



Premilla D'Cruz
President of IAWBH

From the President

Dear IAWBH member

The final issue of the IAWBH newsletter for 2016 comes to you with greetings for the holidays. As usual, Adrienne Hubert has put together a wonderful piece which you will surely appreciate. The newsletter opens with information

about our upcoming summer school and conference. Ria Deakin and Frances-Louise McGregor invite us to Huddersfield, the UK, from 26th to 28th July 2017 ...'to Rethink the Bully in Bullying'. We hope that, in addition to attending the summer school, you will respond to their call for a session or a workshop. Marie-France Hirigoyen and Loic Lerouge present us with the essential theme of the 11th International Conference on Workplace Bullying and Harassment to be held between 5th to 8th June 2018 in Bordeaux, France. The PhD workshop and SIG meetings are planned for 5th June 2018 and the main conference, focusing on 'Better Understanding of Workplace Bullying and Harassment in a Changing World' will be held from 6th to 8th June 2018. On behalf of the local organizing committee of the conference, the IAWBH Board looks forward to your participation at our biennial event. And, equally important, we also encourage you to step forward with a bid to host the 12th conference planned for 2020 (please see p. 7 for more information).

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International Association on Workplace Bullying and Harassment

The newsletter has several interesting contributions from our members. Michelle Tuckey, a keynote presenter at the 2016 Auckland conference, has kindly summarized her talk and describes her research endeavours towards more effective prevention and intervention. Katherine Lippel provides us with the link to her report on occupational violence, prepared for the International Labour Organization (ILO), while Leah Hollis briefs us on her recent book examining workplace bullying in academia, with specific reference to community colleges in the USA.

Our regular features will be of interest. Jordi Escartin speaks of the 'cusp catastrophe model' in 'Methodology Matters', directing us to his published work which exemplifies the technique. Nikola Djurkovic shares with us the three works from the substantive area which most influenced his research endeavours. In the 'Who is...' column, we learn about Frances-Louise McGregor's work and views.

To conclude, I extend a warm welcome to all members who joined the Association in 2016, particularly in the last quarter. The IAWBH enjoys the reputation of being a supportive group and I am sure newcomers will feel very comfortable and at home. I hope that all our members will bring in more researchers and practitioners into the Association and will contribute to our various activities. Do consider sending in a piece for the next newsletter as it is certainly worthwhile and rewarding for us to learn from each other. Adrienne has included the details and deadline for submissions on the last page.

The IAWBH Board and I wish you and yours the very best for the New Year!

Best wishes,

Premilla D'Cruz
President



**IAWBH Summer School
'Time to rethink the bully in bullying?'
Huddersfield UK
26th-28th of July 2017**

Prepared by:

Ria Deakin and Frances-Louise McGregor

As the end of 2016 approaches, we're continuing to look ahead to next summer with plans underway for the IAWBH Summer School on 26th, 27th and 28th of July 2017, hosted at the University of Huddersfield here in the UK.

In line with the Summer School title of 'Time to rethink the bully in bullying?', we're putting together a provisional programme that we hope will be provocative, thought-provoking and constructive, moving discussions from identifying and exploring problems associated with the positioning of the bully in current approaches to research and practice, through to a consideration of possible solutions and future directions.

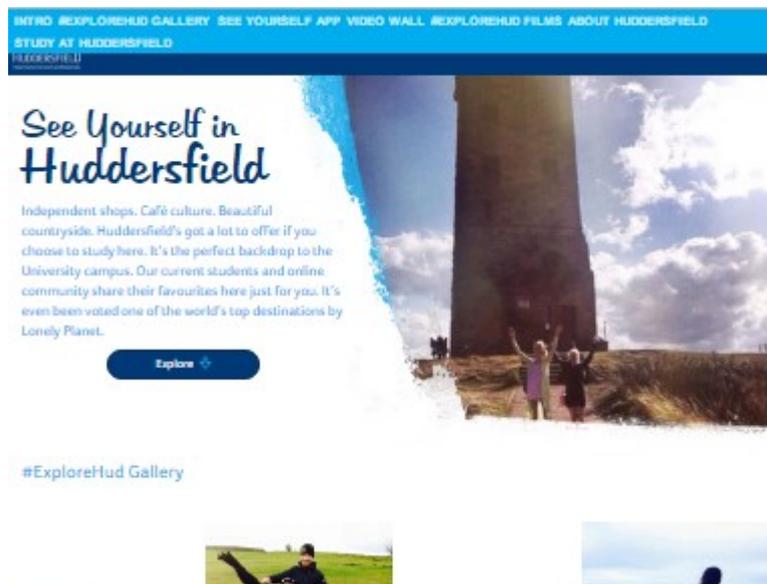
We're not quite ready to release the details of the key note speakers just yet but will do so asap! We would, however, like to invite IAWBH-members to express their interest in hosting a workshop or session around one of the following themes:

- Identifying problems with 'the bully' in bullying
- Methodological challenges of researching hard to reach groups
- Bridging research and practice in workplace bullying
- Interventions (law, investigations, mediation, therapy)
- Tackling toxic cultures and normalised bullying behaviour

Please send expressions of interests to r.deakin@hud.ac.uk by 1st February 2017. We will then aim to release a full programme by the end of February 2017 at the latest.

