AN EXPLORATORY CROSS-CULTURAL INVESTIGATION OF THE ORGANISATIONAL STRATEGIES EMPLOYED TO PREVENT AND AMELIORATE WORKPLACE BULLYING IN UNIVERSITY SETTINGS

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USE OF THESIS

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ABSTRACT

Workplaces abound in conflict. Individuals within organisations are therefore vulnerable to a wide range of intimidating interactional tactics. These tactics can have an extremely negative impact upon individual workers and upon subsequent organisational performance. Consequentially, the diverse forms of organisational social harassment, and specifically bullying, place a large financial burden upon both organisations and nations. Therefore, the identification of strategies used to prevent and ameliorate workplace bullying and an examination that highlights their comparative success or failure is of great importance for all employers, employees and government. This study focuses upon those strategies used to prevent and ameliorate such workplace bullying and investigates their impact.

This study used a cross-cultural multiple-site case study design to examine strategies implemented to prevent and deal with the issue of workplace bullying. The study is an empirical investigation of an existing phenomenon within the field of practice. It comprises of two primary cases that incorporate multiple data collection spanning two continents. This study used a triangulation of methods and data sources to achieve a study with a high level of validity and reliability. Both quantitative and qualitative evidence was collected through documentation analysis, questionnaires, interviews and field notes to record informal observations.

The study identified significant differences in the strategies used to prevent and ameliorate workplace bullying in the two organisations studied, yet also highlighted similar patterns of bullying at the two sites. The study then provides a conceptual modelling of these findings. Furthermore, the study establishes that participants in both studies expressed congruent perceptions about what strategies might be more successful in preventing and dealing with the issue of workplace bullying. Finally, the study provides some specific recommendations for improved organisational practice.

DECLARATION

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TABLE OF CONTENTS

USE OF THESIS **ii**
ABSTRACT **iii**
DECLARATION **iv**
ACKNOWLEDGEMENTS **v**
CHAPTER ONE **1**
Introduction **1**
1.1 Background to the Study ... 1
1.2 Significance of the Study ... 4
1.3 Purpose of the Study ... 7
1.4 Research Questions ... 7
1.5 Outcomes of the Study ... 8
1.6 Location of the Study ... 9
1.7 Definition of Terms ... 9
1.8 Thesis Structure ... 11
CHAPTER TWO **13**
Literature Review **13**
2.1 Introduction ... 13
2.2 Negative Effects of Bullying ... 13
2.3 Definitional Issues ... 14
2.4 A Systematic Approach Model ... 16
2.4.1 Phase 1 Prevention ... 17
2.4.2 Phase 2 Uncovering ... 18
2.4.3 Phase 3 Support ... 19
2.4.4 Phase 4 and 5 Intervention and After-Care ... 19
2.5 Methodological Issues ... 20
2.6 The Linkage Between the Literature Review and the Proposed Study ... 25
CHAPTER THREE **27**
Theoretical Framework **27**
3.1 Theoretical Framework ... 27
CHAPTER FOUR **30**
Methodology **30**
4.1 Research Design ... 30
4.2 Target Population and Sample ... 32
4.2.1 Characteristics of the University Structure in Croatia ... 32
4.2.2 Sample Universities ... 33
4.2.3 The University in Croatia ... 33
4.2.4 The University in Australia ... 34
4.3 Pilot Study ... 35
4.4 Research Methods ... 36
4.4.1 Documentation and Archival Records ... 38
4.4.2 Questionnaires ... 38
4.4.3 Interviews ... 39
4.4.4 The Development of Survey and Interview Questions ... 40
4.4.5 Questionnaire Distribution in Croatia ... 41
4.4.6 Questionnaire Distribution in Australia ... 42
4.4.7 Interviews in Croatia ... 43
4.4.8 Interviews in Australia ... 43
4.4.9 Field Notes ... 44

4.5 The Relationship Between Data Collection Methods and the Research..... 44
Questions..... 44
4.6 Process of Analysis 45
4.7 Ethical Consideration..... 47
4.8 Limitations and Delimitations..... 48
CHAPTER FIVE 52
Croatian Case Data Presentation 52
5.1 Introduction..... 52
5.2 Background 52
5.3 Demographics of the Respondent Organisation..... 52
5.4 Information on Relevant Documents and Official Bodies..... 53
5.4.1 The Faculty Statute..... 53
5.4.2 Regulations About Workers Responsibilities in the Workplace..... 53
5.4.3 The Code of Ethics 54
5.4.4 The Ethics Commission 54
5.4.5 Centre for the Prevention of Sexual Harassment 55
5.5 Researcher's Observations..... 55
5.6 Descriptive (Questionnaire) Analysis 56
5.6.1 Participants' Demographics 56
5.6.2 Respondents Awareness of and Familiarity with the Strategies Employed to Prevent and Ameliorate Workplace Bullying 57
5.6.3 Bullying Experience..... 61
5.6.4 Respondents Perceptions about Bullying..... 64
5.7 Interview Analysis 65
5.7.1 Regardless of your own experience, do you believe that workplace bullying happens at your Faculty? Why do you think that is the case? 67
5.7.2 Is there a difference between younger and older colleagues? Is one group more prone to mobbing than the other? 68
5.7.3 Do you believe that Croatians for some reason might be more prone to .. bullying than some other nations?..... 69
5.7.4 Is there any official body employed at your faculty that you could approach if confronted with workplace bullying?..... 70
5.7.5 What do you know about the Ethics Commission? Should they deal with issues of workplace bullying? Do you know who the members and what their duties are? 70
5.7.6 What do you know about the Centre for the Sexual Harassment Prevention? Is that the first step towards the elimination of any forms of harassment in the workplace? 71
5.7.7 What do you know about the Faculty Council? 71
5.7.8 What strategies do you believe would be successful when it comes to issues of workplace bullying and why? 72
5.7.9 Do you believe that your employer is interested and aware of the negative impacts of workplace bullying? 74
5.8 Researcher's Observation..... 74
CHAPTER SIX 75
Australian Case Data Presentation 75
6.1 Introduction..... 75
6.2 Background 75
6.3 Demographics of the Respondent Organisation..... 76
6.4 Information on Relevant Documents and Official Bodies..... 76
6.4.1 Human Resources Web Page 76
6.4.2 Human Resources General Staff Agreement 77

6.4.3 Guidelines for Conduct in the Workplace 77
6.4.4 HR Academic Staff Agreement Schedule D - Misconduct 81
6.4.5 Procedures for Managing Unsatisfactory Performance and Misconduct: All Staff Other Than Academics 81
6.4.6 Grievance Procedure 82
6.4.7 The Code of Ethics and Code of Conduct 82
6.4.8 The University Discussion Documents 83
6.4.9 Equity and Diversity Internet Page 83
6.4.10 Equity and Diversity Advisers 86
6.4.11 Employee Assistance Programme (EAP) 87
6.5 Researcher's Observations 87
6.6 Descriptive (Questionnaire) Analysis 87
6.6.1 Participant Demographics 88
6.6.2 Respondent Awareness of and Familiarity with Strategies Employed to Prevent and Deal with Workplace Bullying 88
6.6.3 Bullying Experience 91
6.6.4 Respondent Perceptions about Bullying 94
6.7 Interview Analysis 95
6.7.1 Have you ever been aware of workplace bullying at any time in your working life? 96
6.7.2 Is workplace bullying a concern in your organisation? 96
6.7.3 Did your organisation implement any strategies in order to prevent or reduce the effects of workplace bullying? 97
6.7.4 Do you think that these strategies work effectively? 98
6.7.5 What strategies do you believe would be more successful and why?... 99
6.7.6 Do you believe that management is interested and aware of the negative impacts of workplace bullying? 101
6.8 Other Relevant Issues 101
CHAPTER SEVEN 104
Discussion and Recommendation 104
7.1 Introduction 104
7.2 Organisational and Respondent Demographics 104
7.3 Research Question One: 107
What Strategies are Used Within These Organisations in Order to Prevent and Ameliorate Workplace Bullying? 107
7.3.1 Information Gathered from Croatian Documents Analysis 107
7.3.2 Information Gathered From the Survey Analysis 108
7.3.3 Croatian Case-Survey Results 109
7.3.4 Information Gathered From the Interview Analysis 110
7.3.5 Croatian Case-Interview Results 110
7.3.6 Summary and Interpretation of the Croatian Study 112
7.4 Information Gathered from Australian Documents Analysis 112
7.4.1 Australian Case-Survey Results 115
7.4.2 Australian Case-Interview Results 117
7.4.3 Summary and Interpretation of the Australian Study 118
7.4.4 Comparison 118
7.5 Research Question Two: 119
Do These Strategies Actually Work? To what Extent is Bullying Still Occurring? 119
7.5.1 Information Gathered From the Croatian Survey 119
7.5.2 Information Gathered From the Interview Analysis 121
7.5.3 Summary and Interpretation of the Croatian Study 122

7.5.4 Information Gathered from the Australian Survey 123
7.5.5 Information Gathered From the Interview Analysis 124
7.5.6 Summary and Interpretation of the Australian Study..... 126
7.5.7 Comparison 126
7.6 Research Question Three: 127
How do Employees Perceive Management Actions to Eliminate or Minimise Bullying Behaviour? 127
7.6.1 Information Gathered From the Croatian Survey and Interview Analysis 127
7.6.2 Information Gathered From the Australian Survey and Interview Analysis 128
7.6.3 Comparison 129
7.7 Modelling Resulting from this Research..... 130
7.8 Research Question Four: 133
What Strategies Might be More Successful in Preventing and Ameliorating Workplace Bullying? 133
7.8.1 Information Gathered From the Croatian Survey 133
7.8.2 Information Gathered From the Interview Analysis 133
7.8.3 Summary and the Interpretation of the Croatian Study..... 134
7.8.4 Information Gathered From the Australian Survey..... 134
7.8.5 Information Gathered From the Interview Analysis 135
7.8.6 Summary and the Interpretation of the Australian study 135
7.8.7 Comparison 136
7.9 Identified Gaps in the Systematic Approach Model Applied to Croatian and 137
Australian Case 137
7.10 Suggestions for Better Practice in Organisation C in Accordance with the 140
Systematic Approach Model..... 140
7.11 Suggestions for Better Practice in Organisation A with Accordance to the 143
Systematic Approach Model..... 143
7.12 Conclusion 145
CHAPTER EIGHT 147
Summary and Conclusion 147
8.1 Summary 147
8.2 Contribution of the Study..... 148
8.3 Further Research 149
8.4 Concluding Thoughts..... 150
REFERENCES 152
APPENDICIES 163
Appendix 1 163
Workplace Bullying Survey..... 163
Appendix 2 188
Statement of Disclosure – Interview Participants 189
Interview Protocol..... 189
Appendix 3 193
Contact Summary Form: 193
Appendix 4 194
Document Summary Form..... 194
Appendix 5 195
Consent Form..... 195
Appendix 6 197
Summary and Comparison of Most Important Findings..... 197

CHAPTER ONE

Introduction

1.1 Background to the Study

Bullying is a behaviour pattern that has been part of social interaction since early human existence. However, the usage and meaning of the word 'bully' has changed over time. For instance, in Shakespeare's Henry V the term was used as an expression of endorsement and fondness (Crawford 1999). In contrast, "bullying off", an expression used in hockey, describes an aggressive contest where the stronger and more skilful person wins (Crawford 1999, p. 87). Bullying behaviour has always been evident as part of human interaction at work places, and is an issue that affects many employees, the quality of their work and their family lives. Leyman (1987), a prominent Swedish researcher on workplace bullying stated that "in the highly industrialized western world, the workplace is the only remaining 'battle field' where people can 'kill' each other without running the risk of being taken to court"(Leymann 1996, p. 172).

When all direct, indirect and opportunity costs are added up, it is estimated that bullying costs Australian employers between 6 and 13 billion dollars each year (Sheehan, McCarthy, Barker & Henderson, 2001 in Mayhew and Chappell 2002). Consequently, bullying is considered as a financial issue that greatly influences work effectiveness (Niedl 1996) as well as a relational issue that adversely affects the victim's health (Carnero and Martinez 2005). Therefore, there is a large financial burden born by organisations and nations due to workplace behaviours that generate individual harassment and bullying.

It is the significance of these implications that arise from workplace bullying that instigated Sweden to introduce a specific legislation (Graves 2002). The Vocational Rehabilitation Act came into effect in 1993/1994 making Swedish employers obliged to provide a vocational rehabilitation plan to the Social Insurance Office when an employee remained on sick leave for one month or six times in a 12 month period (Leymann 1996). Recently[1], the French have introduced a Law for Social

[1] Beginning of 2002

Modernisation which "officially recognises the existence of bullying in the workplace" (Bukspan 2004, p. 399). In contrast, there is no legislation in place within Australia that deals with workplace bullying. Nevertheless, an employer is obliged by common law to provide a safe workplace (Rafferty 2001; Yamada 2003). Also, employers may be held liable for unlawful acts conducted by their employees in the course of employment. This 'vicarious liability' to provide a safe workplace pressures employers to implement the necessary precautions to minimise the possibility of unlawful behaviour actually occurring in their workplace. Organisational policy development to prevent bullying may be an effective precaution, but only if such policy has been dispersed and implemented throughout the workplace (Rafferty 2001).

Taking action concerning workplace bullying is also complex as there is a diversity of legislation in Australia which may be used in workplace bullying cases. The Occupational Health and Safety Act 1991 (Australian Government) states that workplaces need to be free of injury, illness or death. Bullying could also be partially covered by the Sex-Discrimination Act 1984 (Australian Government), Disability Discrimination Act 1992 (Australian Government) Racial Discrimination Act 1975 (Australian Government) or the Human Rights and Equal Opportunity Commission Act 1986 (Australian Government). The Workplace Relations Act 1996 (Australian Government) and the Public Service Act 1999 (Australian Government) also have some provisions that in certain circumstances may cover issues of workplace bullying.

There are also instances where employees suffered as a result of being bullied at their workplace and consequently sued their employer[2]. Courts awarded significant amounts, in excess of 200 000 dollars, showing their unacceptance of such behaviour (Meggiorin 2001).

Brisbane-based Beyond Bullying Association (BBA) and the Queensland Working Women's Service (QWWS) are the two well known organisations concerned with workplace bullying issues. Nevertheless, the work of South Australia Working Women Services, "The Black Sheep" and extensive work done by Victorian WorkCover are to be acknowledged too.

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[2] Midwest Radio Ltd *v* Arnold and Carlisle *v* Council of Shire of Kilkivan and Brietkreutz.
Clothier V Australian Liquor Hospitality Miscellaneous [2002]
Ross v Linfox Armaguard Pty Ltd [2005]

QWWS was a leading force in creating industry self regulating guidelines that resulted in the release of "Workplace Bullying: An Employer's Guide" in 1997 (Division of Workplace Health and Safety, 1998 in McCarthy 2001). The Guide presents the first significant acknowledgment of the problem of workplace bullying in Australia. Due to the recognition that workplace bullying may cause ills to the victims of bullying as well as the organisation as a whole, the guide proposes how it is the employer's obligation to prevent bullying in their workplace. Consequently, many organisations have by now developed strategies they use in order to prevent and resolve workplace bullying issues. However, the actual effectiveness of such strategies is yet to be examined, and this study contributes to such an investigation.

Although workplace bullying is no longer dismissed as a manifestation of a personality conflict (Leefooghe, 2003), the research on workplace bullying/mobbing is still in its infancy in many countries. Economically developed societies are increasingly developing awareness and intolerance towards social injustice, particularly bullying and psychological abuse in the workplace (Bernardi 2001). Academic literature indicates that following in the path of gender equality in the workplace, workplace bullying started to gain serious public and organisational attention during the last decade (Hoel, Rayner et al. 1999).

Research on workplace bullying has achieved greater attention among researchers from Scandinavian countries who started to seriously investigate the issue in the early 1980's. Heinz Leymann, a prominent Swedish researcher, introduced the topic to German-speaking countries in the early 1990's (Zapf 2001). Some important research has also been carried out in the United Kingdom, including that of Lewis, 1999; Lee, 1999; Smith, Singer, Hoel & Cooper, 2003. Welsh researcher Lewis indicates that a number of Australian researchers have shown considerable interest in the issue of workplace bullying (Lewis 1999).(1999) This topic often attracts the attention of the Australian public as evidenced by ongoing talk shows and documentaries on television and radio that focus upon the social outcomes of bullying. Australian research, although more limited than in some other developed countries, deserves acknowledgment. Some recent work of McCarthy is an example of the Australian researcher's interest in this topic.

1.2 Significance of the Study

Workplaces abound in conflict and employees are vulnerable to a wide range of intimidating tactics. These intimidating tactics may have a very negative impact upon individual workers and therefore upon organisational performance as a whole. The negative impact may range from the generation of a stressful working environment, to increased numbers of sick days, low production, and a high turnover in organisations where workplace bullying is present. The consequences of these negative behaviour patterns upon the organisation range from decreased production and increased legal costs, to being labelled as an unfriendly working environment and therefore being avoided by potential employees. The Brisbane Beyond Bullying Association estimated that "between 400,000 and 2 million Australians were bullied at work in 2001, while between 2.5 and 5 million Australians will have experienced bullying at some point in their careers" (Queensland Workplace Bullying Taskforce 2001, p. 12). Using some international models, it was estimated that the cost of bullying to the Australian economy would be between 6 and 13 billion dollars per year. It is also argued that the costs associated with bullying go beyond the workplace and affect the immediate relationships of employees within the wider society (Queensland Workplace Bullying Taskforce 2001, p.14).

Consequently, the identification of strategies used to prevent and ameliorate workplace bullying and the investigation of their organisational value and social impact is of great importance for any employer.

The contemporary competitive business world requires management to be aware of potential costs and negative impact caused by bullying at their workplace. This study focuses upon the strategies to prevent and ameliorate workplace bullying through case study examination. The cases are located within the Higher Education sector due to the previous informative work of Leyman (1996) who estimated a high prevalence of workplace bullying in educational settings. Furthermore, the intention of this study was to examine the relationship between the policies *espoused* and the *social reality* of bullying within organisations, recognising that such relations might be underpinned by the broader social context outside the organisation. The intentions of management and the impressions of employees should be examined in relations to the wider social and cultural patterns of the surrounding society. Therefore, the decision was made to

position the cases for this research project within very different cultural environments, making this a unique study[3].

This research study investigates and directly informs the organisational practices used to prevent and ameliorate workplace bullying in the case study organisations. Moreover, as a cross-cultural study, the study aspires to explore to what extent cultural and other characteristics influence the choice and effectiveness of those strategies within an organisation. Although results cannot be simply generalised to other organisations, some important issues were identified through this study that can inform wider organisational practice.

A review of the literature could not locate cross-cultural studies on workplace bullying. Any previous academic comparisons have often been made in retrospect and by sourcing material from similar studies undertaken in different countries. Indeed, valid international comparisons are difficult to establish due to important differences in the operational definition of workplace bullying between countries (Hoel, Rayner et al. 1999). Furthermore, no studies were located that consciously were cross culturally constructed in order to provide an examination of the policies and patterns of workplace bullying in relationship to differing external cultural patterns. This study takes such a challenge, as it provides the opportunity not just to examine the relationship between policy intentions and organisational realities but also to explore the relations between organisational practice and wider cultural norms and expectations.

This study was therefore constructed within a cross-cultural framework and tried to illuminate the strategies used within an Australian and a Croatian university. Furthermore, the effectiveness of these strategies was explored by investigating the extent to which bullying continued to exist within the organisations. The researcher tried to achieve these goals by surveying and interviewing the employees in the targeted organisations. Finally, data gathered within each country was compared and contrasted to evaluate the bullying behaviour occurring within the organisations and the relationship between such behaviours and the strategies that had been implemented within the organisations.

[3] Croatia was chosen due to the linguistic and relational skills of the primary researcher.

Despite the complexities involved when pursuing such research and the relatively small number of cross-cultural studies available in any area of investigation, this kind of investigation is deemed very worthwhile (Beuselinck 2000). For example, increased globalisation accompanied by the tendency and curiosity to look to other countries and analyse their ideas and ways of 'doing things better' has never been greater (Beuselinck 2000). Second, cross-cultural studies can lead to acknowledgment and understanding of different management practices and organisational behaviours that are present in different cultures. Sekaran (1983, p. 68) argues that:

> So long as there are international businesses, joint ventures and an interchange of business and managerial expertise across the world, there is a dire need to engage in cross-national research as a move away from ethnocentrism.

Therefore, the significance of this study is twofold as it encompasses both academic and practitioner goals which are detailed in the following paragraphs.

First, from an academic perspective, a variety of academic sources indicate that there are a range of mechanisms and/or strategies that could potentially be used in order to prevent and ameliorate workplace bullying. However, no study was located that has analysed the implementation of such strategies, and/or their effectiveness within organisations. This study pursued this focus of investigating the relationship between policies and subsequent social environments within the chosen organisations to enhance the current academic understanding of the phenomena. In addition, cross-national organisational research has recently gained more attention in the academic world. It's purpose is to "understand the impact of the environmental characteristics on organisations and its members" and it deals with "the question of whether what is learned or developed in one culture can be transferred with or without modification for effective use in another" (Nasif, Al-Daeaj et al. 1991, p. 80). This study is significant because it places such an investigation in a cross-cultural frame and enables a comparison between similar organisations confronting the same issue, but within very different cultural environments. The researcher's linguistic capability in English and Croatian assisted with the operation of such a study.

Second, from a practitioners' perspective, this study makes some valid comparisons and attempts to inform managers/employers of strategies that might more successfully

prevent and ameliorate workplace bullying and highlight the reasons behind this success. This is especially relevant as an outcome of this research to the case study organisations. However, although these strategies were examined in particular culturally specific organisational settings, the study aimed to provide practitioners with a set of potential solutions that might be tested within their own organisations with due consideration given to contextualisation.

1.3 Purpose of the Study

This study is positioned within the broad category of applied research as a field investigation. Its purpose is to contribute knowledge that will enhance understanding of a specific problem, the eradication of workplace bullying. In applied research, the questions are derived from the dilemmas and discomforts experienced by people (Patton 1990). This study explores the policies and practices intended to prevent and ameliorate bullying in Higher Education workplace environments and the social realities of these environments.

The purpose of this study is primarily exploratory it provides description of the phenomena in the field and postulates some explanatory relations. Although there is substantial knowledge available on the strategies used to prevent and ameliorate workplace bullying, this study *explored* those strategies being implemented, how they are utilised in the organisations and with what effect. Through such an exploration the study then became *descriptive*, detailing as multiple narratives what strategies have been used by the organisations and what perceptions are held by individuals in the field of practice regarding the actual effectiveness of the strategies implemented. However, description has a more restricted purpose than explanation (Punch 2000). Therefore, this study aimed to go beyond simple description, aiming to *explain* why some of the strategies implemented were less successful than the others. Therefore, this study operates at three levels, being exploratory, descriptive and tentatively explanatory.

1.4 Research Questions

This introduction has asserted that academic interest and public attention regarding workplace bullying has increased in recent years. Previously, much of the academic focus was on child and adolescent bullying behaviour. However many emerging studies are contributing to the enhanced understanding of the issue of workplace bullying and

this study aimed to extend this examination. There are currently only a limited number of studies available from within Australia and no research was located in Croatia. This study endeavoured to generate a wider understanding and an evaluation of a variety of organisational managing actions related to workplace bullying by investigating the strategies being used to prevent and ameliorate workplace bullying.

The research questions are formed to investigate issues in the chosen universities in Australia and Croatia and are as follow:

1. What strategies are used within these organisations in order to prevent and ameliorate workplace bullying?
2. Do these strategies actually work? To what extent is bullying still occurring?
3. How do employees perceive management actions to eliminate or minimise bullying behaviour?
4. What strategies might be more successful in preventing and ameliorating workplace bullying?

1.5 Outcomes of the Study

The results and analysis of this study primarily contribute to the better understanding of the whole organisational social phenomenon of workplace bullying and the related actions taken by management to prevent and ameliorate workplace bullying. The study reports on the variety and effectiveness of strategies used within the case study organisations.

While one goal of this research was to illuminate more effective organisational actions to deal with workplace bullying, this study recognises that an organisational practice that is successful in one organisation or country may not be effective and valuable in another. However, more specifically this study attempted to:

- identify strategies used by the organisations studied;
- identify the reasons for the relative success of strategies implemented;
- indicate factors that might influence the effectiveness of strategies employed;
- provide recommendations to improve the success of strategies used;

- produce a model that highlights significant relationships resulting from the study to inform both academic study and practitioner policy formation.

1.6 Location of the Study

An Australian and a Croatian university were the primary focus of this research. Australia is perhaps the most geographically isolated of the 'western economy' countries. It is a vast land mass with the great majority of its inhabitants located in a few major urban centres. The isolation from the rest of the world can be sensed in many areas despite the influence of modern technology that allows a greater connection and influence than ever before. However, perhaps due to such isolation the nation has enjoyed a consistent pattern of social development. The results from the Australian study produced a list of useful strategies that, presumably due to some cultural factors, were dissimilar to those operating in Croatia.

A Croatian university presents purposeful sample for this study as it provides a significant contrast in research sites. Croatia is by far less economically developed than Australia, is surrounded by European neighbours, and has recently experienced traumatic social change. Croatia is a small country torn between eastern and western ideas. It is still recovering from war and striving to gain international recognition in all areas of its existence. However, its business methods are greatly influenced by its national culture. Consequently, the different preventative and ameliorative strategies used in Croatian university add to the diversity of this study.

1.7 Definition of Terms

Due to the diverse nature of social interactions and individual perceptions, identifying behaviour that can be labelled as workplace bullying is complex. As with sexual harassment and workplace stress, an accurate definition of the term bullying is difficult to pinpoint (Rayner, Sheehan et al. 1999). Nevertheless, researchers in Australia, Europe and United States of America seem to agree on certain components of the definition of workplace bullying. According to literature, workplace bullying causes some harm to the individual being bullied and occurs repeatedly over a period of time (Leymann 1996; Vartia 1996; Zapf, Knorz et al. 1996).

According to Rayner and Hoel (1999), there are five categories of bullying behaviour these being:

> threat to professional status (for example, belittling opinion, public professional humiliation, accusation of lack of effort); threat to personal standing (for example, name calling, insults, teasing); isolation (for example, preventing access to opportunities such as training, withholding information); overwork (for example, undue pressure to produce work, impossible deadlines, unnecessary disruptions); and destabilization (for example, failure to give credit when due, meaningless tasks, removal of responsibility, shifting of goal posts) (cited in Quine 1999, p. 228).

There are a range of different yet similar definitions of workplace bullying. The Irish Task Force on the Prevention of Workplace Bullying agreed on the following definition of workplace bullying. They say that:

> it is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work. An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once off incident is not considered to be bullying (Task Force on the Prevention of Workplace Bullying 2001, p. 5).

Hoel and Cooper (2000) formulated a definition for the purpose of their research stating that:

> bullying is a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. One-off incidence is not considered as bullying (Rayner, Hoel et al. 2002, p. 24).

After examining some available definitions of workplace bullying used in research in Australia and world wide, the following definition has been formulated for the purposes of undertaking this research:

"Workplace bullying is inappropriate, repeated behaviour where one or several individuals persistently perceive themselves to be on the receiving end of that behaviour which makes them feel upset, threatened, humiliated or vulnerable and for some reason they have difficulties in defending him or herself".

1.8 Thesis Structure

Chapter 1 has introduced the reader to the research topic and summarised some significant issues that needed to be considered prior and during the course of research. It also described the research boundaries, the research intent, and provided justification for this study while providing a working definition of workplace bullying for this study.

Chapter 2 provides an extensive literature review which discusses some crucial issues relevant to this research. It also explores the Systematic Approach Model which leads the reader towards the emerging theoretical framework constructed for this study.

Chapter 3 explains the theoretical framework used to assist in developing the research method and instruments.

Chapter 4 then describes the methodology used in this research and outlines the reasons for the choice of design and methods used. It also draws on the researcher's experiences and the limitations of this study that were encountered during this project.

Chapters 5 and 6 present the data gathered from each case studied as a condensed narrative of data collected in the Croatian organisation and data collected in the Australian organisation respectively.

Chapter 7 triangulates, synthesizes and discusses the findings summarised in the previous two chapters and attempts to answer the research questions posed in the first chapter. It also provides the reader with the explanation of the theoretical model that was generated from the data in the study. Finally, it provides recommendations for practice for both studied cases.

Chapter 8 presents a summary and conclusion of the major points resulting from the study. In addition, it highlights the contribution that this study makes to the understanding of the phenomena of curtailing workplace bullying as well as offering some recommendations for practitioners and some implications for future research.

CHAPTER TWO

Literature Review

2.1 Introduction

Most employed people spend the majority of their waking hours at work. Consequently, the quality of working life greatly impacts upon the quality of life as a whole. Therefore, the means "to improve the quality of working lives lies to a big extent with employers" (Gleninning 2001, p. 307). According to Tooheys' research from 1991, the costs for leave resulting from employees being mistreated at work in Australia are remarkable. These employees, according to the survey, eventually consult their physicians who mostly diagnose "stress" (Leymann 1996, p. 173). That procedure is highly criticised by Toohey who argues that there was no pressure placed upon management to carry out enquires into the working environments in order to detect causes of the illness. Consequently, management is not given any incentive to examine and reorganise the working procedures in their organisations, thus perpetuating a cycle of abuse within the culture (Leymann 1996).

2.2 Negative Effects of Bullying

Brodsky (1976) who studied work harassment in the United States of America concluded that "harassment elements must exist within a culture that permits or even rewards such kinds of behaviour" in order for harassment to occur (Einarsen 1999, p. 24). Consequently, the prerogative for bullying behaviour is support and approval felt by the bully's superiors. The organisational tolerance or intolerance of such behaviour is communicated through impositions of sanctions towards people violating informal norms and values as well as ratification of organisational policies against workplace bullying (Einarsen 1999).

A range of different studies show the negative effects of bullying. Stress, as mentioned earlier, is a primary outcome of workplace bullying. Studies indicate that bullying causes irritability and anxiety which, together with depression, are the most frequently reported symptoms (O'Moore, Seigne et al. 1998; Hoel, Rayner et al. 1999).

Furthermore, studies indicate that workplace bullying victims experience symptoms of Post-Traumatic Stress Disorder (PTSD) which is typical for victims of severe psychological and physical violence (Mikkelsen and Einarsen 2002; Hoel and Faragher 2004; Matthiesen and Einarsen 2004). McCarthy from the Beyond Bullying Association estimates that "350 000 people in Australia currently experience systematic bullying in the workplace with tremendous costs incurring from sick leave, absenteeism, turnover, low productivity, legal action, worker's compensation and social security" (Rafferty 2001, p. 203). Furthermore, research shows that 25% of bullying targets decide to leave their employment and this represents already a high cost for organisations in terms of recruitment and social unrest (Rayner, 1997; UNISON, 1997 in Heol et al., 1999). A reduction of workplace bullying will not only make the employees' life less stressful and more enjoyable, it will also bring economic benefits for employers (Kivimaki, Elovainio et al. 2000).

2.3 Definitional Issues

There is no one definition of bullying. It can also be argued that this term should not be used in a business environment (Leymann 1996). Leymann stated that the connotation of bullying is physical aggression and threat. As such he suggested that the term "bullying" be used for relationships between children and teenagers and "mobbing" be used for adult behaviour (Leymann 1996, p. 167). Nevertheless, some empirical studies clearly show that this proposed separation is not evident in workplace studies (Zapf 1999). Therefore, both terms are used in studies of workplace bullying. Whether one term is used or the other, there is always an issue of appropriate and accurate definition.

To assess the prevalence of workplace bullying, in the past, researchers used one of the two common definitional methods. Namely, a "subjective" or "operational" method (Mikkelsen and Einarsen 2001, p. 395). Using a "subjective" method to define workplace bullying, respondents indicate whether they believe they were exposed to workplace bullying in accordance to the definition provided by the researcher. On the other hand, some researchers used an "operational" method (Mikkelsen and Einarsen 2001) which provides the respondents with a list of predefined negative acts for them to indicate their exposure to any of these acts during a certain period of time (Salin 2001). Research so far indicates that the prevalence of workplace bullying is considerably higher when operational definition was used (Coyne, Smith-Lee Chong et al. 2003).

According to Einarsen, Raknes and Matthiesen it might be due to participants finding it difficult to admit being bullied as it could suggest a personal weakness (Mikkelsen and Einarsen 2001, p. 396).

Hoel, Rayner and Cooper (1999) concluded that there are a few parameters on which a definition of bullying could be based. Frequency and duration seem to be the most important parameters and many researchers agree that in order to be defined as bullying, certain, inappropriate behaviour should occur at least once a week and for the last six months (Lee 2000). Leyman argues that the frequency and duration of such behaviour will distinguish bullying from everyday conflicts and that while bullying can derive from a conflict; the two are very distinctive in nature. The distinction lies in the "frequency and duration of what is done" (Leymann 1996, p. 168). "There appears to be general acceptance that a single incident of abusive behaviour does not constitute bullying" (Spurgeon 2003 p. 330). Rayner, Sheehan and Barker (1999) suggest that frequency and duration are going to be the first parameters on which the international agreement in regards to the definition of bullying will be achieved. However, Vartia in his 1996 study provided a definition of bullying which emphasised the continuous and repeated behaviour as well as the victim's difficulty to defend oneself. Nevertheless, he did not impose any further limitations to the emerging criteria for a definition, so in practice the behaviour need not be happening once a week nor for at least six months (Vartia 1996). The imposition of some boundaries when defining bullying is necessary in order to be able to distinguish such behaviour from other forms of harassment.

Another important parameter most researchers agree on is the balance of power (Matthiesen and Einarsen 2001; Salin 2003; Coyne, Smith-Lee Chong et al. 2004). It is argued that bullying only exists when a person "feels inferiority in defending oneself" (Hoel, Rayner et al. 1999, p. 197). Therefore, "the power utilized in bullying instances is illegitimate power as opposed to the legitimate prerogative to manage" (Liefooghe and Mackenzie Davey 2001). This part of the definition was adopted from the research of school bullying (Einarsen and Skogstad 1996). Also important to include within this discussion is the Liefooghe and Olafsson (1999, p. 41) suggestion that even when participants are required to base their responses upon a *provided* definition of bullying, "they might respond from their own definition" and not the one suggested to them.

2.4 A Systematic Approach Model

Specifically of interest to this investigation is a study conducted in Great Britain where questionnaires were completed by 5288 employees from different workplaces (Smith, Singer et al. 2003). The results showed that 10.6% of respondents reported being bullied in the last six months In addition, around 10% of Australian workers may be subject to bullying too (Mayhew and Chappell 2002). In 1992, Leyman conducted an important study with a sample size of 2400 employees representing the entire Swedish working population. The results were rather devastating, indicating for example that 14.1% of subjects covered by the study, work in schools, universities, and other educational settings (Leymann 1996).

There are different causes of bullying according to the perceptions of victims. A study of university employees showed that victims believed the reasons for bullying come from high job competition, personality factors of both the perpetrator and the victim, and envy (Bjorkqvist, Osterman & Hjelt-Back, 1994 in Vartia et al 1996). Whatever the cause, every organisation should work towards the elimination of workplace bullying. It is argued that the issue of workplace bullying is "prevalent, escalating, and damaging to individuals and-perhaps most importantly-organisations"(Lee 2000, p. 600).

A number of researchers across the globe have studied different aspects of workplace bullying during the last decade. As a result, they contributed to the greater knowledge of this phenomenon simultaneously generating emerging questions and modelling of the phenomena. As a result of research conducted in The Netherlands in 2000, a "Systematic Approach Model" on how to prevent and overcome undesirable interaction was developed by Hubert and Scholten (Hubert 2003, p. 300). This model was developed as a result of group discussions conducted with representatives of institutions that already had a record of implementing mechanisms to prevent and overcome undesirable behaviour. The participants to this study were all employed in the sectors of government and public administration, health care and the catering industry (Hubert 2003). Although some would argue that the model was therefore only suitable for similar kind of business environments, it's practical use can be expanded to a number of other organisations. "The model distinguished between five different phases for action in efforts to prevent and overcome undesirable interaction of work and they are

prevention, uncovering, support, intervention and after-care" (Hubert 2003, p. 300). Each phase will be discussed in some detail in the following paragraphs.

