

1-1-2019

The Effect of a Multigenerational Workforce on Workplace Bullying

Supaporn Walton-Robertson

This document is a product of extensive research conducted at the Nova Southeastern University [College of Arts, Humanities, and Social Sciences](#). For more information on research and degree programs at the NSU College of Arts, Humanities, and Social Sciences, please click [here](#).

Follow this and additional works at: https://nsuworks.nova.edu/shss_dcar_etd

 Part of the [Medicine and Health Sciences Commons](#), and the [Social and Behavioral Sciences Commons](#)

Share Feedback About This Item

The Effect of a Multigenerational Workforce on Workplace Bullying

by

Sue Walton-Robertson

A Dissertation Presented to the
College of Arts, Humanities, and Social Sciences of Nova Southeastern University
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

Nova Southeastern University
2019

Copyright © by

Supaporn Walton-Robertson
May 2019

**Nova Southeastern University
College of Arts, Humanities, and Social Sciences**

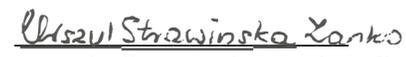
This dissertation was submitted by Supaporn Walton-Robertson under the direction of the chair of the dissertation committee listed below. It was submitted to the College of Arts, Humanities, and Social Sciences and approved in partial fulfillment for the degree of Doctor of Philosophy in Conflict Analysis and Resolution at Nova Southeastern University.

Approved:

February 25, 2019
Date of Defense


Alexia Georgakopoulos, Ph.D.
Chair


Claire Michèle Rice, Ph.D.


Urszula Strawinska Zanko, Ph.D.

July 11, 2019
Date of Final Approval


Alexia Georgakopoulos, Ph.D.
Chair

Acknowledgments

Thank you to Dr. Georgakopoulos and my dissertation committee for all your help and guidance throughout this process. Also thank you to my family and friends for being so patient with me.

Table of Contents

List of Tables	iv
Abstract	vi
Chapter 1: Introduction to the Study	1
The Effect of a Multigenerational Workforce on Workplace Bullying	1
Problem Statement	3
Goals of the Study	3
Theories	4
Social exchange theory	5
Social cognitive theory	7
Affective events theory	8
Influence of theories	9
Operational Definitions	9
Conclusion	11
Chapter 2: Literature Review	12
Background of Workplace Bullying	12
Bullying in the Workplace	17
Employees and Bullying	22
Supervisors and Power	25
Effects of Workplace Bullying	31
Gender and Workplace Bullying	35
Areas Still to be Researched	37
Strength and Justification of Research	40

Current Study and Past Research	41
Reviews of Past Studies' Methods	41
Conclusion	42
Chapter 3: Research Method	44
Current Study	44
Rationale for Quantitative Analysis	44
Population and Sample	46
The Process	47
Independent Variable	47
Dependent Variable	47
Dichotomous Variable	47
Intervening Variables	48
Data Collection and Research Instrumentation	48
Validity and Reliability	51
Research Questions	51
Analysis of Data	52
Implications	53
Conclusion	54
Chapter 4: Results	55
Method	55
Research Questions	55
Preliminary Analysis	56
Results	59

Conclusion	91
Chapter 5: Discussion, Conclusions, and Recommendations	92
Discussion	92
Generational Diversity and Incidents of Workplace Bullying	93
Workplace Bulling Amongst Supervisors and Employees of Varying Generations	94
Organizational Size and Incidents of Workplace Bullying	95
Perception of Employer Training for Workplace Bullying	95
Gender, Generation and the Effect on Workplace Bullying	96
Discussion Summary	97
Recommendations	98
Limitations and Assumptions	98
Conclusions	99
References	100
Appendix A: Survey Questions	109
Appendix B: Original Survey	117

List of Tables

Table 1. Generation and Bullying Crosstabulation	61
Table 2. Chi-Square test	61
Table 3. Generation and Employees that are Older	62
Table 4. Generation and Employees that are Older (continued)	62
Table 5. Chi Square Test for Generation and Older Employees	63
Table 6. Generation and Employees that are Younger	63
Table 7. Generation and Employees that are Younger (continued)	64
Table 8. Chi Square Test for Generation and Younger Employees	64
Table 9. Generation and Bullying Source	65
Table 10. Generation and Bullying Source (continued)	65
Table 11. Chi Square Test for Generation and Bullying Source	66
Table 12. Generation and Bullying Target	66
Table 13. Generation and Bullying Target (continued)	67
Table 14. Chi Square Test for Generation and Bullying Target	67
Table 15. Size of Company and Bullying Source	68
Table 16. Size of Company and Bullying Source (continued)	69
Table 17. Chi Square Test for Size of Company and Bullying Source	69
Table 18. Generation and EAP Awareness	70
Table 19. Chi Square Test for Generation and EAP Awareness	70
Table 20. Univariate statistics for demographic measures	71
Table 21. Bivariate Analysis of Survey Questions by Generation	72
Table 22. Bivariate Analysis of Survey Questions by Generation (continued)	73

Table 23. Bivariate Analysis of Survey Questions by Generation (continued)	74
Table 24. Bivariate Analysis of Survey Questions by Generation (continued)	75
Table 25. Bivariate Analysis of Survey Questions by Generation (continued)	76
Table 26. Bivariate Analysis of Survey Questions by Generation (continued)	77
Table 27. Bivariate Analysis of Survey Questions by Generation (continued)	78
Table 28. Bivariate Analysis of Survey Questions by Generation (continued)	79
Table 29. Bivariate Analysis of Survey Questions by Generation (continued)	80
Table 30. Bivariate Analysis of Survey Questions by Generation (continued)	81
Table 31. Bivariate Analysis of Survey Questions by Generation (continued)	82
Table 32. Respondents Industry	83
Table 33. Respondents Location (State)	84
Table 34. Type of Bullying	85
Table 35. Outcome of Bullying	86
Table 36. Outcome of Bullying (continued)	87
Table 37. More Should be Done	87
Table 38. Experience or Witness Bullying Effect Health or Well-Being	89
Table 39. Related Questions to Bullying	90

Abstract

Workplace bullying has become increasingly prevalent in the workplace, and as such has led to instances of job dissatisfaction, and in extreme cases, workplace violence. It is important to understand workplace bullying as an organization, a manager, and particularly in the role of human resources in order to best address such situations. Current studies have evaluated the effects of workplace bullying, along with possible suggested causes – however with the vast differences in the four generations now working together in the workplace – this is an area that also needs to be addressed as the problem of workplace bullying continues to grow. The quantitative study of workplace bullying and the effect of multiple generations will be conducted using a survey, where respondents can disclose their experiences with workplace bullying anonymously. The data will be collected and analyzed using SPSS to determine any correlations between different generations and bullying in the workplace. Current theories such as social exchange theory (SET), social cognitive theory (SCT) and affective events theory (AET) will be used to support the current research. Upon reviewing the results of the study, the conclusions that can be made will help provide further research in the field, for both human resource professionals and organizations.

Chapter 1: Introduction to the Study

The Effect of a Multigenerational Workforce on Workplace Bullying

With a growing number of generations in the workplace, different ideologies often overlap amongst individuals along with different methods and styles of work – this can often create breeding grounds for conflict amongst colleagues. As this conflict continues to grow, it creates a divide amongst colleagues and in turn can foster an environment for workplace bullying. Studies have been conducted that have indicated workplace bullying is a prevailing issue; however, these studies have simply looked at individual characteristics, hierarchy and situational factors (Aquino and Bradfield, 2003). Workplace bullying has garnered increased attention in the past few years, and this is likely due to the varied generations in the workplace – all with different ideas, beliefs and behaviors.

For the first time in years, there are now several generations present in the workplace: Baby Boomers, Generation X's, Millennial's and Generation Z's. With vast differences in their work ethics and job mobility, the difference between these generations has become a source for conflict. A study from Lyons, Schweitzer and Ng (2015) shows that the mean for job changes amongst Millennials is at 1.28, compared to Generation X's at 0.71 respectively. No current comparison for job changes has yet been conducted for Generation Z. The difference in behavior and communication within the workplace between each generation is so vast and has contributed in part to workplace conflict. Having so many generations in the workplace has created new issues that have yet to be studied, along with new dynamics for understanding workplace bullying. Without fully understanding the impact of generations on workplace bullying, along with

the different responses to workplace bullying from each generation, it is hard to respond and understand the issues that exist with workplace bullying.

The current research analyzes the relationship between workplace bullying with the four generations that are now in the workplace – specifically looking to determine if there is a relationship between generations and workplace bullying. With the vast differences in each generation such as currently studied between Millennials and Generation Z (Leonard, 2014), it is believed that there will be a significant relationship between workplace bullying amongst different generations. Certain characteristics of each generation may make individuals more prone to bully others in the workplace or become the victims of workplace bullying (Aquino and Bradfield, 2000). Addressing the relationship between generations and workplace bullying will allow for better understanding of workplace structure and will also assist in determining any necessary training for the organization.

This study utilizes the quantitative method via survey data collection to determine whether findings are significant. It was hypothesized that there would be a positive correlation between workplace bullying and the several generations that currently exist in the workplace. With differences in both ideologies and behaviors in these four generations, this is likely a source of conflict, and conflict is likely to escalate should any disagreement should arise. It was also hypothesized that there would be evidence to support that certain generations are more prone to workplace bullying, whereas other generations may be more commonly the victim. Individuals that are from different generations will likely have different beliefs; therefore, this is likely to create workplace bullying amongst these groups.

Problem Statement

Employers have begun to see more issues of workplace bullying and this type of conflict within the organization continues to create challenges for different groups. As a result, work performance often suffers (Devonish, 2013), workplace bullying also has had an effect on increasing BMI (Kivimäki et al., 2003), and also employees calling out sick (Rospenda et al., 2005). This can lead to an unproductive environment along with increased company costs for absent employees.

Recent studies have noted that supervisors tend to use workplace bullying as a way to maintain power over their employees (Boddy, 2011). Failing to address workplace-bullying issues in the workplace can hinder employers with recruitment and retention efforts (Sutton, 2007), and employers may also see higher turnover rates. The conflict may be caused by possible role conflict (López-Cabarcos, et al., 2017), which can stem from differences in gender or even with generation (López-Cabarcos, et al., 2017). It is important to review these issues and determine underlying causes so that employers can adequately address the issues. There has not been enough study with generations and the influence of gender, which is what the current study will look at.

Goals of the Study

This study focused on the following goals:

1. Understanding the relationship between different generations in the workplace and their influence on workplace bullying.
2. Determining if there is a relationship between the different generations, and which generations are more likely to engage in workplace bullying, and those that are likely to be victims of workplace bullying.

3. Determining whether workplace-bullying policies from an employer reduce the likelihood of workplace bullying through employee education.
4. Identifying whether workplace bullying is more common in larger or smaller organizations.
5. Identifying if workplace bullying is more common on a peer-to-peer basis or in a supervisor-subordinate relationship and if this is impacted by the generation of the individuals (i.e.; if individuals of the same generation are less likely to experience workplace bullying as peers versus colleagues of a different generation).

To tackle these goals in order to gain insight into an understanding of workplace bullying and generational challenges, research questions were developed to understand each of these goals, along with quantitative analyses to examine these relationships. Participants will be selected from members in the Stop Workplace Bullying Facebook group to ensure familiarity with workplace bullying. The overall goal of the study was to determine if there was a relationship between generation and workplace bullying so that it could be understood, identified and better addressed within the workplace.

Theories

Theories that support the idea that differences in generation impact workplace bullying include Social exchange theory (SET), Social cognitive theory (SCT) and Affective events theory (AET). SET theorizes how conflict may evolve from human interactions (Parzefall and Salin, 2010), SCT suggests that idea that bullying may be associated with cognitive responses (Claybourn, 2011), and AET links workplace bullying to events that take place within the workplace (Glaso, Holmdal and Einarsen, 2011).

Looking at the current study, different generations experience different cultural and social contexts, therefore creating a different way to respond to scenarios. As such, these differences are the core reason workplace bullying exists today, particularly with all four generations in the workplace. The theories that will be discussed support this claim.

Social exchange theory

Social exchange theory was developed in 1978 to further explain human interaction. Under social exchange theory, interactions are shaped by power relationships that result in efforts to achieve balances in exchange relations (Illman, 1996). This theory can be applied to workplace bullying, as often times workplace bullying results from power struggles in relationships, or the ability to counteract the relationship effectively via an exchange process. The concept of ‘social exchange’ refers to an unspecified exchange where one party needs to trust the other that the benefits received will be reciprocated and which typically occurs without any formal contract (Parzefall and Salin, 2010).

Social exchange theory can be broken down into three different lenses – organizational justice (perceptions of fairness), procedural justice (fairness of processes) and interactional justice (fairness of interpersonal treatment) (Parzefall, and Salin, 2010). In instances of bullying, one of these lenses may become unclear to a bullied employee, causing the exchange of power to possibly become unfair or possibly viewed as unbalanced. In these instances, the relationship often becomes one that is between a bully and a victim.

The imbalances within each lens are the cause of what can be seen as the root cause of bullying. Social exchange theory suggests that in respect to workplace bullying –

prevention can be done by ensuring all relationships within the workplace do not struggle with a power imbalance. Social exchange theory (SET) is defined as an unspecified exchange where one party needs to trust the other that the benefits received will be reciprocated and which typically occurs without any formal contract (Parzefall and Salin, 2010). In respect to the workplace, when a favorable work environment is created, the exchange from employees is seen through better performance and more positive attitudes and behaviors. Continued focus on the employer-employee relationship along with a growing body of evidence suggests that co-workers and contextual factors play an important role in influencing employees' perceptions of their social exchange relationships (Parzefall and Salin, 2010).

The exchange of not only communication between generations, but the style of behavior amongst individuals can easily be misinterpreted. Reactions, words, and even non-verbal cues can be easily misconstrued leading to difficulties amongst different generations – purely due to differences in each generation. Millennials tend to communicate more via texting or email, whereas a Generation X employee may prefer a phone call. The exchanges between different generations are therefore more likely to suffer difficulty under the concept of SET. Understanding these differences via SET will help identify if there are similarities with the responses are related to SET, and if in fact SET is associated with workplace bullying.

SET will help formulate further understanding of the current research by helping one understand how differences in communication can play a key role in the impact of workplace bullying. SET describes how the response to interactions can be misconstrued, which is a possible cause of workplace bullying, and in turn within this study may

explain the reasoning of the results; more specifically, understanding why the generational gap contributes to workplace bullying.

Social cognitive theory

Social cognitive theory is often closely associated with bullying as a whole and can identify closely with workplace bullying as well. Harassment and bullying can possibly be explained by the suggestion that characteristics of the workplace are being perceived and processed cognitively by employees. Under the concept of SCT, knowledge is acquired through cognitive processing, and the way humans behave is largely due to the environment (Claybourn, 2011). Bullying can be said to occur when there are negative changes in the environment, where an employee may perceive bullying behavior as acceptable, and in some cases this behavior may even be encouraged.

Workplace bullying is likely to take place with different generations, particularly when cognitive thought may be different in reference to certain ideologies. Under SCT, this type of conflict, which is mainly due to changes in behavior and perception, is likely to create an environment of bullying. Changes in the company can be attributed to supervisor changes or lack of leadership in the workplace – which in turn under the theory of SCT would support a higher instance of workplace bullying. In this study, in a company culture where there is a lack of structure and discipline for workplace bullying, it is highly likely that we will see a relationship with the number of workplace bullying incidents.

Out of all the theories, SCT will help identify the role of the environment in the current study – particularly since it will look at organizational size. Characteristics that are commonly associated with a larger workplace environment may create negative

challenges resulting in workplace bullying; the results will be able to be inferred upon completion of the current study.

Affective events theory

Affective events theory (AET) explicates what happens between work events and subsequent employee attitudes and behavior by focusing on the role of personality and emotion. AET suggests that work environment features (i.e., roles and job designs) influence attitudes directly, through a cognitive route, as well as indirectly through an affective route, the latter by determining the occurrence of positive or negative affective work events. As such, a negative work environment is likely to create negative attitudes, therefore generating a breeding ground for further negative behavior such as workplace bullying. The AET model links both job satisfaction and emotion, and negative emotions can lead to lower job satisfaction over time (Glaso, Holmdal and Einarsen, 2011).

For the current study, the AET theory suggests that work environment features are likely to create negative work events. The work environment can easily be affected by the different ideologies, generational culture and generational worldviews that can affect the work environment leading to conflict and in turn negative work events. AET also suggests that personality has a substantial impact on how people react and feel at work (Glaso, Holmdal and Einarsen, 2011). Personalities clearly differ amongst generations as well, and under the concept of AET can clearly affect the level of work satisfaction. In situations where work satisfaction may be low and conflict high, these scenarios may be breeding grounds for workplace bullying.

Under AET, workplace bullying and education, along with offerings of an Employee Assistance Program (EAP) are likely to reduce negative work events and

therefore there should be a significant relationship with these programs and the reduction of bullying in the workplace. Therefore, in the current study based on this theory, organizations with an EAP should have lower incidents of workplace bullying.

AET can also help understand which groups are more likely to engage in bullying based on their interactions, which can help us understand some of the reasons behind bullying; which in this study will include taking a look at differences in gender and generation.

Influence of theories

Social cognitive theory (SCT) looks at how cognitive behavior may cause bullying to be seen as acceptable workplace behavior. Studying how many individuals feel workplace bullying is tolerated can help determine the influence SCT may play in the understanding of workplace bullying. Lastly, Affective events theory (AET), which looks at work events and employee attitudes and behavior will be analyzed by looking at the various company sizes to determine if larger or smaller organizations are likely to have incidents of workplace bullying. Larger organizations have more people, and as such there is room for further conflict – if the theory holds true, larger organizations will have more instances of workplace bullying than smaller organizations.

Operational Definitions

In the realm of workplace bullying, there are a number of terms that are necessary to be defined in order to gain further understanding of the literature. Particularly in this research study, the following terms are very important to understand in order to fully comprehend the field of workplace bullying.

Workplace Bullying – workplace bullying is often defined in one of five categories:

1. Name calling by a bully in public (Harvey et al., 2009).
2. Using a stigmatized individual/group as a scapegoat within the organization (Harvey et al., 2009).
3. Increasing the work level of one individual/group beyond the expectations of others in the organization (Harvey et al., 2009).
4. Sexual harassment of co-workers generally by individuals with a power differential (Harvey et al., 2009).
5. Physical abuse or harm to a stigmatized individual or group (Harvey et al., 2009).

In addition to these categories, workplace bullying is generally defined as “abusive conduct” that is: threatening, humiliating, or intimidating, work interference (sabotage) which prevents work from getting done, or verbal abuse (Namie and Namie, 2016). Within the proposed study, participants will be asked to indicate the type of bullying experienced in order to help classify this for research purposes.

Baby Boomers – Born between 1946 and 1964 benefited from the post-war economic boom along with low unemployment rates. However, Baby Boomers are part of such a large birth cohort that compete for promotions and career advancements – making it easier for them to plateau within certain career levels (Lyons, Schweitzer, and Ng, 2015).

Generation X - Born between 1965 and 1979 had trouble entering the labor force as unemployment rates were high due to a saturation of Baby Boomers in the workplace.

Education also became more important due to difficulty entering the labor market (Lyons, Schweitzer, and Ng, 2015).

Millennials – Born between 1980 and 1993, these individuals are entering an overflooded labor market, are extremely mobile and enjoy variety in job assignments (Lyons, Schweitzer, and Ng, 2015). Millennials are impatient in regards to career advancement and tend to make decisions focused on a work-life balance lifestyle.