We're currently navigating the University of Huddersfield's internal systems but are hoping to launch a dedicated webpage for the Summer School in January. The page will contain key information about the Summer School, including details of the programme as it develops, the venue, transport and accommodation. Until this is live, you can find information about the University of Huddersfield and Huddersfield here:

<http://www.hud.ac.uk/explore-hud/>



Importantly the webpage will also host the form so you can register to come along!

The registration price for IAWBH members is £175, and £200 for non-members. For those who want to continue discussions in a more social environment, there will also be the option to sign up for one or both of our social events. These will involve an additional fee of £20-£30 each. The first social event will be hosted in the evening of 26th July and will be an informal get together over supper where discussions will be prompted by clips showing the representation of bullies and bullying in TV and film. The second will be a meal out at a restaurant in Huddersfield town on 27th July.

The Summer School should be a fantastic opportunity to bring together researchers and practitioners to have interdisciplinary discussions around the core question 'Time to rethink 'the bully' in bullying?' It's a work in progress so watch this space for more information! In the meantime, if you have any questions or queries please get in touch: r.deakin@hud.ac.uk

Ria and Frances



**11th International Conference
on Workplace Bullying and Harassment**

**“Better Understanding of Workplace Bullying and
Harassment in a Changing World”**

6th-8th June 2018

Bordeaux, Palais de la Bourse

Pre-conference Doctoral Workshop and SIG Meetings

5th June 2018

In light of extensive studies on workplace bullying and harassment, everyone agrees that these behaviours are unacceptable, having disastrous consequences on the target's health, and a negative impact on company performance. However, bullying persists even in countries which have specific laws against it. If companies are willing to acknowledge work stress, they are still reluctant to recognize bullying, they still view it as a subjective problem.

At the same time, the situation has become more complex. Bullying is an interpersonal issue, but it is affected by the organisational culture and the work climate. In a period of economic crisis, when some work organizations are primarily focused on financial performance, they can also indulge in bullying, claiming that it is necessary in the context. This lack of clarity regarding what constitutes unacceptable workplace behaviour is a fertile environment for “institutional bullying”. Even if bullying is a risk among other sufferings in the workplace, the particular nature of bullying differentiates it from other psycho-social risks. This leads us to re-examine the boundaries between bullying strictly speaking and tough management.

The aim of the 11th IAWBH congress is to further explore the complexity of the bullying phenomenon, to understand the transformation of the workplace (new forms of work, new organizations, new environments), taking into account the increase of insecurity and violence in modern society.

We are delighted to invite you to join us for the 11th IAWBH conference in Bordeaux. A beautiful city only two hours from Paris with a new high-speed train. A city that contains more preserved historical buildings than any city in France aside from Paris and surrounded by the most famed wine region in the world. Bordeaux is on the rise, with a metropolitan population over one million, several respected universities injecting talented young graduates into the community and the recently opened wonderful "Cité du Vin" wine museum.

Marie-France Hirigoyen and Loïc Lerouge





The 2020 IAWBH Conference...Will You Host It?

The IAWBH is now looking for organizers for its 12th biennial conference planned for 2020. This will follow the very successful previous conferences of London (2002), Bergen (2004), Dublin (2006), Montreal (2008), Cardiff (2010), Copenhagen (2012), Milan (2014) and Auckland (2016)...and the upcoming 2018 conference to be held in Bordeaux, France, between 5th to 8th June.

The 2020 conference will last three days, preferably in May, June or July 2020, and will normally run from Wednesday to Friday, with pre-conference meetings (Special Interests Group/SIGs and PhD workshop) arranged on Tuesday. The local organizers of the 2020 conference must be a group of researchers and practitioners associated with a university or a research institution.

Are you and your group interested in hosting the 12th IAWBH conference in 2020? Please write to Premilla D'Cruz (pdacruz@iima.ac.in) for the conference bid document. The conference bid proposal must be received by the IAWBH Board no later than 1 April 2017. A decision will be made by 1 June 2017.

We look forward to hearing from you soon...

Literature update

In the newsletter we publish titles of research publications that have recently been published. The list focuses on international publications in English or providing an English abstract. By searching on Google [using for example the title and name of authors as your search terms] you will find the abstracts for most of the articles.

Is there a publication missing from the list? We kindly ask our members to complete the list with new published work regarding workplace bullying and harassment. Your suggestions will be published in our next newsletter and on the webpage. Please send any new publications of yours that you wish to include to Adrienne Hubert;

