed. The purpose of this study is to present results from a Swedish National research study on prevalence of different forms of GBH (i.e., bullying, cyberbullying, and sexual harassment) in Swedish HEI. Specific research questions are: (1) what is the prevalence of different forms of GBH? (2) Are there differences in occurrence of different forms and severity of GBH between respondent groups (e.g., positions, women, men)?

Method

We conducted a large national research survey on GBH in Swedish HEIs targeting employees, PhD students and students (June 2021). The questionnaire was largely built on validated scales that has been used in previous studies (e.g., COPSOQ), and questions were time-bound to events that took place during the past 12 months [1]. 123,000 individuals were selected from Statistics Sweden's (SCB) higher education register (N = 38 HEI). The total response rate was 32% (N=38 918); 48% of employees (N=15 080), 38% of PhD students (N=5 256), and 24% of students (N=18 582). To enhance representativeness of the data, calibrated weights (population weights) were calculated by SCB. We present descriptive analyzes in this study.

Results

In this section, we present preliminary results from the survey. 7% of the whole population reported having exposed to work-/study place bullying, 5% reported that they had been the target of work-/study place cyberbullying, and 4% reported that they had been sexually harassed. When results are divided into different respondent groups, results show that 11% of employees, 12% of PhD-students, and 6% of students reported work-/study place bullying. The groups most exposed to work-/study place bullying were women employees (14%) and women PhD-students (15%). The groups least exposed to work-/study place bullying were women (6%) and men students (5%). 5% of employees and students and 4% of PhD students reported exposure to cyberbullying. The group women employees and women students were most exposed to cyberbullying (6%). 2% of employees, 3% of PhD students, and 5% of students reported being sexually harassed. When results are divided into position and sex, the group reporting the highest prevalence of sexual harassment were women students (6%).

Conclusions

The prevalence of different forms of GBH varies between populations (employees, PhD student, and students), and further, between women and men. For example, women are more exposed than men, workplace bullying is most prevalent among employees and PhD students, and sexual harassment is most prevalent among students. Knowledge about the different forms of, and exposure to, GBH can be used to create more cohesive prevention methods, promote equal opportunities, as well as recommendations for concrete tools and support systems to reduce GBH/harassment.

Keywords: Academia, sexual harassment, bullying, cyberbullying

Harassment in the Canadian Armed Forces

Manon Mireille LeBlanc, Jennifer Peach

Background
The Canadian Armed Forces (CAF) is committed to a work environment free from harassment. An important part of the effort to eliminate harassment is to measure the prevalence of inappropriate behaviours in the organization. To assess this information, the Canadian Armed Forces Harassment and Discrimination Survey (CAFHDS) was developed. The CAFHDS measured three types of harassment (personal harassment, abuse of authority, and hazing). It also collected information about harassment incidents, such as harasser characteristics (e.g., subordinate, peer, or supervisor) and target actions following incidents (e.g., file a formal harassment complaint). In the current study, we present the results of the survey and examine whether there are differences in reported harassment based on Regular Force (Reg F) members' demographic characteristics, including gender, designated group member (DGM; i.e., members who self-identified as a visible minority, an Indigenous person, or a person with a disability) status, rank, and sexual orientation.

Method
Between 21 October 2020 and 15 December 2020, the CAFHDS was administered to a stratified random sample of Reg F members. In total, 4,715 members completed the survey, for a response rate of 36.2%. The results were weighted so they would be representative of the CAF Reg F population. Quantitative results have been analyzed for this presentation.

Results and conclusion
Personal harassment and abuse of authority were the most frequently reported behaviours experienced in the past 12 months. Women, DGMs, junior ranking members, and members who identified as homosexual, bisexual, pansexual, and asexual were at increased risk for experiencing personal harassment and abuse of authority. The majority of harassers were CAF members, with fewer inappropriate behaviours being attributed to civilian employees. In general, the individuals responsible for harassment behaviours were supervisors. Few Reg F members made a formal harassment complaint, preferring instead to avoid their harasser, speak to their harasser, speak to their chain of command, or do nothing. The most common reason reported for not filing a formal harassment complaint was fear of negative consequences (e.g., being labelled a trouble-maker). Harassment was often an ongoing issue for members (occurring both before and during the COVID-19 pandemic), although rates seemed lower during the pandemic than before. The results of this study may be used to inform ongoing efforts to reduce harassment in the CAF.

Keywords: Canada, military, personal harassment, abuse of authority, hazing

Healing the Scapegoat: A Theological-anthropological Contribution

Mikael Nilsson

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This presentation highlights a philosophical and theological orientation toward the workplace bullying phenomenon, particularly the healing of the bullying victim, as an innovative way of discovering new layers of understanding. This approach is applied in my doctoral thesis, which aims to suggest guidelines for healing practices of bullying victims. These guidelines will be based on a philosophical and theological reflection on the lived experiences of victims, and elaborated in an interdisciplinary dialogue.

The lived experiences of bullying victims are investigated through qualitative interviews with eight female participants, based on narratives, previously written by these participants. My methodological approach is based on the phenomenological hermeneutics of Paul Ricœur, and aims to uncover new meanings of lived experiences. The analysis results in phenomenological themes, illuminated in a theological-anthropological discussion.

This presentation highlights some preliminary results of the investigation and describes how a theological-anthropological reflection may enrich our understanding of the suffering human being as well as healing possibilities.

The trauma theory of Janoff-Bulman, applied to bullying victims, has shown that PTSD symptoms may include shattered assumptions of the self, the benevolence of others and the meaningfulness of the world. My empirical material strongly confirms that the fundamental sense of identity of the victim is in serious jeopardy. The participants report a sense of being unjustly blamed, of deep self-contempt, self-distrust and a sense of being invisible and even nonexistent. These conditions obstruct their imagination and capacity to deal with the situation. I find these observations constructively illuminated by a narrative identity theory and a scapegoat theory.

During the last decades, strands of theological and philosophical thought have observed and discussed the narrative structure of events and human experience. Our experiences and engagement in the world are ordered and understood as narratives. Paul Ricœur's concept 'narrative identity' underlines the temporal dimension of the self. Identity is discovered from within narratives based on repetitive habits and norms. Thus, the story character is positioned and defined by those who have the power to tell the story.

This positioning is actualized in the anthropological theory of René Girard who explores a human tendency to turn "the war of all against all" into a war of all against one single victim. According to Girard, this victimization presupposes a false mythic (narrative) structure that positions the victim as a necessary sacrifice – a scapegoat – unanimously expelled and blamed for the crises of the community.

Based on these theoretical perspectives, I propose that a narrative "scapegoat-identity", incorporated by the victim, could be exposed as socially constructed from within particular narratives and consolidated by oppressive habits, norms and the implicit consent of silent bystanders. Consequently, I will argue that a healing process should enable a kind of re-narration of the experience of the victim, that may position the victim in new manners. With new habits, norms and narratives, new possibilities of imagination, interpretation of the self and perception of the world, may be opened up.

Keywords: Trauma, rehabilitation, healing, narrative identity, scapegoating.

Healthcare Constant Observer Education: Mitigating Hospital Based Violence

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While workplace violence within the healthcare setting is a well-documented invasive phenomenon, workplace violence literature regarding staff providing constant patient supervision is scant. It is well documented that those healthcare workers in close proximity to patients for the most amount of time are at increased risk of patient to worker violence. A 2021 qualitative research study found that Certified Nursing Assistants (CNA) can be up to 23 times more likely to experience aggressive behaviors from patients (Xiao, Winstead, Townsend, & Jablonski 2021). CNAs and various healthcare technicians are often called upon to provide constant observation for patients who are ordered constant surveillance for their safety. Given the similar job descriptions within both long-term care and hospital care, it is likely that these findings are reflective of the rates of workplace violence experienced by staff in constant observer roles within the hospital setting. According to Schoenfisch et al. (2015) constant observers receive less training to deal with incidents of workplace violence, often receiving no training at all. Current recommendations by the International Association for Healthcare Security and Safety point out that a comprehensive training program for this often-overlooked group of healthcare workers can increase staff and patient safety, ultimately reducing cost to the facility (IAHSS Foundation, 2017). Internal health center statistics reflected these scientific findings, and following a gap analysis, a comprehensive workplace violence prevention eight-hour training was developed to educate staff who were likely to engage in the constant observer role. Theoretical foundations were derived from Swanson's Theory of Caring (Swanson, 1991), High- reliability organization (HRO), trauma-informed care (TIC), and de-escalation principles. The purpose of the education was to introduce learners to principles listed above and apply them to the constant observer role.

Furthermore, the educational module includes care for special populations, including behavioral health, substance use, and dementia patients. The focus is to ensure training is relevant from the perspective of the constant observer and demonstrates how these principles can be applied to their practice. Short-term outcomes were projected to include enhanced understanding of workplace violence prevention and decreased perceived and reported rates of workplace violence. Long-term outcomes are projected to increase staff psychological safety, decrease turnover, and decrease burnout in staff engaging in the constant observer role. Initial qualitative results show that employees who participated in training felt more prepared to handle disruptive behaviors in the early stages. Also, employees felt increased empowerment to plan with the care team on what to do proactively should there be a concern. Constant observer training aligns with newly released Joint Commission Standards that state organizations must provide training, education, and resources to staff members based on their roles and responsibilities that address prevention, recognition, response, and reporting workplace violence (TJC, 2021, p.04). We hope this work can inform future research and educational initiatives for this often-overlooked population, as well as increase awareness of workplace violence in the healthcare setting. Moreover, to provide educational programs that assist staff members in identifying, preventing, mitigating, and responding to workplace violence events.

How ILO Convention no. 190 concerning the elimination of violence and harassment may change the approach to work-related violence?

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On 21 June 2019 International Labour Organization established the first-ever international treaty regulating rules of preventing work-related violence and harassment - Convention no. 190 concerning the Elimination of Violence and Harassment in the World of Work (the "Convention"). The Convention promotes revision of laws and regulations preventing harassment and violence in the workplace established almost two decades ago by many legislators across the globe. The aim of the presentation is to examine in more detail ILO recommendations and guidelines aimed at prevention and elimination of harassment and violence in the world of work. Particular attention will be paid to the core principles set forth by the Convention that encourages ILO Member States to adopt a more inclusive, gender-oriented and interdisciplinary approach to the problem of violence and harassment. According to ILO recommendations, Member States should guarantee protection against all forms of work-related violence and harassment as well as make sure that such protection is provided to all individuals regardless of the type of their employment. Importantly, ILO encourages Member States to ensure that protection is granted to all individuals, including those working online in virtual workplaces or through platforms as well as to self-employed and home-based workers. Apart from that, ILO urges Member States to prevent gender-related violence that constitutes one of the most frequent forms of aggressive behavior in the workplace. Last but not least, the Convention recommends rethinking the approach to the problem by introducing new obligations on employing entities, representatives of workers as well as public authorities which altogether should work on prevention and elimination of harassment and violence in the workplace. Such recommendations seem reasonable especially considering development of new forms of employment as well as the fact that COVID-19 pandemic have changed the nature of work-related violence which requires immediate legislative response.

Influencing factors on workplace bullying investigation processes: a thematic analysis

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While recognised as a problem for many years, the interventions available to address workplace bullying lack a strong evidence base. Consequently, while we have developed an extensive knowledge base in the prevalence, antecedents, and consequences of bullying at work, our understanding on how to tackle the problem remains in its infancy.

The most widely employed strategies that organisations adopt are to investigate complaints of workplace bullying as part of an overall dignity at work or respect policy. This can lead to those accused possibly being dismissed if proven and allows organisations to reinforce a culture where bullying is not tolerated or is counter to their prevailing values. The use of investigations is the bed-rock of most workplace bullying policies and endorsed widely as an appropriate course of action to take. Despite this, research and evaluation of the investigation process is relatively limited, with few studies that have examined the underpinning processes or the factors that contribute as barriers or enablers. The current qualitative study provides insights into the investigation process and the role of the investigator, providing findings that are relevant to most workplaces and employers who may embark on workplace bullying investigations.

Ongoing data collection was carried out through research interviews with 12+ experienced workplace bullying investigators. The semi-structured format of the interviews enabled exploration of a wide range of issues related to both the investigation process and the investigators themselves, allowed a rich exploration of answers, and gave participants the opportunity to provide a depth of insight into their experiences. Transcriptions of the interviews were examined through Thematic Analysis and a number of key themes were identified: Timeliness; The Role of the Investigator; Planning; and Decision Making being most prominent. In addition, a process model of investigation processes was developed that reflects the practice complexities of investigations.

The findings generated in this study offer implications for organisations involved in planning and conducting investigations. The model identifies the key steps taken in an investigation, where variations occur, and critical components that need to be considered in the process of designing policies or planning investigation processes. Furthermore, the key role of the investigator is discussed in detail and these findings provide important insights for the process of selecting and training investigators.

The nature of the qualitative approach adopted lends itself to some limitations. Firstly, the sample was predominantly UK focused and may not be transferable to other national settings. And secondly, the participants were predominantly HR professionals and therefore investigators from different disciplines, such as Safety or Operations management, may take varied approaches. These limitations present opportunities for future research in examining the potential variations in national settings or investigator disciplines. Furthermore, future key research directions are described in relation to examining the scale and scope of vexatious complaints, the learning processes of investigations, and in-depth examinations of specific components of the investigation process such as investigative interviews and hearings.

Individual Characteristics as Risk Factors of Exposure to Bullying at Work: Perspectives from Ghana

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Extant literature indicates that researchers are cautious in laying claim on individual risk-factors to bullying in order not to blame the victims or witch-hunt perpetrators. Leymann (1993, 1996) concluded in his studies that there is no association between workplace bullying and personal characteristics of victims. Other researchers have concluded that no model of workplace bullying would be satisfactory without including the personality and other individual factors of both perpetrators and victims and their contributions to the onset, escalation, and consequences of bullying (Einarsen, 2000; Hoel et.al. 1999; Zapf 1999). Despite advances made in studies on the topic, most of these have occurred in workplace contexts where there are legal guidelines for industry players. What is lacking is a narrative from workplaces where very little is known about the phenomenon and industry players lack the vocabulary to even describe the experience. The aim of this study, therefore, was to fill the gap in the literature by providing the Ghanaian perspective on the topic. The objective was to find out how intrapersonal/individual characteristics contributed to someone becoming either a perpetrator or victim of bullying. The specific research question was how individual personal characteristics exposed them to be victims or perpetrators of bullying. The study employed a cross-sectional qualitative approach as it sought to explore individual characteristics predisposing someone to become either a target or perpetrator of bullying. The qualitative approach enabled the use of multiple methods including in-depth interviews and focus group discussions (FGDs) (Saunders et. al., 2012). A two-stage qualitative design was adopted. The first stage consisted of face-to-face semi-structured interviews conducted individually with 76 nurses from six hospitals. Twenty doctors from two of these hospitals were also interviewed. A simple random sampling approach was adopted to select participants. Interviews lasted between 45 and 60 minutes. Interview guides were developed from existing instruments such as the Negative Acts Questionnaire, though the open-ended nature of the interview helped develop questions based on the ongoing conversation such that a deeper understanding of the phenomenon could be developed. The interview data was transcribed verbatim, coded using Nvivo 10 and thematically analysed, along with relevant documents. Based on an initial report generated from the above, the second stage was executed through two FGDs (comprising ten and seven nurses each, from two of the hospitals) which were held to triangulate the results. Thematic analysis was used to generate the final report. The study revealed intrapersonal/individual factors exposing people to bullying in the Ghanaian workplace included age, qualification, lack of social competence and self-esteem, rank/job-title, religious background, gender, and personality. Factors predisposing people to bullying included personality, age, qualification, rank, and job-title. The study contributes to extant literature by providing how individual factors contribute to the onset, and escalation of bullying in the Ghanaian workplace. It also emphasises how other risk factors including religion and rank/job-title contribute to the bullying process.