Generation Z – This is the youngest generation entering the workforce, consisting of those born after 1994. Although Generation Z has grown up in a purely digital age, studies have shown that they enjoy in-person communication. In contrast to Millennials, Generation Z is more entrepreneurial and less focused on financial gains (Leonard, 2012). There is little research that has been done on Generation Z as they have recently entered into the workforce.

Conclusion

These operational definitions will be reviewed and assessed during the research study using the survey located within the Appendix. These operational definitions will be analyzed so that the different generations will be compared to each other in order to determine which generations are more likely to be involved in workplace bullying, which generations are likely to bully others, and if generations are likely to engage with workplace bullying with different generations.

Chapter 2: Literature Review

Workplace bullying continues to grow and become an issue within all organizations. Understanding the background, how workplace bullying occurs in the workplace along with prior studies that have looked at the employee and supervisor relationships, helps provide a foundation and understanding of the current study. The rationale and main contentions for exploring these areas are evidenced in the following literature review, which provides an overview of different areas of the struggles in the workplace that is closely related to workplace bullying.

Background of Workplace Bullying

The background of workplace bullying is important to understand as this gives an idea of how workplace bullying is interpreted today. Often times, workplace bullying can be seen as a production of the environment that can influence how individuals interact with one another. The environment in most instances would be the organization and its policies. However, there is often the debate of “nature” versus “nurture” and which one has greater influence on creating a future bully within the workplace.

Harvey, Treadway, Thompson Heames and Duke (2009) analyze in their study how the external environment of an individual can influence bullying within a global organization. Knowing that bullying can stem from one or both is one of the key reasons that organizations need to know how to prevent and manage bullying, that way they can effectively create training programs to counteract this. The environment can play a role in workplace bullying, as described in Social cognitive theory (SCT), it can affect behavior and what type of behavior may continue to be encouraged in the workplace.

The research by Harvey et al. (2009) provides insight into leading causes for bullying stemming from both nature and nurture. These insights alone do not adequately provide a thorough plan to help prevent and manage bullying. However, this may provide some support to the generational differences in the workplace, since it is likely the external environment of a Millennial versus that of a Generation X employee will differ greatly. As different generations face different challenges and struggles within the workplace, this likely is one of the main causes behind workplace bullying.

Workplace bullying and workplace harassment are two very different topics, although sometimes the terms are used interchangeably (Vega and Comer, 2005). Workplace harassment, although similar to bullying, is generally prohibited in general employment policies, along with federal and state laws. The EEOC defines workplace harassment as “a form of employment discrimination that violates Title VII of the Civil Rights Act of 1964, the Age Discrimination in Employment Act of 1967 (ADEA), and the Americans with Disabilities Act of 1990, (ADA)” (EEOC, 2016). Workplace bullying on the other hand has no true legal protections; therefore, it is important that employers implement and enforce anti-bullying policies; if a bullying situation occurs and the bully remains in the same department or position with the victim, bullying will continue (Vega and Comer, 2005). Employers failing to address these issues could in turn create an unpleasant environment for employees, which could in turn supports an environment that condones workplace bullying. Understanding the differences between harassment and bullying is important, particularly when determining the applicable laws and policies along with how best to handle situations.

Workplace bullying is often classified differently in various organizations making it difficult to compare (Martin and Lavan, 2010). Many individuals cannot adequately recognize workplace bullying, nor can they identify it as workplace bullying, as there is no clear definition (Georgakopoulos, Wilkin and Kent, 2011). Some organizations have begun to recognize workplace bullying as a form of workplace harassment, and in turn have taken measures to effectively address this to prevent workplace bullying from taking place. This is particularly due to concern of potential legal issues that may arise. However, in instances of litigation, the employer is likely to prevail.

Workplace bullying manifests itself in different ways. Most incidents of workplace violence tend to involve physical violence, and managers tend to have lower incidents of workplace bullying (Martin and Lavan, 2010). This could likely be due to lack of reporting, or perhaps bullying tends to take place on a peer-to-peer basis, which is what the current study will look at. The current study will look at peer-to-peer bullying along with bullying between a manager and subordinate to see in which instances workplace bullying is more common. This study hypothesized that most instances of workplace bullying will take place between supervisors and subordinates, although peer-to-peer bullying is still prevalent.

Anti-social behavior also contributes to workplace bullying; therefore, it is important for organizations to have additional stress management tools available for employees. Managers need to assume responsibility and be wary of behavior towards employees that may be perceived as threatening (O'Driscoll et al., 2011). Namie and Namie (2016) detail a 3-factor explanation detailing how bullying occurs:

1. ***“The Way We Do Things Here” Work Culture*** – this creates a zero-sum environment that puts employees against each other. Individuals become so competitive that a sense of winning takes precedence for survival.
2. ***The Workforce Mix*** – In these instances, employees seeking opportunities will do what it takes to achieve their goals – which can include harming others.
3. ***The Employer’s Response*** – If positive reinforcement is provided to bullies such as promotions and rewards, this supports the concept that bullying is acceptable within the workplace. Employers that fail to address workplace bullying can further promote the concept that it is acceptable workplace behavior.

The research instrument selected for this study asks for feedback in regards to cases of intimidation, workplace bullying and harassment. Although these are three individual terms, they all are associated with workplace bullying. Synonyms for workplace bullying include psychological harassment, psychological violence, workplace aggression and emotional abuse, lateral violence, status-blind harassment and mobbing (Namie, 2007). Workplace bullying itself is made up of a combination of verbal abuse and behaviors that are described as humiliating, threatening or intimidating (Namie, 2007). As such, the research instrument describes all three, as they are all forms of workplace bullying, however can easily be interpreted differently from individual to individual.

The current study will evaluate which companies offer an Employee Assistance Program (EAP), and if employees are available of this tool to assist them with workplace bullying issues. In addition to this, the current study will ask participants if their employer has a policy to prevent workplace bullying, and also if the employer is effective

in helping provide a resolution if workplace bullying is indeed reported. This will be identified through the overarching research question, '*What are the differences of perceptions about the impact of workplace bullying policies/training between generational groups?*' and the results will help identify the effectiveness of these programs. The literature review will also highlight affiliated research questions to the study, listed below:

- RQ1: What is the impact of generational groups in workplace bullying, and in what way does this contribute to bullying within the workplace?
- RQ1(a): What are the different perceptions of workplace bullying across different generations?
- RQ1(b): What are the different perceived responses to workplace bullying across different generations?
- RQ1(c): What are the perceived impacts from workplace bullying across different generations?
- RQ2: What are differences in how employees perceive the source of workplace bullying across generations?
- RQ3: Do employees of larger organizations perceive greater levels of workplace bullying amongst different generational groups compared to smaller organizations?
- RQ4: What are the differences of perceptions about the impact of workplace bullying policies/training between generational groups?

Bullying in the Workplace

Current research shows the negative outcome workplace bullying can have on an organization (Smith, Naylor et al., 2009) and that there is significant relationship between aggressive employees and workplace bullying (Aquino and Bradfield, 2000). Victims of workplace bullying tend to feel more insecure and anxious, with females tending to report feeling victimized more frequently with indirect aggression (Aquino and Bradfield, 2000). Hutchinson (2012) describes workplace bullying and how policies are enacted generally in the workplace to prevent such incidents. However, defining workplace bullying can be difficult for organizations, particularly as it continues to be recognized as an issue. As a result, preventing workplace bullying itself still proves challenging as prevention methods are not entirely clear on how to adequately respond. Hutchinson (2012) defines what bullying is *not* within the study and clearly brings to light key issues associated with workplace bullying – namely policy implementation.

Although many organizations implement policies, these are generally not satisfactory enough to prevent workplace bullying in its entirety. Organizations may offer resources including EAP in addition to human resources to help employees address workplace bullying issues, however, employees may not fully understand the resources which are available. As workplace bullying is a relatively new workplace issue, not all employers (particularly smaller employers) may have policies in place, and even larger employers may not effectively recognize the differences between workplace bullying and harassment.

The current study looks at the relationship between managers and employees. The management style of a supervisor often can indicate situations where bullying may be

observed, and even ignored due to lack of courage to intervene (Mathisen, Stale and Reidar, 2011). Failing to intervene may be a result of failing to recognize the issue, or perhaps feeling too uncomfortable to address the issue with the employee. Some leaders may also feel that it is not their responsibility to address workplace bullying that is taking place on a peer-to-peer level; additionally, if the manager is involved in the workplace bullying themselves, they may feel that they are more powerful in continuing to engage in bullying with subordinates. This may in turn encourage the behavior as they feel power over their subordinates. When the boss is the bully, subordinates emulate that behavior as a culturally accepted organizational norm, and subordinates may become bullies. (Georgakopoulos, Wilkin and Kent, 2011).

Research has shown that dysfunctional leaders that identify as corporate psychopaths or Machiavellians generally will use individuals to achieve their goals – and often times this includes exerting their power via bullying or their subordinates (Soylu, 2011). The current study will look to see if the relationship between supervisors and subordinates is affected by this type of power exertion by examining if bullying takes place in those instances. Research has evaluated management style and supervisor bullying profusely; however, there has been no research on the effect of different generations working together in a manager and subordinate setting to determine if this is also a contributing factor.

Organizations also play a significant role in workplace bullying; combined with organizational structure and change, organizations can greatly influence the likelihood workplace bullying will occur. This corresponds with Affective events theory that suggests that environment plays a role in workplace bullying. Baillien et al. (2011)

confirm in their study that there is a relationship between workplace bullying and organizational change; furthermore, family businesses are more likely to be affected by workplace bullying. Family businesses tend to have a smaller number of employees versus a corporate environment. Therefore, the current study will look at the affect of organizational size on workplace bullying to see if organizational size plays a role in increasing incidents of workplace bullying. In larger organizations, it is possible that workplace bullying can get overlooked due to the number of employees and issues present within the workplace.

To help reduce incidents of workplace bullying, organizations can implement an anti-bullying policy and enforce this amongst their employees. Having a people-focused workplace and culture is likely to also decrease levels of workplace bullying as this allows for interaction and the ability to engage with colleagues to prevent such instances. If employees are able to build relationships with each other, this will in turn reduce incidents of conflict and bullying, as they are more communicative. Understanding the relationship with organizational change and workplace bullying is also critical in order to determine cause. Recognizing the causes of workplace bullying can help organizations take preventative measures and also recognize the signs of workplace bullying at early onset. Training managers and employees how to recognize and how to adequately handle workplace bullying can in turn prevent future instances from taking place.

With the various generations working together, communication issues are becoming more prominent in the workplace and bullying may be in part due to the lack of communication, along with responses to workplace environment and social exchanges. Workplace bullying is a growing epidemic with employees both experiencing and

witnessing bullying (McAvoy and Murtagh, 2003). This is related to the Social exchange theory (SET) as these interactions between colleagues are seen to create a power imbalance with regards to communication and in turn create an environment susceptible to bullying. Additionally, Affective events theory (AET) suggests that the organizational environment can also contribute to workplace bullying; therefore if an organization continues to ignore or disregard workplace-bullying incidents, the number of incidents is likely to increase.

Employees experiencing workplace bullying may be susceptible to anxiety, depression or sleep disturbance - these signs must be recognized in order to aid the problem (McAvoy and Murtagh, 2003). The current study will look at these effects on the victims and also what organizations have done to rectify such situations. It is important that organizations strive to foster working environments that are free from bullies. Doing so means setting high standards within an organization and teaching values to employees that align with having a bully free workplace.

Bullying can be reduced in the workplace through workplace bullying education programs. Education can be a key tool in helping employees and the employer recognize, report and address workplace bullying. If left alone, bullying often continues due to the victim having difficulty confronting the bully which may in turn lead to more bullying to take place. In one study, 90% of respondents reported to not responding to the bully due to fear of retaliation or loss of unemployment (Stagg, Sheridan, Jones and Speroni, 2013). The current study will look at cases of bullying and if they were reported; and if not, why they were not reported. Also for these cases that were reported, the current study will look at what the outcome was, in order to determine if the employer did anything to

resolve the bullying. Bullying and violence in the workplace can be reduced the employer taking adequate steps for prevention – including handling delicate situations (such as layoffs) very carefully (Braverman, 1999).

A study completed by Claybourn (2011) evaluates the correlation between moral disengagement, workplace harassment and workplace characteristics. The study concluded that workplace harassment is not rare and is present even in academic institutions. When employees are mistreated, they become less satisfied with their job and become justified in hurting others – therefore increasing overall levels of harassment (Claybourn, 2011). Pisklakov, Tilak, Patel and Xiong (2013) also describe bullying is an issue which needs to be taken seriously in the workplace. The study by Pisklakov, Tilak, Patel and Xiong (2013) evaluated workplace bullying in a healthcare environment so determining the applicability of such suggestions in a corporate setting may prove similar or vastly different and the current study will look at all different industries. However, the authors provide a valid suggestion to victims of bullying which is to keep a record of all incidents that take place in order to best document these incidents. The current study will look at recent workplace bullying incidents that have occurred in the past three months, where such documentation may be helpful with accurate reporting particularly if the bullying has taken place over time.

Many companies currently are seen to treat workplace bullying situation with a mere “Band-Aid”, which often creates further issues and makes the victim a target for further workplace bullying (Rosigno, Lopez and Hodson, 2009). As discussed in other articles, having and enforcing an anti-bullying policy is the best way to reduce bullying in any organization (Rosigno, Lopez and Hodson, 2009). Allowing workplace bullying to

continue can have negative effects on employee morale, and the current study will also look at other effects which can include mental and physical health concerns.

Samani and Singh (2012) conducted a thorough analysis of workplace bullying including causes and effects, identifying five key features of workplace bullying including frequency, persistency, hostility, and power imbalance. The model developed by Samani and Singh (2012) provides a thorough analysis of how workplace bullying occurs, along with the various contributing factors to workplace bullying which include leadership and management style, organizational culture, organizational policies and situational factors from an organizational perspective. This ties in with Affective events theory (AET) that suggests that workplace environment can play a role. Workplace violence constitutes a significant risk in the workplace, and employers need to understand the importance of continued assessment and enforcement of workplace violence and anti-bullying policies.

Employees and Bullying

Aquino and Bradfield (2000) studied the victims of workplace bullying and determined that employees who were more aggressive tended to perceive themselves as victims of workplace bullying than the less aggressive employees. This is contrary to the idea that aggressors tend to be bullies. Social cognitive theory (SCT) suggests that the environment and cognitive thought can influence workplace bullying, which would explain perhaps why aggressive employees are not necessarily bullies – but rather bullying occurs as a product of the environment.

However, certain personality traits do allow employees to be perceived as vulnerable and as a result these employees are usually victims of workplace bullying

(Aquino and Bradfield, 2000). The study provided insight into how situations and characteristics have an influence on workplace bullying. Aquino and Bradfield (2000) point out some suggestions with gender (such as individuals tend to aggress amongst their own gender), however, not enough evidence was provided to sustain this as significant – rather it would need to be studied further. The current study will not only focus on generational conflict, but also the workplace bullying that takes place between genders. This will help determine if workplace bullying is more likely to take place between those of a similar or different gender. In addition to this, the current study will also look at whether workplace bullying is more likely to take place with peers, or between a supervisor and subordinate.

Kennedy, Homant, and Homant (2012) discovered that when employees perceive injustice, this too can lead to workplace aggression. The greater the injustice that is perceived, the greater the level of aggression from the employee. Small, unjust situations also were likely to lead to workplace aggression. When organizations deal with demotions, lay-offs, or any type of restructuring, it is important that this is dealt with delicately to reduce the likelihood of workplace aggression. This type of injustice is a change in the environment and can be linked to Affective events theory (AET). With any large organizational changes, organizations need to maintain a sense of fairness between colleagues and management in order to lower risks of workplace aggression.

Workplace bullying can often be correlated with psychopathy in the workplace as studied by Capoeccchia, Sun and Wyatt (2012). In the study, individuals that were bullied rated that there were more psychopaths in the workplace. In addition to this, most cases of workplace bullying went unreported due to behavior being identified as psychopathy.

The article by Capoeccchia, Sun and Wyatt (2012) clearly indicates how many behavioral issues are ignored in workplace bullying if they are labeled as psychopathy, which can often be misclassified. Understanding this concept can help employers clearly categorize policies and training in order to better encourage reporting of such types of bullying.

Bulutlar and Öz (2009) discuss the ethical climate of a workplace and the influence of this climate and workplace bullying in Turkey. In a caring climate, a bully can be seen as more offensive, therefore increasing the number of physical assaults that take place. For employees that were physically threatened by workplace bullies and had support from their supervisors, felt an increased commitment to the company. However, one thing to note from this study is that bullying is different in all cultures – therefore, different workplace climates in other cultures may illicit different results. The current study will look at workplace bullying that takes place in the United States, and also at if the bullying was reported and what was done as a result.

The study from Bulutlar and Öz (2009) provides an overview of how the climate of an organization can influence workplace bullying, and although the study is limited to just one culture, it is likely that similar findings would be seen in a cross-cultural study. Understanding how climate influences an organization can be crucial when evaluating an organization with increased amounts of workplace bullying. The current study will look at different industries along with organizational size to determine if there is a relationship. It is hypothesized in the current study that climates in larger organizations will likely have more bullying as opposed to smaller organizations.

Physical bullying is generally condoned by American society; however, legislation to prevent incidents of workplace bullying is yet to be developed. Since there

are no legal ramifications for workplace bullying, an employee may feel they have no other options except to continue to endure the bullying. Smith (2012) discusses the effects of dealing with a workplace bully, which includes increased panic attacks and feelings of stress that may take a physical toll on the employee and their work performance. The current study will look at the impact of mental and physical strain of workplace bullying on the victim and also if there was any time missed from work as a result. For many, workplace bullying can cause victims to find another place of employment, particularly if they cannot address the workplace bullying due to fear of retaliation. Although the bullying has been studied significantly in the workplace, these studies have not addressed variations in generations that may increase the likelihood of bullying due to generational differences.

Supervisors and Power

Current studies have also shown that there is a relationship between supervisors using workplace bullying as a way as a way to maintain power (Boddy, 2011). This can be troublesome allowing for bullying to become even more prominent particularly since the workplace dominates with males in leadership roles. As a result, the current study will look at the impact of generation on workplace bullying, along with the effect gender may have on workplace bullying, along with the likelihood that workplace bullying will occur between individuals of the same or different generation or gender. Based on the information gathered from these past studies, this study hypothesized that gender will play a role with workplace bullying.

Aquino and Bradfield (2003) evaluated the influence of hierarchy on bullying and victimization. In the study that was conducted, hierarchal power and formal status did not

have any influence on victimization; however, it is likely that the results would be different if conducted in an environment with higher-status employees. Small amounts of power held in an organization can result in increased amounts of victimization, whereas compared to organizations in which equal power is held by most. It is likely that organizational size influences workplace bullying, with larger organizations having more hierarchy – therefore having more cases of workplace bullying. The current study will look at the impact of organizational size and how this plays a role.

Organizations that fail to adequately address workplace bullying can also lead to them having more undesirable managers. This also increases turnover, as employees unable to deal adequately with their supervisors begin to look for a new role. As a study by Sidle (2007) indicated, “laissez-faire” managers were more seen as less desirable by employees, particularly since this creates role ambiguity. Managers witnessing bullying and failing to act due to this type of hands off approach can increase the chances of employees leaving as they are seen as undesirable, ineffective managers and are seen as being unable to adequately deal with conflict. The current study will provide an analysis of how the structure of an organization may influence workplace bullying. Specifically the study will look at the effect of organizational size, workplace bullying policy and the aftermath of the situation, if the employee chose to remain employed or find other employment. Past studies that have looked at the managerial relationship and characteristics such as that by Sidle (2007), provide some insight into some causes of workplace bullying. However, in order to be more effective, the source of the bullying needs to be analyzed (whether it is occurring between peers or coming from a supervisor), as this was not studied by the authors in any of the studies reviewed.