e-mail: < a.hubert@hubertconsult.nl >

Recent research publications

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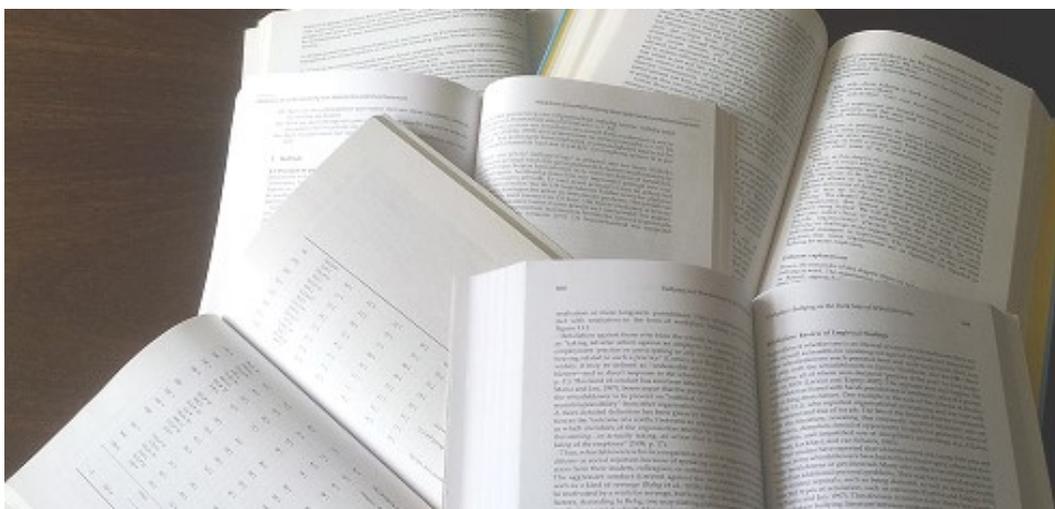
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Maio, T., Borges, E., Abreu, M. & Queirós, C. (2016). Bullying and engagement in nursing workplace. *Occupational Environmental Medicine*. DOI: 10.1136/oemed-2016-103951.551.

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McCoy, S. P. A. (2016). Nurse bullying: Impact on nurses' health. *Western Journal of Nursing Research*. DOI: 10.1177/0193945916681278.

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Thanks to Maryam Omari for composing this literature list.

Upcoming Events

Organizational dimensions of violence at work in Chile: a study in three economic sectors addressing occupational and gender differences

International seminar and workshop for academics, workers and for trade unions audience.

January 11-12, 2017

Santiago de Chile (Universidad Diego Portales).

Contact Name: Elisa Ansoleaga, Universidad Diego Portales.

E-Mail: maria.ansoleaga@udp.cl

EAWOP 2017

17-20 may 2017

Dublin, Ireland

<http://www.eawop2017.org/about-eawop-2017/>

**12th International Conference on Occupational Stress and Health,
"Work, Stress and Health"**

7-10 June 2017

Minnesota

www.apa.org/wsh/

IAWBH Summer School: Time to rethink the 'bully' in bullying?

26-28 July 2017

Huddersfield, the United Kingdom

Website to be announced

Academy of Management 2017 meeting

4-8 August 2017

Atlanta, Georgia, USA

<http://aom.org/annualmeeting/theme/>

IAWBH Conference 2018

5-8 June 2018

Bordeaux, France

<https://bullying2018.sciencesconf.org/>



Workplace Bullying Research: Looking Back and Looking Forward Towards Prevention

Associate Professor Michelle Tuckey

Asia Pacific Centre for Work Health and Safety, School of Psychology, Social Work and Social Policy University of South Australia



Michelle Tuckey

In April 2016, I gave a keynote presentation at the International Association of Workplace Bullying and Harassment Conference in Auckland, New Zealand. In this article, I summarise some of the key points from my talk.

When I look back over the body of research on workplace bullying and harassment, one of the critical issues that I've been thinking about is whether existing knowledge, published within the scholarly literature, has been effectively translated into evidence-based prevention strategies.

The volume of published scholarly research on bullying and harassment is increasing rapidly (Neall & Tuckey, 2014), focussed primarily on identifying either the outcomes or antecedents of bullying and harassment (and sometimes both). Nielsen and Einarsen's (2012) meta-analysis provides up-to-date information on the status of the evidence regarding the effects of bullying, showing that exposure to bullying has cross-sectional associations with a range of psychological health problems and more negative job attitudes, and longitudinal associations with poorer mental health and higher absenteeism. In terms of potential antecedents, consistent with the 'work environment hypothesis' (Einarsen et al., 1994), the evidence indicates that the quality of working conditions and factors in the broader work environment are the major determinants of bullying at work (e.g., Bowling & Beehr's 2006 meta-analysis of 90 samples).

In essence, we know that bullying and harassment spell 'bad news' for targets, witnesses, and organisations. We also know that, even though bullying and harassment play out during interactions amongst individuals, it is organisational factors that are the primary determinants. Given these consistent messages from the literature, it is surprising to see so few published intervention evaluation studies, especially those focussed on organisational-level prevention.

Hodgins, MacCurtain, and Mannix-McNamara's (2014) review highlights just how stark the intervention evidence base is. From a pool of 5,286 potential papers, they identified just 12 intervention evaluation studies addressing bullying or incivility that met the inclusion criteria, only three of which had sufficient methodological rigour to support reliable and valid evidence-based conclusions. Moreover, half of the studies in their review addressed individual-level factors only, suggesting that bullying and civility are routinely viewed as interpersonal problems amongst organisational members.

Common anti-bullying strategies used in organisations also treat bullying in this way. Bullying and harassment policies, training programs, and reporting systems (for instance) make it clear to workers what bullying and harassment are, expect workers to avoid carrying out such behaviour, and to report such behaviour when it occurs. But relying on individual behavioural responses like these to address bullying and harassment overlooks the inherent risks in the organisational system.

