DEPARTMENT OF PSYCHOLOGY

WORKPLACE BULLYING AND VICTIMIZATION: A MIXED METHOD APPROACH

DOCTOR OF PHILOSOPHY DISSERTATION

IFIGENIA A. STYLIANOU
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IFIGENIA A. STYLIANOU

A Dissertation Submitted to the University of Cyprus in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

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The present doctoral dissertation was submitted in partial fulfillment of the requirements for the degree of Doctor of Philosophy of the University of Cyprus. It is a product of original work of my own, unless otherwise mentioned through references, notes, or any other statements.

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IFIGENIA A. STYLIANOU

ΠΕΡΙΛΗΨΗ

Τα τελευταία χρόνια το φαινόμενου του εργασιακού εκφοβισμού έχει κερδίσει το ενδιαφέρον πολλών ερευνητών, οι οποίοι μελετούν τόσο τους παράγοντες που οδηγούν σε αυτόν, όσο και τις συνέπειές του. Η εν λόγω έρευνα αποσκοπεί στη διερεύνηση του τρόπου επίδρασης των εμπειριών σχολικού εκφοβισμού και θυματοποίησης, των χαρακτηριστικών της προσωπικότητας του ατόμου και στοιχείων του εργασιακού περιβάλλοντος στην ανάπτυξη εκφοβισμού και θυματοποίησης στο πλαίσιο της εργασίας. Επίσης, στοχεύει στην κατανόηση του τρόπου με τον οποίο ο εργασιακός εκφοβισμός επιδρά στη ψυχική υγεία των ατόμων, μέσα από την εκτίμηση των συναισθημάτων πικρίας στους εργαζόμενους οι οποίοι πρόσφατα υπήρξαν στόχοι εκφοβιστικών συμπεριφορών στο πλαίσιο εργασίας τους, αλλά και των τρόπων αντίδρασης των εργαζομένων στον εκφοβισμό. Ο αριθμός των συμμετεχόντων ανέρχεται στους 302 υπαλλήλους τεσσάρων ιδιωτικών εταιρειών, οι οποίοι κλήθηκαν ανώνυμα να συμπληρώσουν τα εξής ερωτηματολόγια σε μία χρονική φάση: Organizational Culture Assessment Instrument, μέρος του ερωτηματολογίου Five Factor Personality Inventory, Retrospective Bullying Questionnaire, Post-traumatic Embitterment Disorder Self-Rating, Negative Acts Questionnaire – Revised. Οι συμμετέχοντες συμπλήρωσαν επίσης σχετική λίστα δεξιοτήτων επίλυσης εργασιακού εκφοβισμού. Η συλλογή δεδομένων ολοκληρώθηκε έπειτα από την τελευταία φάση, η οποία περιλάμβανε πληροφορίες που λήφθηκαν από 10 ημι-δομημένες συνεντεύξεις υπαλλήλων, οι οποίοι είχαν συμπληρώσει τα ερωτηματολόγια της πρώτης φάσης και τους τελευταίους 6 μήνες για τουλάχιστον 1 φορά, είχαν βιώσει εκφοβισμό στο πλαίσιο της εργασίας τους. Σύμφωνα με τα αποτελέσματα της έρευνας, εμπειρίες σχολικού εκφοβισμού και θυματοποίησης,

IFIGENIA A. STYLIANOU

φάνηκε να επιδρούν στην εμφάνιση εργασιακής θυματοποίησης. Επίσης, χαρακτηριστικά της προσωπικότητας των εργαζομένων και συγκεκριμένα ο νευρωτισμός, επιδρούν στην εμφάνιση του φαινομένου. Το εργασιακό κλίμα επίσης, φάνηκε να μεσολαβεί επηρεάζοντας την πιο πάνω σχέση. Την ίδια στιγμή, το εργασιακό περιβάλλον και η εργασιακή θυματοποίηση, όπως και ο νευρωτισμός, φάνηκε να σχετίζονται με την ανάπτυξη μετατραυματικής διαταραχής πικρίας των εργαζομένων. Επιπλέον, το είδος της αντίδρασης των εργαζομένων στον εργασιακό εκφοβισμό λειτουργεί ως ρυθμιστικός παράγοντας στη σχέση νευρωτισμού και εργασιακής θυματοποίησης. Τέλος, δεδομένα από τη δεύτερη φάση της έρευνας που έχουν ληφθεί μέσω ημιδομημένων συνεντεύξεων, παρέχουν σημαντικές πληροφορίες από την εμπειρία εργασιακής θυματοποίησης των εργαζομένων.

Λέξεις Κλειδιά: Σχολικός Εκφοβισμός, Εργασιακός Εκφοβισμός, Θυματοποίηση, Εργασιακό Περιβάλλον, Πέντε Παράγοντες Προσωπικότητας.

IFIGENIA A. STYLIANOU

ABSTRACT

In recent years, workplace bullying and victimization, have gained the interest of many researchers, who study both the factors that related with them and their consequences. This research aims to investigate the way that experiences of school bullying and victimization, personality traits and elements of the work environment affect the development of bullying and victimization in the context of work. It also aims to examine how workplace bullying affects the mental health of individuals, through the assessment of feelings of bitterness in employees who have recently been targets of intimidating behaviors in their workplace, as well as the way that employees react to workplace victimization. 302 employees from four private companies, were asked to anonymously complete the following questionnaires in one-time phase: Organizational Culture Assessment Instrument, part of the Five Factor Personality Inventory questionnaire, Retrospective Bullying Questionnaire, Post-traumatic Embitterment Disorder Self-Rating and Negative Acts Questionnaire – Revised. Participants also completed a list of coping skills for workplace victimization. Data collection was completed after the last phase, which included information obtained from 10 semi-structured employee interviews from participants that have completed the questionnaires of phase one, and faced negative experiences in their workplace at least once during/in the last six months. According to the results, school victimization experiences influence the occurrence of workplace victimization, and also personality traits of employees and specifically neuroticism, affect the development of the phenomenon. Workplace climate also seemed to mediate the effect of the above relationship. In addition, work climate, workplace victimization and neuroticism, appeared to be associated with the development of Post-Traumatic Embitterment

IFIGENIA A. STYLIANOU

Disorder. Furthermore, employees' coping skills to workplace victimization act as a mediator in the relationship between neuroticism and workplace victimization. Finally, data from the second phase of the research obtained through semi-structured interviews, provide important information about the experience of workplace victimization of employees.

Keywords: School Bullying, Workplace Bullying, Victimization, Work Environment, Five Personality Factors.

IFIGENIA A. STYLIANOU

ΕΥΧΑΡΙΣΤΙΕΣ

Στις επόμενες σελίδες βρίσκεται το αποτέλεσμα μιας μεγάλης προσπάθειας και ενός πλούσιου ταξιδιού, μιας έρευνας που είχα στο πλάι μου στην αφετηρία, κατά τη διάρκεια και στον τερματισμό του Διδακτορικού Προγράμματος Κλινικής Ψυχολογίας. Πριν ακόμη ξεκινήσω τις προπτυχιακές μου σπουδές, το Διδακτορικό Πρόγραμμα αποτελούσε στόχο. Τόσο η θεραπευτική διαδικασία και κλινική πράξη, η κατάκτηση γνώσεων στον τομέα της ψυχολογίας, όπως και η έρευνα, με μαγεύαν και συντρόφευαν τα όνειρά μου. Δεν υπολόγιζα όμως πως αυτό το ταξίδι θα ήταν τόσο πλούσιο και ξεχωριστό. Πλούσιο σε γνώσεις, σε ευκαιρίες, σε μετατροπές. Πλούσιο και σε ανθρώπους που στάθηκαν δίπλα μου και ο καθένας με το δικό του σημαντικό τρόπο με υποστήριξε. Θα ήθελα να ευχαριστήσω θερμά τον επόπτη μου Δρ. Σταυρινίδη Παναγιώτη, που αποτέλεσε αρχικά το έναυσμα της εν λόγω έρευνας, αφού σε μια ομιλία του 7 χρόνια πριν από σήμερα γύρω από το θέμα της προσωπικότητας και του εκφοβισμού, ενεργοποίησε μέσα μου την ανάγκη να προχωρήσω μελετώντας αυτό το πεδίο πιο στοχευμένα. Έπειτα, θα ήθελα να εκφράσω την ευγνωμοσύνη μου για όλη την καθοδήγηση που με επαγγελματισμό και αφοσίωση μου προσέφερε. Θα ήθελα επίσης από τα βάθη της καρδιάς μου να ευχαριστήσω όλους τους επόπτες, σημερινούς και πιο παλιούς, που με τις γνώσεις και τη συμβολή τους «φώτισαν» όλο αυτό το έργο. Τους συμμετέχοντες που έλαβαν μέρος στην έρευνα, και με τη βοήθειά τους έκαναν το ταξίδι πραγματικότητα.

Την οικογένειά μου και τους φίλους μου, που βρίσκονταν πάντα δίπλα μου, στο πλευρό μου, στηρίζοντάς με, με κάθε τρόπο. Αγκαλιάζοντας τις χαρές και τις ανησυχίες μου και κοιτάζοντας μαζί μου μπροστά.

Αν θα μπορούσα να παρομοιάσω το ταξίδι της Διδακτορικής Διατριβής με κάτι, θα το παραλλήλιζα με ένα ταξίδι ποδηλασίας… που στην αρχή φαντάζεσαι περίπου πού θα

IFIGENIA A. STYLIANOU

ήθελες να πας και μπορείς εν μέρη να υπολογίσεις τις αντοχές σου. Στην πορεία όμως, ενδεχομένως να βρεις νέους προορισμούς, να γνωρίσεις άλλους ανθρώπους και μαζί τους να ταξιδέψεις ακόμη πιο μακριά. Ένα ταξίδι, που όσο προχωράς τόσο περισσότερο γνωρίζεις τον εαυτό σου… κάποιες φορές μέσα από τα μάτια των άλλων. Και σε κάποιο σημείο κουράζεσαι και κάπου αυτή η κούραση ξεκινάει να σε αναστατώνει… και σε κάποιο άλλο σημείο, ίσως να συναντήσεις κάτι ξεχωριστό, κάτι τόσο λαμπερό… και να διαπιστώσεις πως όταν όλα μοιάζουν δύσκολα, μπορείς να ψάξεις, να επινοήσεις, να βρεις, να ακολουθήσεις ένα νόημα. Και όταν ο άνεμος βρίσκεται απέναντί σου δυσκολεύοντας την πορεία σου, τότε αυτό το νόημα μπορεί να σε τραβήξει μπροστά και μαζί να φτάσετε στην κορυφή… Σε ευχαριστώ που βρέθηκες στο δρόμο μου και που μαζί κάνουμε τα μεγάλα ταξίδια.

IFIGENIA A. STYLIANOU

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Last but not least, I want to thank my family and my friends, who were always next to me, by my side and supported me in every way, embracing my joys and worries and looking ahead with me.

If I could compare the journey of the Doctoral Thesis with something, I would say that it looks like a cycling trip... in which at first you can imagine where you would like to go and you can calculate your strengths. However, in the course, you may find new destinations, get to know other people and with them you can travel even further. A trip in which the farther you go, the more you learn yourself... sometimes through

IFIGENIA A. STYLIANOU

the eyes of others. And at some point, you may get tired and sometimes this may upset you... and at some other point, you may meet something special, so shiny... and you probably realise that when everything seems difficult, you can search, invent, find, follow up a meaning. And when the wind complicates your route even more, this meaning can pull you ahead and you can reach the top together... Thank you for appearing on my way, and since then we travel to distant routes.

IFIGENIA A. STYLIANOU

Table of Contents

CHAPTER ONE: INTRODUCTION…….16-20

STATEMENT OF THE PROBLEM……..16-17

FACTORS THAT LED TO THE INVESTIGATION OF WORKPLACE VICTIMIZATION…….….17-18

INNOVATION OF THE STUDY…….…….18-20

CHAPTER TWO: LITERATURE REVIEW……...…….20-46

WORKPLACE BULLYING AND VICTIMIZATION: CONCEPTUALIZATION……...19

GENDER DIFFERENCES IN WORKPLACE VICTIMIZATION……..…21-22

TYPES OF UNFAIR BEHAVIOR IN THE WORKPLACE CONTEXT…...……...22-23

FACTORS ASSOCIATED WITH WORKPLACE BULLYING AND VICTIMIZATION……..23-24

THE WORK ENVIRONMENT HYPOTHESIS……24-27

WORKPLACE BULLYING AND ANTI-VIOLENCE CLIMATE…..…28-29

WORKPLACE BULLYING AND THE ROLE OF PERSONALITY..…29-31

WORKPLACE BULLYING AND COPING SKILLS……..…31-32

WORKPLACE BULLYING AND EMPLOYEE SILENCE…….32-35

THE CONCEQUENCES OF WORKPLACE BULLYING……..35-36

WORKPLACE BULLYING AND POST-TRAUMATIC STRESS DISORDER…….36-38

WORKPLACE BULLYING AND POST-TRAUMATIC EMBITTERMENT DISORDER…….38-40

IFIGENIA A. STYLIANOU

SCHOOL VICTIMIZATION: CONCEPTUALIZATION……40-41

FACTORS RELATED TO SCHOOL BULLYING……...41-43

SHORT TERM AND LONG TERM CONCEQUENCES OF SCHOOL BULLYING……43-44

ARE SCHOOL BULLYING AND WORPLACE BULLYING RELATED?.....44-46

CHAPTER THREE: METHODOLOGY…..……46-62

PARTICIPANTS……46-47

RESEARCH DESIGN……47-50

HYPOTHESIS……50-51

QUALITATIVE PHASE: CLINICAL INTERVIEWS……..……..……...54

ANALYSIS PLAN: QUANTITATIVE DATA……..……...……54-55

ANALYTIC APPROACH: QUALITATIVE DATA……..55

CLINICAL INTERVIWES: PATRICIPANTS……...……...……55-57

CLINICAL INTERVIEWS: QUESTIONS……57-58

CLINICAL INTERVIWES: METHOD……...……58

CLINICAL INTERVIWES: PROCEDURE……59

CLINICAL INTERVIEWS: TRANSCRIPTION……59

CLINICAL INTERVIEWS: DATA ANALYSIS……..59-62

CLINICAL INTERVIEWS: REFLEXIVITY……..……62

CHAPTER FOUR: RESULTS……..…….……63-82

DESCRIPTIVE STRATISTICS……..63

QUANTITATIVE METHOD: RESULTS……...…..65-68

QUALITATIVE METHOD: RESULTS……70-82

CLINICAL INTERVIEWS: RESULTS……..……...73-81

QUALITATIVE PHASE: SUMMARY…….....81-82

IFIGENIA A. STYLIANOU

CHAPTER FIVE: DISCUSSION…….……..……..…….83-100

WORKPLACE BULLYING AND PERSONALITY……83-87

WORKPLAVE ENVIRONMENT AND WORKPLACE BULLYING…88-90

SCHOOL BULLYING AND WORKPLACE BULLYING……..90-91

WORKPLACE VICTIMIZATION AND PTED……....91-94

CLINICAL INTERVIEWS: FURTHER COMPREHENSION…….…..84-100

LIMITATIONS…….....100

CONTRIBUTIONS AND FUTURE STUDY……...……102

REFERENCES……...105-130

APPENTIXES…….131-163

FIGURE 1……63

FIGURE 2……64

FIGURE 3……64

FIGURE 4……65

FIGURE 5……68

TABLE 1……..……57

TABLE 2 ……..……...……68

TABLE 3……..……...…….……69

TABLE 4……..……69

TABLE 5 ……..……...……70

TABLE 6……..70

TABLE 7…….…….72

IFIGENIA A. STYLIANOU

Brief Abstract:

The research aims to investigate the relation between school bullying and victimization experiences, coping skills and personality traits of employees and workplace victimization, to assess the mediating role of the workplace climate in the above relationship, as well as to investigate the relationship of the workplace climate and workplace victimization, and post-traumatic embitterment disorder in employees.

Chapter one: Introduction

Statement of the Problem

Bullying is a global phenomenon that is observed in all social contexts between individuals of all ages, taking various forms and serious extensions. In this research the object of study is the workplace bullying and its connection with school bullying, workplace environment and individual characteristics.

Workplace bullying is alternatively termed workplace mobbing, emotional abuse, harassment, psychological terror, relational aggression and victimization, (Yamada et al., 2018). At the interpersonal level of analysis, workplace bullying has been defined as “harassing, offending, socially excluding someone or negatively affecting someone’s work tasks, repeatedly and regularly and over a period of time such that an escalating process ensues, in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts” (Einarsen et al., 2011). These attempts may result in varying degrees of success, with some targets remaining traumatized (Lutgen-Sandvik, 2008) and others being able to regain balance (D’Cruz & Noronha, 2012).