The study by Mathisen et al. (2011) looks at the effect of supervisor personality on workplace bullying and stress. The study found that low agreeable supervisors tend to be more abrasive and in turn promote or support workplace bullying than those that are more agreeable. This can be related back to Social exchange theory (SET). By being less agreeable this creates a power imbalance between the supervisor and employee, therefore the supervisor as a result is likely to engage in workplace bullying.

Being a supervisor can be stressful in the workplace, which is why it is hypothesized that supervisors are likely to be the bully in workplace bullying scenarios. Supervisor stress was confirmed to be more relative to workplace bullying as opposed to personality. This is likely due to other pressures in the environment that have more influence than personality on interactions. Mathisen et al. (2011) provided a look at the relationship between supervisor personality and bullying, which had not been done in other studies. The study by Mathieson et al. (2001) asked supervisors to self-report personality traits and for those that described themselves as neurotic and low on conscientiousness, bullying was found to be more prevalent. In addition to this, the study provided insight into how workplace bullying can influence an employee's perception of supervisor personality.

As times have changed, many organizations now have implemented anti-bullying policies; however, enforcement of these policies may vary, as there is no set standard, which in turn can lead to ineffectiveness. Beirne and Hunter (2013) looked at how organizations view workplace bullying, along with the anti-bullying initiatives in place within organizations. Having strong anti-bullying policies helped managers address workplace bullying as it occurs and encouraged managers to take action against

mistreatment. Recognizing the importance of having managers understand and enforce anti-bullying policies can in turn lead to a reduction overall in bullying incidents. If the policy is unclear or managers are not trained on how to adequately act, this can cause workplace bullying to persist.

Leck and Galperin (2006) found that victims viewed employer anti-bullying policies less confidently when compared to other employees that had not been victimized. Training is key to creating a successful anti-bullying program within an organization and to ensure that employees feel confident if being bullied. Having anti-bullying policies alone is not effective. These policies need to be strengthened and enforced by the organization in order to be successful and supported by employees. Although the study by Leck and Galperin was limited with just university students, this provides significant insight on how organizations can better improve their policies amongst employees as a whole.

Any type of negative managerial behavior towards employees is more likely to be perceived as bullying, and females will tend to identify any negative managerial behavior as a sign of bullying in the workplace (Van Fleet and Van Fleet, 2012). The studied sample by Van Fleet and Van Fleet (2012) does not accurately reflect the working population at large, and does not effectively distinguish between aggressive managerial behavior and bullying but does provide some insight into perceptions of a victim. The study provides insight into how managerial behavior can constitute bullying within the workplace, and the importance of an organization maintaining an anti-bullying policy as part of an organizational structure (Van Fleet and Van Fleet, 2012). Organizations that

fail to establish or enforce such a policy are likely to see increased amounts of workplace bullying, along with employees that fail to identify such situations.

Branch, Ramsay and Barker (2013) have studied the relationship between workplace bullying and harassment. As a result of their study they have generated a model indicating how work environment, responses, personality and the continuation of such events have a cyclical impact on workplace bullying. All of these aspects play a role in maintaining a culture that condones bullying within the workplace. The study identifies that there is no one comprehensive theory to explain workplace bullying, but rather it is a combination of multiple theories. All aspects of an organization – both internal and external, influence workplace bullying. The current study will seek to identify possible causes of workplace bullying in addition to looking at the relationship of bullying between gender and generations.

The current laws in place do not provide effective protection for employees that are involved in workplace bullying (Martin and Lavan, 2008). More so, current laws are in place to address discrimination issues that are related to the Title VII Civil Rights Act, which are not necessarily related to workplace bullying incidents, although these protected classes could be a reason for the victim to be targeted. However, if the victim is targeted based on a protected class and is able to prove this, then the employer is likely to take this type of workplace bullying much more seriously.

However more often than not, workplace bullying is not be recognized by the employer and action may not be taken to stop it. To be effective with addressing and preventing workplace bullying, Martin and Lavan (2008) suggest that organizations follow both a process-oriented and normative approach. This can include having steps for

the employee to report the bullying taking place, along with steps for the employer to address their concerns and conduct an investigation. There are no legal protections for workplace bullying itself, so it is important for organizations to understand how to prevent and resolve this conflict effectively. Some states have begun to look at introducing bills for workplace bullying, however, nothing yet has been enacted.

Prior research also has failed to look at the effect of generational groups on workplace bullying. This study will mainly focus on the differences between generations and how this contributes to bullying in the workplace. The current study will evaluate, *‘What is the impact of generational groups in workplace bullying, and in what way does this contribute to bullying within the workplace?’* as the overarching issue by looking specifically at the different perceptions of workplace bullying by generation. Social exchange theory (SET) suggests that interactions between individuals can have a power imbalance that in turn can cause conflict such as bullying to occur. Workplace bullying is hypothesized to take place between a supervisor and employee due to the hierarchical power within an organization. Supervisors may often elicit stress through workplace bullying behavior towards subordinates, and under AET this can lead to negative work events taking place. Mathisen et al. (2011) also conducted a study that indicated that supervisor personality had a role in workplace bullying. It is hypothesized that greater incidents will be seen amongst supervisor-to-employee bullying, which will be studied with the research question, *‘What are differences in how employees perceive the source of workplace bullying across generations?’*

Effects of Workplace Bullying

The effects of workplace bullying can vary, but often can include depression, anxiety, and unhappiness. A study by Kivimäki, Virtanen, Vartia, Elovainio, Vahtera, and Keltikangas-Järvinen (2003) found that there was a relationship between workplace bullying and increased body mass index (BMI) of victims, and they also found that victims bullied over two years are at higher risk for cardiovascular disease. The results of this study indicate that workplace bullying does not just effect an individual in the workplace and their mental health, but also plays a role with their physical health as well.

Individuals that experience depression are also more likely to get bullied. This study by Kivimä et al. (2003) highlights the health issues that occur as a result of workplace bullying which can be beyond mental and physical health. Such health issues can affect company costs and these health issues often go unnoticed. Recognizing such health concerns is important for employers, particularly when dealing with bullying issues. One of the reasons that an Employee Assistance Program (EAP) is vital is so that employees have a resource to help cope with depression and anxiety issues, especially those that are a direct result of workplace bullying. However, with my personal experience working in human resources, employees are often not well aware of this resource and it is the role of the company and its leaders to educate the staff. Workplace bullying is a relatively new issue within the workplace and due to lack of training and knowledge of the subject, it is often not recognized by employers as a human resource issue. As Sweeney (2007) suggests, a workplace with looser workplace bullying guidelines (i.e. where it is not easily recognized by the employer) increases the likelihood that workplace bullying will occur. AET links job emotions to job satisfaction, therefore

failure from employers to recognize negative behaviors such as workplace bullying can lead to long-term issues. To determine support for this hypothesis, questions on the study will address the number of employers offering training to employees, along with the employer response to complaints of workplace bullying with investigations.

This evidence is also supported in the study by Rospenda, Richman, Ehmke, and Zlatoper (2005), which looked at the effects of workplace bullying, harassment and illness. The study concluded that workplace bullying increases illnesses and injuries of employees therefore hurting organizational bottom lines in regard to workers' compensation claims. More stress in the workplace can lead to mistakes that can end up causing injuries or accidents on the job.

Sexual harassment was found to be highly associated with men for illness more than women, as men repeatedly call out sick when experiencing sexual harassment (Rospenda, Richman, Ehmke, and Zlatoper, 2005). Although this study was based on self-reports, it indicates connections between illness and increased accounts of workplace bullying. The costs that an organization can incur as a result of workplace bullying can be costlier than implementing an effective program for both men and women. A study by Vartia (2001) looks at the connections of workplace bullying on an employee's health and sick leave; it was concluded from the study that the ill health of an employee is closely linked to workplace bullying. This is likely due to not wanting to come into work to engage with their aggressor, and sick leave provides a reprieve away from work.

Additionally, victims of workplace bullying were more likely to use sleep-inducing drugs and sedatives to cope with their experiences (Vartia, 2001). The stress of the workplace environment can be affecting their sleep and in turn make it more difficult

to return to work the next day. Workplace bullying takes a hefty toll on employees and can result in high company costs due to excessive absences and sick time. Although workplace bullying can be linked with various effects on the victim, and it is not connected with employee self-esteem. These behavior effects from the environment the victim faces can be attributed to Affective events theory (AET), as it is clear in these situations that the workplace environment where bullying occurs can create a poor environment for the employee, making the workplace somewhere they do not want to be.

The current study will look at the after-effects of workplace bullying, what the employee did to deal with the bullying – whether they addressed the bully, sought out help (including that of a counselor), or decided to leave the company as a result. The study will also look at the immediate affects workplace bullying had, whether it affected the victim returning to work or utilizing extra sick days to recuperate.

Well-structured organizations offering job security and upscale wages tend to see a decrease in the likelihood of bullying, particularly in comparison to organizations offering what can be described as “looser” policies and procedures (Sweeny, 2007). This is likely due to having more clarity with regards to acceptable workplace behavior, helping employees identify that such behavior as bullying is unacceptable. Organizations that have more structure are likely to have more transparency into their culture and what is or is not acceptable behavior. Having transparency within the organization can help provide clear goals, therefore reducing the likelihood of workplace bullies (Sweeney, 2007). This can create a culture where witnesses report workplace bullying as they see it, that way bullying is less likely to take place as the bully will not be able to hide.

Workplace bullies are commonly known as “workplace jerks” and have a negative effect on employee moods (Sutton, 2007). These are the employees that have a poor attitude, and also tend to not want to be in the workplace. These types of employees affect the overall morale and employee culture, creating an environment that is not so pleasant. The best way for employees to respond is with “constructive confrontation” towards the workplace bully (Sutton, 2007). Constructive confrontation is when the employee provides constructive criticism directly with the bully in order to address the behavior. Ideally, with this being so direct, the employee would then correct the behavior particularly if they wished to remain employed.

Prior research has failed to look at organizational size and the impact this places on workplace bullying. The Affective events theory suggests that bullying is likely to occur when events take place in a work environment. Such events can include interactions, or even the environment which individuals work. A larger work environment is grounds for more events, and has more individuals working, which in turn is likely to lead to more conflict. To understand this better, the current study looked at, *‘Do employees of larger organizations perceive greater levels of workplace bullying amongst different generational groups compared to smaller organizations?’* It was hypothesized that in larger organizations there will be an increased number of individuals in each generational group, increasing the likelihood of workplace bullying amongst these different groups. This hypothesis is supported under the Affective events theory (AET), as larger organizations tend to have more opportunities for conflict due to the larger working population.

In the long-term having a large number of workplace bullies can decrease retention and also recruitment efforts of an organization, which is why effective management of workplace bullying is so important (Sutton, 2007). Employees may not feel adequately equipped to deal with a bully and in turn see their only option as to leave the organization. For employers failing to address these bullies, this can lead to expensive recruitment and replacement costs and in turn end up costing much more than implementing a workplace bullying program or policy to educate employees.

Gender and Workplace Bullying

Studies about gender and workplace bullying have been conducted to a certain degree. A study by McCormack et al. (2017) studied workplace bullying with schoolteachers in Uganda and determined that male employees were likely to bully male employees (within gender bullying), in contrast to females who were more likely to have instances of bullying occur with male or female employees. However, now with an increasing number of generations in the workplace, the influence of gender in conjunction with generational differences will likely have an impact of workplace bullying.

Typically, men's experiences of bullying have never been thoroughly studied; a study by O'Donnell and MacIntosh (2016) found that men experienced physical, emotional and social problems – similar to those of women. In addition to this, men also expressed ideas of suicide in dealing with workplace bullying (O'Donnell and MacIntosh, 2016). Men also manage the effect of bullying differently than women by seeking help from workplace, organization and healthcare professionals to help work through the workplace bullying issues (O'Donnell and MacIntosh, 2016).

In another study, it was revealed that women are typically to be more intimidated when their profession or occupation tended to be dominated by men, leading to these types of roles having increased instances of workplace bullying (López-Cabarcos, Vázquez-Rodríguez, Gieure, 2017). Lack of esteem was seen as an issue for mainly younger women in the workplace as they were more likely to see themselves as victims of bullying as opposed to older women and this appeared closely related to those that were in male dominated occupations (López-Cabarcos, Vázquez-Rodríguez, Gieure, 2017).

In comparison, younger men tended to report workplace bullying as a result of work overload and the absence of esteem and social support from superiors and colleagues (López-Cabarcos, Vázquez-Rodríguez, Gieure, 2017). Younger men tended to need more support and encouragement within the workplace; otherwise workplace bullying seemed to be more prevalent. Older men tended to have instances of workplace bullying when faced with work overload, ineffective support from supervisors and colleagues, and also working in a routine work environment where they may be exposed to role conflict (López-Cabarcos, Vázquez-Rodríguez, Gieure, 2017).

The differences between the different age groups (older and younger) in both men and women could be related to generational differences, which is what the current study will look at. Millennials have been known to need continuous feedback and support for their school and work performance, which may be one of the key differences in the study where there is a comparison by Lopez-Carbarcos (2017) between older and younger employees. Older employees are less likely to need continuous support and feedback – specifically Baby Boomers and Generation X. Additionally, it is interesting to recognize

the differences that can lead to workplace bullying between male and female employees. Female employees tend to have a more difficult time if they work in male-dominated occupations, whereas this is not an issue for males.

Gender and age differences seem to be present, and the current industry will look into this further. The current study will break up age differences into specific generational groups and look at this in conjunction with gender to determine if there are relationships between the two areas. Workplace environment and also employment industry will be looked at in conjunction to the two variables to further provide insight.

The workplace environment could have an effect on the effect of workplace bullying on gender, which is unclear from these studies as they were each conducted on a small sample and have limitations within each study. It has been shown that sustainable workplace wellness programs can improve the overall health of an organization, which can in turn improve the workplace environment for employees (Georgakopoulos and Kelly, 2017). Social cognitive theory (SCT) may dictate in certain environments how gender may be more likely to be a factor in workplace bullying, and also when within-gender bullying (bullying of the same gender) is more likely to take place. Supervisor and subordinate relationships can also play a role with bullying, as power may be a factor more than gender that workplace bullying is likely to occur.

Areas Still to be Researched

Much of the research that has been conducted on workplace bullying looks at the effects of workplace bullying, along with the connections between harassment and bullying. However, the relationship between the different generations and how this may influence the level of workplace bullying is yet to be studied. In fact, although this is the

first time where four very different generations are working together in the workplace, no research has yet been done on the effects of this on performance, interactions, and the challenges that may be presented in a workplace environment. No research is currently available which looks at the relationship between generations and workplace bullying. Current studies do indicate that there is a correlation between workplace bullying and job performance therefore if not addressed work performance is likely to suffer (Devonish, 2013).

Additionally, the effects of gender have not thoroughly been studied. The effects of gender in conjunction with supervisor/subordinate relationships and generation to see if gender of an individual can affect the likelihood that workplace bullying will take place. Previous studies have looked vaguely at the differences in workplace bullying and gender – however, relationships and generations are a new area and specific to this study.

Generational groups remained the main focus of this study and as discussed earlier in this paper have yet to be fully studied from the realm of workplace bullying to determine if a relationship exists. Prior studies have looked at employee and supervisor relationships (Mathisen et al., 2011) and also gender (Aquino and Bradfield, 2000); however, both studies did not look at the impact of generational behavior in conjunction with these factors. Workplace generational groups can be tied to Social exchange theory as these groups may communicate differently, conflict can occur between these social exchanges due to varying generational differences. In order to better understand the relationship between generation and workplace bullying, three additional research questions were developed for this study:

- *‘What are the different perceptions of workplace bullying across different generations?’*
- *‘What are the different perceived responses to workplace bullying across different generations?’*
- *‘What are the perceived impacts from workplace bullying across different generations?’*

These research questions were developed in order to gain further understanding of the relationships between generation and workplace bullying, along with the perception of bullying amongst different generations.

It is hypothesized that differences in each generation influence workplace bullying and that conflict occurs as a result under the concept of Social exchange theory. Each generation has vast ideas on communication and interaction, and as a result these differences are likely to lead to a correlation in workplace bullying. Aquino and Bradfield (2000) conducted a preliminary study that indicated that bullying was likely to occur between individuals of the same gender. Social cognitive theory (SCT) suggests that bullying may be supported through negative changes to the environment, and gender may also play a role as to how environmental changes are perceived. It is hypothesized this is the case too with different generational groups that the bullying is likely to occur between colleagues of the same gender. It was also hypothesized that workplace bullying is more likely to take place when an employee has different ideologies than another that are generation based, this idea is supported by Social exchange theory (SET). SET suggests that individuals will interact better than they understand the type of communication

exchange taking place if it is similar. As a result, workplace bullying is highly likely in these instances, as opposed to employees that are from the same generational group.

The current study also asked participants to indicate what happened after the bullying – whether the bullying stopped, they ended employment or continued to work in such an environment. Understanding these factors could help determine the role the employer should play in resolving workplace-bullying complaints.

Strength and Justification of Research

This study is the first quantitative study of the workplace-bullying field which will analyze the relationship between workplace bullying, generations and gender; the results of this study will be able to provide great insight into the field and in turn lead to future policy development. Other studies in the field have been quantitative and have been successful at correlating data for analysis as a result to identify trends, relationships and much more. From this data, one can easily analyze and learn about differences within workplace bullying and the factors that are likely to create these types of situation.

This research also helps in the field of conflict resolution, as this is a potential foundation of research for further conflict studies. In addition to this, the current study analyzes not only the generational conflict aspect, but also how individuals respond to such conflict (such as reporting to a manager, human resources, etc.). The analysis of conflict within generational groups will be discussed in detail within the study to identify any relationships between the data to further understand the conflict within the workplace. Organizations will find this data useful as this will help understand the differences amongst employees to better help define employment plans, working relationships, and also deal with situations effectively in order to resolve conflict.

Employers will also be able to define effective workplace bullying policies to further prevent such instances from occurring.

Current Study and Past Research

The research questions were developed based on information available in the current studies. The research questions focused the study in identifying the impact generational workplace groups have on bullying, along with how generation (in conjunction with other demographics such as gender) can possibly influence the likelihood of workplace bullying taking place.

Current studies have identified issues that have resulted from workplace bullying such as increased sick leave; however, they have not identified the main cause that could be related to generational behavior. In addition to this, the current study looked at organizational size to determine how this impacts workplace bullying. The study by Harvey, Treadway, Thompson, Heames and Duke (2009) indicates that the working environment plays a role in workplace and the current study will expand on this by looking at organizational size.

Reviews of Past Studies' Methods

Past studies that have analyzed workplace bullying have concluded that in instances of hostile sexism women were considered more responsible employees in cases of bullying as opposed to men (Gibert, Raffo and Sutarso, 2013). The same study also indicated that anti-bullying policies proved effective, particularly with supervisors and their employees (Gibert, Raffo and Sutarso, 2013). This supports the idea that all organizations should have some sort of policy in place that employees can refer to for assistance with workplace bullying. However, since workplace bullying is a relatively

new phenomenon, employers typically will not have a policy specific to workplace bullying, but rather it will fall under a harassment policy.