There thus seems to be a discrepancy between prevention and intervention strategies utilised (and evaluated) in organisations and evidence regarding the potential causes of bullying and harassment. This discrepancy poses the fundamental question 'Why do anti-bullying strategies target individual factors, despite evidence that organisational factors are the likely triggers?' At first glance, this discrepancy appears to reflect a research-practice gap, wherein the available evidence has not been translated into practice. It is my belief, however, that this discrepancy actually reflects a more fundamental gap – a gap in the evidence base itself.

Looking over the scholarly literature, I have discovered few studies that can help to bridge the knowledge gap between existing research findings and tools that can be effectively applied in practice. For example, while we know that perhaps the most consistent job design factor associated with bullying exposure is role ambiguity (e.g., Bowling & Beehr, 2006), advice to 'ensure clear job descriptions' may not be specific enough to guide systematic practical efforts. As researchers who want to make a difference in this area, my team and I are thinking about how to generate the types of information needed to underpin clear and easy to follow guidelines for widespread primary prevention.

The research we are conducting is aimed at generating specific information and resources for effective bullying prevention at the organisational level. From our analysis of 342 workplace bullying complaints lodged with the local work health and safety regulator (Tuckey et al., 2015), we identified areas of functioning in which certain job activities occur that create the risk of bullying and its perception. We call these the 'functional risk contexts' for bullying

at work. Our study provides a detailed picture of how bullying arises from daily job activities in key risk contexts. It locates known bullying antecedents, such as role ambiguity, within underlying functional risk contexts in the organisational system and provides rich behavioural data to better understand how bullying takes place in these contexts. We believe that this information can begin to address the evidence gap and inform new approaches to bullying prevention.

Focussing on how and when bullying and its perception is triggered from job activities offers clear focal points for risk management efforts, particularly in terms of assessing and controlling the risk factors. Towards that end, we are currently translating the functional risk contexts into a series of behaviourally anchored rating scales that together comprise a risk audit tool for workplace bullying.* The behaviours in the risk audit tool will serve as indicators of where, in the organisational system, job activities need to be refined and monitored to reduce the likelihood of bullying before it occurs. Our next goal is to develop and trial a framework and process for controlling the risks (identified via the audit tool) by modifying organisational structures and processes in the functional risk contexts in combination with tackling individual behaviour to change the way job activities are carried out.

On a wider note, given the emphasis on cross-sectional, individual-level survey studies and the reliance on single source data (Neall & Tuckey, 2014), there has been limited opportunity to learn about the role of antecedent factors at different organisational layers, uncover the dynamic processes that unfold throughout bullying situations, and understand bullying perspectives from different points in the organisational system. As a community of professionals interested in preventing bullying and harassment at work, we need more research on these important conceptual issues, utilising different methodological approaches and diverse research designs. Scholars and practitioners also need to work together to develop and evaluate prevention approaches that tackle the risk factors within the organisational system to ultimately provide solid evidence, and evidence-based practical tools, for widespread use in organisations. I hope you will join me in this important work.

Notes

* We are currently recruiting subject matter experts to participate in this line of research. If you are a practitioner, researcher, or research student working in this area and you are interested in taking part in a short survey, please contact Annabelle.Neall@unisa.edu.au. We would greatly appreciate your involvement.

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Addressing Occupational Violence: An overview of conceptual and policy considerations viewed through a gender lens

Prepared by Katherine Lippel

I am pleased to be able to share the report I produced for the ILO on occupational violence (including bullying and harassment). They posted it on their site:

http://www.ilo.org/gender/Informationresources/Publications/WCMS_535656/lang--en/index.htm

The report is relevant for the newsletter, particularly in light of the fact that the International Labour Office is preparing for a standard-setting item on Violence against Women and Men in the World of Work to be discussed at the International Labour Conference to be held in 2018.

The report reviews the international literature and a selection of regulatory instruments with respect to occupational violence - work-related violence involving incidents in which a person is physically, psychologically or sexually assaulted, threatened, harassed, bullied or mobbed in circumstances relating to their work.

An overview of policy strategies addressing the prevention of occupational violence is provided. The report also examines the various, (sometimes competing) conceptual frameworks underpinning policy responses to violence, and describes different models of regulatory and policy interventions. It also examines compensation for disability attributable to occupational violence, and other remedies and sanctions. The report identifies the gender dimensions of occupational violence and the need for gender-sensitive policy in this area.



Katherine Lippel



Diversity in Higher Education volume 18:

**The Coercive Community College: Bullying and its Costly Impact
on the Mission to Serve Underrepresented Populations
by Leah P. Hollis**

Few studies address workplace bullying in American higher education. Leah P. Hollis, EdD, author of *Bully in the Ivory Tower* addressed the issue of workplace bullying in four-year institutions. This volume replicates the study to reveal that 64% of community college respondents are affected by workplace bullying. Women, people of color, and the LGBT community face increased incidents of workplace bullying.

This volume addresses topics like the impact of labor unions on higher education workplace bullying. This topic is timely as several unions are emerging for adjunct faculty nationally. Also, the volume offers a rare voice from the presidents' perspective on workplace bullying. The narratives show that even the president has a boss, and can be adversely affected by workplace bullying.