Even though workplace bullying is a relational phenomenon engendering a micro-level behavioral focus, the investigation of the factors that seem to coexist with

IFIGENIA A. STYLIANOU

the phenomenon, is necessary for its understanding. Informed by a framework developed by Einarsen and colleagues (2011), Branch, Ramsay and Barker (2013) use a systems approach that recognizes the interactions between, and influence of, society, organizational culture, group dynamics and individual characteristics in the development and sustainment of workplace bullying. Thus, the aim of the current study, is the investigation of those cyclical and ongoing processes that contribute to workplace bullying, including factors that either inhibit or act as antecedents of bullying, the responses of individuals and the organization and resultant effects.

Factors that led to the Investigation of Workplace Victimization

Although a significant number of researchers have been intensely engaged in the study of workplace bullying and victimization in recent years, the results obtained from the surveys seem to raise other important concerns and questions, in identifying the factors that interact and influence the development of the phenomenon. Also, while several previous studies emphasize the investigation of the consequences of workplace victimization on the victim on a personal level (negative emotions, anxiety, low self-confidence) and work level (poor relationships with colleagues, low social support, competitive behaviors) (Gross & Henle, 2013; Swearer et al., 2017), the current research follows an opposite course, since it approaches the above as co-factors which interact and affect workplace bullying and victimization, and aims to study their influence on the occurrence of this phenomenon. Furthermore, the systemic approach followed by this study can significantly enrich the literature, since the examination of the influence of the above factors is carried out simultaneously. This systemic investigation of variables, helps to better understand the factors that associate with the development of workplace victimization. Therefore, the results of this research can provide us with important directions for the appropriate preparation

IFIGENIA A. STYLIANOU

of preventive and interventional programs, aiming at the development of individual skills in the management of unjust behavior in the work context, as well as the modification of various environmental factors to address bullying behaviors in the school and workplace. In addition, the results can contribute to the development of proposals to modify existing intervention programs, by adding more appropriate methods and techniques, in order to be more effective in reducing workplace bullying and victimization and better respond to the needs of individuals.

Innovation of the Study

As a number of researchers acknowledge that both personality and social context influence bullying behaviours, I used Bronfenbrenner's social–ecological framework as a springboard for investigating the accumulation of risk factors in relation to workplace bullying and victimization (Bronfenbrenner, 1979). Specifically, this model includes the following three interconnected systems that interact and associate with the development of workplace bullying: microsystem (perpetrator and victim), mesosystem (colleagues and executives of the organization), and macrosystem (the organization / company). The results of the above studies indicate the significant influence that each factor separately has, in the development of workplace victimization (Brande et al., 2016). While the systemic model allows the analysis of various factors that are related to workplace victimization, these long lists of potential associated factors constitute a weakness of the studies, as they keep researchers away from identifying and understanding specific factors which most strongly coexist with the phenomenon, and test specific hypotheses based on established theories (Balducci et al., 2021). Therefore, the current research aims to investigate specific variables that seem to influence the development of the phenomenon, working under a systemic field of study.

IFIGENIA A. STYLIANOU

While several studies examine workplace bullying and victimization, few of them simultaneously investigate factors that may be linked to the development of the phenomenon. Thus, arises the need for simultaneous assessment of the influence of factors that fall into the microsystem, mesosystem and macrosystem on the final development of workplace bullying.

Studying the existing prevention and intervention programs on school and workplace bullying worldwide, I have identified some gaps in those actions, such as the tendency of those programs to address the phenomenon through the modification of behaviors of the perpetrators, by the development of their coping skills, communicative skills, enhance their self-control, etc. (Stagg & Sheridan, 2010). Although several programs have positive results in reducing the occurrence of bullying, it is necessary to design and implement corresponding programs that will emphasize the development of skills and empowerment of victims. In addition, by working with victims and implementing actions aimed at supporting victims and addressing the multiple negative consequences of bullying in their general operation, we could be more effective in dealing with the phenomenon and its consequences (Reknes et al., 2020).

However, turning our attention to the available programs offered in Cyprus by the Human Resources Development Authority and the Ministry of Justice and Public Order, which aim to address workplace bullying, appear to be limited, and mainly have the character of short educational lectures on workplace bullying. This reveals the need to develop interventional programs and workshops that will emphasize both the behaviors and cognitive processes of the perpetrators and the victims, as well as the education and empowerment of the victims.

IFIGENIA A. STYLIANOU

At this point it is important to note that research into bullying has led to a number of conclusions about the relationship between personality characteristics and bullying (e.g. Nielsen et al., 2017). Even so, human's personality is composed of variables that cannot always be adequately analysed under the field of research, needless to say that bullying is a complex phenomenon that is affected by but also affects human personality. Thus, the results of the surveys in that field, need to be carefully and discreetly supported by researchers, in order to avoid targeting and considering personality characteristics as causal factors of bullying.

Chapter Two: Literature Review

Workplace Bullying and Victimization: Conceptualization

Workplace bullying is a phenomenon of increased global interest. New topics are steadily emerging within this field, the methodological quality of studies has improved and research designs have steadily become more sophisticated through the increased use of prospective research designs, multilevel studies, and meta-analyses. Studies on workplace bullying from countries all over the world, show that bullying takes place on a global scale with similar features and outcomes (D'Cruz et al., 2021). Workplace bullying refers to a long-lasting and systematic form of interpersonal aggression defined as a situation in which an employee persistently and over a period of time is being the target of negative actions from superiors or co-workers, as well as when the employee finds it difficult to defend himself / herself against these systematic mistreatments (D'Cruz et al., 2018; Nielsen & Einarsen, 2018). Considering recent research, it has been estimated that about 15% of workers on a global basis are targets of systematic bullying behaviors, whereas 11% perceive themselves as victims of bullying (Nielsen et al., 2010). In addition, the type of measurement method was found to be especially important for the validity and

IFIGENIA A. STYLIANOU

reliability of the results, as a rate of 18.1% was found for self-labeling studies without a given definition of workplace bullying.

Interestingly, the origin of the studies also seems to influence the prevalence rate of bullying in the work context, as employees reported more bullying in poorer countries with more demanding climates characterized by colder-than-temperate winters, hotter-than-temperate summers, or both. According to Nielsen's and Einarsen's (2018) literature overview of workplace bullying, organizations with many employees, male-dominated organizations, and industrial organizations had the highest prevalence of bullying. Furthermore, unskilled workers reported the highest prevalence of bullying, while managers / supervisors had the lowest prevalence.

As for the prevalence of workplace bullying according to gender, while many studies report no gender differences at all (e.g., Giorgi et al., 2014; Tsuno et al., 2015), others suggest that women were over-represented as victims (Salin, 2018; Zapf et al., 2020), indicating that more women are bullied than men. In a review of research on gender and workplace bullying (Salin, 2018) they found that the majority of the included studies point to women being the most exposed to bullying. However, there are examples of studies showing men as the most exposed to workplace bullying (Salin, 2018; Rosander & Blomberg, 2019).

Gender Differences in Workplace Victimization

Questions arise from the results of various surveys, in which some of them indicate stronger effects for women and some stronger effects for men, while other studies have found no gender differences (Rosander et al., 2020; Salin, 2018). Looking at the causes, we can identify that lower social power of women can be a possible reason. Also, in most work environments, it is a rarer phenomenon for women to hold high hierarchical job positions, something that is placing them in a

IFIGENIA A. STYLIANOU

more salient and vulnerable minority (Rosander et al., 2020). Female leaders also, are more likely to be chosen for positions associated with poor performance and men more likely to be chosen for positions that are associated with successful performance (Bruckmüller et al., 2014; Cook & Glass, 2014). This might cause women to be more vulnerable to criticism due to a hard task, a high risk of failure and poor conditions, which can be considered as an additional related factor that makes women more likely targets of being victimised in the work context.

This research was conducted aiming at a deeper understanding of workplace bullying, through the identification of factors related to its development, as well as its consequences on mental health.

Types of Unfair Behavior in the Workplace Context

Workplace harassment, is defined as the unwelcome, intimidating, hostile or abusive behavior, that offends, humiliates or intimidates a person, and targets them on the basis of a characteristic such as gender, race or ethnicity. Harassment can be an ongoing procedure or a one-time event, and it interferes with an employee's ability to work. It can also create a power imbalance and can have severely negative consequences on the employee's mental health and performance at work (Perez et al., 2021).

Workplace bullying comes in many forms, such as physical bullying through physical force or aggression against another person, verbal bullying through words and verbal attacks against someone, social bullying where the victim is hurt through purposeful exclusion or by spreading rumours, and cyberbullying, the "online" form of bullying, where the victim gets threatened, embarrassed, intimidated, through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content (D'Cruz, & Noronha, 2014).

IFIGENIA A. STYLIANOU

In addition, there are different types of harassment identified; personal harassment implies any behavior that creates an intimidating and offensive work environment for the victim; physical harassment involves physical attacks or threats. Power harassment, refers to the situation in which the harasser exerts power over a victim who is lower in the hierarchy, more often, this is a supervisor or manager; and sexual harassment, where harassment is sexual in nature and generally includes unwanted sexual advances, conduct or behavior (D'Cruz et al., 2018).

"Mobbing" at work, represents a new, threatening phenomenon which develops in the workplace, and entails major personal, family, professional and social implications. The phenomenon is known as "Mobbing Syndrome" and describes the repetitive occasional behavior inside or outside the organization, which manifests through negative words and actions against the employee, and aims to create a hostile, degrading environment that affects the personality, dignity or physical and mental integrity of the employee. The ultimate goal of "Mobbing" is the resignation of the victim (Batsi & Karamanis, 2019).

In previous theoretical positions, where researchers aimed to separate bullying from mobbing, they described mobbing as a distinct form of social exclusion (Leymann, 1996), as Schuster (1996) argues that research on bullying tends to focus on the characteristics of the bully while mobbing focuses on the group and organization rather than on the bully per se.

Factors Associated with Workplace Bullying and Victimization

Workplace environment has been recognized by several researchers as a factor closely related to the development of workplace bullying, and in particular in the case where the workplace context is stressful for employees. In support of the work environment hypothesis, a systematic review of work stressors showed that role

IFIGENIA A. STYLIANOU

conflict, workload, role ambiguity, job insecurity and cognitive demands were the most significant factors associated with workplace bullying (Van den Brande et al., 2016).

On the other hand, by isolating the personality traits of employees, it seems that elements in their character coexist with the development of the phenomenon. The above refers to the individual disposition hypothesis, which claims that specific characteristics scores, or combinations of characteristics, increase the risk of being exposed to bullying as a victim or as a perpetrator (Zapf et al., 2011). Studies that investigate the connection between personality traits and workplace bullying, recognised extraversion, neuroticism and conscientiousness as traits that significantly correlated with bullying and victimization (Bashir & Hanif, 2019; Nielsen & Knardahl, 2015).

The Work Environment Hypothesis

While the phenomenon of workplace bullying is characterized by several researchers as the result of the interaction of many variables (Johnson, 2011; Theorell et al., 2015), the current study indicates the importance of the role of the work environment to its development. Results from relevant research suggest that poor working conditions, high demands and stress at work, role ambiguity, poor relationships with colleagues and low social support, chaotic operation of the company / organization, encouragement of competition, understaffing and abuse of power are some of the environmental factors that seem to influence the development of workplace bullying (Baillien et al., 2009; Goodboy et al., 2017; Hutchinson et al., 2010; Keashly & Neuman, 2010; Theorell et al., 2015).

In addition, and according to Leymann (1996), a series of intervening processes links a poor work environment to bullying (such as unclear and conflicting

IFIGENIA A. STYLIANOU

tasks and goals that lead to role conflict and excessive workload). Considering these conditions, Leymann strongly pointed out the role of the management, frequently described by victims as inadequate, uninterested or helpless, when not directly and actively involved in the bullying situation. Thus, feelings of frustration and negative emotions developed among employees, in cases where the workplace environment was characterized by these elements. If employees do not have the ability to identify and deal with social stressors, and because of the aggression and frustration the environment causes, they are probably involved in a process where the one blames the other, triggering a bullying situation between them.

Previous research results, as Einarsen's and colleagues (1994) study, seem to be consistent with Leymann's claims on the role of work environmental factors, as they found that among Norwegian employees, bullying and harassment correlated significantly with several aspects of the work environment and specifically negative working conditions, role conflict, dissatisfaction with leadership, the degree of autonomy experienced at work and role overload. Similarly, a Finnish study by Vartia (1996) found that, in workplaces with a competitive and non-cooperative atmosphere, where individuals on higher steps of power hold an authoritarian profile, discouraging employees from expressing their views and operating in their jobs autonomously, the phenomenon of workplace bullying is on an increasing trend. In a subsequent Danish study using a similar approach, it was shown that the departments with more bullying were characterized by a poorer psychosocial work environment (i.e. higher demands and pressure, a more autocratic leadership, less clear duties and a worse social climate) (Agervold, 2009). Furthermore, factors as authoritarian management style and employee's lower level of job control, were found to be related with workplace bullying (Chabrak et al., 2016).

IFIGENIA A. STYLIANOU

More recent research results, testify that work departments with most bullying were characterized by a more authoritarian management, more uncertainty about roles and expectations and, to a lesser extent, by poorer social relations (D'Cruz et al., 2014).

Even more recently research has started to adopt a multivariate approach in a more systematic way, including different work environmental conditions in explanatory models of bullying and isolation of the strongest related factors. Based on the above, the results from Hauge, Skogstad and Einarsen (2010) research among Norwegian employees reveal that role conflict, tyrannical leadership and interpersonal conflicts were, the strongest related to workplace bullying, among nine different work and organizational factors, while in another Norwegian study, role conflict and interpersonal conflicts also emerged among the strongest associated factors of perpetrating bullying. This indicates that the same factors that may influence victims may also affect perpetrators, suggesting that such deficiencies in the work environment (e.g. role conflict) may play a crucial role as conditions favouring the occurrence of bullying.

In another survey with a similar purpose, results indicate that mainly role stressors were positively related to exposure to bullying behaviors (Notelaers et al., 2010). Additionally, lower autonomy and feedback, higher job demands and workload, as well as job insecurity were also found to be significant associated factors (D'Cruz et al., 2021).

Recent studies aimed to estimate whether levels of job demand and job control were related to the probability of being the target of severe bullying. Results indicate that high levels of job demand and low or very low levels of job control were both associated with a significantly higher probability of being a target of severe bullying.

IFIGENIA A. STYLIANOU

Additionally, high or very high job demands in combination with very low job control were also associated with a strong increase in the probability of reporting severe bullying (Notelaers et al., 2010). Results from Goodboy's and colleagues' (2017) survey on a sample of American employees, revealed that job demands positively related to bullying, while job control and social support negatively related to bullying. Furthermore, in a low supportive work environment, job demands showed a stronger relationship to bullying when job control was lower, which is in line with the idea that iso-strain situations may indeed impact bullying via the experience of work-related stress.

Job insecurity constitutes another environmental factor that seems to influence the development of workplace bullying, and the level of its impact has been studied in recent surveys. Insecurity at work is a prominent stressor in modern workplaces (Parent-Thirion et al., 2016), especially as a consequence of the recent economic crisis. Hoel, Sheehan, Cooper and Einarsen (2000) argued that employees experiencing high job insecurity will be less prone to defend themselves against unfair and aggressive acts from supervisors and co-workers, thus being at higher risk of experiencing bullying. Additionally, according to Baillien and colleagues (2009), job insecurity promotes a strained climate where employees see colleagues as potential rivals for jobs. This may cause feelings of competition, suspicion and deep frustration, factors that are known to be associated with workplace bullying (Salin, 2015).

Paying attention to the antecedents of workplace bullying, I identify the plurality of associated components and the need for multivariate studies, including moderating and mediating factors, as well as research designs that are better suited for causal analysis. Workplace bullying constitutes a multi-casual phenomenon, thus, we cannot approach it with deterministic approaches.

IFIGENIA A. STYLIANOU

Workplace Bullying and Anti-Violence Climate

The evaluation of the context where workplace bullying exists, is necessary in order to understand this phenomenon. In this way, through the decoding of the characteristics of the working environment, we can get important knowledge both for a deeper understanding of the phenomenon, as well as for the development of appropriate preventions and intervention designs. Working climate constitutes an important element that probably contributes to the development of workplace bullying, since it can either enhance or waken its development (Chabrak et al., 2016; D'Cruz et al., 2014). In cases when the management of the organization concerns about controlling and eliminating each type of workplace bullying and harassment, through the establishment of clear communication and healthy interaction between all members of a company, an anti-violence climate that is able to prevent intimidation within the company, can be developed. Dollard and colleagues (2017) found that anti-violence climate was significantly and negatively related to verbal aggression, violence, injury and perceived danger, since through this anti-violence attitude, such behaviors can be prevented.