Although there have been various studies that have analyzed the relationship between workplace bullying with factors such as supervisors and gender, there has been no study in regard to the effect of the various generations on workplace bullying. These prior studies have simply focused on the behavior of individuals and how this affects workplace bullying, along with their roles in the workplace. Different generations have different communication styles, understanding and behaviors, which is why it is important to examine it when reviewing for workplace bullying.

Conclusion

Past studies that have been reviewed related to the topic of workplace bullying have also utilized quantitative analyses, which has allowed them to gain insights on particular causes of workplace bullying, the amount of workplace bullying taking place and the impact of the organization on such instances. As a result, these studies have provided a way to review the relationships between cause and outcome via correlation amongst other methods. Quantitative allows a fair representation of the “big picture” so that any relationships or causation may easily be seen through the initial analysis. This is one of the main reasons that the quantitative method was selected over qualitative, and in addition to that allowing the current study to analyze a large number of individuals from different industries and generations.

As an individual that has experienced workplace bullying, it is important for this research to be presented objectively and the best method for this is to utilize quantitative analysis. This allows for true objectivity from the participant pool and also provides

results that accurately portray the issues with workplace bullying in order to best address the hypotheses. To ensure this, data analysis is conducted by a third-party to ensure not only accuracy but also validity of the data.

Chapter 3: Research Method

Current Study

The current study focused on any significant relationship between generational differences, gender and workplace bullying taking place. This was the first study to analyze the relationship between the various generations within the workplace, along with how these may contribute to workplace bullying behavior due to the vast differences that exist amongst generations. Understanding the relationship of the different generations and how these traits contribute to the likelihood of workplace bullying in the workplace can then allow organizations to best develop practices and policies to best resolve and prevent such incidents. In addition to this, the current study will also look at the effect of gender on workplace bullying.

Rationale for Quantitative Analysis

For the current study the quantitative method was used to conduct research via a survey. The quantitative method was selected because it allows for a thorough analysis of any data collected, along with identifying any specific trends to address the established research questions for the study. Quantitative research allows for objectivity, fast data collection and analysis of the data in statistical form that can provide a thorough overview of the study (Health Research Funding, 2018). Past studies that have looked at workplace bullying, including a study looking at worker responses to bully bosses, utilized a similar style of survey and quantitative analysis (Leck and Galperin, 2006). This allowed for an analysis of differences from the mean, and provided a way to see the differences amongst participants. Another study, looking at workplace bullying utilized Google ads to attract survey participants and one-way ANOVA for data analysis

(Caponecchia, Sun, Wyatt, 2011). Lastly, another study on workplace bullying and supervisor personality also utilized quantitative analysis, specifically multiple-regression, to analyze the data collected in the questionnaires (Mathisen, Einarsen, and Mykletun, 2010). This signifies how useful quantitative data has been to look at workplace bullying and provide insights.

As this study involved categorical data, a mean could not be calculated since it was considered count data, providing a count for each questions. The only way to analyze this type of data with two or more groups to use Chi-Square. Chi-Square compares frequencies looks at what is observed and what is expected to be found (McDonald, 2015). Chi-Square was used for most of the research questions with high response rates due to the fact that it works best on larger groups of data and allowed for greater analysis of the data to better understand trends and relationships.

The current study benefited from quantitative analysis as the data immediate insight into trends and relationships of the data to quickly analyze the hypotheses, whereas qualitative data would not be able to provide results for these hypotheses (Grand Canyon, 2018). In addition, the data is available and can be utilized for future studies should it be needed and is highly structured (Grand Canyon, 2018). Qualitative data collection would not allow the same insight into this type of structured data on a large scale, which is the main reason why quantitative data collection was selected for this study.

Population and Sample

Data was collected utilizing a survey from a population from the Stop Workplace Bullying Facebook group. The Stop Workplace Bullying group is made up of close to

3,000 members and is a forum for discussing workplace-bullying instances. As a result, this group is very familiar with the idea of bullying and provides a great deal of information to this study.

The reason this group was chosen is because these individuals have experienced workplace bullying. As described in the 'About this Group' section, "this group is for anyone and everyone that has been the victim of bullying at the workplace." As these individuals were more likely to have seen or experienced workplace bullying first hand, they were the ideal population for this study as they could share experiences.

Individuals that were selected for participation in the survey were aged over 18 and based in the United States. This allowed the survey to focus on adult populations based that are subject to the same federal laws. Individuals were also asked to select their state of residence as this allows the results to be filtered by state and region on the United States. As some states are working on workplace bullying bills, seeing different regions would allow one to determine if workplace bullying was less of an issue or equally prevalent given tentative legislative changes.

Participants were contacted via the Stop Workplace Bullying Facebook group to complete the survey. The Stop Workplace Bullying group was established as forum for discussion on workplace bullying incidents, and as a way for people to seek advice about their workplace-bullying situation. This allowed for a diverse population via a non-probability sample that was a voluntary sample from the Stop Workplace Bullying Facebook group that has been already pre-disposed to the idea of workplace bullying.

The Process

The study was first submitted through the Institutional Review Board (IRB) for approval, and all participants received information about the study and need to consent to their data being utilized. Upon receiving approval from the IRB, the information sheet detailing details of the study was shared in the group so that individuals could view details of the study, along with any additional details related to participating in the study. This information was provided in the ‘Stop Workplace Bullying’ group so that participants were clear on the purpose of the study along with any risks if applicable prior to beginning the survey. The same disclosure was provided on the survey and participants needed to select “I Agree” to agree to these disclosure terms prior to starting the survey. Participants were then directed to complete the survey on Survey Monkey, and upon conclusion of the survey, all the results were analyzed.

As this is a quantitative research study, the following variables were utilized:

Independent Variable

This is made up of the different generations (Baby Boomers, Generation X’s, and Millennials) that are being analyzed to determine their level of influence. Other independent variables include gender.

Dependent Variable

The dependent variable is the level of workplace bullying (whether high or low) which is dependent solely on the independent variables (generations and gender).

Dichotomous Variable

Is there a likelihood of workplace bullying within an organization amongst people of different generations?

Intervening Variables

The intervening variables that will be considered throughout the quantitative study include:

- Fear of retaliation (unreported accounts)
- Employee turnover
- Employee assistance programs and coping methods

Data Collection and Research Instrumentation

The research instrument for this study is based upon the Quality Project survey titled 'Bullying, Harassment and Intimidation in the Workplace', used with permission from David Brock (n.d.). Portions of the survey were adapted in order to apply to the current sample and enable distribution amongst all employment sectors as it was originally designed for the medical field (Brock, n.d.). A draft of the survey questions can be found in Appendix A. The original survey can be found in Appendix B. Section A has been added to the survey to collect demographic information about the participant for statistical analysis, in addition Section C has additional survey questions that pertain specifically to this study, Section D includes questions from the additional survey with have been adapted to pertain to the general population.

The survey was distributed electronically in order to allow for easy distribution along with the ability to reach a larger sample. A pilot study was also conducted as a number of the questions were changed to accommodate the needs of this study. The survey was piloted amongst a group of approximately 50 individuals to ensure that it was applicable for what is being measured, and to ensure that the questions are applicable to the study. All questions and answers were reviewed to ensure accuracy and clarity. After

completing the pilot survey, a few of the questions had to be changed for clarification along with some links within the survey based on answers provided by the participant.

The finalized survey was distributed to participants via an electronic survey (Survey Monkey) for completion, taking approximately 20-30 minutes to complete. A link was posted within the Stop Workplace Bullying Facebook group to allow for voluntary participation, in addition to contacting individuals. Participants were given a window of 2-weeks to complete the survey before it closed, and the results were analyzed. The goal was to collect approximately 100 surveys nationwide to ensure that the data is clearly representative of the population and upon analysis utilize a 95% confidence interval for the results.

The population of this study was from the Stop Workplace Bullying Facebook group that contains over 3,000 members. There were 108 participants (aged 18 or older), with an 81% completion response rate. Of this 82.41% of participants were female and 17.59% were male with a majority of the participants working in the educational field (30.56%). Participants were provided IRB-approved survey materials that provided information on threats or risks of being a part of the study. This information was also presented on the initial survey page and participants needed to review and agree to the conditions and risks.

Individuals then completed a survey indicating their generation (which is then categorized based on year of birth), along with questions about workplace bullying, and conflict amongst the different generations in the workplace as well as their thoughts about workplace bullies, gender and generations within the workplace.

The survey was made up of several different aspects:

- ***Section A: Demographic Information*** – This asked the participant important demographic information including industry of work and year of birth. The year of birth was then used to classify the generation for the individual completing the survey. This helped ensure accuracy with the data and also provided information that can be utilized for statistical analysis. The survey also asked them their experience with workplace bullying.
- ***Section B: Bullying Survey Instrument – Core Survey Questions*** – these questions were adapted from the survey by David Brock (n.d.) and were edited to apply to the current study (as this was previously designed for medical professionals). These questions asked for the participant’s experience working with bullies, witnessing bullying and their overall experience.
- ***Section C: Additional Survey Questions*** – these questions were designed to specifically help understand the relationship between bullying and the various generational and gender divides. These questions were designed to help determine if there is a relationship between the experiences and demographic information in Sections A and B.
- ***Section D: Likert Scale Questions*** – these were specific questions designed for the study to help identify specific issues with different generations and bullying in the workplace utilizing a Likert scale for effective analysis.

Results of the survey were analyzed to determine whether the hypotheses were accepted or rejected.

Validity and Reliability

To ensure that the study was valid and reliable, it was distributed to a large population in order to ensure test-retest reliability. Participants were solicited from the Stop Workplace Bullying Facebook Group and due to voluntary participation from those within the group; this in turn created a voluntary sample. Having a large population take the survey also helped identify any issues (i.e.; any unclear questions that may be commonly skipped). Construct validity measures the relationship between workplace bullying and generations, and the survey results do indicate there is somewhat of a relationship between the two variables.

As a researcher, it is important to ensure that the data is objective in order to clearly identify patterns within the results. This is one of the main reasons that the quantitative method was selected for this study. To ensure validity, all statistical data was run through SPSS by the researcher, and then double-checked for accuracy. To ensure reliability, the survey was based off a research instrument that had previously been utilized by David Brock (n.d.). After reviewing the instrument, so questions had to be changed and added, so in order to avoid the possibility of reliability the revised survey was initially piloted to a small group in order to confirm that the survey would be understood by participants to measure what it was intended to measure.

Research Questions

The research questions were developed to provide a possible reason behind bullying. Understanding the answers to these research questions will help determine if the difference in generations creates a higher likelihood of bullying within the workplace, along with providing further study on other areas of workplace bullying. The objective of

the research will be to utilize a quantitative technique in order to determine if there is a relationship between various generations to see if differences amongst these generations influences workplace bullying.

These research questions were developed in correlation with the three theories discussed in this paper. Social exchange theory focuses on the imbalances that can occur within relationships (Parzefall and Salin, 2010), which is where the development of several of these research questions stemmed from. Both affective events theory which refers to the environment (Glaser, Holmdal and Einarsen, 2011) along with social cognitive theory (Claybourn, 2011) that looks at the interaction through cognitive processing, have an influence on these research questions. Particularly, it is important for this study to identify if there is a power imbalance between two different generations that leads to workplace bullying.

Analysis of Data

The data gathered was analyzed using SPSS. From the data, the following hypotheses were tested using a Chi-Square test for independence. A Chi-Square test is used to determine if there is a relationship between two variables; this test was selected as it will help determine if there are any associations between what is being analyzed which will help determine if one variable is linked to another as suggested in the hypotheses. To provide further insight for analysis for H3, organizational size was reduced to small, medium and large companies (where as participants were surveyed for small, moderate, medium, large and corporate organizations) in order to provide better statistical insight for Chi Square.

The following hypotheses were tested for the current study:

- *H1: Organizations with greater generational diversity will perceive more workplace bullying.*
- *H2: Workplace bullying will be perceived from a supervisor to an employee across generations.*
- *H3: Workplace bullying is more likely to occur in larger organizations.*
- *H4: Workplace bullying policies and/or training are perceived to reduce incidents of workplace bullying across generational groups.*

Implications

If a relationship was determined to be present between generations and workplace bullying, this would prove very significant from an organizational standpoint.

Understanding this relationship helps develop policies, trainings and enable companies to create a more effective response to workplace bullying incidents. In addition to this, the research would allow for an effective management response in regard to workplace bullying, particularly when members are of a different generation. Research can also provide support for any future legislation that may support workplace-bullying prevention.

With this type of anonymous survey, individuals were more likely to share more details of their experience, therefore providing more data. This also reduced the risk of ethical issues that may arise – since the demographic information collected will not allow an individual to be identified. This study helped advance current knowledge in the field of workplace bullying by providing more information on this type of conflict, and perhaps why it occurs. Based on these findings, it will provide foundations for future

studies in regards to additional generational research and effects on other workplace situations, such as workplace violence.

Conclusion

This study provided great insight into the field of workplace conflict, particularly as bullying becomes a central issue in the human resources field. Understanding whether generational differences play a role in workplace bullying can help human resource departments best develop coaching methods in order to reduce the level of conflict arising from such differences. Furthermore, understanding the core of organizations – including organizational size and how this plays a role, along with how employers generally handle workplace bullying – can help develop programs and training to best combat these issues and in turn prevent instances of workplace bullying from being developed. The differences between each generation need to be highlighted for employees in order to improve peer-to-peer and supervisor-subordinate relationships, which in turn will improve overall workplace productivity. Recognizing the key signs and indicators of workplace bullying can further help employers prevent legal issues, particularly with workplace bullying laws being introduced to protect employees.

Chapter 4: Results

The results of this study provided insight to the research questions and give an understanding as to possible reasons for workplace bullying, specifically looking at possible relationships between gender and generation within the workplace. The method of the study will be discussed in detail, along with providing a thorough analysis of the data collected from the sample.

Method

Descriptive statistics were calculated for all study hypotheses. This included the mean and standard deviation for continuous measures, counts and percentages for categorical variables. Next, the dataset was reviewed for outliers, missing and incomplete measurements and adjustments were made accordingly. This was followed by bi-variate analysis utilizing chi-square to identify associations and measure levels of significance between the independent variables (e.g., survey questions) and generation. Lastly, to answer the hypotheses chi-square was used in all data analyses with the statistical significance where p is at < 0.05 .

Research Questions

This chapter presents the quantitative results to address the research questions affiliated with the following hypotheses:

- Overarching RQ: What is the impact of generational groups in workplace bullying, and in what way does this contribute to bullying within the workplace?
- H1: Organizations with greater generational diversity will perceive more workplace bullying.

- RQ1(a): What are the different perceptions of workplace bullying across different generations?
- RQ1(b): What are the different perceived responses to workplace bullying across different generations?
- RQ1(c): What are the perceived impacts from workplace bullying across different generations?
- H2: Workplace bullying will be perceived from a supervisor to an employee across generations.
 - RQ2: What are differences in how employees perceive the source of workplace bullying across generations?
- H3: Workplace bullying is more likely to occur in larger organizations.
 - RQ3: Do employees of larger organizations perceive greater levels of workplace bullying amongst different generational groups compared to smaller organizations?
- H4: Workplace bullying policies and/or training are perceived to reduce incidents of workplace bullying across generational groups.
 - RQ4: What are the differences of perceptions about the impact of workplace bullying policies/training between generational groups?

Preliminary Analysis

The population of this study was from the Stop Workplace Bullying Facebook group that contains over 3,000 members. There were 108 participants, with an 81% completion response rate. Of this 82.41% of participants were female and 17.59% were male with a majority of the participants working in the educational field (30.56%).

Participants also indicated they worked for mainly (34.26%) medium-sized companies (51-1,000 employees); 16.67% worked for a small employer (2-50 employees), 19.44% for a moderate size employer (1,001-5,000 employees), 11.11% for a large employer (5001-10,000 employees) and 18.52% for a corporate employer (10,000+).

Of all the responses, over half (62.04%) indicated they had extensive experience with workplace bullying and 65.74% either mostly agreed or strongly agreed that workplace bullying or intimidation had been an important issue for the past 3 months; and 68.52% indicated that they had either witnessed or experienced workplace bullying in the past 3 months. Participants that indicated that they witnessed or experienced workplace bullying were asked additional questions related to their experience, and an overwhelming number (73.91%) responded they were a victim of workplace bullying, discrimination, or harassment. When asked to clarify the bully of these incidents, over half (62.32%) stated that the harasser was a manager or supervisor.

Types of bullying do vary, with the most common forms of bullying considering of “professional belittling, patronizing or condescending behaviors” (81.16%), “unwarranted criticism” (71.01%), “overlooking praise whilst at the same time over-emphasizing negative criticism” (52.17%), and “negative comments in front of other staff members” (66.67%). Of those participants that did something about the bullying, 60.87% did not have a favorable outcome as a result. The effects of bullying also negatively had impact on general health and well-being for the victim with 97.10% reporting a negative effect. Bullying affected things such as mood (91.04%), concentration (82.09%), enjoyment levels (82.09%), interest in work (80.60%), sleep (79.10%) and relationships at work (76.12%).

When experiencing or witnessing bullying, 86.96% of participants did not receive any support from their supervisor. However, for the 13.04% that did receive help from their supervisor, the majority came in the form of personal support (50%). Others received professional help (39.71%) for the bullying that included help from a counselor, psychologist or union. Just under half of the participants (45.45%) indicated they had to take time off work as a result of the bullying, with 50% of those taking less than one week off. Fifty percent of participants reported they gained something from the bullying experience – this included learning more about the opinions and attitudes of others, learning what is unacceptable behavior and also self-confidence.

In regard to bullying, harassment and intimidation, 13.85% of survey participants indicated they may have inadvertently done this to others. The reason participants described for the reason behind the bullying included: part of normal working relationships, expected behavior for the current role, needing to behave in this manner in order to ensure the job at hand was completed in a time effective manner in addition to frustration due to others. Of those that engaged in bullying, only 22.22% were subject to disciplinary action, complaints or investigation.

In relation to the Likert scale statements where participants could respond to statements of bullying, 84.38% disagreed that bullying was in the eye of the beholder and 96.74% strongly agreed that bullying is stressful. Over three-quarters of those surveyed (78.13%) either agreed or strongly agreed that bullying was tolerated in their workplace. Only 50% indicated that they agreed or strongly agreed that they felt they had the skills to deal with bullying within the workplace.

Of those that were bullied by the supervisor or manager, 37.5% were bullied by supervisors aged 38-53 (Generation X) and 34.48% were bullied by supervisors 54 or older (Baby Boomers). Of those that were bullied by peers or colleagues, 21.88% indicated the bully was aged 24-37 (Millennials), 20.31% aged 38-53 (Generation X) and 17.19% (Baby Boomers). Over half (59.38%) indicated that the gender of the victim and the bully was the same. Almost all (90.63%) stated that their employer had offered no workplace training to prevent bullying and violence.

Of those surveyed, 64.06% indicated they felt that generations played a role in workplace bullying. In addition to this 87.50% indicated they felt employees resigned from employment as a result of workplace bullying incidents.

When comparing bullying incidents for those under 40 (64.06%) and those over 40 (70.31%), results were relatively similar, although those that are over 40 tended to be subject to workplace bullying. Those that worked with younger employees found them harder to work with (34.92%), particularly when compared to older employees (20.63%).

Results

One hundred and forty-one observations were included in the study. Due to missing data we had subject specific data for one hundred and eight individuals. Thirty-seven percent were Baby-Boomers (n = 40), 41% were from Generation X (n = 44), and 22% were Millennials (n = 24). For the statistical analysis we dropped the one individual from generation Z. Results show that 88% of respondents were women, 95% experienced bullying, 19% work for large corporations, and 72% work full time in permanent jobs—univariate Table 8.