2.4.1 Phase 1 Prevention

Under this model, prevention should be achieved through the establishment of a preventive policy which is the immediate management responsibility (Hubert 2003). Most employers have internal policies and procedures that among other things describe acceptable and unacceptable ways of interpersonal relationships in the workplace (Barron 1998). Although they always favour the employer, these documents clearly provide information about forbidden behaviours (Namie and Namie 2000).

However, unfortunately these policies and procedures, most of the time, gather dust on companies' shelves. Nonetheless, these policies rarely go beyond what is already prohibited by the societal laws governing in the state. Consequently, it makes it possible for bullies to exploit loopholes in those policy and procedure documents (Namie and Namie 2000). A rare example of a very broadly written policy is that of the Oregon Department of Transportation (ODOT), United States of America, implemented in 1998 which aims to stop harassment of all kinds including bullying (Namie and Namie 2000). Having such a policy in a workplace encourages trust in personnel departments and the complaint system from the targets' point of view. However, it is important that those policies are well communicated and employees are aware of their existence. Another example of a well written and in-depth anti-bullying policy is that of Littlewoods, a United Kingdom company. They also train staff, to ensure they can act appropriately in situations involving workplace bullying (Crawford 1999).

UNISON has about 1.4 million members and is the largest trade union in the United Kingdom. Throughout the years, they often advised on a number of bullying policies, clarifying issues such as policy development, implementation and monitoring (Richards and Daley 2003). Richards and Daley argue that good policy needs to mirror the actual culture of the organisation (2003). Consequently, an internal team comprising of members who represent all important groups of employment should formulate the policy. In addition, once anti-bullying policy has been established, proper training and information dissemination needs to be addressed. The education of management is of utmost importance because in some studies managers were regarded as bullies more

often than the other employees (Rayner and Cooper 2003), which might explain the belief that bullying is linked to power relationships.

The Swiss UBS bank is an example of a company with a well developed anti-bullying policy that prohibits bullying at their premises. The policy is distributed and well communicated to all employees. Furthermore, it is accompanied with regularly organised training sessions (Hofmann 2002). Some argue that the recruitment and selection process may be a time where anti-bullying initiatives come into place, by denying potential bullies access to the organisation (Randall 1997; Adams, 1992 in Hoel, Rayner et al. 1999). However, instruments used in the selection process do not seem to be reliable enough to detect potential bullies. Richards and Daley (2003) underline the importance of all employees receiving basic training on bullying encouraging employers to invite union representatives and other relevant independent bodies to present at their training sessions.

Finally, monitoring the effectiveness of the policy is of utmost importance. This can be achieved using an annual staff attitude survey or through exit interviews as recommended by the authors (Richards and Daley 2003). Following the development of proper and useful policies, an organisation should educate all levels of management on how to recognise the first signs of a developing mobbing process. It is very important that all complaints are taken seriously. However, it is essential to establish whether the complaint falls part of workplace bullying under the organisation's policy. This and other issues need to be established by the assigned, preferably external investigator who maintains control of the process (Merchant and Hoel 2003).

2.4.2 Phase 2 Uncovering

According to this model, management is responsible for the detection of undesirable behaviour. During group discussions, it was revealed that employees should be encouraged to talk to each other about undesirable behaviour, provided they feel safe speaking about it. Where bullying behaviour is not obvious to those not directly involved, the victim is advised to approach a confidential counsellor about the issue (Hubert 2003). However, quite frequently there is denial by management when it comes to workplace bullying issues at their organisations. For example, according to an Industrial Relations Services survey (1999), "more than a half of the workforce has

experienced workplace bullying", however, "93 out of over 130 organisations were not dealing with a single case" (Ironside and Seifert 2003, p. 394). Therefore, in order to be able to detect bullying or any undesirable behaviour, the employer needs to first accept the possibility that these issues may occur at their workplace.

2.4.3 Phase 3 Support

Next, if bullying occurs anyway, it should be a management and/or organisational duty to protect the individual in danger (Leymann 1996). A problem that often arises is that victims are sent from person to person where everyone wants to help, but in the end no one does. Therefore, a confidential counsellor plays a very important role in supporting a victim of bullying and/or other forms of undesirable behaviour (Hubert 2003). Services, including counselling provided within an Employee Assistance Programme (EAP) have been made available by many organisations (White 2004). Some argue of the importance to undertake a detailed psychosocial assessment of the victim prior to any commencement of counselling. This can also serve as a measurement of the extent of distress and possibly help a counsellor to identify the most appropriate intervention model or combination of models (Tehrani 2003). It is also very important, according to Hubert (2003, p. 307) that "the confidential counsellor has a duty to maintain secrecy and can never take any action without the permission of the victim".

2.4.4 Phase 4 and 5 Intervention and After-Care

Intervention and after-care are the two steps where supervisors and managers should make sure that employees are aware that undesirable behaviour is not accepted at the workplace. Bullying can be widely accepted in any organisation. Rayner suggests some reasons for this, arguing that the general acceptance of such behaviour in any organisation could result from "employees observing it happening to their colleagues and from the general perception that their organisation tolerates such behaviour" (Sheehan and Jordan 2003, p. 363). Nevertheless, the distinction has been made between undesirable group behaviour and one-to-one harassment. Undesirable group behaviour such as "pin-ups, ridiculing a person in a group, socially isolating someone or making racist jokes in a group is visible to everyone" and therefore the intervention falls under the ultimate management responsibility (Hubert 2003, p. 302). However, when the latter happens, three interventions were seen possible, these being: informal solutions, formal complaints procedure, and no internal solution possible. Hubert (2003)

suggests that informal solutions should be the first step towards trying to resolve the problem. Victims are encouraged to confront the perpetrators and ask them to cease the undesirable behaviour. Sometimes, the perpetrator is not even aware of causing harm to anyone. As an aftercare solution, the counsellor needs to query the situation between the parties after the undesirable behaviour had ceased (Hubert 2003).

If this form of approach is not possible, mediation is recommended. However, some argue that mediation might only be possible at a very early stage of any conflict (Vartia and Korppoo et al. 2003). Should it be successful, the mediator needs to make sure that the parties followed previous agreements. This forms part of an after care solution. Should it not be possible to resolve the issue using informal paths, a formal grievance procedure should take place. Finally, it was recognised that there are cases where no internal solution was possible. Hubert (2003) argued that problems with intervention and after care phases may arise if the offender is a person with a high economic value to the organisation. Time and again, in such cases, no manager really wants to deal with the situation and everyone turns a blind eye. Nevertheless, it is argued that it is of critical importance to take the best possible care of the victim in all instances, transferring the person or helping him/her to find another job (Hubert 2003).

2.5 Methodological Issues

The review of the literature showed that two distinct methodologies have been used in researching the topic of workplace bullying. One method consists of incidence studies that include surveying both bullied and non-bullied working populations (Vartia 1996; Kivimaki, Elovainio et al. 2000; Smith, Singer et al. 2003). The aim of such studies was mainly to investigate the degree of bullying occurring in studied organisations. The results differ across industries and countries. For example, the bullying incidence was 3.5% in a study of Swedish working population (Leymann 1996) and 26.6% by public hospital employees in Austria (Niedl 1996).

The second method consists of studies conducted with victims of bullying such as the study of Matthiesen, Aasen, Holst, Wie and Einarsen (2003). Samples for such studies were recruited using newspaper articles, local media and different bullying self-help groups. Additionally, some researchers used the snowball method, starting with people they personally knew and expanding that network (Zapf, Knorz et al. 1996; Zapf 1999).

Consequently, such samples were not randomly selected. However, difficulties involved in getting access to the actual victims of bullying justify the use of snowball and convenience sampling in such studies. These studies often aimed to answer different questions about relationships at workplaces. For example, Zapf, Knorz and Kulla (1996, p. 233) found that 24% of victims used "long term sick leave as a strategy to cope with mobbing".

Furthermore, some studies combined the two methodologies and conducted two studies in one. For example, Niedl in his study distributed questionnaires to an Austrian hospital in order to investigate the commonness of workplace bullying. Concurrently, in order to detect the possible effects of bullying on the organisation, he further surveyed ten patients who left their workplace because of bullying (1996).

The literature indicates that the main data collection methods used in this kind of research was through questionnaires. Some studies used self developed questionnaires (Einarsen and Skogstad 1996; Aquino, Grover et al. 1999; Kivimaki, Elovainio et al. 2000) and some used the Leymann Inventory of Psychological Terror (LIPT) questionnaire in order to measure mobbing actions. The LIPT questionnaire consists of 45 items that represent diverse mobbing behaviour. These items had to be answered using the Likert scale indicating the frequency and intensity of its appearance (Zapf, Knorz et al. 1996). In order to be considered as bullied, a person needed to be affected by at least one of the 45 intimidating actions that are listed in the LIPT questionnaire. Furthermore, such behaviour needed to be affecting the person "at least once a week and over a period of at least half a year" (Niedl 1996, p. 243). However, most researchers who used the LIPT questionnaires slightly modified the original version so it better served their particular research intent (Niedl 1996; Vartia 1996; Zapf, Knorz et al. 1996; Zapf 1999). Another standardised questionnaire is a Negative Acts Questionnaire (NAQ) developed by Einarsen, Raknes, Matthiesen and Hellesoy in 1994. There is also a later version of the Negative Acts Questionnaire, called NAQ-R which consists of 21 as opposed to 29 original items (http://www.bullying.no/content/naq/naq01_about.htm).

On the other hand, a number of studies used interviews as the data collection method. Apart from Leymann (1996) who interviewed representatives of the entire Swedish

working population, most researchers studied the victims of bullying (Zapf 1999; Lee 2000). Table 2.1 clearly summarises the most common methodologies used in research of workplace bullying.

Table 2.1: *Common Methodologies Used in Research of Workplace Bullying*

Author	Year	Country	Method	N=	Sample	Incidence
Einarsen & Skogstad	1996	Norway	Questionnaires	7986	14 different surveys encompassing a broad array of organisations and professions	8.6%
Vartia	1996	Finland	Questionnaires	949	Members of the Finnish union-municipal employees	10.1% r.r. 65.8%
Kivimaki, Elovainio & Vahtera	2000	UK	Questionnaires & sickness absence records	5655	Hospital staff	5% r.r. 77
Smith, Singer, Hoel & Cooper	2003	UK	Questionnaires	5288	Various workplaces	10.6%
Zapf	1999	Germany	Questionnaires	96 118	Mobbing victims-Konstanz Stuttgart	
Leyman	1996	Sweden	Interviews	2400	Representatives of entire Swedish working population	3.5%
O'Moore, Seigne, McGuire & Smith	1998	Ireland	Interviews	30	Adults who contacted Anti Bullying Research and Resource Centre	
Lee	1999	UK	Interviews	50	Victims from a wide variety of occupations	
Niedl	1996	Austria	Questionnaire (LIPT)	368	Public hospital employees	26.6% r.r. 29%
			Interviews	10	In-patients, victims of bullying	
Zapf, Knorz & Kulla	1996	Germany	Questionnaires (LIPT)	50	Mobbing victims	
			Interviews	21	Mobbing victims	
			Questionnaires	99	Mobbing victims 2nd sample	
Lewis	1999	UK, Wales	Interviews (structured)	20	Key informants further & higher education institutions	18% r.r 50.03
			Questionnaires	415	Higher/further education trade union members	
			Interviews (in depth)		Victims of bullying	
Liefooghe & Olafsson	1999	UK	CIT in focus groups	40	University staff & students	

r.r. indicates the response rate

Lewis in his 1999 study used a triangulation of methods in order to enhance understanding of workplace bullying in complementing diverse methodologies. The interviews were structured around 37 different questions in order to enlighten issues of workplace bullying in further and higher education trade union members. He further conducted in-depth interviews with victims of bullying. Basically, each interviewee presented her/his case in a non-structured interview setting (Lewis 1999). Zapf et al (1996) also used a triangulation of methods conducting questionnaire surveys and interviews. Niedl (1996) in his study used both data collection methods too. In addition to questionnaires, he also used open-ended focused interviews where victims were required to tell their stories from the moment they first perceived to be bullied. O'Moore et al (1998) also used semi-structured interviews where they encouraged their respondents to tell their stories without time restrictions. They had listed items that they expected respondents to talk about and only if they have not done it themselves were specific questions asked. Lee (2000) used semi structured, in-depth interviews with victims of bullying. Conclusively, the researchers mainly used semi-structured and open-ended interviews. Workplace bullying is a very sensitive topic and these types of interviews indicate certain freedom of expression. It puts interviewees at ease and allows them to talk uninterrupted[4] about their experiences.

Finally, Liefooghe and Olafsson (1999) used focus groups for their study to explore the phenomenon of workplace bullying, with the participants being university employees. The focus group participants discussed in depth their experiences of workplace relationships within 90 minute sessions. The major advantage of such a technique is that results can provide researchers with different information regarding factors that could in any way influence workplace bullying and can therefore create a basis for further research. On the other hand, the results present only qualitative information which cannot be generalised due to an usually small group of participants whose opinions do not represent that of the population (Sekaran 2003).

When analysing cross cultural literature, most of the time such studies have been comparative studies that aimed to compare certain phenomena within two or more countries. That kind of comparison involves some risks that can affect the study results.

[4] To a certain extent

For example, an etic[5] approach is seen as universal but it involves the risk of not recognising specific cultural (emic) aspects of the particular culture in the study. Simultaneously, an emic approach makes the comparison difficult because it generally gives a thorough explanation and insight into the studied phenomena, but only within the limitations of that culture. Consequently, researchers suggest using a combined approach in order to achieve adequate comparability among studied cultures (Schaffer and Riordan 2002).

According to the literature, different methodologies have been used in cross-cultural studies. There are examples of researchers using questionnaires (Matheny, Curlette et al. 2002; Kang, Shaver et al. 2003; Patton, Creed et al. 2003) or the combination of questionnaires and interviews (Hoedaya and Anshel 2003). On the other hand, Smorti, Menesini and Smith (2003) used focus groups in their study. The researchers mostly used existing inventories and scales that assisted them in the study (Matheny, Curlette et al. 2002; Kang, Shaver et al. 2003). However, in some instances the inventories were modified in order to better serve the purpose of the study (Hogan, Carlson et al. 2002; Schafer, Werner et al. 2002; Patton, Creed et al. 2003). For example, in their research of stressors and stress reactions among university personnel, Hogan, Carlson and Dua used already existing Job Stressors Questionnaire (JSQ). This questionnaire consisted of 21 items of which one that had to do with amalgamation of universities in Australia, was omitted from this study due to its irrelevance to it (Hogan, Carlson et al. 2002). The literature suggests that the issue of equivalency needs to be of high consideration in cross-cultural studies. For example, the English version of the questionnaires need to have been carefully translated by bilingual people and both versions further tested by an additional one or two bilingual people (Hoedaya and Anshel 2003), or even back translated to ensure compatibility (Schafer, Werner et al. 2002).

The studies reviewed here indicate that a focussed approach, a mixture of methods and the use of existing scales have been successful in exploring bullying within

[5] In cross-cultural studies, "the etic approach involves developing and understanding of a construct by comparing it across cultures using predetermined characteristics, the emic approach focuses on studying a construct from within a specific culture, and understanding that construct as the people from within that culture understand it" Schaffer, B. and C. Riordan Cross-cultural methodologies for organisational research using self-report measures: a best practices approach, University of Georgia Department of Management. **2003**.

organisations, while rigorous attention to detailed translation are important in a cross cultural study.

2.6 The Linkage Between the Literature Review and the Proposed Study

The literature therefore suggests the complexity involved in defining workplace bullying. However, by synthesising the literature the data from previous studies has been useful in forming the basic components and a working definition of workplace bullying.

The literature reviewed suggests that the aim of a great number of studies was to investigate the degree of bullying occurring in the organisations studied. Also, a number of studies were conducted with victims of bullying trying, among other things, to detect strategies they use to cope and deal with workplace bullying. Consequently, in many cases, the results from these studies indicated alarming figures concerning the occurrence of workplace bullying, descriptions of its negative consequences, and illustrations of the strategies used by victims of such behaviour. These studies provide the rationale for further yet specifically focussed study within this area.

The review of the literature indicates that strategies used by organisations in order to prevent and ameliorate workplace bullying and the subsequent effectiveness of those strategies have not been deeply examined. However, such research questions are a logical progression in the research of workplace bullying since, in order to eliminate or minimise its negative effects, organisations have to devise and implement anti-bullying strategies. In order to detect the strategies employed and their effectiveness, the organisations needed to be closely evaluated. This suggests a case study format would be suitable for such a study.

The literature reviewed encompassed work from a number of prominent researchers on the topic of workplace bullying and explored how they used similar methodologies where questionnaires and interviews were generally used to complement one another. While a subsequent study focussing on anti-bullying policies and realities within organisations may differ from these previous studies the researcher recognised the logic of using similar mixed data collection methods within a case study approach. Such a study, based upon previous findings, but with a new focus, offers the possibility to

expand the stock of knowledge on workplace bullying. The theoretical framework for such a study is explored in the next chapter.

CHAPTER THREE

Theoretical Framework

3.1 Theoretical Framework

In this study, the researcher aimed to identify the strategies employed by the studied organisations to prevent and ameliorate workplace bullying. Workplace bullying can result in consequences that can be detrimental for the person being bullied and the organisation as a whole. However, organisational intervention at the right time can minimise the intensity of those consequences. On the other hand, if there is no intervention to the bullying behaviour the consequences may be experienced in their full negative intensity. Hence the importance of researching strategies for prevention and amelioration of workplace bullying used by the studied organisations. Furthermore, this study aimed to identify reasons behind the level of effectiveness of the organisational strategies used to prevent and/or ameliorate workplace bullying.

Figure 1 depicts the relationships perceived as important in this study. Strategies used in studied organisations together with their level of effectiveness present the issue of primary interest. According to Hubert (2003), in order for strategies to be effective, they need to satisfy different phases described as prevention, uncovering, support, intervention and after care. The development and implementation of these strategies depend on different factors. However, two of these factors are of major interest in this study. The literature indicates that societal laws and national culture could influence the formation and climate of actual organisational culture. For example, some governments impose legislation that further guides organisational management while at the same time imposing certain rules in order to secure the organisational functioning in accordance to these legislation (Leymann 1996; Bukspan 2004). Consequently, the choice of strategies used to prevent and ameliorate workplace bullying as well as the degree of bullying in any organisation, are both influenced by the organisational culture. Next, management awareness affects the impact and effectiveness of strategies and therefore the actual degree of bullying that occurs. Managerial awareness is further influenced by societal laws and national culture as well as by the organisational culture and strategies chosen

in the given organisation. In this study the 'effectiveness' and 'the degree of bullying' are seen as interrelated. If strategies used to prevent and ameliorate workplace bullying are actually effective, it is very likely that degree of bullying is going to be relatively small. In the same vein, a high degree of bullying in studied organisations would be a clear indicator of less effective strategies used to prevent and ameliorate workplace bullying. This further implicates and may positively affect managerial awareness. Moreover, the degree of bullying occurring in any organisation can be a driving force which influences the development of strategies needed in order to prevent and/or resolve issues of workplace bullying.

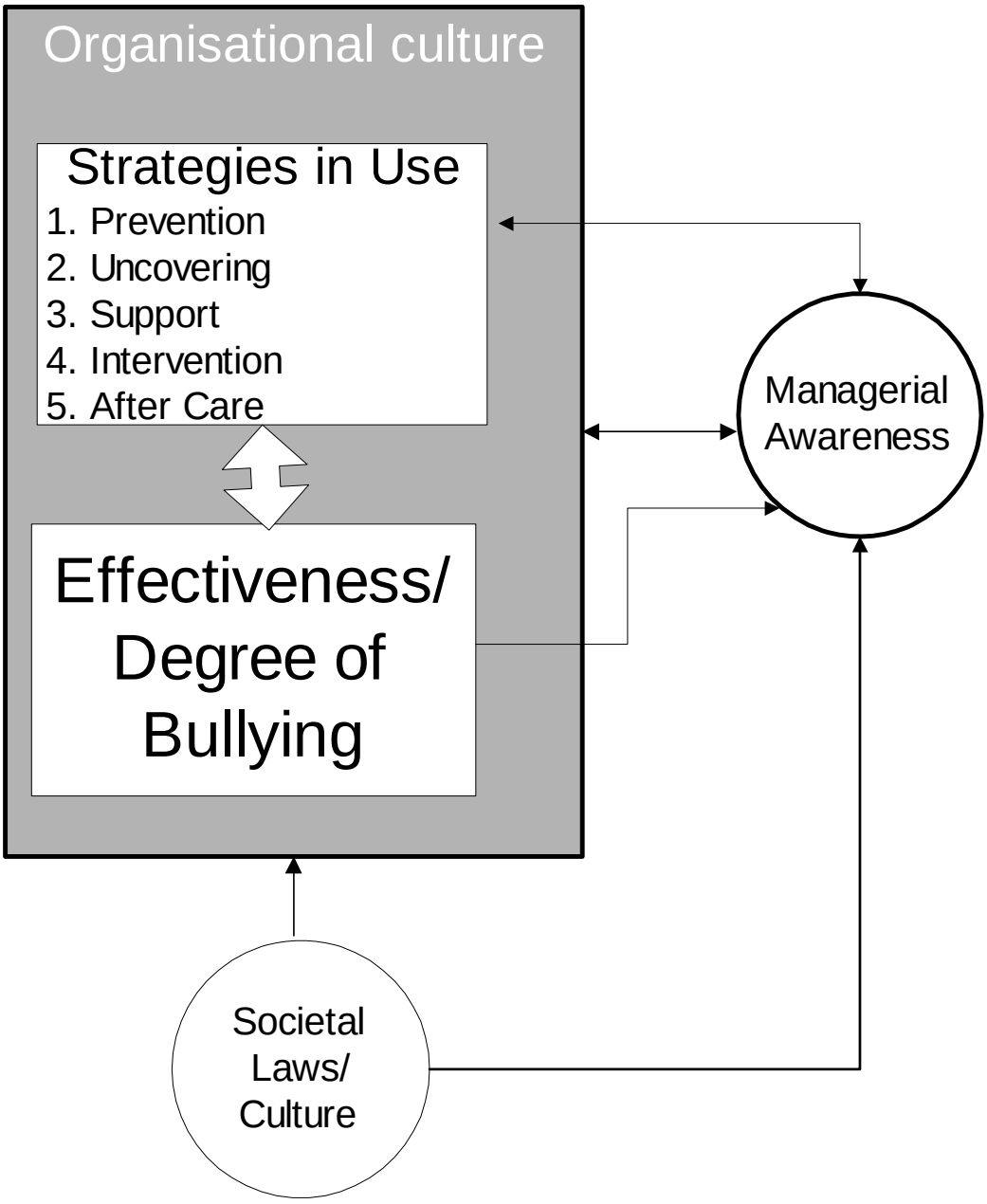

Figure1: Relationships Among Studied Factors

Thus there is a cyclical relationship that is postulated between several of the components of the phenomena. It is these relations that the study seeks to explore by examining what policies exists, how they have permeated the organisational culture and what have been the social consequences in terms of workplace bullying through the following research questions.

1. What strategies are used within these organisations in order to prevent and ameliorate workplace bullying?
2. Do these strategies actually work? To what extent is bullying still occurring?
3. How do employees perceive management actions to eliminate or minimise bullying behaviour?
4. What strategies might be more successful in preventing and ameliorating workplace bullying?

Such a study will illuminate the strategies used by the organisations, the reasons for the relative success, and indicate factors that might influence their effectiveness. It may also provide recommendations to improve the success of such strategies and produce a model that highlights significant relationships resulting from the study to inform both academic study and practitioner policy formation. The cross cultural nature of the investigation will enable the data gathered within each location to be compared so that consideration can be given not just to organisational intent and behavioural outcomes but also to the role played by the wider national culture in mediating such organisational relationships. The following chapter will explain how the study was constructed to pursue this investigation.

CHAPTER FOUR

Methodology

4.1 Research Design

This study used a cross-cultural multiple-site case study design to examine the strategies involved to prevent and deal with issues of workplace bullying. It could also be considered as a side by side study. It was conducted in non-contrived settings, which means in the "natural environment where work proceeds normally" (Hofstede 2001, p. 12). The study is an empirical[6] investigation of an existing phenomenon within its real-life context which is one of the major characteristics of the case-study approach (Yin 1994). The study comprises of two primary cases that incorporate multiple data collection spanning two continents.

The case study is a research approach that tries to illuminate and understand in detail issues examined within studied settings (Eisenhardt 1989; Marshall and Rossman 1999). There are many different strategies available that claim to be appropriate in preventing and ameliorating workplace bullying. For example, many organisations have policies and procedures as one form of these strategies. However, no study has been located that has examined in depth the use and actual effectiveness of implemented anti-bullying strategies in any organisation. Therefore, the case study approach has been used in order to bring important insights into the studied phenomena. Schramm (1971) cited in Yin (2003, p.12) argues that:

> the central tendency among all types of case study, is that it tries to illuminate a decision or set of decisions: why they were taken, how they were implemented, and with what result.

Likewise, the aim of this study was to try to enlighten the range of strategies in use to prevent and ameliorate workplace bullying and the experiences of individuals within that organisational culture. Further, the study was aiming to examine the effectiveness of implemented strategies and factors that impact on their effectiveness. Hence, a case

[6] "Empirical means based on direct experience or observation of the world" In other words questions were answered through the observation and analysis of the "information from the world" as opposed to theorising Punch, K. F. (2000). Developing effective research proposals. London, SAGE Publications.

study approach was appropriate to tackle these series of questions. Furthermore, this was an inductive investigation pursued through a field study aiming to find the answers to the research questions. In inductive studies, important matters emerge without presuming in advance what they would be. It largely differs from deductive studies where researchers make assumptions and accordingly state research hypotheses (Patton 1990). Since this is an exploratory study, the researcher's aim was to identify the multiple realities to be found in data (Lincoln and Guba 1985). There were no substantiated expectations established prior to the data collection. Consequently, the researcher formed the research questions and not hypotheses.

It is extremely advantageous for cross-cultural studies when the same researcher conducts the study in each country, is fluent in the language spoken and is familiar with the cultural characteristics of the studied cases (Beuselinck 2000). The fluency in language spoken and knowledge of the studied cultures are factors that ease the whole process of planning and conducting the research. Consequently, the benefit of this study is the researcher's familiarity with the specific cultural characteristics that could influence each of the studied cases. This, together with the researcher's fluency in English and Croatian enabled an in-depth study of the phenomenon of workplace bullying. Nevertheless, one of the goals of cross-cultural studies is to minimise the impact of the researcher's own culture on interpretation and discussion of the studied topic (Beuselinck 2000). Again, the researcher's awareness of both studied cultures positively contributed to the progress of this research producing both etic and emic perspectives. In cross-cultural studies, "the emic approach focuses on studying a construct from within a specific culture, and understanding that construct as the people from within that culture understand it. The etic approach involves developing an understanding of a construct by comparing it across cultures using predetermined characteristics" (Schaffer and Riordan, p. 3). Currently, the researcher resides in Australia surrounded by completely different culture to the one once used to. This greatly and naturally influences viewing and understanding of any constructs from within Croatian culture. Also, while analysing relevant constructs within the Australian culture, the researcher naturally, due to her experience with other cultures, has an ability to 'step out' and use more etic study approach

4.2 Target Population and Sample

The focus of this study was upon depth and not width and therefore prohibited broad cross industry sector data being gathered. The study resources limited the focus of the project to a specific industry group. The target population was two universities, one from each of the research countries, a decision that was influenced by Leymann's (1996) results who studied workplace bullying across the entire Swedish working population. His results indicate that 14.1 % of the persons affected by bullying worked in education settings[7], the highest of all the industries included in the study. This was in spite of the fact that many educational institutions, and especially universities, promote their workplaces as being harassment-free and/or bullying-free environments. Universities, it is commonly believed, should be places where diversity, equity and fairness are encouraged and promoted. They serve as a platform to take individuals from being a student to graduation, and on to be employees. As universities have a considerable and important impact on young graduates in many ways, and therefore on the whole community, the importance of universities being bullying-free places should not be underestimated. Although there are many different relationships involved in university settings[8], for the purpose of this research the relationships between staff members is of major interest. Selection of the actual case study sites was critical for this study and the next sections explain the process that was followed.

4.2.1 Characteristics of the University Structure in Croatia

In order to justify some methodological decisions made during the course of this research, it is important to illuminate some of the important differences between the structural characteristics of Croatian and Australian universities. In Croatia, all universities are governed by the Vice Chancellor (rector) and the university Senate (2001) and consist of a number of detached and independent faculties and academies. There are six universities in Croatia and the actual university structure is rather simple (http://www.hr/wwwhr/education/univ/index.hr.html). For example, the university entity contacted in regards to this study consists of not more then 20 employees including the Vice Chancellor and four Deputy Vice Chancellors (Vizek-Vidovic 2004).

Although the university statute outlines a number of general guidelines for the faculties to follow, faculties still attain extreme autonomy. Under the current Law of Higher

[7] Schools, universities and other educational settings.
[8] I.e. academic and general staff; staff and student relations etc.

Education in Croatia, faculties are treated as legal entities and they receive a direct budget allocation (Frenyo, Jarab et al. 2000). Each faculty is regulated by its own Statute and governed by a dean and a faculty council. The faculty dean is obliged to report at least once a year to the Vice Chancellor, Senate and a faculty council about his/her work and that of the faculty (2001). However the dean, as a faculty governor, makes a number of decisions himself. Faculty buildings are also physically separated from the university and other faculties. As a result of this extreme autonomy, students are not allowed to take courses in other faculties, one of the reasons that the curriculum was rated as being "old fashioned, rigid and not sufficiently relevant for job preparation" by the Salzburg Seminar Visiting Advisors Program[9] in 2000 (Frenyo, Jarab et al., p. 5).

4.2.2 Sample Universities

The researcher aimed to approach universities of a similar kind[10] in Australia and Croatia. The complexity and sensitivity of the studied topic was apparent and therefore the researcher's familiarity with the studied cultures and networking capabilities were helpful in locating universities that were willing to participate in this study. The process of conducting the pilot study was a valuable experience in that it highlighted the inherent challenges of recruiting suitable and willing participants for such a sensitive research topic. Although it was anticipated that there would be difficulties and delays in locating the study sites in both Australia and in Croatia, the priority was given to establishing contacts overseas first. Since the researcher resides in Australia, it was believed this would facilitate wider access to potential Australian research sites.

4.2.3 The University in Croatia

As a first contact, the researcher approached the Croatian Consulate in Perth, Australia to ask for networking support in order to accomplish this study. During this first informal meeting it became apparent that the Consul had been a senior lecturer at a Croatian university for a long period of time. He offered his professional status to help

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[9] "Under this program, teams of university presidents and higher education experts visit universities in Central and East Europe and Russia at the host institutions' request to assist in the process of institutional selfassesment and change aiming to try to become more integrated into the global intellectual community Frenyo, S., J. Jarab, et al. (2000). The University project of the Salzburg seminar visiting advisors report. Zagreb, University of Zagreb**:** 11.
".

[10] Means similar in relative size, history, academic reputation, consists of similar faculties, rural-urban universities etc.

gain access to a sample university in Croatia. The Consul's academic background and research experience assisted him in making such an instant decision to help. He was aware of the possible advantages connected with such a study and acknowledged the importance of attempting cross-cultural research.

Various possibilities were discussed during that first meeting. It appeared that some sites would be much easier to access than others and the Croatian Consul recommended a particular university as being most likely to be willing to participate. Prior to second meeting with the Consul, the universities in Croatia were more thoroughly researched using information available on Internet. Simultaneously, the universities in Australia were analysed too to establish a suitable and comparable university to be approached at home.

Despite all the differences between the Australian and Croatian university structure, the university suggested by the Consul appeared to be the most appropriate for several reasons. It is the oldest, largest and most reputable higher education institution in Croatia, with thirty three separate faculties, over seven thousand employees and sixty thousand students (Frenyo, Jarab et al. 2000). Additionally, it is situated in the capital city making it easier for the researcher to access. Soon it became apparent that it was not possible to study the entirety of such an extensive organisation within the scope of this study. The faculty independence from the university, and from one another, would require approaching each of them separately. Time was a primary concern and the decision was made to approach and study one faculty as an independent institution. Various factors were considered while making a decision as to which faculty to study for the purpose of this research[11]. After receiving acknowledgement of the chosen faculty via an official letter sent through the Consulate, the researcher established contact with the dean and discussed all further issues via e-mail.

4.2.4 The University in Australia

At that stage, the researcher only had tentative ideas of which university might be suitable for this study in Australia. Before approaching the potential research site in Australia, the researcher wanted to complete the overseas study component. Although, a study plan and time frame was outlined in the research proposal, it was recognised that a gap may exist between the desired plan and what could actually be achieved. The

[11] The faculties' size, reputation and courses offered were considered.

researcher was aware that, once on site, problems can arise and circumstances may change, thus affecting the research outcomes and timing. Therefore, it was decided to approach a home university upon return from Croatia when the process and formats of the research process would be much clearer.

After contacting various people, the researcher decided to approach the Human Resources Manager in the chosen institution. During the meeting several issues were discussed and it was agreed that a letter outlining the research objectives and procedures would be submitted to the Human Resources Department, so it could be further discussed with a Vice-Chancellor and a decision made as to whether the university would participate in the study. No response was received for several weeks. After a second meeting, that finally took place three months later, the "green light" was given and details of the research discussed. However, due to the upcoming academic break, it was agreed to postpone the data collection until the end of January 2005, when there would likely be a greater number of academics present and so higher rate of return.

4.3 Pilot Study

Prior to commencement of the research, the researcher conducted a pilot study to gain an idea of what was involved in conducting this specific research. The study was conducted in two community-based organisations. The sample size consisted of 43 employees. One of the sample organisations was a migrant centre, assisting new migrants to Australia. The second organisation was a community centre, which provided many different types of services, among them also being the assistance to new migrants settling in Australia.

A questionnaire was devised by using questions and scales from previous studies and pre-tested using 10 respondents to determine whether they understood the wording of the questions. The questionnaire did not need to be adjusted and was distributed into the sample organisations. In both organisations, questionnaires were distributed among all workers and managers. In one of the organisations, prepaid envelopes were attached to the survey as a management requirement. However, in the second organisation, envelopes were provided where respondents sealed the survey once complete, and returned it to a barrel. The surveys were collected after a week from the distribution date. Despite difficulties and delays experienced when approaching the management in

regards to this survey, the response rate in both organisations was over 50%, showing an interest in this topic among the employees.

The greatest gain from this pilot research was the realisation of the difficulties involved in conducting such research, including difficulties in management cooperation when outlining the research topic. Lewis and Sheehan argue the organisational reluctance to allow access to the researchers of such topics (2003). Conducting a pilot study prior to the commencement of a Masters Research project provided the researcher with additional strength, since the process and difficulties involved in conducting the research were no longer a novelty.

4.4 Research Methods

There are a variety of data collection methods available for use in case studies (Yin 1994). Although some data collection methods are more common for case study research, any method may be suitable (Merriam 1998). This study used a triangulation of methods and data sources aiming for greater methodological soundness. Eisenhardt (1989) emphasised the significance of triangulation of methods combining qualitative and quantitative evidence. She argues the importance of both methods stating that quantitative and qualitative evidence may well complement each other. For example, quantitative evidence can reveal relationships that may not be identified by the researcher. Qualitative evidence, on the other hand, can explain relationships revealed in quantitative data (Eisenhardt 1989).