Published by Emerald Publications (July 2016)

https://www.amazon.com/Coercive-Community-College-Underrepresented-Populations-ebook/dp/B01K23IP8I/ref=sr_1_1?ie=UTF8&qid=1479307778&sr=8-&keywords=coercive+community+college

Methodology matters Cusp Catastrophe Model

In this column we ask one of our members to describe an interesting methodology or approach to analysis that was important to answering a particular research question. This time: Jordi Escartín from Spain, discusses: Cusp Catastrophe Model



Jordi Escartín

Introduction

I work as an Associate Professor of Work and Organizational Psychology at the Faculty of Psychology in the University of Barcelona in Spain. My interest lies within the bullying domain and my research has been about comprehending its nature, measuring its manifestations, and explaining its social roots through sound theoretical frameworks such as Social Identity Theory. Inspired by many leading experts such as Dieter Zapf or Denise Salin, and by reading other research topics, I have found excitement by importing different approaches and epistemologies, such as those rooted in the Nonlinear Dynamical Systems Theory to the workplace bullying field. As the previous "Methodology matters" written by my colleague and friend Prof. Notelaers, who mentioned the relevance of seeing bullying as a gradually escalating process, I have been intrigued by nonlinear Dynamical Systems modeling methods, and more specifically, by the catastrophe theory approach, which assumes that behaviour changes following discontinuous "jumps" and nonlinear patterns (as opposed to gradual or incremental patterns).

What is the research question you had to answer?

Can we benefit from incorporating nonlinear approaches to the study of workplace bullying?

What were important factors to consider before being able to apply your research design?

Although linear approaches are predominant within the bullying domain, it should be assumable that other scientific paradigms can contribute and add value to the development of the field of workplace bullying. However, a first challenge is to justify the need for new theoretical and methodological approaches. Previous scientific literature has already offered anchor points to consider new methodological approximations. For instance, inspired by the conflict

research perspective, Zapf and Gross (2001) studied participants who stated that they have encountered critical work/life events and found initial empirical evidence of the existence of nonlinearity within the bullying process. In their study, different courses of bullying appeared: several escalated patterns showed abrupt changes (course 2, with 10% of the victim cases), discontinuities (course 4, with 42% of the victim cases), and escalation and de-escalation processes (course 5, with 21% of the victim cases). Once the first challenge is achieved, a second challenge is to find out the most useful tool to achieve our desired goals. The cusp catastrophe model represents a natural answer since it assumes that sudden, abrupt, and radically different responses are possible due to environmental changes that are small and seemingly inconsequential. Therefore, it allows the researcher to simultaneously consider both continuous (linear) and discontinuous (nonlinear) changes.

Why did you choose a Cusp Catastrophe Model?

When we apply concepts used in stress research, we see that bullying can manifest in the form of daily hassles and critical life events. On the one hand, regarding the daily-hassles approach, Einarsen (1999) defined workplace bullying as a gradually evolving process. On the other hand, regarding the major-life-events approach, Leymann (1990) defined bullying as an either/or phenomenon. These two theoretical approaches have very similar structures. They both contain the same independent variables (being a target of negative acts –WBV– as the asymmetry variable and psychosocial safety climate –PSC– as the bifurcation parameter or splitting factor) and the same dependent variable (enactment of negative acts as the order parameter). Each tries to explain the same phenomenon, bullying behaviors. They both define workplace bullying as a long-lasting process, and both postulate that together, in an interactive manner, increased WBV and decreased PSC will make targets more prone to bullying. Here, however, the agreement stops. According to the linear approach, increasing the effects of the independent variables will proportionally affect the dependent variable, leading to continuous changes in employees' negative behavior. In contrast, according to the nonlinear approach, increasing the effects of the independent variables will, under certain circumstances, disproportionately affect the dependent variable, leading to discontinuous, abrupt, and sudden changes in employees' negative behavior. Therefore, divergent assumptions can be made about the particularly strong implications for research and practice. Fortunately, both can be tested simultaneously with a cusp catastrophe model.

What were the advantages and disadvantages of using Cusp Catastrophe Model?

Models based on catastrophe theory hold several advantages over the most commonly used linear models in organizational psychology. First, the catastrophe theory approach focuses on process dynamics and is able to model discontinuous change. Second, the models'

nonlinearity enables us to present rich descriptions of the phenomenon under consideration. And third, outlier behavior is included in the model and not viewed as measurement error. Moreover, to analyze the fit of the cusp catastrophe model to the workplace bullying data and compare the fit to a linear model, the R cusp package can be used. This method implements and extends Cobb's maximum-likelihood approach and makes it easy to fit the cusp model to real data and compare it to linear regression models (including main effects and interaction between). Within the several model-fit statistics, the pseudo-R² statistic is used for the cusp model. It is important to emphasize that this pseudo-R² is not in all cases a trustworthy guide for selecting the model, especially in nonsymmetrical distributions such as in the case of most bullying data. When selecting among models, some preference should be given for the model with fewer parameters, other things being approximately equal. Finally, the cusp model and the linear and logistic regression models as applied with the package assume that data is uncorrelated, which represents a limitation for fitting time series data.