Another factor that seems to reinforce workplace bullying is the way a company's employees fight for professional success. In companies where the best employee with the highest sales is rewarded and recognized, competition between colleagues increases, as do unfair behaviors and harassment among them. This "reward system" seems to increase the distance between employees, to create competition and to reduce their cooperation and healthy coexistence; a situation that can then connected to the development of workplace bullying (Salin, 2015).

Consequently, the study of the working climate allows the researchers to shift from the "individual" to the "group", and to perceive workplace bullying as a

IFIGENIA A. STYLIANOU

phenomenon that takes place in a system and it is influenced by a number of factors, and not as a diatomic process. This approach clearly reveals the room for improvement in future studies.

Workplace Bullying and the Role of Personality

Victims' personality has piqued the interest of several researchers in recent years. In a factor equalization process, which aims to clarify the phenomenon, personality characteristics, according to Big Five Model, such as negative affectivity and extroversion, are placed as elements which in combination with other variables build the mosaic of workplace bullying, in an effort to identify the factors associated with its development and continuation (Fernández-del-Río et al., 2021). Focused on personality, researchers in this field have tended to assume and test relationships, where individual and work characteristics interact and influence workplace bullying, trying to address how personality fits into workplace bullying situation. At this point, it is important to note that in this research I neither perceive personality traits as casual factors in the development of workplace bullying or victimization, nor consider individuals responsible for the development of the phenomenon due to their personality, but as variables that I aim to investigate their effect on the phenomenon.

The most preferred tools for evaluating personality traits seem to be the Neuroticism–Extraversion–Openness Personality Inventory (NEO-PI), and the Five Factor Personality Inventory, considering their level of validity and reliability in the evaluation of personality on an axis of five factors (Digman, 1990; Matthews & Deary, 1998; Goldberg et al., 2006). According to this taxonomy, the overarching concept is individual differences, which can be broken down into "dispositions" or personality traits (e.g. neuroticism, extraversion, openness, etc.).

IFIGENIA A. STYLIANOU

In a meta-analysis by Nielsen, Glasø and Knardahl (2017) I encounter the effort of researchers to study the way that personality traits relating to the "Big-Five" theorizing associate to workplace harassment. In regard to the results from this extensive meta-analysis based on cross-sectional studies, Nielsen et al., found that across a total of 32 study samples, harassment was positively associated to neuroticism with a moderate degree correlation. However, it is possible that individuals who exhibit extensive angry emotions would elicit bullying by others, but it is equally reasonable that being chronically victimized would lead to express angry emotions.

In addition, extraversion, agreeableness and conscientiousness were all negatively related with harassment with a low degree correlation. Openness to experience did not reach statistical significance and showed an average correlation coefficient. According to Mitsopoulou and Giovazolia's (2015) research on personality and bullying, lower level of agreeableness and conscientiousness and higher levels of neuroticism and extraversion were associated with both bullying and victimization. As noted, however, little, if any, empirical literature confirms this relationship. Studies on Five Factor Model and Workplace Bullying, suggest that neuroticism is the strongest trait linked to exposure to workplace bullying, as extraversion, agreeableness, and conscientiousness have negative and positive associations with it.

An explanation for these findings can be provided in light of the low social skills and ineffective conflict management skills which are found in employees scoring high on conscientiousness, low on extraversion or high on neuroticism, as they "could be selected" by perpetrators because they do not possess social skills to defend their own interests or they tend to avoid conflicts (Fernandes Del Rio, 2021;

IFIGENIA A. STYLIANOU

Nielsen et al., 2017). Moreover, findings from a recent meta-analysis (Fernandes Del Rio, 2021) supported that in the case of targets, neuroticism was the most important predictor. Some of the hallmarks of this trait, like the enduring tendency to experience negative emotional states, a tendency to interpret ordinary situations as threatening, and a differential reactivity to environmental stressors (Tackett & Lahey, 2017) could increase the risk of being a target of workplace bullying.

Taking everything into account, the patterns of results and the strength of associations, suggest that the relationships between bullying and Big-Five personality traits in general are weak but slightly stronger for neuroticism.

Based on recent literature, in the current study, I hypothesized that some personality dimensions and variables would be positively and other negatively associated with workplace bullying and victimization. This hypothesis is consistent with other studies (e.g., Mitsopoulou & Giovazolias, 2015) that have revealed relationships of bullying and victimization with personality.

Workplace Bullying and Coping Skills

Researches in the field of workplace bullying describe it as a phenomenon that is developed and maintained by various factors (Feijó et al., 2019). Recent studies have mainly focused on work related antecedents that trigger exposure to workplace bullying, and they have also identified some individual related reactions that coexist with workplace bullying such as low poor social skills (Zaph & Einarsen, 2010). Although many researchers claim that work stressors (work-related antecedents) could be influenced by coping strategies (individual-related antecedents), few of them have investigated the way that the interaction between these factors may associated with the exposure to workplace bullying. As Van den Brande and his colleagues (2017) support, employees' coping strategies could be potential moderators of the

IFIGENIA A. STYLIANOU

association between work stressors (i.e., workload, job insecurity, role conflict, and role ambiguity) and exposure to bullying. In this study, coping strategies refer to the employees' tendency to make cognitive and behavioral efforts to manage, tolerate, or reduce work stressors, where the purpose was both to study the kind of techniques employees apply as a response to bullying, as well as the stability of these strategies over time, expecting that ineffective coping skills is one of the reasons that some employees are longitudinally in the position of the victim.

In the current study, I approach coping skills by dividing them into two groups: problem-focused coping strategies and avoidance, aiming to outline the way in which these skills affect the development of the phenomenon. Previous studies have demonstrated that problem-focused coping strategies (i.e., active coping, planning and seeking social support) were associated with lower victimization, while avoidance appeared to increase the chances of continuous victimization (Van den Brande, 2016). Accordingly, I expect problem-focused coping strategies to decrease the association with exposure to bullying, and conversely, avoidance to increase it.

Workplace Bullying and Employee Silence

As mentioned above, recent researchers have shown great interest in understanding the reactions of employees against workplace bullying. While coping skills vary, in many cases the receivers of bullying maintain a more passive attitude, with silence being the most common practice (Rai & Agarwal, 2018; Xu et al., 2015). Thus, silence as a passive coping strategy is defined as the avoidance of sharing information and expression of employee's victimization experiences, as well as the avoidance of asking for help from other people in the company and defending himself from the perpetrators (Brinsfield, 2013). Unfortunately, there is so far only limited

IFIGENIA A. STYLIANOU

knowledge on the relationship between workplace bullying and employee silence (Lutgen & Sandvik, 2007; Rai & Agarwal, 2018).

According to Morrison (2015), employee silence as a "reaction" to workplace bullying, is not only common but also highly dysfunctional. Surveys results associate silence with a wide range of negative employee outcomes like low work commitment, low motivation, job dissatisfaction, low self-esteem, mental health, etc., (Knoll & Dick, 2013; Wang & Hsieh, 2013), as well as with the organization's inability to identify and deal with it, in order to immediately intervene to the problem and thereby prevent further damage (Rai & Agarwal, 2018). Therefore, understanding the reasons behind employees' silence is extremely important for organizations (Dedahanov & Rhee, 2016).

Victims' silence is now a factor under the microscope of several researchers, building the "employee silence theory". According to the theory, silence is a complex and dynamic behavior. A large group of researchers understand silence as an active rather than a passive reaction, since victims use this mechanism to protect themselves (D'Cruz et al, 2021). Specifically, it is suggested that quiescent and acquiescent silence arise from an array of predictors (individual and situational) and recurring appraisal processes by which people make sense of organizational injustice and evaluate relative costs and benefits of responses in deciding what to do, naming it as defensive silence, that refers to information withheld out of self-protection (Van Dyne et al., 2003).

But why do the victims remain silent? What makes bullying recipients be passive? In recent years, employees' silence about workplace bullying, has been the subject of growing empirical scholarship around the world. Focusing on Brinsfield research (2013), aiming to enhance understanding of the scope and dimensionality of

IFIGENIA A. STYLIANOU

motives underlying employee silence by mapping the range of incidents in which participants were silent and reasons for remaining silent, led to the formulation of six silence dimensions: defensive silence, which refers to retaliatory actions against persons or the organization; diffident silence, which refers to lack of confidence and self-doubt; ineffectual silence, which refers to the belief that no good would come from speaking up and disengaged silence, referring to the desire to detach oneself from the situation.

Looking for the factors that lead victims to remain silent, punishment-oriented work settings found to strongly predict defensive silence (Rhee et al., 2014). Also, low levels of psychological safety with supervisors, low levels of supervisory and organizational safety (MacCurtain et al., 2018), and past negative outcomes from formal complaint procedures can foster silence (Pinder & Harlos, 2001). Furthermore, negative career consequences and abusive supervision were found to be protective factors of employees' silence to workplace bullying (Pinder & Harlos, 2001). Additionally, Harlos and his colleagues (2017) support that women who were bullied were more likely to be silent than men, and bullied employees who were by nature anxious and pessimistic and had a poor self-concept were more likely to be silent than bullied employees who were calm, enthusiastic and confident by nature.

Beyond the individual factors related to employees' silence, workplace environment has an important role on the phenomenon, with low-support environments and organizations in which employees do not trust their managers, being positively associated with silence (Dedahanov et al., 2016).

The process of silence seems to have particularly negative outcomes, as silence appears to be a stress and strain for bullied or mistreated employees, leaving them emotionally exhausted, physically and psychologically depleted and less

IFIGENIA A. STYLIANOU

productive at work. This double burden of silence may produce compounding negative health effects consistent with integrated knowledge from minority stress theory (Meyer, 2013) and the evidence reviewed above. The health and productivity costs of employee silence may result, at least in part, from the inherent emotionality of withholding complaints about workplace bullying.

The present study aims to examine the bullying-silence relationship, as well as the effect of silence on the longitudinal experience of bullying, giving silence a dual role; understanding it both as a consequence and as one of the moderators of the development of workplace bullying.

The Consequences of Workplace Bullying

The consequences of workplace bullying have gained the interest of many researchers, so an extensive body of surveys has been devoted to the outcomes of workplace bullying. Workplace bullying experiences were found to be associated with the intention to quit job, lack of commitment, job dissatisfaction, and absenteeism. Data form meta-analysis indicate a cross sectional relationships between bullying and mental health, symptoms of depression, anxiety, stress-related psychological complaints (Verkuil et al.,2015) and symptoms of posttraumatic stress (Nielsen et al., 2015). While cross-sectional evidence provides important information about associations between bullying and potential correlates, it does not allow for conclusions about causality between variables.

Considering the rich literature on understanding the impact of victims' personalities in the development and maintenance of bullying against them, we can see that victims, through internal mechanisms, are more “vulnerable” to victimization. According to Aquinas and Lamertz (2004), as well as research by Bowling, Beehr, Bernett and Watson (2010), people with high levels of negative affectivity, who often

IFIGENIA A. STYLIANOU

complain and have a tendency to perceive other people and reality from a negative perspective, irritate people around them, and as a result, others exclude and isolate them. Additionally, the results of this research indicate that some employees can turn themselves into a potential victim by presenting a vulnerable image, showing low self-esteem and constantly assessing negatively their abilities, behaviors that frustrate people around them.

Also, people with high levels of conscientiousness, who are highly organized, disciplined, hardworking, dedicated and typically follow the rules, are more likely to create negative emotions in those around them and a strong sense of anger. It seems that high conscience can be characterized as a powerful factor related to the development of bullying against the person who has it. A person's low levels of receptivity is also considered as a factor that puts employees in a more “vulnerable” position to workplace victimization, through the anger caused by the surroundings, due to the strictness of his character, his low cooperation, the rudeness that often characterizes him, as well as his manipulativeness. At the same time, while low socialization and isolation function as a factor of vulnerability and make the individual a more likely target of victimization, high levels of sociability can also create anger and frustration in those around them and result in their social exclusion (McCrae, 2010; Nielsen & Knardahl, 2015).

Workplace Bullying and Post-Traumatic Stress Disorder

Bullying at work can also be considered as an extreme social stressor with traumatic potential. According to Lazarus (1999), traumatic stressors are events that are overwhelming to such a degree that the individual feel unable to function without others’ support. Post-traumatic stress disorder (PTSD) is a mental health condition that is triggered by a terrifying event — either experiencing it or

IFIGENIA A. STYLIANOU

witnessing it. Most people who go through traumatic events may have temporary difficulty adjusting and coping, but over time and with good self-care, they usually get better. If the symptoms get worse, last for months or even years, and interfere with their day-to-day functioning, they may meet the criteria of PTSD (American Psychiatric Association, 2013).

In a meta-analytic review of studies of school and workplace bullying, Nielsen, Tangen, Idsoe, Matthiesen and Magerøy (2015) found that more than half of the victims have reported symptoms that would qualify for a diagnosis of PTSD. However, this arises the question whether a person who has been exposed to workplace bullying may demonstrate sufficient criteria to be diagnosed with a PTSD. The critical issue is whether or not workplace bullying meets the first criterion (criterion A) regarding exposure to a direct or indirect life -threatening experience- an essential feature of PTSD (American Psychiatric Association, 2013).

According to Friedman (2013), the "PTSD criteria clearly cover bullying when there is actual, or the threat of, harm to an individual" which includes psychosocial harm. However, not all traumas are the same; the PTSD diagnosis in the DSM-5 is commonly regarded as occurring in situations that are sudden and unexpected, such as an accident, or prolonged such as acts of war and terror. Bullying on the other hand is an interpersonal, relational trauma committed by a (generally) known perpetrator such as a colleague or superior over time (chronically) in the workforce in a setting that is supposed to be safe and protected by law. This type of experience is often referred to as "complex trauma", and it involves betrayal of a role or relationship and since it is chronic, pervasive and progressive it often leads to revictimization. Complex relational trauma is poorly captured in the DSM system at present and may involve distinctly different patterns of trauma symptoms including

IFIGENIA A. STYLIANOU

greater comorbidity (Courtois & Ford, 2013). Consequently, the constellation of symptoms seen in those severely injured by bullying has been identified by Field and Ferris (2021) as “Workplace Bullying Trauma”.

Workplace Bullying and Post-traumatic Embitterment Disorder

In a longitudinal effort by researchers to identify the emotional remnants of workplace bullying, a new term has emerged, that of Post-traumatic Embitterment Disorder (PTED). In 2003, Linden introduced the concept of PTED, (Linden, 2003), while in 2009, researchers concluded that the incidents which lead to PTED were 72.9% factors that related to work, 12.5% to family or partner, 8.3% to the death of someone familiar and 6.3% to a disease (Linden et al, 2009). PTED is defined as the mental reaction to common but not every day negative events, which are perceived by the sufferer as unfair, humiliating and harmful. These events lead to insurmountable mental stress and are considered common as they could happen to anyone at some point in their lives (Linden, 2003).

Embitterment is a complex emotion, typically comprising a sense of having been let down or been insulted, combined with a desire to fight back and, at the same time, a feeling of being cornered and helpless, which subsequently causes an individual to have thoughts of revenge and aggression towards himself and the environment. Similarly to other emotions like anxiety, severe embitterment can become a disabling condition which deprives the subject of self-control, causes lasting suffering to both the embittered individual and their environment, and which may become a state of illness in need of treatment that has been described under the term of “Posttraumatic Embitterment Disorder, PTED” (Linden 2003; Linden et al. 2009), without yet been formally included as a term in the Diagnostic and Statistical Manual of Mental Disorders, (DSM-5) (American Psychiatric Association, 2013). In brief,

IFIGENIA A. STYLIANOU

bitterness or embitterment can be seen as the product of a personal story of perceived injustice. The emotional quality is characterized by hopelessness and anger.

Feeling bitter was seen as a consequence of a social rejection that is perceived as unjust, while it is also considered as a result of the fact that the person is no longer hopeful for change, and has also lost control of a situation.

Embitterment cannot be seen as a basic emotion but there is evidence that in many cases it leads to the bitter feeling of being cheated or mistreated by others and, in chronic cases, it can be seen as the result of violated beliefs and a consequence of an ongoing “unfair” experience in mental health (Linden & Maercker, 2011). Patients suffering from PTED may also show a “melancholic depressive state”.