Intentionality in workplace bullying: identifying behavioural indicators for facilitating proactive anti-bullying policies and interventions in organisational settings

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"If intention is not looked at, then we can't change behaviours".

Exclusion of intent from most definitions of workplace bullying has facilitated the growing body of research and diversification of practices and initiatives for promoting safe working environments, by removing the challenges it arguably poses to objectivity (Nielsen & Einarsen, 2018). However, this compromise may also curb the effectiveness of preventive approaches and early intervention strategies. This qualitative study explored considerations of intent emerging from the subjective experience and professional stances of those who have managed workplace bullying, resulting in a framework distinguishing intent to different degrees. This is a first attempt at mapping out intentionality's potential for designing more timely interventions and thorough investigations, which could provide an augmented sense of fairness to all those involved.

Twelve Managers and HR Professionals who had managed, witnessed or directly experienced bullying, were selected through a mix of purposive, maximum variation and snowball sampling techniques, and interviewed in depth. The semi-structured interview items design, data collection and analysis techniques were guided by constructivist grounded theory (Charmaz, 2006). The two-phased coding strategy employed (initial and focused coding), and techniques such as constant comparison of emerging themes with interview data across multiple reads, each with one individual research question or verification purpose in mind, allowed for repeated iterations which led to the refining of four final categories informing the bullying intentionality framework proposed: unintentional, accountable, instrumental and malevolent bullying.

Targets, bystanders, managers, and HR consultants who address cases of workplace bullying do think about the perpetrator's intentions and motivations when making sense of their experience, observed behaviours in the workplace, or facts presented when workplace bullying allegations are made. These considerations go beyond intentional versus unintentional bullying dichotomies, participants describing instances of bullying which delineate between at least two other types: accountable bullying, observed in circumstances suggesting a chronic disregard for, or negligence of how personal mannerism impacts other individuals' wellbeing during daily interactions in the workplace; and instrumental bullying, comprising of deliberate negative acts towards a target, but where harming the target does not represent the primary motive.

Across the four categories of the bullying intentionality framework proposed, increasing grounds for sanctioning may be warranted. However, in instances of highly intentional bullying, a progressive justification of the negative behaviour, whether misguided or legitimate for the external observer, could be inferred from the narratives. This could have implications for early detection, claims handling and preventive efforts, and should be considered in conjunction with other factors outside of the individual or organisational control when implementing relevant policies.

Participants in this study have not given equal consideration to, nor could this data set offer an exhaustive interpretation of, intentionality in workplace bullying. The fact that over half of the participants were former targets also raises concerns, despite their expertise as independent consultants on workplace bullying enabling a balanced interpretation of intentionality overall. Although the framework distilled from the current insights needs further development and validity checks, by uncovering drivers of bullying behaviours, it can already serve as a tool for more targeted interventions and claims management process improvement.

Investigation Interviewing Techniques: Real World Challenges and Practical Solutions

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Workplace investigations into employee complaints often reveal bullying and other misconduct occurring in the workplace. It can be challenging to ask questions about bullying conduct to obtain the necessary information, without digressing too much into unrelated areas, while trying to protect the confidentiality of those involved to the extent possible. Another challenge is learning about the concerns and information surrounding those concerns while trying to minimize the impact on the rest of the workplace.

This workshop will discuss interviewing in the "real world" and will delve into obstacles often faced by both internal and external investigators. Participants will learn about interviewing techniques, challenges, and solutions. The program will include live demonstrations and audience participation.

Mistreatments in Malaysia: Abusive Supervision's Moderation of Witnessing Workplace Bullying, Frustration and Subjective Well-being

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Workplace mistreatments, such as workplace bullying and abuse (Dhanani & LaPalme, 2019; Nielsen & Einarsen, 2018), are prevalent in Western countries, especially in the public sector (Fevre et al., 2012; El Ghaziri et al., 2020). Destructive leadership behaviors (e.g., abusive supervision) could ground these behaviors (Mackey et al., 2018). Also, we need further research on witnesses to comprehend and advance the existing knowledge of mistreatments as past studies paid much attention to the position of targets (Dhanani & LaPalme, 2019; Sprigg et al., 2019). Despite much evidence from Western contexts, empirical research on Eastern cultures of high-power distance remains scarce (Jacobson et al., 2014; Salin, 2021). This study is topical as it provides empirical evidence from a high-power distance context where mistreatments could be legitimized as a way to maintain social control (Zhang & Liu, 2018). Limited studies on this cultural perspective find positive effects of abusive supervision on employees, contradicting literature from the West (Zhang & Liu, 2018). However, much research is needed regarding the health-related outcomes due to mistreatments in the East. This study aims to address these calls to provide new knowledge of how mistreatments impair the well-being of witnesses of workplace bullying. Specifically, this study adopts the Transaction Model of Stress (TMS) perspective to develop and test a moderated mediation model of the combined impact of witnessing workplace bullying and abusive supervision on the well-being of public sector employees.

We collected a cross-sectional sample of 261 public sector employees in Malaysia during the pandemic in 2021. Due to the sensitive topic, we recruited the participants from various channels: advertisement in a public university in Malaysia; social media sites (e.g., LinkedIn and Facebook); personal contacts of the research team; and (4) online sample provided by a market research company. We conducted a series of T-tests to check for appropriateness for combining the different data sources into a single dataset.

We adopted the witnessing workplace bullying scale from Sprigg et al. (2019). A 10-item scale of abusive supervision was from Tepper (2000). The job frustration scale was from Peters and O'Connor (1980). Well-being was operationalized using the World Health Organization's WHO-5 index. We controlled for the work arrangements of respondents during the pandemic by asking the average hours they worked from home in the last three months. Series of factor analyses confirmed the convergent and discriminant validity of the scales. Hypotheses were tested using Process macro on SPSS ver27 (Hayes, 2019, model 58).

We found that the indirect relationship between witnessing workplace bullying and well-being through job frustration was stronger when abusive supervision was high. The findings shed light on the psychological mechanism underlying the influence of mistreatments on witnesses, contributing to this small stream of research (Sprigg et al., 2019). Our study highlights the detrimental health-related impacts of mistreatments among witnesses in a highly tolerant culture through the lens of TMS. This study raises awareness that legitimizing and accepting mistreatments in a high-power distance context should be mitigated for good outcomes for organizations.

Keywords: Abusive supervision, well-being, Malaysia, Quantitative

MORAL HARASSMENT IN WOMEN'S FOOTBALL IN THE BRAZILIAN CONTEXT: OPPORTUNITIES FOR REFLECTION AND ACTION

Míriam Rodrigues, Lucas Henrique Rodrigues, Geovanna Marchioni, Luiz Pereira, Dimitri Chrysostomo

Presbyterian Mackenzie University

The practice of moral harassment is present in a general and indistinct way all over the world, not only in hierarchical situations, whether in business organizations or family nucleus and other social groups.

This aggressive and disrespectful behavior has historical roots, as well as cultural influences, and continues to violate the integrity of its victims.

This study addresses the complexity of the reactions of women who have experienced bullying in women's football matches, which is a relatively new environment for women.

The goal is to list the types of harassments that occurred in their path as well as the reactions, damages and especially the way these players faced the harassment.

The qualitative research was chosen to provide the observation of different perceptions on this matter from interviews carried out with players from different socioeconomic and professional profiles, considering that not all of them have soccer as their main source of income.

Data analysis provided us with the view that, in addition to the prejudiced barriers present in this environment, gender directly implies the final judgment, regardless of the technical quality that the interviews have.

Given this scenario, it was identified that there are different types of reactions against the harassment suffered by women; the harassment occurs practically throughout the entire organizational chain present in women's football activities, and men are the only aggressors within this context.

According to the bibliographies and the data identified in the research, a relevant factor that leads people to commit bullying in women's football is the fact that it is an environment that is too masculine, followed by intolerance and non-recognition of the women in this area, ending up negatively influencing the psychic and emotional integrity of women who want to continue playing football.

Therefore, this study identified the need for further research related to bullying in women's soccer, since it is a topic that is rarely addressed in the literature. As it is an issue that is very briefly commented on.

Knowledge on the subject must be disseminated so that victims can assert their rights, positively impacting the scope of women's football.

Moving On from Workplace Bullying: A Group Coaching Approach

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Conduct Change Ltd

The emotional impact of workplace bullying varies from mild and moderate symptoms to severely injured targets experiencing workplace bullying trauma (Field and Ferris, 2019). It can continue to have a detrimental effect on health, wellbeing, and work performance and individuals benefit from support to move forward (Nielsen et al, 2015).

The presentation describes the Moving On programme, an intervention designed to support an individual to continue their lives constructively after being bullied at work. It enables recovery from symptoms, rebuilds confidence and develops resilience to get back to work.

The Moving on programme uses a group Transformational Coaching approach drawing on a wide range of models including: Neuro Linguistic Programming, Positive Psychology, mBraining (Soolsalu and Oka, 2012), Polyvagal Theory (Dana, 2020) and Emotional Intelligence (Goleman, 1995).

It runs for 6 weekly online sessions, for a maximum of 6 attendees. Initially developed adapting a Return to Work programme it was improved through the use of the Workplace Bullying Trauma therapy model(Ferris, 2016). The programme focuses on validation, managing faulty beliefs, reducing rumination and re-empowerment.

Findings are from 9 pilot courses delivered in 2020-22, N=47) from 6 countries using qualitative data collected via an evaluation form. Attendees were targets who had left or about to leave their role; already moved into a new role; have been through therapy and ready to take the next step.

The data reveals key issues experienced by targets of bullying for moving on with their lives. Being in a group setting of people with trauma experiences appears to be in itself a therapeutic process as self-confidence is mutually re-established and reinforced with peers. The facilitating coach's key role ensures that people do not get 'stuck' in their stories.

The detailed data will be useful for practitioners to explore and reflect on their own practice and the complex process of rehabilitation .

Not a Spectator Sport –Bystander Intervention in Eliminating Workplace Bullying & Harassment

Paul Pelletier

Paul Pelletier Consulting

The difference between a respectful, unified and inclusive workplace culture and a toxic, dysfunctional workplace that feels like a war zone may boil down to one critical factor – the engagement of bystanders who reinforce group norms, demonstrate workplace respect and hold others accountable whenever they misbehave. This is even more true in the face of workplace bullying and harassment, since it is well understood that it is extremely difficult for targets of bullies to easily and effectively defend themselves.

If bystanders immediately respond against bullying using effective individual and group-based strategies, bullies rarely succeed. Bystanders are, in fact, the most powerful allies in organizations – their daily commitment to workplace respect drives workplace culture and bystanders are the true face of anti-bullying movements. They are the eyes and ears of grass roots responses to bad behavior at work. Their response can galvanize a team or unit to defend their workplace respect norms and protect each other from breaches of the rules.

This presentation will outline the impacts of bystanders on addressing working bullying. As warriors defending workplace respect norms and inclusion, leaders must empower their teams with fearless bystanders. Simply put – bullying isn't a spectator sport.

Organizational Practices: Instruments to harass, retaliate against, and silence workers

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A recent national study shows that harassment, including bullying and sexual harassment, continues to be a pervasive and insidious problem in Canadian workplaces. This quantitative and qualitative mixed-methods study involved researchers from two universities, labour partners, advocates, and workers from across Canada to learn about workers' experiences of harassment. The findings of this study have provided insights into the contexts of workers' experiences, including the barriers and retaliation they face when reporting harassment. This presentation examines the ways in which organizational practices are used to harass, retaliate against, and silence workers. It does so by engaging with critical research in the fields of practice-based organizational studies and worker voice/silence. The practice-based perspective views practices not as neutral but as social elements focusing on how they are designed and used within organizations. It allows researchers to examine how organizational practices can be used not only to counter harassment (e.g., policies, training) but also to engage in the harassing process (e.g., performance appraisals, scheduling of shifts, investigations). For groups of workers who are at greater risk due to their social location (e.g., gender, race, age, etc.) and/or their employment status, the personal, employment, and social risks and impacts, including the increased exposure to forms of harassment, of exercising voice are magnified. An empirical understanding of how individual and group voice are obstructed and facilitated by formal and informal organizational and broader institutional practices is needed. This is particularly important in the Canadian context where national and subnational occupational health and safety legislative frameworks rely on a system of individual reporting. Interviews conducted in this national study shed light on how organizational practices shape the experiences of workers in speaking out about forms of harassment at work. Paying attention to the linkages between organizational practices and workers' experiences offers insights into specific ways in which workers are harassed and controlled with profound implications for how practices within organizations, and broader institutional practices (e.g., legislation), are designed, used and enforced.

Keywords: workplace harassment; practiced-based studies; worker voice/silence; retaliation

Patterns of workplace bullying involvement and its link to personality, power and social status

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Aims: Just like many school aggression researchers (see the review of studies in Olivier et al., 2021), scholars investigating workplace bullying often assume the existence of four classes of employees: Uninvolved employees, victims, perpetrator, and provocative victims (also called 'bully-victims'; e.g., Zapf & Einarsen, 2020). Yet, empirical evidence supporting these four classes is lacking so far. Instead, studies on workplace bullying mostly focused solely on the victim perspective (Gupta et al., 2020), while far less studies investigated the perpetrator perspective (Nielsen & Einarsen, 2018). The current study employs a person-centered approach to identify groups of employees that show different patterns of workplace bullying involvement and predictors of group membership.

Theoretical background: We investigate the individual disposition hypothesis (Nielsen & Einarsen, 2018), assuming that individual characteristics such as personality traits may be related to being involved in bullying and could therefore be typifying features of workplace bullying groups. Recent studies identified the big five dimensions, trait aggression, and dominance as important predictors of workplace bullying involvement (Matthiesen & Einarsen, 2007; see also Nielsen et al., 2017). Additionally, power and social status represent enabling structures (Salin, 2003) of workplace bullying, and power imbalance is often seen as a defining feature of workplace bullying (Einarsen et al., 2020).