What would you do differently next time if using cusp catastrophe models?

When confronting with new approaches and methodologies, Journal's Editors and reviewers require extend explanations in a very pedagogic manner. Once the breach is done, less effort and space within the manuscript should be invested. Those interested in applying cusp catastrophe models to their studies, could profit and focus more deeply on situational aspects, more specifically, the context where such negative interactions take place. Thus, one could integrate latent class modeling as explained in the previous "Methodology Matters" to make clusters of employees (participants) which have the same (temporal) matters in the processes (victimization, perpetration, etc.) studied.

How has your research question been answered?

The results showed that most workplace bullying behaviors can be better explained as continuous linear responses in employee behavior rather than as discontinuous changes. It is in line with most of the existing literature on the antecedents of workplace bullying, focused on linear approaches, which consider that bullying behaviors might be predicted as a function of the sum or average of several organizational, job, or individual characteristics, or an interactive combination of (some of) them. However, the cusp catastrophe model of workplace bullying explained more variance than the linear model, which provides initial evidence that although most of the changes in employees' negative behaviors are smooth and continuous, some of these changes can also present discontinuous or sudden changes.

To sum up, the study of workplace bullying has been able to benefit from incorporating a nonlinear dynamical systems model (i.e., a cusp catastrophe model).

Download the article:

https://www.researchgate.net/profile/Jose_Navarro12/publication/256466911_Modeling_workplace_bullying_using_catastrophe_theory/links/547e14340cf2c1e3d2dc1920.pdf?origin=publication_detail

Please choose another scholar from the membership list for the next 'Methodology matters' column

I choose Prof. Denise Salin, Hanken School of Economics, Finland.

**Thank you very much Jordi Escartín
for discussing the cusp catastrophe model for us.**

The 3 most influential works

In this column members of IAWBH may present the three works that influenced them the most. After presenting these works the member may pick up another member from the membership list (they don't know too well and who is working in another field of bullying) for the 'The 3 most influential works column' in the next newsletter. Morten Birkeland Nielsen who presented the 3 most influential works in the last newsletter chose Nikola (Nick) Djurkovic from Australia for this column in the current newsletter.



Nikola Djurkovic

Introduction

My thanks to the previous contributor Morten Birkeland Nielsen for inviting me to contribute to this column. I am currently a Senior Lecturer in Human Resource Management at Swinburne University of Technology in Melbourne. I began my bullying research as an Honours student at La Trobe University. I asked Darcy McCormack to supervise, we were both new to bullying research at that time. I then continued with my studies and undertook a PhD with Darcy McCormack and Gian Casimir as my supervisors. Most of my early work focused on bullying among Schoolteachers, but there has recently been a shift in emphasis. As such, I have chosen the three works that have influenced me the most to reflect my journey as a researcher in this field.

Work 1: Aquino, K., Grover, S.L., Bradfield, M., & Allen, D.G. (1999). The effects of negative affectivity, hierarchical status, and self-determination on workplace victimization. *Academy of Management Journal*, 42(3), 260-272.

This article was published shortly before I began my honours thesis and was one of my earliest readings in my literature search. Although not specifically a bullying study, this article was important as it highlighted some variables that I would examine in my own research, such as negative affectivity. It also demonstrated the importance of hierarchical status, which is key in terms of both who is targeted and how those targets are impacted. The role of power in victimisation is well described in this article, including the control that supervisors may have over rewards and punishment – this is something that is also widely noted in the bullying literature.

Work 2: Einarsen, S. Hoel, H., Zapf, D. & Cooper, C.L. editors (2003). *Bullying and emotional abuse in the workplace: International perspectives in research and practice*. London: Taylor & Francis.

This book was released as I was undertaking my PhD, so for me the timing of this book could not have been better. Never before had such a volume of bullying research been summarised so neatly in one place. Much is covered, including antecedents, consequences and interventions – which had made the book a key source for all bullying researchers. Organisational outcomes related to bullying (e.g., intention to leave, organisational commitment) have been a major focus of mine and the chapter with a focus on the outcomes was particularly useful. Perhaps bullying research had been around for just long enough for this book to emerge at the time that it did. Nonetheless I was very fortunate that it coincided with my PhD studies. Since then an equally comprehensive updated second edition with a slightly different title was published in 2011. Speaking to several of the contributing editors and authors at the Auckland conference it seems that a third edition may be in the making – it will certainly be a book to watch for.

Work 3: Vickerstaff, S.A. (2003). Apprenticeship in the 'golden age': Were youth transitions really smooth and unproblematic back then? *Work, Employment and Society*, 17(2): 269-287.

In recent times my research has focused on the bullying of apprentices and trainees – a project on this emerged with the support of another member of the IAWBH in Oonagh Barron. It is somewhat fitting that my research had gone in this direction, because my initial interest in workplace bullying occurred when I was looking for a topic for my Honours thesis and noticed a newspaper article on the bullying of an apprentice mechanic. Given the media reports, it was surprising to me how little academic research there was on the bullying of apprentices and trainees. The vulnerabilities of apprentices and trainees are particularly notable and linked to their inexperience and low hierarchical status. Such vulnerabilities are highlighted in this article by Vickerstaff – though bullying is not the main focus of this article and its nature is 'historical', much of the content is relevant for the apprentices of today, particularly in terms of people's transitions from school to employment and their interactions with other employees.