Bivariate analyses for survey responses by generation are found in Tables 9-19.

These analyses show us the following:

- A greater percentage of generation X feel that employees have resigned from the organization due to bullying ($p = .003$).
- A greater percentage of Generation X and Millennials feel that older employees are more likely to be bullies ($p = .001$).
- A greater percentage of baby boomers feel that younger employees are more likely to be bullies ($p = .001$).
- A greater percentage of Generation X and Millennials feel that older employees are harder to work with ($p = .043$).

Descriptive results for the qualitative questions are presented in tables 20-27.

- *H1: Organizations with greater generational diversity will perceive more workplace bullying.*

Upon conducting a Chi-Square test, no relationship was found between bullying and generation ($p < 0.05$). Therefore, organizations with greater generational diversity do not perceive more workplace bullying than those with less generational diversity.

Table 1

Generation and Bullying Crosstabulation

Generation		Bullying		Total
		Bullying	No Bullying	
Baby Boomer	Count	22	18	40
	% within Generation	55.0%	45.0%	100.0%
	Standardized Residual	-1.0	1.4	
Generation X	Count	33	11	44
	% within Generation	75.0%	25.0%	100.0%
	Standardized Residual	.6	-.9	
Millennial	Count	18	6	24
	% within Generation	75.0%	25.0%	100.0%
	Standardized Residual	.4	-.6	
Total	Count	73	35	108
	% within Generation	67.6%	32.4%	100.0%

Table 2

Chi-Square test

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	4.599 ^a	2	.100
Likelihood Ratio	4.530	2	.104
Linear-by-Linear Association	3.408	1	.065
N of Valid Cases	108		

Upon conducting a Chi-Square test ($p < 0.05$), an association was found between different generations and bullying. Baby Boomers indicated that employees older than them were less likely to be bullies in the workplace.

Table 3

Generation and Employees that are Older

			Employees that are older than me tend to be bullies in the workplace.			
			Highly Likely	Highly Unlikely	Likely	Neutral
GenerationBaby Boomer	Count	10	1	2	4	15
	% within Generation	25.0%	2.5%	5.0%	10.0%	37.5%
	Standardized Residual	.6	-1.9	.1	-1.8	1.2
Generation X	Count	7	9	2	12	12
	% within Generation	15.9%	20.5%	4.5%	27.3%	27.3%
	Standardized Residual	-.7	1.2	.0	.4	-.1
Millennial	Count	5	5	1	10	3
	% within Generation	20.8%	20.8%	4.2%	41.7%	12.5%
	Standardized Residual	.1	.9	-.1	1.8	-1.4
Total	Count	22	15	5	26	30
	% within Generation	20.4%	13.9%	4.6%	24%	27%

Table 4

Generation and Employees that are Older (continued)

			Employees that are older than me tend to be bullies in the workplace.	Total
			Unlikely	
Generation	Baby Boomer	Count	8	40
		% within Generation	20.0%	100.0%
		Standardized Residual	2.2	
Generation X	Count	2	44	
	% within Generation	4.5%	100.0%	
	Standardized Residual	-1.0		
Millennial	Count	0	24	
	% within Generation	0.0%	100.0%	
	Standardized Residual	-1.5		
Total	Count	10	108	
	% within Generation	9.3%	100.0%	

Table 5

Chi Square Test for Generation and Older Employees

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	25.019 ^a	10	.005
Likelihood Ratio	28.661	10	.001
N of Valid Cases	108		

Using a Chi-Square test ($p < 0.05$), another relationship was found between generations and bullying. Millennials indicated that employees younger than them were less likely to be workplace bullies.

Table 6

Generation and Employees that are Younger

Employees that are younger than me tend to be bullies
in the workplace.

			Highly Likely	Highly Unlikely	Likely	Neutral
Generation Baby Boomer	Count	10	5	0	8	15
	% within Generation	25.0%	12.5%	0.0%	20%	37.5%
	Standardized Residual	.6	.5	-1.4	.1	.7
Generation X	Count	7	6	1	12	13
	% within Generation	15.9%	13.6%	2.3%	27.3%	29.5%
	Standardized Residual	-.7	.7	-.7	1.2	-.2
Millennial	Count	5	0	4	1	6
	% within Generation	20.8%	0.0%	16.7%	4.2%	25.0%
	Standardized Residual	.1	-1.6	2.7	-1.7	-.6
Total	Count	22	11	5	21	34
	% within Generation	20.4%	10.2%	4.6%	19%	31.5%

Table 7

Generation and Employees that are Younger (continued)

			Employees that are younger than me tend to be bullies in the workplace. Unlikely	Total
Generation	Baby Boomer	Count	2	40
		% within Generation	5.0%	100.0%
		Standardized Residual	-1.5	
	Generation X	Count	5	44
		% within Generation	11.4%	100.0%
		Standardized Residual	-.4	
	Millennial	Count	8	24
		% within Generation	33.3%	100.0%
		Standardized Residual	2.6	
Total	Count	15	108	
	% within Generation	13.9%	100.0%	

Table 8

Chi Square Test for Generation and Younger Employees

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	28.031 ^a	10	.002
Likelihood Ratio	29.470	10	.001
N of Valid Cases	108		

H2: Workplace bullying will be perceived from a supervisor to an employee across generations.

Conducting a Chi-Square test ($p < 0.05$), both Baby Boomers and Generation X identified managers as the main source of workplace bullying, harassment and intimidation.

Table 9

Generation and Bullying Source

With regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (i.e.: 'the bully')?

			Colleague (in your department)	Colleague (outside your department)	Manager
Generation Baby Boomer	Count	20	6	0	2
	% within Generation	50.0%	15.0%	0.0%	5.0%
	Standardized Residual	1.3	-.1	-.9	-1.9
Generation X	Count	14	6	2	13
	% within Generation	31.8%	13.6%	4.5%	29.5%
	Standardized Residual	-.6	-.4	1.3	1.9
Millennial	Count	6	5	0	4
	% within Generation	25.0%	20.8%	0.0%	16.7%
	Standardized Residual	-1.0	.6	-.7	-.1
Total	Count	40	17	2	19
	% within Generation	37.0%	15.7%	1.9%	17.6%

Table 10

Generation and Bullying Source (continued)

With regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (i.e.: 'the bully')?

		Other (please specify)	Supervisor	Visitor	
Generation Baby Boomer	Count	2	9	1	40
	% within Generation	5.0%	22.5%	2.5%	100.0%
	Standardized Residual	.1	.0	1.0	
Generati on X	Count	3	6	0	44
	% within Generation	6.8%	13.6%	0.0%	100.0%
	Standardized Residual	.7	-1.2	-.6	
Count		0	9	0	24

Millennial	% within Generation	0.0%	37.5%	0.0%	100.0%
	Standardized Residual	-1.1	1.6	-.5	
Total	Count	5	24	1	108
	% within Generation	4.6%	22.2%	0.9%	100.0%

Table 11

Chi Square Test for Generation and Bullying Source

Chi-Square Tests			
	Value	df	Asymptotic Significance(2-sided)
Pearson Chi-Square	20.970 ^a	12	.051
Likelihood Ratio	23.543	12	.023
N of Valid Cases	108		

Conducting a Chi-Square test ($p < 0.05$), there was no relationship found between victims of bullying, harassment and intimidation amongst generations.

Table 12

Generation and Bullying Target

With regard to this incident (which occurred in the past 3 months), who was the target of the bullying / harassment / intimidation (i.e.: 'victim')?

				Colleague (in your department)	Colleague (outside your department)	Manager
Generatio n	Baby	Count	20	2	2	0
	Boomer	% within Generation	50.0%	5.0%	5.0%	0.0%
		Standardized Residual	1.3	.1	-.4	-.9
Generatio n X		Count	14	2	5	1
		% within Generation	31.8%	4.5%	11.4%	2.3%
		Standardized Residual	-.6	.0	1.3	.2
Millennial		Count	6	1	0	1
		% within Generation	25.0%	4.2%	0.0%	4.2%
		Standardized Residual	-1.0	-.1	-1.2	.8
Total		Count	40	5	7	2
		% within Generation	37.0%	4.6%	6.5%	1.9%

Table 13

Generation and Bullying Target (continued)

With regard to this incident (which occurred in the past 3 months), who was the target of the bullying / harassment / intimidation (i.e.: 'victim')?

		Other (please specify)	Yourself		
Generation	Baby Boomer	Count	1	15	40
		% within Generation	2.5%	37.5%	100.0%
		Standardized Residual	-.4	-.8	
	Generation X	Count	1	21	44
		% within Generation	2.3%	47.7%	100.0%
		Standardized Residual	-.5	.1	
	Millennial	Count	2	14	24
		% within Generation	8.3%	58.3%	100.0%
		Standardized Residual	1.2	.9	
Total	Count	4	50	108	
	% within Generation	3.7%	46.3%	100.0%	

Table 14

Chi Square Test for Generation and Bullying Target

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	11.115 ^a	10	.349
Likelihood Ratio	12.576	10	.248
N of Valid Cases	108		

H3: Workplace bullying is more likely to occur in larger organizations.

Conducting a Chi-Square test ($p < 0.05$), it was found that in medium-sized organization (51 – 5000 employees), employees were more likely to be bullied by a colleague (within their department). In large organizations (5001+), employees were more likely to be bullied by a supervisor.

Table 15

Size of Company and Bullying Source

With regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (i.e.: 'the bully')?

			Colleague (in your department)	Colleague (outside your department)
Size of Company	Count	33	0	0
	% within Size of Company	100.0%	0.0%	0.0%
	Standardized Residual	3.9	-2.0	-.7
Large (5001 – 10000+)	Count	9	3	0
	% within Size of Company	28.1%	9.4%	0.0%
	Standardized Residual	-1.8	-.5	-.7
Medium (51 – 5000)	Count	20	13	1
	% within Size of Company	34.5%	22.4%	1.7%
	Standardized Residual	-1.8	2.1	.2
Small (2 - 50)	Count	11	2	1
	% within Size of Company	57.9%	10.5%	5.3%
	Standardized Residual	.4	-.3	1.4
Total	Count	73	18	2
	% within Size of Company	51.4%	12.7%	1.4%

Table 16

Size of Company and Bullying Source (continued)

		With regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (i.e.: 'the bully')?	Visitor	Total
Size of Company	Count	0		33
	% within Size of Company	0.0%		100.0%
	Standardized Residual	-.5		
Large (5001 – 10000+)	Count	0		32
	% within Size of Company	0.0%		100.0%
	Standardized Residual	-.5		
Medium (51 – 5000)	Count	1		58
	% within Size of Company	1.7%		100.0%
	Standardized Residual	.9		
Small (2 - 50)	Count	0		19
	% within Size of Company	0.0%		100.0%
	Standardized Residual	-.4		
Total	Count	1		142
	% within Size of Company	0.7%		100.0%

Table 17

Chi Square Test for Size of Company and Bullying Source

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	56.062 ^a	18	.000
Likelihood Ratio	67.063	18	.000
N of Valid Cases	142		

H4: Workplace bullying policies and/or training are perceived to reduce incidents of workplace bullying across generational groups.

Conducting a Chi-Square test ($p < 0.05$), it was discovered Millennials were less likely to be aware if the employer offers an Employee Assistance Program (EAP).

Table 18

Generation and EAP Awareness

		Are you aware if your company offers an Employee Assistance Program (EAP), which offers free counseling to employees and their families for personal and/or work related, issues?				
			No	Yes	Total	
Generation	Baby Boomer	Count	9	8	23	40
		% within Generation	22.5%	20.0%	57.5%	100.0%
		Standardized Residual	1.1	-1.1	.2	
Generation X	Count	6	11	27	44	
		% within Generation	13.6%	25.0%	61.4%	100.0%
		Standardized Residual	-.4	-.6	.6	
Millennial	Count	2	13	9	24	
		% within Generation	8.3%	54.2%	37.5%	100.0%
		Standardized Residual	-.9	2.2	-1.1	
Total	Count	17	32	59	108	
	% within Generation	15.7%	29.6%	54.6%	100.0%	

Table 19

Chi Square Test for Generation and EAP Awareness

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	10.283 ^a	4	.036
Likelihood Ratio	9.684	4	.046
N of Valid Cases	108		

The following table shows the detailed demographic survey data that was collected, along with percentages for each variable. Most of the participants were female (81.5%), with a large percentage working for their current employer over 10 years (35.2%).

Table 20

Univariate statistics for demographic measures

Gender	Count (Percent)
Male	20 (18.5)
Female	88 (81.5)
Size of Company	Count (Percent)
Corporate	20 (18.5)
Large Company	12 (11.1)
Medium Company	37 (34.3)
Moderate Company	21 (19.4)
Small Company	18 (16.7)
Years Working with Current Employer:	Count (Percent)
Less than 1 year	16 (14.8)
1-3 Years	22 (20.4)
4-6 Years	19 (17.6)
6-9 Years	13 (12.0)
10+ Years	38 (35.2)
Experience with workplace bullying:	Count (Percent)
A little experience	11 (10.2)
Extensive experience	67 (62.0)
Moderate experience	25 (23.1)
No experience	5 (4.6)
I currently work:	Count (Percent)
Casual/Temporary	1 (0.9)
Contract (Full-time)	1 (0.9)
Contract (Part-time)	1 (0.9)
Full-time (Permanent)	78 (72.2)
Part-time (Permanent)	14 (13.0)
Other	13 (12.0)

The following tables are the bivariate responses to most of the survey responses, including demographic information, categorized by generation.

Table 21

Bivariate Analysis of Survey Questions by Generation

Size of Company	Baby Boomer	Generation X	Millennial	P-Value
Corporate	9 45.0	6 30.0	5 25.0	0.51 7
Large Company	4 33.3	7 58.3	1 8.3	
Medium Company	12 32.4	17 46.0	8 21.6	
Moderate Company	6 28.6	10 47.6	5 23.8	
Small Company	9 50.0	4 22.2	5 27.8	
Years Working with Current Employer:	Baby Boomer	Generation X	Millennial	P-Value
Less than 1 year	5 31.3	5 31.3	6 37.5	0.15 9
1-3 Years	5 22.7	9 40.9	8 36.4	
4-6 Years	9 47.4	6 31.6	4 21.1	
6-9 Years	4 30.8	6 46.2	3 23.1	
10+ Years	17 44.7	18 47.4	3 7.9	

Table 22

Bivariate Analysis of Survey Questions by Generation (continued)

Experience with workplace bullying:	Baby Boomer	Generation X	Millennial	P-Value
A little experience	4 36.4	3 27.3	4 36.4	0.616
Extensive experience	27 40.3	29 43.3	11 16.4	
Moderate experience	7 28.0	10 40.0	8 32.0	
No experience	2 40.0	2 40.0	1 20.0	
I currently work:	Baby Boomer	Generation X	Millennial	P-Value
Casual/Temporary	1 100.0	0 0.0	0 0.0	0.302
Contract (Full-time)	0 0.0	1 100.0	0 0.0	
Contract (Part-time)	1 100.0	0 0.0	0 0.0	
Full-time (Permanent)	25 32.1	36 46.2	17 21.8	
Part-time (Permanent)	4 30.8	5 38.5	4 30.8	
Other	9 64.3	2 14.3	3 21.4	
Workplace bullying, harassment and/or intimidation has been an important issue for me in the past three months?	Baby Boomer	Generation X	Millennial	P-Value
Strongly Agree	19 37.3	23 45.1	9 17.7	0.134
Mostly Agree	9 47.4	5 26.3	5 26.3	
Neutral	2 16.7	8 66.7	2 16.7	
Mostly Disagree	4 66.7	2 33.3	0 0.0	
Strongly Disagree	6 30.0	6 30.0	8 40.0	

Table 23

Bivariate Analysis of Survey Questions by Generation (continued)

In the past three months have you witnessed, experienced or been involved in incidents involving bullying, harassment or intimidation in your workplace. (i.e.: as a target, witness or bully)	Baby Boomer	Generation X	Millennial	P-Value
No	18 51.4	11 31.4	6 17.1	0.156
Yes	22 30.1	33 45.2	18 24.7	
With regard to this incident (which occurred in the past 3 months), who was the target of the bullying / harassment / intimidation (i.e.: 'victim')?	Baby Boomer	Generation X	Millennial	P-Value
Colleague (in your department)	2 40.0	2 40.0	1 20.0	0.687
Colleague (outside your department)	2 28.6	5 71.4	0 0.0	
Manager	0 0.0	1 50.0	1 50.0	
Other (please specify)	1 25.0	1 25.0	2 50.0	
Yourself	15 30.0	21 42.0	14 28.0	
With regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (i.e.: 'the bully')?	Baby Boomer	Generation X	Millennial	P-Value
Colleague (in your department)	6 35.3	6 35.3	5 29.4	0.104
Colleague (outside your department)	0 0.0	2 100.0	0 0.0	
Manager	2 10.5	13 68.4	4 21.1	
Supervisor	9 37.5	6 25.0	9 37.5	
Visitor	1 100.0	0 0.0	0 0.0	
Other (please specify)	2 40.0	3 60.0	0 0.0	

Table 24

Bivariate Analysis of Survey Questions by Generation (continued)

If you did do something about bullying, was there a favorable outcome?	Baby Boomer	Generation X	Millennial	P-Value
No	11 26.8	17 41.5	13 31.7	.610
Partial	7 33.3	11 52.4	3 14.3	
Yes	2 33.3	2 33.3	2 33.3	
Do you think more should or could have been done?	Baby Boomer	Generation X	Millennial	P-Value
No	1 14.3	2 28.6	4 57.1	.149
Yes	19 31.2	28 33.3	14 33.3	
If experiencing or witnessing bullying, did this have any effects upon your general health, well-being, or ability to do your normal work related duties?	Baby Boomer	Generation X	Millennial	P-Value
No	0 0.0	1 100.0	0 0.0	.525
Yes	20 29.4	29 44.1	18 26.5	
If experiencing or witnessing bullying, did you receive support from your manager or supervisor?	Baby Boomer	Generation X	Millennial	P-Value
No	15 25.4	28 47.5	16 27.1	.164
Yes	5 55.6	2 22.2	2 22.2	
If experiencing or witnessing bullying, did you receive any form of professional support?	Baby Boomer	Generation X	Millennial	P-Value
No	12 30.0	15 37.5	13 32.5	.295
Yes	7 25.9	15 55.6	5 18.5	

Table 25

Bivariate Analysis of Survey Questions by Generation (continued)

If experiencing or witnessing bullying, did you have time off work using sick leave or workers compensation leave?	Baby Boomer	Generation X	Millennial	P-Value
No	9 25.7	15 42.9	11 31.4	.579
Yes	9 30.0	15 50.0	6 20.0	
If experiencing or witnessing bullying, did you gain anything from the experience?	Baby Boomer	Generation X	Millennial	P-Value
No	9 28.1	16 50.0	7 21.9	.723
Yes	9 27.3	14 42.4	10 30.3	
Harassment and intimidation is largely within the eye of the beholder.	Baby Boomer	Generation X	Millennial	P-Value
Strongly Agree	0 0.0	1 50.0	1 50.0	.223
Agree	0 0	3 75.0	1 25.0	
Neutral	3 33.3	3 33.3	3 33.3	
Disagree	9 25.7	14 40.0	12 34.3	
Strongly Disagree	19 46.3	17 41.5	5 12.2	

Table 26

Bivariate Analysis of Survey Questions by Generation (continued)