Methods: To test our hypotheses, we recruited participants via Amazon's Mechanical Turk (MTurk; Buhrmester et al., 2011; Crump et al., 2013) to participate in an online survey. The final sample contained 1,492 respondents (53.8% females, n = 802), with ages ranging from 19 to 77 (M = 40.2, SD = 10.8). Most respondents worked full time (91.2%, n = 1,360). The survey contained the Short-Negative Acts Questionnaire (S-NAQ; Notelaers et al., 2019) that was applied from the victim and the perpetrator perspective. Furthermore, we assessed the big five dimensions (Donnellan et al., 2006), trait aggression (Webster et al., 2014), dominance (Soldz et al., 1995), power and social status (Yu et al, 2019). Latent class analysis (LCA) was employed with victim and perpetrator bullying items as indicators. Statistical fit indices and substantive interpretability were jointly considered to determine the number of latent classes. Latent class structure analysis was employed to explore the relationships between the latent categorical variable and the other variables.

Results. LCA revealed four classes, i.e., (1) non-involved, (2) mildly involved, (3) victims, and (4) bully-victims. These classes were linked in different ways with the big five dimensions, trait aggression, dominance, power and social status. Specifically, bully-victims scored high on extraversion, neuroticism, trait aggression, dominance, and power and low on status, agreeableness, conscientiousness, and openness. Victims on the other hand scored also high on neuroticism and – compared with non-involved – lower on agreeableness, conscientiousness and openness and higher on trait aggression and dominance. Victims showed the lowest levels of extraversion and status.

Conclusions. Scholars and policy makers need to be aware of different workplace bullying involvement patterns in order to create effective interventions. Personality factors as well as power and social status are important correlates of different workplace bullying involvement classes.

Perceived Organizational Tolerance of Targets at different levels of Workplace Bullying

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Of the various existing organizational antecedents, organizational tolerance (OT) has also been identified as one of the causes of negative acts at work (Salin and Hoel, 2020). Over the years the construct has found relevance in number of other negative behaviour contexts (Andrea and Imanol, 2018; Perez et al., 2019). In workplace bullying context, studies majorly focus on perceived organizational support (Parzefall and Salin, 2010; Li, 2020). Researchers believe that given the high-power distance and high tolerance in Indian culture (Ciby and Sahai, 2021), perceived organizational tolerance (POT) finds more relevance. Though the literature of workplace bullying does provide remarks on the OT (Salin 2003), operationalised form of construct stands neglected till date. Organizational Tolerance has been defined as the laxity of responsible personnel in handling the negative acts at work and also complicitly encouraging such behaviours (Perez et al., 2019). This study aims to understand the POT by the targets at different levels of workplace bullying, focusing on the Assistant Professors working in various Indian higher educational institutions. The data was collected in two phases. Phase 1 included the questionnaire relating to demography and NAQ-R (Einarsen et al., 2009). The received 285 responses were classified into four categories based on NAQ-R score: less than 33 (never bullied); 33-40 (risk of bullying); 40-56 (occasionally bullied); and more than 56 (severely bullied) (Rosander and Bloomberg, 2019; Gupta et al., 2017). Of the understudy sample 63.5% was never bullied,15% were at risk of bulling, 15.5% occasionally bullied and 6% severely bullied. Since the study focuses only on the targets of workplace bullying, the 104 respondents (score ≥ 33) were entered into phase 2. Modified POT scale according to workplace bullying in Indian context was provided (Perez et al., 2019). One-way ANOVA was conducted using SPSS, to understand the POT of targets. The results revealed significant impact of level of bullying on the POT of the Assistant Professors, $F_{(2, 101)} = 4.30$, p=.016. Post-hoc analysis depicted significant difference between the targets at risk of being bullied and the severely bullied targets. However, no significant difference was found in the perceptions of occasionally bullied targets from the other two categories. Severely bullied targets perceived organizations as highly tolerant of such behaviours in comparison to those at risk of being bullied. The results are in line to the existing literature (Pheko et al., 2017; Ford and Ivancic, 2020). Lack of proper workplace policies and normalization of such behaviours at work brings in the higher risk of workplace bullying. The reflection of organizational consistency to such behaviours through results provide a clear indication and strong recommendation for the educational institutions in particular and government at large to lay clear policies of zero tolerance. To the best of researchers' knowledge, the study is first to use POT scale in Indian context. It also contributes to the literature of workplace bullying by employing two-phase method where the sample only consists of targets of workplace bullying and to find the perceptions of targets with respect to OT.

Prevalence of violence, harassment and discrimination in university students in Latin America: analysis and reflections based on a bibliographic review

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The university environment is no stranger to the processes of violence, harassment and discrimination that take place in society, this has been widely studied. In this context, the types of relationships established between university actors are central to observing daily practices that refer to the reproduction of social and cultural hierarchies. These are expressed through invisible violence, sexism and intimidation towards women and also to all those populations that due to their race, sexual orientation, religion, ideology, physiognomy, social or economic situation or knowledge, are located outside the socially dominant values. Reviewing the internalization, naturalization and reproduction of these mechanisms that maintain a status quo of structural inequality is key for academics to carry out a critical, collective, sensitive and active reflection in favor of transforming the way we relate to each other. To contribute to this, we have reviewed Latin American research to observe the magnitude of the problem through the measurement of prevalence and observed the enormous incidence that teachers have in the problem as perpetrators. It is an ethical, political, and academic concern that teachers whose job it is to guide and inspire students pose a threat to them.

Aim. To review studies in Latin American university campuses that measure prevalence, to estimate the extent and dispersion of violence in the student population.

Methods. The review of the literature was carried out by selecting scientific publications in Spanish of studies in Latin American universities that contain the words "harassment", "cyberbullying", "abuse", "moral harassment", "bullying", "mobbing", "sexual harassment" and "sexual abuse" with "university" and students as the affected population. The period reviewed was between 2010 to 2020.

Results. Based on 46 articles (31 measure exposure, 3 victimization and 12 both), they provide a total of 54 prevalence measures, whose averages are: bullying, 32.28%; sexual harassment, 29.26%; cyberbullying, 33.66% and gender violence, 57.30%.Regarding the offenders: 17% do not specify the offenders, 37% involve student peers as offenders, 26% teachers, 13% non-teaching staff belonging to the university community and 7% involve others.

Conclusion: The differences found in the definitions, nomenclatures, methodologies and type of measurements in the investigations, as well as the different epistemological perspectives of the authors, make the studies incomparable with each other (for example, minimum and maximum values of bullying show a very high dispersion: 10% to 91% in the prevalence of different studies). However, the results refer to high rates of violence towards students in Latin American universities, which accounts for its existence. This scenario invites us to consider at least two problems. On the one hand, the scientific problem, noting the need to establish agreements on definitions and measurements that make studies comparable. And on the other hand, the social and human problem that this student drama means, where academics are strongly questioned both in its emergence as well as challenged in its resolution.

Keywords: bullying, sexual harassment, university students, prevalence, literature review

Re-Imagining Communication Systems: Whisper Networks as Protection from Sexual Harassment

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In 2017, a Langer Research poll showed that "more than half of American women have experienced unwanted and inappropriate sexual advances from men, three in 10 have put up with unwanted advances from male co-workers and a quarter have endured them from men who had influence over their work situation" (Langer & Langer, 2017). That means that of the 33 million women who have experienced sexual harassment, over 14 million have experienced sexual harassment at work. Sexual harassment is defined and prohibited through the U.S. Code of Federal Regulations (1980) and workplace policies, how sexual harassment is viewed and dealt with is largely left open to cultural interpretation. Dougherty & Smythe (2004) explain that sexual harassment is often built into workplace culture, meaning that harassment is hard to see when harassment is the normal culture. When sexual harassment is normal in a workplace, women are forced to question the reality of their harassment, including if it is worth reporting and if anything will be done to keep them safe. These risks mean that women need communication channels to protect themselves and others and to verify that they are experiencing harassment before they report it.

To re-imagine research on sexual harassment, I will present information about whisper networks, which are the informal communication systems women use to warn other women about people known for hostile sexism and sexual harassment (McDermott, 2017; Meza, 2017). They function to fill gaps in problematic reporting systems. The term Whisper Network was used by media outlets during the #MeToo movement but is just beginning to be researched formally. I will explain the significance of whisper networks in workplace harassment research, describe my use of interviews and thematic analysis as a first dive into what whisper networks reveal about workplace culture, and discuss preliminary theories about the purpose and formation of whisper networks in organizations. Through his re-imagining, I offer insights into what happens behind the scenes as women work behing the scenes in workplace cultures that protect harassers in order to protect each other and share suggestions that organizations can use to foster supportive environments that allow teams to work together against sexual harassment.

Keywords: whisper networks, sexual harassment, MeToo, reporting, workplace cultures

Real-Time Approaches to Measure Workplace Violence Among Nurses, Is One Measure Enough? Development of an Incident Scoring System

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Healthcare is one of the largest sectors in the U.S. economy, representing 11% of the U.S. labor force. There are more than 4 million Registered Nurses (NCSBN, 2020). Nurses experience repeated exposures to incivility, bullying, and violence from patients, patients' family, and peers. Accurately identifying and measuring such exposures and the associated stress responses can be difficult. Methodologies typically require retroactive reporting on prior incidents and stress levels, yielding data that is subject to recall bias and censored reporting.

This pilot study aimed to address these limitations by examining workplace incivility, bullying and violence experiences of nurses in real-time by utilizing a mix-methods approach. A wearable sensor system was used alongside experience sampling methods (ESM) to capture physiologic stress responses, synchronous with events, to decrease the likelihood of recall bias in subjective measures of stress, and to provide an expanded and objective measure of stress. The wearable system consisted of one sensor worn at the upper arm and the other worn at the wrist. The sensor array was designed to not interfere with work activities. The physiological measures captured included heart rate variability (HRV) and pulse transit time (PTT, a scalar equivalent of ambulatory blood pressure), both of which have been shown to be associated with incivility stress responses (Schilpzand et al., 2016, Cortina et al., 2021).

Sixteen ICU nurses were equipped with the wearable devices for seven consecutive days, including work and non-workdays. Two surveys were utilized for ESM. Participants completed a daily-diary style survey at the end of each day or work shift, whichever came later, that captured day-level characteristics including stress, sleep quality, and rumination. Participants also completed an Incident Survey as close to the time of a workplace exposure as possible to capture characteristics including incident-level stress, source of the incident (e.g. patient, coworker), and exposure type (e.g. uncivil behavior, physical violence). Participants were also instructed to push a time-marking button on their wrist device at the time of an exposure.

Seven days of consecutive monitoring yielded a multitude of physiological data. To contextualize and triangulate physiological data with the ESM surveys, we developed a workplace scoring algorithm. The algorithm consists of five pieces: exposure type, within-participant frequency of exposure (i.e., how many incidents occurred on that day), between-participant frequency of exposure (i.e. participant incident count vs group average), subjective stress rating of the incident, and source of the incident. Each element is first scored individually, then summed to yield a final incident score, with low scores indicating a "low-severity" incident, and high scores indicating a "high-severity" incident. A total of 79 incidents were reported. Incident scores ranged from 3.20 to 18.25, with an average score of 7.22.

The scoring algorithm incorporated multiple measures of nurses' stress responses to a variety of workplace harassment and incivility experiences. The algorithm provides a solution to the challenge of coordinating physiological and self-report data. Combining ESM and physiological data was found to effectively capture stress-response data in a population that is especially vulnerable to workplace harassment and bullying experiences.

Recent Trends in Investigating Workplace Bullying & Harassment Complaints

Christina Ro-Connolly

Oppenheimer Investigations Group LLP

In recent years, investigators have seen a significant increase in complaints arising in the workplace. Many of these complaints alleged protected categories under Title VII and California's Fair Employment and Housing Act in wake of the #BlackLivesMatter movement and the #MeToo movement. However, many of these complaints also involved abusive conduct/bullying in the workplace without alleging a protected category. While these complaints did not involve illegal conduct, employers still had an interest in preventing and taking action against such conduct in order to foster a healthy work environment.

Christina Ro-Connolly, a Partner at one of the state's leading investigations firms, will discuss recent trends in investigating harassment and bullying complaints, in particular:

- The distinction between a harassment and bullying complaint;

- The different approaches when investigating harassment vs. bullying complaints;

- How to "right size" an investigation when the complainants alleged several incidents;

- How to navigate difficult, and often emotional, interviews; and

- What factors to consider when making findings, including the credibility of the interviewees.

Reflections on overcoming violence in university environments: the experience of the University of the Republic of Uruguay.

Silvia Franco

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The University of the Republic of Uruguay (UDELAR) is a public university, autonomous and co-governed by its university community, it is made up of 163,112 students, 11,520 teachers, 6,408 technical, administrative and service officials (of which 2,690 are from the University's Hospital) distributed in more than 25 Centers and Faculties throughout the country. In December 2020, the Central Board of Directors approved its new policy on violence, harassment and discrimination, the result of a process that began in 2013 with the first institutional instances to deal with the problem and work with different university groups (teachers, students and technical administrative and services staff).

Uruguay has profuse, historical and valuable legislation to protect the civil rights of individuals, as well as public policies in this regard. For example, the ratification in our country of Convention 190 promulgated in 2019 at the International Conference of the ILO, which calls for the prohibition and prevention of violence and harassment in the world of work in force since June 2021; the legislation on: Racism, xenophobia and discrimination (Law 17,817 of the year 2004), Sexual harassment (Law 18,561 of 2009), Participation in educational and labor spheres of people of African descent (Law 19,122 de 2013), Corporate criminal responsibility for health and safety conditions of workers (Law 19,196 of 2014), Violence against women based on gender (Law 19,580 of 2017), Comprehensive Law for transexual people (Law 19,684 of 2018), employment of elderly and disabled people (Law 19,973 of 2021). Fundamentally a product of legislative sensitivity to the voices of women, workers and minorities. Despite these regulatory advances, the way for them to permeate the entire society requires.

The University has great influence in Uruguayan society, so the objective of the work was to organize its ethical infrastructure in the public eye, in order to build and transfer knowledge. Conscious, sensitive, reflective and active university was the slogan used in 2021 (in 2020 the slogan was University free of violence). Without looking to the side, taking responsibility for mistakes, recognizing the need to review, which provides areas of possibility to other organizations.

The presentation deals with the implementation of the care system. The objective was to contribute to the increase of organizational capacities in net logic to generate awareness, sensitivity, reflexivity and action in addressing violence, harassment and discrimination at UDELAR.

The actions to increase organizational capacities were oriented towards the generation of a clear policy of prevention and action where the system of attention to the affected people was reformulated, the training of technical personnel throughout the country and the sensitization of the university community were the most relevant chapters of the developed management.

The presentation shows the path traveled, the lessons learned, as well as the different devices for action and prevention to face the problem at the university environment.