However, PTED does not necessarily trap the individual in a state of negative emotion, since, depending on the individual's resilience and the way he perceives events, it can lead to a developmentally beneficial path. After negative experiences, many people report perceptions of positive growth in addition to the negative consequences. Typically, such growth reports include a greater appreciation of life, closer relationships to others, a greater sense of personal strength, compassion, affect regulation, self-understanding, honesty, and reliability recognition of new possibilities, and increased spirituality (Park, 2004; Tedeschi & Calhoun, 2004). Personality traits such as openness to experience, emotion regulation skills, sense of mastery and positive reflection, seem to encourage individuals for beneficial development.

The development and description of the disorder occurred as mental health specialists were often confronted with such incidents and could not clearly classify the mental state of these patients. In addition, the need for a specialized description of PTED arose due to the widespread use of PTSD for many reactive disorders, without

IFIGENIA A. STYLIANOU

essentially being life-threatening or causing anxiety (Linden et al, 2008). The main diagnostic criterion for PTED is that the present negative condition of the patient has not been repeated by a pre-existing mental illness while the common characteristic of PTED's patients was the feeling of bitterness (embitterment) they felt (Linden, 2003) (Linden et al, 2009). Although the disorder has not, to date, been included in the DSM, it is a reference point in subsequent investigations.

In the years that followed, researchers tried to investigate the relationship of parameters of the working environment with the mental health of employees, and more particularly with the feeling of bitterness. In 2010, Sensky concluded that the feeling of bitterness arises from the perceived failure of organizational justice that employees have, (Sensky, 2010) while Karatuna and Gok (2014), focused on the relationship of disorder (PTED) with bullying in the workplace. In a survey of Michaillidis and Cropley (2016), a positive correlation was found between the bitterness and excessive control expressed by the boss over his employees, and a negative correlation between the bitterness and the feeling of low work commitment by employees (Michaillidis & Cropley, 2016). The current study, aimed to investigate the relation between workplace bullying and PTED, as also the way that past experiences (school bullying), internal mechanisms (coping skills), personality traits and environmental factors affect that relation.

School Bullying and Victimization: Conceptualization

Bullying at school can be described as the repeated and systematic aggression amongst peers and is characterised by an imbalance of power between the victim and the bully (Drydakis, 2018; Olweus, 1994). While bullying is defined as the occurrence of aggressive behavior towards a less powerful individual, school victimization is the result of school bullying. Meta-analyses have clearly demonstrated the negative

IFIGENIA A. STYLIANOU

relationship between peer victimization and mental health as well as physical health. Furthermore, the experience of school bullying has been linked with a host of short-term and long-term negative outcomes for victims, including anxiety, depression, substance abuse, difficulty sleeping, increased physical symptoms, decreased performance in school, dropping out of school, externalizing problems and even murder or suicide (Baglivio et al., 2015; Moore et al., 2017; Van Geel et al., 2014; Privitera & Campbell, 2009).

According to a recent survey which investigated the prevalence of bullying worldwide, results revealed that the pooled prevalence of school victimization on one or more days in the past 30 days amongst adolescents aged 12–17 years was 30.5%, while the highest prevalence was observed in the Eastern Mediterranean Region (45.1%) and African region (43.5%), and the lowest in Europe (8.4%). According to recent studies' data, school victimization occurs more frequently in the male population, is more common in people with socio-economic status below average (without this meaning that the phenomenon does not appear in the "upper" status), and younger age. In addition, reduced risk of school bullying and victimization was significantly related to higher levels of parental and peer support (Biswas et al., 2020).

Factors Related to School Bullying

Investigating the factors that connected to school bullying, a number of researchers acknowledge the importance of the social context that influences bullying behaviors, based on ecological systems theory (Bronfenbrenner, 1974). Lee (2011) suggested that all of the ecological systems investigated in their survey (individual traits as a factor of microsystem level, family experiences and parental involvement as factors of mesosystem level, school climate as exosystem level, community characteristics as macrosystem level) had significant influence on bullying behavior.

IFIGENIA A. STYLIANOU

The school climate and the student-teacher interaction, as well as the interpersonal relations to other peers in the school can be significant mechanisms that interplay with other personal and community factors before they predict the involvement in bullying behavior (Hornby, 2015; Lee, 2011).

Previous investigations have showed that positive school climate, which is characterized by respect and acceptance, nonviolent approaches to conflict resolution, policies against unfair behaviors, and encouragement of students to report incidents of bullying, tends to exhibit lower rates of school bullying (Gage et al., 2014; Rigby, 2011). Teacher support and acceptance is highly related to the positive school experiences (Hornby, 2016), especially as high perceived teacher and school staff support were found to increase the willingness of ninth-grade students to seek help for bullying (Eliot et al., 2010).

The use of cooperative learning structures and activities, and the implementation of evidence-based programs for social and emotional learning, seem to assist teachers in the creation of a positive classroom culture, which helps students to develop interpersonal relationships and reduces the occurrence of bullying in schools (Durlak et al., 2011). Also, negative student-teacher relationships are consistently reported to be positively related to students' involvement in bullying incidents (Wang et al., 2015).

At the same time, there is considerable evidence on the role of peer relationships in understanding bullying perpetration and victimization. Peer trust seems to be a protective factor for the involvement in bullying (Balan et al., 2018; Nikiforou et al., 2013). School victims are generally less accepted by peers and have low levels of connectedness (Eugene et al., 2021), whereas other studies support that

IFIGENIA A. STYLIANOU

low social integration places students at a higher risk for both bullying and victimization (Moyano et al., 2019).

Apart from the environmental factors related to school bullying, the results of the research indicate that elements of student's personality influence the development of the phenomenon. Specifically, findings of previous studies illustrate that students who bully others have a negative attitude towards other, trouble with academic and social cognition, and come from low-income family. On the other hand, victims, were more likely to have the characteristics of bad self- recognition, lack of social skills, and being isolated and rejected by peers. Students who have the role of the victim, being passive or submissive individuals, often quiet, careful, emotional and sensitive, are unsure of themselves, have low self-confidence and a negative self-image, while other studies support that females are more likely of being harassed by their peers (Moore et al., 2017).

Short Term and Long Term Consequences of School Bullying

The last years, an important number of studies have shown a clear relationship between youth victimization and a variety of problems in later life, including impaired social relationships, suicide and delinquency (Baglivio et al., 2015; Moore et al., 2017).

As Seals and Young (2003) support, children who were involved in bullying, had both short-term and long-term negative impact on their behavior, including externalizing problems like antisocial and delinquent behavior. Similarly, a research on the long-term effect of bullying indicates that bullies have an increased chance to be convicted for punishable actions, and also have an increased risk of later criminality (Wahab & Sakip, 2019).

IFIGENIA A. STYLIANOU

According to recent scientific results, negative psychological and emotional impact can occur as a result of being a victim, or even a bystander of school bullying. Students who have had the role of the victim in bullying incidents, indicate high levels on anxiety, depression, sadness, poor mental and physical health, and sleep difficulties. Additionally, students who were either bullies, victims or bystanders, reported higher suicidal behavior incidents (Swearer & Himel, 2015). The impact on academic performance is another negative consequence of school bullying, as many recent studies agree on the negative correlation between academic achievement and their general engagement in the classroom, as well as peer harassment (Al-Ali & Shattnawi, 2018). According to Graham's & Juvonen's (2014) longitudinal study, there is a strong correlation among peer victimization and lower grade-point averages, as well lower teacher-rated academic engagement across middle-school years.

Results also highlight that victims of bullying are often blaming themselves for being bullied which in turn develops a negative self-perception that affects their concentration on school work, potentially causing them to have lower grades and perform poorly on standardized tests (Swearer & Himel, 2015).

Are School Bullying and Workplace Bullying Related?

Bullying at school is the systematic and intentional injury or discomfort inflicted on the victim by one or more students and has become a worldwide concern (Swearer & Hymel, 2015). As researchers give many definitions to school bullying, Olweus (1993) characterized it as "intentional and repeated acts that occur through physical, verbal, and relational forms in situations where a power difference is present". Olweus also stated that "a student is being bullied when he or she is repeatedly exposed to negative actions from one student or from a group of students, and that causes psychological or physical injury". School bullying can be developed

IFIGENIA A. STYLIANOU

directly (e.g. hitting, kicking), and indirectly (e.g. social exclusion, spreading rumors, or even online through cyberbullying) (Al-Ali & Shattnawi, 2018).

On the other hand, workplace bullying can be characterized as a repeated, unreasonable and unwelcome behavior directed towards an employee or group of employees that causes psychological and physical harm, and creates a psychological power imbalance between the bully and targets. It can also be characterized as an unwanted and recurring aggressiveness developed in the organizational context (D'Cruz, & Noronha, 2014).

"Bullying" is a term used in most cases to describe unfair behaviors that occur in a social context. However, in order to understand it more clearly, we need to consider its characteristics, the elements that differentiate it from other forms of unfair situation behaviors (e.g. "mobbing", "harassment"), but also the differentiation in its appearance in two different contexts, such as that of school and work environment.

In the school context, as well as in the context of work, environmental factors (e.g. organizational climate) along with individual factors (e.g. neuroticism, low social interaction) can contribute to the incidence of bullying. Both in cases where bullying develops in school and in situations where similar behaviors develop in workplace, individual and social risk factors, such as low self-esteem, disability, physical weakness, shyness, lack of friends at school, and social rejection in the peer group have been identified for victimization (Xu et al., 2020). In the workplace too, it has been reported that victims of bullying are more likely to be submissive, low in independence, introverted and highly conscientious, anxious, and neurotic (Catling et al., 2017).

As noted above, both at school and at the workplace, environmental factors, such as competitive relations between individuals, ineffective anti-bullying policy,

IFIGENIA A. STYLIANOU

pressure and intense workload, unfair behavior by the authorities (Djurkovic et al., 2021) may favor the development of bullying. However, few studies so far, have investigated possible links between individuals' experiences of workplace victimization and previous victimization at school, by also considering possible relational factors, such as role differences in bully/victim status, sex differences, and coping strategies for dealing with victimization.

Chapter Three: Methodology

To address the complexities and dynamics that are associated with the study of workplace bullying, imaginative thinking and new study designs are essential. This may, for example, entail studies that simultaneously focus on the personalities of targets of workplace bullying, perpetrators profile and workplace context. It may also entail studies that focus on how personality matters at different stages in the workplace bullying process, as well as the study of the connection and relation between past and present experiences of bullying in different environments (such as school and work) that occur at different time periods in an individual's life.

In the current study, I used a sequential mixed methods design, in order to integrate two different types of information and profound knowledge of the research problem, using quantitative and qualitative research methods. Initially, quantitative data were gathered in phase one using an online survey. In the second phase, semi structured interviews were used to collect qualitative data.

Participants

The participants of the survey amounted to 302 employees of four private companies in Nicosia, Cyprus, of which two are multinational companies offering audit, management consulting, financial and risk advisory, tax and legal services. The other two belong to the public sector and offer services and information to the public.

IFIGENIA A. STYLIANOU

583 employees received the information message and the invitation to participate in the survey, of which 315 (51.8%) were interested in completing the questionnaires. Due to the incomplete answers to the questionnaires of 13 participants, the final number of the employees whose data were included in the survey, amounted to 302. Disruptions of the internet and other errors related to the computer and internet, as well as the time needed to complete the survey are possible reasons that could have affected the completion rate. Participants are aged 18 and above, and they have been employed by the company in which they work for at least 3 months. Demographic data are presented in Figures 1-4. All participants have received information about the research in a relevant email sent to them by the Human Resources Team of their company. Their participation was voluntary and special attention was paid to ensuring their anonymity and personal data.

Research Design

Following the approval of the research by the Research and Innovation Support Service of the University of Cyprus and the Cyprus Bioethics Committee, a contact was made with the person in charge / president / director of each organization. After receiving the approval from the person in charge / president / director of each organization, the researchers contacted the Human Resources department of the organization for the setting and planning of the data collection. For the final participation of each organization in the research, the approval of the person in charge / president / director of each organization was deemed necessary. In the process, an e-mail was sent to all employees informing them of the main purpose of the investigation and about their right to participate voluntarily by expressing their interest and creating a personal account with a nickname and personal login code on a

IFIGENIA A. STYLIANOU

relevant online platform. Below is the information given in the message that the employees have received:

"Dear executives and employees of company X, our company aims to develop a healthy working environment and culture, which requires the creation of a database for its proper design. For this reason, the following questionnaires will be provided to the participants of the research, in order to understand aspects of the participants' personality, to investigate past experiences of school bullying, to measure work bullying and to understand the negative effects that this phenomenon may have on individuals' health. Your response is very important for understanding and dealing with the phenomenon. The survey will be completed in a timely manner and the date will be announced shortly. through this platform each one of you will take part by completing the following 6 questionnaires: Work Culture Questionnaire, Five Factor Personality Inventory, Retrospective Bullying Questionnaire, Post-traumatic Embitterment Disorder Self-Rating, Negative Acts Questionnaire - Revised, as well as a list of coping skills against past experiences of bullying. The completion time of the questionnaires ranges from 40 to 60 minutes. The day and time of completing the questionnaires will be announced through an email that will be sent to each one of you personally. Your participation in the research is voluntary. Particular attention is paid to the anonymity and security of your personal data. All participants will have the right to withdraw from the survey as well as withdraw the data they have completed so far during the survey. One month after the completion of the survey and the analysis of the data, the data will be permanently deleted. Below are the registration instructions on the platform.

To register on the platform, you will need to follow the link attached in the email. Due to the fact that the research is anonymous, you will not need to state your

IFIGENIA A. STYLIANOU

personal information, but you will have to choose the category that best describes you: gender: man / woman, age: 18-30 years / 31-40 years, etc.,), years of work in the company (years of work: 3 months-1 year / 1-2 years, etc.,), level of education (Holder of a High School Diploma/ Bachelor's / Master's / Phd Degree)".

One to one clinical interviews of one hour will be conducted one month after the completion of the questionnaires. Those interested in taking part in the interviews are kindly requested to provide their details on the platform section entitled: Clinical interviews of participants. Only a few employees will be selected for the interviews."

Only participants who signed the consent form took part in the survey. This form was included at the beginning of the questionnaire in Google Forms so that participants gave their consent to participate. They have then been asked to complete the above questionnaires, in one-time phase: Work Culture Questionnaire, Five Factor Personality Inventory, Retrospective Bullying Questionnaire, Post-traumatic Embitterment Disorder Self-Rating, Negative Acts Questionnaire - Revised, as well as a list of coping skills against past bullying experiences. Before completing the questionnaires, a detailed description of the terms of workplace bullying and victimization had been given to the participants. Throughout the research process, the participants had the right to withdraw from the survey and also to withdraw their data if they wish. After completing the questionnaires, the data had been stored on the online platform in which only researchers had access, in order to implement the data analysis process.

The data collection was completed after the last phase, which included information obtained from 10 one hour semi-structured one to one interviews with employees, who participated in the survey by completing the questionnaires and were interested to continue with the interview procedure. Information obtained from the

IFIGENIA A. STYLIANOU

interviews was recorded after the consent of the participants and then it was deleted, after being transferred in an electronic form which was accessible only to the researchers. For reasons of personal data protection, the electronic form of recorded interviews was deleted one month after their analysis. The questions were formulated by the researchers in a way that gives participants the opportunity to provide further information about their conflict resolution skills and incidents of bullying they have received during their work.

Questions were based on the points of the Negative Acts Questionnaire - Revised, as well as the list of past experiences of bullying coping skills, that have already been completed in the previous phases. The inclusion of a qualitative methodology in the research allowed a better analysis and understanding of the social phenomenon of workplace bullying and victimization, not to mention the fact that the opportunity to communicate with the participants during the interviews, provided important information for the next research steps (Branch et al., 2007; Carter et al., 2013).

Hypothesis

Quantitative Phase:

Correspondingly with the literature outlined above, the following research hypotheses were examined:

H1: People who have experienced school victimization during their school years would have an increased chance of facing similar experiences in the context of their work.

H2: Employee personality traits (neuroticism, extroversion and conscientiousness), would be positively associated with workplace victimization. I also aimed to investigate how coping skills affect the above relation.

IFIGENIA A. STYLIANOU

H3: The work climate characterized by poor peer relationships, poor working conditions, high work pressure, role ambiguity, chaotic environment, would mediate in the above relationship, enhancing the relationship between personality traits and workplace victimization.

H4: The work climate characterized by poor co-worker relationships, poor working conditions, high work stress, role ambiguity, chaotic environment, would be positively related with workplace bullying and to the development of PTED of employees.

H5: People who experienced workplace victimization would be more likely to occur PTED symptoms than non-victimized employees. I also aim to investigate whether school bullying, coping skills, personality traits, gender and age, affect this relation. Furthermore, I aimed to investigate the relation between gender, age, years of experience and educational level with workplace victimization experiences.