International Association on Workplace Bullying and Harassment

Members' corner

You may pick another member from the membership list for the 'My 3 most influential works... column' in the next newsletter. Who do you choose?

I choose Miguel Olivas-Lujan from the Clarion University of Pennsylvania

**Thank you very much Nikola (Nick) Djurkovic
for sharing with us the 3 works that influenced you the most**

Who is....?

In this column members of IAWBH may present themselves in a snowballing manner. After answering some questions about themselves, their work and developments in their country, the presented member may pick up another member from the membership list (they don't know yet) for the 'Who is...?' column in the next newsletter.

Pat Ferris from Canada who presented herself in the last newsletter chose Frances-Louise McGregor as the member to be interviewed in this newsletter.



Frances-Louise McGregor

Tell us something about yourself

I live in West Yorkshire which is located in the centre of the UK. West Yorkshire is famous for authors, the Bronte Sisters, for rhubarb and for the delicacy, the Yorkshire pudding. I live with my husband and family, with other close family living nearby. Our daughter has started University this year; the house seems larger and quieter, but I'm guessing that will change over the Christmas holidays! When I have any spare time I enjoy baking and the necessary cake tasting that comes with such a hobby.

How did you become interested in workplace bullying?

In my early HR work I supported members of staff who had made allegations of bullying. One early case had a profound effect and became the subject of my research; I became aware of the impact of academic work shaping professional practice and the link between the two.

Sometime later, I had cause to work with a manager who had been the bully in one of the

cases where I had represented the target and this really widened my interest; the perspectives of the two parties were, as one would expect, very dissimilar. It became apparent that there are 'two sides to every story' and identifiable victim effect was evident.

My perspectives as representative for both targets and (alleged) bullies and as an HR practitioner in both public and private organisations melded to produce an interest in workplace bullying and I feel fortunate to have been able to undertake research in this field. My earlier research has focused on the target, offering recommendations to the specific organisations in which the research was undertaken. It was working with the bully of a target I had represented that sparked an interest and in seeking to understand the perspective of the (alleged) bully from their own experience.

What can you tell us about the development of the workplace bullying field in your country?

Historically, the issue of a legal definition and separate legal remedy for workplace bul-

lying. The UK Government believes the current general legislation and other legal remedies already in place provide sufficient protection. This has been interpreted that UK law fails to recognise bullying as a central issue, a stance which reinforces the perception of many that workplace bullying is a discreet problem, not the real and serious issue which some say is insidious throughout working society.

The UK Employment Tribunal service now considers claims brought by workers for harassment and discrimination under the Equality Act 2010 which aimed to consolidate and simplify 600 pieces of legislation and to expand the existing discrimination law when it was enshrined in UK law in October of that year. The Act now aims to prevent discrimination and harassment relating to the following 'protected characteristics':

- Age,
- Disability,
- Gender reassignment,
- Marriage and civil partnership,
- Pregnancy and maternity,
- Race,
- Religion or belief,
- Sex,
- Sexual orientation.

The Equality Act 2010 however makes provisions only for a worker to bring a complaint if the workplace bullying was brought about by harassment due to the virtue of a protected characteristic.

If there is no protected characteristic upon which to rely, a claim for bullying in itself could not be brought. Other legal remedies to seek redress include: breach of contract; resignation from employment and bring a claim

for breach of trust and confidence which led to unfair constructive dismissal; health & safety legislation; the Protection from Harassment Act 1997; the Public Interest Disclosure Act 1998, the Public Interest Disclosure (Prescribed Persons) Order 2014.

What can you tell us about your work?

After a career in public and private sector operational and senior strategic roles, I had a 'pivotal moment' which made me take stock of my working life. Creating an 'exit strategy' to move to work which gave me a true purpose happened just 4 years ago when I was offered the post of Senior Lecturer at the University of Huddersfield. I am a course leader of programmes that have been approved and accredited by the Chartered Institute of Personnel and Development, the professional body for HR and people development. My teaching and research blend contributions to professional practice and to research knowledge.

In my earlier research, the published academic and practitioner literature at that time had focused on the support, investigation and management from the claimant's perspective and the business case for effective management of workplace bullying within organisations. In the last decade, there have been discussions on closed professional social media platforms raising issues connected with the veracity of bullying allegations and my recent doctoral research has focused on this. Practitioners are using these channels to voice concerns of the increase of instances where an allegation of workplace bullying is raised in order to prevent or frustrate another formal organisational process, such as misconduct, performance management, probationary period completion, absence, attendance and selection for (risk of) redundancy and so on.

What do you hope to achieve in the field of workplace bullying in the future?

There is still much more to understand about bullies and the allegation of being bullied. Do bullies recognise themselves as such or does their impact and negative action not occur to them as such. Work with task-orientated and people-orientated managers would seem a relevant and interesting way to continue to develop our understanding of bullies.

I would also like to further the discussion and practice around treating alleged bullies as equally as the alleged. Participants in my research had all been accused of being a bully; all expressed distress in that they were treated as 'guilty until proven innocent' and that the laws of natural justice were not afforded to them.