Harassment and intimidation is stressful.	Baby Boomer	Generation X	Millennial	P-Value
Strongly Agree	30	38	20	.309
	34.1	43.2	22.7	
Agree	1	0	1	
	50.0	0	50.0	
Neutral	0	0	1	
	0.0	0.0	100.0	
Disagree	0	0	0	
	0.0	0.0	0.0	
Strongly Disagree	0	0	0	
	0.0	0.0	0.0	
There is a place for some bullying, harassment and intimidation in the workplace.	Baby Boomer	Generation X	Millennial	P-Value
Strongly Agree	0	0	0	.083
	0.0	0.0	0.0	
Agree	0	1	0	
	0.0	100.0	0.0	
Neutral	0	0	1	
	0.0	0.0	100.0	
Disagree	2	3	6	
	18.2	27.3	54.5	
Strongly Disagree	29	24	15	
	37.2	43.6	19.2	
Harassment and discrimination is tolerated within my workplace.	Baby Boomer	Generation X	Millennial	P-Value
Strongly Agree	17	25	10	.207
	32.7	48.1	19.2	
Agree	8	7	3	
	44.4	38.9	16.7	
Neutral	1	0	3	
	25.0	0.0	75.0	
Disagree	3	5	3	
	27.3	45.5	27.2	
Strongly Disagree	2	1	3	
	33.3	16.7	50.0	

Table 27

Bivariate Analysis of Survey Questions by Generation (continued)

I currently possess the skills to confidently deal with any bully	Baby Boomer	Generation X	Millennial	P-Value
Strongly Agree	5	7	2	.620
	35.7	50.0	14.3	
Agree	4	5	4	
	30.8	38.5	30.7	
Neutral	4	10	3	
	23.5	58.9	17.6	
Disagree	14	9	8	
	45.2	29.0	25.8	
Strongly Disagree	4	7	5	
	25.0	43.8	31.2	
For those that indicated that the supervisor or manager was involved in bullying behavior, what was their approximate age?	Baby Boomer	Generation X	Millennial	P-Value
23 or younger	1	0	0	.108
	100.0	0.0	0.0	
24-37	1	7	1	
	11.1	77.8	11.1	
38-53	14	14	9	
	37.8	37.8	24.4	
54 or older	12	1315	6	
	40.0	43.3	16.7	
NA	3	4	7	
	21.4	28.6	50.0	
For those that indicated that bullying occurred from a colleague or peer, what was the approximate age of the colleague or peer?	Baby Boomer	Generation X	Millennial	P-Value
23 or younger	0	1	1	.338
	0.0	50.0	50.0	
24-37	7	9	4	
	35.0	45.0	20.0	
38-53	8	9	1	
	44.4	50.0	5.6	
54 or older	6	8	3	
	35.2	47.1	17.7	
NA	10	11	13	
	29.4	32.4	38.2	

Table 28

Bivariate Analysis of Survey Questions by Generation (continued)

Was the gender of the bully the same as that of the victim?	Baby Boomer	Generation X	Millennial	P-Value
No	10	19	9	.329
	26.3	50.0	23.7	
Yes	21	19	13	
	39.6	35.9	24.5	
Does your organization provide training to prevent bullying and violence?	Baby Boomer	Generation X	Millennial	P-Value
No	27	34	18	.698
	34.2	43.0	22.8	
Yes	4	4	4	
	33.3	33.3	33.3	
Does your company have an anti-bullying policy?	Baby Boomer	Generation X	Millennial	P-Value
No	17	26	15	.446
	29.3	44.8	25.9	
Yes	14	12	7	
	42.4	36.4	21.2	
Does your company have procedures in place to address workplace bullying issues?	Baby Boomer	Generation X	Millennial	P-Value
No	24	29	15	.715
	35.3	42.7	22.1	
Yes	7	9	7	
	30.4	39.1	30.4	
Do you believe that different generations play a role in workplace bullying?	Baby Boomer	Generation X	Millennial	P-Value
No	12	15	6	.600
	36.4	45.5	18.2	
Yes	19	23	16	
	32.8	39.7	27.6	
Do you feel that employees have resigned from your organization due to workplace bullying incidents?	Baby Boomer	Generation X	Millennial	P-Value
No	5	1	5	.003
	45.5	9.0	45.5	
Yes	26	37	17	
	32.5	46.3	21.3	

Table 29

Bivariate Analysis of Survey Questions by Generation (continued)

Are you aware if your company offers an Employee Assistance Program (EAP), which offers free counseling to employees and their families for personal and/or work related, issues?	Baby Boomer	Generation X	Millennial	P-Value
No	8 25.0	11 34.4	13 40.6	.025
Yes	23 38.9	27 45.8	9 15.3	
Have other incidents occurred within the organization that could overlap and be considered related to workplace violence and bullying?	Baby Boomer	Generation X	Millennial	P-Value
No	5 38.4	3 23.1	5 38.4	.268
Yes	26 33.3	35 44.9	17 21.8	
Does workplace bullying tend to occur with employees under 40 years old?	Baby Boomer	Generation X	Millennial	P-Value
No	15 46.9	12 37.5	5 15.6	.129
Yes	16 27.1	26 44.1	17 28.8	
Employees that are older than me tend to be bullies in the workplace.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	1 6.7	9 60.0	5 33.3	.001
Likely	4 15.3	12 46.1	10 38.4	
Neutral	15 50.0	12 40.0	3 10.0	
Unlikely	8 80.0	2 20.0	0 0.0	
Highly Unlikely	2 40.0	2 40.0	1 20.0	

Table 30

Bivariate Analysis of Survey Questions by Generation (continued)

Employees that are younger than me tend to be bullies in the workplace.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	5	6	0	.006
	45.4	54.5	0.0	
Likely	8	12	1	
	38.1	57.1	4.8	
Neutral	15	13	6	
	44.1	38.2	17.7	
Unlikely	2	5	8	
	13.3	33.3	53.4	
Highly Unlikely	0	1	4	
	0.0	20.0	80.0	
I find that there is more conflict when different age groups are working together.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	0	4	2	.645
	0.0	66.7	33.3	
Likely	10	11	6	
	37.0	47.7	22.3	
Neutral	17	17	10	
	38.6	38.6	22.7	
Unlikely	2	4	0	
	33.3	66.7	0.0	
Highly Unlikely	1	1	1	
	33.3	33.3	33.3	
Employees that are older than me are harder to work with.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	0	2	2	.043
	0.0	50.0	50.0	
Likely	3	6	4	
	23.1	45.2	30.7	
Neutral	15	13	10	
	38.5	34.2	26.3	
Unlikely	3	12	2	
	17.7	70.6	11.8	
Highly Unlikely	9	4	1	
	64.3	28.6	7.1	

Table 31

Bivariate Analysis of Survey Questions by Generation (continued)

Employees that are younger than me are harder to work with.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	5	0	0	.109
	100.0	0.0	0.0	
Likely	8	14	5	
	29.6	51.9	18.5	
Neutral	12	11	7	
	40.0	36.7	23.3	
Unlikely	3	7	6	
	18.8	43.8	37.5	
Highly Unlikely	2	5	1	
	25.0	62.5	12.5	
I communicate best with employees that are older than me.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	0	1	2	.760
	0.0	33.3	66.7	
Likely	7	9	5	
	33.3	42.8	23.8	
Neutral	20	22	9	
	39.2	43.1	17.6	
Unlikely	2	3	2	
	28.5	42.8	28.5	
Highly Unlikely	1	2	1	
	25.0	50.0	25.0	
I communicate best with employees that are younger than me.	Baby Boomer	Generation X	Millennial	P-Value
Highly Likely	1	1	3	.267
	20.0	20.0	80.0	
Likely	4	3	4	
	36.3	27.3	36.3	
Neutral	22	24	9	
	40.0	43.6	16.4	
Unlikely	2	7	3	
	16.7	58.3	25.0	
Highly Unlikely	1	2	0	
	33.3	66.7	7.1	

The following table identifies employment industries of the respondents. A majority of the respondents indicated they worked in the education field (30.3%).

Table 32

Respondents Industry

	Count	Percent
Advertising & Marketing	3	2.8
Agriculture	1	0.9
Airlines & Aerospace (including Defense)	1	0.9
Automotive	1	0.9
Business Support & Logistics	3	2.8
Construction, Machinery, and Homes	2	1.8
Education	33	30.3
Finance & Financial Services	6	5.5
Food & Beverages	3	2.8
Government	8	7.3
Healthcare & Pharmaceuticals	14	12.8
I am currently not employed	5	4.6
Manufacturing	5	4.6
Nonprofit	4	3.7
Other	4	3.7
Real Estate	1	0.9
Retail & Consumer Durables	2	1.8
Telecommunications, Technology, Internet & Electronics	12	11
Transportation & Delivery	1	0.9

Respondents varied from across the United States. However, a large percentage were from Massachusetts (22%), followed by Pennsylvania and California respectively (6.4%).

Table 33

Respondents Location (State)

	Count	Percent
Alabama	4	3.7
Alaska	1	0.9
Arizona	3	2.8
California	7	6.4
Colorado	2	1.8
District of Columbia (DC)	1	0.9
Florida	1	0.9
Georgia	1	0.9
Hawaii	1	0.9
Illinois	4	3.7
Indiana	3	2.8
Kansas	2	1.8
Kentucky	2	1.8
Maryland	4	3.7
Massachusetts	24	22
Michigan	1	0.9
Missouri	1	0.9
Nebraska	1	0.9
Nevada	1	0.9
New Hampshire	1	0.9
New Jersey	4	3.7
New Mexico	2	1.8
New York	5	4.6
North Carolina	2	1.8
North Dakota	1	0.9
Ohio	1	0.9
Oregon	2	1.8
Pennsylvania	7	6.4
Rhode Island	1	0.9
South Carolina	1	0.9
Tennessee	2	1.8
Texas	4	3.7
Vermont	1	0.9
Virginia	5	4.6
Washington	3	2.8
Wisconsin	2	1.8
Wyoming	1	0.9

The following table describes the type of workplace bullying that has taken place.

A majority of respondents indicated that this included professional belittling (50%), negative comments in front of other staff members (40%), and unwarranted criticism (40%).

Table 34

Type of Bullying

	Count	Percent
Alienation, intentionally excluding,	1	0.0
Allowing clients to bully	1	0.0
Defamation, said I was doing drugs	1	0.0
Deliberate lies on performance reviews	1	0.0
Discrimination	21	20.0
Gaslighting and refusal of HR to address problem.	1	0.0
Intimidation	1	0.0
Isolation, laughing, name calling	1	0.0
Isolation/exclusion, Intimidation, Deceitful	1	0.0
Negative comments in front of clients	16	10.0
Negative comments in front of other staff members	45	40.0
Office and computer tampering	1	0.0
Overlooking praise emphasizing negative criticism	36	30.0
Physical (non-sexual)	1	0.0
Physical and sexual assault	1	0.0
Professional belittling	55	50.0
Set my team up for a hostile work environment	1	0.0
Sexual harassment	7	10.0
Systemic narcissistic abuse	1	0.0
Threats of disciplinary action/dismissal	25	20.0
Threats of violence	1	0.0
Unfair demands on your professional skills or	22	20.0
Unfair demands on your time	25	20.0
Unfair scheduling	13	10.0
Unwarranted criticism	49	40.0
Veiled threats of layoffs and firings	1	0.0
Verbal abuse	37	30.0
Written comments of a derogatory nature	1	0.0

The overall results of workplace bullying are described in the following table, which indicates how the victim responded. Many respondents felt startled or overwhelmed (9%), and many took their concerns to area level management (7%).

Table 35

Outcome of Bullying

	Count	Percent
Approached Area level management	21	7.0
Approached bully's supervisor	13	4.0
Approached the bully	15	5.0
Approached the target	4	1.0
Left company	1	0.0
Consulted with ombudsperson	1	0.0
Consulted with other employees	1	0.0
contacted EEOC	1	0.0
Developed PTSD	1	0.0
Felt startled or overwhelmed by it	28	9.0
Filed charges of discrimination with the EEO dept. of employer	1	0.0
Filed complaint with Human Resources Department for Bullying	1	0.0
Fought it	1	0.0
Got really really good at my job	1	0.0
Ignored it	7	2.0
Left employment or transferred to another area with the same employer	14	5.0
Mostly Agree	32	11.0
Mostly Disagree	3	1.0
Neutral	11	4.0
Nothing	6	2.0
Planning to leave when contract ends	1	0.0
Reported to HR with no help	1	0.0
Reported to personnel agency	1	0.0
Reported to police	1	0.0
Sought revenge (e.g.: behaved in a passive aggressive manner t	4	1.0
Strongly Agree	75	25.0
Strongly Disagree	15	5.0
Suggested target seek assistance or minimally added discussion	1	0.0
There is no one to turn to.	1	0.0
Took concerns to lawyer	11	4.0
Took concerns to Media	1	0.0
Took concerns to Union	19	6.0
Tried relaying to supervisor in the past, with no resolution	1	0.0
Was forced to take voluntary severance.	1	0.0
Was let go suddenly	1	0.0
Was terminated	1	0.0
Went to HR	2	0.0

The next table lists the open-ended responses submitted that indicated what the victim decided to do as a result of the bullying.

Table 36

Outcome of Bullying (continued)

Double standards
Established a record of pattern of behavior
Grievance in progress
I'm no longer with co., so I don't know if any punishment was enacted.
Left job, but boss was not reprimanded for actions
Local management was reassuring, but did nothing
Managers expressed sympathy and promised to confront bully in future.
Not sure
Personnel agency said that they are required to report to their HR
Still in progress
Still in the process
Still waiting, but symptoms of the stress are lessening.
The bully still tries it on, but it's way better than before.
The incident stopped at that time. Not sure it won't recur
The issue hasn't been resolved. I have support, but behavior has not stopped.
The supervisor backed off and then found a way to make my job no longer needed by the company, by out sourcing it to San Francisco.
There is recent improvement in the vp behavior. The victim felt supported and seeks me out
They felt heard
They have been muzzled but are still bullying behind the scenes
This does not apply, but question must be answered?
We knew they wanted to terminate her employment so I got her a lawyer before it happened. She was terminated and lawyer is working on a settlement.

The following table lists the open-ended responses to the question “Do you think more could have been done?” in regards to the workplace bullying incident taking place.

Table 37

More Should be Done

His bullying caused PTSD and I had no support whatsoever.
The manager has taken zero accountability for making this horrible decision.
Dismissal. This will send message to bully that abusive behavior will not be tolerated in our organization.
Addressed my concerns and offer to help navigate the situation.
All employees should be treated fairly and equally
All involved should be counseled for the same mistakes
An open apology and an admittance to spreading of malicious rumors...
At minimum note in his HR file and apology to staff person - in front of same audience who saw him attack her
Board of Directors should have stepped in since bully was CEO
Bullies should have been reprimanded and possibly terminated
Bully could've stopped though when that person is in a place of power over another's career
Bully should have been removed as my supervisor
Bully was subsequently promoted--despite multiple reports of bullying behavior.

Bully's should experience some form of punishment
 Called the police when pornography was downloaded on the work computer.
 Conversation between two parties
 Department head and institution's HR department need to address the continuous atmosphere of bullying
 Gone to Human Resource
 He should have been fired and I should go to court
 He was a 3 time offender and still kept his job!
 Her supervisor should intervene and take corrective action.
 HR could have addressed my concerns. The bully was allowed to get away with it.
 HR needs to approach supervisor and sternly reign in.
 I could have taken it to the administration, but chose not to. I can handle it myself for now.
 I firmly believe that Sexual Harassment should be handled and escalated to a federal offense.
 I may not have had to quit.
 I researched documented and fought it with union supports and won.
 I think if it could be formally accounted for then education and counseling
 I'm currently awaiting urgent mediation, they are slowing things down and using scare tactics
 In my line of profession a code of ethics must be upheld.
 The policy needs to clearly state the Disciplinary Action that will be enacted.
 Meeting with both employees and their supervisors to establish boundaries.
 Meeting with the two of us and supervisor.
 More support from the supervisor
 My boss and her friends should have been reprimanded or fired.
 My boss should've been reprimanded for her behavior or fired.
 My report was dismissed and not acknowledged.
 My supervisor should have owned his belittling comments.
 I should have told HR the amount of sexual harassment incidences I never said because
 Other union Executive Board members should have spoken up.
 Punishment for the bully not the victim.
 Remove manager that has favorites and relatives that are treated better
 Set expectations, monitor & conduct professional review
 Supervisor could have addressed it. Instead aggressor was given a promotion
 Supervisor should have been disciplined and possibly terminated
 Swifter action by HR. They drag their feet and would rather protect the one bully than the many affected
 Set bonuses for acting professionally, and have amounts retracted from their salaries if they treat others
 badly.
 The aggressors (group of workplace mean girls) should have been reprimanded
 The bullies could've been reprimanded
 The bullies, need counseling and or termination if they can't or won't adjust their tactics.
 The bully should no longer be in their position.
 The company, Deloitte, should have cooperated with police, or at least not protected the perpetrator
 The district manager should have been informed as to what is going on.
 The employee doing should have been fired
 The manager should have opted to correct her action by removing one person of the two relatives
 The person could have been talked to, and a notation made for the next performance review
 There was an appeals board process that would have resolved the issue if the process had been undertaken
 They should fire her or at least take disciplinary action.
 They should have gotten him counseling because he's an alcoholic with PTSD
 I believe all employees should do anonymous surveys on managers' behavior that get submitted to HR.
 Training and awareness

The next table lists the effects on health and well-being experienced by victims of workplace bullying. This includes a mix of open-ended responses, and set responses. Most respondents indicated this affected their mood (10.6%), along with concentration and enjoyment (9.5%).

Table 38

Experience or Witness Bullying Effect Health or Well-Being

	Count	Percent
both my physical and mental health suffers due to this bullying	1	0.2
Extreme fatigue	1	0.2
Fear of a new employer being the same way.	1	0.2
Financial status	1	0.2
Guarded always	1	0.2
Hernia, hyper vigilance, loss of collegial support	1	0.2
I am exhibiting symptoms of PTSD	1	0.2
I had stomach problems, migraines, and more frequent panic attacks.	1	0.2
I now have severe PTSD	1	0.2
I walk in fear of every step, action, process I take fearing retaliation.	1	0.2
It affects your health your blood pressure and your personal life.	1	0.2
Non diagnosed PTSD	1	0.2
Not being able to get better from a respiratory infection	1	0.2
panic attacks, chest pains, stomach problems	1	0.2
Physical health, self medicating, off sick through stress.	1	0.2
Physical Health. Had to take anti depressants and anti-anxiety meds	1	0.2
Physical ramifications	1	0.2
triggered eating disorder a few times	1	0.2
your ability to focus on other issues in your life	49	8.5
your concentration	55	9.5
your confidence in your abilities	46	8
your interest in your work	54	9.4
your level of self confidence	54	9.4
your levels of enjoyment	55	9.5
your mood	61	10.6
your relationships at home	33	5.7
your relationships at work	51	8.8
your sleep	53	9.2
your work performance	48	8.3

The following table discusses the support received by the victim from various sources in response to workplace bullying. Managers and supervisors provided mostly personal support (36.5%), and many victims saw a counselor for support (32%). Workplace

bullying also had an effect on workplace attendance as half of the respondents (50%) took up to a week off from work, followed closely by respondents taking over one month off (30%).