Keywords: university politics, organization, treatment, prevention, violence at the university

Reimagining Resolution: The Workplace Reconciliation Model

Kate Bailey

Hand & Heart GmbH

Reimagining Resolution: The Workplace Reconciliation Model is an oral presentation based on the catalyst of two case studies of multinational million dollar companies that faced a media and legal crisis when countless staff came forward on social media with their stories and experiences of their workplaces, as part of a larger social justice movement within the Craft Beer industry. An analysis of chronological events around these case studies will allow academics and practitioners to understand the development and implementation of what is now known as ''The Workplace Reconciliation Model''. A Workplace Reconciliation Model is a systematic process that facilitates privacy and security for individuals who have been adversely affected or have suffered in a workplace - working within the law, but bypassing costly litigation, mediation and arbitration. The Company in question pays for the service and coordination of the program meaning settlements are directly and wholly made with and to participants. Through an engaging, multimedia visual presentation the audience will learn not only the holistic and diplomatic principles of such an approach but the practical steps required and the practical implications of the law, in the US and globally. The presentation seeks to provide practical insights to answer questions most modern companies and employees have about their workplaces:

1. How can **conflict resolution**, under such tumultuous and public circumstances, be reimagined?
2. How can victims receive justice without vast financial and legal resources?
3. How can companies meaningfully atone for their harmful work culture, and how can they regain the trust of consumers?
4. Does this model protect workers' rights and privacy while offering the workplace the chance of rehabilitation and the chance to atone for the impact their workplace had on individuals?
5. A reconciliation program is done externally of courts and individually engaged legal mediation or arbitration. The offers of settlement may also include non-financial support and offers. What does reconciliation mean in non-financial terms?

Reimagining Resolution: The Workplace Reconciliation Model will serve the themes of the Conference by exploring solutions at the micro, mezza, and macro levels, including action steps for targets, bystanders/upstanders, HR policies and solutions under current legal systems in the US and around the globe.

Risk factors and prevention of unaccepted behaviour in organizations
Marjolein Uiterwijk

Netherlands Labour Authority (NLA)

Risk factors and prevention of unaccepted behaviour in organizations.

In 2021/beginning of 2022 the NLA has completed a study about a very large range of gathered factors (which is rather unique) that can lead to or increase the risk of unaccepted behaviour. And about actions for the prevention of unaccepted behaviour. Scientists, practitioners, jurists and organizations took part in this study.

What makes this study so important and specifically? What are the results of this study and how can these results be useful? In my presentation I will tell you more about this.

Some background information:

For years The Netherlands Labour Authority (NLA) has inspected organizations to check their efforts on the prevention of unaccepted behaviour. This is done by studying documents such as a risk inventory, regulations for compliance and policies, looking at actions and by interviewing employers and employees.

It turns out that a lot of organizations do not know (well enough) how to prevent and handle unaccepted behaviour. They aren't aware of the risks that can lead to or increase unaccepted behaviour. Instead of risk factors they talk about the sort of behaviour (discrimination, bullying, sexual harassment or aggression) that can occur and the consequences for the organization. Like the reputational damage or absenteeism of employees.

So they have a different way of looking at the term risk (factor). And often they take actions that are more curative than preventive.

It is important for the NLA to know about the State of Science and Practitioners. This is needed for the translation into legislation. The Working Condition Act only says: 'you need to make an inventory and take actions'. How to make an inventory or what actions are not mentioned. Therefore this study is important and can be helpful.

Because organizations have a different way of looking at the term risk and often take actions that are more curative than preventive, this study can also be helpful to develop interventions, instruments and tools. So that organizations know how to make a good inventory, make them more aware of the risks and that a preventive approach is a priority. And of course the PDCA cycle.

For example: A tool to make a good inventory of the risks and define actions; Another way of inspecting an organization by making them more active and get into dialogue about their approach; Find out more about the readiness of organizations to get to a customized approach: Another instrument the NLA is working on, is a Culture Instrument. To broaden the view of an organization and look for the coherence between different factors at work. And not to forget, the NLA is connecting with stakeholders to increase the outreach.

So these are some of the innovative ways the NLA is working on to prevent unaccepted behaviour that I will also tell you about in the presentation. I hope to see you!

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Ruling the Workplace Roost: A Qualitative Analysis of Bullies' Use of Language-Games to Establish Workplace Control

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Research on workplace bullying has steadily increased over the last several decades. This interdisciplinary body of research has uncovered many important insights into the nature of workplace bullying. Despite our best scholarly efforts, the determination of effective intervention strategies remains elusive. Bully behavior in organizations still often goes unchecked even when organizations have implemented policies and procedures to address it.

Bullies seemingly possess untouchable prowess in demeaning intended targets and in confusing stakeholders workplace-wide. One reason why bullies are able to continuously use behavior that harms people and organizations might be explained using a communication approach. For this study, 37 working adults who experienced workplace bullying were interviewed to understand how communication dynamics impacted their ability to speak up about their mistreatment. Results of our qualitative analysis identified language-games as a core mechanism advancing bullies' efforts to control communication and action in their workplaces.

Our results suggested that by manipulating language and the context into which it is woven workplace bullies redefine understanding in the workplace to elevate their own social positions. Through this mechanism, they clandestinely other organizational members in their goal of demeaning intended targets.

Using language-games, bullies exert subtle but powerful control over the feelings and expectations of those in the organization. For example, through a keen awareness of the organizational pecking order, bullies are able to promote feelings of their own personal power encouraging fear to further their personal agendas. Bullies' complex messages elevate their personal and social status, and silence those who find themselves threatened by perceptions of the bully's established authority. As one participant in our study shared, "I began to see that the way this guy operated, just bulldozed people verbally…And I asked him if I could interview him [for a project] since he was acting in a leadership role and he said, 'No, because I don't want people to find out how I act and how I run things. I like to keep people off balance; that way I'm in charge and in control.'"

The unfolding of bullies' workplace control through use of language-games emerged as a central theme in our analyses. Recognizing the structure and function of workplace bullying as a 'language-game' may help foster efforts to stem workplace bullies' organizational influence. We posit flipping the script surrounding workplace bullying as an important way the normalization of bullying behavior can be challenged and overcome.

Sexual Harassment in Organizational Culture: A Transformative Approach

Debbie Dougherty

University of Missouri

This proposed workshop is centered on a long running problem that has vexed organizations across time: Why can't we prevent sexual harassment that has damaged individuals, organizational teams, organizations, and their larger constituents? Unfortunately, current solutions to sexual harassment tend to be overly simplistic and overly optimistic. To effectively address sexual harassment, change agents need to have a complex understanding of organizations. In this workshop, I not only describe what sexual harassment is, but I also walk attendees through a transformational model of organizational culture (Trans-MOC) that will not only help them understand how sexual harassment is woven into organizational culture through communication, but how communication can be used to unweave this behavior from the culture.

Stress and interpersonal conflict: implications for school leaders

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Technological University Dublin University of Limerick Marino Institute of Education

Stress and interpersonal conflict: implications for school leadership

Prevalence of stress in the education sector has been reported in the literature together with negative physical and mental health outcomes for teachers and school leaders. Workplace behaviours are a factor in workplace stress and certain behaviours, such as interpersonal conflict, have been identified as key factors. However, little is known about the intersection of interpersonal conflict and workplace stress in the education profession. Therefore, the aim of this study was to investigate school leaders' own experience of occupational stress and interpersonal conflict, as well as their observations and experience of these psychosocial risk factors among their staff. School leaders' approaches to resolving occupational stress and interpersonal conflict were also investigated.

As this was an initial scoping study, a sample of 12 school leaders from Irish post primary schools were recruited to participate. A convenience sampling method was adopted to select participants for the study. Participants were interviewed using a semi-structured interview format and the data were analysed using interpretative phenomenological analysis. Ethical approval was sought from, and granted by, the first author's institution. Findings indicate that school leaders experience occupational stress and interpersonal conflict in their workplace.

Both of these psychosocial risk factors were also perceived to be prevalent among their teaching staff. School leaders' perceived these factors to have negative implications for the wider school community resulting in the balkanisation of school staff into different cliques. Avoidance coping strategies were most commonly used by school leaders to 'keep apart' those colleagues involved in interpersonal conflict. School leaders predominantly had little confidence in formal resolution methods for resolving stress and interpersonal conflict within schools, preferring where possible, to use informal methods to resolve matters.

The findings are a matter of concern for Irish post primary school leaders as they imply the prevalence of stress and inter-personal conflict in the secondary school environment in Ireland. Furthermore, there is a current lack of successful occupational stress and interpersonal conflict interventions that can be supported by empirical evidence for the education sector. This means that school leaders who are currently affected by occupational stress and interpersonal conflict have few, if any, organisational solutions for their prevention and resolution. It is therefore clear that further research to investigate practical and useful interventions to reduce work related stress are much needed.

Keywords: Stress, school leadership, interpersonal conflict, organisational solutions

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The "Problem" with Workplace Respect Policies

Paul Pelletier

Paul Pelletier Consulting

Most organizations proudly display their Workplace Respect and Anti-Bullying Policies to demonstrate their commitment to ensuring workplaces are safe and respectful places. They expect these policies will serve them well and ensure bad behavior will be quickly reported and effectively addressed. They take for granted that a policy that is provided by HR will work well against all forms of workplace disrespect – from interrupting to intimidation and from gossip to bullying.

The "problem" is that all forms of disrespect can't be managed or resolved effectively in the same way, particularly when the behavior is as serious as bullying. Unfortunately, many policies fail to recognize this fact – they treat all bad behavior equally and use the same strategies for address them. The sad result is that, despite the very best intentions, many of these policies fail to achieve their desired goal and actually create opportunities for disrespectful behavior to go unreported, unaddressed and unpunished. This is particularly true vis a vis the most egregious and high-risk forms of disrespect – bullying and harassment. In effect, the policies benefit bullies instead of holding them accountable.

This presentation will outline the flaws of many workplace respect policies and why their approach to reporting, accountability, the engagement of HR and conflict resolution miss their intended mark. The presenter will share his experience as a lawyer and workplace respect and anti-bullying consultant in helping organizations revise and "reboot" their workplace respect, anti-bullying and harassment programs and documents so that they are effective, practical and ensure that they have meaningful impact. The attendees will learn how to revise policies to ensure that they are effective against all types of disrespect at work.

The causes and effects of work-related stress on construction workers in Ireland

Patrick Bruce, Carol Bruce, Victor Hrymak

Technological University Dublin

Background

The incidence of stress in the construction sector has been reported in the literature together with its negative physical and mental health outcomes for workers. Challenging workplace behaviours are a known cause of stress and this study set out to investigate the incidence and effects of bullying and interpersonal conflict on Irish workers in the construction sector.

Methodology

After ethical approval was received from TU Dublin, a sample of 15 construction workers from the Irish construction industry were recruited to participate in this study. The research question adopted for these interviews centred on the causes and lived experience of work-related stress from bullying and interpersonal conflict. The methodology used for the experimental design was semi- structured interviews based on interpretative phenomenological analysis. All interviews were conducted in 2021 and the qualitative data generated was analysed using NVivo version 13.

Findings

One of the main findings from this study was the prevalence of challenging workplace behaviours with many participants reporting high levels of bullying and interpersonal conflict on construction sites. A majority of participants also reported stress from having to prove themselves to colleagues at work. The majority of participants, also found difficult or unreasonable clients a noteworthy stressor. Many participants experienced stress from role conflict in their place of work. Other stressors reported by participants included workload, deadlines, low job control, role ambiguity, poor support and a lack of fairness work. It was concluded that bullying and interpersonal conflict caused considerable s work related stress to participants, resulting in difficult and detrimental working conditions for those affected

Discussion

Bullying has been described in the literature as the use of force, coercion, or threat to abuse aggressively dominate or intimidate. The behaviour is often repeated and habitual. One essential prerequisite for bullying is the imbalance of physical or social power. In comparison, interpersonal conflict is described as a process that occurs between independent parties as they experience negative emotional reactions to perceived disagreements and interference with the attainment of their goals. This study provides evidence for considering the primary cause of stress among Irish construction workers is a combination of bullying and interpersonal conflict.

Conclusions and Recommendations

The findings are a matter of concern for Irish construction workers. If the findings of this study generalise, it implies that the health and wellbeing of Irish construction workers is being substantially and negatively impacted. Furthermore, there is a current lack of successful stress interventions that can be supported by empirical evidence for the construction sector. Unfortunately, this means that those construction workers who are currently affected by bullying and interpersonal conflict have few, if any, organisational solutions for the prevention of work-related stress. It is therefore clear that further research to investigate practical and useful interventions to reduce work related stress are much needed.

The Dark Side of School Culture

Niamh Hickey, Patricia Mannix McNamara, Sarah MacCurtain, Nicolaas Blom

University of Limerick

The extant literature evidences the link between incivility and workplace culture. Both have a symbiotic relationship whereby a change in one influences the other. When workplace cultures develop dysfunctional values and beliefs, negative traditions, and caustic ways of interacting, they have become "toxic cultures." The authors advocate that when researchers of workplace bullying do not take cognizance of cultural antecedents, they are missing a vital component when seeking to understand why bullying and incivility occur and how/why, they continue to flourish. Therefore, the authors embarked upon this study, not only to understand the lived experience of participants but also to delve deeper into the types of workplace cultures that participants were working in, so as to provide insight into the part that school culture might play (if any) in the dynamic.

This qualitative study examined Irish post-primary school teachers' experiences of incivility and toxic culture in the workplace. A phenomenological research approach was adopted for this study because the researchers sought to unravel how people understand and comprehend experiences of workplace bullying and toxicity in their workplaces. The study comprised in-depth interviews with forty-two post-primary school teachers. Given the sensitivities of contacting schools on the topic of workplace bullying and asking for participation, the researchers' adopted a gentle sampling approach involving self-selection.

The results of the study show that toxic work culture had a negative impact on both the personal and professional lives of the participants. Various types of incivility including dark humour and lack of authenticity, purposeful isolation, cliques, and toxic leadership were experienced by many of the participants. Subject hierarchy was very prevalent, and authors deduce that this warrants further exploration. The impact of this negative culture was noted to not only impact participants' personal wellbeing, but also teachers' work and classroom culture. Coping strategies including avoidance, not reacting and retaliating were outlined by the participants as well as difficulties in addressing the issue or seeking redress. Participants recommended an external objective redress procedure (along the lines of a workplace ombudsperson for the teaching profession), as currently the policy requires redress by complaining to the school principal, whose impartiality cannot always be guaranteed. The authors conclude that antecedents in toxic school culture are linked to epistemological assumptions, group dynamics, and deficiencies in leadership, and we suggest that they act as causes and/or facilitators of workplace bullying.

Keywords: workplace culture; incivility; toxic culture; post-primary schools

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Link to the full paper: https://www.mdpi.com/2075-4698/11/3/87

The development of an intervention program for perpetrators of workplace bullying: The role of psychological and physical health

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Aim: Our aim was twofold; i) to focus on active or potential perpetrators and unfold the bullying process while examining physical and psychological predictors of perpetration for 24 working weeks; ii) to test a disguised intervention to reduce WB perpetration.