The qualitative part of this case study indicates the presence of special features such as being "particularistic, descriptive and heuristic" as defined by Merriam (1998, p. 29). Its particularistic nature has been revealed through its focus on a particular phenomenon being strategies employed to prevent and ameliorate workplace bullying. The descriptive feature has been outlined through the thorough description of the studied areas. Finally, the heuristic nature of this study was determined through various explanations such as the actual presence of any strategies, their use and effectiveness and the reasons believed to be behind its success or failure. This study also integrated both, "intrinsic" and "instrumental" interests in studied cases (Stake 2000, p. 437). This is an intrinsic study because it desired better understanding of certain issues within the chosen organisations. Simultaneously, although aware of limited generalisation

possibilities using such research design, the better insight into the bullying issues and "to redraw the generalisation" was another aim which satisfied the case study instrumental interests (Stake 2000, p. 436).

The quantitative and qualitative evidence was collected through an assortment of data sources, primarily *documentation analysis, questionnaires and interviews*. Additionally, field notes composing informal *observations* were taken. Triangulation is a central approach used to build up a study design (Patton 1990). However, the key to successful triangulation is to pick various data sources that have "different strengths, so they can complement one another" (Huberman and Miles 1994, p. 438). Each data collection method is subject to certain errors that are typical for that particular method[12]. Studies that use multiple methods (triangulation) are not as vulnerable to common errors as single method studies (Patton 1990). Therefore, triangulation is promoted as a means to arrive to more trustworthy conclusions and inferences and to ensure rigor (Teagarden, Von Glinow et al. 1995; Tashakkori and Teddlie 1998).

Since the goal of this study is not to statistically generalise the findings, the researcher used a non probability sampling method. In qualitative research, the aim is to "solve qualitative problems and not to answer questions like 'how much' and 'how often' " (Merriam 1998, p. 61). Consequently, the researcher investigated the effectiveness of employed strategies in studied organisations which justified the use of this kind of sampling method. Further, the researcher used a purposive sample[13] aiming to interview individuals regarded to have the most knowledge of the strategies employed to deal with workplace bullying. Although the researcher interviewed a number of participants holding different employment positions and levels, priority was given to those holding some sort of supervisory and/or management position. It was believed that employees in managerial positions are mostly deemed to know more about employed strategies at their workplace.

[12] For example, loaded interview questions are common errors linked to interviewing Sekaran, U. (1983). "Methodological and theoretical issues and advancements in cross-cultural research." Journal of International Business Studies **14**(2): 61-73.

[13] In selecting interviewees.

4.4.1 Documentation and Archival Records

Documentation and archival records is a type of secondary method used to complement other qualitative methods such as interviews and which do not require the "collaboration of the subjects"[14] (Marshall and Rossman 1999, p. 128). This method aimed to provide insight into the written policies and procedures regarding workplace bullying that are available within the studied organisations. In addition, publicly available archival records were examined. Records on training and educational sessions were examined in order to detect organised sessions as to how management should prevent and deal with workplace bullying. Furthermore, any documentation and archival records specific to the case study and the studied topic was examined. All studied documentation was located on the Internet sites of each university. Documentation and archival records data collection method was undertaken on number of occasions during this study.

4.4.2 Questionnaires

The questionnaire attempted to test employees' awareness of any strategies that exist at their workplaces in order to prevent and ameliorate workplace bullying. It further aimed to examine the actual effectiveness of applied strategies, that is, the extent to which bullying occurs in studied organisations. Furthermore, the employees' perceptions regarding impacts and reasons of workplace bullying and cultural or other elements that may contribute to an increase in bullying behaviour were also examined. The questionnaires preceded interviews. It was believed that some interesting issues, which the researcher may not have been aware of, may emerge from the survey. Conducting the survey questionnaire first provided a chance to explore those emerging issues and allowed the researcher to investigate them more deeply using subsequent data collection methods. The questionnaire was first formulated in English and then translated[15] into Croatian. In order to achieve a second check, the questionnaire was sent to two additional Croatian native speakers and their minor corrections were compared and implemented.

Due to differences in university structures and some cultural distinctions between the studied sites, slightly different methods were used to distribute the questionnaires in Croatia and Australia, as will be discussed in sections 4.4.5 and 4.4.6.

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[14] They are unobtrusive measures.

[15] With appropriate consideration of the issue of equivalency. See section 4.4.4 for more details on equivalency.

4.4.3 Interviews

Interviews of an open-ended nature were used. Both, information on facts and the respondents own opinions (Yin 1994) about workplace bullying were asked for[16]. As per the questionnaires, interview questions[17] were prepared in English and then translated in Croatian. It was believed that open-ended interviews were the most appropriate for this research. The possible reasons for the potential success or failure of some implemented strategies, management awareness of the likely impacts of workplace bullying and their views on implemented mechanisms to prevent and resolve workplace bullying can best be examined when some flexibility in the interview process has been allowed. Interviews, as a qualitative data collection method enable the researcher to "get inside the black box" (Huberman and Miles 1994, p. 434). It helps extend the understanding beyond what happens, to the why and how it happens. This study consequently examined the mechanisms or strategies that were implemented and examined if they succeeded. Management ideas and perceptions regarding the issue of workplace bullying were examined. Therefore, in- depth interviews were used in order to gain information with a focus on a particular type of interviewee[18].

The interviews were face to face. Workplace bullying is a very sensitive topic and consequently, data collection methods needed to be chosen carefully. Due to the sensitivity of the research topic and the pitfalls of interviewing as a data collection method, rapport with, and confidence and approval from the interviewee needed to be established. The researcher needed to make the respondents at ease so they provide truthful and informative answers (Sekaran 2003). The pilot study has underlined the researcher capability needed in this area. When dealing with such sensitive topics, direct interviews enable the researcher to ensure that responses are understood, to clarify any

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[16] A further characteristic of open-ended interviews is that respondents could be asked to propose their "own insights into certain occurrences. They can also suggest other persons that could be interviewed as well as other sources of evidence"Yin, R. K. (2003). Case study research: design and methods. London, Sage Publications.

[17] Rather in terms of guidelines.

[18] This is similar to, as Marshall and Rossman call it, "elite" interviews. In this case, 'elite' individuals would be holders of managerial positions who are believed to be the most knowledgeable and informed people when it comes to selection and implementation of strategies used to prevent and ameliorate workplace bullying in studied organisations. 'Elites' are usually able to report on many issues including policies and procedures in place and future plans regarding various, relevant and interesting issues Marshall, C. and G. B. Rossman (1999). Designing qualitative research. London, Sage Publications.

doubts and to pick up nonverbal clues. Although telephone interviews may have been more convenient because of the geographical distance between the studied countries, face to face interviews ensured a more accurate data collection. The decision on the interviewee selection was made after familiarising with the organisational structure specific for the individual cultures. Due to the dissimilarities between the universities, different employee positions were selected as potential interviewees at each study site.

4.4.4 The Development of Survey and Interview Questions

One of the emerging and very important issues in cross-national studies is the issue of reliability in terms of equivalency which needed to be strongly considered while developing instruments for the study (Cavusgil and Das 1997). For example, it is very important that translations are equivalent to the language an instrument was originally developed in[19]. Special care should be assigned to idioms which generally cannot be exactly translated. Furthermore, conceptual equivalence is of utmost importance, insuring that certain concepts have the same meaning across studied cultures[20] (Sekaran 1983; Nasif, Al-Daeaj et al. 1991; Teagarden, Von Glinow et al. 1995). Consequently, well developed instruments will not be literally identical; rather, after the process of translation, they will have equivalent meanings. Nevertheless, all these equivalencies may be easily achieved through accurate back translations by persons who are familiar with not only the language but also the cultures involved (Sekaran 1983). Therefore, the researcher's linguistic capabilities as well as familiarity with both studied cultures positively contributed to the achievement of instrumentation equivalency. Two other people familiar with both languages were asked to proof read the documents in order to identify any face errors in presentation.

Another issue that needed closer attention in the development of survey and interview questions in cross-cultural studies is the equivalence of scales[21]. It is believed that scales should be developed in and for each country independently because the use of different scales may also be affected by cultural differences (Nasif, Al-Daeaj et al. 1991).

[19] In this case, all instruments were first developed in English.
[20] It is important that concept of bullying carries equivalent connotations in Australia as well as in Croatia for the study to be comparable.
[21] For example Likert scale of five points in one culture may indicate a different measurement in another Nasif, E. G., H. Al-Daeaj, et al. (1991). "Methodological problems in cross-cultural research: an updated review." Management International Review **31**(1): 79-91.

However, in this case, due to the researcher's familiarity with both cultures, it was decided that the same scales could be used in both countries.

The conceptual framework developed helped in identifying and formulating the actual structure of the survey questions and the subsequent interview protocols. The survey was being used to uncover the main areas of the conceptual framework[22]. The importance of relying on the conceptual framework while developing survey questions cannot be underestimated, as it helped the researcher stay focused and avoided adding unnecessary questions (Robson 2002).

Simultaneously with the questionnaire preparation, guidelines in the form of a protocol and questions for semi-structured interviews were developed in order to maintain interactional direction[23]. The main focus of the interviews was to find out if bullying was occurring at the workplace and what the prevention and resolution strategies were, why and how they had been used, as well as managerial perceptions and beliefs regarding workplace bullying. Again, experience from the pilot survey and previous studies helped form the questions which would inform the objectives of the research. Finally, some conclusions were drawn as to potential reasons for the success or failure of the strategies employed.

4.4.5 Questionnaire Distribution in Croatia

The researcher was guided by the Dean's advice and the questionnaire was distributed to all faculty employees (ca 605); academic as well as general staff. He was concerned that the response rate would otherwise be too low. Experience with surveys shows low participation and support in administering even local research (Dean 2004). For example, a survey on sexual harassment at the Croatian faculty, conducted few years ago by a group of academics was a disappointment with a return rate of 25%. The research team argued that such a low rate of return indicated very low support from fellow academics .

[22] See the copy of the questionnaires and accompanied cover letter (in English and Croatian) in Appendix 1.
[23] See the copy of the interview questions and accompanied cover letter (in English and Croatian) in Appendix 2.

The preparation, including copying and distribution of questionnaires and accompanied cover letter, was prepared by the faculty administration staff. The barrel, where respondents were expected to return their completed questionnaires, was located in one of the administration offices. Since there was no internal posting system available, each respondent had to physically return their questionnaire. This could have affected the response rate and will be discussed in the limitation section. The participants were kindly asked to return the completed questionnaire within three weeks from the date of distribution.

4.4.6 Questionnaire Distribution in Australia

Due to the completely different university structure and therefore much larger number of employees at the Australian university, questionnaires were distributed randomly, however, assuring that all categories of employees[24] were proportionally represented in the distribution. It was agreed that no more then 800 questionnaires would be distributed to the range of employees. It was established that the Senior Information Systems officer would be in charge of data extraction from the existing staff mail lists using a specific computer program. The names and working addresses of the selected employees were printed onto envelopes containing the questionnaire and cover letter. The data was extracted using an SQL script and executed with Oracle's SQL+ application. At the time of data extraction there were 58.9% general staff and 41.1% academic staff employed at the university.

Questionnaires were distributed to potential participants via the internal post system. As in the Croatian study, participants were asked to return the completed questionnaires within the three weeks from the date of distribution. The completed questionnaires were to be returned via the same system to the Human Resources Department where they were collected by the researcher. However, returning the questionnaire to the local Human Resources Department may have affected the return rate and will be discussed later in the limitation section.

Due to the limited time the researcher had to accomplish the study in Croatia and Australia, posting the questionnaires was not feasible, hence the use of existing administration support and work addresses at both sites. Subsequently scanning of

[24] For example, academic as well as general staff; also sample faculties were equally represented.

documentation and archival records, and interview analysis, were used to corroborate the survey data.

4.4.7 Interviews in Croatia

After collecting the initial questionnaires, thoroughly examining the university structure and gaining an overall idea of the circumstances at the given organisation, the decision was made to select appropriate potential interviewees. The aim was to mostly interview people who were believed to have a better understanding and insight of the studied topic. It was already observed that there were no strategies to prevent and ameliorate workplace bullying implemented in the Croatian faculty. However, any knowledge of the existence of such or similar strategies was believed to lay with staff in senior positions. Therefore initially, a number of current and previous heads of departments were approached. According to the returned questionnaires in the first week of distribution, a number of general staff members claimed to have been bullied at their workplace. Consequently, the researcher aimed to test the awareness of any policies by interviewing a small number of general staff members as well.

Contact with interviewees was established in advance and time for the interview roughly allocated. Potential interviewees were contacted via e-mail or telephone. Most staff e-mail addresses could be found on the university web site, however communication via e-mails is not as common as in Australia, especially with certain positions. Therefore, telephone contact sometimes seemed to be a simpler form of communication. The interview plan was organised to have a minimum hour gap between the interviews in order to rewrite the interview notes. Twelve employees and one student were interviewed in Croatia. Among the employees, two were general staff members, and ten were academics mostly in either former or current managerial positions. The interviews were conducted within the span of two weeks.

4.4.8 Interviews in Australia

The management structure in the Australian university is much clearer and it was simpler to allocate potential interviewees. A number of school managers and heads of schools were approached. Their responsibilities towards employees were clear and it was believed that they could best answer the researchers' questions. Should they have had any occurrence of workplace bullying in their school, they were most likely to

know how to deal with it. Additionally, Equity and Diversity Officers were targeted as well as a small number of general staff. Consequently, seven School Managers, five Heads of Schools, two Equity and Diversity Officers and five general staff were interviewed. Thus, there were 19 valid interviews resulting from the study. These were conducted within the span of three weeks. In most cases the interview notes were transcribed shortly after the interview while the researcher's memory of the interview process was still vivid. Sometimes two interview times were scheduled too close to each other and the notes had to be rewritten later.

4.4.9 Field Notes

Direct observation[25] took place upon making a field visit to the case study "sites". Interaction among individual workers as well as workers and their superiors were observed in order to detect clues that could further help in investigating the issue. For the same reason, while conducting interviews, the researcher observed the setting as well as participant's body language and other non verbal clues. The researcher aimed to clearly distinguish between the actual words of participants and researcher's observations. The researcher spent several days on each studied campus observing the working environment. Additionally, posters, signs and other materials on notice boards and around the campus were examined in the search for relevant clues.

4.5 The Relationship Between Data Collection Methods and the Research Questions

Table 4.1 shows the immediate connection between the data collection methods and the research questions. Some questions were pursued using different methods, as it enhanced the research project by eliciting responses to the same question from different perspectives. This form of multi sided analysis can only be achieved by using a triangulation of data sources and methods.

[25] In the informal form recorded in field notes.

Table 4.1: *What Data Collection Method Attempted What Questions?*

Documentation and Archival Records Analysis	• What strategies are used to prevent workplace bullying? • What strategies are used to ameliorate workplace bullying?
Questionnaire	• What strategies are used to prevent workplace bullying? • What strategies are used to ameliorate workplace bullying? • Do these strategies work? To what extent is bullying still occurring? • How do employees perceive management actions to eliminate or minimise bullying behaviour? • What strategies might be more successful in preventing and ameliorating workplace bullying?
Interviews	• What strategies are used to prevent workplace bullying? • What strategies are used to ameliorate workplace bullying? • Do these strategies work? To what extent is bullying still occurring? • How do employees perceive management actions to eliminate or minimise bullying behaviour? • What strategies might be more successful in preventing and ameliorating workplace bullying?

4.6 Process of Analysis

Data collected through the questionnaire survey was analysed using specialised software called SPSS 13. A range of different analysis can be undertaken using this computer program. Firstly, to provide a narrative overview, the descriptive statistics was obtained.

Quantitative data analysis provided the researcher with better insights into the studied phenomena. As anticipated, it gave closer understanding of some research issues.

The analysis of interview data was very time consuming. Firstly, the researcher transcribed the field notes, as raw field notes are not meaningful to anyone except the researcher. They are full of private abbreviations and do not contain the whole of the interview content[26] (Miles and Huberman 1994). The data obtained was linked to the actual research questions. This was achieved using a contact summary form[27] used to summarise field notes as suggested by Miles & Huberman (1994). The main questions were listed in order and answers assigned to them. The researcher allocated words, considered to be the answers to the questions. It is very important to do this immediately after writing-up the field notes as with time the actual content may get "buried and distorted" (Miles and Huberman 1994, p. 52). Data gathered through the interview process was analysed using specialised software called NVivo. NVivo is designed to code and analyse data in a variety of ways and "levels of complexity", and was used for some basic interrogation of the accumulated transcripts for this analysis (School 2004, p. 1).

After the responses from the interviews in each of the settings were analysed and reduced to composite narratives, a cross-case analysis begun, where the cumulative answers from the individual cases[28] were grouped together (Patton 1990). More precisely, answers to the same study questions by each respondent were grouped in order to see if any generalisations or different views could be established within studied settings.

Another form of qualitative data was collected through document analysis. Documents can be very large and the significance of each record needed to be recognised (Miles and Huberman 1994). The researcher created a list of all encountered written records sorted by significance. Furthermore, a document summary form[29] was filled in, to achieve content clarity.

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[26] However, any additions to the raw field-notes should be "marked to guard against bias" Miles, M. B. and A. M. Huberman (1994). Qualitative data analysis: An expanded sourcebook. London, Sage Publications.

[27] See Appendix 3.
[28] Interviewed individuals.
[29] As suggested by Miles and Huberman Miles, M. B. and A. M. Huberman (1994). Qualitative data analysis: An expanded sourcebook. London, Sage Publications. ; see Appendix 4.

To sum up, the study used qualitative analysis to locate the emerging themes of each case and the main conceptual relations between those phenomena. The study then searched for enduring themes across the cases involved and identified specific comparisons between the cases. The objectives were to isolate particularly strong conceptual relations emerging from the study so that generalisable statements may be formed about some issues related to workplace bullying, adding to existing academic understanding and contributing practically to improved workplace relations and business benefit.

4.7 Ethical Consideration

The researcher was aware of ethical considerations involved in any study that includes human subjects. It is a requirement of Edith Cowan University research students to submit an ethic clearance form to the University's Human Research Ethics Committee prior to any data collection. In doing so, the researcher agrees to obey all ethical rules as assigned by the University.

The studied cases were fully informed about the process of research and the reasons why they were chosen was outlined. Also, the researcher provided informed consent[30], informing subjects about the study, to aid the decision regarding their participation. Thus, all participants voluntarily chose whether they wanted to be part of this research.

All information gathered from participants was treated confidentially. No data linked to participants' names was or will be revealed to any party. Only the researcher has access to all the information gathered.

While analysing data, the researcher aimed to be free of any bias that could affect the correctness of the report. Any bias that may have emerged and were recognised during the research process have been outlined and discussed in detail in the report. The researcher, at every stage of the research project, acted honestly with all parties involved in this research. The aim was to build trusting but professional relationships, not to be misused under any circumstances.

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[30] See consent form in Appendix 5.

Since workplace bullying is a sensitive topic that involves the harmful behaviour of one party towards the other, the researcher became aware of some wrongful and destructive activities. This was handled in accordance with ethical guidelines as prescribed by Edith Cowan University. For example, during the interview process, one employee decided to tell the story without consideration of the research questions. Information given by the interviewee was so intermixed with personal information that it could not be used in the preparation of this paper without breaching confidentiality. Nevertheless, the participant was listened to and the interview was appropriately terminated. In addition, one person[31] sent an e-mail declaring about being upset at being invited to participate in this research and enquired as to the selection process for interview participants. Through thorough clarification and explanation of the research process in a return e-mail, this concern was removed and the respondent placated.

Upon questionnaire distribution in the Australian university, a number of potential participants outlined their concern in regards to confidentiality. Questionnaires were to be returned via the internal posting system to the Human Resources Department and then collected by the researcher. This was the most practicable way of data collection at the time. The confidentiality of each respondent was protected due to surveys being anonymous and the usage of sealed return envelopes. However, a small number of participants returned their questionnaires to the Edith Cowan University Ethics office. They were then forwarded to the researcher.

4.8 Limitations and Delimitations

There are a number of limitations in this research project. Firstly, bullying is hard to define and the definition given may not include everything that can be regarded as bullying behaviour. However, the definition in this study was drawn from the papers of well-established researchers in this area. The definition provided in this paper was translated and used in both case studies, however it may have limited some contributions or even been ignored by some respondents with stories they needed to tell.

The greatest limitation to this study is the sensitive nature of the topic which narrowed the choice of organisations potentially participating. The experiences from the pilot study indicated that management appeared to be very “frightened” when approached

[31] An actual victim of bullying behaviour.

and asked for support in conducting the study. This topic does not seem to be a popular or welcome research topic. Yet, there are organisations that recognised the value and importance of such a study and accordingly decided to participate.

Next, language was a further limitation despite the researcher's fluency in both languages. However, the literature available in Croatian helped familiarise the researcher with some expressions explicitly used in discussing this particular topic.

The geographical distance between the studied countries was a further limitation. The researcher was restricted to the limited time assigned for data collection in Croatia. Therefore, a detailed preparation of the data collection procedure needed to take place prior to data collection.

There were some limitations considered when distributing the surveys. Two issues were of utmost importance. They are called survey enjoyment[32] and survey value[33] and can greatly impact the quality of answers and quantity of data collected (Rogelberg, Fisher et al. 2001). It can be argued that any research topic that uses surveys as data collection methods may be limited by the above mentioned factors. However, it depends on the researcher's capability to minimise those limitations in making the topic more attractive and interesting. It was attempted to achieve this by an appropriate and appealing cover letter that accompanied the questionnaire.

Furthermore, information gathered through interviews may produce subjective data if interviews are the sole method of data collection. Again, triangulation of data sources enhances the objectivity of information gathered (Marshall and Rossman 1999). Additionally, some interview notes could not be transcribed immediately due to the busy interview schedule. Prolonged data transcriptions could have added to partial memory loss and the researcher might have missed some issues discussed during the interviewing process. However, in most cases, interview notes were rewritten straight after the interview.

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[32] "Feelings about the act of completing the survey" Rogelberg, S. G., G. G. Fisher, et al. (2001). "Attitudes toward surveys: Development of a measure and its relationship to respondent behaviour." Organizational Research Methods **4**(1): 3-25.

[33] "Perceptions of the value of survey research" Ibid.

One of the limitations that deserve acknowledgment is the time and resources needed to accomplish this assignment. Nasif et al argue that cross-cultural studies are more costly, complicated and difficult than domestic studies (1991). Therefore, it could be argued that one should fully concentrate and use the available resources on research within the country instead of across nations. However, the benefits of cross-cultural studies are much greater than the limitations involved[34]. For example, increased globalisation urges businesses to explore and integrate the ways things are done in other countries and to recognise the critical nature of context in generating knowledge.

Further, limitations were encountered in the questionnaire collection methods used in both study sites. In Croatia, the questionnaire respondents were to physically return their completed questionnaires into the barrel placed in one of the administration offices. That required an extra effort from the participants and therefore partially affected the return rate. However, this was the only practical option available at the time. The studied faculty did not have an adequate internal mail solution to be used for the collection of the questionnaires. On the other hand, in the Australian study, the completed questionnaires were to be returned to the Human Resources Department via the internal mailing system. Although the questionnaires were anonymous, sealed and collected by the researcher, the fact that it was sent back to the Human Resources Department of their organisation caused some mistrust regarding confidentiality issues. Consequently, some respondents returned their completed questionnaires to the researcher via the Edith Cowan University Ethics office. The researcher decided to go ahead with this type of survey collection as it seemed most appropriate at the time. The possibility of respondents sending their questionnaires directly to the researcher was examined, however, was disregarded due to significant financial costs.

In this study the occurrence of workplace bullying was tested without any determination of when such behaviour had occurred. Most research of workplace bullying was conducted referring to behaviour that happened in the last six or twelve months. The option to provide the restriction of bullying happening in the last six or twelve months within the definition of bullying was not seen as effective. The researcher believed that should someone have had experienced bullying prior to that time, the person would want to express their experiences regardless of the time limitation imposed by the definition. Similarly, Vartia in his study of the sources of bullying also did not use any

[34] See Section 1.2 for more details.

time limitations, so in practice the behaviour need not be happening once a week nor for at least six months (Vartia 1996).

Finally, limitations involved in the case study design need to be acknowledged especially that of generalisability. Zikmund claims that "generalising from a few cases may be dangerous because most situations are atypical in some sense"(1997, p. 108). However, generalisation is not the sole aim of every research project. Insights gained through this in-depth investigation could be valuable and enhance future research without aiming to generalise the findings to other organisations where the working context and culture may be very different.

CHAPTER FIVE

Croatian Case Data Presentation

5.1 Introduction

In this chapter, data gathered from studying the Croatian university will be presented. The chapter begins with background information and a summary of the demographics of the organisation. Then information on relevant documents and official bodies that relate to the prevention and amelioration of workplace bullying issues follow. After that, the questionnaire analysis, divided in four subsections, will be presented. Finally, data gathered through interviews will be presented in the order the questions were asked.

5.2 Background

The Croatian faculty consists of twenty two departments. Each department is run by a head of department who reports directly to the dean. Every department has a department council which discusses all issues relevant to teaching, science and the proper functioning of the department (2001)[35]. Each department has representatives on the faculty council which is, together with the dean, an official faculty body. The dean, as the head of the faculty, incorporates an academic as well business function in the faculty. Currently, 34 different courses are offered and they are full-time[36], and most run for four years.

5.3 Demographics of the Respondent Organisation

It was very difficult to gather general demographics information due to limited Internet and public documents available. General employee or students' statistics was not available on the organisation Internet page. The researcher contacted the organisation via e-mail asking for some specific statistics, however, the information could not be provided because according to the respondents "it was not available". Nevertheless, some general statistics are provided to inform readers of the size and characteristics of

[35] The exact references in this and following chapters have been slightly changed to protect the confidentiality of the organisations involved in this study. Full reference may be obtained from the researcher.

[36] Except for the complementary two year courses and optional three year courses.

the organisation. The Croatian faculty employs approximately 605 staff out of which approximately 450 are academics. Every year about 1000 students enrol in the faculty along with 500 postgraduate students.

5.4 Information on Relevant Documents and Official Bodies

While examining the faculty Internet page, the researcher could not locate any documents or official bodies directly relevant to the research topic. However, some available documents and bodies appeared to have some connection to the broad research area and therefore were examined as part of the analysis.

5.4.1 The Faculty Statute[37]

A statute is a legally binding document that obliges all parties involved in the faculty to abide by it. A number of rules are outlined in the statute. Section two of the statute forbids any form of discrimination including race, national or ethnic discrimination as well as gender and sexual orientation intolerance. Discrimination, according to this statute, is forbidden in all possible relationships in the faculty (2001). Whoever breaches the general rules outlined in the statute will be penalized in accordance to the "Faculty's Act for Disciplinary Responsibilities[38]". However, the researcher could not locate this act on the faculty Internet page and consequently asked the university staff for a copy to be provided. This was declined with the explanation that the university was in the process of accepting a new statute which will not call upon the Act for Disciplinary Responsibilities any more.

In addition, Section 130 of the statute goes into greater detail forbidding any forms of discrimination especially sexual harassment. However, other inappropriate behaviour that would be considered as bullying is not discussed in the statute.

5.4.2 Regulations About Workers Responsibilities in the Workplace[39]

This document outlines the procedures to be used should an employee breach any of the provisions of his work agreement. This document summarises light and heavy breaches of employee responsibilities. Among many other possible breaches, this document states

[37] In Croatian called "Statut Fakulteta".
[38] In Croatian called "Opci akt o stegovnoj odgovornosti fakulteta".
[39] In Croatian called "Pravilnik o odgovornosti radnika za povrede radne duznosti".

that all sorts of discrimination on the basis of race, nationality and ethnicity as well as gender and sexual orientation would be considered a heavy breach of workers responsibilities. Whilst the "Commission for the Due Process" investigates the breach, the dean makes the final decision about the imposed penalties. The Commission for the Due Process[40] discusses the issues when evidence is presented. It listens to the perpetrator and confirms his/her guiltiness. On these grounds, the dean assigns a relevant penalty which could be monetary[41], an internal move onto another workplace, a warning before dismissal, or dismissal. The dean's decision is final, however, the employee can appeal to the Court within 15 days from the date deans decision is imposed on the employee.

5.4.3 The Code of Ethics[42]

The Faculty's Code of Ethics is a document that outlines the basic ethical and moral rules that are to be obeyed by all teaching and research staff employed at the faculty. It explains the moral aims of the faculty members who, amongst other things, need to take care of their own dignity and that of their colleagues. Part Three of the Code goes into detail declaring that the "culture of argumentative dialog" needs to be encouraged. However, ignorance and critics of other peoples work based on personal dislike is not allowed. Furthermore, it clearly states responsibilities of all teaching staff towards younger colleagues and all other faculty employees. They are to respect their younger colleagues' personal and professional dignity. The Ethic Commission is the official body that responds to breaches of these guidelines. They determine whether there is a need to act against the person who breached the Code (2001). Although workplace bullying as such is not mentioned in this document, some of its provisions clearly forbid behaviour that in many instances could be classified as workplace bullying.

5.4.4 The Ethics Commission[43]

There is a direct link from the faculty Internet page to the Ethics Commission Guidelines. It is a two page document that very briefly outlines the main guidelines of the Ethics Commission. Firstly, it outlines its purpose being "to protect and encourage

[40] Consists of five members. Two of its members are academics and two are general staff members, all four named by Dean. The remaining member is the Union representative named by the Faculty's Union.
[41] Up to 20% of the monthly wage of the perpetrator and so up to 6 months.
[42] In Croatian called "Eticki kodeks nastavnika, suradnika i znanstvenika fakulteta".
[43] In Croatian called "Eticko povjerenstvo".

ethical principles in research, teaching and interpersonal relationships of the Faculty's members". The Commission consists of five members but their names were not available on the faculty web page except for that of the president. Section Eleven of Part Three of these Guidelines states that it is the responsibility of the Commission to investigate all complaints and gather all relevant information about it. Also, the Commission should keep written records about all cases. These Guidelines were officially accepted by the Faculty Commission in February 2002.

5.4.5 Centre for the Prevention of Sexual Harassment

After thoroughly examining the faculty Internet page, the researcher came across a report on sexual harassment from local research undertaken few years ago. In the final paragraph, researchers suggested the establishment of an official body that not only would investigate reported cases of sexual harassment but would also provide education sessions for the faculty's employees and students. Nevertheless, there was no such body found or mentioned at the faculty Internet page. However, the researcher decided to investigate further in order to establish whether such a body exists. Hence, the interview question regarding this, which is discussed in the interview findings of this chapter.

5.5 Researcher's Observations

Upon arriving in Croatia and consulting the dean regarding the upcoming research, the researcher spent the first two days observing the environment. Upon entering the faculty building, there was a small portal where visitors could be supplied with general information[44] by a staff member. The researcher realised that actual locations of various departments was confusing and one needed to become familiar with the layout. Unfortunately, there was no plan of the building available that could assist in this.

There was one big notice board in the main foyer as well as many smaller notice boards in the corridors. Mainly, general information about different issues such as upcoming events was displayed on the big notice board. The smaller notice boards were filled with information related to the departments as well as upcoming or past exams. Both the big and the smaller boards had a visibly displayed notice advising that smoking was prohibited on the university premises. It also stated the law in regards to the prohibition of smoking and the penalties imposed on those breaching the law. Nevertheless, the

[44] For example where departments are situated, where professors cabinets were etc.

researcher witnessed a number of students as well as their lecturers smoking on the university premises. Furthermore, whilst visiting participants and potential participants in their rooms and cabinets, a number of employees were smoking. It appeared not to be a problem or a concern to anyone. The researcher approached mostly smokers but also other interview participants in regards to this issue. No-one seemed to have any problems with it and the researcher appeared to be the only person concerned about the fact that a certain rule, regulation or legislation was being breached on a regular basis without any consequences. This observation stimulated the researcher to question as to what effect any regulation or rule had on the employees involved in this study. This is a significant observation as it also raised the question of culture and social norms of the wider society.

5.6 Descriptive (Questionnaire) Analysis

A number of survey questions were used to illuminate the four areas important in answering the research questions. These areas are: participants' demographics, respondents' awareness of and familiarity with the strategies employed to prevent and deal with workplace bullying, bullying experience and respondents' perceptions about bullying. The survey questions used are the same for both the Croatian and Australian sites and will be outlined in relevant sections as the responses are discussed.

5.6.1 Participants' Demographics

A number of survey questions were used to help better understand participants' background. These questions are outlined in the table below.

Table 5.1: *Survey Questions-Group 1*

1. Were you born in Croatia/Australia?
2. Were both of your parents born in Croatia/Australia?
3. How long have you been working with the current employer?
43. Do you hold supervisory or management position?
44. What is your employment position?
45. What is your gender?
46. How old are you?
47. What is your educational background?

In this survey, the number of female respondents (69%, N=65) exceeded the number of male respondents (31%, N=29). The majority of respondents (81%, N=75) did not hold

a supervisory or management position. The respondents belonging in the 36-50 age brackets represented the majority (37%, N=34), followed by their younger colleagues (22-35 years) and those between 51 and 60 years with 36% (N=33) and 22% (N=20) respectively. A minority of respondents (4%, N=5) were older then 61 years of age. In the survey questionnaire, the educational scale was adjusted to the norms common in the studied country. Consequently, in the Croatian study they were Year 8 or less, Year 10-12, TAFE or equivalent, University (undergraduate) degree, Masters Degree and Doctor of Philosophy[45]. The majority of respondents (33%, N=31) had accomplished a PhD as opposed to those with finished Year 8 or less (3%, N=3). Almost 25% (N=23) completed a Masters degree and 22% (N=21) had a University degree. Just over 17% (N=16) had accomplished year 12 as their highest educational achievement.

The majority of participants and/or their parents were born in Croatia with 96% (N=91) and 82% (N=78) respectively. Almost half of the participants in this survey (49%, N=47), have been working for their current employer for more than 10 years. Additionally, 27% (N=26) have been employed by the university between 4-10 years and a further 19% (N=18) for 1-4 years. Just over 4% (N=4) have been working for their current employer for less than a year. It indicates that a university job might be "the job for life" which was also indicated by many respondents during the interview session. Finally, 64% (N=60) of respondents were academic staff members and just over 24% (N=23) were general staff members.

5.6.2 Respondents Awareness of and Familiarity with the Strategies Employed to Prevent and Ameliorate Workplace Bullying

A number of survey questions helped illuminate this research query. The actual survey questions and/or statements are outlined in the table that follows.

[45] Later PhD.

Table 5.2: *Survey Questions-Group 2*

4. Have you ever been aware of bullying behaviour being mentioned in your workplace? 5. Does your employer promote a bullying free workplace? 6. What is your organisation doing in order to keep the workplace free of such behaviour? 7. Are you aware of any strategies used at your workplace to prevent workplace bullying? 8. What strategies are there in place to prevent bullying behaviour? 9. I am familiar with the detailed content of the organisational policy. 10. How did you become familiar with the content and the meaning of the policy? 11. Have you attended any training? 12. Has the legislation been explained to you? 13. Are you aware of any strategies implemented at your workplace to ameliorate workplace bullying issues? 14. What strategies are there in place to reduce the effect of workplace bullying issues? 29. What strategies would help to prevent workplace bullying at your workplace? 30. What strategies would help to reduce the effect of workplace bullying at your workplace? 41. Is there anyone at your workplace that you could go to and discuss if confronted with bullying? 42. Who is that person?

Around 73% (N=69) of participants stated they had heard of workplace bullying. 38% (N=35) announced that their employer did not promote a bullying free environment. To the contrary, only 18% (N=17) said it did with the remaining 43% (N=41) stating they did not know. Similar were the answers to the open ended question asking what the organisation was doing in order to keep it free of bullying. A few mentioned the Ethic Commission and some referred to the Code of Ethics and the Faculty Statute. However, almost a half of respondents reinforced saying that either nothing or not much was done. Nevertheless, all the answers given were very brief. Thus, participants were asked more precise questions about their awareness of any strategies used at their workplace to prevent workplace bullying. Only 10% (N=10) stated they were aware of some strategies, whereas the rest of participants either answered in the negative (N=48) or with "do not know" (N=36). Consequently, the researcher wanted to find out what strategies were in place in order to prevent workplace bullying. While preparing the questions for the survey, the researcher was aware of the possible differences in the answers in the Croatian and Australian study. Therefore, questions were so formulated for both parties to be able to give an answer. Given the possible social norms of the Croatian people, the researcher assumed that some respondents would like to present their organisation in the best light possible. Consequently, they would like to suggest that there were some strategies employed in order to prevent workplace bullying. Thus, among the possible answers to that question, the researcher decided to put "individual

moral beliefs"[46] as one option assuming that in the Croatian research, the majority of respondents might choose that option. The table below indicates what strategies the respondents believe were employed in order to help the work environment free of workplace bullying. The leading strategy was IMB (69%) followed by 13% of participants claiming that an anti-bullying policy[47] was one of the implemented strategies.