Qualitative Phase:

I aimed to identify how employees experiencing workplace bullying react, and what is the result of their reaction.

Questionnaires

Organizational Culture Assessment Instrument

The Organizational Culture Assessment Instrument (OCAI; Cameron & Quinn's, 2005), includes 24 questions and was used to assess the work climate. The internal validity of the four factors of the work climate assessed by the questionnaire (work culture, work environment, organizational characteristics and hierarchy at work), is at a good level (a >. 80). I also used the Pressure Management questionnaire Indicator (PMI; Williams & Cooper, 1998) which includes 29 questions that assess peer relationships, company climate, employees' feelings at work, company

IFIGENIA A. STYLIANOU

atmosphere, satisfaction and commitment to the company, with its validity ranging between acceptable and good levels (α = .78 - .89). The answers were given on a Likert scale in both questionnaires. Some examples of questions are: "I consider the company in which I work as my family", "The company emphasizes the personal development of its employees, "There is high confidentiality, receptivity and opportunities to participate in various projects."

Five Factor Personality Inventory

To assess the personal characteristics of the participants, the Five Factor Personality Inventory questionnaire provided by the International Personality Item Pool tool (Goldberg et al., 2006) which is translated into Greek and standardised in the Cypriot population (Panayiotou et al., 2004) was administer. The Participants completed the questionnaire using a five-point Likert scale and by answering the questions they described themselves as they are today and compared themselves to same-sex peers. The questionnaire includes 50 questions which emerge 5 factors that describe the participants' personality (socialization, receptivity, conscientiousness, neuroticism, intimacy / cooperation). The internal validity index ranges from acceptable to good levels for all factors (α = .78 - .88). Some examples of questions are: "I am always prepared for what will happen", "I know that people have good intentions".

Retrospective Bullying Questionnaire

Aiming to assess past experiences of school bullying and victimization through retrospective evaluation, the Retrospective Bullying Questionnaire (Rivers, 2001) was administered, as it is considered as appropriate for this purpose, while at the same time it presents very good levels of internal validity (α > .80) in most of the factors it evaluates (Schafer et al., 2004). The tool starts by defining school bullying

IFIGENIA A. STYLIANOU

and victimization and participants are asked to complete 44 questions through a 5-point Likert scale, to estimate the frequency, severity and duration of 6 types of school bullying and victimization, as well as the time phase in which individuals experienced these experiences (elementary, high school, high school, university). The Questionnaire also includes open-ended questions, and encourages participants to report their experiences in more detail. For example, "What was the gender? and what was the number of perpetrators "," When was the last time you bullied another person? ".

Embitterment

Linden, Baumann, Lieberei, and Rotter's Post-traumatic Embitterment Disorder Self-Rating scale, was used to measure employees' bitterness. The scale consists of 19 points that aim to identify the characteristics of anxiety and feelings of bitterness, due to events that the person experienced and perceives as unjust, humiliating and harmful. The questionnaire starts with the sentence: "I have experienced one or more unpleasant events in my work ..." and continues with 19 sentences such as: "which I perceived as unfair and discriminatory." Participants were asked to rate each sentence on a 5-point scale, according to the level of their agreement with each sentence (0: I do not agree at all to 4: I totally agree) (Linden et al, 2009). The internal validity of the questionnaire varies at excellent levels ($\alpha = .93$).

Negative Acts Questionnaire – Revised

By completing the Negative Acts Questionnaire – Revised, participants first read essential information that describes the terms "Work Bullying" and "Work Victimization" (NAQ-R; Einarsen et al., 2009). After that, participants were asked to assess the existing bullying and victimization experiences in the workplace, by answering 22 questions through the use of a 5-point Likert scale. The internal validity

IFIGENIA A. STYLIANOU

of the questionnaire ranges from very good to excellent levels (α = .87 - .93). Examples of questions are: "They keep telling me about my mistakes", "They shout at me with intense anger".

In addition, participants who experienced workplace bullying were asked to choose the main ways through which they tried to deal with work-related bullying, by choosing one or more methods from a list of ten coping skills, as well as assess the degree of their effectiveness on a seven-point Likert scale (coping skills) (Smith et al., 2003).

All questionnaires in the form given to the participants are presented in Appendix B.

Qualitative Phase - Clinical Interviews

The aim of the qualitative phase was to validate and expand on the results obtained from the quantitative phase by gaining an in-depth understanding of the coping skills and employee's reactions to workplace bullying.

Analysis Plan: Quantitative Data

Before conducting the analyses, IBM Statistical Package for the Social Sciences (SPSS) version 24 was used to screen all the variables for missing values, outliers, normality and linearity. After I tested the assumptions - linearity, normality, outliers, homoscedasticity and absence of multicollinearity -, stepwise multiple regression, linear regression, moderation and mediation analysis were applied to test the hypotheses of the study.

Firstly, stepwise multiple regression was performed, and then the independent variables were analysed one by one by linear regression. Personality traits and school victimization have been tested as predictors of workplace victimization and PTED,

IFIGENIA A. STYLIANOU

with coping skills and demographic characteristics (age, gender, educational level, years of experience in the current organization) as moderators. Workplace climate and workplace victimization were tested as predictors of PTED, as well as school victimization, personality traits, coping skills, gender and age, as moderators to this relation. Mediation analysis has also been used to investigate the mediated role of workplace environment between the relation of personality traits and workplace victimization with PTED. All analyses were conducted with the IBM SPSS Statistical package, version 25.0., and PROCESS (Hayes, 2013), which is an advanced regression-based approach focusing on mediation.

Analytic Approach: Qualitative Data

Interpretative Phenomenological Analysis (IPA) approach was used for the analysis of the qualitative data. IPA is a qualitative approach that focuses on how participants interpret and make sense of their lived experiences (Smith et al., 2013) and thus enables researchers to gain detailed understanding of how certain phenomena are experienced. IPA's distinct feature is that while it focuses on what is unique (i.e., unique experience of each individual), at the same time it focuses on what is shared across individuals' stories and therefore produces a comprehensive account of patterns of meaning reflecting the shared experiences of participants (Smith et al., 2009). Due to the fact that IPA's prime interest is the recognition of the way in which individuals make sense of their lived experiences, IPA was deemed a suitable approach for the analysis of the data in the current phase of this thesis.

Clinical Interviews: Participants

The data collection was completed after the last phase, which included information obtained from 10 one to one semi-structured interviews with a group of

IFIGENIA A. STYLIANOU

employees, who participated in the survey by completing the questionnaires and were interested to continue with the interview procedure.

Among the 302 participants that took part in phase one, 42 (13.91%) consented to take part in the second phase and provided contact details as part of completing the online questionnaire in phase one. These 42 people were given again, the Negative Acts Questionnaire – Revised, and 10 of them (3.31%), equal number of men and women, with the highest scores on work victimization, were selected to take part in the interview process.

As mentioned above, the central aim of the qualitative phase was to gain a deeper understanding of how employees react to workplace bullying against them. In addition, the findings of the present thesis were used to validate and gain an in-depth understanding of the quantitative results from phase one. Therefore, individuals who currently face workplace victimization and scored a specific threshold on Negative Acts Questionnaire – Revised, were considered suitable for phase two. The mean score and standard deviation of the mean for NAQ-R was first calculated to define the upper boundary that determined the participants that were considered eligible for phase two. The mean score and standard error of the mean for NAQ-R were 58.2 and 5.26 respectively. Thus, those out of the 42 participants who scored higher than 51 were considered eligible for phase two. Those meeting the inclusion criteria mentioned above were contacted via email by the researcher and arranged a time and date for the interview to take place (Appendix C). In total, 10 participants were interviewed, at which point data saturation was achieved.

Interpretative Phenomenological Analysis is concerned with the thorough examination of individuals' lived experiences and studies using IPA are therefore conducted on a relatively small sample size (Smith et al., 2009). According to Smith

IFIGENIA A. STYLIANOU

and colleagues (2009), in IPA studies, emphasis should be placed on quality, not quantity. They also argue that important details of individuals' experiences may be lost with larger samples (Smith et al., 2009). Table 1 provides a summary of the personal characteristics of the participants that took part in this phase of the present thesis.

Table 1

Participant's Personal Characteristics

Participant's Code	Gender	Age	Workplace Victimization Score	Coping Skill
A.R.	Woman	34	7	Action
P.A.	Woman	38	8	Action
M.P.	Man	35	5	Action
H.P.	Man	42	58	Avoidance
H.O.	Man	32	62	Avoidance
M.L.	Woman	29	59	Avoidance
E.O.	Woman	32	63	Avoidance
A.T.	Woman	41	58	Avoidance
N.D.	Man	43	51	Avoidance
P.E.	Man	30	51	Avoidance

Clinical Interviews: Questions

Qualitative research methods have been used for over 20 years to explore and illuminate workplace bullying, emotional abuse and harassment. These methods can contribute to a more comprehensive understanding of the phenomenon, through learning from participants experiences. In this way, qualitative researchers collect

IFIGENIA A. STYLIANOU

context-specific data from the actor's point of view (Tracy, 2013). Qualitative researchers investigating workplace bullying, emotional abuse and harassment have used a wide variety of data collection techniques to deeply understand and illuminate these topics, including interviewing, focus groups, personal experiences, case studies, texts and even creative drawing. In the current study, 10 semi-structured interviews were used to analyse the participants' coping skills to workplace victimization experience, having as an ultimate purpose to answer the questions "How do targets try to break the cycle?" and "What are the consequences of the way the victims react?"

The interview with each participant lasted about 45-60 minutes and was recorded, with his / her own consent to participate and record. The interviews had been structured and included open-ended questions, such as: "What kind of bullying do you get most at work?", "In what other ways do you feel intimidated?", "What are you doing about it?", " What are the consequences of your reaction? " (Nielsen & Knardahl, 2015). Appendix E presents the questions.

Clinical Interviews: Method

Firstly, I provided a definition of workplace bullying. Then, I asked the interviewees to retrospectively analyse how they react to face the workplace bullying experience and describe the development of the situation to date. Particularly, I aimed to understand how they cope with the abuse and how they resist and try to seek justice in these situations. I then asked the participants among other questions, to describe in detail their coping skills - reactions, why they chose this reaction and what else they would like to do but did not do. The main questions are presented in Appendix E and answers are listed in Table 7 shortly. The interviews were conducted with each participant separately and lasted 45-60 minutes. After obtaining the consent of the participant, the conversation was recorded, and the data were deleted after being

IFIGENIA A. STYLIANOU

analyzed by the researchers. Appendix E, lists the questions that were used for all participants.

Clinical Interviews: Procedure

The Interviews lasted between 45 to 60 minutes depending on each case and were conducted in the form of conversations. All interviews were conducted face to face in a soundproofed office. Participants were informed that the conversation will be recorded and that their participation would remain anonymous. They were also informed that they could end the interview at any point that they wished. All interviews were audio recorded, and after the data analyses, the files were deleted.

Clinical Interviews: Transcription

In line with the IPA recommendations, the researcher transcribed verbatim all interviews (Smith et al., 2009). All transcriptions took place at the researcher's office using headphones to ensure confidentiality and privacy at all times. The audio recordings were stored in a USB that was kept in a secure place, password protected, at the researcher's office and only the researcher had access to it. The audio recordings were destroyed one month after the qualitative phase completed.

Clinical Interviews: Data Analysis

The analysis procedure was guided by six steps as detailed by Smith and colleagues (2009): 1) Reading and re-reading, 2) Initial noting, 3) Developing emergent themes, 4) Searching for connections across emergent themes, 5) Moving to the next case, 6) Looking for patterns across cases, as each interview was analysed in-depth before moving to the next one.

The first step, *reading and re-reading*, included reading the transcript several times to ensure familiarity with the content and highlighting text that seemed important. Step two, *initial noting*, examined the semantic content and the language

IFIGENIA A. STYLIANOU

used by the participants during the interview. Initial observations and annotations were made in the right margin of each transcript and included descriptive, linguistic and conceptual comments. At this step, the transcript was uploaded into Atlas.ti (Atlas.ti 8 Windows), a Computer Assisted Qualitative Data Analysis Software (CAQDAS) and was used for the initial coding of the data. Step three, *developing emergent themes,* involved exporting the initial codes and related data extracts from Atlas.ti into Microsoft Excel that were then printed out. For the development of subordinate and superordinate themes, codes were first manually sorted into subordinate themes by the researcher. All the subordinate themes that were created were typed and then printed out to help with the development of superordinate themes. The next step, *searching for connections across emergent themes*, involved looking for patterns and connections across the subordinate themes. Different strategies were used for the creation of superordinate themes. For instance, themes that were related and represented similar understandings were placed together and a new name was created for that cluster of themes.

In line with idiographic approach of IPA, this approach was followed for each transcript; each transcript was coded independently, and a thematic list was created for each participant and saved as a different document (step five; *moving to the next case*). Transcripts were read again and the codes from all the transcripts were crosschecked. Once this process was completed, a common list of all the codes for all transcripts was created. The analysis proceeded by developing groups of related codes and focusing on connections and common themes across cases to identify the final superordinate themes that best describe the experiences of the participants (step six; *looking for patterns across cases*) (Smith et al., 2009).

IFIGENIA A. STYLIANOU

Approach to Validity and Quality

Different guidelines have been produced for assessing validity and quality in the qualitative research, following Yardley's (2000, 2008) principles for assessing quality in an IPA study as recommended by Smith and colleagues (2009). The four principles for good quality research according to Yardley (2000, 2008) include: a) sensitivity to context, b) commitment and rigour, c) transparency and coherence, and d) impact and importance.

The first principle, *sensitivity to context*, can be established by indicating sensitivity to the related literature and the information obtained from the participants of the study (Yardley, 2000, 2008). Sensitivity to literature was addressed through the awareness of the relevant literature in the field of workplace bullying. These aspects were demonstrated through the theory included in the literature review section of the present thesis. Sensitivity to the material obtained from the participants was demonstrated by systematically describing and supporting the arguments made with verbatim extracts from the participants. According to Smith and colleagues (2009), this approach allows participant's voice to be heard and at the same time does not extinguish the interpretations being made.

The second principle of *commitment* and *rigour* was established by the researcher by being attentive to participants during data collection, competent in the method used (this involved rigorous study of the guidelines of conducting an IPA study) and by ensuring clear engagement with the subject under study. In addition, according to Smith and colleagues (2009), in IPA the rigour of the analysis is indicated by how t thorough, systematic and sufficient idiographic engagement it shows. To demonstrate these, the analysis in the present thesis has drawn upon different strategies including: 1) line-by-line analysis of the claims and understanding

IFIGENIA A. STYLIANOU

of each participant, 2) identification of emergent themes across participants, and 3) identification of the relationship between the themes. In addition, efforts were made to be sufficiently interpretative of the data and to provide extracts from each participant to support each theme.

The third principal is *transparency* and *coherence.* Transparency was enhanced by including details about the process by which participants were recruited, the way that the interview was developed and conducted, and about the procedure of analysis. Coherence was addressed by ensuring a comprehensible link between the research question, the philosophical perspective and the theoretical assumptions of the approach that has been chosen for analysis.

Yardley's (2000, 2008) final principal is *impact* and *importance*. The most decisive way to judge whether a research is valid is by determining whether it offers something important, interesting and useful to the reader. Accordingly, implications of the current research are discussed in the *Discussion* section of the present thesis.

Clinical Interviews: Reflexivity

Reflexivity refers to the examination of one's own influence on the research process (Yardley, 2000). IPA involves the researcher attempting to make sense of the participants' own understanding of their experiences. This is described as a 'double hermeneutic' (Smith, 2004). As IPA acknowledges the central role of the researcher in the analysis and interpretation of the participants' experiences, it is important that researchers using the IPA framework are aware of how their own beliefs and assumptions about the research could influence the collection and analysis of the data to ensure that assumptions are limited. Being reflective in their interpretations of the data helps achieve this.