Methods: Among respondents of a more extensive longitudinal study, over 500 perpetrators were invited to a diary study for 24 work weeks. Thirty-eight employees from different sectors joined the study. While not mandatory, they were given the task of engaging in good health as a self-control exercise. Individuals tend to conserve and accumulate valuable resources (COR Theory; Hobfoll, 1998) and experience stress and deterioration of well-being when resource losses occur. The resource gains and drains tested as predictors of perpetration were being bullied, sleep, and steps taken (physical activity).

Respondents were surveyed about their sleep quality, workplace bullying, and perpetration behavior every Friday. Additionally, their sleep duration and step counts were collected by Fitbits. After the first 12 weeks of the diary study, all respondents were invited and thirty attended to the online education program on awareness of self-control skills, the importance of physical activity and sleep, and how to reduce workplace bullying.

Results: Bivariate multilevel regression on intensive longitudinal data was used to test the predictors of perpetration. There was no evidence to suggest that there were cross-lagged effects of the study variables on perpetration with a one-week lag. As for the same week's effects, when the perpetration score was regressed on all variables, the model did not fit. Therefore, variables with low covariance were eliminated from the analysis in each step. The final regression model that fit, showed that within-level Target scores ($\beta=0.23$, $p<0.001$) and Steps ($\beta=0.08$, $p=0.02$) and on the between-level, only target scores predicted perpetration positively ($\beta=0.73$, $p<0.001$). Based on the Latent Growth Curve Modelling of the diary study data on perpetration, the phenomena did not show any clear trends. The self-control scores of the diary group participants before and after the study were compared to the control group's scores. There were no significant differences in mean scores at any data collection point. Furthermore, the change in the mean scores was not significantly different in the control group compared to the dairy study group.

Conclusions: Individuals' increased reports of being bullied and their increased physical activity tends to be followed by increased acts of the perpetration the same week. The two resource drains that are psychological and physical may be the reason for increased perpetration for individuals. However, when analyzed on a group level, only target reports predict perpetration acts.

There is no evidence to suggest that respondents had a trend in their self-control levels or acts of perpetration. This may mean participants did not engage in the task given, this task did not necessarily increase self-control levels, the time period was not enough to observe self-control level change or the sample size was small for statistical significance.

Practical Implications: Organizations should be mindful of excess physical activity at work, or activity necessary to commute to work, which may be draining for employees, and arrange work schedules and job designs accordingly.

Keywords: Workplace bullying perpetration, intervention, self-control, health

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The hidden victims of mistreatment among social workers: Toward validation of a theoretical model of bystanders' emotional and behavioral responses

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Workplace mistreatment, particularly bullying and Incivility, remains a major social problem. Whereas most of the literature concentrated on the bully/victim dyad, Scholars provided evidence that many workers beyond the bully and the victim, namely "bystanders," are involved. In contrast to viewing bystanders as passive 'victims by proxy,' that can only be affected by bullying, several other researchers suggest that bystanders are an integral part of the process of workplace bullying. The underlying assumption of this alternate approach is that bystanders' behaviors and actions (either active or passive) can impact the continuation or inhibition of bullying Recent models (e.g Ng et al., 2020) trying to account for these various responses overlooked the possibility of integrating the above-mentioned separated viewpoints. Additionally, these models focused on factors such as age and gender that can't be utilized in intervention processes. A recent model that captured the separated viewpoints and used the conservation of resources theory framework that can promote intervention (Itzkovich et al., 2021), remained theoretical. Understanding these patterns is even more prominent for bystanders in helping professionals, and more specifically in the case of social workers whose professional set of values (helping the helpless) shape the nature of their work. Thus far, social workers as bystanders were overlooked. To bridge these gaps, the current work proposes to utilize the Itzkovich et al. (2021) model that captures the process bystanders undergo from being party to a bullying incident to enacting various behavioral reactions. The model also accounts for the nature of the resources that determines bystanders' various reactions. The proposed work has several contributions. Firstly, it validates, for the first time, a comprehensive theoretical model that captures bystanders' reactions. It integrates two distinct viewpoints of bystanders' role in bullying incidents, allowing a broader view of the bullying process. Additionally, it uses a mixed methodology (quantitative and qualitative) to understand better bystanders' emotional and behavioral responses and the process underlying these responses. In this respect, it uses bystanders' drawings for the first time as a research tool. Drawings as a useful non-verbal tool aim to light hidden conflicts, feelings, chaotic emotions (Lev-Wiesel & Liraz, 2007), which are of particular interest to the study's population. Using drawings can open up new avenues of research and lead to a better understanding of bystanders' responses, which can be altered to promote intervention in the framework of COR. References Itzkovich, Y., Barhon, E., & Lev-Wiesel, R. (2021). Health and Risk Behaviors of Bystanders: An Integrative Theoretical Model of Bystanders' Reactions to Mistreatment. International journal of environmental research and public health, 18(11), 5552. https://doi.org/10.3390/ijerph18115552 Lev-Wiesel, R., & Liraz, R. (2007). Drawings vs. narratives: Drawing as a tool to encourage verbalization in children whose fathers are drug abusers. Clinical child psychology and psychiatry, 12(1), 65-75. https://doi.org/10.1177/1359104507071056 Ng, K., Niven, K., & Hoel, H. (2020). 'I could help, but...': A dynamic sensemaking model of workplace bullying bystanders. Human Relations, 73(12), 1718-1746. https://doi.org/10.1177/0018726719884617

The impact of diversity management on prevention of violence at work

Mateusz Gajda

While there is no doubt that effective diversity management brings many cons for the organizations, there is a risk that the process of creating a diversity and inclusive workplace may trigger violence in the workplace. The risk is especially high when diversity specialists are using improper methods of creation of inclusive atmosphere. Consequently, diversity management strategies from the very beginning should also take into account the need to protect more vulnerable workers from aggressive behaviors. Diversity specialists should pay attention to employees' reactions towards diversity and inclusion programs in order to avoid the risk of creating a hostile working atmosphere towards some groups of employees.

The presentation will present some methods which may be used by diversity management experts in order to reduce work-related violence occurrence as well as the most common mistakes which may be made by them which may increase work-related violence risk. The final conclusion would be that diversity management tools should be regarded as a violence prevention method that can protect individuals against many different forms of work-related violence and they should be subject to assessment and review by violence prevention specialists before their implementation.

The Impact of Incivility and Solidarity in the Framework of Conservation of Resources Theory

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In the last few decades, traditional, stable employment configurations have been replaced by precarious work arrangements and increased interdependencies between employees and organizations. These interdependencies, embedded in the new structure of work, increase employees' responsibilities as they enable organizations to cope with constant change, on the one hand. Yet at the same time, the dynamic nature of the working world and the forced rapid changes trigger embedded stress in the delicate fabric of work relations. Together with the increasingly stressful work environment, there is an apparent absence of clear moral standards, which fosters inner-organizational conflicts. These are demonstrated in uncivil behavior, usually trickling down the organizational hierarchy and representing adverse interrelations between the employees who experience these mistreatments and the managers who perpetrate them. In part, these conflicts arouse negative emotions and perceptions, such as, but not limited to, job insecurity and increased intentions among employees to leave the organization. Although it typically has a dyadic nature, the spillover effect of incivility has shaped some of the more recent research. Accounting for the spiral process of incivility initially suggested by Andersson and Pearson, scholars have investigated the impact of third parties, namely bystanders, on incivility and outcomes. These bystanders can potentially support their co-workers (i.e., express solidarity) in the presence or absence of incivility. Some researchers accounted for such organizational solidarity, yet it was scantly addressed. When placing solidarity at one end of a continuum representing positive interrelations between employees and organizations, with incivility as the negative representation of these interpersonal relations at the other end, it is expected that while solidarity reduces job insecurity and withdrawal intentions, incivility will enhance them. This is particularly fascinating given the importance of accounting for the interaction between constructs—as suggested by the Conservation of Resources (COR) principles —for a profound understanding of the impact of adverse and supportive behaviors that co-exist in the organizational reality. Based on these observations and the third principle of COR, which argues that resource gain is more valued in the context of resource loss, the overarching aim of the current study was to examine the impact of incivility on job insecurity and intentions to leave, while accounting for the moderating effect of horizontal solidarity on these interrelations. Data was collected from 210 preschool teachers and analyzed using SmartPLS 3. Findings supported most of the predictions and allowed for a better understanding of the underlying mechanisms triggering job insecurity and intentions to leave an organization. Thus, the current study accounts for the mutual impact of darker and brighter facets of work on employees and can shed light on the boundary conditions of these interrelations in the reasonably stable environment of preschool teachers. Addressing these issues can help promote a more sustainable society in which solidarity has prominence over incivility.

Keywords: incivility; job insecurity; intentions to leave the organization; horizontal solidarity

The Impact of Workplace Harassment and Mistreatment: Race, Ethnicity, and Gender in a Nationally-Representative Survey of U.S. Workers

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AIM. The purpose of this study was to examine incidents of workplace harassment and mistreatment in a nationally-representative sample of U.S. workers looking at demographic factors and the impact of such mistreatment on the health of underrepresented workers.

METHOD. Data were pooled from the National Institute for Occupational Safety and Health (NIOSH) Quality of Worklife (QWL) module, which is a part of the larger General Social Survey (GSS) conducted by the National Opinion Research Center (NORC). The waves of the QWL included in these analyses were 2002, 2006, 2010, 2014, and 2018.

Workplace harassment was assessed using a single item measure ("In the last 12 months were you threatened or harassed on the job in any way?"). Demographic factors including sex, race, and ethnicity were collected. Health and wellbeing outcome measures were assessed for the past 12 months and included job stress, burnout, sleep problems, general physical and mental health, and self-reported diagnoses of chronic conditions such as depression and hypertension (these chronic conditions were only collected in the most recent surveys from 2014 and 2018).

RESULTS. Descriptive statistics were compiled for all measures. About 52% of study respondents were female. Roughly 66% of the sample self-identified as Non-Hispanic White, 13% as Non-Hispanic Black, 11% as Hispanic/Latino, 3% as Asian, 0.05% as American Indian/Alaska Native (AI/AN), and 7% as Multiracial.

The results indicated that 9% of the respondents were threatened or harassed in the past 12 months, and that a higher percentage of women (10%) reported experiencing harassment than did men (8.5%). Regarding race/ethnicity, 14% of Multi-racial women and 11% of Multi-racial men were more likely to report being harassed or threatened, followed by Hispanic men and White women (10.0%), Black/African American women and men (9%), Hispanic women (8%), and Asian men (5.7%) compared to Asian women (5.4%).

Workplace harassment and mistreatment had a negative impact on all health outcomes. Overall general physical health was poorer for those who reported experiencing workplace harassment and mistreatment, with Black/African American men, Hispanic and Multi-racial men and women reporting that one or more days of missed activities in the past 30 days due to poor physical or mental health. Multiracial men and women who experience workplace harassment and mistreatment were also more likely to have been told they have hypertension, and indicated that they often had difficulty falling or staying asleep, and the latter was also the case for Hispanic men and women.

Mental health was also impacted negatively by workplace harassment and mistreatment, with Hispanic men and Multi-racial men and women reporting one or more days of poor mental health in the past 30 days to a greater extent than the other demographic groups. Further, 15% of those who reported

workplace mistreatment indicated that they were told they had depression, and this was elevated for Hispanic men, Black/African American women, and Multi-racial men and women.

Other deleterious outcomes related to workplace harassment were increased job stress which was higher for Black/African American men and Multi-racial women, and burnout which was higher for Hispanic men, Multi-racial women, and Black/African American men.

CONCLUSIONS. Workplace harassment is prevalent in the U.S. workforce, and negatively impacts a wide range of health outcomes. The experience and impact of harassment are very different for certain demographic groups in the workforce.

The law on sexual harassment at work in France: The necessary alignment of labour law with penal law

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The French law of 2 August 2021 to strengthen occupational health prevention aligns sexual harassment definition in Article L. 1153-1 of the Labour Code with Article 222-33 of the Penal Code. French legislator's intention was to extend the behaviours likely to be recognised as sexual harassment at work to include sexist behaviour, but also to groups of people. Moreover, it is not necessary to prove the intentionality of the perpetrator(s) in order to recognise sexual harassment at work.

The penal definition results from the law of 22 July 1992 reforming the provisions of the penal code. However, it is the law of 2 November 1992 on abuse of authority in sexual matters at work which introduced sexual harassment into the Labour Code. The legal provisions relating to sexual harassment were subsequently amended several times. The law of 6 August 2012 will provide a new definition. Previously, sexual harassment was defined in the Labour Code and the Criminal Code as "harassment by any person with the aim of obtaining favours of a sexual nature for his or her benefit or for the benefit of a third party." The text was criticised for its inaccuracy. The sexual harassment definition was then repealed in the Penal Code by the Constitutional Council on 4 May 2012.

The legislator intervened urgently to restore and clarify the penal sexual harassment definition and to update the Labour Code. Consequently, since 2012, according to Article L. 1153-1, "no employee shall be subjected to acts : 1° Either sexual harassment, consisting of repeated comments or behaviour with a sexual connotation which either undermine his or her dignity due to their degrading or humiliating nature, or create an intimidating, hostile or offensive situation against him or her; 2° Or assimilated to sexual harassment, consisting of any form of serious pressure, even if not repeated, exercised with the real or apparent aim of obtaining an act of a sexual nature, whether the latter is sought for the benefit of the perpetrator of the acts or for the benefit of another person." Sexual harassment thus requires repetition or a single act considered as severe pressure on the victim. Finally, in order to take into account sexual harassment variety of forms, the law of 3 August 2018 broadened the penal definition, but without updating the Labour Code, which the law of 2 August 2021 has finally done.

After having described the legal background, the aim of the presentation is to show how French legal system consider as sexual harassment sexist nature of comments or behaviour without repetition of the facts. The aim is also to understand how sexual harassment at work has been extended to comments or behaviour imposed on the same victim by a group of people through the extension of the notion of "repetition" spread over all the co-perpetrators, whether or not they consulted each other before. This approach could be very useful in order to tackle for instance cyber-bullying at work or the case of a single woman who works in a male environment.

The Oppressive Social Structure in Healthcare Institutions as Fertile Ground for Workplace Bullying

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Note: Abstract originally accepted for Dubai conference but not presented. Information updated

Workplace bullying is a significant problem in the health sector that can devastatingly impact nurses' physical and psychological health, patient care, and the nursing profession itself. Given these detrimental effects, it is essential to explore the conditions in the work environment of nurses that may allow workplace bullying to persist. This presentation centers on the work of scholars who, for nearly four decades, described the nursing profession as an oppressed group. Several researchers utilized horizontal violence, a concept drawn from the oppression literature, to name harmful workplace conduct between and among nurses who share the same social standing in the institutional hierarchy. Some authors posit that workplace bullying is a type of horizontal violence. Nurses may bear much responsibility in healthcare institutions with relatively little power or control. They may engage in horizontal violence to relieve mounting tension from working in a stressful environment. This presentation includes a review of the literature, a first-person narrative that details a nurse's experience as a target of a nursing leader's bullying viewed through the lens of an oppression model, and a possible approach to render the ground in healthcare institutions less fertile for the persistence of workplace bullying.