Table 5.3: *What Strategies are there in Place to Prevent Workplace Bullying?*

	ABP	SMT[48]	ABL[49]	IMB	Other
	%	%	%	%	%
Yes	13	1	1	69	6
No	87	99	99	31	94

As can be seen from the table above, some 6% of the respondents had some additional ideas indicating mainly that the organisation was conducting research in order to help prevent workplace bullying, the code of ethics and some reinforced that there were no strategies in place. Only those who answered that ABP was one of the strategies their organisation uses in order to prevent workplace bullying were supposed to answer the following question about their familiarity with the content of the policy. Some 10% (N=10) either agreed or strongly agreed to the question and 4% (N=4) were not sure. Only 2% were advised to read the policy and 5% found it themselves[50]. None of the participants attended any training and only a few reported that the relevant legislations were explained to them.

Similarly, when asked about strategies used to ameliorate workplace bullying, only 6% (N=6) were aware of any strategies whereas the remaining 90% (N=86) either answered negatively or with "do not know". Finally, when asked whether they believed that the anti-bullying strategies their organisation used were actually effective, only 10% (N=10) answered in the affirmative. A number of participants further commented outlining some reasons for the effectiveness of anti-bullying strategies. Although few saw their organisation as a happy workplace, the majority complained about lack of and low effectiveness of any strategy. Among the most popular reasons given were beliefs

[46] Individual moral beliefs referred to as IMB in the text that follows.
[47] Anti-bullying policy later referred to as ABP.
[48] Staff and management training referred to as SMT.
[49] Anti-bullying legislation referred to as ABL.
[50] Via internal means such as intranet

that people were too scared to complain, that the whole organisation was not very well organised and that most people (if they notice bullying) do not react to such behaviour. One respondent stated "no-one cares about bullying here because it mostly affects the middle class, and they are not important to anyone". Another one outlined "if there were any sanctions, they would affect only perpetrators who do not have political or hierarchical back up".

Finally, participants were asked what strategies would help to prevent and ameliorate workplace bullying at their workplace. A number of respondents put their ideas and suggestions down. The most popular answers in ranked order were:

1. Acknowledgement of the problem (improved communication);

The majority of respondents claimed that communication at all levels needed to be improved. The possibility of workplace bullying needed to be acknowledged from the organisation's senior management. People should feel they are able to discuss these issues whenever they arise.

2. Disciplining of the perpetrator;

Similarly, a number of participants expressed their opinions saying that the perpetrator needed to be punished.

3. Establishment of a clear policy;

A number of respondents complained that an adequate policy needed to be established and that it should forbid not only bullying but all harassing behaviour in the workplace. More importantly, according to them, care should be taken to ensure that the policy content is reinforced and abided by all faculty members.

The following were further ideas expressed by many respondents:

1. Counselling available for the victim;

According to many, the victims of inappropriate behaviour needed some form of psychological help in order to be able to deal with the situation, while no-one expressed the opinion that the perpetrator might need some help too. The perpetrator was seen as someone who misused his/her power and was certainly a "bad" person.

2. Encouraging team work;

Many claimed that team work needed to be encouraged amongst the employees and departments. They pointed out a lack of flexibility within the faculty where all

departments functioned very independently. People needed to be encouraged to be active and pursue team work. Additionally, many mentioned that "days away" with activities[51] that reduce stress might improve the relationship between the colleagues.

3. Better monitoring of work relationships;

A number of participants claimed that their supervisors and managers needed to better monitor the relationships amongst their employees. They need to be more active, observant and articulate, and inform their subordinates of their expectations.

4. Training.

Finally, many respondents declared their need for more training sessions in many different areas and at all levels of employment. Some suggested that employees needed to attend lectures where bullying and similar behaviour is discussed. Additionally, employees needed to get support on improving their interpersonal behaviour. Similarly, many argued that first of all people in supervisory and managerial positions needed to be educated on how to adequately and seriously deal with the reported issues.

5.6.3 Bullying Experience

To test if any strategy used by the faculty to prevent and deal with the issues of workplace bullying effectively worked, the researcher decided to test actual occurrences of workplace bullying at the given organisation. The table below summarises the questions and statements used to answer this research question.

Table 5.4: *Survey Questions-Group 3*

17. Has your manager or supervisor ever bullied you at your workplace? 18. Their behaviour made me feel… 19. Have any of your colleagues ever bullied you at your workplace? 20. Their behaviour made me feel… 21. I talked about how I felt with… 22. My own experience of bullying affected my working life negatively… 23. Please specify how your own experience of workplace bullying affected your working life… 24. My own experience of bullying affected my private life negatively… 25. Please specify how your own experience of workplace bullying affected your private life… 26. Have you ever witnessed bullying of your co-workers? 27. Have you or anybody else done anything to stop it? 28. What was done in order to stop bullying behaviour?

[51] That should be undertaken together with workmates.

More then 21% (N=20) of respondents claimed that they were bullied by their supervisor and/or manager at their present workplace. An additional 8% (N=8) stated being bullied at their present and previous workplace. Similarly, 27% (N=26) claimed being bullied by their colleagues at their present workplace. Additional 8% (N=8) declared being bullied by their colleagues at their present and previous workplace. Most were bullied by both managers and colleagues. To sum up, an alarming figure of 42% (N=40) of respondents were bullied at their current workplace by their supervisor, manager or colleague. This is a disturbing figure indicating that almost every second employee might be bullied at the studied organisation. In addition, only 12.5% of employees being bullied were holders of supervisory and/or management position and 49% of females were bullied as opposed to 28% of males. The table below indicates the percentage of those being bullied compared to their employment position. The majority of general staff respondents declared being bullied at their workplaces (61%). Among academics 42% reported the same.

Table 5.5: *Comparison of Bullied Participants With the Employment Position*

Bullied by Manager and/or Colleague		Not bullied	Bullied
		%	%
What is your employment position?	General staff member	39	61
	Academic staff ember	58	42
	Guest professor	100	
	Other	90	10

In addition, the majority of those being bullied reported that such behaviour made them feel humiliated (85%, N=29), or threatened and vulnerable (78%, N=25). The tables below summarize how bullying behaviour affected those being targeted by their supervisor/manager and/or their colleagues.

Table 5.6: *How Managers' Bullying Affected those on the Receiving End*

Their[52] behaviour made me feel	Upset		Threatened		Humiliated		Vulnerable		Sick	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly agree, Agree	15	52	25	78	29	85	25	78	14	52
Not sure	4	14	3	9	1	3	4	13	1	4
Disagree, Strongly disagree	10	34	4	13	4	12	3	9	12	44

Table 5.7: *How Colleagues' Bullying Affected those on the Receiving End*

Their[53] behaviour made me feel	upset		threatened		Humiliated		Vulnerable		Sick	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly agree, Agree	13	46	24	77	31	86	23	74	11	41
Not sure	5	18	5	16	1	3	4	13	2	7
Disagree, Strongly disagree	10	36	2	6	4	11	4	13	14	52

The majority of respondents affected by workplace bullying tended to keep their experiences to themselves. Consequently, only 5% (N=2) claimed to have talked to a colleague and 2% (N=1) to a family member. The rest of the respondents seemed to have dealt with the situation on their own.

Moreover, the researcher wanted to find out if and how the workplace bullying experience affected peoples working and private lives. The majority, some 77% (N=33), responded by agreeing and strongly agreeing that their working and private life was affected by such behaviour. 74% (N=29) felt that their motivation suffered and all affected agreed that their stress levels increased. Additionally, 90% (N=36) claimed that unhappiness as a result of bullying affected their private lives, 89% (N=32) felt tired and 84% (N=32) were frustrated.

Finally, 58% (N=54) declared witnessing bullying of their co-workers, while 12% (N=11) were unsure. Whilst 35% (N=33) claimed that something was done in order to

stop the behaviour, 13% (N=12) were unsure. About 20% did not respond to this question. Amongst the answers to the question of what was done in order to stop such behaviour, some respondents claimed that victims left the workplace or at least considered leaving. One respondent also said: "I talked about this with others and the general reaction was that the victim needed to get used to it". The majority pessimistically concluded that it was not possible to do anything.

5.6.4 Respondents Perceptions about Bullying

In order to better understand the respondents' views of the workplace bullying issues, their perceptions regarding bullying were probed. Answers to a number of survey questions were used to gather more information about respondents' perceptions about bullying and they are listed in the table below.

Table 5.8: *Survey Questions-Group 4*

15. Do you believe that anti-bullying strategies your organisation is using effectively work? 16. Why do you think this is the case? 32. Why do you think bullying happens? 33. Do you think your manager is aware of the possible negative impacts of workplace bullying? 34. Do you believe that your management is interested to know how you felt as a victim of bullying? 35. I do not see bullying as causing a big problem to the one being bullied. 36. I do not see bullying as causing a big problem to the organisation as a whole. 37. I believe that some colleagues deserve to be bullied. 38. Bullying behaviour can sometimes be justified! 39. If you answered positively to the previous question please specify when you think such behaviour is justified. 40. Bullying is still not taken seriously enough in organisations.

A majority of 95% (N=79) believed that personality traits of the bully were the main cause of bullying at their workplace and 80% (N=66) said it could be attributed to envy. High job competition was in third place (59%, N=44) followed by the personality factors of the victim (49%, N=36) as seen in Table 5.9. A number of respondents outlined additional reasons for bullying happening. They were mainly misuse of power and absence of policy or legislation. One respondent stated "It is our mentality which is very different to that of western countries", presumably thinking that the prevalence of workplace bullying in Croatia was much higher then in western countries.

Table 5.9: *Why Do You Think Bullying Happens?*

	High job competition		Personality factors of the bully		Personality factors of the victim		Envy	
	Freq	%	Freq	%	Freq	%	Freq	%
Strongly agree, Agree	44	59	79	95	36	49	66	80
Not sure	8	11	1	1	10	14	6	7
Disagree, Strongly disagree	22	30	3	4	27	37	10	12

Furthermore, 33% (N=31) believed that their manager was aware of the negative impacts of workplace bullying and 42% (N=39) were not sure. In the same vein, 22% of all participants and 27% of victims believed that management was interested in knowing how they felt as victims of bullying. Again 46% were not sure. 76% (N=70) of the participants believed that bullying was causing a big problem to the victims of bullying and 16% (N=15) stated that was not the case. In addition, 74% (N=68) believed that it was causing a big problem to the organisation as a whole as opposed to 18% (N=17) who clearly did not see it as a problem. However, 96% (N=89) of participants disagreed or strongly disagreed to the statement that some colleagues deserved to be bullied. Nevertheless, 3% (N=3) answered in the affirmative. Similarly, 95% (N=88) denied that bullying behaviour could sometimes be justified opposing the minority of 4% (N=4) saying that it could be justified.

Over 89% (N=82) further believed that bullying still was not taken seriously in organisations. Over 56% (N=52) of respondents believed that there was someone at their workplace that they could go to and discuss if confronted with workplace bullying, and 26% (N=24) were not sure. Some had enough trust in their supervisors (22%, N=17) and managers (23%, N=18) to discuss the issue with them. Many others, on the other hand declared that there was no one they could trust due to ineffectiveness in the highest levels of the organisational hierarchy.

5.7 Interview Analysis

In the Croatian study, there were 12 interviews conducted. The population they were chosen from consisted of 605 faculty employees. The structure of the Croatian university is quite different from that in Australia. For example, only academics hold

managerial positions. There is a smaller number of general staff and they are mainly school secretaries, librarians and cleaners. Targeted participants were selected from four different groups, being: three academics in managerial positions, six academics currently not in a managerial position[54], two general staff members and one student. Although this study is about workplace bullying experiences, the researcher believed that a student's perspective on the studied issues might be of interest. Therefore, a student in his final year was chosen for this research. Furthermore, on the grounds of his involvement in student activities at the university, the researcher believed that he might be well informed and interested in issues that go beyond student life. Among the chosen participants, eight were females and four males.

Participants were given a choice of where to meet to conduct the interview. As opposed to the Australian study[55], the majority of participants wanted to meet outside of their offices. Preferred places were cafés in the surrounding areas. Some did not want to be seen with the researcher at their workplace and some simply followed tradition to meet and discuss issues in cafés. Despite the place where the interview was conducted, the interview procedure was very similar. At the beginning of each individual interview session, participants were asked to read a letter outlining the major components and aims of this research before signing a consent form. Everyone was once again assured of confidentiality. The researcher tried to build trust with each participant knowing how sensitive the research topic is. The participants were then presented with the researcher's definition of workplace bullying. It is well known that people apply different meanings to such behaviour and in order to avoid misunderstandings, it was believed that participants should be presented with a definition prior the commencement of the session. Some participants felt uneasy at the beginning of the session. The researcher believes that the sensitivity of the research topic and possible confidentiality concerns were most likely to be the basis for that. However, after a few minutes one could sense relaxation, increased interest and improved rapport.

There were ten interview questions. Due to cultural differences and the researcher's observations prior to the commencement of the research in Croatia, the research questions were somewhat modified to those originally determined in Australia. The

[54] Two participants from this group were younger than 35 and four were between 35-50 years of age.
[55] Which will be discussed in the following chapter.

most important part of the interview was the questions regarding strategies employed to prevent and deal with workplace bullying. Since the researcher was aware that there would not be any strategies employed[56], consideration was given for any official bodies employed by the faculty that could possibly be used to help deal with bullying issues. Consequently questions on the Ethics Committee and The Centre for the Prevention of Sexual Harassment were added.

5.7.1 Regardless of your own experience, do you believe that workplace bullying happens at your Faculty? Why do you think that is the case?

All participants answered in the affirmative to this question. Eight of them willingly expanded on examples of themselves or their friends or colleagues being victims of such behaviour. Two claimed that such behaviour was not common or acceptable in their department however it was definitely present across the faculty. All participants were aware of what workplace bullying might constitute. However, it was obvious from their comments that their workplaces might be affected with all forms of discrimination. As one participant noted "here we are mostly affected by sexual and political discrimination". Power seems to be an important component that influences all forms of discrimination and harassment. "Professors here have extreme power, they are protected and can almost do whatever they want" was explained by one participant and the opinion shared by many others. Hierarchy is extraordinary and "power distance" at its peak. As the student participant outlined "I do not have a concrete example of bullying among employees, however, if you observe the professor-tutor relationship, you can definitely sense it". One general staff member reported that "it is very hard here because responsibilities are not clear, job descriptions are out of date[57]and we are expected to do things[58] that are certainly not part of our job". There seemed to be a real contrast between employees enjoying job security and those suffering job insecurity. Everyone from lecturers to professors appeared to enjoy almost total job security whereas administrative and other general staff along with tutors and young academics felt under threat for their jobs. Consequently, they put up with all sorts of inappropriate behaviour in order not to upset people in secure positions and subsequently jeopardize their job security. Small improvements and moving away from such behaviour and mind sets

[56] After thoroughly examining documentation available on the organisations Internet page.
[57] They were written when it was a secretary's job to type letters which has not been the case for a number of years.
[58] Like making coffee for academic staff.

could certainly be sensed in some departments. One of the questions that arose was whether the change was a result of younger employees slowly "taking over".

5.7.2 Is there a difference between younger and older colleagues? Is one group more prone to mobbing than the other?

Responses to this question were somewhat divided. Nevertheless, the majority agreed that older employees were definitely more prone to such behaviour as opposed to younger employees. As one participant stated, "it is much related to status and therefore higher positions can afford such behaviour". Some argued that although older employees would more likely mistreat their younger counterparts, they may not be fully aware of their doings. "They grew up in a system where power distance was extreme and behaviour that might be considered as bullying by many younger people is not necessarily seen as such by an older perpetrator". Some, on the other hand, argued that the older perpetrators were fully aware of what distress their behaviour might cause, however decide to misuse the power that comes with their position[59]. Another participant argued that traditionally hierarchy was very strong, however, younger faculty employees sometimes have "American experiences" which according to him "could be a reason for slightly diminished feeling of the power imposed by the hierarchy".

In addition, a number of participants stated that older and younger employees behave similarly when it comes to workplace bullying issues. They argued that the example set by their seniors in the early stage of their employment was a bad one. Consequently they learn from it and become perpetrators themselves. As the student participant argued

> I believe that professors have an extreme ego and they strive to show their authority. The younger colleagues are in a position to be authoritative towards students, so they can satisfy their ego that way. One day, I believe, they will be exactly the same as their older colleagues.

Some further argued that younger employees naturally inherit the attitude towards work and other people. Finally, one participant stated that younger employees behave more inappropriately than older employees which might be due to job insecurity and not

[59] When talking about position it is rather implied on the seniority of their employment than on managerial position.

many positions being available for new researchers. Consequently, according to her they try to win in a battle with young colleagues using inappropriate behaviour to help them achieve their goals.

An issue that was raised with this question was the relationship between male and female employees. The majority of participants wanted to address this relationship too which appeared to be an ongoing concern in the studied organisation as well as the community around. Many argued that women were the major victims of bullying and other harassing behaviour at the studied faculty. This was believed to be due to men occupying all or the majority of higher level positions. "Men inherit many primitive traditions just because they better suit them" was the opinion of one young academic. Another academic who had been an employee of the faculty for many years argued that men were much more prone to mobbing than women and although she noticed changes for the better throughout the years, the process was still very slow. All of these discussions made the researcher think of possible cultural characteristics that might encourage such inappropriate behaviour.

5.7.3 Do you believe that Croatians for some reason might be more prone to bullying than some other nations?

This question was posed for a few different reasons. Having knowledge of the mentality of the people in question, the researcher assumed that answers to this question would be of interest. People appear to be unhappy with what they have and seem to believe that "the grass is always greener on the other side". Furthermore, the researcher aimed to show how peoples beliefs may or may not be true when comparing the two studies in the following chapters.

The majority of participants believed that the social norms of the Croatian people made behaviour such as workplace bullying more likely to flourish. Some argued that the reason for that is lack of professionalism. Others argued that it was due to a poor legal system that has not been reinforced. Many shared the opinion that the socialist values that their society were based on prior to 1991 unfortunately disappeared with the transition they were exposed to. Although simultaneously criticizing the former system where people accrued power only while belonging to a certain political party, some shared the beliefs that today they are still lead by the political and financial power of

some. “We have very low morals, and we work not to succeed but to destroy the competition. Even when we vote it is rather against someone then for someone” said an academic obviously disturbed with the behaviour and attitudes he witnessed so many times at his workplace. Nevertheless, few argued that the occurrence of workplace bullying does not have anything to do with the mentality of the society but with individual characteristics of the people.

5.7.4 Is there any official body employed at your faculty that you could approach if confronted with workplace bullying?

Most participants stated that there was nothing available at their faculty that would help resolve workplace bullying issues should they arise. On the other hand, some argued that the Ethics Commission might be a body that could be used. Others reported that the dean as a head of faculty is the person to go to. Others mentioned the Faculty Council and the Discipline Commission. Nevertheless, none of the participants were very enthusiastic and descriptive while answering this question. Many who referred to the above mentioned bodies argued that in order to approach these bodies a complaint needed to be made official. However, people preferred to keep their negative experience a secret since there was no legislative and organisational support available for those affected. One young academic argued that “young researchers, women and young employees are more likely not to officially complain because they know it could lead to the end of their career”.

Prior to the interviews, the researcher studied the organisation in question and concluded that there are no strategies employed to prevent and deal with issues of workplace bullying. Consequently, the researcher decided that some established bodies might build some links to the research topic and therefore came to a decision to test participants’ awareness of these bodies’ potential duties.

5.7.5 What do you know about the Ethics Commission? Should they deal with issues of workplace bullying? Do you know who the members and what their duties are?

The information gathered about this question was very scarce. Opinions were very similar where the majority of respondents believed that the Ethics Commission is there

just as a bureaucratic entity without any practical use. Some believed that workplace bullying issues should fall under their jurisdiction, however they did not believe they would have any reported cases. Few respondents argued that students might approach the Commission but they could not see any employee doing that. One participant put it forward "no one is going to officially complain, our jobs could be in jeopardy and no one can afford that. You do not want to upset important people, only they can upset you".

Out of twelve interviewees, only one knew who the Commission members were. From the remaining eleven, few knew who the president was and were confident that the names of the other members of the Commission were available on the Internet. They were all surprised when told this was not the case. From the information gathered from participants, it was obvious that there was very little use of this body. There was a policy in place explaining what its duties would be. However, there seemed to be no trust in the system and many openly expressed that opinion. One participant said "I do not know anything about the Commission. However, I would not approach them anyway, the whole system is very untrustworthy".

5.7.6 What do you know about the Centre for the Sexual Harassment Prevention? Is that the first step towards the elimination of any forms of harassment in the workplace?

Similar to the Ethics Commission, this Centre just seemed to be another body without any practical use. Surprisingly enough, not everyone even knew about its existence. People remembered a survey conducted some time ago but as one respondent said "they conducted the survey, established the Centre and that was it!" There was absolutely no education sessions organised as was proposed in the report. One participant added "this Centre could actually make a difference if it was serious". On the other hand, it was commented "we are a big family and everything stays within it, you do not talk about these issues!"

5.7.7 What do you know about the Faculty Council?

Once again, information gathered was very limited. Respondents gave very little information basically stating that the council decides on a number of issues from

teaching to financing. One general staff member said "it is not possible that mobbing becomes one of the points discussed in the meetings…fear is too high…"

5.7.8 What strategies do you believe would be successful when it comes to issues of workplace bullying and why?

All respondents were clear when giving their opinions about the posed question. They were very enthusiastic with their answers and after putting their thoughts together they all raised some important points. The suggestions made by the participants in ranked order were:

1. Acknowledgement of the problem;

Almost all participants agreed that the problem needs to be acknowledged and adequate education provided if any improvement in relationships amongst employees is to be achieved. "…people need to know what mobbing is, and how to deal with it, they need to know that they are not left alone and that perpetrators will get punished…" Some also claimed that if people start talking about it more openly, the perpetrators would possibly get scared noticing non acceptance of such behaviour. Some believed that in order to educate properly, more research needed to be conducted locally. In order to be able to do that, the Ministry of Education needed to be supportive, acknowledge bullying as a problem and initiate further research. Also, national and international research needed to be consulted. One staff member argued

> after the survey on sexual harassment they should have gone further, they should have organised seminars as they suggested was needed. Probably not many people would turn up at first, however with time there would be more and more people attending. We need someone to break the ice!

2. Awareness raising;

Some participants acknowledged the importance of following certain rules. For example, some provisions in the Faculty Statute talk about relationships amongst parties involved. However, that provision along with many other provisions just exists on the paper and to satisfy some bureaucratic norms. It was the argument of some respondents that the Statute provisions need to be loudly and clearly communicated amongst the staff members as opposed to being written down and forgotten.

Similarly, when asked if they believed that an anti-bullying policy would be of any help, some argued that only "if it was clear and succinct and it was lived by".

3. Establishment of an official body;

Since the Ethics Commission already existed[60] many believed that it should be properly established and undertake activities as stated in its policy. All complaints needed to be sent to the Commission and complainants wishes needs to be respected as to confidentiality issues. It was also suggested that staff needed to be regularly[61] reminded of what the Commission's duties were and about their sincere aims to keep the university free of behaviour that might negatively affect working conditions. Furthermore, sanctions must exist and people be made aware of possible consequences of such behaviour.

4. Induction pack;

A few participants made suggestions about the importance of induction packs. They argued that these packs[62] should consist of all information possibly needed for new employees. This brochure should include practical day to day information[63] as well as more detailed information such as a list of all official bodies and Committees available and their responsibilities. Additionally, as one participant stated "before accepting an applicant, one should explain what the expectations are and what behaviour is desired in the organisation".

5. Additional comments;

A number of participants claimed that in order to improve interpersonal relationships at work, the only option was to involve the media once inappropriate behaviour takes place.

> People need to speak up, be loud…they need to say and fight for their rights…if they do not do it nothing will change…regulations do not come from above, people have to fight for them.

Also, some argued that young people need to be brought up to say what they think. It is important to be able to express yourself and not feeling guilty while doing it.

[60] At least as an bureaucratic entity.
[61] Every 2-3 months.
[62] In the form of one comprehensive brochure.
[63] Such as information about where to park.

Unfortunately, people do not do that because they were brought up in our very traditional Croatian culture.

5.7.9 Do you believe that your employer is interested and aware of the negative impacts of workplace bullying?

Respondents commented on both their Faculty Management and Ministry of Education while answering this question, as their actual employer is the Ministry of Education. Answers to this question were twofold. Some respondents believed that their Faculty management was genuinely interested in such issues. Others argued they did not see their management interested and aware of the negative impacts of workplace bullying. One general staff member said "I do not think they know anything about it, this behaviour here is very normal". Similarly, some believed that the Ministry of Education had an interest and was aware of possible consequences of inappropriate behaviour. Others stated the opposite.

5.8 Researcher's Observation

The researcher observed the presence of very low enthusiasm. People did not seem to be happy in their environment however no-one was willing to make a change. Most were scared for their positions and reputations and those who could do something did not feel like it was worth doing. People mostly complained about the traditional culture they lived in and admitted that any change was difficult. Unfortunately, they seemed to be unaware of the potential quality of the benefits that might surpass all the difficulties involved in the change process. They seemed to be in a constant state of lethargy where they did only what they had to do. One participant stated "our people are not enthusiastic, they start something and they drop it, they do not have a wish or will to do anything".

CHAPTER SIX

Australian Case Data Presentation

6.1 Introduction

In this chapter, data gathered from studying the Australian university will be presented. The structure of the chapter is basically same as the previous chapter, where Croatian data was presented. After some background information, the reader will be informed on some organisational demographics. The information on documents and bodies relevant to the research topic will follow. Finally, questionnaire and interview analysis will follow.

6.2 Background

The studied Australian university has a very different structure to the Croatian university. The Australian university is ruled by the Senate as per the University Act. The Senate[64], as a governing body, elects the Chancellor who is "the titular head of the University". Furthermore, the University has an Executive Team comprising of a Vice-Chancellor[65], a Deputy Vice-Chancellor, a Pro Vice-Chancellor (Research and Innovation), a Pro Vice-Chancellor (Academic), the Executive Director (Academic Services) and Registrar and the Executive Director (Finance and Resources). There are a total of nine deans[66] who report to the Vice-Chancellor regarding the operation of the faculty for which they are responsible. They are, amongst other things, responsible for implementing University policies in their faculty. Faculties consist of a number of schools which are under the responsibility of heads of school. Additionally, school managers are responsible for administrative matters within the school/faculty and have a supervisory role for all administrative staff.

[64] Consisting of 21 members
[65] Who is the Chief Executive Officer of the University (governance, web)
[66] Faculty executives

6.3 Demographics of the Respondent Organisation

The popularity and prestige of the university resulted in a total number of over 6000 students enrolling in 2004, with a large proportion of these being school leavers. The number of male and female students is somewhat equal. The university employs about 2800 staff of which around 1630 are non academic. Among academic staff, the university employed approximately 390 females and 770 males, whereas the relationship is completely different among non academic staff, being approximately 995 females as opposed to 635 males in 2004.

6.4 Information on Relevant Documents and Official Bodies

The majority of documents discussed in this paper were found on the university's web page. Additionally, a number of pamphlets and small documents that form part of a new employee's induction package are also discussed in this paper.

The university web page was thoroughly examined on two occasions. The first time was prior to the university officially agreeing to participate in this research and the second time upon completion of data collection. The time span between the two occasions was approximately six months. Certain changes to the information available on the web page were observed and they will be discussed in more detail in both this and the following chapter.

6.4.1 Human Resources Web Page

Considering the nature of the research and the research topic, it was determined to initially examine the university's human resources web page. The university's human resources web page is a very comprehensive compilation of useful documentation and information. There are a number of links available that direct the reader towards desired information. The most outstanding information available on the page was the human resources mission statement which reads:

> To contribute to the further development of the university as a world class, high quality institution through the development and implementation of human resource policies and programs aimed at enhancing individual and organisational effectiveness (University 2004, p.1).

6.4.2 Human Resources General Staff Agreement

The human resources website contains several links that lead the reader towards a range of different information. Consequently, the researcher examined the General Staff Agreement 2004 in search for any links indicating the awareness of workplace bullying. Part F[67] of the Agreement discusses the Prevention of Workplace Bullying and it states that all employees covered by this agreement are to work towards "the reduction and elimination of workplace bullying at the university". All parties are to "continue the development and promotion of policies, procedures and strategies to combat workplace bullying at the University". Additionally it states that "the university's policy on Prevention of Workplace Bullying is titled Guidelines for Conduct in the Workplace"(University 2004, p.1). Consequently, these guidelines are discussed in more detail.

6.4.3 Guidelines for Conduct in the Workplace

Part C of the universities policies and procedures is named Guidelines for Conduct in the Workplace. It consists of a number of important sections which will be discussed in order to understand the meaning of the university Policy on Prevention and Dealing with Workplace Bullying. This nine page document clearly serves as a guide for all parties involved and/or affected by such behaviour.

- A Supportive Work Environment

In this section, the reader is made aware of the importance of workplaces being underlined by mutual respect among all parties involved. It sets up a procedure to be followed by staff, students and heads of schools in their attempts to resolve difficulties caused by bullying behaviour by any party.

- What is Intimidating or Inappropriate Behaviour?

Here, the workplace bullying definition is provided. The university gives an example of the Queensland's Department of Occupational Health and Safety definition saying that it is: "the repeated less favourable treatment of a person by another or others in the workplace, which may be considered unreasonable and inappropriate workplace

[67] Equity and Diversity, Health and Safety

practice"(University 2003, p.2). The list of possible inappropriate behaviour is provided and divided into five different sections which are presented in the table below.

Table 6.1: *Inappropriate Behaviour as Seen as Workplace Bullying*

Threat to professional status	• Persistent attempt to belittle and undermine work • Persistent criticism and lack of respect for judgments, skills or opinions of a person • Persistent attempts to humiliate in front of colleagues (put downs and name calling) • Intimidatory use of discipline or competence procedures (Note that this does not preclude supervisors using performance management processes in a legitimate way)
Threat to personal standing	• Undermining personal integrity • Destructive innuendo and sarcasm (including rumours and gossip) • Verbal and non-verbal threats (eg threat of dismissal, although an employer may legitimately use disciplinary action; threat of complaints when people stand up for themselves; use of private information inappropriately) • Inappropriate or overly forceful language (including jokes, sarcasm insults and crude language) • Initimidatory behaviour (shouting, invasion of personal space such as entering someone's office without knocking, physically standing over another person, rifling through personal files and drawers; reading information on someone's desk without permission; blocking someone's exit, banging a desk.) • Physical violence • Violence to property
Isolation	• Withholding necessary information or passive non-cooperation • Freezing out, ignoring, excluding or cutting off in conversation • Denied opportunities for interesting work • Unreasonable refusal of applications for leave, training or promotion
Overwork	• Undue pressure to produce work • Setting of impossible deadlines
Destabilisation	• Shifting of goal posts without consultation • Constant undervaluing of efforts • Persistent efforts to demoralise • Removal of areas of responsibility without consultation

Source: *The University, 2005*

- Organisational and Individual Impacts of Bullying

This section summarises the negative impacts bullying behaviour might impose onto individuals as well as the organisation as a whole. It indicates that bullying decreases morale, increases negativism and cynicism, irritability and results in staff turnover. On the other side, it shapes the psychological and physical wellbeing of the individuals affected by such behaviour. All this clearly influences organisational productivity. Therefore, staff holding managerial positions are made responsible for minimising occurrences of such deviant behaviour. This section clearly outlines the university awareness of the possible costs involved in such behaviour.

- Responsibilities of Deans of Faculties, Heads of School and Supervisors

Strategies that could be used to prevent workplace bullying are discussed. The head of school and supervisors carry the responsibility of ensuring the proper functioning of their schools. In order to minimise bullying behaviour staff discussions about what bullying is and what behaviour is unacceptable is encouraged in this document. Furthermore, it was suggested that workgroups create protocols where they list certain behavioural standards. Individuals need to speak up if those protocols are breached. However, if despite all the precautions, the conflict still arises, the head of school and/or supervisor needs to insure that any complaint is taken seriously and steps undertaken to the satisfaction of all involved. However, it is suggested that all disputes be resolved "at the lowest and most informal level where possible"(University 2003, p.5).

- Responsibilities of Staff Members and Students

After identifying that a person is affected by the inappropriate behaviour of another person, it is suggested that personal notes be made by the receiver of such behaviour. When and what has happened as well as how it has negatively impacted on the person should be outlined. It is further suggested that where possible the affected person seeks advice from an equity advisor and consequently approaches the other party seeking resolution. If that is not possible, the affected worker may contact his/her supervisor who will endeavour to help solve the problem. Meanwhile, staff are encouraged to use professional counselling services provided by the Employee Assistance Programme (EAP).

- Managing the Complaint at the Local Level

The concerned person usually needs to discuss the matter with the head of school or supervisor who then discusses the issue with the other party. On some occasions, the other party may be aware of the effect of her/his behaviour and apologise, promising it will not happen again. This resolves the issue and monitoring is required. In the case of reoccurrence, "formal disciplinary procedures are advised"(University 2003). In other cases, mediation may be appropriate and could be performed by a skilled head of school or supervisor. They may acquire required skills through workshops occasionally held by the Centre for Staff Development. "It is important that the head of school's or supervisor's action results in a clearly understood outcome which is accepted by all those involved"(University 2003, p.6). According to this document, if the matter cannot be resolved at the local level, parties should seek "resolution by mediation conducted by a University mediator or through an industrial process".

- Mediation

The manager of Equity and Diversity and Employee Relations and Management Services are to be contacted by the head of school or supervisor to receive a list of available mediators. The mediator needs to be accepted by both parties involved in the process. Mediation is to be used to help achieve an agreement acceptable for all involved. It is the responsibility of the head of school or supervisor to monitor the situation after an agreement is reached and act if any of the previous behaviour reoccurs.

- Resolution through existing Industrial or Discipline Processes

In the situation where the head of school makes a judgement that is not possible to resolve the problems, the concerned person should be referred to the university's Academic Staff Agreement and/or Procedures for Managing Unsatisfactory Performance and Misconduct: All Staff Other Than Academic. These agreements will provide the reader with a list of procedures available.

- Support for the Process

The Centre for Staff Development offers different programs to help those undertaking management roles. Also, according to this document, any other individual is welcome to take part in a diverse range of programs (University 2003).

6.4.4 HR Academic Staff Agreement Schedule D - Misconduct

This part of the agreement explains the university procedure if misconduct of any kind is established. Once an allegation is made and all above-mentioned local resources are unsuccessful in resolving the problem, the allegation should be reported to the Vice Chancellor who then appoints an academic member of the Executive to deal with the situation or refers the whole matter back to the supervisor. The process outlined in this section is the disciplinary process that presumably would rarely be used when dealing with the issue of workplace bullying. Nevertheless, should the situation arise, the procedure is known and available on the web site.

6.4.5 Procedures for Managing Unsatisfactory Performance and Misconduct: All Staff Other Than Academics

This section, amongst other things, indicates a list of behaviours that are treated as serious misconduct. Workplace bullying is not included on the list, however some behaviour mentioned can in some circumstances be regarded as workplace bullying[68]. According to this document, a supervisor alleging a case of serious misconduct is to immediately contact the Employee Relations and Management Services Section within the Human Resources Department. An officer of the Employee Relations and Management Services Section is to support the investigation. The process of investigation includes:

- "gathering evidence including interviewing all relevant person/s and witnesses;
- putting specific details of the alleged misconduct to the staff member;
- giving the staff member the opportunity to be accompanied at interviews by a person of their choice who may be a union representative;
- giving the staff member every reasonable opportunity to comment on the evidence and allegations made against them;

[68] For example, serious harassment (including sexual harassment) and/or abusing or threatening another employee.