IFIGENIA A. STYLIANOU

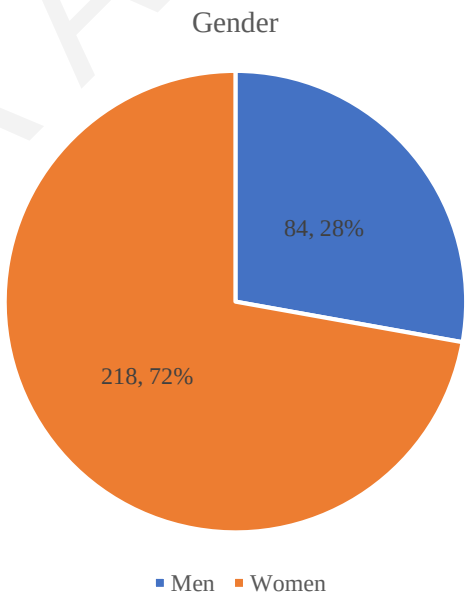
Chapter Four: Results

Descriptive Statistics

The present study is based on one time point data collection. 302 employees took part in the survey, of whom 84 were men (25.4% of the sample) and 218 women (65.9%). 67 of them are aged 18-30 years (20.2%), 100 are aged 31-40 years (30.2%), 93 are aged 41-50 years (28.1%), while the age of the rest 42 participants is 55 years old and over (12.7%). 43 of the participants (13.9%) have a high school diploma, 90 of them (27.2%) have a bachelor degree, 139 of them (42%) have a master's (or postgraduate) degree, and 27 of them (8.2%) have a PhD degree. According to the years that each participant works in the organization, descriptive analysis shows that 38 of the participants (11.5%) have been employed in the company from three months to one year, 52 (15.7%) 1-3 years, 61 (18.4%) 3-6 years, and 148 (44.7%) 6+ years.

Figure 1

Descriptive Statistics: Gender



IFIGENIA A. STYLIANOU

Figure 2

Descriptive Statistics: Age

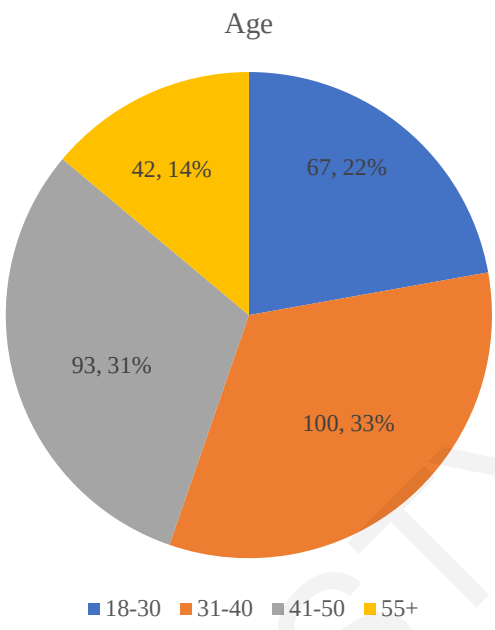
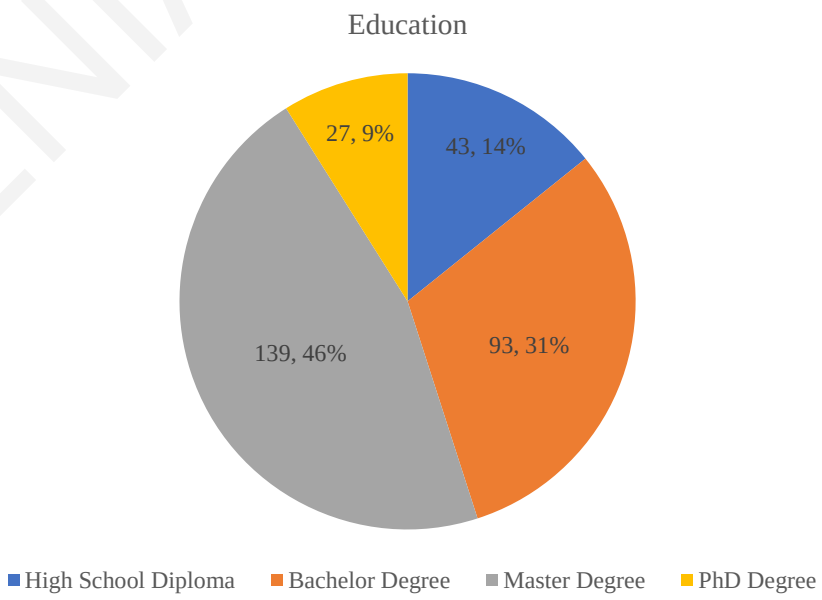


Figure 3

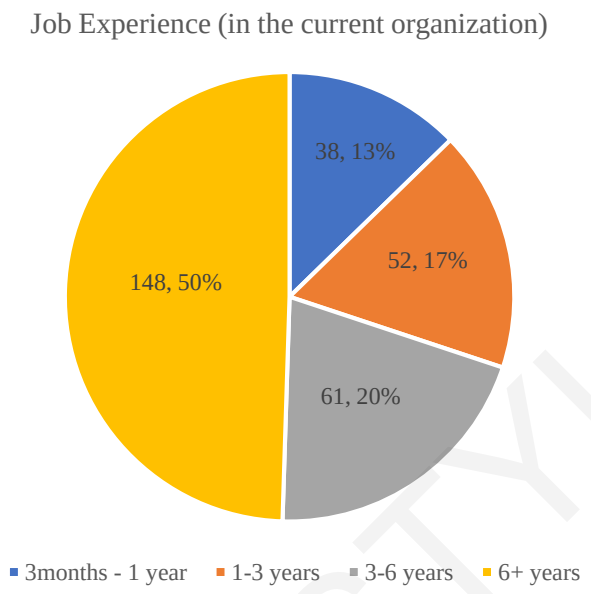
Descriptive Statistics: Education



IFIGENIA A. STYLIANOU

Figure 4

Descriptive Statistics: Job Experience



Quantitative Method: Results

A stepwise multiple regression was conducted to evaluate the strongest predictive relations between variables. Regarding model one (see Table 2), with neuroticism and school victimization as predictors, and workplace victimization as dependent variable, results showed that the 20% of the variance of workplace victimization can be explained from the prediction of neuroticism and school victimization, with neuroticism being the strongest predictor (R^2=.204, F=(1.299)=27.5, p<.001). In regard to model two (see Table 3), with neuroticism, workplace climate and workplace victimization as predictors, and PTED as dependent variable, results showed that the 43% of the variance of PTED can be explained from the prediction of the above variables, with workplace victimization being the strongest predictor (R^2=.431, F=(1.298)=5.54, p<.001).

IFIGENIA A. STYLIANOU

Linear regression was used to investigate the effect of school victimization, personality traits and workplace climate on workplace victimization. According to the results, school victimization has a significant impact on workplace victimization, explaining the 11.9% of its variance scores (R^2=.119, F=(3.882)=40.3, p<.001). According to b-value level, and while the other factors remain constant, when school victimization increases by one unit, workplace victimization increases by .34 (β=.34, p<0.001).

Additionally, testing the effect of personality traits on workplace victimization, results indicate that only neuroticism has a statistically significant effect on workplace victimization levels (R^2=.131, F=(5.269)=45.02, p<.001). In particular, when neuroticism increases by one unit, workplace victimization increases by .36 (β=.36, p<0.001). Results show no statistically significant effect of extraversion on workplace victimization (R^2=.004, F=(4.512)=1.15, p>.05), as also no statistically significant effect of conscientiousness on workplace victimization (R^2=.01, F=(3.024)=3.18, p>05). Furthermore, workplace climate has a statistically significant effect on workplace victimization (R^2=.278, F=(9.454)=115.26, p<.001). According to b-value level, when workplace climate increases by one unit (that makes an employee more dissatisfied with his job), workplace victimization increases by .53 (β=0.53, p<0.001). The results are presented in Table 4.

The same analysis was also used to test the effect of workplace victimization and climate on employees' PTED levels. The results show a statistically significant low negative correlation between workplace climate and PTED (r=-.431, p<0.01), and a statistically significant effect on PTED (R^2=.186, F=(9.454)=68.3, p<.001). When workplace climate increases by one unit, PTED increases by 0.43 (β=0.43, p<.001).

IFIGENIA A. STYLIANOU

Workplace victimization is found to have a statistically significant effect on PTED (R^2=.35, F=(13.742)=160.8, p<.001). The one unit increase of workplace victimization, leads to an increase of 0.59 of PTED (β= 0.59, p<0.001). Anova Table revealed that the models adequately fit the above data (p<0.001).

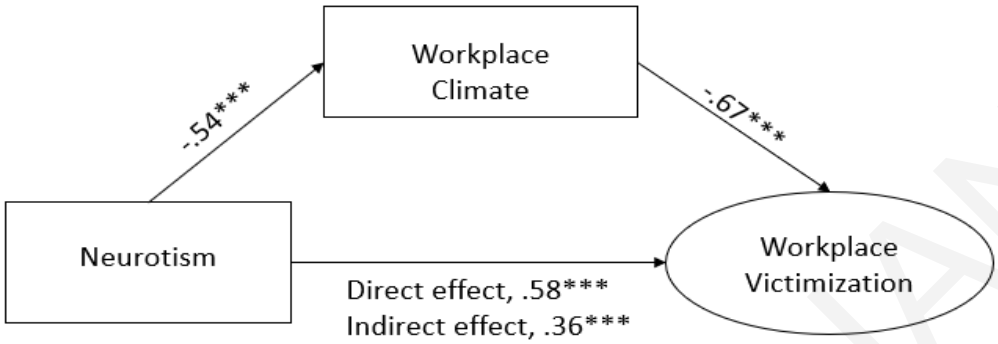
After evaluating the effect of personality traits on PTED, it was found that only neuroticism is a statistically significant predictor, R^2=.223, F=(5.269)=86.19, p<.001, β=.472, p<0.01. Results show no statistically significant effect of extraversion on PTED (R^2=.01, F=(4.512)=.14, p>.05), as also no statistically significant effect of conscientiousness on PTED (R^2=.05, F=(3.024)=15.76, p>.05). The above results are presented in Table 5. Also, correlation analyses are presented in Table 6.

A mediation analysis was used, using the ¨PROCESS¨ version 4 (Hayes, 2021), to investigate the hypothesis that workplace climate mediates the effect of neuroticism on workplace victimization. Results indicated that neuroticism is a significant predictor of workplace climate, B=-.54, SE=0.10, 95% CI [-.74, -.35], β=-.30, p<0.001, which means that the higher a person scores on neuroticism, the more negatively he perceives his workplace climate and relationships with colleagues. Results also showed that workplace climate is a significant predictor of workplace victimization, B=-.67, SE=0.72, 95% CI [-.81, -.53], β=-.47, p<0.001. Furthermore, neuroticism was found to be a significant predictor of workplace victimization, B=.58, SE=0.13, 95% CI [.32, .84], β=-.22, p<0.001. Results also indicated a statistically significant indirect coefficient, B=.36, SE=0.10, 95% CI [.19, .56]. Workplace victimization scores were associated with neuroticism's scores that were approximately .36 points higher as mediated by workplace climate. Figure 5 shows the results.

IFIGENIA A. STYLIANOU

Figure 5

Standardized Regression Coefficients for the Relationship between Neuroticism and Workplace Victimization as Mediated by Workplace Climate



Testing for moderation effects on workplace victimization, results did not indicate any statistically significant effect of neuroticism on workplace victimization moderated by age, gender, years of experience or educational level.

Analyzing in more detail the moderated role of coping skills to workplace victimization experiences, and by dividing them in three subgroups (avoidance, fight back and asking for help), I found that both fight back reactions and asking for help (R^2=.206, F=(15.657)=11.435, p<.001), as well as avoidance (R^2=.081, F=(10.897)=7.949, p<.001), are statistically significant moderators of neuroticism on workplace victimization.

Table 2

Summary of Stepwise Multiple Regression Analysis for Neuroticism and School Victimization predicting Workplace Victimization. (N=302).

			Workplace Victimization		
Variable	B	SEB	B	R^2	F
Neuroticism	.78	.14	.30**	.13	45.0
School Victimization	.98	.19	.28**	.20	27.5

**p<.001

IFIGENIA A. STYLIANOU

Table 3

Summary of Stepwise Multiple Regression Analysis for Workplace Victimization, Neuroticism and Workplace Climate predicting PTED. (N=302).

	PTED				
Variable	B	SEB	β	R^2	F
Work Victimization	.60	.07	.42**	.35	160.8
Neuroticism	1.05	.17	.28**	.42	40.5
Work Climate	-.25	.11	-.12**	.43	5.5

**p<.001

Table 4

Summary of Linear Regression Analysis for School Victimization, Workplace Climate and Neuroticism, predicting Workplace Victimization. (N=302)

	Workplace Victimization				
Predictive Variable	B	SEB	β	R^2	F
School Victimization	1.22	.19	.34**	.12	40.3
Neuroticism	.94	.14	.36**	.13	45.0
Workplace Climate	.76	.07	.53**	.28	115.2

**p<.001

IFIGENIA A. STYLIANOU

Table 5

Summary of Linear Regression Analysis for Workplace Victimization, Workplace Climate and Neuroticism to PTED. (N=302)

	PTED Victimization				
Predictive Variable	B	SEB	β	R^2	F
Workplace Climate	-.88	.11	-.43**	.18	68.3
Neuroticism	1.74	.19	.47**	.22	86.1
Workplace Victimization	.83	.07	.59**	.35	160.8

**p<.001

Table 6

Correlation Analysis

	1.	2.	3.	4.	5.	6.	7.
1. Neurotisicm	-	.298**	.073	-.303**	.223**	.361**	.472**
2. Conscientiousness		-	.375**	.022	-.018	.102	.223**
3. Extraversion			-	.247**	-.100	.062	-.007
4. Workplace Climate				-	-.213**	-.527**	-.431**
5. School Victimization					-	.344**	.289**
6. Workplace Victimization						-	.591**
7. PTED							-

Qualitative Method: Results

After collecting the data, they were divided into 2 categories of coping skills: action (fight back and looking for help) and avoidance. These themes along with their subordinate themes and the participants that contribute to each are presented in Table 7. Specifically, only 3 participants took action against the workplace bullying, asking for help from a colleague or reporting the incident to the company's human resources department. It is important to note that the 2 people who asked for help from a colleague, were urged to ignore the bullying and not give attention to what is

IFIGENIA A. STYLIANOU

happening against them. In both cases the bullying continued, taking a more social form (gossip and use of adjectives against them). The person who mentioned the problem in the human resources department states that the bullying continued but more "silently", since perpetrators were no longer intimidating them with words, but their looks and attitude were characterized as hostile.

The other 7 people did not take any action, with 3 of them ignoring the bullying trying not to pay any attention to what was happening, 2 of them being isolated in order to move away from the context in which the bullying occurred and 1 of them changing work department. Interesting are the results of the people who ignored the bullying, who reported that to this day the situation continues in a different form. Similarly, isolation does not seem to have helped to deal with the phenomenon; instead one person reports that the problem became more intense.

Several of the participants reported that due to fear and low trust in the company, they did not deal with the phenomenon more drastically (e.g. to communicate with the perpetrators and to defend themselves or to communicate with the senior executives of the company), while 7 out of 10 participants reported the need of employees' support by the human resources department, in a practical and effective way.

IFIGENIA A. STYLIANOU

Table 7

Participant's Coping Skills in Detail and Consequences

Participant's Code	Coping Skills	Consequences
A.R.	Action: asked for help from colleagues	Workplace bullying continued taking another form
P.A.	Action: Defended herself verbally - asked for help from colleagues	Workplace bullying continued in a more generalized form
M.P.	Action: Report the problem to HR	Workplace bullying continued in a more discreet way
H.P.	Avoidance: Silence	Workplace bullying continued
H.O.	Avoidance: Silence	Workplace bullying continued with lower frequency and intensity
M.L.	Avoidance: Silence	Workplace bullying continued
E.O.	Avoidance: Silence	Workplace bullying continued
A.T.	Avoidance: Silence	Workplace bullying continued
N.D.	Avoidance: Silence	Workplace bullying continued
P.E.	Asked to be transferred to another job department - then she kept her silence	Workplace bullying continued, so she preferred to change job department

IFIGENIA A. STYLIANOU

Clinical Interviews: Results

A.R: A.R. is a 34-year-old employee. In the last 6 months she has been transferred to a new department, where she has to collaborate with a colleague on a daily basis. As reported by A.R. her colleague is not at all polite to her. Although they hold the same job position, he gave her orders and underestimated her abilities. He insulted her on a daily basis in front of her colleagues with various derogatory comments such as "useless" and "stupid". A.R. reported what was happening to two of her colleagues and asked for their help. They urged her to ignore his behavior, while they spoke to the “perpetrator” asking him to behave more fairly. According to A.R., even though ever since her colleague significantly limited the verbal bullying, he still does not allow her to undertake the "most important" projects, conferring on her duties below her capacities.