The Pandemics and Bullying Inequalities Among University Professors

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The COVID-19 pandemic dramatically entered our lives with the imposition of sanitary measures: social distancing and isolation, mask wearing, telework, confinement, which directly affected our social interactions at work and in society, exacerbating social fractures and creating new ones. What are the consequences of the pandemic management on bullying at work among university professors in Québec? Our objective will be to discuss our results concerning the impact of the pandemic on bullying among professors.

Methods: We are going to present the results of a quantitative study conducted among professors in 18 universities in Québec (Canada). We used an extensive online questionnaire with different scales, like the "NAQ – Negative Acts Questionnaire" to identify bullying at work; the "ICA-W Inventory of Cyberbullying Acts at Work"; the "LIPT – Leymann Inventory of Psychological Terror"; and the "Areas of Working Life Scale with six organizational variables: workload, control, recognition, community, organizational justice, and value coherence," and different mental health indicators.

This online questionnaire was sent in two stages due to the arrival of the COVID-19 pandemic. Thus, the first period was before the pandemic, from February 2020 to March 13, 2020, which is the official date on which Québec universities were closed, and it constitutes time 1 of our study (T1), with n=1533 questionnaires (response rate of 16%). As the working contexts and the socio-sanitary conditions were greatly disrupted by the first wave of the pandemic (winter and summer 2020 semesters), we were forced to suspend our study. In the fall of 2020, we resumed it and sent the online questionnaire again to the entire target population. By this time, the vast majority of faculty had acquired the necessary skills to work remotely, to adapt their courses to distance learning and to do their research work from home. This represents time 2 of our study (T2) with n=1260 questionnaires (response rate of 13.4%).

Results: Using the NAQ and the LIPT, our results for both measures show that with the COVID-19 pandemic, bullying among university professors has not changed. One might believe that cyberbullying would have increased with the pandemic, but our results show that, using the ICA-W to measure cyberbullying, it decreased only for the intrusion component of the measure.

However, before the pandemic, we could establish inequalities according to gender and sexual orientation in bullying. Gender differences exist according to NAQ and LIPT measures; female professors are more bullied than their male colleagues. LGBTQ+ professors also faced more bullying according to the LIPT, and more cyberbullying according to the ICA-W. No race/ethnicity differences were found. After seven months of the pandemic, gender differences persist, according to NAQ measures. No race/ethnicity or LGBTQ+ differences were found.

Finally, our results show that when one analyzes the constitutive acts of bullying and cyberbullying, there are statistically significant differences between T1 and T2, which means that, in each group, they are bullied but not with the same acts.

We are going to present, analyze and discuss all the statistics and results in detail.

The Power of Coaching to Change Behavior

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You know the scenario: Your organization has a great performer, maybe someone in the C-Suite, or a key leader, salesperson, or a long-time employee, all of whom the organization needs for its success. But, at the same time, these solid performers have inappropriate workplace behavior that is disrespectful, demeaning, unsettling the office, or even putting your company at risk for litigation. The organization does not want to lose this person as they are valuable; but the organization wants to ensure the out-of-line behavior stops. Like the adage about the leopard not being able to change its spots, many people think nothing can really help workplace bullies or harassers change their inappropriate and toxic behaviors other than termination. In some situations, that is true. Studies have shown that workplaces permitting inappropriate behaviors without any accountability see higher turnover, worker dissatisfaction, and decreased morale. While each situation is different, this session will highlight how coaching can be a successful approach in many situations to help someone turn around behaviors that create unsafe work environments.

Coaching is multi-faceted. Coaching is very personal. Coaching is a collaborative solution that provides tools to help someone improve performance, gain new skills to achieve goals, and/or to focus on changing behavior. Coaching isn't one-size-fits-all. The coach in many ways is the mirror and reflects back to someone how their behavior impacts others, creates risk, and can shut down communications.

For managers and leaders, weaving in leadership concepts, role modeling and skill building is critical. Asking: how do others see you? Is how you see yourself aligned with how others see you? What kind of leader do you want to be? What kind of leader do you think you are? How do others see you? Helping someone see their reflection can be a powerful motivator for change. Helping someone understand problem-solving, activators, appropriate and inappropriate behaviors as well as emotional intelligence, are a deep part of the coaching process. Coaching is not coddling someone or dancing around the issues. Coaching is hard work; the coach holds the person accountable at each step along the way. Accountability must be built-in with stakeholders monitoring and understanding the coaching process and being informed what happens in the coaching sessions. Emphasis on creating psychological safety in the workplace is a key part of coaching accountability to prompt change. So is understanding how to effectively apologize, rebuild trust, and being a vulnerable and authentic manager/leader or employee. The coach focuses on mirroring, reframing, guiding, pushing, reflecting, and accountability. Come to this session to learn tips and tools to help you understand the ways to turn around inappropriate workplace behavior.

The role of the union in conceptions of workplace bullying: Law, policy, and bullying in Canadian healthcare

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Bullying, harassment, and violence are increasingly acknowledged as risks to workplace health and safety in healthcare. As unions have long advocated for workers' rights, including around safety in the workplace, this research examines the role of unions in advancing notions of what constitutes bullying and harassment in the workplace. The role of unions is one area that is not frequently addressed in workplace bullying literature. To build on existing scholarship, this paper considers the ways unions in two Canadian provinces (Ontario and Saskatchewan) have been influential in legislative definitions of bullying and harassment, in shaping policy, and in contributing to our understanding of the relationship between bullying and workplace safety. In Canada, prevention, management, and response processes to bullying at work are influenced by provincial and federal legislation. By investigating the ways that unions have contributed to such legislative efforts, this paper represents one part of a larger research project that examines how unions prevent and respond to workplace bullying in Canadian healthcare.

In the spirit of identifying new ways forward to address workplace bullying and harassment, this project considers how unions' responses to bullying in healthcare work can be useful in developing more effective legislative responses that are specific to a given work setting. As such, the research asks the following questions: how do unions view and deal with bullying in healthcare? How do unions define and understand bullying in relation to policy, legislation, and workplace context? What are the incongruities between the ways unions want bullying to be responded to and the ways that legislation frames responses? Should law better reflect the concerns of unions and their members? To answer these questions, this project examines relevant law, labour arbitration and legal cases, and applies a qualitative analysis of union strategies to workplace bullying in healthcare, including through lobbying, publishing, educating, and contributing to statutory debates.

The project takes into consideration that bullying is one form of aggression in the workplace that frequently precedes or occurs along with other harmful behaviours, such as violence and sexual harassment. This is one point that unions representing healthcare workers have stressed in efforts to shape legislation and raise awareness of the risks workers face in healthcare settings, where violence and harassment are normalized. So far, law has lagged behind in the understanding of bullying as part of a continuum of violence. Overall, this paper demonstrates that unions have played an important role in advocating for workers rights, including in demands for effective policy and legislation with respect to workplace bullying. Beyond developing their own policies and standards for bullying and harassment, unions have lobbied for legislative change while highlighting the significance of context in understanding, responding to, and preventing bullying in the workplace. This suggests that future research might consider the ways that collaborations between researchers and unions could help tackle the issue of bullying in specific workplace contexts.

Keywords: bullying, healthcare, unions, legislation, Canada

Turning the Great Resignation into Great Opportunity: Innovations in Addressing Workplace Harassment

Shea Holman

The Purple Campaign, Director of Law & Policy

In November, 4.5 million people left their jobs, a million more than in any month before the start of the COVID-19 pandemic. The changing economy and workforce is having a disproportionate effect on women: 1.1 million women who left the labor force in February 2020 have yet to return. But with the "Great Resignation" comes a great opportunity to reflect upon and reshape our workplace policies and culture.

Join the Purple Campaign's Director of Law & Policy, Shea Holman, for a two hour interactive policy design workshop to share and solicit input on what led to the Great Resignation and how we can utilize its teachings to better invest in the future of work. Content sessions will feature a discussion of the Purple Campaign's unique 4-part framework to address harassment: "Reduce, Respond, Rethink, Rebuild."

Session One, *"Reduce and Respond: Creating a Respectful Work Environment and Demonstrating Accountability"* will address how companies can build more intentional, transparent, and employee-centered workplaces by creating a shared culture around acceptable behavior, implementing educational programs to reinforce those shared values, and demonstrating accountability to inspire employee confidence. Session Two, *"Rethink and Rebuild: How to Build a Thriving Company Culture to Invest in the Future of Work,"* will dive into how companies can shift the corporate mindset and utilize an intersectional lens to implement DEI initiatives that are intentional, actionable, and sustainable. This session will also provide an overview of Corporpate Certification programs and how they can be used by employers to better invest in the future of work.

Participants will engage in two, 20-minute content sessions each followed by a breakout session in which they will discuss the prompts, "I like, I wish, I wonder." Following the breakout sessions, participants will be invited to share their thoughts, ideas, and questions with the full group during share back sessions.

Attendees will walk away from this workshop with a deeper understanding of the Purple Campaign's 4-part framework and how it can be used to address workplace harassment in new and innovative ways. Breakout and shareback sessions with fellow participants will allow attendees to explore and challenge the content shared, and provide a space to ask questions about how a holistic approach can be used in different workplace contexts. Participants will be encouraged to think creatively about how these strategies might be used moving forward to address workplace harassment so that our work environments can be transformed.

Using formal investigations when managing cases of workplace bullying: Results from a study in all Norwegian municipalities

Ståle Einarsen

University of Bergen, Norway.

Aim: Different approaches have been suggested for the handling and management of individual cases of bullying at work; including informal methods based on communication and mediation between the parties as well as the use of formal investigations with disciplinary measures. While many researchers and practitioners tend to argue for the former, International Labor Organization, the European Social Dialog and other formal and legislative bodies seem to favor the latter approach. The present study evaluates the use and usefulness of formal investigations when handling bullying cases based on the experiences of HR managers and Health and Safety Representatives in Norwegian Municipalities

Methods: A survey was sent via e-mail to the human resources managers (HR) and the main and central Health and safety representatives (HSR) of all 426 Norwegian municipalities in 2018. Responses were obtained from 312 municipalities, constituting some 73% of all Norwegian Municipalities, with responses from 288 HR managers and 274 HSR representatives. The HSR are elected by employees as their ombudsman in cases relating to work environment, occupational health and safety issues. There is also a local HSR in all departments, headed by and coordinated by the central and main HSR for each municipality. The main HSR were asked to distribute the survey to their local HSR`s. A total of 990 such local HSR`s responded, representing 193 municipalities. All were asked about their involvement in cases of bullying and interpersonal conflicts over the last year, how these cases were handled, and how satisfied they and the involved parties were with how the cases were handled. An 8-item scale was construed to measure the degree to which the underlying principles of a fair and standardized investigation were used in the municipalities. The occurrence of workplace bullying was estimated using the Bergen Bullying Index, a 5-item measure on the observed frequency and severity of workplace bullying and harassment in the organization.

Results: The use of formal investigations versus informal methods in bullying cases varied between municipalities. Furthermore, when the principles of a formal investigation were seen as a central part of the management of such cases, the occurrence and severity of the workplace bullying were estimated as low as opposed to where such principles were not in use. In addition, both HR managers and HSR`s favored the use of formal investigations over more informal ways of managing cases. This was especially the case for the HSR´s. The HSR´ also saw the use of formal disciplinary interventions as even more important than did the HR managers. When proper policies were strongly implemented in the organization, HSR´s reported a lower occurrence of workplace bullying in the organizations.

Conclusions: Managing cases of workplace bullying as complaints that needs to be investigated in fair and standardized ways, where both parties are heard and where the facts of the situation are established seems to be a very effective way of handling bullying cases, at least as seen by both HR managers and HSR´s in Norwegian Municipalities. Employing such principles and formal investigations is related to lower levels of bullying and harassment in the organization.

Victims'own investigation, a dynamic to help recovering from harassment at work

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This workshop offers the opportunity to discuss and challenge a transdisciplinary process aiming to accelerate the healing of victims of harassment at the workplace by having the victim conduct his/her own investigation.

In discussing a factual case study, participants will consider how to go beyond the classical approach of financial compensation, psychological support and behavioral injunctions. This shows the multiple benefits of a methodology which combines legal and psychological approaches.

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Such process was based on an empirical approach. The starting point is that when retained by an individual who claims to be bullied at the workplace, the focus should be on the healing conditions (the "how" and the "what") more than the "why" is it causing the suffering. Thus, the primary concern is to determine with the individual what would be satisfactory as a reparation and start the investigation process to reach such tailor-made objectives.

This methodology relies on the hypothesis that action itself can be a healer as a proof of being self-efficient. Therefore, being the owner of an in-depth investigation shall help the individual to recover and positive results are expected even in the case where an amicable solution cannot be reached.

The process includes gathering facts via testimonies, meeting with other victims, writing down a detailed story, understanding the legal and psychological aspects of harassment as well as creating a group of trustworthy people who can support the victim in various capacities. Effects of this multiple actors' involvement will be detailed and discussed.

In addition, the victim shall pass a psychological expertise including a MMPI2 assessment wich will help assessing the link between the workplace conditions and possibly a harassment pattern.

Finally, a report is drawn up by the work psychologist based on the psychological assessment, the medical file, the victim's writings, testimonies, etc. As an external object, it will give the victim tangible elements of the whole process to support his/her claim, accelerate awareness of the harassment by the employer and/or the legal authorities and facilitate the compensation.

If the employer is willing to find an amicable solution, the last step of the process is to search satisfactory reparation for the victim, which can take many forms: termination of the perpetrator, training, new position, payment of damages, apologies given by the company, etc. Actions can also concern the work community (audit of psychosocial risks, improvements in organization, tools and working conditions, training).

What can workplace bullying learn from 'coercive control'?

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This paper aims to explore how parallels between domestic violence and workplace bullying could enhance our understanding of the dynamics of bullying and improve protection for targets.

The field of domestic violence has been challenged on the notion of a symmetrical conflict, a personality clash (Yamada, 2011) or poor communication (Klein and Martin, 2011) leading to the notion of coercive control; an asymmetrical serious form of violence. Coercive control is defined in the context of domestic violence as '..a persistent pattern of controlling, coercive and threatening behaviour, including emotional physical, financial and sexual threats' (Women's Aid, 2020).

While some would reject the notion that workplace bullying equates with coercive control and would resist the idea of criminalising it, (as has occurred in UK and Ireland), there are important similarities and we argue that the field of workplace bullying can learn from this recognition in domestic violence of the asymmetry and the controlling aspect of bullying.