- considering the staff member's responses; and
- recording all investigation details in writing".

Once the investigation process is accomplished, a report summarising the entire process and possible outcomes must be sent to the director human resources as well as the affected staff member. It is the decision of the director human resources as to what further steps are to be taken in order to finalise the matter.

6.4.6 Grievance Procedure

The grievance procedure is another document available from the Human Resources web page that is considered to be relevant to the research topic. A range of mechanisms provided by the university are outlined under this topic. A short description of each available procedure is also provided. It helps the reader identify which mechanism applies to her/his situation. Procedures are divided in three subgroups, which are: Conduct in the Workplace, Agreement Based Procedures, and Other Procedures. Additionally some useful links such as a Policy on Using Inclusive Language are accessible from this web page. Procedures that could possibly be linked to the issues of workplace bullying are as follows: The Code of Ethics and Code of Conduct, Guidelines for Conduct in the Workplace and Dealing with Equity Enquires and Grievances. Furthermore, under the agreement based procedures section, there is a link to Academic Staff Agreement 2000-Schedule K- Procedures for the Settlement and Grievances and General Staff Agreement 2004- Dispute and Grievances (Clause No 34) Grievance Settlement Procedures.

6.4.7 The Code of Ethics and Code of Conduct

The Code of Ethics is an internal document recognising an array of principles to be used as a guide while dealing with any party within the university. "It is based on three universal ethical principles and they are equity and justice, respect for people and personal and professional responsibility"(University 2003, p.2). The Code of Conduct is based on the Code of Ethics and it provides guidelines in regards to some specific procedures. One of the issues that comes up and is relevant to this research is the harassment explained under the equity and justice principle. It states the university's aim to stay free of a number of harassing behaviours including bullying. This document

is a clear summary of what behaviour is expected of all people involved in the university. It also very clearly outlines all the policies and procedures, grievances procedures as well as a list of State and Commonwealth legislations that might provide additional information to the reader.

6.4.8 The University Discussion Documents

From the Human Resources web page, the university discussion documents can be easily accessed. "Bullying" is a paper available on the site and it summarises many of the important issues related to workplace bullying. It also discusses local research undertaken in 2001, which suggests strategies that can be used in order to prevent and deal with issues of workplace bullying. The suggested strategies, according to this paper include "improved information and awareness, less complicated processes of redress, value-based leadership development programmes, and a clear accountability framework with 360 degree performance management"(University 2003). The implementation and effectiveness of suggested strategies will be discussed in the following chapters. While examining the Human Resources main web page, the reader's attention is forwarded to two important sections which are Equity and Diversity and Safety and Health. Equity and Diversity Office's web site relates in many ways to workplace bullying and will be discussed in more detail.

6.4.9 Equity and Diversity Internet Page

From the Equity and Diversity web page, the reader is easily directed to several other sections of interest. Firstly, the statement of purpose along with some background information is outlined, followed by information on current and future plans (Office 2005, p.5). A Workplace Bullying Action Plan was one of the available documents that appeared to be of utmost importance to the research topic. However, during a second website examination[69], this document was no longer available. It outlined past, current and future planned actions used in order to help "provide a supportive and respectful working environment"(Diversity 2004, p.1). The Action Plan is discussed below and summarised in the Table 6.2. Priorities outlined in this document are divided into personal and organisational strategies. Actions used to achieve personal strategies were to ensure that "all staff are aware of mechanisms that provide personal support when dealing with workplace bullying, for example Employee Assistance Program, Equity

[69] Beginning of 2005

and Diversity Advisers" (Diversity 2004). It is an ongoing strategy that falls under the responsibility of human resources, heads of organisational units, managers and supervisors.

There are four organisational strategy priorities listed, these are: Information and Awareness Raising, Policy and Case Management Framework, Leadership and Accountability and Management Development.

- Information and Awareness Raising;

Information and awareness raising were to be enhanced with a workplace bullying training module prepared by the equity and diversity office. It was anticipated that another contributor would be an organised information session to all faculty advisory boards, library and central administration. Additionally, a "Workplace Bullying" article was to be included in human resources management bulletin so it reaches wider staff including managers and supervisors.

- Policy and Case Management Framework;

Until December 2002, the 'Conduct in the Workplace' policy was to be revised in order to provide a more detailed focus in regards to workplace bullying. In cases of workplace bullying actually happening, human resources were to explore available options, which according to the action plan are mediation models, specialist expertise, the university ombudsman and refined grievance processes.

- Leadership and Accountability;

Using certain strategies such as meetings, the university media and orientation, senior management are to build upon their leadership in this area of concern. They are responsible for the development of some proactive strategies within their area of authority.

- Management Development;

It is to be ensured that management is able to effectively deal with issues of workplace bullying. Additionally, concerns in regards to workplace bullying were to be included into existing OCDC program.

Table 6.2: *Workplace Bullying-Action Plan*

Aim	To support the University in meeting its commitment to provide a supportive and respectful working environment where staff and students are valued, respected and able to realise their full potential
Outcomes	Enhanced capacity to meet strategic human resource objectives in the University Strategic Plan: *' to attract, retain and promote quality staff'* Enhanced productivity through greater staff satisfaction and morale Enhanced capacity for staff and students to participate more fully in all aspects of working life at the University Strengthen the University's capacity to meet both organisational and legal obligations to provide an environment free from discrimination and harassment

Priorities	Personal strategies	Organisational Strategies Information and awareness raising	Policy and Case management framework	Leadership and Accountability *(Ongoing)*	Management Development *(Ongoing)*
Actions	Ensure all staff are aware of mechanisms that provide personal support when dealing with workplace bullying e.g. Employee Assistance Program, Equity and Diversity Advisers. T/F: (*Ongoing)* *Resp: Human Resource; Heads of Organisational Units; Managers and Supervisors*	Equity and Diversity Office to develop ' *Workplace Bullying'* training module to be used as a stand-alone or in conjunction with generic EO/ management training T/F: *March 2003*	Review *"Conduct in the Workplace'* policy to provide a more specific focus to address workplace bullying issues T/F: *December 2002* Resp: *Deputy Vice-Chancellor; Human Resources*	Senior Management to model strong leadership in this area through a mixture of strategies *(e.g. meetings, The University media, orientation)*	Meet with DVC and the University Executive to develop appropriate accountability mechanisms *(e.g. performance management, job descriptions)*
		Deliver information session to all Faculty Advisory Boards, Library and Central Administration T/F: *March 2003 on* *Resp.: Deputy Vice-Chancellor; Heads of Organisational Units; Equity and Diversity Office*	Explore appropriate intervention mechanisms *(e.g. mediation models, specialist expertise, The University Ombudsman, refined grievance processes)* to address cases of workplace bullying *T/F: Ongoing* *Resp.: Human Resources*	Senior Managers responsible for people management to report on proactive strategies undertaken within their sphere of influence *(e.g. developing 'Workplace Values'-Statements', protocols etc.)* T/F*: Ongoing* *Resp.: The University Executive; Senior Management; Heads*	Build capacity of management to deal effectively with workplace bullying T/F: *Ongoing* *Resp.: The University Executive; Senior Management; Heads of Organisational Units; Human Resources*

		of Organisational Units; School Managers	
	Insert *"Workplace Bullying"* resource article within HR Management Bulletin for wide distribution to staff, and specifically managers and supervisors T/F: *December 2002*	Ensure bullying and other EO issues form part of Faculty agendas T/F: *Ongoing* *Resp.: Deans; School managers*	Liaise with OSDS in relation to incorporating bullying concerns into the existing program T/F: *March 2003* *Resp: Human Resources; Equity and Diversity; OSDS*

Source: *The University, 2005*

The Workplace Bullying Action Plan clearly indicated the University's interests and aims in implementing strategies in order to deal with workplace bullying.

6.4.10 Equity and Diversity Advisers

From the equity and diversity web page, one can easily access a list of equity and diversity advisers. They are specially trained employees who can be contacted and give advise on any equity issue. All contacts to advisers are confidential. Their general aim is to "actively promote the university's commitment to maintaining a work and study environment where staff and students are valued, respected and able to realise their full potential" (Diversity 2005, p. 1).

Since the equity and diversity web page was updated[70] at the beginning of 2005, information on workplace bullying is far more accessible. There are very clear links that lead the reader towards the required information. Workplace bullying is one of the links available from the human resource office's priority areas page. Once on the page one gathers information about what bullying is and how it can affect all those involved, especially the recipient of such behaviour. It outlines the presence of the university policy[71] developed to detail the guidelines about behaviour of staff. Further, there is a link to the videos available for all intranet users. The videos form part of the Workplace Bullying Prevention Series and they are Employee Awareness and Response and Roles and Responsibilities for Supervisors and Managers. Also, a reader is easily directed to

[70] As noticed during the second web examination
[71] Guidelines for Conduct in the Workplace

the relevant Federal and State Legislation as well as other websites concerning Workplace Bullying.

6.4.11 Employee Assistance Programme (EAP)

From the Safety and Health web page, one is directed to an EAP document. This document informs the reader about the programme and provides details where additional information could be sought. There is a list of issues that affect an employees well being, that the EAP provides assistance in dealing with to all university employees.

6.5 Researcher's Observations

Upon entering the main university administration building one can collect various pamphlets, such as on sexual and racial harassment and information on equity advisers and counselling services for staff. Additionally, copies of an article on Workplace Bullying from the university news are also available. These and other material can also be found in corridors and other 'busy' areas around the university.

The University's commitment to the wellbeing of all parties is also noticeable through a range of different anti-discriminatory and anti-bullying posters and other information presented on walls in most buildings. These could be considered awareness raising material.

The new employees induction pack is a comprehensive package of various pamphlets including those discussed in this paper. This way, a new employee is provided with a range of information at the commencement of employment at the university.

The university also triennially conducts a Working Life Survey (WLS) which investigates employee's perceptions on 11 sections. The area of investigation relevant to this research is "Your Well Being and Equity and Ethical Issues in Your Workplace".

6.6 Descriptive (Questionnaire) Analysis

Although the survey questionnaire was not divided into sections, same as with the Croatian study, the researcher gathered information on four different areas. These areas were: participant demographics, the respondent's awareness of strategies employed to prevent and deal with workplace bullying, bullying experiences and the respondent's

perceptions of bullying. The survey questions applicable to each area have been outlined in the previous chapter.

6.6.1 Participant Demographics

As with most surveys of a similar nature, the number of female respondents (58%, N=103) surpassed the number of male participants (41%, N=74). In addition, 65% N=115) of the sample was general staff members, following by 34% (N=60) of academics. 40% (N=72) were holders of supervisory or management position. The participant's age was recorded in brackets. Participants within the 22-35 age bracket represented the majority with 38% (N=63), followed by 36-50 (34%, N=56) and 51-60 age bracket (22%, N=36). Educational background of participants ranged from Year 9 and less to PhD level or equivalent. There were the same percentage of respondents with undergraduate degrees and those having accomplished a PhD (23%, N=42) following by those having a Masters degree and a TAFE qualification (15%, N=26 and 13%, N=23 respectively). Less then 10% (N=17) of participants had accomplished a post graduate diploma and 8% (N= 14) had year 10-12 as their highest educational achievement.

Participants were asked whether they and/or their parents were born in Australia. The data indicated that a significant number of participants (40%, N=71) or their parents (64%, N=113) were not born in Australia. The same number of participants worked for the current employer for the past one to three years as participants who worked four to ten years, representing 31% (N=55) each, followed by 25% (N=44) of those being with the same employer for more then 10 years. 13% (N=24) of participants have been employed at the current workplace for less then 12 months.

6.6.2 Respondent Awareness of and Familiarity with Strategies Employed to Prevent and Deal with Workplace Bullying

29% (N=51) of participants had never heard workplace bullying being mentioned at their workplace, while 71% (N=126) said that their employer promoted a bullying-free environment. Participants were asked an open-ended question as to what the organisation was doing in order to keep the workplace free of such behaviour. Before asking more precise questions to clarify the employees' awareness of the existing strategies, the researcher aimed to find out what the respondents' general opinions were

in regards to that question. A number of survey participants answered the question. Some listed a number of strategies their organisation used in order to keep it free of bullying. However, surprisingly, many were not aware of any strategy. Nevertheless, a number of participants were aware of policies, available training and equity and diversity officers used as a means to help keep their workplace free of bullying. Some mentioned anti-bullying posters displayed across the campuses as well as pamphlets found in the foyers. Some mentioned that open communication has been promoted in their workplace or that their employer chose its employees carefully.

Participants were then asked the specific question of their awareness of strategies used to prevent workplace bullying at their workplace. 47% (N=84) of the sample is aware of strategies used by the organisation in order to prevent workplace bullying, while 38% (N=68) answered negatively to that question. Additionally, participants were asked what strategies were in place to prevent workplace bullying. The Table below summarises their answers:

Table 6.3: *What Strategies are in Use to Prevent Workplace Bullying?*

	ABP[72]		SMT[73]		ABL[74]		IMB[75]		Other	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Yes	94	54	53	30	12	7	45	26	9	5
No	81	46	122	70	163	93	130	74	163	95

Five different answers were offered to the question. 54% (N=94) of survey participants stated that there was an anti-bullying policy in place, 30% (N=53) stated having had staff and management training as a means to prevent workplace bullying. 13% (N=19) also claimed having attended some of this training some time ago. Additionally, 7% (N=12) said that anti-bullying legislation is a strategy used to prevent workplace bullying at their workplace and 26% (N=45) claimed individual moral beliefs is the strategy used. Finally, some 5% (N=9) listed some other strategies such as posters and brochures. Additionally, 33% (N=53) of respondents either agreed or strongly agreed when asked if they were familiar with the detailed content of the policy. When asked how they became familiar with the content of the policy, 23% (N=36) were advised to

[72] Anti bullying policy
[73] Staff and management trainings
[74] Anti bullying legislations
[75] Individual moral beliefs

read it, 9% (N=14) had the policy explained to them and 22% (N=34) found it themselves[76].

Participants were asked about their awareness of any strategies implemented to ameliorate workplace bullying issues. Only 36 % (N=62) were aware of such strategies, while 44% (N=78) were not aware of any strategies used to deal with workplace bullying at their organisation. When further asked to specify what strategies were implemented, 37% (N=63) answered that staff and management training was in place, 17% (N=28) said there were organised counselling sessions for bullies, 24% (N=40) agreed that there were organised counselling sessions for victims, 26% (N=44) saw the possibility of open conversation about the issue as one of the implemented strategies. Finally, only 2% (N=4) of participants believed that the bully's removal from the department/organisation is a type of strategy used to ameliorate workplace bullying. Further, 80% (N=141) believed that there was someone at their workplace they could go to if confronted with workplace bullying issues. 35% (N=59) believed that their supervisor would be the right person to go to, 32% (N=55) trusted their manager and 34% (N=58) would go to the human resources officer/manager. Some participants added they would talk to their colleagues from other departments or heads of schools. Also, many mentioned equity and diversity advisers as an avenue to be used. One participant stated his concern saying "It would depend who the bully was, above a certain level I do not think that my manager would be able to address the issue effectively".

While 17% (N=29) of participants believed that anti-bullying strategies used by their organisation work effectively, 27% (N=45) opposed and 55% (N=92) did not know. They were asked as to why they thought that was the case with an open-ended question. The responses were divided as were the answers to the previous question. Those who believed that anti-bullying strategies work effectively mainly stated that it was due to open communication and promotion of the strategies employed. On the other hand, some were talking about their personal experiences where they tried different avenues which proved unsuccessful. Mostly people complained about longevity of the due process which resulted in those on the receiving end of such behaviour leaving the organisation or learning to "live with it". Further some believed that it is imbedded in university culture where "an academic can order general staff around" and "a professor

[76] Either via internet and/or internal records

can order lecturers around". As one participant stated "the uni appears unwilling to address these almost class issues".

Finally, participants were asked what strategies they believed would help to prevent and/or reduce the effects of workplace bullying. Although some agreed that current policies work effectively and that no improvements were required, the majority of respondents had different thoughts and ideas:

1. Acknowledgment of the problem;

The university needed to become more open about the possibility of bullying. Everyone needs to know what bullying is and what strategies are there to prevent or deal with it in case it still happened.

2. Awareness raising;

The university has policies and procedures in place, however many staff are not aware of their existence or possible meaning. Therefore, according to many, a good awareness campaign is needed.

3. Disciplining of the perpetrator;

"High profile bullies" appear to be a concern to a number of participants in this study. The university's reluctance to deal with bullying issues when such perpetrators are involved was heavily criticised. Many further believe that the perpetrator needs to be disciplined which at present "is not the case".

6.6.3 Bullying Experience

Respondents were asked if they had ever been bullied by a supervisor or manager and/or their colleagues. 40% (N=72) of participants answered in the affirmative in the first case and 30% (N=54) in the second case. Furthermore, 18.5% (N=33) stated being bullied by their supervisor/manager at their present workplace and 3% (N=6) at their present and previous workplace. Additionally, 15% (N=27) declared being bullied by their colleagues at their present workplace, and 4% (N=7) at their present and previous workplace. 33% (N=60) of participants reported being bullied at their current workplace by either their manager and/or supervisor and/or their colleagues. This figure is quite alarming indicating that possibly every third employee had been bullied at the studied workplace. Furthermore, the majority of employees (65%, N=39) declaring being bullied by their manager and/or colleagues did not hold supervisory or management

position themselves and were females (67%, N=27). In addition, 70% (N=42) of general staff members and 30% (N=18) of academics were at some stage at the receiving end of bullying behaviour at their current place of employment. Additionally, 30% (N=17) had a TAFE qualification or equivalent as their educational background followed by 27% (N=15) employees having accomplished a PhD or equivalent.

The respondents were also asked how bullying behaviour affected them, with the responses seen in the table below:

Table 6.4: *What Victims Felt While Exposed to Bullying by Superiors*

Their behaviour made me feel	Upset		Threatened		Humiliated		Vulnerable		Sick	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly agree, Agree	54	95	56	90	55	86	60	92	45	79
Not sure			2	3	3	5	2	3	1	2
Disagree, Strongly disagree	3	5	4	6	6	9	3	5	11	19

Table 6.5: *What Victims Felt While Exposed to Bullying by Colleagues*

Their behaviour made me feel	Upset	Threatened	Humiliated	Vulnerable	Sick
	%	%	%	%	%
Strongly agree, Agree	94	73	71	79	56
Not sure	4	11	10	5	5
Disagree, Strongly disagree	2	16	19	16	39

The majority of employees who experienced bullying spoke about their experience with someone. Mostly, they had spoken to a family member (59%, N=57), a colleague (53%, N=51) or a friend (50%, N=48). Nevertheless, around 6% (N=6) reported they had not talked to anyone. The table below indicates who the affected people talked to.

Table 6.6: *I Talked About How I Felt to:*

	My supervisor		My colleagues		The bully		My doctor		A family member		A friend		Have not talked to anyone	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Yes	26	27	51	53	15	16	19	20	57	59	48	50	6	6
No	70	73	45	47	81	84	77	80	39	41	48	50	90	94

Additionally, some employees talked to a counsellor or an outside mediator. However, few claimed they had spoken to the head of school or union representative.

Moreover, the researcher wanted to find out how the employees' experience of workplace bulling affected their working and private lives. 83% (N=80) of affected people either agreed or strongly agreed that their working life was affected by the bullying experience, whereas 10% (N=10) were not sure. A number of items were suggested and rated by participants. The results are summarised in the table below.

Table 6.7: *How Experience of Workplace Bullying Affected Victims' Working Life*

	Loss of motivation		Didn't want to go to work		Loss of concentration		Increased stress		Anxiety		Thought of leaving		Work effectiveness lowered		Increased absenteeism	
	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%	Freq	%
Strongly agree, Agree	73	85	75	84	60	74	84	94	77	88	74	85	64	77	23	29
Not sure	4	5			8	10	1	1	4	5	2	2	7	8	5	6
Disagree, Strongly disagree	9	10	14	16	13	16	4	5	6	7	11	13	12	15	50	64

Similarly, participants were asked if and how the bullying experience affected their private lives. 70% (N=67) of participants either agreed or strongly agreed when asked if their private life was affected by the bullying experience at work as opposed to 23% (N=22) who claimed that the experience did not affect their private life. Their major concerns were increased stress (90%), unhappiness (89%), frustration (83%) and anxiety (82%) caused by the experience.

In order to further examine participants' experience of workplace bullying, they were asked if they had ever witnessed bullying of their co-workers. 55% (N=95) answered in the affirmative, whereas 5% (N=8) were not sure. The majority (63%, N=73) claimed that something was done in order to stop such behaviour and 14% (N=16) of participants did not know if anything was done. The majority claimed that the victim, and sometimes also the perpetrator left the department. A number of participants indicated that the victim was advised of what to do by the management. Furthermore, on a couple of occasions respondents advised that the perpetrator was confronted.

Finally, 6% (N=11) of respondents stated that they treated their colleagues in a manner that could be classified as workplace bullying, 13% (N=23) were not sure while 80% (N=139) claimed never having treated their colleagues in a manner that could be classified as workplace bullying.

6.6.4 Respondent Perceptions about Bullying

Participants were asked a number of questions in order to gather information about their perceptions of workplace bullying, and their views as to why bullying happens. The majority (98%, N=162) believed that personality factors of the bully were behind bullying behaviour, followed by 67% (N=100) of people thinking that envy was the cause. Furthermore, 62% (N=96) supposed that the personality factors of the victim could be a contributing factor and 52% (N=78) believed that high job competition might be behind such behaviour. The table 6.8 summarises the participants' responses to that question. Nevertheless, the participant had an option to add what else might be the reason for it happening. Among the most declared reasons were misuse of power, increased stress and lack of respect and people management skills.

Table 6.8: *Why Participants' Think Bullying Happens*

	High job competition		Personality factors of the bully		Personality factors of the victim		Envy	
	Freq	%	Freq	%	Freq	%	Freq	%
Strongly agree, Agree	78	52	162	98	96	62	100	67
Not sure	29	19	2	1	41	26	30	20
Disagree, Strongly disagree	42	28	1	1	18	12	19	13

Furthermore, 73% (N=129) believed that their manager was aware of the possible negative impacts of workplace bullying. Nevertheless, 19% of those affected and 40% of all participants thought that their management was interested in knowing how they felt as victims of bullying. 24% were not sure of their management interest in the issue. Respondents were also asked whether they saw bullying as causing a big problem to the one being bullied and the organisation as a whole, with 4% (N=7) not viewing bullying as causing a big problem to the one being bullied as opposed to 95% (N=169) who did. Similarly, 88% (N=156) believed that bullying behaviour causes a big problem to the organisation as a whole. Out of 178 respondents only one participant deemed that some colleagues deserve to be bullied, one was not sure and one did not answer that question. The remainder either disagreed or strongly disagreed to that statement. When asked whether bullying behaviour can sometimes be justified 3% (N=5) answered in the affirmative, 4% (N=7) were not sure and remaining 93% (N=165) stated that there is no justification. Those who answered positively to the previous question were asked to justify their answer. According to some, supervisors can legitimately get very frustrated and under extreme pressure due to some team members "not pulling their weight". Some also believed that "people misconstrue bullying with legitimate performance management". In other words some argued that bullying can be a good motivator for lazy team members. Finally, participants were asked whether they believe bullying was taken seriously in organisations. About 68% (N=120) believed it was not taken seriously and 23% (N=41) were not sure.

6.7 Interview Analysis

In the Australian study, 19 interviews were conducted. Targeted participants were selected from four employment groups, which were: head of schools, school managers, equity and diversity advisers and general staff members. Throughout this paper, heads of schools and managers will be referred to as 'managers' or 'supervisors', equity and diversity advisers as 'E & D advisers' and general staff as 'staff'. All interviewees will be referred to as 'participants' or 'respondents'. Eleven females and eight males were interviewed. Interviews were quite structured, however, participants had an opportunity to expand on issues as much as they wanted. There were seven research questions asked of each participant. During the course of interviews some other issues emerged and

were discussed by the participants. Consequently, they will also be discussed in this chapter.

All participants read the covering letter prior to signing a consent form. Additionally, they were presented with the researcher's definition of workplace bullying and assured confidentiality. Everyone had a chance to add to the research questions and evaluate issues they wanted to.

6.7.1 Have you ever been aware of workplace bullying at any time in your working life?

Only one respondent claimed to not being aware of workplace bullying at any time. He stated that "some individuals may be considered as rude, but that is all". To the contrary, the majority of participants had an example of workplace bullying in their current workplaces and some referred to experiences from other workplaces in Australia and oversees. Furthermore, some managers implied that they were aware of it happening in other schools, but denying its existence in their schools. One staff member claimed "I have worked at six different workplaces so far and I witnessed bullying at each of them". Nevertheless, all participants were aware of what workplace bullying may constitute. Some respondents were targets of workplace bullying themselves. Managers, mostly, but not explicitly, reported about workplace bullying amongst their staff members.

6.7.2 Is workplace bullying a concern in your organisation?

When asked this question, the majority of respondents expanded on their direct and indirect experiences of workplace bullying. Some wanted to tell their stories and some needed to be probed in order to receive an answer. The majority of bullying behaviour was performed by academic staff members, although the general staff members were 'bully's' on number of occasions. Some respondents indicated that sometimes it could be quite difficult to work with academics. "In such an institution academics are very important and often not replaceable. They are well aware of it and therefore sometimes tend to misuse their power." One staff member claimed "it is sometimes difficult to work with academics, they are different to other working people, they are not trained to be managers and often do not behave appropriately". There were incidents of academics bullying other academics, academics bullying general staff and general staff bullying

another general staff member. Surprisingly a number of managers reported being bullied themselves by their supervisors. Where respondents reported that there was bullying happening in their workgroups, all but one indicated that it is always one person bullying more than one other person. That means that where there is an incidence of bullying, it is possible that one person is bullying more than one person at the same and/or different time.

6.7.3 Did your organisation implement any strategies in order to prevent or reduce the effects of workplace bullying?

The majority of participants were aware of at least some strategies their organisation uses to prevent and/or deal with workplace bullying issues. A number of managers reported they recently attended a retreat where they discussed numerous workplace issues. According to one respondent, a great number of employees wanted to discuss workplace bullying which according to him indicates "that there is a problem in our organisation". Furthermore, all respondents were aware of equity and diversity advisers who are specially trained to help and advice people in difficult situations. Nevertheless, the majority believed that there is not much use of them. According to their views, E & D advisers need to be proactive and as one manager said "they need to be stirred up by someone else". Also, they were aware of the option to contact the university's E & D and human resource office if they need advice as to how to deal with issues of workplace bullying. In addition, respondents commented on the presence of policies that are available on the university's web page. A few participants indicated that part of the organisation's strategies is the presence of an external counselling service provided by the university, with some respondents indicating they had utilised this service and the overall satisfaction appeared very high. As one participant said "they are confidential, and people feel they can say whatever they want. At least it helps one in dealing with difficult people and situations".

One manager said "having work-life reports publicly available is also one of the strategies the university uses in order to educate its staff". Another one stated "they do have good strategies here, from a written policy that outlines the desired behaviour to well developed arbitration processes". If managers were not already confronted with the issues of workplace bullying in their units, they were asked hypothetical question as to what procedure would they follow if one of their staff complained about being bullied.

Both those already having some experience with workplace bullying and those who have not, answered similarly to this question. All claimed that talking to both parties is essential. Some argued that quite often bullying is not intentional and the perpetrator is not aware of the harm he/she has inflicted on the person. Most of the problems could therefore be resolved at the level where the perpetrator apologises and the issue is resolved. All managers were aware that they could contact the E & D office if they needed some advice and some had done this in the past. However, all believe that it is preferred for this issue to be resolved at the local level. The E&D office gives advice and is happy to provide guidelines. Only one manager reported a case where the issue could not be resolved locally and was passed onto the E&D office. However, they did not do much else other than talk to the person which did not appear to help resolve the issue.

General staff members did not appear to be very informed of the university's strategies to prevent and deal with workplace bullying issues. A few members indicated that once they were directly affected by such behaviour, they started to look for more information about it. Two staff members appeared very assertive and said they would do whatever it took to put things straight. On the other hand, some staff members indicated that they did not know anything about the strategies but they were not affected with such behaviour anyway. If they were, they said they knew where to find the needed information. Finally, one staff member was affected and he did not know anything about the strategies. His attitude was more passive and he believed that "you have to learn to work with difficult people too". So, participants had different views on the importance of the awareness of the strategies employed to prevent and deal with workplace bullying.

6.7.4 Do you think that these strategies work effectively?

Although aware of strategies existing at their workplace, most respondents were not very positive when asked this question. Their main concern was that although they could identify a number of strategies employed, these strategies were mostly seen as passive. Procedures that one could use if confronted with workplace bullying issues are quite advanced and in place, however, most people were unaware of their existence. Managers receive special training and it is a part of their job to be aware of the university policies. On the other hand, as some managers believe, most general staff are

not aware of the existence of any policy. Many argue that the university should be more proactive and actually promote strategies they have in place. As one manager said "policy existence does not encourage anyone to go and use it". Some respondents suggested the ways the university could go about promoting their policies. For example, one manager suggested that the E & D advisers could talk to staff about issues such as bullying, organise educational events with different themes. Another staff member suggested that organised days away could be fulfilled with 'trust exercises' in order to build a bond among colleagues.

A second issue raised by some respondents was that even if people knew of the strategies employed they most probably would not use them due to the fear factor. They would not want to be labelled as trouble makers and therefore avoid making any official complaint. Unfortunately, that leaves them with only two options, to get on with it or to find an alternate, better place of employment. As one E & D advisor said "if they do not do anything, they will never know for sure how the problem could be resolved". Although there is a lot of wisdom in these words, one could argue that resistance to follow procedures arises from the fear of not being understood and accepted and seen as weak and difficult. Literature indicates that it is not a rare occurrence that individuals avoid to acknowledge being bullied due to the above mentioned reasons (Mikkelsen and Einarsen 2001).

Yet, some argued the effectiveness of the university strategies. They said that staff are well aware of their rights and if in the situation, the staff would act upon those strategies. Also, it was argued that all information is available on the university web site and no one should claim ignorance. Nonetheless, one staff member said "our workloads are very high and we do not have time to search the web". Conclusively, most participants believed that the university tries hard to promote respect amongst employees and described numerous occasions where Executive members expressed their desire for the university to be a place of mutual respect for all parties involved. However simultaneously, the majority of respondents expressed their concerns regarding the effectiveness of strategies employed to combat workplace bullying.

6.7.5 What strategies do you believe would be more successful and why?

The suggestions made by participants as to more successful strategies were:

1. Acknowledgement of the problem;

Many claimed that these issues need to be talked about more openly. Management needs to openly recognise the existence of workplace bullying. Some believe that "people should be made aware of cases that happened and they should be acknowledged". One manager said that "as soon as you mention that word at your workplace, management does not like it. They claim that it is a very harsh word".

2. Education and training;

Most respondents, regardless of their position, believed that proper education is the key to a bullying free organisation. In their opinion, staff should be educated to recognise inappropriate behaviour and to deal with workplace bullying. Some pointed out that academics take on managerial positions and concurrently do not have any experience or proper training as to how to deal with and manage people. Also, they are seen as "free agents" without having much supervision themselves.

A number of respondents argued that there should be more seminars and trainings for all staff. However, the majority believed that the attendance rate for such trainings was quite low. The majority did not agree that training should therefore be made compulsory. Although happy to give their staff time off to attend such trainings, a number of managers believed that the idea of compulsory attendance is not very flattering among adults. Nevertheless, most respondents suggested that frequent lectures about the issue might be very useful.

3. More adequate process of redress;

For most respondents, the major concern was the due process for dealing with complaints employed by the University. As one manager said "it is pathetic". This process needs to be quick and managers need to be better trained to act immediately. It needs to be an open process and most importantly it needs to be recognised that there is a problem. All parties need to get involved including the accused perpetrator, apparent victim and a union representative.

4. Recruitment process;

Some also argued that difficult personalities and potential bullies should be recognised much earlier. The recruitment process is the time when a thorough check should be performed.

5. Additional comments;

Participants further suggested that all staff from general staff members to those who have supervisory and managerial positions should be reminded of how to deal with

people. At the same time, they acknowledged that 'all staff' emails and internal memos providing information on such issues do regularly circulate within the university. However, most respondents were too busy to read all the messages they receive. More often than not, these messages are quickly scanned if not instantly deleted without further consideration. One manager argued that it lays a lot in the hands of school heads. He stated

> as a head of school you provide a flavour of the culture. You need to be aware of the dynamics of your team and be alert at all times. If something is going wrong, there are symptoms out there, you just need to be perceptive enough and recognise them. That is an extra task that as a school head one should take very seriously.

6.7.6 Do you believe that management is interested and aware of the negative impacts of workplace bullying?

The majority of participants acknowledged their management is both interested and aware of the negative impacts of workplace bullying. When asked that question, some referred to their immediate supervisors, who, they believe, were very interested in the wellbeing of their employees. On the other hand, some referred to the university executive team, saying that they are aware, helpful and dedicated. Nevertheless, a few were not sure what to believe. They were concerned that the university's major priority might be money and prestige.

6.8 Other Relevant Issues

During the interview sessions, a number of different issues arose and consequently were discussed by the interviewees. For example, many wanted to express their ideas of what bullying might be. Quite a few saw misuse of the e-mail system as a possible form of bullying. They claim that it still has not been recognised as a problem but it can be seen as a form of bullying. It is important to note that the most internal communication occurs via e-mails today. This form of perceived bullying is one of the issues that might be further researched.

The most common form of bullying reported during this research was damagingly making jokes about another person, belittling and excluding/not acknowledging the person. One manager stated that "coldness, arrogance and ignoring can happen but since

it is not repeating, it does not fall under the researcher's definition of workplace bullying". Nevertheless, it is a question for further research as to how often inappropriate behaviour actually happens as opposed to it getting noticed by a less perceptive manager.

Those managers who reported that they did not have cases of workplace bullying at their units, were asked if they believed that staff would have enough trust to come and talk to them if they had problems of this nature. All of them at least hoped they would. Most managers evaluated on their relationships with their staff. Some argued that they observe their people closely and that they would notice if something goes wrong. They would also approach their staff and offer help and assistance with any issue that bothers them. Some stated that their staff approached them in regards to many other similar issues and do not see the reason why they should not when it comes to workplace bullying. Finally, one manager was concerned saying

> I believe they do trust me and would talk to me about the issues but they would not believe I would do anything because they know I cannot do much once it is official. So I am not sure they trust the official system for dealing with these issues.

Another issue raised by the greater number of participants was the actual importance of the perpetrator for the organisation as a whole. They reported that quite often the perpetrator is a valuable researcher, high profile academic and the contribution he/she makes to the overall university is so high that no one really wants to upset them. In other words, they have a special status where, while they can upset others, they should not get upset themselves. It is important to say that this is not the only perpetrator group acknowledged by participants. Managers and general staff members are seen as possible perpetrators too.

Finally, the relationship between academic and general staff was addressed. Many reported that if there is a conflict between academics and general staff, academics are in a much better position no matter who the perpetrator is. Although the Vice Chancellor announced that all staff is university staff, power distance is still present. However, as some believe "there is a no replaceable value of some academics which gives them power over general staff". Another manager stated further

> if academic bullies general staff member and it is believed that they should not be working together, the general staff member is one to be moved to another place which is again due to the power distance between them.

On the other hand, some argued that the power distance is only perceived and that everyone is basically the same.