As A.R. mentions, what causes her the biggest disappointment is the fact that her abilities are not acknowledged in her workplace. On the contrary, her duties are below the level of her knowledge and qualifications. Moreover, even though she is trying to efficiently meet her duties and responsibilities, her colleague’s words and attitude show that he does not respect her, and this is negatively affecting both her work motivation and her emotional state. Particularly, she mentioned “My colleague underestimates me and makes me feel useless. I haven’t had any work motivation lately. In the morning I often don’t want to go to work and, in the afternoon, when I come back from work, I am usually upset and this affects my relationship with my husband and children. Also, I feel that this is unfair because I haven’t done anything to deserve all this, and nobody is really helping me.”

A.R. also states that she is trying to avoid any contact with her colleague. Although, the latter has limited to some degree the underestimating comments

IFIGENIA A. STYLIANOU

towards her, A.R. cannot stop thinking about everything he told her and specifically she mentions; “I feel that this situation is so unfair. Whether I am at work or at home, at some point of almost every day, his words come into my mind and I get the feeling of injustice”

P.A: P.A. is a 38-year-old employee who states that since she started working for the company, for the last 8 months, her manager speaks to her strictly and shouts at her every day, even if she always tries to be consistent in her work. P.A. tried to defend herself and put limits in her relationship with her manager, but he insultingly told her that it is his duty to coerce employees and that in this way she could progress professionally. P.A. spoke to her colleague who urged her to ignore what was happening and find a way not to be emotionally affected by what she was experiencing. Today her boss continues to treat her unfairly, as well as other employees.

During the interview, P.A. stated that she is greatly dissatisfied with the situation and she described “I want to quit my job and find another job in a better workplace environment with people who will care about how I feel. During the last months, I am experiencing a loss of appetite and my sleep is disturbed and I think that everything that happens at work affects me negatively. I discuss it with my friends and family, who totally support me, but I don’t feel they can help me… I don’t have the power to change anything and I don’t think that anyone from work can support me. Also, there are times when I can’t wait to leave work and I feel like I am in a constant chase of my boss’ expectations, which I can never meet since he is never satisfied with or respects my work”.

Referring to the “Post Traumatic Embitterment Disorder” questionnaire she had to complete for the research, P.A. comments: “I feel like every sentence

IFIGENIA A. STYLIANOU

resembles the way I feel. I don't wish that anything bad happens to my boss, but I am thinking about what I am going through at work every day and it upsets me and disturbs my emotional health. During the last months, I look at things in a negative way and I feel so sad." During the interview, P.A. expressed her need to receive help from a psychologist and she was informed about the different kinds of therapeutic intervention and support she can receive.

M.P: M.P. is a 35-year-old employee who has been facing workplace bullying for the last 4 months. Specifically, and according to M.P., 2 of his colleagues make fun of him for his origin (M.P. is from another country), they verbally underestimate him and laugh at him every day. M.P. asked for help from the Human Resources Department explaining to them what was happening. According to him, his colleagues to this day continue to treat him unfairly. Even if they stopped mocking him after the intervention of the Human Resources Department, they still exclude him from the groups of employees and urge the other employees not to invite him to their meetings outside of work.

Even though bullying against M.P. has not been tackled and he continues to face unfair behavior from his colleagues, M.P. feels that the HR of the company supported him and really tried to help him. M.P also mentions: "This is not the first time I feel injustice in this country. Although some Cypriots are willing to hang out with me, I believe that many locals are racists towards foreigners in Cyprus and I can see this by their expressions and attitude". He also adds "It was difficult for my daughter to make friends and as a result we were forced to transfer her to a private school, which other foreign students also attend, and since then things got better…

Even though I work in an international/ multi-cultural company, it seems like my nationality affects the way some of my colleagues treat me". During the interview,

IFIGENIA A. STYLIANOU

it was observed that M.P. generally perceives the world as unfair, but as he states he did not feel this way before coming to Cyprus. Moreover, he mentions "I have noticed myself being more aggressive lately and I get a feeling of injustice and I believe that the way I feel has to do with what I am going through at work."

H.P., H.O. and **M.L.** are 3 employees in multinational companies. All 3 are experiencing workplace bullying. Specifically, H.P., a 42 old-year man, reports that for the last 7 months his colleague with whom he shares the office together with 4 other employees, abuses him verbally, makes fun of him and uses various nicknames against him. As H.P. mentions, during the first days he asked his colleagues to be more polite and not talk to him in that way. They said that they were just doing it to have fun. In fact, since the day he asked them to be more polite to him, his colleagues verbally abused him in an even more intense manner, ironically calling him "oversensitive". During the last weeks, H.P is trying not to pay attention to what is happening and he says that he started observing some kind of reduction in the occurrence of these behaviors. Nevertheless, he argues "I don't think that someone can really help in cases of workplace bullying. That's why I am trying to ignore what I hear and this helps me at least not be influenced by or annoyed with the situation " He also mentions "I feel bad saying this but… sometimes… to make me feel better…maybe to be vindicated, I imagine that my colleagues are transferred to an another working department, where people do not respect them and treat them unfair… and then they realise what they made me feel like and apologise to me."

H.O., 32-year-old man, states that 2 of his colleagues often during the week abuse him verbally and make fun of him for his height and the team he supports in football. They do not invite him to the outings and call him "weirdo".

IFIGENIA A. STYLIANOU

H.O mentions that these comments hurt his feelings because he has always been embarrassed of his height. In the interview he said “The fact that I am shorter than others doesn’t make me less clever or strong…”and he added “I feel disappointed with people who judge someone for their appearance and they hurt me with their words and expressions”…”I don’t want to change anything in my external appearance… neither do I want to change the way I see myself…but I do want to change this unfair treatment I get from others… I have been feeling like that since the time I was at school and I had to face similar difficulties, but it seems that as people get older they become more immature and unfair.” In addition, he mentioned “Even if the people who treat me unfair get punished by the company, I don’t think that this is enough… I won’t feel vindicated…What does justice mean anyway? How is it possible to feel justice if those who have treated you unfairly for so long, though you have never done anything to hurt them, get punished by the company? How can I ever feel justified? I will always remember how much this situation hurt me.”

M.L., a 29 year-old woman, reports that during the last 2 months her supervisor often makes sexual comments towards her. M.L. not only uses her own silence to face the unjust behaviors against her, but she is also trying to be isolated in order to move away from the context in which the bullying occurs, since she states that she feels internally superior and does not want to give value to her supervisor by paying attention to his words.

Nevertheless, she reports that the situation is negatively affecting her. When M.L. discussed about her supervisor’s behavior towards her with two of her colleagues, although they seemed to understand and sympathize with her, one of them told her that the fact that she is young and beautiful might be the cause of such behavior. ML states “I don’t know who makes me feel angrier… my supervisor who

IFIGENIA A. STYLIANOU

talks to me in that way, or my colleague who despite asking for her help she basically told me that I might be the one causing this situation." She also mentions "I don't know how I would help if one of my colleagues faced a similar problem… but I would certainly not make her feel responsible for what she is experiencing…I think that there should be some people in each company who would be able to handle such cases, making us feel safe and not worrying about losing our job in case we speak out… there should be specific legislation related to these situations and some company mechanisms which will ensure that the legislations are followed… I don't know how… but a lot of people are afraid to speak out and something must be done for this."

H.P., as well as H.O., believe that through silence, they can survive better in this routine. All of them claim that until now, workplace bullying continues, as H.O. supports that he still faces victimization from his colleagues, but in a lower frequency and intensity. As H.O. also mentions "I don't remember anyone helping me or telling me what to do when I was younger and I faced similar situations at school… people who want to help you just tell you to be strong. How can I become strong though? What should I do in such situations? I don't know…" He adds "I'm not sure… I don't think that anything can be done for it… I don't think that bullying and unfair behaviors can be dealt with."

E.O: E.O. is a 30-year-old man who has been working in his company for 14 months. As he mentions, for the last seven months a group of his colleagues have been making fun of him because of his weight. E.O is overweight due to health problems, something that makes him different from other people. Three of his colleagues who work on the same floor as him, make fun of him every day and call him with nicknames. E.O., as he states, ignores the behaviors of his colleagues in

IFIGENIA A. STYLIANOU

every way, and is isolated in order to move away from the context in which the bullying occurs, although this situation hurts him a lot and negatively affects his feelings. As he describes, in the last three months the people who make fun of him have sharply reduced these behaviors, after the intervention of a colleague. While he had not shared his displeasure with any other colleague, an employee who observed the incident, defended E.O., and since then the intimidation against him has been significantly reduced. E.O. mentions this experience as traumatic, but also as an opportunity to observe that there are people ready to help when you need it. As he also mentions "In case a person faces workplace bullying, there should be personnel responsible to handle the case and be able to support and help him".

N.D: N.D. is a 42-year-old employee who is having difficulty in his relationship with his manager. Specifically, in the last three months, the new manager of his department assigns him a large amount of work and requires him to work much more hours than his working hours. He sends him work during off-hours, and when he does not respond to his messages, he evaluates him negatively. Also, despite assigning him more work, he has decreased his salary. N.D. does not express his dissatisfaction because he is afraid of losing his job, while he also does not believe that the members of his company are willing and able to help him. N.D. still faces the above.

N.D. states that he would like to find a new job but also to find the way he should face possible similar situations in the future. Particularly, he mentions "I would like to know the way to set my boundaries so that people do not take advantage of my kindness and my skills and overload me with extra work." Additionally, he says "It is really important that the Human Resource Department takes care of the employees and supports them in such situations."

IFIGENIA A. STYLIANOU

A.T: A.T. is a 41-year-old employee who has been facing workplace bullying for a year and a half. In particular, her boss speaks badly to her and despises her with her words. She assigns her tasks far below her capabilities and different from her obligations. A.T. does not react to the above and endures them silently, as she is afraid that if she speaks, she will lose her job and she believes that no one is willing and able to help her. A.T. still faces the above. Below are some of A.T's words during the interview: "My boss treats me unfairly while he benefits some others. I don't think that as a boss he has the ability to motivate his employees, and I believe that he understands the situation that he is causing me but somehow he likes to belittle and hurt me. I like the content of my work but my boss' behavior irritates me and makes me sad, because it is the reason I am thinking of finding a new job. I don't think that anything can be done to face such cases where the boss does not treat his employees with respect, and generally I don't think that anyone can help… the only solution is not to pay too much attention to the situation… at least this is what makes me feel calmer…something must be done though, there should be an organisation…something…that can help employees who have this kind of problems because I am certain that such situations, and even worse, are happening in all workplaces". She also mentions: "I don't think that someone can effectively deal with such behaviors… and this makes me feel worried and think that I will have to experience something similar in the future"

P.E: P.E. is a 30-year-old employee, who mentions that his manager months has been assigning him much more work than he can complete in one day during the last eight months. He does not recognize his efforts and underestimates his abilities. P.E. silently confronts these unjust behaviors, as he believes that he cannot do anything to change things and he is also afraid to support himself because he may lose

IFIGENIA A. STYLIANOU

his job. P.E. asked to be transferred to another job department and a week ago was informed that his request was accepted. Below are some of P.E.'s words during the interview: "My manager constantly asked for more and he was never pleased. He didn't respect that I didn't have to work at the weekends and public holidays and he evaluated me negatively when I didn't respond to his emails immediately. Due to the fact that most days of the month he lives abroad, he scheduled online meetings at the time I had to leave work, therefore forcing me to stay longer or work overtime at home, and he didn't compensate me for the extra working time. When I told him so, he didn't like it and he told me that I didn't have a team spirit… but he is the one who doesn't seem to respect others and blames me. This situation started causing me problems at home too, since I was constantly mad and tensed. I will soon be transferred to a new department, and I wish everything will be ok, because I don't know what else I can do. I have a feeling of injustice and I think it is unfair that I am changing a department since I don't think I did anything wrong… this is unfair for me… and I don't think that something like that can be dealt with". He also mentions "Nobody deserves to be treated unfairly, and even if all this comes to an end, I still believe I will feel the injustice for what I went through".

Qualitative Phase: Summary

After analyzing the information which was received from the interviews, I grouped the data and created different categories. Through this procedure and after summing up the basic information received, it becomes evident that the participants are confronted with different forms of workplace bullying and are led to different reaction mechanisms. While some participants react against bullying by asking for help and support by other people, others choose silence and try to ignore the unfair behavior towards them, as they think that this is the only solution to their problem.

IFIGENIA A. STYLIANOU

They realize that although this does not lead to the treatment of the phenomenon, it helps their inner balance.

Furthermore, most of them experience feelings of injustice and they regularly refer to the notions of “value” and “justice”. More specifically, they argue that they do not deserve to be confronted with this kind of unfair behavior, while they seem to lose hope of justice being served. As two of the participants state: “Nobody deserves to be treated unfairly, and even if all this comes to an end, I still believe I will feel the injustice for what I went through” and “Even if the people who treat me unfair get punished by the company, I don’t think that this is enough… I won’t feel vindicated…What is justice anyway? How is it possible to feel justice if those who have treated you unfairly for so long, though you have never done anything to hurt them, get punished by the company? How can I ever feel justified? I will always remember how much this situation hurt me”.

What is more, the employees express some kind of “inability” to handle the unfair behavior towards them, stating that that they do not know what to do and in which way they should behave to deal with the situation. Others mention that they do not expect that such situations will be resolved, and they seem to worry about the prevalence of the phenomenon.

Additionally, the employees refer to the importance of establishing regulation as well as a mechanism through which any bullying behaviors will be detected on time and immediate and efficient intervention will be received. They also stress the importance of the role of the Human Resource Department in supporting the employees.

IFIGENIA A. STYLIANOU

Chapter Five: Discussion

Workplace bullying can be understood as a phenomenon developed by a polyphony of variables. As it appears in a social context, many researchers correctly described it as a social problem between people, that raises many questions. What makes the one a perpetrator and the other a victim? How can the environment explain these roles and in what way does personality relate to that? What are the consequences of workplace bullying in victim's psychosocial health, and how can companies intervene to reduce the phenomenon? The present study aimed to understand workplace bullying by analyzing a number of factors which possibly interact and are related to it.

Workplace Bullying and Personality

Relying on recent literature, in the current study I aimed to expand the understanding of the relationship between personality and workplace bullying. A long-standing concern in bullying research is how to sort out relationships between bullying and other concepts, for example, personal and social factors (Zapf, 1999).

Although a number of researchers suggested that there is no general victim personality profile (Hoel et al., 2010; Whilst Glasø et al., 2007), others provided few answers regarding the likelihood of some employees being targeted, because of gender, sexuality, race and personality traits (Kirton, 2017; Vogt, 2016).

For a clearer understanding of the relationship between personality and workplace bullying, I investigated whether neuroticism, extraversion and conscientiousness, associated with the occurrence of workplace bullying and victimization. Results indicated that only neuroticism is associated with workplace victimization, as employees with higher levels of neuroticism are more likely to report workplace victimization. The current finding is consistent with previous studies,

IFIGENIA A. STYLIANOU

which have found a positive relationship between neuroticism and being bullied (Matthiesen, & Einarsen, 2007; Nielsen & Knardahl, 2015, Nielsen & Einarsen, 2018). In support of this, both negative affectivity (Bowling et al., 2010) and the personality trait of neuroticism in the Five-Factor Model (FFM: Costa & McCrae, 1992) have been empirically connected to exposure to workplace bullying in previous studies. In Nielsen et al. (2017) meta-analysis, exposure to workplace bullying was particularly related to neuroticism and negative affectivity. In fact, neuroticism and negative affectivity turned out to be by far the most consistent and strongest associated variable of exposure to harassment, when compared to other personality traits.

As mentioned above, neuroticism is broadly defined as the tendency to experience negative affectivity and psychological distress. It is considered as an emotional state that includes anxiety, angry hostility, depression, self-consciousness, and impulsiveness. Also, people high on neuroticism, have lower self-confidence over their ability to cope with stress and are prone to engage in irrational thoughts. Employees high on neuroticism are characterized as being anxious and easily upset, which may be interpreted by others as provocative, eliciting aggression or bullying by others (Nielsen & Knardahl, 2015). As such, employees high on neuroticism may be more apt to become targets of bullying by other employees. According to this mechanism, employees may perceive themselves and those around them in more negative terms and therefore they may perceive negative events such as bullying more often than “neuroticism lower” employees (Nielsen & Knardahl, 2015). In any case the results do not recognise the neuroticism as the only component associated with workplace bullying. Under an interaction process, the higher the scores of an employee to neuroticism are, the greater is the likelihood of victimization, as this

IFIGENIA A. STYLIANOU

personality trait is creating a fertile ground. On the other hand, employees who have been targets of bullying behaviors over time can become more nervous, tense and have a range of emotional reactions (Finne et al., 2011; Hógh et al., 2011), something that is described as a reverse causality mechanism. Thus, according to the results and in agreement with previous studies, the personality trait of neuroticism, can be seen as a vulnerability factor among potential targets, increasing the risk of exposure to bullying (D'Cruz et al., 2021; Nielsen et al., 2017; Podsiadly & Gamian-Wilk, 2017; Reknes et al., 2019).