The academic literature on workplace bullying identifies two types of bullying; conflict escalation and predatory bullying (Einarsen et al. 2021) We argue that the latter has features of coercive control. While the extremity of the profile of coercive control does not always map onto evidence about bullying experience there are parallels between the perpetrators in both domestic violence and workplace bullying regarding the ability to control both the targets, the professionals involved in attempting resolution and to exploit the investigation through counterclaims of bullying (Klein and Martin, 2011). When HR are attempting to deal with bullying, there is evidence that it is cast as a personality conflict, a problem of communication or unresolved differences between two parties (Hodgins and MannixMcNamara, 2017; Thirlwall, 2015). Despite the fact that many definitions of bullying can include reference to an imbalance of power, when organisations assume bullying is a symmetrical conflict, this view, in practice, facilitates a presumption of mutuality and a stance of neutrality (Martin and Klein, 2013), a situation that may contribute to the documented inadequacy of, or even damaging attempts to address bullying.

Given the known difficulties addressing bullying, the application of techniques adapted from domestic violence investigation should be given serious consideration. In place of neutrality and the presumption of mutuality, investigators of bullying could 'adopt an attitude of 'sceptical empathy', distinguishing between interpersonal communication problems and abusive coercion. This will include establishing who is doing what to whom and focusing how the target can be protected (Klein and Martin, 2011). Practitioners need to be alert to the possibility that they can be recruited by the perpetrator into a collusive interpretation of the problem (Martin and Klein, 2013). They advocate the use of tools similar to the controlling behaviours index, similar to the Duluth Model Power-Control Wheel (Scott, 2018) which helps identify tactics associated with gaining power and control over the target.

Exploring parallels between domestic violence and workplace bullying will require a re-focus on intentionality and on power, both the abuse of individual power and institutional power, the latter exercised to define the problem.

What will the interveners tell us about a successful intervention? Their experience.

Lori Tucker

The College of Idaho

Change Course LLC

What will the interveners tell us about

a successful intervention? Their experience.

Research into the dynamics of poor workplace conduct continues to be extensive, even following several decades of focused research. Regardless of this dedicated effort, little remains known about the efficacy of interventions. In fact, there is no widely accepted nomenclature of workplace interventions or commonly defined terms. Given this lack of knowledge, qualitative research can lead to insightful discovery. Seeking the firsthand accounts of workplace supervisors who chose to intervene with an abrasive organizational leader, who later positively responded to an intervention, can help researchers and practitioners have deeper understanding of the supervisor's experiential journey and what guided the decision to intervene.

In one recent study most supervisors chose to not intervene considering the problem not an organizational issue but an interpersonal one. This same study indicated that organizations are concerned with destructive conduct primarily due to any ensuing economic costs. Other research indicates there is a need to discover why some interventions work and under what circumstances. The aim of this future research is to understand the experience of the supervisor who chose to intervene with an abrasive leader and had a successful intervention—meaning the abrasive leader sufficiently reduced his/her abrasive behavior so it was no longer a workplace issue. One question will guide this study: How does the intervener describe and make sense of his/her own journey before, during, and after the personal intervention with the abrasive leader?

Narrative inquiry, a highly relational and collaborative qualitative method will be used to answer the research question. Using executive coaching and professional development organizations, the researcher will locate 10-12 supervisors who meet the criteria of the study. The criteria include: (1) The intervener had direct face-to-face contact with the abrasive leader where the abrasive leader was informed the behavior was no longer acceptable and serious consequences would result should the conduct continue, (2) the intervener could observe the conduct of the abrasive leader and can confirm there were no (or few) incidents of abrasive behavior, and (3) the intervener, would obtain a third-party confirmation of continued satisfactory behavior by the leader at least six months post intervention.

It is anticipated that the researcher and each intervener will engage in 4-8 conversations throughout several weeks. Together, the researcher and each intervener will co-compose a narrative accounting as the first level of analysis. The second level of analysis will be a thread analysis across narrative accounts to determine threads that are woven across the accounts. These two levels of analyses will influence the determination of applicable theoretical or conceptual frameworks.

As the researcher and the intervener inquire into the stories, knowledge of workplace interventions will be expanded. Understanding the experience of the intervener may aid practitioners in knowing the unique challenges an intervener faces and may prompt researchers to further explore successful interventions and contemplate the importance of the intervener's role in reducing poor workplace conduct.

When the researcher becomes a victim of bullying and abuse

Wendy Bloisi

London Metropolitan University

Aim

This looks at issues of researching a sensitive subject and the impact on the researcher.

Introduction

Sometimes when we start to research, we have the best of intentions. We want to find out what is happening and we also want find out solutions in order to make the world a better place. We tend to be committed to our research and we also expect others to be sympathetic. Therefore, it can then be a surprise when we are ignored or abused.

Much has been written about the impact of research on victims and participant safety, especially in the area of child abuse and qualitative research, but there is very little on the impact to researchers of bullying at work. Where there has been research, it refers to the emotional impact of the nature of the study on the researcher. As the use of the internet increases online bullying and abuse is likely to become more problematic and there needs to be a greater examination of the impact the research can have on the researcher.

This paper examines once example of research where online abuse was received by a researcher when researching into bullying and negative behaviour among chefs. The main aim of the project was to collect data using a quantitative research project and what is reported here is a by-product of the research.

Method

A letter was placed in trade magazines asking for members to respond to a questionnaire about bullying and negative behaviour among chefs. Prospective participants were given an email address with an online link. Several respondents emailed the sender and the contents of the email raised questions about researcher safety. A total of 75 emails were systematically examined and the comments section of a further 228 questionnaires were also examined for key words that could be related to threats and abuse.

Results

Of the 75 emails received 30 had content that could be considered as threats. Some were mild threats suggesting the researcher keeps out of the industry. Others were more threatening referring to physical and sexual harm.

Discussion

This raises the question about the safety of the researcher when researching. Although the researcher did not meet the participants, they were able to find out who the researcher was and they were able to contact her. Fortunately the threats did not escalate into unwanted behaviour.

Conclusion

This suggests that research may not only affect the participants but also the researcher. Care needs to be taken to ensure the safety of all those involved in research. When obtaining ethics approval the impact of the research on both the participants and the researcher needs to be considered as such abuse can affect the mental health of the researcher.

Where Diversity, Equity, and Inclusion Do Not Intersect

Wilma de Soto

National Workplace Bullying Coalition Board of Directors

Badass Teachers' Association, Board of Directors and Quality of Work Life Team

Where Diversity, Equity, and Inclusion Do Not Intersect

Since the Civil Rights Movement, blacks and other people of color have been able to secure positions in business, education, and government agencies where they were not formerly represented. Though many years have passed since civil rights laws were enacted, today many whites in workplaces are still not accustomed to seeing people of color in places and positions that were once all white.

However, of all these diverse groups of people only African-Americans carry a legacy of slavery, Jim Crow, and Segregation and the continuing stigma of 2nd class citizenship in the United States. (Anderson, Elijah 2022)

Accompanying this legacy of experience of black people in the U.S., as well as the traditional societal viewpoint of black people as 2nd class citizens by whites, black people are often bullied in workplaces just for being there, and in the opinion of many working whites are thought to be in places that rightfully belong to whites by custom and tradition. Just being black in a workplace where they allegedly "do not belong" is often seen as a threat to white hegemony as well as a lowering of their reputed status as superior, and a prime source of bullying through resentment and grievance.

Diversity, Equity and Inclusion initiatives in the work place are often implemented either under duress, (Anderson 2022), or to enhance business opportunities for the organization by presenting it as being as fair and attuned to social justice. In either scenario, the goal of such programs in many companies, etc. may not be to truly bring true organizational justice to the workplace. In fact, they can add to even more maltreatment of blacks and people of color in the workplace.

An even more disturbing aspect rarely considered or discussed is the fact that many non-black ethnic groups and/or immigrants, use the centuries-old enmity and hatred of blacks in America to better than own positions, (Anderson 2022), through civil rights initiatives such as Diversity, Equity, and Inclusion.

As a result, black workers are often left out of the loop and are bullied surreptitiously and sometimes openly. They also have the added burden of having to "represent" and constantly prove they are fit to even be among the workforce. No "Model Minority" status is applied to them even though that term has its origins in racism as well.

In order for Diversity, Equity and Inclusion initiatives to truly be effective, anti-blackness in the workplace and society has to be faced and addressed. How to come to terms with this issue is a pithy topic for discussion and brainstorming at this conference. It is one which I hope to facilitate and spark discussion and brainstorming for possible solutions at the IAWBH Conference.

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Witnessing Workplace Bullying – Antecedents and Consequences related to the Organizational Context of the Health Care Sector

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Background and Aims

Workplace bullying is a severe global problem that affect individuals, organizations and society (e.g. Salin & Notelears, 2020). Studies have indicated that workplace bullying is more prevalent in health care than in other sectors. According to a recent systematic review of bullying among health care employees, up to one in four health care professionals are exposed to bullying regularly (Lever et al., 2018).

There has been a growing interest in the area of bystanders of workplace bullying (Coyne et al. 2017), but the role of the bystander, and research focusing on understanding the rationale for bystander behavior, remains an important area of investigation (Thompson et al., 2020). Specifically, additional research is needed in order to achieve a deeper understanding of the connection between the organizational context and bystanders' behavior. Consequently, the aim of this study is to investigate how different organizational factors relate to bystanders' behavior in a bullying situation.

In order to analyze the organizational context in relation to workplace bullying and bystanders' behavior, the Job Demands-Resources theory (JD-R; Bakker & Demerouti, 2017), and the theory of Psychosocial Safety Climate (PSC; Dollard & Bakker, 2010) form the theoretical framework for the study.

Design/Methodology

The present study is a quantitative survey study conducted in the health care sector, with physicians, nurses and assistant nurses as participants. Longitudinal data have been collected through questionnaires at two occasions, about six months apart (N = 1144 responded at both t1 and t2). Demographic questions, as well as scales from the Copenhagen Psychosocial Questionnaire (COPSOQ II; Pejtersen et al., 2010), and measures of bystander behavior in response to witnessed bullying (Salmivalli et al., 1996; 2011), were included in the survey at both time points. Longitudinal structural equation modelling was conducted to investigate associations between psychosocial factors and bystander behavior over time.

Results

Results indicated that PSC was positively associated with bystanders' reports of defending the victim. Social support from coworkers, social community at work and perceived illegitimate tasks predicted constructive, passive, and destructive bystander behaviors in expected directions. Conversely, influence, as well as quantitative and emotional demands were counterintuitively related to bystander behaviors over time.

Practical Implications

It is predicted that the health care sector will have a substantial need for staff in the future, while many of the current employees, especially nurses, leave their occupation. Providing a good work environment

will be one of the key issues in order to attract, recruit and retain staff in the future. The study generates knowledge that creates opportunities for managers and organizations to work preventively, and increases their ability to understand and handle different types of bullying situations from both the victim's and witnesses' perspective.

Originality/Value

This study adds knowledge to the area of bystander behavior in the health care sector, by relating bystander behavior to the organizational context.

Keywords: Workplace Bullying, Bystander Behavior, Health Care, Job Demands-Resources Theory, Psychosocial Safety Climate

Workplace Bullying & Harassment: A Leadership Issue

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Harassment and bullying in the workplace can cause poor performance and low morale, put companies at legal risk, and hurt an organization's bottom line. Furthermore, during the "great resignation" many organizations will experience more than their fair share of talent losses if they do not ensure their workplaces are bullying/harassment free. While some states have mandatory workplace trainings to prevent harassment and discrimination, the research shows they aren't always effective, and bullying and harassment remain a real problem in our workplaces today.

It is particularly critical to the success of an organization that leaders know the importance of their role in this regard, and can exhibit healthy behaviors that drive a culture of respect, inclusivity, and equity. In this highly interactive workshop, we identify some of the "pitfalls" of standard bullying/harassment prevention trainings. We facilitate discussions for participants to more fully understand how a leader can turn their behaviors around by learning strategies that increase their emotional intelligence. Strategies that help them increase their own self awareness, help them recognize their unconscious biases, and learn better communication strategies, thereby driving a culture that helps build a productive and healthy workplace.

Workshop Outcomes Include:

- Create an awareness of the connection between leadership and bullying/harassment prevention

- Course correct harassment/bullying prevention strategies that are grounded in shame, and instead identify strategies that focus on and build a leader's emotional intelligence

- Reflect on and discuss case studies and scenarios where leaders exhibit unprofessional and/or illegal behaviors, and how they can instead use the best of their emotional intelligence to create an equitable work environment, free of bullying/harassment and inclusive of a diverse workforce

- Leave participants well versed with emotional intelligence best practices to use with leaders to help them create a culture that's inclusive and free of bullying and harassment

See attached pdf in the extended abstract section for my bio and other important information on this topic. Note, I'm also open to revising workshop content to ensure it's most relevant for participants.

Workplace bullying interventions: A realist synthesis

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Literature reviews have shown that workplace bullying interventions have a wide range of variance in terms of effectiveness and observable outcomes. Systematic reviews in the area have found that few interventions have achieved the desired outcome, with little information regarding what limits the effectiveness of well-designed interventions. Realist approaches aim to critically consider the role of context around interventions, and the mechanisms that act within interventions, considering the impact that environmental factors and context can have on how resources and mechanisms bring forth observed outcomes.

47 papers were included in a realist synthesis. The data extracted from the papers were reviewed with the aim of identifying patterns that indicated causal relationships between contexts, mechanisms, and outcomes. These patterns contributed to the development of initial programme theories outlining how mechanisms led to outcomes, for example interventions that provided opportunities for participants to practice strategies to address bullying behaviours (Mechanism) led to a reduction in perceived bullying behaviours following on from the intervention (Outcome). Contextual factors were difficult to identify due to a lack of contextual detail provided in the papers.

Semi-structured interviews were conducted with a sample of 10 SMEs to test and refine the programme theories developed from the literature, and to identify contextual factors. The interview schedule incorporated targeted testing of the programme theories and aimed to explore possible contextual factors. Example questions include "What is important to consider when incorporating opportunities to practice and other active-learning approaches in interventions like this?" and "What can support participants to apply their learning?". Framework analysis was applied to allow the programme theories to be critically tested and refined.

SME interviews provided support and clarification for the proposed programme theories on interventions to address workplace bullying. This framework is illustrated by five Programme Theories:

Theoretical Learning: Provision of information, and development of personalised materials, to provide a theoretical knowledge of workplace bullying and strategies to effectively address or reduce workplace bullying

Active and Skills-Based Learning: Multiple opportunities to practice strategies to address bullying behaviour, and receive feedback on implementation of strategies in a safe space.

Group Working: Small group work to facilitate skills practice and rehearsal, encourage peer-to-peer feedback, and establish streams of collegial support.

Reflection: Facilitate participants to reflect on their previous behaviour, including instigated bullying behaviour and address of bullying behaviour. Encourage ongoing self-monitoring of behaviour through reflection.

Application/Transfer: Application of learning to the workplace. Successful application of learned knowledge and skills will reinforce confidence to effectively address bullying. Successful application of learning will lead to a reduction in workplace bullying.