CHAPTER SEVEN

Discussion and Recommendation

7.1 Introduction

This chapter will analyse data summarised within Chapters 5 and 6 and attempt to answer the research questions outlined in Chapter 1. In order to provide the reader with an overview of the organisations involved in the study, this chapter will begin with some comparisons and discussion of the respondents' demographics. Demographic information is the first step towards gaining more detailed insights into the general organisational background. Therefore, it will assist in a better understanding of the discussion that follows. Secondly, each research question will be answered individually for each of the organisations, and then data gathered in each of the universities will be compared. A modelling and conceptual statement arising from the comparison and analysis of this data will be presented. Finally, the researcher will link the research findings to the Hubert and Scholten's Systematic Approach Model discussed in the literature review. This model distinguishes between the various components of actions in order to prevent and overcome undesirable organisational behaviour. Consequently, this Systematic Approach Model will be applied to each of the organisation's data to help identify gaps in actions used to prevent and overcome bullying behaviour.

7.2 Organisational and Respondent Demographics

The Croatian Faculty[77] is considerably smaller than the Australian University[78]. Consequently, the number of employees as well as students enrolled each year is significantly higher in University A. Approximately 1000 students enrol each year into University C as opposed to some 6000 enrolling in University A. University C employs just 605 staff of which 74% are academics. On the contrary, University A employs about 2800 staff, where academics comprise 41% of all staff.

[77] Will be referred to as University C or Organisation C throughout this chapter.
[78] Will be referred to as University A or Organisation A throughout this chapter.

Due to the relatively small number of staff employed at University C, questionnaires were distributed to all staff members to gain a meaningful rate of return. On the other hand, University A management agreed to distribute the questionnaire to 800 employees. In this type of research the return rate appears to be quite high, although differences from study to study might be extreme. For example, some studies achieved a rate of return exceeding 60% (Kivimaki, Elovainio et al. 2000; Vartia and Hyyti 2002; Eriksen and Einarsen 2004) or above 40% (Hoel and Faragher 2004{Olafsson, 2004 #104)}. On the other hand, some achieved a much lesser response rate of 29% (Niedl 1996) or even 23.9% (O'Moore, Lynch et al. 2003). This study belongs to the group of those with a lower response rate. In the University C study, the response rate was only 16.7% and 22.5% in the University A study. The reasons for a lower response rate could possibly be assigned to the organisational and cultural issues. Previous experience in local research identified the possibility of a low return rate in the Croatian study. When discussing the issue with some staff members, they expressed the belief that a very unsupportive culture was apparent amongst academics, where academics did not even want to support their colleagues' local research. Envy, they suggested, might be the underlining reason. They also suggested that although the researcher came from another country[79] she should not expect to be treated more favourably. To the contrary, although many of the academics found cross-cultural research attempts interesting and valuable, some believed that "we do not need their western ideas here, we are happy the way we are without them trying to educate us". So, it appears there was both cultural and organisational resistance to such research.

As with most surveys of a similar nature, female respondents outnumbered their male colleagues. In the University C sample, 69% of respondents were females and in the University A study 58%. Only 18.5% of the Croatian sample was holders of managerial position as opposed to 40% in the Australian sample. This could be due to the very different staff structure in these two organisations.

The participant age groups were somewhat similar as can be seen from Table 7.1.

[79] Despite the researchers cultural background.

Table 7.1: *Percentage of Participants According to the Age-Bracket*

	22-35	36-50	51-60
Croatia	36%	37%	22%
Australia	38%	34%	22%

The second demographic category of interest is the respondents' educational background as seen below:

Table 7.2: *Comparison of the Participants' Educational Background*

	Year 9 or less Year 8 or less	Year 10-12	TAFE or equivalent	University	Post grad diploma	Masters degree	PhD
Croatia	3.2%	17%	0	22.3%	0	24.5%	33%
Australia	0	8%	13%	23%	10%	15%	23%

79.8% of the Croatian respondents were highly educated having a university degree as their lowest educational achievement. On the other hand, 71% of the Australian sample had the same educational background. Furthermore, this is in line with the fact that 74% of the University C employees were academics as opposed to 41% of the University A employees. It is conclusive from the data that a considerable number of non academic staff in Organisation A is highly educated holding at least undergraduate degree. It could be argued that this was due to the different employment structure in these two organisations.

Some big differences were noted when it came to tenure of the university staff. In Croatia, almost half the respondents (49%) had been working for the current employer for more then 10 years as opposed to 25% for the Australian sample. 27% of the Croatian sample had worked for their current employer between 4 and 10 years which was similar to the Australian sample with 31%. University A seems to employ new staff regularly since 13% had been with their current employer for less than a year, with only 4% of the Croatian sample recording this length of time. On these grounds one could argue that in Organisation C the job might be "a job for life" which was also indicated

by many respondents during the interview sessions. It also indicates the more flexible employment environment surrounding University A.

The majority of the Organisation C staff (96%) were born in Croatia as opposed to the Australian sample where multiculturalism is evident. In the Australian study, only 60% of participants and 36% of their parents were born in Australia. It is therefore conclusive that University C is far more bounded by the surrounding culture then University A.

The analysis will now continue with the four research questions firstly describing the situation in University C, followed by University A. Finally, a comparison of two cases for each research question will follow.

7.3 Research Question One:

What Strategies are Used Within These Organisations in Order to Prevent and Ameliorate Workplace Bullying?

To answer this question, data collected from the different sources and methods of the study needed to be synthesised and discussed. Firstly, the researcher used the information gathered during the organisations' web page and leaflets analysis. Secondly, data gathered from the surveys were used. Finally, the interviewees gave their opinions on the strategies employed at their organisations in order to prevent and ameliorate workplace bullying.

7.3.1 Information Gathered from Croatian Documents Analysis

An examination of University C documents is characterised by the 'absence' of policy or similar document that would directly relate to the issue of workplace bullying and by very broad regulatory statements. Some of these important general codes of employment forbid different sorts of discriminatory behaviour and are listed below:

- The Faculty Statute

  The Statute forbids discriminatory behaviour in all interpersonal relationships in the faculty. It places the strongest emphasis on the prohibition of sexual harassment.

- Regulations about Workers Responsibilities in the Workplace

All discrimination on the basis of race, nationality and ethnicity, gender and sexual orientation form a heavy breach of work responsibilities. Should a breach occur, the dean makes a final decision regarding the penalty imposed on the perpetrator.

- The Code of Ethics

It outlines the basic ethical and moral rules to be acted on by all teaching and research staff employed at the Faculty. Ignorance and criticism of other peoples work based on personal dislike is not allowed. Bullying is not explicitly mentioned, however, it can be assumed that it is forbidden since it forms part of unethical behaviour.

One official body was of interest to the researcher because it could potentially be used should workplace bullying issues arise.

- The Ethics Commission

This is an official body whose purpose is to "protect and encourage ethical principles in research, teaching and interpersonal relationships of the faculty's members". According to the commission's guidelines, it is the responsibility of the commission to investigate all complaints.

The above-mentioned information was located on the University web page. The researcher did not locate any leaflets in the building related to discriminatory and/or bullying issues. Also, there were no anti-bullying or anti-discriminatory posters on the university premises. Documents, previously discussed, form part of the general documents that exist in any organisation. They refer to prohibition of discrimination, however, none specifically mentions workplace bullying. Therefore, according to this data source, it can be concluded that there was no evidence of any specific strategy employed to prevent and ameliorate workplace bullying at the Croatian university.

7.3.2 Information Gathered From the Survey Analysis

A set of survey questions were used to gather information about employee's awareness of strategies employed to prevent and ameliorate workplace bullying. Participants' responses indicated the extent in which strategies and policies used to prevent and ameliorate workplace bullying had become visible. In order to respond to the first research question, the researcher used the information outlined in the descriptive analysis of Chapter 5 and 6. In particular, sections titled "Respondent awareness of and

the familiarity with the strategies employed to prevent and deal with workplace bullying" in both chapters was of specific interest and will now be examined in greater detail.

7.3.3 Croatian Case-Survey Results

Data gathered using the survey questionnaires indicated that a limited number of employees were aware of any strategies used to prevent and ameliorate workplace bullying in their organisation. For example, only 18% participants claimed that their employer promoted a bullying free workplace. When asked an open-ended question of exactly "what it was the organisation was doing in order to keep it free of bullying", only a few referred to the Faculty Statute or the Code of Ethics, with some mentioning the Ethics' Commission. After probing this area further, only 10% stated that they were aware of some strategies used to prevent workplace bullying. Then participants were presented with a list of possible strategies and 13% indicated that their organisation has an anti-bullying policy as a means to prevent workplace bullying. In subsequent questioning only 10% were familiar with the content of the policy.

Following the preventative strategies survey questions, similarly, only 6% claimed to be aware of some strategies employed to ameliorate workplace bullying issues. However, when confronted with a list of possible strategies, some 22% indicated that "open talk" about these issues forms an adequate strategy. In contrast, this response was not reflected in the question about who victims talked to regarding their feelings when only 7% of respondents claimed to have talked to someone.

Finally, only 10% of participants believed that anti-bullying strategies used by the organisation were effective. The majority complained about limited effectiveness of the strategies employed. In their qualitative responses, individuals claimed that employees were too scared to complain and that their organisation was generally not well organised. One respondent stated "no-one cares about bullying here because it mostly affects the middle class, and they are not important to anyone". Another participant outlined "if there were any sanctions, they would affect only perpetrators who do not have political or hierarchical back up".

In summary, the survey analysis confirms the results from the document analysis. Namely, there were either limited or no strategies employed at the Croatian university in order to prevent and ameliorate workplace bullying. Although at the beginning of the survey, 18% claimed that their employer promoted a bullying free workplace, only 10% were aware of some preventative strategies. 69% indicated that IMB[80] formed an adequate strategy. 13% believed that ABP was in place in their organisation although only 10% claimed to be aware of its content. Even less participants, some 6%, claimed to be aware of strategies employed to ameliorate workplace bullying. Finally, only 10% of the participants believed that anti-bullying strategies used in their organisation were effective. To sum up, one could assume that a few employees view the organisation's general codes of employment as an adequate anti bullying strategy. This may especially apply to the 13% of respondents who believe that all or some of these documents present a form of ABP.

7.3.4 Information Gathered From the Interview Analysis

In order to further explore if there were any strategies employed to prevent and ameliorate workplace bullying in studied organisations, the interview participants were asked some specific questions. The Table 7.3 presents a list of questions used to pursue this line of research enquiry.

Table 7.3: *Interview Questions Used to Pursue the First Research Question*

Interview Questions	Is there any official body employed at your faculty that you could approach if confronted with workplace bullying? What do you know about the Ethic Commission? Should they deal with issues of workplace bullying? Do you know who the members are and what their duties are? What do you know about the Centre for Sexual Harassment Prevention? Is that the first step towards the elimination of any form of harassment in the workplace?

In broad terms the results to this question appeared to be in line with data gathered using the previous two data collection methods. These results are now explained in detail.

[80] Which, as argued earlier is not an organisational strategy at all.

7.3.5 Croatian Case-Interview Results

Respondents mainly gave very limited responses to the questions about the Ethic Commission and the Centre for Sexual Harassment Prevention. Virtually all respondents believed that the Ethics Commission body appeared to exist as a bureaucratic entity without dealing with any officially reported cases. As one participant stated:

> No-one is going to officially complain, our jobs could be in jeopardy and no-one can afford that. You do not want to upset important people, only they can upset you.

Another participant claimed that

> I do not know anything about the Commission. However, I would not approach them anyway; the whole system is very untrustworthy.

The information gathered about the Centre for Sexual Harassment Prevention was even more limited. Many were not aware of its existence, however some indicated that it could potentially be important saying "this Centre could actually make a difference if it was serious".

When asked whether there was any official body that could be approached if confronted with workplace bullying, the majority stated that to their knowledge there was no official body in place. Although some argued that the Ethics Commission or dean might be appropriate, there was no enthusiasm in their words. Participants indicated that the major problem connected with contacting someone was "making the complaint official". One young academic argued that

> Young researchers, women and young employees are more likely not to officially complain because they know it could lead to the end of their careers.

To sum up, according to the interview analysis there were no policy or official bodies specifically instituted to prevent and ameliorate workplace bullying at the Croatian University. There is an indication that policies and structures that could be used to prevent and ameliorate workplace bullying remain detached from day to day employee experience.

7.3.6 Summary and Interpretation of the Croatian Study

There is a congruence of the three forms of data collection. In the Croatian study, the lack of strategies employed to prevent and ameliorate workplace bullying was clear. Firstly, document analysis identified a lack of policy or other strategy specific to workplace bullying. However, some general codes of employment that prohibit discrimination were identified.

Data gathered through survey questionnaires were in line with the document analysis. Although 18% of participants claimed that their employer promoted bullying free workplace, only 10% appeared to be aware of some preventative strategies. 6% claimed to be aware of strategies used to ameliorate workplace bullying. Finally, only 10% of participants believed that anti-bullying strategies used in their organisation were effective.

Finally, the interview data supported the previous analysis. Participants were not aware of strategies used to prevent and ameliorate workplace bullying. Some participants were not even aware of the existence of some critical bodies, and to others the Ethics Commission appeared to be just a bureaucratic entity and the official existence of the Centre for Sexual Harassment Prevention remained questionable.

As a result of these three forms of data collection, one could conclude that although there are some general codes of employment present at the Organisation C, they can not be seen as strategies employed specifically to prevent and ameliorate workplace bullying. In other words, the Organisation C failed to successfully implement preventative and ameliorative strategies used to combat workplace bullying.

7.4 Information Gathered from Australian Documents Analysis

While examining University A documents available on the organisation's web page and in the form of leaflets found on the university premises, the researcher came across many documents that related to workplace bullying. University A made considerable effort in implementing strategies to prevent and ameliorate workplace bullying issues. As an outsider examining the availability of different policies and procedures in a given organisation, one could definitely dismantle the Lewis and Rayner concern that "the

philosophy and components of HRM may create an environment in which bullying can remain unchallenged, allowed to thrive or actually encouraged in indirect way (2003, p. 370)."

A summary of the relevant documents that evidence the extensive nature of strategies implemented at the University A follows:

- Human Resources web page

A variety of information could be gathered from this web page. However, the most relevant information is the Human Resources mission statement which reads:

To contribute to the further development of the University as a world class, high quality institution through the development and implementation of human resource policies and programs aimed at enhancing individual and organisational effectiveness (2004).

- Human Resources General Staff Agreement

Part F of the Agreement discusses the prevention of workplace bullying where all parties covered by this agreement are to work towards "…the reduction and elimination of workplace bullying at the University" and are to "…continue the development and promotion of policies, procedures and strategies to combat workplace bullying…"

- Guidelines for Conduct in the Workplace

This is the most important document relevant to the current research. It is the actual University Policy on Prevention and Dealing with Workplace Bullying. It is a very well thought out and comprehensive document that serves as a guide for all parties involved or affected by such behaviour. It explains the procedure to be used to resolve difficulties caused by bullying, provides a definition and a list of possible inappropriate behaviour, summarises organisational and individual impacts of bullying and outlines the responsibilities of deans, heads of school, supervisors and staff members and students. It further details how to manage the complaint at a local level, through mediation and/or industrial or discipline process.

- Human Resources Academic Staff Agreement Schedule D-Misconduct

This document explains the procedure to be used if issues cannot be resolved on the local level and the matter needs to be brought to the attention of the Vice Chancellor.

- Procedures for Managing Unsatisfactory Performance and Misconduct: All Staff other then Academics

Although this document does not mention workplace bullying as such, some of the behaviour that might form a serious misconduct may well be regarded as bullying behaviour. This document therefore clarifies the procedure to be followed in cases of serious misconduct.

- Grievance Procedure

The procedures are divided in three subgroups and they are: Conduct in the Workplace, Agreement Based Procedures and Other Procedures and they describe adequate grievance processes.

- The Code of Ethics and Code of Conduct

These documents are clear summaries of what behaviour is expected of all people involved in the University. They emphasise the University's aim to stay free of any harassing behaviour including workplace bullying.

- The University discussion documents

The paper called "Bullying" that summarises many important issues related to workplace bullying is available from the web page. It also discusses a local research paper from 2001 that suggests strategies to be used to prevent and deal with workplace bullying. These strategies are: "improved information and awareness, a less complicated processes of redress, value-based leadership development programs, and a clear accountability framework with 360 degree performance management" (University 2003).

- Equity and Diversity web page

The most important document found[81] on this web page was the Workplace Bullying-Action Plan that outlined an array of personal and organisational strategies used to support the provision of a respectful working environment. One of the important aims of this plan was to ensure that "all staff is aware

[81] The document was found during the first time examination in 2004. However, while examining the web page for the second time, this document was no longer available.

of mechanisms that provide personal support when dealing with workplace bullying e.g. Employee Assistance Program and Equity and Diversity Advisers".

- Equity and Diversity Advisers

These are specially trained staff members who can be confidentially contacted to provide advice on any equity issues. A list of their names is provided on the web page, as well as on the walls of different buildings, corridors and toilets.

- The Employee Assistance Program (EAP)

Any issue that might affect the well being of employees can confidentially be addressed and discussed with EAP member during or after working hours.

It is apparent that the Australian organisation implemented many mechanisms to prevent and deal with issues of workplace bullying. Their well developed anti-bullying policy, a comprehensive document that serves as a guide for all parties involved in such behaviour, is a good indicator of the organisation's intentions to prevent bullying behaviour. Furthermore, the grievances procedures are well developed and easy to follow.

In summing up this data source, one could argue that the University A provides an array of useful documents and bodies in order to prevent and ameliorate workplace bullying. The information that follows was gathered through surveys and interview analysis and will contribute in further clarifying the first research question.

7.4.1 Australian Case-Survey Results

The majority of participants were aware of strategies their organisation used to prevent and ameliorate workplace bullying, and 71% of participants stated that their employer promoted a bullying free workplace. To the open-ended question as to "what strategies was the organisation using", the majority of participants gave examples of anti-bullying policy, trainings that were available within the organisation and equity and diversity advisors. A number of participants also mentioned posters and pamphlets present in the corridors. Although 71% of participants claimed their employer promoted a bullying free workplace, only 47% were aware of preventative strategies used by their

organisation. However, when presented with a list of possible strategies, most realized they were aware of ABP (54%). Nevertheless, only 33% indicated they were familiar with the content of the policy.

Following the preventative strategies survey questions, similarly, 36% of respondents were aware of some strategies implemented to ameliorate workplace bullying. When further asked what strategies were there in place, 37% were aware of SMT. Additionally, 26% saw "open communication about the issues" as one of the implemented strategies. Organized counselling sessions for bullies and victims were seen as strategies by 17% and 24% respectively. These results indicate that one of the major aims of the university's "Workplace Bullying Action Plan"[82] was not achieved. This stated the desire for all employees to be aware of mechanisms that provide personal support in dealing with workplace bullying.

Finally, and surprisingly, only 17% of participants believed that the anti-bullying strategies their organisation used were actually effective. Participants mostly complained about the longevity of the due process where those affected either decide to leave or to live with it. Furthermore some believed that it was imbedded in the university culture where "an academic can order general staff around" and "a professor can order lecturers around". As one participant stated "the uni appears unwilling to address these almost class issues".

In summary, it was noticeable that there was a considerable drop in numbers from those who believed their employer promoted bullying free workplaces (71%), to those being aware of preventative (47%) and ameliorative (36%) strategies. Therefore, one could assume that promotional materials such as posters and pamphlets might have considerably contributed to the respondents beliefs that their employer promoted a bullying free workplace. However, when it came to how much the organisation's promotions added to the employees' actual awareness of strategies, then the figure dropped to 47% and 36%. Finally, no matter what the organisation's attempts were, the employees' satisfaction with the effectiveness of the employed strategies seemed to be quite low at only 17%.

[82] See section 6.4.9 for more details.

7.4.2 Australian Case-Interview Results

Two specific questions were asked of the participants to explore the first research question, as stated in Table 7.4.

Table 7.4: *Interview Questions Used to Pursue the First Research Question*

Interview Question	Did your organisation implement any strategies in order to prevent or reduce the effects of workplace bullying? Do you think that these strategies work effectively?

A number of managers who were interviewed reported having had a retreat where they discussed a number of workplace issues with workplace bullying being one of the preferred topics. In addition, all respondents were aware of E&D Advisers however urging them to be more proactive. One manager said they "needed to be stirred up by someone else". Also, most staff commented on the presence of policies that were available on the University's web page. Some mentioned counselling services and were aware of support they could receive from their HR and E&D Offices. Nevertheless, general staff members did not appear as informed as others. A few stated that they did not know much about the strategies because they were not affected by such behaviour. However, should they feel they needed to know, they would know exactly where to look for more information. One staff member on the other hand was of a different opinion. He was affected by such behaviour, did not know anything about the strategies and believed that "you have to learn to work with difficult people too".

Further, when asked whether these strategies work effectively, opinions were divided. Most were concerned about the passivity of these strategies. As one manager said "policy existence does not encourage anyone to go and use it". Another concern was that even if people knew of the strategies in place, many, most probably would not use them due to the fear of being labelled as trouble makers. On the other hand, some stated that no one could argue ignorance since all information is available on the web.

Conclusively, interview analysis confirmed the existence of strategies used to prevent and ameliorate workplace bullying in Organisation A especially among employees in managerial positions. Many strategies are well known to many participants. Nevertheless, these strategies, according to many, are of little use due to their passivity.

7.4.3 Summary and Interpretation of the Australian Study

The document analysis indicated that there was an array of documents and bodies available to prevent and ameliorate workplace bullying issues in Organisation A. The documents available range from the general to specific and included well developed anti-bullying policy and clear grievance procedures. The University's efforts to implement strategies in order to prevent and ameliorate workplace bullying were visible and extensive.

However, data gathered through survey questionnaires indicated a significant gap between the university policy intentions and the workplace realities. The majority, 71% of participants believed that their employer promoted a bullying free workplace. However, less then a half, 47% were aware of some preventative strategies and 36% of strategies used to ameliorate workplace bullying. When asked about effectiveness, only 17% indicated that anti-bullying strategies used in their organisation were effective.

Once again, the interview analysis confirmed the existence of strategies used to prevent and ameliorate workplace bullying. Consequently, one can say that people in managerial positions are aware of strategies their organisation uses to prevent and ameliorate workplace bullying. Nevertheless, the participants indicated that these strategies appeared to be, in the main, passive. The relationship between these strategies and their impact upon bullying behaviour is yet to be discussed.

To sum up, it can be concluded that there is a big discrepancy between organisational attempts visible through the implementation of different strategies used to prevent and ameliorate workplace bullying and consequent awareness about the existence of these strategies across the cross-section of the university employees.

7.4.4 Comparison

Congruence between all three forms of data collected in Organisation C was visible and indicated that apart from some general codes of employment, there was no documentation that specifically outlined procedure for the prevention and amelioration of workplace bullying. To the contrary, it was established that Organisation A has an array of documents and bodies available to help prevent and ameliorate issues of workplace bullying.

The survey analysis indicated a very low percentage of respondents being aware of preventative and ameliorative strategies in the Organisation C, (10% and 6% respectively). Similarly, the survey results gathered from Organisation A indicated a considerably lower awareness of strategies employed given the wealth of strategies in existence. Only 47% of participants were aware of some preventative strategies and 36% of strategies used to ameliorate workplace bullying. Furthermore, only 17% claimed the effectiveness of employed strategies as opposed to 10% of Organisation C participants.

The interview data supported the evidence gathered through the other two data collection methods in Organisation C. Interviewees indicated there were no strategies employed to prevent and deal with issues of workplace bullying in Organisation C. On the contrary, in Organisation A interview participants were mostly aware of strategies in place, however they expressed a concern about its passivity.

7.5 Research Question Two:

Do These Strategies Actually Work? To what Extent is Bullying Still Occurring?

To further investigate whether strategies used in these organisations were effective, the prevalence of workplace bullying needed to be tested. For that purpose, data collected via surveys and interviews was used. Firstly, the Croatian data will be discussed followed by a discussion of the Australian data. Finally, the research question will be answered for each case and small summary of the important points will be presented and the cases compared.

7.5.1 Information Gathered From the Croatian Survey

An alarmingly high figure indicated a very high prevalence of workplace bullying at the Croatian university. Namely, 42% of respondents declared being bullied by their manager, supervisor or colleague at their current workplace, with 35% of victims bullied by colleagues and 29% by their manager. Current research estimated that middle management bears most stress in any organisation and therefore possibly get labelled as bullies (Lewis 2003). 49% of female respondents and 28% of male respondents reported being bullied at their workplace. Mainly general staff members reported being bullied (61%), followed by 42% of academic staff members.

Surprisingly, only 7% had talked to someone about their experiences with 5% talking to a colleague and only 2% to a family member. At this stage, the researcher postulated some assumptions for this lack of reaction. It was assumed that people on the receiving end of such behaviour might not perceive it as a big problem and therefore do not have a need to talk about these issues. However, this option was soon dismissed. The majority of victimised respondents indicated that such behaviour made them feel humiliated (85%), threatened or vulnerable (78%, 74%). In addition, 77% indicated that their working and private life was affected by the experience. Literally all (100%) indicated that their stress levels increased and 74% felt that their motivation suffered. Increased unhappiness, tiredness and frustration were indicated by 90%, 89% and 84% respectively. Consequently, it was concluded that several other reasons may underlie their unwillingness to discuss their experiences with others. It was possible that the bullying behaviour is so deeply imbedded in the culture that over time people learned to accept and "live with it". Alternatively, as indicated by Lewis (2004), as a victim of such behaviour, one could feel shame and embarrassment for not being able to deal with the problem themselves and these feelings stopped them from discussing the issue with others. People may not want to be labelled as weak and not able to cope or, at the other extreme, as "trouble makers".

To further examine the prevalence of workplace bullying, participants were asked whether they had witnessed bullying at their workplaces. 58% answered in the affirmative, with the majority indicating that very little was done to stop bullying. Some stated they talked to victims and perpetrators however many others indicated that the only action taken was by victims themselves when they either left or considered leaving the workplace. One respondent said "I talked about this with others and the general reaction was that the victim needed to get used to it". Finally, when asked whether they believed that strategies used in their organisation were effective, only 10% of the participants answered in the affirmative.

In summary, according to this data, it can be concluded that the prevalence of workplace bullying in the Croatian organisation was very high where 42% indicated being bullied at their workplace. Furthermore, the respondents who witnessed bullying at their workplace could not report any strategies employed to stop such behaviour from happening.

7.5.2 Information Gathered From the Interview Analysis

To gather more information to answer this research question, some qualitative data was collected. The interview questions relevant to the second research question were analysed in Chapter 5 and are outlined in Table 7.5.

Table 7.5: *The Interview Questions Used to Pursue the Second Research Question*

4.5.1 Regardless of your own experience, do you believe that workplace bullying happens at your faculty? Why do you think that is the case?
4.5.2 Is there a difference between younger and older colleagues? Is one group more prone to mobbing than the other?
4.5.3 Do you believe that Croatians for some reason might be more prone to bullying than some other nation?

All interview participants were aware of what might constitute bullying behaviour. They all believed that bullying was not a rare occurrence at their workplaces and the majority expanded on their own experiences of workplace bullying. Power appeared to be the major driving force behind all forms of harassment found in the Croatian organisation. "Professors here have an extreme power, they are protected and can almost do whatever they want" explained one participant and this opinion was shared by many others. One general staff member reported that:

> it is very hard here because responsibilities are not clear, job descriptions are out of date[83]and we are expected to do things[84] that are certainly not part of our job.

However, two respondents[85] indicated that although bullying was noted across the faculty, it was not common and acceptable in their department. Some of the responses indicated that this was due to their more egalitarian culture where all work together and respect each other.

Employee age appeared to be a factor in perpetrator-victim relations. The majority of respondents agreed that the older employees were more prone to such behaviour, one of them saying that younger faculty employees sometimes have "American experiences" which according to him "could be a reason for slightly diminished feeling of the power

[83] They were written when it was a secretary's job to type letters which has not been the case for a long time.
[84] Like making coffee.
[85] Both working in the same department.

imposed by the hierarchy". Another participant said "it is much related to status and therefore higher positions can afford such behaviour".

Nevertheless, the participants were more concerned that gender differences rather than age affected such behaviour. Accordingly, many indicated that most of the time men are perpetrators due to them occupying all or the majority of higher positions. "Men inherit many primitive traditions just because they better suit them" was the opinion of one young academic.

Finally, the majority of respondents believed that bullying behaviour was common and more likely to flourish among Croatians as, according to them, it was part of normal social experience.

> We have very low morals, and we work not to succeed but to destroy the competition. Even when we vote it is rather against someone then for someone.

This was said by an academic obviously disturbed by the behaviour and attitudes he witnessed so many times at his workplace.

From the interview analysis it can be concluded that the prevalence of workplace bullying is quite high. Nevertheless, the majority of people learned to "live with it". It emerged that the employees affected believed they had to accept the way things were, as they felt unable to change what they perceived as a natural order in the organisation and part of a broad social norm.

7.5.3 Summary and Interpretation of the Croatian Study

Again, there was a congruence of these two forms of data collection. According to both, the surveys as well as the interview analysis, it was conclusive that the prevalence of workplace bullying in the Croatian organisation was very high. 42% of participants were bullied at their workplace by either their manager, or colleague or both. This means that almost every second employee might be bullied. In addition, only 10% of respondents believed that strategies used at their organisation were effective. The interview analysis supported the survey data where the majority of respondents expanded on their examples of workplace bullying experienced at the current

workplace. In addition, only 7% of participants indicated that they spoke to someone about their experience.

To sum up, the results of the first research question indicated that there were no specific strategies employed in the Croatian organisation in order to prevent and ameliorate workplace bullying. The results to the second research question indicated that there is a very high prevalence of workplace bullying. Without any additional data, one could assume that such a high prevalence of bullying was due to the organisation not implementing any strategies to prevent and subsequently ameliorate workplace bullying. However, the subsequent data from the Australian study may assist to bring more insight to respond this question.

7.5.4 Information Gathered from the Australian Survey

A surprisingly high figure indicated a reasonably high prevalence of workplace bullying at the Australian University. 33% of participants reported being bullied by their manager, supervisor or colleague at their current place of employment, comprising of 21% being bullied by their manager and/or supervisor and 19% by their colleagues. According to the Australian survey analysis, the employees suffer a high prevalence of workplace bullying, although not as high as that experienced at the Croatian university.

Nevertheless, the majority of participants affected by such behaviour spoke about their experiences, usually with a family member (59%). Only 6% reported not having talked to anyone whereas the majority talked to more than one person. Similarly, O'Moore, Seigne, McGuire & Smith (1998) came to the conclusion that the majority of their respondents spoke to their families about their experiences (cited in Hogh and Dofradottir 2001). Also, sharing such experiences with a colleague or friend was a common occurrence with 53% and 50% respectively. Lewis argues that victims generally might feel more comfortable in discussing bullying issues they encountered with colleagues rather than with some official body (Lewis 2004). 90% of victims bullied by their manager indicated that such an experience made them feel upset, threatened and vulnerable. Nevertheless, when bullied by colleagues, 94% reported feeling upset. Additionally, victims felt vulnerable, threatened and humiliated by 79%, 73% and 71% respectively. Also, 83% indicated that their working life was affected by such an experience where people mostly suffered from increased stress (94%), anxiety

(89%) and loss of motivation (85%). 70% agreed that their private life was affected causing unhappiness (89%), frustration (83%) and anxiety (82%).

When asked whether they witnessed bullying at their workplace, 55% answered in the affirmative. The majority (63%) indicated that something was done in order to stop such behaviour, however, when asked more precise questions as to what was done, only 17% could answer the question. Amongst the most common answers were that mostly victims left the organisation, which ironically was the main way that bullying behaviour was terminated. Similarly, Liefooghe concluded that leaving the organisation was the most common strategy used (2003). This is in line with the current research that indicates that most victims use escape and avoidance strategies. The majority decides to leave their jobs as opposed to a limited number of those who react more assertively (Olafsson and Johannsdottir 2004). Some indicated that a perpetrator left the organisation and only a few said that the matter was discussed with parties involved. This again is comparable with the literature indicating that only a limited number of employees approach already available structures (bodies) in their organisations (Ferris 2004).

According to this data, it can be concluded that despite the strategies employed to prevent and ameliorate workplace bullying in the Australian organisation, the prevalence of workplace bullying is still high, namely 33%. This indicates that every third person could be experiencing bullying. This was supported by 55% of respondents who witnessed bullying. However, this statistic needs to be treated with caution because many individuals might have witnessed the same bullying occurrence. In addition, 18% of respondents indicated that strategies used in their organisation were effective.

7.5.5 Information Gathered From the Interview Analysis

The qualitative data collected to answer the second research question was analysed in Chapter 6. Two interview questions posed to answer this research question are stated in the following table:

Table 7.6: *The Interview Questions Used to Pursue the Second Research Question*

5.6.2 Is workplace bullying a concern in your organisation?
5.6.4 Do you think that these strategies work effectively?

The majority of respondents indicated that workplace bullying happened at their workplaces and then expanded on their experiences. Although, the general staff members were sometimes perpetrators, more often bullying was performed by academics. Some respondents indicated that sometimes it could be quite difficult to work with academics:

> In such an institution academics are very important and often not replaceable. They are well aware of it and therefore sometimes tend to misuse their power.

Another respondent indicated:

> It is sometimes difficult to work with academics, they are different to other working people, they are not trained to be managers and often do not behave appropriately.

Another respondent further detailed that even if an academic bullies a general staff member, and in order to stop it, relocation needs to be considered, it is the general staff member who would get relocated in such a case and not the perpetrator. Nevertheless, Richards and Daley (2003) emphasise the importance of relocating the bully to give them a chance to alter their behaviour in a new environment. In addition, a number of managers indicated being bullied themselves by their supervisor or manager.

Only a few respondents indicated that strategies their organisation uses to prevent and ameliorate workplace bullying were effective. All respondents were holders of managerial positions and as such were aware of strategies that were implemented. Nevertheless, they also indicated that most general staff members were not aware of any policy on workplace bullying. Therefore, many argued that the university was not proactive and promotive enough when it came to strategies in place. As one manager indicated "policy existence does not actually encourage anyone to go and use it". Another concern raised by some respondents was that even if employees knew about the strategies in place, there is a general tendency not to use it anyway. Those making an official complaint were often labelled as "trouble makers". Rains argued that there are three main reasons for under reporting of bullying behaviour and these are: "first, a concern that their complaint would not be taken seriously, second, because the manager

was the bully, and third, because of a belief that reporting the bullying would make the situation worse" (in Tehrani 2004, p. 361).

In summary, from the interview analysis it can be concluded that bullying was far from a rare occurrence at this institution. Although some respondents claimed it did not happen in their workplaces, the majority had a recent example of such inappropriate behaviour at their workplaces. In addition, the usage of any strategy employed to prevent and ameliorate bullying at this institution seems to be very limited.

7.5.6 Summary and Interpretation of the Australian Study

According to both the survey and interview analysis, there is a high prevalence of workplace bullying in the Australian organisation. According to survey data, 33% of participants reported being bullied at the current workplace. This figure indicates that every third person may experience bullying at that workplace. Interview analysis supported the survey data with the majority of respondents expanding on the issue of workplace bullying with examples they experienced or witnessed in their workplace. In addition, 94% of participants talked about their experiences of bullying to others, mostly family members, colleagues and friends.

To sum up, the data indicates that in response to the first research question there was a range of strategies employed to prevent and reduce the effects of workplace bullying. Consequently, one would assume that prevalence of workplace bullying might be very low. Nevertheless, the subsequent data indicates that despite strategies in place, the occurrence of workplace bullying is still high. Accordingly, two assumptions could be postulated. Firstly, one could argue that bullying is a part of social interaction where there are institutionalised power relations, and it can always occur in any workplace. On the other hand, proper implementation and adequate use of employed strategies might extensively reduce and minimise the occurrence of workplace bullying.

7.5.7 Comparison

A very high prevalence of workplace bullying was identified in both organisations. In Organisation C, 42% of the respondents indicated they were bullied at their current workplace, while 33% of Organisation A participants claimed the same. Although there

are a number of different strategies identified in Organisation A, the prevalence of workplace bullying remained high.