Table 39

Related Questions to Bullying

If experiencing or witnessing bullying, did you receive support from your manager or supervisor?		
	Count	Percent
Advice and encouragement to receive counseling	1	9.1
All of the above	1	9.1
Personal support	4	36.5
personnel agency just stated that this was "not to be tolerated"; actually, that's the most support I have received with sexual abuse/harassment in a few years	1	9.1
The one manager who tried to promote me was transferred to another city, and one was brought in approved by the bully who treated me like crap, yes, it was a pattern repeated for many years, and still happening.	1	9.1
Other	3	27.3
If experiencing or witnessing bullying, did you receive any form of professional support?		
	Count	Percent
Counselor	8	32.0
General Practitioner	2	8.0
Psychiatrist	1	4.0
Psychologist	4	16.0
Other	10	40.0
If experiencing or witnessing bullying, did you have time off work using sick leave or workers compensation leave?		
	Count	Percent
Less than one week	15	50.0
Between one week and one month	6	20.0
More than one month	9	30.0
If experiencing or witnessing bullying, did you gain anything from the experience?		
	Count	Percent
Learn more about the opinions and attitudes of others	8	25.0
Learn more about what is acceptable and unacceptable behavior within this department	8	25.0
Other	16	50.0

Conclusion

The results of this study provide insight as to challenges amongst generations within the workplace, and identified some sources of workplace bullying. The research does provide groundwork for future studies and can help workplaces identify possible areas of bullying based on reporting relationships and generation. Training can be developed by employers to further prevent bullying, along with providing employees more information on available resources.

Chapter 5: Discussion, Conclusions, and Recommendations

Discussion

Workplace bullying is an issue in today's society. As shown in the results of the previous chapter, there is evidence to indicate that there are relationships between certain aspects of generation and workplace bullying. With the results that have been presented, it can be interpreted collectively that most Generation X and Millennials feel that older employees are more likely to be bullies and are harder to work with. In comparison, Baby Boomers feel that younger employees are more likely to be bullies.

Some of the takeaways from this study include understanding that a greater percentage of Generation X and Millennials feel that older employers are harder to work with. In turn, although this may not directly be linked to bullying, it can lead to other challenges in the workplace primarily around conflict. As an employer, understanding how to resolve and rectify this type of conflict can be essential, particularly when this can affect work productivity. Finding out the reason for these challenges and creating programs to further build on team-building and relationships will only help prevent further incidents and in turn create a workplace free of conflict. This can be linked to Social exchange theory (SET) as behaviors between each generation vary, leading to various communication styles and often conflict (Parzefall and Salin, 2010). SET can likely be the reason that Generation X and Millennial employees find that older employees are more difficult to work with, and in turn this can increase workplace conflict.

Another aspect to note from this study is that a great number of Millennials remain unaware of Employee Assistance Programs. Employee Assistance Programs

(EAPs), which means they are also unlikely aware of many of the resources offered by their employer. This means that if bullying is taking place within the organization, or they may be dealing with other workplace conflict, they may not have the necessary resources to adequately handle the situation. As a younger group, they may also be less familiar with how to deal with such occurrences and in turn look into alternatives, including resignation.

A greater percentage of Generation X employees feel that many individuals have resigned from employment due to workplace bullying. This suggests that workplace bullying may not be addressed by the employer or go unreported. Unfortunately, this can cause an employer to lose quality employees due to looking for a workplace environment that has less conflict. Affective events theory (AET) suggests that events that take place at work can lead to changes in attitude and behavior. As a result, a negative workplace environment or workplace conflict can lead employees to feel dissatisfied and in turn seek out other opportunities. The current study had six hypotheses, however, based on the results of the study none of these hypotheses can be supported. Although this is the case, the hypotheses do provide insight into this field of conflict resolution and also guidance for employers to be aware of when dealing with conflict in the workplace.

Generational Diversity and Incidents of Workplace Bullying

For H1: Organizations with greater generational diversity will perceive more workplace bullying, there was no relationship to indicate that organizations with greater generational diversity would experience greater incidents of workplace bullying. It was originally hypothesized that there would be some relationship between generational diversity and workplace bullying, however, upon analyzing the results from the chi-

square test, this was not the case. This provided great significance to the study as understanding that organization that is more diverse in generational age is not more likely to have more workplace bullying incidents than those that are less diverse.

In the study, Baby Boomers indicated that employees that were younger were more likely to be bullies, while Millennials indicated that older employees were more likely to be workplace bullies. This is an important distinction between generations in the perception of the source of workplace bullying. Organizations need to recognize these differences, particularly when providing training and resources to ensure that in the future workplace bullying does not become an issue due to differences in generational perception. Social exchange theory suggests that there are power imbalances within relationships that can create an environment for workplace bullying, however, it is not impacted by generation as discussed in this study (Parzefall and Salin, 2010).

Workplace Bullying Amongst Supervisors and Employees of Varying Generations

Utilizing a chi-square test for H2: Workplace bullying will be perceived from a supervisor to an employee across generations, Generation X and Baby Boomers identified the main source of workplace bullying, harassment and intimidation as supervisors and managers. Although there were no relationships between victims of workplace bullying, being able to identify the source for two generations supports the hypothesis that managers are more likely to bully their employees as opposed to peer-to-peer bullying.

Understanding this aspect helps employers better understand how employees may work together, and potential areas of conflict that may in turn lead to workplace bullying. As there is no relationship between those of the same generation engaging in workplace

bullying, this means that employees can work together effectively if they are similar in age. Personalities and emotions of varying generations may differ within the workplace environment and affective events theory does suggest this can create a negative situations (Glaser, Holmdal and Einarsen, 2011). The impact of affective events theory is supported, by allowing workers of different generations to create a workplace-bullying environment. All employers may want to provide training for supervisors about workplace bullying, and what can be considered “bullying” so that supervisors are trained to avoid these types of behaviors.

Organizational Size and Incidents of Workplace Bullying

For H3: Workplace bullying is more likely to occur in larger organizations, small, medium and large companies were looked at to identify the impact of organizational size. In medium sized organizations (51 – 5000 employees), employees indicated they were more likely to be bullied by a colleague within their department. In larger organizations (5001+), employees were more likely to be bullied by a supervisor. Social exchange theory suggests that supervisor bullying could be based on a power imbalance situation where the manager may feel more threatened (Parzefall and Salin, 2010). As such, in larger organizations, managers may have larger teams and feel threatened by the number of employees underneath them in turn struggle with the power imbalance. Social exchange theory can also be linked to bullying on a peer-to-peer basis as employees may feel disconnected or threatened by others, leading to a situation in which bullying occurs.

Perception of Employer Training for Workplace Bullying

For H4: Workplace bullying policies and/or training are perceived to reduce incidents of workplace bullying across generational groups, it was discovered that

Millennials were less likely to be aware of Employee Assistance Programs (EAP's) offered by the employer. This is significant as employers have established EAP's as a resource for employees, and with Millennials now making up a large part of the workforce, being unaware shows a need for more education within the workplace. Social cognitive theory that suggests characteristics of the workplace environment can create a perception of workplace bullying by either employees or employers, therefore awareness of employer programs is just as important (Claybourn, 2011). Employers need to focus on generating awareness of existing programs focusing on Millennials for education.

Gender, Generation and the Effect on Workplace Bullying

Additional results from the study indicated that women were more likely to be bullied by Baby Boomer supervisors. In comparison, men were more likely to be bullied by Generation X supervisors. This is significant as Baby Boomers may need more gender equity training as this could be an underlying cause for the bullying, particularly since these male employees grew up during a time when female and male roles were culturally defined within the workplace which can affect communication style as described in social exchange theory (Parzefall and Salin, 2010). A possible reason for the female Generation X supervisors tending to be bullying more male employees could be associated with being raised in the aftermath of feminism, which is rather interesting as these bullying supervisors are in generations that closely follow each other, yet the gender of the bullying victim changes. Feminism has opened the doors for more women into the workforce, along with obtaining more leadership roles. However, with more women now working with a limited number of management roles, women are now more

competitive with each other and although 60-percent of workplace bullies are men; women tend to choose women to bully over 70-percent of the time (Turnbull, 2009).

Discussion Summary

This study has profound implications for scholars, trainers and negotiators as understanding that there are relationships that are more likely to engage in bullying than others. By knowing this, trainers can effectively engage select groups to focus on building relationships and how to address bullying. Negotiators can also use this knowledge when dealing with a workplace negotiation, which can help prevent legal issues from taking place. This can help when dealing with escalated employment issues to prevent them from becoming a larger legal issue. Future scholars can also utilize the information and findings from this study to get a better understanding on workplace relationships. Although the hypotheses were not supported, the study was able to provide further insight as to important factors for employers to recognize in the workplace, along with examples of consequences that take place in the event workplace bullying continues and is ignored.

Strengths of this study include having a wide variety of individuals representing different industries, organizational size, and gender. However, if this study were to be replicated in the future, it would be best to include individuals from Generation Z. Only one individual from Generation Z completed the study, therefore Facebook is not an effective tool for reaching that generation. Instead, it would be best to get their feedback either in-person or via other social media tools (i.e.; Twitter, Instagram or Snapchat). Having input from Generation Z would allow a better understanding of the future

workforce and challenges that may be faced, particularly as Generation Z takes a more prominent role in the workforce.

The survey did not ask questions about race, ethnicity or religious affiliation. This could be looked at in future studies to see if there is a connection between these demographic features and workplace bullying. However, the current study focused more on generation and how generation, company size, and gender and the relationship with workplace bullying. Due to the specific focus of this study, these other demographic characteristics were not collected.

Recommendations

For future studies, it would be beneficial to refine by either industry and/or geographical area in order to provide insight as to how workplace bullying may vary across the United States and by industry. Expanding the current study to include a larger sample would also allow the opportunity to gather further data as one of the challenges with the current study was gathering enough completed surveys.

The current study provides insight for employers, human resource professionals and trainers into the effects of various generations and how this can affect workplace bullying. For the field of conflict resolution, this is valuable for the field as it better helps understand workplace bullying particularly as this becomes an ongoing issue within the conflict resolution field.

Limitations and Assumptions

Potential limitations for this study included a smaller sample size. Although the goal was to gain over 100 completed surveys, it was difficult to ensure this would be enough to cover all generations to be studied. The sample size did prove sufficient for

this study, however data was able to be collected only for Baby Boomers, Generation X and Millennials. In future studies, it would be best to have more participation from Generation Z employees. Other limitations include predisposition to workplace bullying from the Stop Workplace Bullying group. These participants are familiar with workplace bullying and have experienced incidents first hand which can affect the responses. However the responses were valuable as the sample provided direct insight into workplace bullying.

Conclusions

Although much research has been done on workplace bullying, there has been no study until now that evaluates the effect of different generations on workplace bullying. As such, in a society where now four very different generations have begun to work together, this is a key factor that needs to be evaluated in order to further develop policies and preventative measures from an organizational standpoint.

This study was developed to look at the colleague-supervisor relationships amongst these generations, the victim-bully relationship, and the communication issues that may arise between these generation to determine if there is a relationship in the source of conflict on workplace bullying.

Understanding the role of workplace bullying is important for organizations and human resource professionals, so that it may allow for a better understanding of current issues. This in turn may allow for more effective prevention measures and prevent workplace bullying from escalating to instances of workplace violence.

References

- Aquino, K., and Bradfield, M. (2003). Preferential Mistreatment: How Victim Status Moderates the Relationship between Organizational Citizenship Behavior and Workplace Victimization. *Organization Science*, 14(4), 374-385. Retrieved from <http://www.jstor.org/stable/4135116>.
- Aquino, K., and Bradfield, M. (2000). The Role of Situational Factors and Victim Characteristics. *Organization Science*, 11(5), 525-537. Retrieved from <http://www.jstor.org/stable/2640343>.
- Beirne, M., and Hunter, P. (2013). Workplace bullying and the challenge of pre-emptive management. *Personnel Review*, 42(5), 595-612. doi:10.1108/PR-07-2012-0105
- Boddy, C. R. (2011). Corporate psychopaths, bullying and unfair supervision in the workplace. *Journal of Business Ethics*, 100(3), 367-379.
doi:<http://dx.doi.org/10.1007/s10551-010-0689-5>
- Boslaugh, S. (2008). Fisher's Exact Test. *Encyclopedia of Epidemiology*. doi:
<http://dx.doi.org.ezproxylocal.library.nova.edu/10.4135/9781412953948.n159>
- Branch, S., Ramsay, S., and Barker, M. (2013). Workplace bullying, mobbing and general harassment: A review. *International Journal of Management Reviews*, 15(3), 280-299. doi:<http://dx.doi.org/10.1111/j.1468-2370.2012.00339>.
- Braverman, M. (1999). *Preventing workplace violence*. Thousand Oaks, CA: Sage Publications.
- Brock, D. (n.d.). Quality Project: Bullying, Harassment and Intimidation in the Workplace. Retrieved from: <http://www.ascmo.org.au/ind/Bullying-Survey-DraftVersion.pdf>

Bulutlar, F., and Öz, E. (2009). The Effects of Ethical Climates on Bullying Behavior in the Workplace. *Journal of Business Ethics*, (86)3, 273-295.

<http://www.jstor.org/stable/40294890>

Caponecchia, C., Sun, A. Y., Z., and Wyatt, A. (2012). 'Psychopaths' at work? Implications of lay persons' use of labels and behavioral criteria for psychopathy. *Journal of Business Ethics*, 107(4), 399-408.

doi:<http://dx.doi.org/10.1007/s10551-011-1049-9>

Clark, D. (2010). Constructivism. Retrieved from

<http://www.nwlink.com/~donclark/hrd/history/constructivism.html>

Claybourn, M. (2011). Relationships between moral disengagement, work characteristics and workplace harassment. *Journal of Business Ethics*, 100(2), 283-301.

doi:<http://dx.doi.org/10.1007/s10551-010-0680-1>

Devonish, D. (2013). Workplace bullying, employee performance and behaviors.

Employee Relations, 35(6), 630-647. doi:<http://dx.doi.org/10.1108/ER-01-2013-0004>

Di Martino V, Hoel H and Cooper CL (2003) Preventing Violence and Harassment in the Workplace. Dublin: European Foundation for the Improvement of Living and

Working Conditions.

EEOC. (2016). Harassment. Retrieved from

<http://www.eeoc.gov/laws/types/harassment.cfm>.

- Georgakopoulos, A., and Kelly, M. (2017). Tackling workplace bullying. A scholarship of engagement study of workplace wellness as a system. *International Journal of Workplace Health Management*. 10(6). Retrieved from <http://www.emeraldinsight.com/1753-8351.htm>.
- Georgakopoulos, A., Wilkin, L., and Kent, B. (2011). Workplace bullying: A complex problem in contemporary organizations. *International Journal of Business and Social Science*. 2(3).
- Gilbert, J. A., Raffo, D. M., and Sutarso, T. (2013). Gender, conflict and workplace bullying: is civility policy the silver bullet? *Journal of Managerial Issues*, 25(1), 79-77. Retrieved from <http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1520313070?accountid=6579>
- Glaso, L., Vie, T. L., Holmdal, G. R., and Einarsen, S. (2011). An application of affective events theory to workplace bullying: The role of emotions, trait anxiety, and trait anger. *European Psychologist*, 16(3), 198-208.
doi:<http://dx.doi.org.ezproxylocal.library.nova.edu/10.1027/1016-9040/a000026>
- Grand Canyon University. (2018). When to Use Quantitative Methods. Retrieved from https://cirt.gcu.edu/research/developmentresources/research_ready/quantresearch/whentouse
- Harvey, M., Treadway, D., Thompson Heames, J., and Duke, A. (2009). Bullying in the 21st Century Global Organization: An Ethical Perspective^[L]_{SEP}. *Journal of Business Ethics*, 85(1), 27-40. <http://www.jstor.org/stable/40294796>

- Health Research Funding. (2018). Pros and cons of quantitative research. Retrieved from <https://healthresearchfunding.org/pros-cons-quantitative-research/>
- Hutchinson, J. (2012). Rethinking workplace bullying as an employment relations problem. *The Journal of Industrial Relations*, 54(5), 637-652.
doi:<http://dx.doi.org/10.1177/0022185612454955>
- Illman, D. (1996). Social exchange theory. Retrieved from <http://www.washington.edu/research/pathbreakers/1978a.html>
- Keashly, L., and Neuman, J. (2007). Information Sheet for MSU Workplace Behavior Survey. Retrieved from https://www.mnsu.edu/csw/workplacebullying/msu_online_workplace_behavior_project_survey.pdf
- Kennedy, D., Homant, R., Homant, M., (2004). Perception of Injustice as a Predictor of Support for Workplace Aggression. *Journal of Business and Psychology*, 18(3), 323-336. Retrieved from <http://www.jstor.org/stable/25092865>.
- Kivimäki, M., Virtanen, M., Vartia, M., Elovainio, M., Vahtera, J., and Keltikangas-Järvinen, L. (2003). Workplace Bullying and the Risk of Cardiovascular Disease and Depression. *Occupational and Environmental Medicine*, 60(10), 779-783.
Retrieved from <http://www.jstor.org/stable/27732071>.
- Leck, J. and Galperin, B. (2006). Worker Responses to Bully Bosses. *Canadian Public Policy / Analyse de Politiques*, 32(1), 85-97. Retrieved from <http://www.jstor.org/stable/3552244>.

- Leonard, B. (2014). New Survey Compares Workplace Traits of Generations Y and Z.
Retrieved from <https://www.shrm.org/hr-today/news/hr-news/pages/generation-z-traits.aspx>
- López-Cabarcos, M. Ángeles; Vázquez-Rodríguez, Paula; Gieure, Clara. Psychology and Marketing. Nov 2017, Vol. 34 Issue 11, p1023-1030. 8p. 5 Charts. DOI: 10.1002/mar.21041.
- Lyons, S. T., Schweitzer L., and Ng, S.W. (2015). How have careers changed? An investigation of changing career patterns across five generations". *Journal of Managerial Psychology*, 30(1), 8 – 21. Retrieved from: <http://dx.doi.org/10.1108/JMP-07-2014-0210>
- Martin, W., and LaVan, H. (2008). Bullying in the U.S. Workplace: Normative and Process-Oriented Ethical Approaches. *Journal of Business Ethics*, 83(2), 147-165. Retrieved from <http://www.jstor.org/stable/25482363>
- Martin, W., and LaVan, H. (2010). Workplace bullying: A review of litigated cases. *Employee Responsibilities and Rights Journal*, 22(3), 175-194. doi: <http://dx.doi.org/10.1007/s10672-009-9140-4>
- Mathisen, G., Einarsen, S. and Mykletun, R. (2011). The relationship between supervisor personality, supervisors' perceived stress and workplace bullying. *Journal of Business Ethics*, 99(4), 637-651. doi: <http://dx.doi.org/10.1007/s10551-010-0674-z>
- Mathisen, G., Einarsen, S., and Mykletun, R., (2011). The relationship between supervisor personality, supervisors' perceived stress and workplace bullying. *Journal of Business Ethics*, 99, 637–651. doi: 10.1007/s10551-010-0674-z.