Key contextual factors that are likely to hinder the effectiveness of an intervention are a lack of leadership engagement with the intervention and with respectful communication, an organisational culture that may not support the application of participants' learning, a lack of organisational and employee readiness and perceived need for the intervention, and a stressful work environment. This framework can be used to build future interventions.

Keywords: Workplace bullying, intervention, realist synthesis

Workplace Bullying: Closed Circles vs. Big Tent Belonging

Dorothy Suskind

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As a Narrative Inquiry and Phenomenological Researcher, I collect the stories of people who have lived a shared experience and then analyze their narratives through the constructs of story to include theme, character, plot, and setting. The research is then shared out in a narrative format, bringing the reader into the plotlines of the participants. Over the last three years, I have collected over 200 stories of workplace bullying, across 8 countries, 31 states, and representing 23 industries. Through story analysis, over 78 categories were collapsed into 16 themes which came together to tell two counter narratives, the story of the victim and the bully.

Both stories rest atop the shared theme of belonging, but then branch out into opposing plotlines. The bully, who we will refer to at this stage as the villain, possesses a deep fear of becoming insignificant, charging her to wrangler power and construct a persona of excellence and invincibility. To feed this ruse, she creates a closed-circle of colleagues governed by tightly controlled cultural norms that ensure her power and belonging. An impenetrable hierarchy, micromanaging, and the villain's omnipotent voice in defining reality, propels the closed-circle's existence and stronghold. In contrast, the victim, who we will refer to at this stage as the hero, is committed to big tent belonging, in which a person works to belong to herself, the organization's mission, and the larger community. The hero's work is energized by growth and discovery, inside an environment that fosters autonomy, cross-collaboration, transparency, intellectual risk-taking, voice, and celebrations.

Workplace bullying, however, emerges when the worlds of the villain and the hero collide per the hero taking a new job or the villain moving to the hero's organization. Amidst this intersection, the hero is cast into the role of the victim and the villain the bully. At this juncture, the victim's productivity, likability, problem-solving skills, cross-collaboration, and commitment to calling out unethical behavior threatens the closed-circle's cohesion and power, hence violating group norms. In an attempt to bring the victim back into compliance, the closed-circle deploys weapons of gossip, gaslighting, sabotage, and exclusion. If the victim does not acquiesce, the bully initiates a degradation ceremony, in which the victim's character, not professional performance, is dismantled. This character assassination empowers the bully to illegitimately recast the victim into the role of villain and subsequently recruit bystanders to drive the "evil" out.

At the story's conclusion, the closed-circle is refortified by a work environment that stifles creativity, discourages dissent, and propels mediocrity. In the final scene, the victim's physical and mental health deteriorates, and she is often driven out of a job. In an act of redemption, over time, the victim evaluates what ideas, groups, and people she must abandon in order to belong to herself and the world again.

Throughout my presentation, the contrasting plotlines as described above will be infused with case study examples to exemplify each theme and illustrate the role culture plays in regulating individual and group behavior.

Workplace bullying: Individual hostility, poor work environment or both? Exploring multicausality in a single longitudinal study

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Aim

A central focus of research and literature on workplace bullying is the importance of explanatory factors such as individual dispositions (i.e., the vulnerability hypothesis) and work environment factors (i.e., the work environment hypothesis). Although several studies address the importance of the two approaches, as well as their individual and combined effects, the unique contribution of each of the competing approaches remain unexplored in a single longitudinal study. Based on Affective Events Theory, the aim of the present study was to explore the independent and combined contribution of work environment and individual hostility in the occurrence of workplace bullying over time.

Methods

A complete two-wave panel design study, with a six-months time lapse, was conducted among 152 employees from seven private and public corporations, including working students of two large Polish universities. Workplace bullying was measured by 22 items from the Negative Acts Questionnaire (NAQ-R); hostility was measured by five scales from the Durkee-Buss Inventory of Aggression, and organizational risk factors for bullying were measured with the Organizational Bullying Risk Factors (OBRF) inventory (26 items). Structural equation modelling (SEM) analysis in AMOS was used to test and compare various competing models (causal, reversed causal, reciprocal models) to determine which of them fit the data best. Thus, we analysed the full two-wave panel design by simultaneously comparing the competing models for the relationship between exposure to bullying and hostility across time.

Results

Results confirmed that work environment factors predicted later exposure to bullying. Exposure to workplace bullying at T1 was also related to a poor work environment at T2. Results further showed that higher exposure to workplace bullying at T1 and T2 was related to higher levels of almost all aspects of individual hostility over time. Moreover, poor working conditions especially in T1 predicted individual hostility at T2.

Conclusion

The findings of the prospective study document the multicausality of workplace bullying. Poor work environments foster bullying; and when workplace bullying exists, this elicits hostility. Affective Events Theory provided a sound theoretical basis for investigating the multicausality of, and different pathways to, workplace bullying. Testing AET in a single model with longitudinal data, the study adds to theory and empirical research within the field of workplace bullying. The results points to addressing multicausality in both research and practice. Implications include a shift from individualized approaches of 'either-or' to multicausal and multilevel workplace efforts.

Workplace cyberbullying, mental health and creativity: The role of psychosocial working conditions

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Despite growing awareness of cyberbullying, relatively little research has been devoted to the experiences of and responses to cyberbullying in the workplace (see D'Cruz and Noronha, 2013, Coyne et al., 2017). Findings from existing research show that cyberbullying at work can occur at a higher intensity than traditional bullying and an organization's lack of preparedness to deal with it can have a detrimental effect not only on performance but also on employee engagement levels (Forssell, 2020; Gardner et al., 2016). Research also confirms that cyberbullying, like traditional bullying, is associated with poorer mental and physical health of employees, as well as lower job satisfaction (Coyne et al. 2017; Vranjes et al., 2017).

AIM OF STUDY
The aim of the present study was to determine the cause-effect relations between psychosocial working conditions e, exposure to workplace cyberbullying, mental health and creativity via longitudinal study. We tested both causal hypotheses and reverse causal relationships.

METHOD
The research was carried out in 2021 in the form of regional questionnaire surveys. To test our hypotheses, a complete two-wave panel study was conducted, with a time lag of approximately six months between each wave. The study used standardized questionnaires which evaluated the following variables: workplace cyberbullying (ICA-W, Vranjes et al., 2018), psychosocial working conditions (COPSOQ III, Lorens et al., 2019), mental health (GHQ-28, Goldberg & Williams, 1991) and creativity (KANH III, Bernacka et al., 2016). Data were collected by approaching 500 Polish employees (51.2% women, aged 20–78, M=40.9, SD=10.81) from three sectors .The selection criteria required participants to be doing a job that required constant use of ICT (information and communication technologies).

INTERPRETATION
In order to verify the hypotheses, three cross-lagged panel models were constructed taking into account the selected variables. The first model tested the relationship between work stressors and exposure to cyberbullying. The second model relationships between exposure to cyberbullying and mental health. The third, in turn, is the relationship between exposure to cyberbullying and creativity. Moreover, we tested reverse causal hypotheses. Using a full, two-wave panel design with a six-month time interval, we tested both causal hypotheses and reverse causal relationships. The results show that higher levels of work stressors related to rewards and work-life conflict in Time 1 are associated with exposure to cyberbullying in Time 2. In terms of reverse pathways, exposure to cyberbullying in Time 1 was associated with higher levels of work stressors, i.e. work-life conflict, predictability, role clarity, rewards, possibilities for development, meaning of work and work pace in Time 2. The results show that exposure to cyberbullying in measure T1 is not significantly associated with mental health in measure T2. However, the reverse effect was found, i.e. high levels of depression and anxiety in Time 1 were associated with exposure to cyberbullying in Time 2 . For Model 3, exposure to cyberbullying in Time 1 was found to be significantly associated with lower levels of creativity in Time 2.

CONCLUSIONS
This study shows the importance of considering an appropriate reward system for employees as well as maintaining a work-life balance, which could help organizations reduce the risk of cyberbullying occurring. The results also show that exposure to cyberbullying itself can cause employees to judge their work environment less favorably. The hypothesis that exposure to cyberbullying causes deterioration of mental health was not confirmed in the presented research. However, the reverse direction was significant, i.e. higher levels of depressive symptoms and anxiety may increase the risk of becoming a target of cyberbullying. Furthermore, the results indicate that reducing the risk of exposure to cyberbullying in an organization promotes higher employee creativity.

Workplace Incivility and Turnover Intention: The importance of Psychosocial Safety Climate

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Retention is an important issue in most organizations, especially in the public sector. However, there are work environment issues which affect the turnover intention of public sector employees. One such factor is workplace aggression. Workplace aggression is prevalent in most public sector organizations (USA: El Ghaziri et al., 2021; Vietnam: Nguyen et al., 2017; and New Zealand: Plimmer et al., 2021). Examples of workplace aggression include workplace incivility, workplace bullying, social undermining, and ostracism (see Hershcovis, 2011). Workplace mistreatment could impact negatively on employees' health and well-being (e.g., Cortina et al., 2011; Hodgins et al., 2014). While workplace bullying is considered to be at the extreme end of the spectrum as it tends to be more serious and caused more harm, we will focus on workplace incivility (Schilpzand, De Pater, and Erez, 2016) as it is less intense and is a form of rudeness in the workplace (Cortina et al., 2021). Hence, we will focus on workplace incivility in this study.

Using Attraction-Selection-Attrition (ASA) theory (Schaubroeck et al., 1998) we argued an organization's psychosocial safety climate (PSC) provided the organizational signal to provide a safe work environment for employees to treat each other with respect in order to minimize turnover intention. Our research will test how PSC (Dollard and Bakker, 2010) influences workplace incivility, person-organizational (P-O) fit, affective commitment, and turnover intention. We conducted our research using an online sample of 468 participants from the USA (including 132 from federal government agency, 160 from state government, and 176 from local government).

Results of path modelling using IBM AMOS v.27 showed PSC has a number of direct relationships: negative association with workplace incivility, positive association with P-O fit, positive association with affect commitment and negative association with turnover intention. Workplace incivility had a negative direct association with P-O fit and positive association with turnover intention. P-O fit had a direct association with affective commitment while affective commitment had a negative association with turnover intention. Altogether, the model suggested there was an indirect association between PSC and turnover intention, via three serial mediators, such as workplace incivility, P-O fit, and affective commitment.

In summary, this study provided empirical support for using the A-S-A theory to examine the positive influence of PSC in public sector organizations. PSC could minimize the prevalence of workplace mistreatment such as incivility. As noted in the literature, employees responded negatively, both biologically and behaviorally, when they are treated rudely by their co-workers (Cortina et al., 2021). We were able to show workplace incivility resulted in less fit between employees and their organization, which has negative consequences on affective commitment and turnover intention. Hence, PSC is critical as it provides a safe work environment such that workplace mistreatment could be minimized to result in better fit, more affective commitment, and ultimately, enhance their intention to stay.

Workplace Social Capital moderates the adverse impact of Workplace Cyberbullying on Affective Commitment and Intention to Stay

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Purpose – The emergence of a new normal of work from home due to COVID-19 pandemic has led to the massive increase in the use of information and communication technologies. Workplace cyberbullying has become more prevalent with the changing nature of job and excessive use of information and communication technologies (Barlett, Simmers, Roth, & Gentile, 2021; Farley, Coyne, & D'Cruz, 2021; Vranjes, Baillien, Vandebosch, Erreygers, & De Witte, 2017). The growing problem of workplace cyberbullying has received far less attention than it deserves, and studies addressing the individual and organizational outcomes of workplace cyberbullying are sparse (Coyne et al., 2017; Madden & Loh, 2020). A recent survey report highlighted the employee retention concerns and upsurge in attrition rates in Information Technology organizations during COVID-19 pandemic (De Smet, Dowling, Mugayar-Baldocchi, & Schaninger, 2021; Ghosh, 2021). There is an explicit need for more research to better understand the effect of workplace cyberbullying on intention to stay, its underlying mechanisms and boundary conditions. Our current study adopts Conservation of resources (COR) theory (Hobfoll, 1989) to examine the relationship between workplace cyberbullying and intention to stay, with affective commitment as a mediator and workplace social capital as a moderator.

Methodology– Data was collected from professionals working from home in Information Technology organizations in India through online survey questionnaires. Partial least square structural equation modelling (PLS-SEM) and PROCESS macro were used to analyze the data.

Findings – The findings show that workplace cyberbullying has a direct negative impact on intention to stay as well as an indirect negative impact via affective commitment as a mediator. The findings also revealed that workplace social capital dampens the negative effect of workplace cyberbullying on affective commitment. Our findings further confirm the moderated mediation model, illustrating that the magnitude of the indirect impact of workplace cyberbullying on intention to stay was dependent on workplace social capital levels. In other words, employees who have rich work-related social connections and social networks can shield against the adverse effects of workplace cyberbullying.

Practical Implications – These findings demonstrate the importance of addressing workplace cyberbullying in order to improve affective commitment and employee retention. This study highlights the enormous potential of leveraging workplace social capital to reduce the negative effects of workplace cyberbullying.

Conclusion- To our knowledge, this is the first study to examine the direct relationship between workplace cyberbullying and employees' intention to stay. This study confirmed the mediating role of affective commitment in this relationship as well as the moderating role of workplace social capital. This is a distinctive contribution, as no research has theorized and confirmed the role of workplace social capital as a moderator in the relationship between workplace cyberbullying, affective commitment and intention to stay. Furthermore, this study suggests that organizations need to develop and implement 'High Workplace Social Capital Practices' to strengthen employee's emotional bonds towards the organization and to enhance employee retention in stressful situations of workplace cyberbullying.

Workshop - where's the limit? Talking about sexual harassment at work helps prevent it.

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Background

In Denmark there is a long tradition for workers and employers organisations to work together on developing and disseminating guidelines and tools for workplaces, helping to prevent and manage occupational health and safety risks.

The Danish Work Environment Association, consisting of unions and employers' organisations in the public and private sector, are working on disseminating knowledge targeted at the workplaces in their sector. It is a non-profit organisation.

Both facilitators are experienced certified psychologist, who work together - from different positions.

The workshop

Sexual harassment can be a work-related issue. Therefore, it must be managed and prevented at the workplace. In cooperation with the Danish Working Environment Authority (WEA) a campaign, to stimulate dialogue and promote prevention at workplaces, was I 2021-2022 realized with many different elements which will be presented at the workshop:

Take the pulse – questionnaire

Tool for dialogue at workplaces

Special for the leaders

Guides and posters

Dialogue cards to start the dialog

The workshop will concentrate at the dialogue cards. The dialogue cards help facilitate good discussions about sexual harassment and individual boundaries in the workplace. Such discussions can make it clear that we all have different boundaries, something we need to be aware of when we work together. Input and reflections from the discussions can provide an understanding of what constitutes sexual harassment and unwanted sexual attention. The conversations can also provide the impetus for new policies on sexual harassment or identify areas of existing policies that need to be revisited.