However, the participants from Organisation A seemed to be much more open about their experiences, with 94% declared having talked to someone about their experiences. However, in Organisation C, only 7% indicated having talked to someone. This could be due to a number of reasons. Firstly, it could be culturally influenced as people who learn to live in difficult circumstances may believe that nothing can be changed. Secondly, at the organisational level, the majority of respondents were aware that their organisation did not possess any strategies to prevent and deal with such behaviour. This might indicate that the possibility of bullying occurring has not been acknowledged by upper management. Consequently, it makes it difficult for the victims of such behaviour to openly talk about their experiences.

Finally, the respondents' answers to the question whether they believed that the strategies employed by their organisation were effective tended to be similar in both organisations. Namely, only 10% of respondents from Organisation C believed that strategies were effective and 17% from Organisation A. The question to then be considered is whether all the effort employed in establishing the strategies available in Organisation A resulted in sufficient benefit.

7.6 Research Question Three:

How do Employees Perceive Management Actions to Eliminate or Minimise Bullying Behaviour?

Employees' perceptions in regards to management awareness of the impact of workplace bullying are important. The trust between employees and management underpins to a great degree on employees' perceptions about their management, as this often influences decisions and actions undertaken by the employee. In order to respond to this research question, data from both survey and interviews has been analysed.

7.6.1 Information Gathered From the Croatian Survey and Interview Analysis

When asked whether their management was aware of the negative impacts of workplace bullying many (42%) indicated they were not sure, while 33% answered in the affirmative. Although 76% believed that bullying was causing a big problem to the

victim, only 27% of victims and 22% of all participants believed that management was interested to know how one felt as a victim of bullying. Further 74% believed that bullying causes a big problem for the organisation as a whole, yet 89% indicated bullying was still not taken seriously in organisations. Just over half of the respondents (56%) believed that should they be confronted with workplace bullying, there was someone at their workplace they could go to and discuss the issue. Nevertheless, many others argued that there was no one they could trust. In addition, only 10% of all participants indicated that anti-bullying strategies their organisation uses were effective.

There were consistent responses in regard to perceptions of employer attitudes gathered from surveys as well as interviews. While a few respondents argued that their employer[86] was interested and aware of negative impacts of workplace bullying, the majority stated the opposite. As one respondent expressed "…this behaviour is very normal here." The employees seem to have accepted certain inappropriate behaviour at their workplaces as "normal".

To sum up, according to survey and interview analysis, there is little trust between employees and management within the Croatian organisation. The vast majority of respondents do not consider their management interested in their day to day working experiences and the effect of those experiences upon their wellbeing.

7.6.2 Information Gathered From the Australian Survey and Interview Analysis

As many as 73% of respondents believed their management was aware of the negative impacts workplace bullying might impose onto the victim. 95% believed that workplace bullying caused a significant problem to the person being bullied, however only 19% of victims and 40% of all staff indicated that their management was interested in knowing how they felt as victims of bullying. This is very similar to the results of the research undertaken in Ireland where 20.4% of victims and 37.4% of all respondents expressed their confidence in supervisor's ability to resolve the problem (O'Moore, Lynch et al. 2003). Similarly, 68% believed that workplace bullying still has not been taken seriously in organisations whereas 88% believed that bullying behaviour causes a big problem to the organisation as a whole. Further, 80% of respondents believed that there was someone at their workplace they could go to discuss the issue should they be

[86] Respondents gave their opinions about faculty management-being their first management line as well as Ministry of Education-being their actual employer.

confronted with workplace bullying issues. Additionally, only 17% believed that anti-bullying strategies their organisation uses were effective.

The majority of interview participants believed that their management was genuinely interested and aware of the negative impacts of workplace bullying. It is important to say that the majority of interviewees were holders of managerial positions. While answering the questions some participants referred to their immediate supervisors and some to the university executive team as well as their own managerial experiences.

To sum up, the responses to this research question, gathered through questionnaires and interviews were somewhat dissimilar. For example, only 40% of survey participants but the majority of interview participants believed that their management was interested in knowing how they felt as victims of bullying. However, that was possibly due to the considerable difference in sample where survey participants represented all employment groups, however, interview participants were mainly holders of managerial positions.

7.6.3 Comparison

The majority of Croatian respondents did not express much confidence in their management's actions and attempts as to how to prevent and ameliorate workplace bullying in their organisation. Mostly, they saw their management as not being overly concerned about their employees bullying experiences. The results from the Australian data were somewhat similar. According to the respondents, management's concern of their employees' general wellbeing seems to be very low. Although their management had many different strategies available, the minority (17%) perceived their management's actions to eliminate and minimise bullying behaviour as appropriate. It appears that despite considerable contrast in recent social and cultural norms and organisational strategies, both sets of employees perceive management reactions to bullying behaviour with great similarity. That is, they have little confidence in actions taken to prevent and ameliorate workplace bullying. Patterns of action within the organisation appear to be quite similar despite organisational strategic intent and publicity, and despite very different broader social environments.

7.7 Modelling Resulting from this Research

The following figure maps significant relationships that are highlighted in the data of this study. The figure is based upon four related issues.

1) Intention - the organisational strategies employed at each university
2) Impression - the organisational awareness of these strategies
3) Perception - the organisational perception of management concern
4) Action - the pattern of bullying behaviour reported

The top side of the model reflects the Croatian findings and the bottom side reflects the Australian findings.

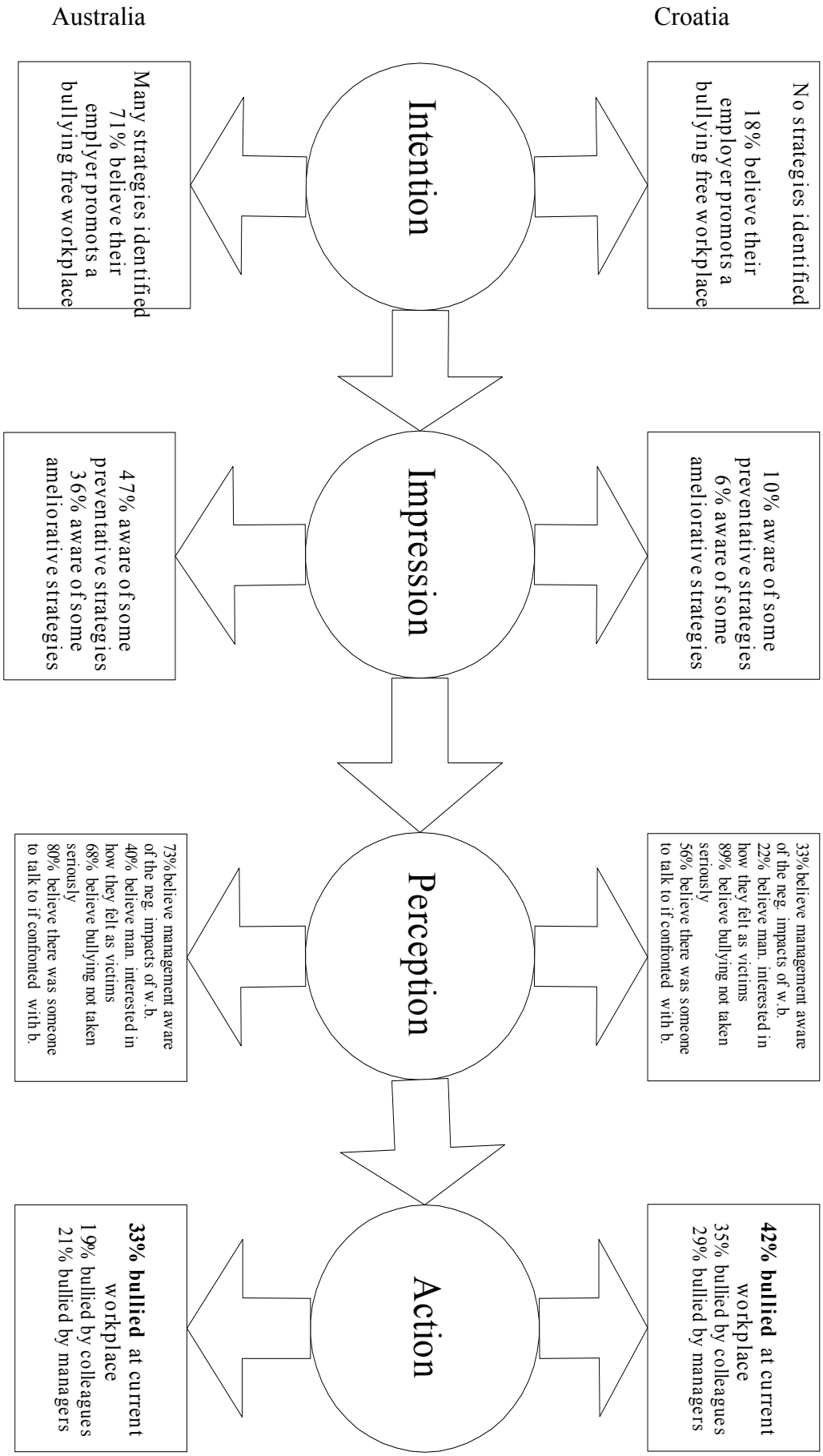

Figure2. A Model of Significant Relationships Resulting from the Study

What is evident is:

1. The significant difference between the strategy environment of the two sites;
2. The significant gap at both sites between employer intention and employee awareness;
3. The cynicism of employees at both sites regarding management concerns;
4. The resulting high level of bullying reported;
5. That despite the significantly different cultural and organisational environments, both organisations have similarly high levels of bullying occurring;
6. There is a significant difference in the intent and policy environment at both universities;
7. There is a very significant difference in the recent cultural and social history of the broader social environments;
8. There is, however, a similar pattern of bullying behaviour within the organisations.

In one case, Organisation C has a history of recent social genocide and a current lack of policy. On the other hand, Organisation A has a passive isolated social history and a plethora of strategic initiatives. Yet a high level of bullying persists in both environments. It appears bullying is a phenomenon that is a likely consequence of institutional hierarchies and that policies to prevent and ameliorate workplace bullying are alone insufficient to prevent and ameliorate such behaviour.

7.8 Research Question Four:

What Strategies Might be More Successful in Preventing and Ameliorating Workplace Bullying?

To test respondents' belief as to what strategies might be more successful, data from both, the surveys and interviews were used. In both cases, a number of participants enthusiastically expressed their opinions to this question. Following the same pattern as earlier, firstly, the Croatian data will be discussed followed by the Australian data.

7.8.1 Information Gathered From the Croatian Survey

Participants were asked open-ended questions as to what strategies would help to prevent and ameliorate workplace bullying at their workplace. The most common suggestions are listed below.

- Acknowledgement of the problem

Employees should feel they are able to discuss these issues whenever they arise.

- Perpetrators disciplined

Many participants argued that certain perpetrators have hierarchical and political back up which makes them resistant to any punishment. Importance of changing this and punish anyone who engages in inappropriate behaviour towards others was highlighted.

- Establishment and reinforcement of clear policy

Care should be taken to ensure that the policy content is reinforced and followed by all employees.

Some additional valuable ideas indicated by many respondents were as follows:

- Counselling availability for the victim
- Encouraging team work
- Better monitoring of work relationships
- Training

7.8.2 Information Gathered From the Interview Analysis

All participants very willingly answered this research question raising some important points. Their ideas were very similar to those raised by the survey participants

- Acknowledgement of the problem and the education in all related areas

"…people need to know what mobbing is, and how to deal with it, they need to know that they are not left alone and that perpetrators will get punished…."

- Awareness raising

Some respondents argued that the Statute provisions need to be loudly and clearly communicated amongst the staff members as opposed to being written down and forgotten about it.

- Need for an official body to deal with workplace bullying issues

There was no need to establish a new body. The Ethics Committee should only start doing what it stated it would in its policy.

- Induction pack

The University could produce a brochure with all information in it needed to a new employee. Available information should include all official bodies and Committees and their responsibilities.

7.8.3 Summary and the Interpretation of the Croatian Study

The respondents clearly indicated their ideas of what strategies they believe would be successful in preventing and dealing with workplace bullying. Although their organisation did not have any strategy in place that directly dealt with the prevention and amelioration of workplace bullying, the participants did not see the creation of such strategies as priority.

- Acknowledgement of the problem at all levels appeared to be the first priority, followed by the need to
- Discipline all perpetrators including those of a high economic value for the organisation. Next, the need for the
- Awareness rising was expressed. Finally, respondents stated the necessity of
- A clear and unambiguous policy as well as for the
- Establishment of an official body that would appropriately deal with all cases of workplace bullying.

7.8.4 Information Gathered From the Australian Survey

Some similar patterns emerge and the most common suggestions are listed below.

- Acknowledgement of the problem

The University needs to become more open about the possibility of bullying.

- Awareness raising

Many are still not aware of the existence of the university's policies and strategies. There is an urgent need to change that.

- Perpetrator disciplined

Currently, the university appears reluctant to deal with issues of workplace bullying when the "high profile" perpetrators are involved.

7.8.5 Information Gathered From the Interview Analysis

Again similar pattern appear to emerge and the most common suggestions are:

- Acknowledgement of the problem

Management needs to openly recognise the existence of workplace bullying.

"People should be made aware of cases that happened and they should be acknowledged."

- Education and training

Most respondents, regardless of their position, believed that staff should be educated to recognise inappropriate behaviour and deal with workplace bullying.

- Quicker and less complicated processes of redress

Due process for dealing with complaints employed by the University needs to be quick and managers need to be better trained to act immediately and appropriately.

- Recruitment process

  Some argued that difficult personalities and potential bullies could be recognised during the recruitment process when a thorough check should be performed.

7.8.6 Summary and the Interpretation of the Australian study

Despite the well written anti-bullying policy and all the strategies available at the Organisation A, the respondents believed that the problem of workplace bullying still has not been acknowledged. They indicated that the

- Acknowledgement of the problem would be the first step towards more successful strategies used to combat workplace bullying.
- Awareness rising was another important point participants raised during this research. The survey analysis indicated that the awareness about the available strategies was very low indicating that less then a half of respondents were aware of some strategies employed by their organisation. Also, many acknowledged the importance for the

- Perpetrator to get punished regardless of his/her economic value to the organisation. Finally,
- Education and training as well as a
- Quicker and less complicated process of redress needed to be established.

Similar recommendations were given in the report of the local research undertaken in 2001 in the Organisation A. The researchers recommended how to address bullying issues: "firstly, management needed to recognise the issue, improved awareness, less complicated processes of redress and a clear accountability framework with 360 degree performance management"(University 2002, p.3). However, since this research took place four years later, and the participants suggested very similar actions as were recommended back in 2001, one could conclude that the Organisation A has not implemented the suggestions given four years earlier by their local researchers. The same issues remain, and are unresolved, hence the high levels of bullying reported.

7.8.7 Comparison

There was a huge difference noticed between the two cases when it came to strategies they employed to prevent and deal with issues of workplace bullying. The Organisation A was by far more advanced implementing a number of strategies to combat workplace bullying. Nevertheless, the occurrence of such behaviour was considerable in both cases. Consequently, participants were asked what strategies they believe would be more helpful. The similarity of answers was astonishing. In both cases,

- "Acknowledgement of the problem" gained priority. Respondents in both studied cases did not appear satisfied with how much acknowledgement was given to the possibility of bullying happening in their organisational units. It seems that putting the blind eye when it comes to undesirable behaviour such as bullying is not culture specific. Secondly, in both cases respondents believed that
- All perpetrators needed to be punished including those who appear to have a high economic value to the organisation.
- The importance of awareness rising was indicated in both cases.
- Finally, the need for proper education and training for all employees was raised in both institutions.

The only perceptional difference appeared to be the need for a clear and unambiguous policy and establishment of the official body that would deal with issues of workplace bullying expressed by the Organisation C who lacked the infrastructure that already existed in Organisation A.

It can be concluded from the above analysis that there are certain perceptions that clearly apply to both organisations, despite the clear differences in the organisational attempts to combat workplace bullying. Organisation C did not have any identified strategy in place used to prevent and ameliorate workplace bullying, whereas Organisation A had an array of strategies in place. However, participants from both cases have drawn attention to specific areas that appeared to be neglected in both organisations. The importance of these issues will be discussed within the framework of the Systematic Approach Model applied to both, the Croatian and the Australian case.

7.9 Identified Gaps in the Systematic Approach Model Applied to Croatian and Australian Case

In this section, data gathered during this research will be discussed within the Systematic Approach Model. It will help to clearly identify the gaps and possible reasons for the limited effectiveness of the actions used in efforts to prevent and overcome workplace bullying in these two organisations. Discussion of each phase of the model follows:

Phase 1: Prevention

The prevention phase is the first and most important phase in dealing with bullying behaviour. According to the results of the Hubert and Scholten's study that resulted in this model, one policy should be sufficient for different types of undesirable behaviour covering bullying, sexual and racial harassment (Hubert 2003).

There was no anti-bullying or any other policy identified in Organisation C. The researcher concluded the first research question stating that there were very limited strategies used to prevent workplace bullying in Organisation C. In addition, the existing strategies appeared to not be appropriately implemented. Behavioural rules proposed in the Statute and the Code of Ethics appeared to be written down and forgotten. Hubert identified this as a problem that may arise with any policy

implementation (2003). In addition, there was no evidence of any training provided for supervisors or other employees.

On the other hand, Organisation A had an array of strategies available including a well developed anti-bullying policy and clear grievance procedure. However, the existence and explanation of the policy needed to be appropriately communicated to all employees. It can safely be said that this was not the case in Organisation A since, according to the survey, 54% of respondents were aware of the existence of the anti-bullying policy in their workplace, with just 33% being familiar with the content of the policy. Furthermore, only 17% indicated that strategies employed at their workplace were actually effective.

To sum up, it can be argued that both studied organisations failed in the preventative stage of the systematic approach model. Organisation C did not have any appropriate policy whereas Organisation A did, however failed to implement the strategies successfully.

Phase 2: Uncovering

Although management is held accountable for the uncovering of bullying and other undesirable behaviour, the victims of workplace bullying are encouraged to approach a confidential counsellor. This is as bullying is often not visible to management due to its often subtle nature. Organisation C does not provide EAP to their employees, and no other form of victim support program was detected.

Organisation A, on the other hand, has an EAP where any employee can contact a confidential counsellor regarding any issue of concern including that of workplace bullying. In addition, there is a number of Equity Advisors available in Organisation A, who can be approached by any employee who has concerns relating to equity or other disturbing issues. However, not all employees were aware of the counselling services available at their workplace since, according to the survey, only 36% were aware of some amelioration strategies. Also, as the majority of interview participants believed, there was not much assistance from the Equity & Diversity Advisors. There was a great need for them to become more proactive. As expressed by one concerned manager: "They need to be stirred up by someone else…"

Phase 3: Support

This phase mirrors the previous phase. The confidential counsellor would be the person expected to support the victim of workplace bullying. Once again Organisation C does not have these or any other type of support available for their employees. On the other hand, Organisation A has EAP that provides support to the victims of inappropriate behaviour. Again, awareness of these facilities does not appear to be very high since less then a half of employees were aware of programs available such as EAP.

Phase 4 and 5: Intervention and After-Care

There were three different interventions described by Hubert and Scholten and they were internal solution, formal complaints procedure and no internal solution possible.
Since there was no recognition of the problem in Organisation C, there was no intervention or after-care available. The majority of victims put up with the situation as long as they were able. Although Organisation C has a formal grievance procedure in place, it appeared that it was not called upon among victims.

On the positive side, the informal solution appeared to be encouraged in Organisation A. In Organisation A, respondents were asked the hypothetical interview question as to what would happen if bullying took place in their department. There appeared to be a well developed process which all managers were aware off. Employees affected by any kind of undesirable behaviour including that of bullying, are encouraged to talk to the perpetrator and advise them of the impact his/her behaviour had on the victim. In many occasions this works, since often the perpetrator is not aware of the harm he/she imposes upon the person on the receiving end. However, there are cases where victims do not feel strong enough to approach the perpetrator. In such cases they are encouraged to consult their supervisors who will try to help resolve the issue. Supervisors/managers, according to the interviews, investigate the issue locally; discuss what happened with both parties involved. After assessment, a professional, neutral mediator may be approached to commence the process of mediation, should both parties agree to it. In addition, Organisation A has a developed formal complaint procedure which may be used should other options appear unsuccessful. Whichever intervention was used, appropriate after-care needs to be ensured. In Organisation A, managers argued that in such cases they would monitor the outcome for quite some time to make sure the solution was permanent. Nevertheless, as described by Hubert, a problem arises when the perpetrator is “a very important person” in the organisation and no internal solution

is seen as possible. In both organisations, it appeared that quite often the perpetrator was seen as an important person and that victims chose not to do anything due to the lack of trust in their management's actions in such cases. Although Hubert acknowledges that this happens in organisations, she argues the importance of after-care where organisation should do something to help the victim such as provide counselling or transferring the person internally (Hubert 2003).

7.10 Suggestions for Better Practice in Organisation C in Accordance with the Systematic Approach Model

Any change process can be very difficult for organisations. Moreover, there are situations where not only organisational but also national culture influences the process of change. This influence could be for the better as well as for the worse. Croatia is still recovering from the turbulence caused by the war in the last decade. However, every day this country moves a step towards a better life. Croatia is currently standing on the door step of the European Union, endeavouring to be accepted into it in 2007. In order to be able to achieve that many changes in political, legal or social interactions need to occur. Change is often painful and therefore resisted. However, it is necessary and unavoidable in today's rapidly changing work environment. The model below suggests the way for an entity such as Organisation C to implement change and make a difference. The national culture together with national and organisational social norms could possibly cause some of implementation difficulties. However, this research showed the importance of not only management actions but also management attitudes and beliefs that drives them, in combating workplace bullying.

Phase A: Prevention

- Commence by reinforcing already existing rules that have been breached on a daily basis. For example, to reinforce the anti-smoking laws or remove signs about smoking prohibited. There is a discrepancy between the existing rules and general obedience by students as well as staff. All staff and students need to be seriously reminded of rules and possible consequences. Once all are aware, the person who still breaches them needs to be punished. This is the only way to implement change and teach all parties about management's intentions. This might cause some problems since the social norms of people allows for such

breaches to occur in the wider Croatian society. However, change process needs to start somewhere, why not in Organisation C?;

- Organisational management needs to openly acknowledge and accept the possibility of inappropriate behaviour including workplace bullying happening at their workplace;
- Establish anti-bullying policy which may stand alone or form part of a broader organisational policy combining bullying, sexual, racial and ethnic harassment;
- Broaden and refine the already existing Code of Ethics, giving clear examples of behaviour that is unacceptable;
- Clearly outline the complaint procedure in the policy and encourage people to use it;
- Provide confidential counsellors;
- Activate the already existing Ethics Commission, restructure and assign new members;

Once the appropriate regulations and rules are written down there are two organisational options. One direction leads towards forgetting what was written down and why due to limited implementation. The other way is of taking action and implementing policies as proposed earlier. There are several ways to achieve this:

- Communicate the benefits of combating bullying in the workplace;
- Communication needs to be established from the top management levels, where all need to be made aware of the organisational intentions. Communication needs to start with a Dean, a person on the top of the organisational hierarchy;
- Be enthusiastic about the project, believe in what you say; it is contagious;
- Organise education sessions for all staff regarding what bullying is and how it affects victims, their colleagues and families, as well as witnesses of such behaviour;
- Consider contacting and a possible education session from the "Croatian Anti-Bullying Association". This association was established in 2004 and its purpose and aims are outlined at their Internet page.
- Provide training for Heads of Schools, and members of the re-established Ethics Commission so they know how to deal with issues that may still arise;

- Do not forget to regularly evaluate these implemented strategies; it forms part of the actual awareness raising.

Phase 2: Uncovering

If the above points were considered and carefully implemented, one could assume that although workplace bullying may still occur; it will be nowhere near the degree it occurred before this research. Nevertheless, the organisation needs to be prepared to deal with these issues:

- Victims must be able to approach a confidential counsellor in order to receive support;
- Otherwise, a trustworthy member of the Ethics Commission may be approached and the issue discussed with him/her;
- Victims must be given a chance to keep the experience confidential, should they wish to;

Phase 3: Support

- Again, victims must be able to talk to someone, be it a supervisor, member of the Ethic Commission or a counsellor in order to receive the required support.

Phase 4: Intervention

- Issues need be resolvable on the local level and using informal paths;
- Victims need to be encouraged to talk to the perpetrator and need to know that the organisation will back them up and will not tolerate inappropriate behaviour under any circumstances;
- Mediation needs to be available and accessible; if it is not possible to assign external mediator, a supervisor might take on this role;
- A clear formal complaint procedure needs to be established should informal means be unsuccessful;
- The "no internal solution possible" should not be an option in any organisation.

Phase 5: After Care

- Management needs to make sure that whatever step was taken in the intervention phase has produced desirable results, in other words, bullying behaviour has permanently stopped.

This research suggests that financial and human resources should be concentrating on the first phase in the Systematic Approach Model. If prevention strategies have been properly established and implemented, the possibility of workplace bullying occurring will be very low that the remaining four phases will be almost obsolete. Money, time and other resources used to establish and implement preventative strategies will only recompense the initial investment if prevention strategies were introduced appropriately. Implementation is perhaps more important than establishment.

7.11 Suggestions for Better Practice in Organisation A with Accordance to the Systematic Approach Model

Although many mechanisms for the prevention and amelioration of workplace bullying were identified in Organisation A, the prevalence of workplace bullying was still high. In addition, according to the participants' perceptions, the effectiveness of strategies employed were rated as low, where only 17% believed that anti-bullying strategies used in their organisation were effective. Consequently, one could argue that workplace bullying was a social phenomenon that affects all cultures and resists any policy implementation. Nevertheless, once organisational attempts to combat workplace bullying have been analysed, through this study, gaps can be identified. Accordingly, the researcher illuminates these gaps and suggests potential solutions resulting from this research in order to improve the effectiveness of already existing strategies.

Phase 1: Prevention

- Organisation A implemented a number of strategies to be used to prevent workplace bullying. The organisation has a well developed anti-bullying policy and various clearly written staff agreements that undoubtedly forbid workplace bullying as well as other forms of undesirable behaviour.
- However, there is a need to communicate the existence of these policies and procedures accordingly, with communication to start from the top management levels. Organisational intentions regarding prevention of workplace bullying need to be made clear to all staff members.
- Education for all staff members needs to be organised. Staff needs to be made aware of what workplace bullying constitutes of and possible options that are in place for a person affected with such behaviour. They need to be made aware

that they will receive support should they find themselves on the receiving end of such behaviour.

- Better education, promotion of anti-bullying policy and openness about the possibility of bullying happening will enhance trust into the organisational management. It will demonstrate the management interest in the wellbeing of its employees.
- Regularly evaluate the general awareness in all departments.

Phase 2: Uncovering

Once all employees are aware of the organisational intentions in regards to preventing workplace bullying, the occurrence of such behaviour should drop considerably. However, should occasional cases still arise, the organisation needs to be ready to deal with it accordingly:

- Organisation A has a developed EAP where any employee can contact a confidential counsellor regarding issues of workplace bullying.
- However, not all employees are aware of the EAP program; therefore awareness rising needs to take place in the prevention phase.
- Equity and Diversity Advisers need to become more proactive, possibly through a special program and training.

Phase 3: Support

- Counsellors, as a part of the Employee Assistance Program, are available at Organisation A. This gives support to victims of workplace bullying, however, all staff needs to be made aware of its existence.

Phase 4: Intervention

- The organisational management encourages issues to be resolved on a local level. This means that supervisors and managers have an important role to play in solving such problems. Consequently, they should take all complaints seriously and show interest in the employees' well-being.
- Victims need to be encouraged to talk to the perpetrator, knowing that their management does not tolerate such behaviour.
- Mediation should remain a possibility in order to be able to resolve the problem locally.

- Organisation A has a clear and well developed complaint procedure in place that could be used should informal means appear unsuccessful.

Phase 5: After-Care

- Management needs to ensure that undesirable behaviour has ceased; in other words that steps taken in the intervention phase have produced desirable results.

7.12 Conclusion

This research addressed four research questions. In response to the first research question, as to what strategies are used within studied organisations to prevent and ameliorate workplace bullying, there was considerable difference in the studied cases. Apart from some general codes of employment, there was no documentation identified that defines the procedure for the prevention and amelioration of workplace bullying in Organisation C. On the contrary, Organisation A has an array of documents and bodies implemented for this purpose. Nevertheless, participants expressed their concern regarding the passivity of implemented policies.

In response to the second research question, as to whether these strategies are actually effective, data analysis indicated a very similar rate of workplace bullying at both organisations. Namely, 42% of Organisation C respondents and 33% of Organisation A respondents reported being bullied at their current workplace. Additionally, when asked whether they believed that the strategies employed by their organisation were effective, only 10% of Croatian and 17% of Australian participants answered in the affirmative.

In response to the third research question as to how they perceive their management actions to eliminate or minimise bullying behaviour, the responses were once again very similar. According to respondents, management did not appear to be overly concerned about their employees' bullying experiences.

Finally, in response to the fourth research question, as to what strategies might be more successful in preventing and ameliorating workplace bullying, the responses were once again very similar. In both cases, the participants believed that the problem of workplace bullying needs to be acknowledged in their organisational units. Furthermore, they all agreed that perpetrators needed to be punished, awareness raised and the education of all staff in this issue needs to be a priority.

Although these two organisations exist within two extremely different broader social environments, the responses to the research questions were very similar[87].

This research showed that a number of implemented strategies used to prevent and ameliorate workplace bullying appears unsuccessful. The importance of awareness raising as part of the prevention phase of the Hubert and Scholten's Systematic Approach Model has been highlighted through the research results. It can be concluded that with a lesser number of policies in place, one could achieve better results providing organisational intentions are communicated to all staff accordingly.

[87] See Appendix 7 for a summary and comparison of most important findings.

CHAPTER EIGHT

Summary and Conclusion

8.1 Summary

This thesis has asserted that bullying is an age-old phenomenon which seems to be imbedded within human interaction. The economic and health consequences resulting from workplace bullying seems to exceed our initial expectations. Using some international modelling, it is estimated that the cost of bullying to the Australian economy would be between 6 and 13 billion dollars per annum. It is also argued that the costs associated with bullying go beyond the workplace and affect immediate relationships in wider society (Queensland Workplace Bullying Taskforce 2001, p.14). Despite these significant social costs, research on workplace bullying is still in its infancy in many countries.

This study focused on the strategies to prevent and ameliorate workplace bullying through case study examination. The cases were located within higher education organisations due to the previous informative work of Leyman (1996) who estimated a high prevalence of workplace bullying in educational settings, indicating them as interesting fields for future research. The decision was also made to position the cases within different cultural environments, to set the specific case studies within environments of contrasting social norms, thus making this a unique study. This research study, then explored the strategies used to prevent and ameliorate workplace bullying and the resulting organisational behaviour, within the two case study organisations located in Croatia and Australia.

This cross-cultural case study investigation used a triangulation of data collection methods aiming for greater methodological soundness by combining qualitative and quantitative data collection sources. The methods used were documentation analysis, questionnaires, interviews and field note observations. Firstly, data was collected in Croatia and followed by the Australian data collection. The researcher placed great emphasis on maintaining a high level of ethical standards for such a sensitive study to protect the participants and their organisations.

Although results cannot be simply generalised to other organisations, some important issues were identified through this research. The researcher addressed four research questions and produced a model that highlighted the significant relationships resulting from this study. This model indicates that there is:

1. A significant difference between the strategic environment at the two sites;
2. A significant gap at both sites between employer intention and employee awareness;
3. Significant cynicism of employees at both sites about management concerns;
4. A high level of bullying reported in both organisations despite significantly different cultural and organisational environments;
5. A very significant difference in the intent and policy environment at the universities;
6. A very significant difference in the recent cultural social history of the broader social environments of the universities;
7. A similar pattern of bullying behaviour within the organisations.

Finally, through this research, the researcher identified gaps in the Hubert and Scholten's Systematic Approach Model when applied to both studied cases. As a result, suggestions for better practice were explored for both organisations highlighting gaps identified in the above mentioned model.

8.2 Contribution of the Study

This study makes a clear contribution to academic knowledge as well as enhancing specific organisational practice. The valuable contribution of cross-cultural studies in any areas of research has been highlighted throughout diverse literature. However, costs as well as practical difficulties that are involved in such studies have resulted in a lack of cross-cultural investigations and comparisons. Nevertheless, this research, being a cross-cultural investigation of a certain phenomenon, enriches the current academic knowledge by contributing to the existing models of such research designs.

Furthermore, to date there have been no studies identified that cross-culturally investigated issues relating to workplace bullying. This study investigated strategies

used to prevent and ameliorate workplace bullying in two universities separated by both, considerable distance and by two extremely different cultural and social environments. Croatia recently experienced extreme social turbulence and is now slowly recovering from war. On the other hand, Australia has a history of consistent social harmony and an innovative reputation in the developed world. At the beginning of the study, it was assumed that these differences might influence the choice of strategies implemented as well as the actual prevalence of workplace bullying. However, it was concluded that despite the huge difference in policy intention, the prevalence of workplace bullying in both organisations was very high. The researcher has asserted that the organisational management in both cases failed to implement their intentions as outlined in specific anti-bullying documentation in the Australian case and through general codes of employment in the Croatian case. This study therefore contributes to the stock of knowledge on workplace bullying by providing evidence that significant gaps appear to exist between management intentions and employee perceptions and subsequent workplace behaviour. The study also indicates that bullying appear to occur in organisations despite great contrasts in their wider social environments.

Perhaps most importantly this study produces a relational model that indicates the organisational relationship between management intention, employee impression, employee perceptions of management and subsequent patterns of bullying behaviour that can be used as a framework for subsequent studies in this area.

In addition, this research offers some specific recommendations to the organisations involved in the research as well as advice to practitioners on more successful work practices. The study also indicates how an existing model of managing workplace bullying behaviour can be used to analyse existing practice and recommend particular actions.

8.3 Further Research

This research indicates several different avenues that a future researcher on workplace bullying may pursue. For example, during the interview sessions in Australia, some participants expressed their concern regarding a general misuse of the e-mail system. There appears to be cases where a person believed they were bullied while receiving e-mails from a colleague or supervisor. The usage of e-mails as a communication tool

almost surpasses all other forms of communication in today's business world and therefore there is a high probability of workplace bullying occurring via e-mails. This area needs more thorough investigation.

Many researchers have studied victims of bullying behaviour, however, future research needs to concentrate on those accused as perpetrators. Their views and experiences would be of interest in order to better understand factors that are behind such destructive behaviour.

Next it may be useful to specifically target organisations that appear to have effective policy statements and to investigate the effect of such statements. A rare example of a very broadly written policy is that of the Oregon Department of Transportation (ODOT), United States of America, implemented in 1998 which aims at stopping harassment of all kinds including bullying (Namie and Namie 2000). Another example of a well written and in-depth anti-bullying policy is Littlewoods, a United Kingdom company, where they also train people, so they can act appropriately in situations that involve workplace bullying (Crawford 1999). The Swiss UBS bank is an example of a well developed anti-bullying policy that is distributed and well communicated to all employees and accompanied with well organised trainings that take place regularly (Hofmann 2002). It would be of interest to study such organisations that are well known for their developed policy systems to examine the ways they imbedded the actual meaning of the policy in their every day organisational culture. In other words, to find out practical reasons why policy implementation succeeds and/or fails in other organisations.

Finally, during this research, the researcher gave some recommendations for better practice. Should either of the studied organisations involved in this research decide to follow the recommendations, it would be of interest to examine whether the proposed suggestions have actually proved effective. Therefore, subsequent follow up study on these organisations might prove beneficial.

8.4 Concluding Thoughts

Bullying, being repetitive undesirable behaviour, is noticeable among children in school yards as well as adults at their workplaces. However, it is only in the last two decades

that researchers across the globe realised the seriousness of the problem and determined to examine it more thoroughly. The costs of workplace bullying can be extreme. Such behaviour does not only affect victims and their families but the wider society. This research attempted to place additional light into the area of workplace bullying. Every human being deserves to be treated with dignity. However, unfortunately, the place where people spend most of their waking and working life quite often is not underpinned with cultural norms that ensure individual respect. Consequently, people suffer due to workplace bullies. However, there are ways to make the workplace a happier and therefore a more productive place. This research suggests how organisations may approach their continued battle against bullying. Although these results cannot be fully generalised to other organisations, the researcher would encourage any practitioner to take serious action against workplace bullying and become a leader in combating this destructive form of behaviour at their workplaces.