- McAvoy, B., and Murtagh, J. (2003). Workplace Bullying: The Silent Epidemic. *BMJ: British Medical Journal*, 326(7393),776-777. Retrieved from <http://www.jstor.org/stable/25454153>.
- McCormack, D., Djurkovic, N., Nsubuga-Kyobe, A., Casimir, G. (2018) Workplace bullying: The interactive effects of the perpetrator's gender and the target's gender, *Employee Relations*, Vol. 40 Issue: 2, pp.264-280, <https://doi.org/10.1108/ER-07-2016-0147>
- McDonald, J. (2015). Chi-square test of independence. Retrieved from <http://www.biostathandbook.com/chiind.html>
- Monks, C.P., Smith, P.K., Naylor, P., Barter, C., Ireland, J.L. and Coyne, I. (2009). Bullying in different contexts: commonalities, differences and the role of theory. *aggression and violent behavior*, 14(2).
- Namie, G. (2007), The challenge of workplace bullying. *Empl. Rel. Today*, 34: 43-51. doi:10.1002/ert.20151
- Namie, G. and Namie, R. (2016). The Workplace Bullying Institute. Retrieved from <http://www.workplacebullying.org>
- O'Donnell, Sue M.; MacIntosh, Judith A. *Qualitative Health Research*. Feb 2016, Vol. 26 Issue 3, p351-366. 16p. DOI: 10.1177/1049732314566321
- O'Driscoll, M.,P., Cooper-Thomas, H., Bentley, T., Catley, B. E., Gardner, D. H., and Trenberth, L. (2011). Workplace bullying in new zealand: A survey of employee perceptions and attitudes. *Asia Pacific Journal of Human Resources*, 49(4), 390-408. doi: <http://dx.doi.org/10.1177/1038411111422140>

- Parzefall, M., and D., Salin. (2010). Perceptions of and Reactions to Workplace Bullying: A Social Exchange Perspective. *Human Relations*, 63 (2010): 761-80.
doi:10.1177/0018726709345043
- Pisklakov, S., Tilak, V., Patel, A., and Xiong, M. (2013). Bullying and Aggressive Behavior among Health Care Providers: Literature Review. *Advances in Anthropology*, 3, 179.
- Roscigno, V., Lopez, S., and Hodson, R. (2009). Supervisory Bullying, Status Inequalities and Organizational Context. *Social Forces*, 87(3) (Mar., 2009), 1561-1589. Retrieved from <http://www.jstor.org/stable/40345172>.
- Rospenda, K., Richman, J., Ehmke, J., and Zlatoper, K. (2005). Is Workplace Harassment Hazardous to Your Health? *Journal of Business and Psychology*, 20(1), 95-111. Retrieved from <http://www.jstor.org/stable/25092926>.
- Salkind, N. (2010). Chi-Square Test. *Encyclopedia of Research Design*. doi:
<http://dx.doi.org/10.4135/9781412961288.n48>
- Samnani, A., and Singh, P. (2012). 20 years of workplace bullying research: A review of the antecedents and consequences of bullying in the workplace. *Aggression and Violent Behavior*, 17(6), 581-589. Retrieved from
<http://dx.doi.org/10.1016/j.avb.2012.08.004>
- Side, S. (2007). The Danger of Do Nothing Leaders. *Academy of Management Perspectives*, 21(2), 75-77. Retrieved from <http://www.jstor.org/stable/27747375>.

- Smith, S. (2012). Workplace bullying is a chronic corporate disease. *EHS Today*, Retrieved from <http://search.proquest.com.ezproxylocal.library.nova.edu/docview/1095349221?accountid=6579>
- Soylu, S. (2011). Creating a family or loyalty-based framework: the effects of paternalistic leadership on workplace bullying. *Journal of Business Ethics*, 99, 217-231. doi: 10.1007/s10551-010-0651-6.
- Stagg, S., Sheridan, D., Jones, R., Speroni, K., (2013). Workplace bullying the effectiveness if a workplace program. *Workplace Health and Safety*, 61(8), 333-338.
- Sutton, R. (2007). Building the civilized workplace. *Mckinsey Quarterly*, (2), 30-39.
- Sweeney, P. (2007). Organizational Chaos and Relative Powerlessness: Breeding Ground for Bullies? *Academy of Management Perspectives*, 21(2) (May, 2007), 77-78. Retrieved from <http://www.jstor.org/stable/27747376>.
- Turnbull, J. (2009). No room for sisterhood? *Korean Times* (May 22, 2009). Retrieved from <https://www.workplacebullying.org/koreatimes/#more-717>
- Van Fleet, D.,D., and Van Fleet, E.,W. (2012). Towards a behavioral description of managerial bullying. *Employee Responsibilities and Rights Journal*, 24(3), 197-215. doi: <http://dx.doi.org/10.1007/s10672-012-9190-x>
- Vartia, M. (2001). Consequences of workplace bullying with respect to the well-being of its targets and the observers of bullying. *Scandinavian Journal of Work, Environment and Health*, 27(1), 63-69. Retrieved from <http://www.jstor.org/stable/40967116>.

Vega, G., and Comer, D. (2005). Sticks and stones may break your bones, but words can break your spirit: bullying in the workplace. *Journal of Business Ethics*, 58(1), 101-109. Retrieved from <http://www.jstor.org/stable/25123503>

Appendix A: Survey Questions

The following questionnaire will be issued to all participants selected within the sample. The survey should take approximately 30 minutes to complete. Participation is entirely voluntary.

Section A: Demographic Information:

1. Year of Birth:
2. Industry of Employment:
3. Size of Company
 - Small (2 - 50)
 - Medium (51 – 1000)
 - Moderate (1001 – 5000)
 - Large (5001 – 10000)
 - Corporate (10001+)
4. Years Working with Current Employer:
5. Experience with workplace bullying:
 - No experience
 - A little experience
 - Moderate experience
 - Extensive experience

Section B: Bullying Survey Instrument – Core Survey Questions

Used with permission with Dr. David Brock (n.d.).

1. I currently work:

- Full-time (Permanent)
- Part-time (Permanent)
- Contract (Full-time)
- Contract (Part-time)
- Casual/Temporary
- Other [Please Specify]

2. Workplace bullying, harassment and/or intimidation has been an important issue for me in the past three months?

- Strongly Disagree
- Mostly Disagree
- Neutral
- Mostly Agree
- Strongly Agree

3. a) In the past three months have you witnessed, experienced or been involved in incidents involving bullying, harassment or intimidation in your workplace. (i.e.: as a target, witness or perpetrator)

- No
- Yes

If you have answered 'No' please move to Question 4

b) With regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (i.e.: 'perpetrator')?

- Yourself
- Client
- Visitor
- Supervisor
- Manager
- Colleague (in your department)
- Colleague (outside your department)
- Other [Please Specify]

c) With regard to this incident, who was the target of the bullying / harassment / intimidation (i.e.: 'victim')?

- Yourself
- Client
- Visitor
- Supervisor
- Manager
- Colleague (in your department)
- Colleague (outside your department)
- Other [Please Specify]

d) With regard to this incident, please indicate the type of bullying / harassment / intimidation that occurred? (You may select more than one box if needed)

- Verbal abuse
- Unwarranted criticism
- Physical (non-sexual)
- Sexual harassment
- Discrimination
- Unfair demands on your time
- Unfair demands on your professional skills or abilities – or refusal to pay you for the work you have done (including alteration of time sheets or non-payment of overtime)
- Unfair scheduling
- Professional belittling, patronising or condescending behaviours
- Negative comments in front of other staff members
- Negative comments in front of clients
- Threats of disciplinary action/dismissal
- Threats of violence

- Overlooking praise whilst at the same time over-emphasising negative criticism
 - Other forms of bullying/harassment/intimidation [Please Specify]
- e) With regard to this incident, do you think the target found this personally distressing?
- Strongly Disagree
 - Mostly Disagree
 - Neutral
 - Mostly Agree
 - Strongly Agree
- f) With regard to this incident, do you think the incident allowed the protagonist some benefits?
- Strongly Disagree
 - Mostly Disagree
 - Neutral
 - Mostly Agree
 - Strongly Agree
- g) With regard to this incident, what did you do about this? (You may select more than one answer)
- Nothing
 - Ignored it
 - Felt startled or overwhelmed by it
 - Approached the bully
 - Approached the target
 - Approached bully's supervisor
 - Approached Area level management
 - Took concerns to Union
 - Took concerns to lawyer
 - Took concerns to Media
 - Left employment or transferred to another area with the same employer
 - Sought revenge (e.g.: behaved in a passive aggressive manner towards the bully[ies])
 - Other [Please Specify]
- h) If you did do something about it, was there a favorable outcome?
- No
 - Yes (the bullying stopped)
 - Partially (please explain)
- i) Do you think more should or could have been done?
- No
 - Yes

If *Yes*, what should or could have been done [Please Specify].

4. If experiencing or witnessing bullying, did this have any effects upon your general health, well-being, or ability to do your normal work related duties?

- No
- Yes

If *Yes*, did this adversely affect (you may select more than one box):

- your sleep
- your mood
- your concentration
- your interest in your work
- your work performance
- your relationships at work
- your relationships at home
- your level of self confidence
- your confidence in your abilities
- your levels of enjoyment
- your ability to focus on other issues in your life
- Other [Please Specify]

5. If experiencing or witnessing bullying, did you receive support from your manager or supervisor?

- No
- Yes

If *Yes*, did this involve

- Personal support
- Education
- Advice and encouragement to receive counseling
- Information about the employee assistance program (EAP)
- Other [Please Specify]

6. If experiencing or witnessing bullying, did you receive any form of professional support?

- No
- Yes

If *Yes*, did this involve the services of a:

- Counselor
- Psychologist
- General Practitioner
- Psychiatrist
- Employee Assistance Program (EAP)
- Other.....

7. If experiencing or witnessing bullying, did you have time off work using sick leave or workers compensation leave?

- No
- Yes

If *Yes*, did the total period extend for

- Less than one week
- Between one week and one month
- More than one month

8. If experiencing or witnessing bullying, did you gain anything from the experience?

- No
- Yes

If yes, did you:

- Learn more about the requirements of your position
- Learn more about the opinions and attitudes of others
- Learn more about what is acceptable and unacceptable behavior within this department
- Other [Please Specify]

9. Do you believe that there have been occasions when you have inadvertently or deliberately bullied, harassed or intimidated others within the past three months?

- No
- Yes

a) If Yes, do you believe this relates to (you may select more than one):

- Part of normal working relationships
- Expected behavior for your particular role at the time
- Needing to behave in this manner in order to ensure that the job at hand was completed in a time effective manner
- Justified behavior because you were acting in the interest of better part of my strong personal style to do otherwise would be a sign of weakness
- Being inadequately resourced
- Being inadequately trained
- Frustration due to other issues at work
- Frustration due to issues at home
- Repeating a learned pattern of behavior
- Expecting others to do more than they feasibly could under the circumstances
- Justified behavior
- Protecting yourself from perceived criticism
- Enjoying watching other people cringe
- Other [Please Specify]

b) If *Yes*, were you subjected to any form of disciplinary action, complaint or investigation?

- No
- Yes

c) If *Yes*, did you require time off work:

- No
- Yes

d) If *Yes*, did this extend for a period of:

- Less than one week
- Between one week and one month
- More than one month

The following questions will ask your opinion on bullying, harassment and intimidation.

11. Bullying, harassment and intimidation is largely within the eye of the beholder.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

12. Bullying, harassment and intimidation is the only way to guide and control some people.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

13. Bullying, harassment and intimidation is stressful.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

14. Some stress is good for you.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

15. There is a place for some bullying, harassment and intimidation in the workplace.

- Strongly Agree

- Agree
- Neutral
- Disagree
- Strongly Disagree

16. Bullying, harassment and discrimination is tolerated within my workplace.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

17. I currently possess the skills to confidently deal with any bullying, harassment and intimidation that may arise within my workplace.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree

18. Are you aware if your company offers an Employee Assistance Program (EAP), which offers free counseling to employees and their families for personal and/or work related, issues?

- No
- Yes

Section C: Additional Survey Questions

1. For those that indicated that the supervisor or manager was involved in bullying behavior, what was their approximate age?
2. For those that indicated that bullying occurred from a colleague or peer, what was the approximate age of the colleague or peer?
3. Was the gender of the bully the same as that of the victim?
4. Does your organization provide training to prevent bullying and violence?
5. Does your company have an anti-bullying policy?
6. Does your company have procedures in place to address workplace bullying issues?
7. Do you believe that different generations play a role in workplace bullying?
8. Do you feel that employees have resigned from your organization due to workplace bullying incidents?
9. Have other incidents occurred within the organization that could overlap and be considered related to workplace violence and bullying?
10. Does workplace bullying tend to occur with employees *over* 40 years old?

11. Does workplace bullying tend to occur with employees *under* 40 years old?

Section D: Likert Scale Questions:

These questions will be rated on the following scale:

- 1 = Highly Unlikely
- 2 = Unlikely
- 3 = Neutral
- 4 = Likely
- 5 = Highly Likely

1. Employees that are older than me tend to be bullies in the workplace.
2. Employees that are younger than me tend to be bullies in the workplace.
3. I find that there is more conflict when different age groups are working together.
4. Employees that are older than me are harder to work with.
5. Employees that are younger than me are harder to work with.
6. I communicate best with employees that are older than me.
7. I communicate best with employees that are younger than me.

Thank you for your time.

Appendix B: Original Survey

Quality Project - Bullying, Harassment and Intimidation in the Workplace Bullying Survey Instrument

The following questionnaire will be issued to all staff within The XYZ Hospital's ABC Department on a 3 monthly basis for a period of one year. Participation is entirely voluntary. Completed questionnaires will be collated by an independent 3rd party and presented back to the department in a de-identified and generalized manner at the end of the 12 month period. Please confine all answers to your experiences within The XYZ Hospital's ABC Department during the previous 3 months.

NB: THIS IS A DRAFT DOCUMENT ONLY

It is suggested that this survey be passed around amongst staff, inviting them to refine and develop questions to suit local circumstances before implementation.

3. I work

Registered Nurse

Enrolled Nurse

Student Nurse (RN or EN)

Dr (Specialist)

Dr (CMO)

Dr (Registrar)

Dr (RMO)

Administration staff member (eg: Clerical staff) Wardsperson

Cleaner

Allied Health Worker

Other

Full-time (Permanent) Part-time (Permanent) Contract (Full-time) Contract (Part-time) Casual

Other

4. Workplace bullying, harassment and/or intimidation has been an important issue for me in the past three months?

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

5. a) In the past three months have you witnessed, experienced or been involved in incidents involving bullying, harassment or intimidation in your workplace. (ie: as a target, witness or perpetrator)

No Yes

b) with regard to any single incident that appears most prominent to you during the last three months, who was doing the bullying / harassing / intimidating (ie: 'perpetrator')?

Yourself

Patient

Relative

Visitor
 Doctor
 Registered Nurse Enrolled Nurse Wards-person
 Cleaner
 Supervisor
 Manager
 Administration staff member (eg: Clerical staff) Other

c) with regard to this incident, who was the target of the bullying / harassment / intimidation (ie: 'victim') ?

 Yourself

Patient
 Relative
 Visitor
 Doctor
 Registered Nurse Enrolled Nurse Wards-person
 Cleaner
 Supervisor
 Manager
 Administration staff member (eg: 'Ward clerk') Other

 If you have answered 'No' please move to Q 14

d) with regard to this incident, please indicate the type of bullying / harassment / intimidation that occurred ?

 (you may tick more than one box if needed)

Verbal abuse
 Unwarranted criticism
 Physical (non-sexual)
 Sexual harassment
 Discrimination
 Unfair demands on your time
 Unfair demands on your clinical/professional skills or abilities – or refusal to pay you for the work you have done (including alteration of time sheets or non-payment of overtime)
 Unfair rostering
 Professional belittling, patronizing or condescending behaviors Negative comments in front of other staff members
 Negative comments in front of patients
 Threats of disciplinary action/dismissal
 Threats of violence
 Overlooking praise whilst at the same time over-emphasizing negative criticism
 Other forms of bullying/harassment/intimidation

e) with regard to this incident, do you think the target found this personally distressing.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

f) with regard to this incident, do you think the incident allowed the protagonist some benefits.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

g) with regard to this incident, what did you do about this?

(you may tick more than one box)

- Nothing
- Ignored it
- Felt startled or overwhelmed by it
- Approached the bully
- Approached the target
- Approached bully's supervisor
- Approached senior hospital management
- Approached Area level management
- Approached Department of Health
- Took concerns to Union
- Took concerns to lawyer
- Took concerns to Media
- Left employment or transferred to another area with the same employer
- Sought revenge (eg: behaved in a passive aggressive manner towards

the bully[s])

- Other

6. If you did do something about it, was there a favorable outcome?

- No
- Yes (the bullying stopped)
- Partially (please explain)

7. Do you think more should or could have been done? No Yes

If Yes, what should or could have been done

8. If experiencing or witnessing bullying, did this have any effects upon your general health, well-being, or ability to do your normal work related duties

No Yes

If Yes , did this adversely affect

- your sleep
- your mood
- your concentration
- your interest in your work
- your work performance
- your relationships at work

- your relationships at home
- your level of self confidence
- your confidence in your clinical abilities
- your levels of enjoyment
- your ability to focus on other issues in your life
- other.....

(you may tick more than one box)

9. If experiencing or witnessing bullying, did you receive support from your manager or supervisor.

No Yes

If Yes , did this involve

- personal support
- education
- advice and encouragement to receive counseling
- information about the employee assistance program
- other.....

10. If experiencing or witnessing bullying, did you receive any form of professional support.

No Yes

If Yes , did this involve the services of a

- counselor
- psychologist
- general practitioner
- psychiatrist
- employee assistance program
- other.....

11. If experiencing or witnessing bullying, did you have time off work using sick leave or workers compensation leave.

No Yes

If Yes , did the total period extend for

- less than one week
- between one week and one month
- more than one month

12. If experiencing or witnessing bullying, did you gain anything from the experience.

No Yes

If Yes , did you

- learn more about the requirements of your position
- learn more about the opinions and attitudes of others

○ learn more about what is acceptable and unacceptable behavior within this department

○ other.....

13. Do you believe that there have been occasions when you have inadvertently or deliberately bullied, harassed or intimidated others within the past three months

No Yes

a) If Yes, do you believe this relates to

(you may tick more than one box)

- part of normal working relationships
- expected behavior for your particular role at the time
- needing to behave in this manner in order to ensure that the job at hand was completed in a time effective manner

- justified behavior because you were acting in the interest of better patient care

- part of my strong personal style
- to do otherwise would be a sign of weakness
- being inadequately resourced
- being inadequately trained
- frustration with hospital's inability to meet the needs of patients
- frustration with bed block
- frustration due to other issues at work
- frustration due to issues at home
- repeating a learned pattern of behavior
- expecting others to do more than they feasibly could under the

circumstances

- justified behavior
- protecting yourself from perceived criticism
- enjoying watching other people cringe
- other reasons.....

b) If Yes, were you subjected to any form of disciplinary action, complaint or investigation

No Yes

c) If Yes, did you require time off work

No Yes

d) If Yes , did this extend for a period

- less than one week
- between one week and one month
- more than one month

14. Bullying, Harassment and Intimidation is largely within the eye of the beholder.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

15. Bullying, harassment and intimidation is the only way to guide and control some people.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

16. Bullying, Harassment and Intimidation is stressful.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

17. Some stress is good for you.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

18. There is a place for some Bullying, Harassment and Intimidation in the workplace.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

19. Are you aware of that NSW Health has issued a policy on bullying, harassment and discrimination within the workplace?

No Yes

20. Are you aware that this policy states that managers are obliged to ensure that all forms of Bullying, Harassment and Discrimination are eliminated from the workplace and must not model this behavior themselves.

No Yes

21. Bullying, harassment and discrimination is tolerated within my workplace?

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

22. I currently possess the skills to confidently deal with any Bullying, Harassment and Intimidation that may arise within my workplace.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

23. Are you aware that NSW Health provides the Employee Assistance Program offering free counseling to employees and their families for personal and/or work-related issues?

No Yes

24. Please provide any additional comments and / or suggestions below:

25. Completing this survey has been useful.

Strongly Agree / Mostly Agree/ Neutral / Mostly Disagree / Strongly Disagree

Thank you for your time.