Question from Pat Ferris: *'I am hearing more and more that people accused of bullying are surprised and injured. I find it hard to understand that someone could not understand the impact of bullying and would not be conscious of it. Is the behaviour being reported truly bullying or something else?'*

I agree with what you say Pat. There is however, a growing body of at least anecdotal evidence which shares significant concerns that raising an allegation of workplace bullying is a legitimate and likely to be successful, 'means to an end'. So, managers are shocked and distressed when they find themselves facing an allegation when they have undertaken their role effectively and efficiently, but not been able to give their accuser what they wished for. For example, allegations arose from declined request for early retirement which the organisation could not afford, from the extension of probation for a worker who had be-

haved inappropriately, from the final stages of absence management where termination of contract was the final stage.

My research suggested that 50% of the participants considered their own protected characteristic a reason or influencing factor in the allegation being made; whether raising an allegation is in itself a bullying behaviour, a theory that has some support, but ripe for further consideration.

In essence, research into workplace bullying has been underway for the last 25 years and we see no significant decline; indeed, there is evidence to say it is on the rise. The more we understand about all parties involved in workplace bullying, the better our strategies, resolutions and solutions can be.

It is therefore vital that we think about the nature of the 'bully' in workplace bullying and the IAWBH Summer School 2017 is titled "Time to rethink the 'bully' in workplace bullying?" and takes the absence of the perspective of the bully in workplace bullying research as its central focus. A well-attended and lively session on the perspective of the bully at the recent IAWBH 10th International Conference in Auckland indicated the need for a dialogue around our understanding of the 'bully' and the role this label plays in situations of workplace bullying. The session and subsequent discussion also highlighted the potentially controversial consequences the adoption of an expanded focus on the bully may have for the way workplace bullying is conceptualised and dealt with.

This summer school is being held at the University of Huddersfield in the UK and will provide a forum for academics and practitioners to come together to debate this crucial, but frequently overlooked, dimension of workplace

workplace bullying.

It is undoubtedly a complex debate and, for some may be a contestable idea. Nevertheless, after over 25 years' worth of research and active interventions, workplace bullying remains highly problematic. The IAWBH 2017 Summer School will pose the question: is this because we're missing a key part of the puzzle – an adequate understanding of 'the bully'?

Striking the balance between respecting the seriousness of workplace bullying and not undermining or devaluing the experiences of targets, whilst acknowledging all who are accused of bullying are not guilty, is undoubtedly difficult, but is, nevertheless, a potentially fruitful endeavour for development and growth in the field of workplace bullying.

The programme for the summer school consists of sessions designed to explore how far our current understandings and approaches to workplace bullying can be extended to accommodate a more prominent and nuanced concept of 'the bully' and, if they cannot, to discuss the changes and developments required.

My colleague, Dr Ria Deakin and I look forward to warmly welcoming you to the Summer School next year.

You may pick another member from the membership list for the 'Who is...? column' in the next newsletter. Who do you choose and what is your question for the member?

Imad Mohamad A-Muala, from the Al-Ahliyya Amman University in Jordan

My question: "I would be interested to hear more about your research and how workplace bullying is viewed, considered and tackled in Jordan. Please could you tell us more about your interests in the special interest groups and how your research can embed a positive approach to work place bullying with organisations?"

**Thank you very much
Frances-Louise McGregor for taking part
in this interview**



New Members

At the moment IAWBH consists of 196 members.

A warm welcome to our new members:

- Beard, Grevis: Worklogic Pty Ltd, Australia
- Berry, Peggy Ann: Thrive_At_Life: Working Solutions, Ohio, United States
- Birkic, Michelle: Caraniche, Australia
- Fuller, Willa: Florida Atlantic University, Orlando, United States
- Furutani, Noriko: Cuore C Cube Co., Ltd., Japan
- Helgoey, Guttorm: Gangsto resource center, Norway
- Madan, Subhash: Lifeline hospital, Dwarka New Delhi, India

Please don't forget to join us on LinkedIn. If you have a profile on LinkedIn, go to 'Group directory' and search for 'IAWBH' (members only).



Next newsletter and guidelines

We are delighted that a lot of our members contribute to the IAWBH newsletter. To ensure the quality of contributions, the Board of IAWBH has prepared some guidelines.

If you intend to write a contribution for the newsletter please first check the guidelines at our website: <http://www.iawbh.org/Newsletterguidelines>.

The next IAWBH newsletter will appear in March 2017. Please inform us about:

- your published work,
- international conferences on workplace bullying,
- special issues on workplace bullying and harassment,
- research breakthroughs,
- new research projects or challenging hypothesis,
- international cooperation and funding, and
- any news that may be relevant to a significant number of our members.

Please send your contribution for the newsletter before **the 1st of March 2017** to:
a.hubert@hubertconsult.nl



Adrienne Hubert,
Board member (Communications),

Disclaimer:

The viewpoints in contributions other than those communicated by Board members in their capacity as office bearers do not reflect the position of the IAWBH or its Board but of the author. Authors must necessarily ensure accurate referencing and citations and the IAWBH and its Board are not responsible for plagiarism within contributions.