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APPENDICIES

Appendix 1

Workplace Bullying Survey

STATEMENT OF DISCLOSURE

I am master student at Edith Cowan University, Perth, Australia. After finishing my undergraduate degree in Human Resources Management I became very interested to find out more about workplace bullying. Workplace bullying can seriously affect our private and working lives. Therefore, greater understanding of the issues of workplace bullying could help improve workplace relations. This survey is one method I am using to collect data for the research. Therefore, your time and willingness to participate is highly appreciated.

No identifying details are asked of the participants. **All information is strongly confidential and no person will be identified in any of the reports.**

The researcher is happy to answer any questions the participants may have concerning procedures. You may contact me on 08/9451 2405.

If you have any concerns about the project or would like to talk to an independent person, you may contact

Llandis Barratt-Pugh
Senior Lecturer
School of Management
Faculty of Business and Public Management
Churchland Campus

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Thank you in advance

Dragana Krestelica
Master Student at ECU

Survey Questionnaire

This is an anonymous survey about your awareness of workplace bullying. Nobody but the researcher will ever be aware of your responses. Her is a definition of workplace bullying to help you answer the questions that follow.

> "**Workplace bullying is inappropriate, repeated behaviour where one or several individuals persistently perceive themselves to be on the receiving end of that behaviour which makes them feel upset, threatened, humiliated or vulnerable and for some reason have difficulties in defending him or herself".**

Please answer ALL questions by TICKING the appropriate box, which best describes your situation. All information will be treated in STRICTEST CONFIDENCE, and no person will be identified.

1. Were you born in Australia?

☐ Yes ☐ No

2. Were both of your parents born in Australia?

☐ Yes ☐ No

3. How long have you been working with the current employer?

☐ Less than 3 months ☐ 1-3 yrs

☐ 3-6 months ☐ 4-10yrs

☐ 6 mths-1yr ☐ More than 10 yrs

4. Have you ever been aware of bullying behaviour being mentioned in your workplace?

☐ Yes ☐ No

5. Does your employer promote a bullying free workplace?

☐ Yes ☐ No ☐ Don't know

6. What is your organisation doing in order to keep the workplace free of such behaviour?

……
……
……
……

7. Are you aware of any strategies used at your workplace to prevent workplace bullying?

☐ Yes ☐ No ☐ Don't know

8. What strategies are there in place to prevent bullying behaviour?

Anti-bullying policy ☐ (go to Q9)

Staff and management training ☐ (go to Q11)

Anti-bullying legislation ☐ (go to Q 12)

Individual moral beliefs ☐

Other, ☐

please specify
……
……
……

9. I am familiar with the detailed content of the organisational policy.

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
☐	☐	☐	☐	☐

10. How did you become familiar with the content and the meaning of the policy?

☐ I was advised to read the policy (go to Q13)

☐ Policy content was explained to me (go to Q13)

☐ I found it (Internet, internal records…)(go to Q13)

☐ Other, please specify…… (go to Q13)

11. Have you attended any training?

☐ Yes, up to 6 months ago (go to Q13)

☐ Yes, up to 3 years ago (go to Q13)

☐ Yes, many years ago (go to Q13)

☐ No (go to Q13)

12. Has the legislation been explained to you?

☐ Yes, when I started my employment

☐ Yes, after I asked for it

☐ Yes, regularly as part of training sessions

☐ No

13. Are you aware of any strategies implemented at your workplace to ameliorate workplace bullying issues?

☐ Yes ☐ No ☐ Don't know

14. What strategies are there in place to reduce the effect of workplace bullying issues?

Staff and management trainings ☐

Counselling sessions for bullies ☐

Counselling sessions for victims ☐

Openly talking about these issues ☐

Bully got escorted from the department/organisation ☐

Other, ☐

Please specify ……
……
……

15. Do you believe that anti-bullying strategies your organisation is using actually effectively work?

☐ Yes ☐ No ☐ Don't know

16. Why do you think this is the case?

……
……
……
……
……

17. Has your manager or supervisor ever bullied you at your workplace?

Yes, at my present workplace ☐

Yes, at my previous workplace ☐

Yes, at my present and previous workplace ☐

No ☐ (go to Q 19)

18. Their behaviour made me feel

Feelings	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Upset	☐	☐	☐	☐	☐
Threatened	☐	☐	☐	☐	☐
Humiliated	☐	☐	☐	☐	☐
Vulnerable	☐	☐	☐	☐	☐
Sick	☐	☐	☐	☐	☐
Other,	☐	☐	☐	☐	☐

Please specify…….

19. Have any of your colleagues ever bullied you at your workplace?

Yes, at my present workplace ☐

Yes, at my previous workplace ☐

Yes, at my present and previous workplace ☐

No ☐ (go to Q 21)

20. Their behaviour made me feel

Feelings	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Upset	☐	☐	☐	☐	☐
Threatened	☐	☐	☐	☐	☐
Humiliated	☐	☐	☐	☐	☐
Vulnerable	☐	☐	☐	☐	☐
Sick	☐	☐	☐	☐	☐
Other, please	☐	☐	☐	☐	☐

specify……

21. I talked about how I felt with

☐ My supervisor

☐ My colleagues

☐ The bully

☐ My doctor

☐ Family member

☐ Friend

☐ Other, pleas specify……

☐ Have not talked to anyone

22. My own experience of bullying affected my working life negatively

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
☐	☐	☐	☐	☐

23. Please specify how your own experience of workplace bullying affected your working life.

Actions	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Loss of motivation	☐	☐	☐	☐	☐
Didn't want to go to work	☐	☐	☐	☐	☐
Loss of concentration	☐	☐	☐	☐	☐
Increased stress	☐	☐	☐	☐	☐
Anxiety	☐	☐	☐	☐	☐
Thought of leaving	☐	☐	☐	☐	☐
Work effectiveness lowered	☐	☐	☐	☐	☐
Increased absenteeism	☐	☐	☐	☐	☐
Other, please	☐	☐	☐	☐	☐

Specify……

24. My own experience of bullying affected my private life negatively

Strongly agree	Agree	Not sure	Disagree	Strongly disagree
☐	☐	☐	☐	☐

25. Please specify how your own experience of workplace bullying affected your private life

Actions	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
Could not sleep	☐	☐	☐	☐	☐
Frustration	☐	☐	☐	☐	☐
Felt tired	☐	☐	☐	☐	☐
Increased stress	☐	☐	☐	☐	☐
Anxiety	☐	☐	☐	☐	☐
Depression	☐	☐	☐	☐	☐
Unhappiness	☐	☐	☐	☐	☐
Irritability	☐	☐	☐	☐	☐
Other, please specify……	☐	☐	☐	☐	☐

26. Have you ever witnessed bullying of your co-workers?

☐ Yes ☐ No ☐ Not sure

27. Have you or anybody else done anything to stop it?

☐ Yes ☐ No ☐ Don't know

28. What was done in order to stop bullying behaviour?

Supervisor/Manager was informed ☐

Bully was confronted ☐

Other, please specify ☐

……
……
……

29. What strategies would help to prevent workplace bullying at your workplace?

……
……
……
……

30. What strategies would help to reduce the effect of workplace bullying at your workplace?

……
……
……
……
…

31. Have you ever treated any of your colleagues in a manner that could be classified as workplace bullying?

☐ Yes ☐ No ☐ Not sure

32. Why do you think bullying happens?

Reasons	Strongly Agree	Agree	Not sure	Disagree	Strongly Disagree
High job competition	☐	☐	☐	☐	☐
Personality factors of the bully	☐	☐	☐	☐	☐
Personality factors of the victim	☐	☐	☐	☐	☐
Envy	☐	☐	☐	☐	☐
Other, please	☐	☐	☐	☐	☐

specify……

33. Do you think your manager is aware of the possible negative impacts of workplace bullying?

☐ Yes ☐ No ☐ Not sure

34. Do you believe that your management is interested to know how you felt as a victim of bullying?

☐ Yes ☐ No ☐ Not sure

35. I do not see bullying as causing a big problem to the one being bullied.

Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree ☐

36. I do not see bullying as causing a big problem to the organisation as a whole.

Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree ☐

37. I believe that some colleagues deserve to be bullied

Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree ☐

38. Bullying behaviour can sometimes be justified!

Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree ☐

39. If you answered positively to the previous question please specify when you think such behaviour is justified.

……
……
……
……

40. Bullying is still not taken seriously enough in organisations

Strongly agree ☐ Agree ☐ Not sure ☐ Disagree ☐ Strongly disagree ☐

41. Is there anyone at your workplace that you could go to and discuss if confronted with bullying?

☐ Yes ☐ No ☐ Not sure

42. Who is that person?

My supervisor ☐

My manager ☐

HR Officer/Manager ☐

Other, ☐
please specify……

43. Do you hold supervisory or management position?

☐ Yes ☐ No

44. What is your employment position?

- General staff member ☐
- Academic staff member ☐
- Contractor ☐
- Visitor ☐
- Student ☐
- Other ☐

45. What is your gender?

☐ Male ☐ Female

46. How old are you?

☐ 15-21 ☐ 51-60

☐ 22-35 ☐ 61+

☐ 36-50

47. What is your educational background?

- Year 9 or less ☐
- Year 10-12 ☐
- TAFE or equivalent ☐
- University (Undergraduate) ☐
- Post Graduate Diploma ☐
- Masters degree ☐
- PhD ☐

THANK YOU VERY MUCH FOR YOUR TIME AND CO-OPERATION

If you have any questions regarding this survey please do not hesitate to phone me on 9472 3667, or email me on dkrestel@student.ecu.edu.au

PRIOPCENJE O UPITNIKU

Sprečavanje mobbinga na radnom mjestu

Polaznik sam poslijediplomskog studija na Edith Cowan University, Perth, Australia gdje pripremam i magistarski znanstveno-istraživački rad. Po završetku dodiplomskog studija iz osobnog menadžmenta (Human Resources Management), zainteresirala sam se za temu mobbing. Mobbing može imati ozbiljne negativne posljedice na naše osobne i profesionalne živote. Glede toga, bolje razumjevanje pojave zlostavljanja na radnom mjestu bi moglo unaprijediti odnose na radu.

Vaš fakultet se složio da sudjeluje u ovom među kulturnom istraživanju koje će koristiti anonimne upitnike i strogo povjerljive intervjue. Svi skupljeni podaci bit će pristupni samo meni, jedinom istraživaču na ovom projektu. Iako visoko cjenim Vaše sudjelovanje u ovom istraživačkom radu, Vaša odluka je isključivo dobrovoljna.

Ako odlučite da sudjelujete u ovom istraživanju, s dužnim poštovanjem Vas pozivam na ispunjavanje ovog upitnika koje će trajati otprilike 15ak minuta. Osobno ću prikupiti ispunjene upitnike. Upitnik je potpuno anoniman i Vaša privatnost je osigurana.

Bez Vašeg udjela ovo znanstveno istraživanje ne bi bilo moguće! Stoga se zahvaljujem na Vašoj suradnji. **Sve date informacije bit će korištene strogo povjerljivo i niti jedan ispitanik neće biti imenovan niti u jednom izvješću**.

Po potrebi, rado ću odgovoriti na sva Vaša pitanja vezana za ovaj znanstveno istraživački rad. Planiram napisati jednostavni sažetak o razlikama između hrvatskih i australijskih iskustava koje će biti dostavljene Vašem fakultetu.. Ako ste zainteresirani za više možete me kontaktirati na dkrestel@student.ecu.edu.au

Ako se želite obratiti neovisnoj osobi s bilo kojim pitanjem u svezi ovog rada, obratite

se

Research Ethics Officer
Human Research Ethics Committee
Edith Cowan University
100 Joondalup Drive
JOONDALUP WA 6027
Phone: (08) 6304 2170
Email: research.ethics@ecu.edu.au

Još jednom se zahvaljujem Dragana Kreštelica

Prilikom ispunjavanja upitnika neka Vam kao vodič posluži slijedeća definicija mobbinga:

Mobbing je neprimjereno, učestalo ponašanje prema jednoj ili više osoba pri čemu se ta/te osobe osjećaju uznemirene, ponižene ili izložene prijetnji, posramljivanju i uvredama, a pri tom iz bilo kog razloga imaju poteškoće obraniti se od takvog ponašanja.

Kroz ovaj upitnik izrazi mobbing i zlostavljanje bit će korišteni naizmjenično. U svrhu ovog istraživanja, oba izraza imaju isto značenje.

Molim da križićem ili kvačicom označite odgovor koji najbolje odgovara Vašoj situaciji. Sve informacije će biti tretirane strogo povjerljivo i svaki sudionik će ostati anoniman.

1. Da li ste rođeni u Rpublici Hrvatskoj?

☐ Da ☐ Ne

2. Da li su Vaša oba roditelja rođeni u Hrvatskoj.

☐ Da ☐ Ne

3. Koliko ste dugo zaposleni kod sadašnjeg poslodavca?

☐ Manje od 3 mjeseca ☐ 1-3 god.

☐ 3-6 mjeseci ☐ 4-10 god

☐ 6 mjeseci do godinu dana ☐ više od 10 god

4. Jeste li ikada čuli za mobbing?

☐ Da ☐ Ne

5. Da li Vaš poslodavac vodi brigu o sprječavanju mobbinga na Vašem radnom mjestu?

☐ Da ☐ Ne ☐ Ne znam

6. Što Vaša organizacija čini kako bi osigurala da nema mobbinga na radnom mjestu?

……
……
……
……

7. Da li Vam je poznato postoje li već neke strategije koje se primjenjuju na Vašem random mjestu kako bi se spriječio mobbing na radu?

☐ Da ☐ Ne ☐ Ne znam

8. Koje se strategije primjenjuju na Vašem fakultetu kako bi se spriječio mobbing?

Primjena pravilnika o zaštiti od mobbinga ☐ (idite na pitanje 9)

Trening za zaposlenike i poslodavce ☐ (idite na pitanje 11)

Primjena Vladinog zakona o zaštiti od mobbinga ☐ (idite na pitanje 12)

Osobna moralna uvjerenja ☐

Drugo, ☐

Ako ste odgovorili drugo, molim Vas navedite o kojoj je strategiji riječ
……
……
……

9. Potpuno sam upoznat sa sadržajem pravilnika o zaštiti od mobbinga.

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

10. Na koji način ste upoznati sa značenjem i sadržajem pravilnika?

☐ Od mene se tražilo da ga pročitam (idite na pitanje 13)

☐ Sadržaj pravilnika mi je objašnjen (idite na pitanje 13)

☐ Sam/a sam ga pronašao/la (Internet, službeni pravilnici i slično)(idite na P 13)

☐ Drugo, molim (idite na pitanje 13)
navedite detalje……..

11. Jeste li bili nazočni nekom od organiziranih treninga za zaštitu od mobbinga na radnom mjestu?

☐ Da, unutar zadnjih 6 mjeseci (idite na P 13)

☐ Da, unutar zadnje 3 godine (idite na P13)

☐ Da, prije mnogo godina (idite na P 13)

☐ Ne (idite na P 13)

12. Da li ste upoznati sa zakonom o zaštiti od mobbinga (ako postoji u Vašoj zemlji) ili nekim drugim zakonom čije provizije pokrivaju različite forme zlostavljanja na radu?

☐ Da, na početku mog radnog odnosa

☐ Da, na moj osobni zahtjev

☐ Da, redovito kao dio postojećeg treninga

☐ Ne

13. Dali Vam je poznato postoje li već neke strategije koje se primjenjuju na Vašem radnom mjestu kako bi se ublažile posljedice mobbinga?

☐ Da ☐ Ne ☐ Ne znam

14. Koje su to strategije koje se primjenjuju da bi se ublažile posljedice mobbinga?

Trening za zaposlenike i menadžere ☐

Psihloško savjetovanje za počinioce ☐

Psihološko savjetovanje za žrtve ☐

Otvoreni razgovor o toj vrsti problema ☐

Počinioc je odstranjen iz odsjeka/fakulteta ☐

Drugo, ☐

Molim Vas objasnite…….....

15. Vjerujete li da su strategije koje Vaša organizacija koristi da bi spriječila i-ili ublažila mobbing efektivne?

☐ Da ☐ Ne ☐ Ne znam

16. Zašto mislite da je tako?

……
……
……
……
……

17. Dali ste ikad bili žrtva mobbinga od strane svog ravnatelja/direktora ili nadzornika/rukovodioca?

Da, na mom sadašnjem radnom mjestu ☐

Da, na mom bivšem radnom mjestu ☐

Da, na mom sadašnjem i bivšem radnom mjestu ☐

Ne ☐ (idite na P 19)

18. Kao žrtva mobbinga osjećao/la sam se

Osjećaji	**U potpunosti se slažem**	**Djelomično se slažem**	**Neodlučan/na sam**	**Djelomično se ne slažem**	**Uopće se ne slažem**
Odsutno	☐	☐	☐	☐	☐
Zaplašno/ugroženo	☐	☐	☐	☐	☐
Poniženo	☐	☐	☐	☐	☐
Ranjivo	☐	☐	☐	☐	☐
Bolesno	☐	☐	☐	☐	☐
Drugo,	☐	☐	☐	☐	☐

Molim Vas objasnite…….

19. Da li Vas je neki od vaših suradnika-kolega na radu ikada na bilo koji način zlostavljao?

Da, na mom sadašnjem radnom mjestu ☐

Da, na mom bivšem radnom mjestu ☐

Da, na mom sadašnjem i bivšem radnom mjestu ☐

Ne ☐ (idite na P 21)

20. Kao žrtva mobbinga osjećao/la sam se

Osjećaji	**U potpunosti se slažem**	**Djelomično se slažem**	**Neodlučan/na sam**	**Djelomično se ne slažem**	**Uopće se neslažem**
Odsutno	☐	☐	☐	☐	☐
Zaplašno/ugroženo	☐	☐	☐	☐	☐
Poniženo	☐	☐	☐	☐	☐
Ranjivo	☐	☐	☐	☐	☐
Bolesno	☐	☐	☐	☐	☐
Drugo,	☐	☐	☐	☐	☐

Molim Vas objasnite…….

21. Razgovarao/la sam o tome kako sam se osjećao/la sa

☐ mojim nadležnim

☐ mojim kolegom

☐ počiniocem

☐ liječnikom

☐ članom obitelji

☐ prijateljem

☐ drugo, molim Vas objasnite.....

☐ nisam razgovarao/la s nikim

22. Moje osobno iskustvo sa mobbingom negativno je utjecalo na moju radnu sposobnost.

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

23. Molim Vas objasnite kako je Vaše iskustvo sa mobbingom utjecalo na Vaš rad.

Posljedice	**U potpunosti se slažem**	**Djelomično se slažem**	**Neodlučan/na sam**	**Djelomično se ne slažem**	**Uopće se neslažem**
Gubitak motivacije	☐	☐	☐	☐	☐
Nisam htio/jela ići na posao	☐	☐	☐	☐	☐
Gubitak koncentracije	☐	☐	☐	☐	☐
Pojačan stres	☐	☐	☐	☐	☐
Strah	☐	☐	☐	☐	☐
Razmišljao/la sam da napustim radno mjesto	☐	☐	☐	☐	☐
Smanjena radna efektivnost	☐	☐	☐	☐	☐
Češći izostanci s posla	☐	☐	☐	☐	☐
Drugo, molim Vas objasnite……	☐	☐	☐	☐	☐

24. Moje osobno iskustvo sa mobbingom negativno je utjecalo na moj privatni život.

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

25. Molim Vas objasnite kako je Vaše iskustvo sa mobbingom utjecalo na Vaš privatni život.

Posljedice	U potpunosti se slažem	Djelomično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopćese neslažem
Nesanica	☐	☐	☐	☐	☐
Frustracija	☐	☐	☐	☐	☐
Umor	☐	☐	☐	☐	☐
Pojačan stres	☐	☐	☐	☐	☐
Strah	☐	☐	☐	☐	☐
Depresija	☐	☐	☐	☐	☐
Nezadovoljstvo	☐	☐	☐	☐	☐
Iritiranost	☐	☐	☐	☐	☐
Drugo, molim Vas objasnite	☐	☐	☐	☐	☐

……

26. Jeste li ikada doživjeli da netko zlostavlja na bilo koji način Vašeg radnog kolegu?

☐ Da ☐ Ne ☐ Ne znam

27. Da li ste Vi ili tko drugi što učinili da se to zaustavi?

☐ Da ☐ Ne ☐ Ne znam

28. Što je poduzeto da bi se zaustavio mobbing?

Nadležni je informiran ☐

Počinioc je konfrontiran ☐

Drugo, molim Vas objasnite ☐

……
……
……

29. Šta mislite koje strategije bi pomogle da se spriječi mobbing na Vašem fakultetu?

……
……
……
……

30. Što mislite koje strategije bi pomogle u ublažavanju posljedica mobbinga na radu na Vašem fakultetu?

……
……
……
……
…

31. Jeste li vi ikada na bilo koji način zlostavljali nekog od Vaših kolega?

☐ Da ☐ Ne ☐ Ne znam

32. Što mislite koji je razlog pojavi mobbinga?

Razl.ozi	**U potpunosti se slažem**	**Djelomično se slažem**	**Neodlučan/na sam**	**Djelomično se ne slažem**	**Uopće se ne slažem**
Jaka konkurencija na poslu	☐	☐	☐	☐	☐
Osobne karakteristike počinitelja	☐	☐	☐	☐	☐
Osobne karakteristike žrtve	☐	☐	☐	☐	☐
Zavist	☐	☐	☐	☐	☐
Drugo, molim Vas objasnite	☐	☐	☐	☐	☐

……

33. Mislite li da je Vaš poslodovac svjestan mogućih negativnih posljedica mobbinga na radu?

☐ Da ☐ Ne ☐ Nisam siguran/na

34. Mislite li da je Vaš poslodavac zainteresiran da čuje kako ste se osjećali kao žrtva mobbinga?

☐ Da ☐ Ne ☐ Nisam siguran/na

35. Smatram da mobbing ne stvara veliki problem žrtvama mobbinga.

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

36. Smatram da mobbing ne predstavlja problem za organizaciju u kojoj se događa.

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

37. Smatram da neke kolege zaslužuju da budu zlostavljane.

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

38. Mobbing na radu može ponekad biti opravdan!

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

39. Ako ste na prethodno pitanje odgovorili pozitivno, molim Vas objasnite kad smatrate da je takvo ponašanje opravdano.

……
……
……
……

40. Mobbing još uvijek nije shvaćen ozbiljno u organizacijama

U potpunosti se slažem	Djelimično se slažem	Neodlučan/na sam	Djelomično se ne slažem	Uopće se ne slažem
☐	☐	☐	☐	☐

41. Ima li itko na Vašem fakultetu s kim biste mogli porazgovarati ako se nađete u situaciji da ste žrtva mobbinga?

☐ Da ☐ Ne ☐ Nisam siguran/na

42. Tko je ta osoba?

Moj nadzornik/rukovodilac ☐

Moj ravnatelj/direktor ☐

Netko drugi, ☐

Molim Vas objasnite tko je ta osoba……

43. Da li Vi obavljate nadzornu ili upravljačku funkciju u Vašoj organizaciji ?

☐ Da ☐ Ne

44. Koja je Vaša radna funkcija?

Službenik/ca ☐

Nastavno osoblje ☐

Gostujući profesor ☐

Student ☐

Drugo ☐

45. Kojega ste spola?

☐ Muško ☐ Žensko

46. Koliko imate godina?

☐ 15-21 ☐ 51-60

☐ 22-35 ☐ 61+

☐ 36-50

47. Koji je Vaš nivo obrazovanja?

Osnovna škola ☐

Srednja stručna sprema ☐

Viša škola ☐

Visoka stručna sprema ☐

Magister znanosti ☐

Doktor znanosti ☐

PUNO HVALA NA VAŠEM VREMENU I SURADNJI

Ako imate bilo kakvih pitanja u vezi ovog upitnika, molim da me kontaktirate na dkrestel@student.ecu.edu.au

Appendix 2

Statement of Disclosure – Interview Participants

Strategies to Prevent Workplace Bullying

I am a Masters Research student at Edith Cowan University, Perth, Australia. After finishing my undergraduate degree in Human Resources Management I became interested in finding out more about workplace bullying. Workplace bullying can seriously affect both our private and working lives. Therefore, greater understanding of the issues of workplace bullying has the potential to help improve workplace relations.

Your University has agreed to participate in this cross-cultural study that will use anonymous survey forms and confidential interviews. The information collected will only ever be viewed by me as the sole researcher.

While I would value your involvement in this project, your participation is entirely voluntary.

If you agree to participate, this will be an unrecorded interview and you may withdraw at any time. You may suggest **a suitable fictitious name** for the researcher to use with the notes associated with the interview. The questions asked in the interview are unlikely to cause discomfort or risk. However, you are free to refuse to answer any question or withdraw from the study at any time. Should you feel distressed whilst participating in this study, information regarding counselling services can be obtained from the researcher.

Without your contribution, this research would not be possible! Therefore, your time and willingness to participate is highly appreciated.

No identifying details are asked of the participants. **All information is strongly confidential and no person will be identified in any of the reports at any time.**

The researcher is happy to answer any questions you may have concerning procedures. I intend to produce a simple single page summary of the differences between the Croatian and Australian experiences which I will be making available to you through your University publications. Should you want to receive more detailed results of this study you may contact me on tel. 0401 675 237 or e-mail me at dkrestel@student.ecu.edu.au

If you have any concerns about the project or would like to talk to an independent person, you may contact

Research Ethics Officer
Human Research Ethics Committee
Edith Cowan University
100 Joondalup Drive
JOONDALUP WA 6027
Phone:(08) 6304 2170
Email: research.ethics@ecu.edu.au

Thank you in advance

Dragana Krestelica
Masters Student at ECU

Interview Protocol

The consent form is signed and detail of the project discussed with the participant.

Pseudonym:

Position:

Location:

Contact Details:

1. Have you ever been aware of workplace bullying at any time in your working life ?

2. Is workplace bullying a concern in your organisation?

   Why? Why not? Bystander – Victim – Perpetrator

3. Does you organisation implement any strategies in order to prevent or reduce the effects of workplace bullying?

4. What do you know about these strategies ?

5. Do you think that these strategies work effectively?

6. What strategies do you believe would be more successful ?

   Why is that?

7. Do you believe that management is interested and aware of the negative impacts of workplace bullying?

   Thank you for your participation – please contact me if you wish to add anything to what you have told me.

PRIOPĆENJE O INTERVJUU

Kako spriječiti mobbing na radnom mjestu

Polaznik sam poslijediplomskog studija na Edith Cowan University, Perth, Australia gdje pripremam i magistarski znanstveno-istraživački rad. Po završetku dodiplomskog studija iz osobnog menadžmenta (Human Resources Management), zainteresirala sam se za temu mobbing. Mobbing može imati ozbiljne negativne posljedice na naše osobne i profesionalne živote. Glede toga, bolje razumjevanje pojave mobbinga na radnom mjestu bi moglo unaprijediti odnose na radu.

Vaš fakultet se složio da sudjeluje u ovom među kulturnom istraživanju koje će koristiti anonimne upitnike i strogo povjerljive intervjue. Svi skupljeni podaci bit će dostupni samo meni, jedinom istraživaču na ovom projektu. Iako visoko cjenim Vaše sudjelovanje u ovom istraživačkom radu, Vaša odluka je isključivo dobrovoljna.

Ako odlučite da sudjelujete u ovom istraživanju, s dužnim poštovanjem Vas pozivam na slobodan razgovor (intervju) koji neće biti sniman. Možete mi predložiti nadimak koji ću koristiti da bi povezala zabilješke sa ovim intervjuom što bi dodatno osiguralo Vašu privatnost.

Bez Vašeg udjela ovo znanstveno istraživanje ne bi bilo moguće! Stoga se zahvaljujem na Vašoj suradnji. **Sve date informacije bit će korištene strogo povjerljivo i niti jedan ispitanik neće biti imenovan niti u jednom izvješću**.

Po potrebi, rado ću odgovoriti na sva Vaša pitanja vezana za ovaj znanstveno istraživački rad. Planiram napisati jednostavni sažetak o razlikama između hrvatskih i australijskih iskustava koje će biti dostavljen Vašem fakultetu. Ako ste zainteresirani za više možete me kontaktirati na dkrestel@student.ecu.edu.au

Ako se želite obratiti neovisnoj osobi s bilo kojim pitanjem u svezi ovog rada, obratite

se

Research Ethics Officer
Human Research Ethics Committee
Edith Cowan University
100 Joondalup Drive
JOONDALUP WA 6027
Phone: (08) 6304 2170
Email: research.ethics@ecu.edu.au

Jos jednom se zahvaljujem Dragana Krestelica

Interview Protocol

The consent form is signed and detail of the project discussed with the participant.

Pseudonym:

Pozicija:

Lokacija:

Kontakt Detalji:

1. Kakvo je vase misljenje bez obzira na osobno iskustvo-ima li mobbinga na vasem fakultetu? Zasto mislite da je tako? Koji su razlozi tome?

2. Sto mislite ima li razlike izmedu mladih i starijih kolega, moze li se reci da je jedna grupa vise sklona mobbingu nego druga? Sto je razlog tome?

3. Da li biste Hrvate nazvali nacijom koja po bilo kakvim svojim karakteristikama naginje mobbingu vise od neke druge nacije? Zasto? Zasto ne?
4. Ima li na vasem fakultetu ikakvo sluzbeno lice kom se mozete obratiti ako ste zrtva mobbinga? Ako da, sto bi oni ucinili po tom pitanju?
5. Sto mislite o etickom povjerenstvu-jeste li upoznati tko su clanovi i koji im je zadatak? Da li se oni bave ili bi se bavili ako je mobbing u pitanju?

6. Sto mislite o centru za prevenciju Suz-a?Da li biste to nazvali prvim korakom borbe protiv svih vrsta zlostavljanja na radnom mjestu ili je to samo mrtvo slovo na papiru?
7. Sto mislite o fakultetskom vijecu, tko su clanovi, sto rade, koliko vjerujete u njihovu strucnost?
8. Svjedokom ste mobbinga, vidite i sami sto se dogada i jos vam se kolega pozali i kaze da je konstantno sikaniran i kako, te da to nemoze vise izdrzati. Sto biste ucinili? Vas i njegov/njezin pretpostavljeni je osoba koja zlostavlja!

9. Koje strategije bi se mogle uvesti u svrhu borbe protiv mobbinga? Koje su osnovne prepreke u uvodenju nekih strategija i zasto? Da li bi pravilnik imao nekakvog smisla? Zasto, zasto ne?

10. Vjerujete li da je Vaš poslodavac zainteresiran i svjestan negativnih posljedica zlostavljanja na radu?

11. Mozete li mi predloziti nekog tko bi bio interesantan za intervjuiranje? Mozete li mi predloziti neku literaturu o zlostavljanju, o hrvatskoj organizacijskoj (radnoj) kulturi, mentalitetu itd.

Appendix 3

Contact Summary Form:

Contact type:

Visit ---------- Site: ----------

Phone ---------- Contact date:----------
Today's date:----------
Written by: ----------

1. What were the main issues or themes that struck you in this contact?

2. Summarise the information you got (or failed to get) on each of the target questions you had for this contact.

   Question Information

3. Anything else that struck you as salient, interesting, illuminating or important in this contact?

4. What new (or remaining) target questions do you have in considering the next contact with this site?

(Miles and Huberman 1994)

Appendix 4

Document Summary Form

DOCUMENT FORM Site: -------
--
Document: -------
--
Date received or picked up: -------
--

Name or description of document:

Event or contract if any, with which document is associated:

Significance or importance of document:

Brief summary of contents:

IF DOCUMENT IS CENTRAL OR CRUCIAL TO A PARTICULAR CONTACT
(e.g., a meeting agenda, newspaper clipping discussed in an interview),
make a copy and include with write-up. Otherwise, put in document file.

(Miles and Huberman 1994)

Appendix 5

Consent Form

I (name)----------

have been informed about all aspects of the Edith Cowan University research project

> *An Exploratory Cross-cultural Investigation of the Organisational Strategies Employed to Prevent and Ameliorate Workplace Bullying in University Settings*

and I agree to participate.

I understand that my participation will involve being interviewed and I agree that the researcher, Dragana Krestelica, has answered all my questions fully and clearly to my satisfaction. I am also aware that if I have any additional questions I can contact the researcher.

I agree to participate in this activity, realising that I may withdraw at any time.

I agree that the research data gathered from this project may be published. I agree to participate on the basis that I will not be identified in any way in the publication.

Signature---------- Date----------
-

Suglasnost

Ja (ime i prezime)----------
--

sam informiran/a o svim aspektima znavstvenog istrazivanja pri Edith Cowan University zvanog

> *Medu kulturno istrazivanje strategija koristenih za sprecavanje i ublazavanje sikaniranja na radnom mjestu pri sveucilisnim organizacijama*

i slazem se da ucestvujem.

Razumijem da cu biti intervjuiran/a i izjavljujem da je znanstveni istrazivac, Dragana Krestelica, na moje puno zadovoljstvo odgovorila jasno i potpuno na sva moja pitanja. Isto tako mi je dato na znanje da ako budem imao/la dodatnih pitanja da se mogu obratiti Gdi. Krestelica za objasnjenja.

Slazem se da ucestvujem u ovoj aktivnosti, i znam da se mogu bilo kada iz nje povuci.

Molim zaokruzite ispravan odgovor

Jasno mi je da se informacije skupljene iz ovog znanstvenog istrazivanja mogu publicirati. Slazem se da ucestvujem pod uslovom da nebudem identificiran/a na bilo koji
nacin u nekoj od publikacija.

Potpis---------- Datum----------
--

Appendix 6

Summary and Comparison of Most Important Findings

Croatia

Document Findings

Some general documents and bodies that forbid discrimination and other unethical behaviour

- The Faculty Statute
- Regulations about workers responsibilities in the workplace
- The Code of Ethics
- The Ethics Commission
- Centre for the prevention of sexual harassment

Survey Findings

18% believed their employer promoted bullying free workplace
10% aware of some preventative strategies
6% aware of some ameliorative strategies
10% believed anti-bullying strategies effective

42% bullied

- 35% by colleagues
- 29% by managers

7% talked to someone about their experience
58% witnessed bullying
77% indicated their working and private life was affected with the

Australia

Some general documents that forbid and deal with inappropriate behaviour

- HR web page
- HR Academic Staff Agreement-Misconduct
- Procedures for Managing Unsatisfactory Performance and Misconduct
- Grievance Procedure
- The Code of Ethics and Code of Conduct

Some specific documents and bodies that forbid and deal with bullying behaviour

- HR General Staff Agreement
- Guidelines for Conduct in the Workplace
- The University discussion documents
- Equity and Diversity web page
- Equity and Diversity Advisers
- The Employee Assistance Program

71% believed their employer promoted bullying free workplace
47% aware of some preventative strategies
36% aware of some ameliorative strategies
17% believed anti-bullying strategies effective

33% bullied

- 19% by colleagues
- 21% by managers

94% talked to someone about their experience
55% witnessed bullying
83% indicate their working life was affected with experience

experience	70% indicated their private life was affected with experience

Employees Perceptions of the Management Actions

33% believe management aware of negative impacts of workplace b.	73% believe management aware of negative impacts of workplace b.
22% believe management interested to know how they felt as victims	40% believe management interested to know how they felt as victims
76% bullying causes a big problem to the victim	95% bullying causes a big problem to the victim
74% bullying causes a big problem to the organisation	88% bullying causes a big problem to the organisation
96% no to-some colleagues deserve to be bullied	99% no to-some colleagues deserve to be bullied
95% no to-bullying could sometimes be justified	93% no to-bullying could sometimes be justified
89% believed bullying still not taken seriously	68% believed bullying still not taken seriously
56% believed there was someone they could go and discuss if confronted with bullying	80% believed there was someone they could go and discuss if confronted with bullying