Extraversion is one of the five personality traits of the Big Five personality theory and represents individuals who are social, thrive on excitement, enthusiastic and action-oriented. On the other side of the coin there are the introverts. These people have less exuberance and energy than extraverts, they are less involved in social activities, and tend to be quiet and keep to themselves. This personality trait is a variable of several researches in the field of workplace bullying (Goussinsky, 2011). According to Bono and Vey (2007) extraverted individuals may have the ability to better regulate their emotional expressions when they face various negative events in their workplace, and they are able to experience less distress as a result of their emotional regulation. Researchers suggested that when interaction evokes negative emotions, extraversion can act as a protective factor in maintaining their internal balance, not to mention that extraversion has also been suggested to correspond to positive affectivity (Bashir & Hanif, 2019; Bono & Vey 2007; Bowling et al. 2008).

Contrary to the above, other studies found no difference in extraversion–introversion between targets and non-targets ((Nielsen et al., 2017). The results of this study indicate that extroversion is not statistically significantly related to the phenomenon of workplace bullying, a point which argues that either more or less

IFIGENIA A. STYLIANOU

extroverted people can equally experience work bullying, without this trait in their personality acting as a factor of protection or vulnerability.

Looking for evidence of the relationship between conscientiousness and workplace bullying, and in the light of research findings which indicate that this trait does not appear to be significantly related to workplace bullying, other studies identify and explain how conscientiousness acts as a protective agent in this phenomenon. According to Watson and Hubbard (1996), individuals high in conscientiousness are more likely to adopt effective coping strategies and eschew ineffective coping strategies. More recent studies, suggest that individuals high in conscientiousness are more likely to persevere under duress and are less likely to allow a stressful environment to influence work outcomes (Bowling & Eschleman, 2010). Furthermore, they argue that highly conscientious individuals are more likely to respond to stress in productive ways than those low in conscientiousness (Cullen & Sackett, 2003), justifying that this is observed because individuals high in conscientiousness are more likely to be thoughtful and deliberate in their responses to work stress in an effort to maintain high levels of job performance and keep themselves away from negative events, not allowing them to affect them emotionally and functionally. (Bowling & Eschleman, 2010; Yang & Diefendorff, 2009).

Also, when a negative event develops in the context of work, personality traits tend to influence the extent to which individuals prefer certain coping strategies over others (Bolger & Zuckerman, 1995). When faced with stress, individuals high in conscientiousness are more likely to select active coping strategies that focus on addressing the stressor directly (Lee-Baggley, Preece, & DeLongis, 2005; Ortega et al., 2007). This aligns with self-regulation theory, which suggests that individuals generally adopt either promotion (active) or prevention (avoidance) strategies when

IFIGENIA A. STYLIANOU

dealing with stress (Carver & Scheier, 1982) and that individuals high in conscientiousness are more likely to engage in promotion-focused regulation as opposed to prevention-focused regulation (Gorman et al., 2012). Even so, because of their higher levels of self-discipline, reliability, and perseverance, individuals high in conscientiousness are less likely to abandon their goals or duties under stressful conditions, physically avoid their workplace, or become mentally or emotionally detached from their work environment (Watson & Hubbard, 1996).

While a significant number of surveys identify the association between personality traits and later victimization from bullying, there are several potential explanations for the limited support of the above relationship. Although personality is a central factor in some theoretical models of bullying (Jensen, Patel, & Raver, 2014; Kim & Glomb, 2014), this may be caused by an exaggerated focus on individual characteristics compared to situational factors (Glasø et al., 2007). Also, methodological and design issues should also be taken into consideration when explaining the weak relationships between personality and bullying. The cross sectional methodology of the current study may affect the results, while different findings would have been obtained from a longitudinal study (Ford et al., 2014). It is also possible that other results would have been obtained, if I had assessed bullying by measuring behavioral exposure rather than using the victimization approach, as meta-analytic evidence of prevalence and outcomes of workplace bullying have shown that assessments of self-labelling victimization provide more conservative findings compared to the behavioral exposure method (Nielsen & Einarsen, 2012; Nielsen et al., 2010). This suggests that there may be stronger relationships between personality traits and exposure to bullying behavior than between personality and victimization (Nielsen & Knardahl, 2015).

IFIGENIA A. STYLIANOU

Workplace Environment and Workplace Bullying

Investigating the factors that increase the chances of occurrence of workplace bullying, I identify the important role that the work environment plays in the development of the phenomenon as well as in the psychological cost of the victims. According to recent literature, workplace bullying begins to emerge, as a result of a combination of individual characteristics that are influenced by societal norms, workplace climate, work demands, job design, etc.

"Workplace climate" is a broad term that can be conceptualized as the shared experience of policies, practices and procedures in workplaces, regarding how behaviors are promoted, inspired and rewarded, leading to a shared perception by employees of what is expected in a workplace within the work team and at the organizational level (Guediri & Griffin, 2016; Neal & Griffin, 2006; Schulte et al., 2006). In other words, workplace climates are proposed to inhibit or promote the escalation of bullying through the practices and behaviors they promote in organizations (Dollard et al., 2017).

In agreement with the results of the current research, literature underlines that factors such as temperature, light, atmospheric conditions, personal and collective space design and layout, and equipment, tools and technology, poor co-worker relationships and high work stresshave important implications not only for occupational safety but also for the experience of stress and negative affect (Quick et al., 2013). All these factors are well known for their potential to trigger aggressive responses (Neuman & Baron, 2011), especially to more "vulnerable" employees. In this way, that mechanism may explain the strengthening effect of neuroticism to workplace victimization, when workplace climate mediates. For example, and according to Balducci and his colleagues (2011), under distressing working

IFIGENIA A. STYLIANOU

conditions, highly neurotic employees may engage in annoying behaviors more often, which could lead potential perpetrators to bully them, and treat them unjustly. In other words, negative arousing experiences at work and stress reactions, may predispose individuals to be involved in interpersonal conflicts which may then escalate into bullying.

Thus, the coexistence of personality factors (workers who are more sensitive to negativity, vulnerable from previous experiences of school bullying) and the work climate with the characteristics mentioned above, enhance the escalation likelihood of workplace victimization (Balducci et al., 2011; Halim et al., 2018).

Also, role stress, a variable that is an aspect of workplace environment, refers to adverse reactions people have when they experience excessive demands or pressure from others' expectations which are divided in three separate yet interrelated concepts: role ambiguity, role conflict and role overload. Role ambiguity occurs when individuals are unclear about their job requirements and how to fulfil them. Role conflict refers to incompatible expectations and demands associated with the role. Role overload exists when the amount or quality of work expected exceeds the available time or resources. A large volume of research has shown that role stress leads to anxiety, lower job satisfaction, poorer performance and higher turnover, and also correlates with the increased chance of workplace bullying and victimization. Results from a variety of studies support the basic premise that role stress is a key predictor of bullying at work, and also role stressors were significantly associated with targets' experiences of workplace harassment (Bowling & Beehr, 2006; López-Cabarcos et al., 2017).

On the other hand, a psychosocial safe climate, defined as shared positive perceptions of organizational policies, practices and procedures for the protection of

IFIGENIA A. STYLIANOU

worker psychological health and safety, is found to be a protective factor of workplace bullying and negative emotions to targets (Law et al., 2011). According to Bond, Tuckey and Dollard (2010) and Law, Dollard, Tuckey and Dormann (2011), the relationship between workplace victimization and outcomes including psychological distress, emotional exhaustion and post-traumatic stress symptoms was less pronounced among employees reporting higher levels of psychosocial safety climate. The above research findings are in line with research results which support the mediating role of the workplace environment between the relationship of neuroticism and workplace victimization. Thus, employees higher on neuroticism, working in an unhealthy work environment, have a higher chance of workplace victimization.

The identification of healthy workplace climate as a protective factor on workplace bullying, and at the same time poor workplace climate as a vulnerability factor, can constitute another important point for researchers, who will attempt to create intervention programs in workplace contexts based on research data and taking into consideration the need for the construction of a healthy workplace climate.

School Bullying and Workplace Bullying

Looking for the factors that are associated with the development of workplace bullying, I could not overlook past employee victimization experiences. At the end of the first and during the second decade of this century, studies combined the insights from school victimization with other theories seeking answers to questions concerning the role of past victimization experiences to current victimization experiences. The current study has a retrospective method, aiming to ascertain whether past bullying experiences tend to persist over time, assuming that people who have experienced school bullying are more vulnerable to workplace bullying.

IFIGENIA A. STYLIANOU

Experiences of school victimization are known to be rather widespread, and to have important and negative consequences in later life. Evidence from retrospective studies indicate a causal effect of school victimization on later functioning. A significant relationship was found between retrospectively reported roles in school bullying, and recent experience of workplace victimization. Comparing all those who had been victimized at school (victim + bully/victim) with those not victimized, there was a main effect of school victimization in relation to being a victim at work in the last 6 months.

Thus, results from existing studies, and in agreement with the results of my research prove that school-age victimization is found to be positively associated with workplace victimization. This brings to the surface the continuation of the phenomenon in which victimization by peers at school may put individuals at risk of continued victimization at work when they are adults.

The longitudinal form of bullying proves the early intervention to be necessary. Both supporting school-age victims and empowering them, and intervening with perpetrators to develop more useful conflict management skills, as well as setting up an anti-bullying environment can weaken the occurrence of the phenomenon and its preservation in the later life of individuals within the work context (Sidiropoulou et al., 2020). Consequently, findings highlight the importance of prevention programs aimed at reducing school bullying as early as possible, before victims become caught in a spiral of chronic abuse (Brendgen & Poulin, 2018).

Workplace Victimization and PTED

Regarding the consequences of workplace victimization, a large number of researchers have shown that bullying in work context can cause a major social stressor that affects the victims' health and well-being, as evidence indicates that

IFIGENIA A. STYLIANOU

victims of workplace bullying suffer from psychological health problems (Xu et al., 2018). Early cross-sectional studies showed that targets of bullying experience psychological stress reactions (Hansen et al., 2018; Nielsen & Einarsen, 2012), while other studies also found that workplace bullying was prospectively associated with psychological stress symptoms (Hogh et al., 2016; Nielsen & Einarsen, 2012).

Subsequent studies that examined the symptoms of post-traumatic stress among victims of workplace bullying have supported this statement and ascertained that the victims of bullying suffer from PTSD (Balducci et al., 2011; Conway et al., 2021). However, by looking more closely at the symptoms of PTSD, the researchers argue that PTED can more accurately describe the symptoms a victim experiences because of workplace bullying. PTED, which has lately been discussed and suggested as an appropriate diagnostic term for victims of workplace bullying (Ege, 2010; Gregersen, 2010; Yamada, 2011), was first proposed as a new mental disorder by the German psychiatrist Linden (2003). Because it is not included in the latest edition of Diagnostic and Statistical Manual of Mental Disorders, (DSM-5) (American Psychiatric Association, 2013), it cannot used as a formal diagnosis yet, whilst it is expected that the proposed disorder should be included in the future editions of DSM diagnostic criteria (Dobricki & Maercker, 2010; Linden, 2013).

PTED was evaluated as a subtype of adjustment disorder and defined as the mental reaction to exceptional, though normal negative life events, such as unemployment, divorce, death of a relative, or conflict at work (Dobricki & Maercker, 2010; Linden et al., 2009). Severe anxiety is the predominant emotion in PTSD but the principal aspect of the reaction pattern in PTED is a persistent and prolonged feeling of embitterment (Dobricki & Maercker, 2010). The main symptoms of PTED include rage, helplessness, anger, sadness, aggression, intrusive thoughts and

IFIGENIA A. STYLIANOU

memories, thoughts of revenge, depressed mood, avoidance of the place or persons related to the event, reduction in social, occupational, and family activities, blaming oneself for not being able to cope with the event and somatic complaints such as loss of appetite and sleep disturbance (Linden, 2011).

In line with the results of this study, existing surveys identify that exposure to workplace bullying is positively associated with reporting embitterment reactions (Karatuna & Gök, 2014), something that brings us closer to the consideration of PTED as an appropriate diagnostic term for victims of workplace bullying.

In this study, and in an attempt to answer the question of whether the characteristic of conscientiousness is associated with workplace bullying and its negative consequences (as PTED), no significant relationship was found, suggesting that conscientiousness cannot be considered as an associated factor, nor as a vulnerable or protective factor. However, as results provided no statistically significant relation between extraversion and conscientiousness with workplace victimization and PTED, neuroticism seems to increase the risk for embitterment reactions (Linden & Maercker, 2011). Professional downsizing (when an individual is forced to undertake duties below his / her capacity) and social conflicts in workplace context, especially those involving humiliation or injustice, can lead to embitterment reactions, especially for employees with higher levels of neuroticism, an interaction which is also supported by the results of the current research (Linden & Maercker, 2011).

Assuming that personality traits play a crucial role in the development of negative emotions after an incident of workplace victimization, and as mentioned above, the results of the current research confirm the above, indicating the positive relationship between neuroticism and PTED. Neuroticism is considered to be

IFIGENIA A. STYLIANOU

etiologically relevant to emotional disorders, as highly neurotic individuals have a lower threshold to experiencing negative affect, pay more attention and lower ability to cope with stress, and through this process individuals high in neuroticism are considered to be more vulnerable to embitterment reactions (Clark, 2005). At the same time, research has shown that cognitive processing of neuroticism works in a way that pushes them to experience more negative emotions, due to their difficulty of emotion regulation, in three ways; Rumination, which is defined as repetitive and recursive thinking about one's negative affective states and problems. Difficulty on distraction, which describes the movement from one's attention away from the event onto unrelated neutral contents and, weakness on cognitive reappraisal, which describes the process of reinterpreting the meaning of an event by considering new information or taking a different and more positive perspective (Linden et al., 2009; Linden & Maercker, 2011).

Clinical Interviews: Further Comprehension

According to the results of qualitative study, we can see that some employees chose to "actively" react to bullying, while/ whereas others prefer to avoid the situation. This is in line with previous results from recent qualitative studies on workplace bullying, outlining that the responses and coping mechanisms of bullying go through phases: first, targets underestimate and avoid the problem, and then they lose patience and confront the situation. As time passes and the perpetrator's behavior threats their personal health, targets seek support, but later feel despair and move into destructive coping when that support is not given, until targets often give up and exit the organization. As many of these studies support, withdrawal and turnover are often responses to abusive situations after other avenues are exhausted (D'Cruz & Noronha,

IFIGENIA A. STYLIANOU

2013; Karatuna, 2015; Shallcross et al., 2008), describing withdrawal as the only option for survival from bullying rather than as a passive process.

As coping skills to an abusive experience are under the research using qualitative studies, we can ascertain the effectiveness of the victims' efforts. Social support was a common behavior among victims. However, the experience had a ripple effect over time on relationships both outside and inside the workplace, reducing support availability in multiple domains of the target's life, while this in turn made it hard for women to maintain their self-beliefs (Lewis & Orford, 2005). O'Donnell and MacIntosh (2016) found male targets seeking help from the organization, but it was not always helpful as the organizational response could be to work from home, isolating them further. Vickers' (2007) research adds that the experience of bullying can make people engage in behaviors that are not considered normal coping mechanisms, including being more passive-aggressive, secretive and defensive.

Considering the participants' opinion in the current study's interviews, they recognize and pay close attention to the important role that the Human Resource Department has in tackling that phenomenon. Qualitative research methods recognised the responsibility of HR to understand the abusive situation and act on it (Cowan, 2011, 2012; Harrington et al., 2012; Harrington et al., 2015). On the other hand, Harrington, Warren and Rayner (2015) found that bullying situations are also difficult for HRPs due to the ambiguity of the situation and pressures from managers and organizations to resolve it quickly, even though they feel they lack the power to actually fix the situation. However, effectively engaging with HR can be an important turning point for targets (D'Cruz & Noronha, 2010). In her study, Cowan (2011), found that many organizations do not have adequate policies in place to address bullying, as she also indicated the HR's tendency to underestimate the risk of

IFIGENIA A. STYLIANOU

workplace bullying and the low anti-bullying preventing actions in the workplace context.

Even so, the introduction of a legislative framework of how to recognize workplace bullying, which could then lead to practices that reduce its harmful effects, is essential in all organizations worldwide. Without such a policy and without an action plan that responds to effective practices, organizations maintain a system that prevents targets from getting justice or legal remedies, and workplace bullying survives within organizations.

Another important element and result of the qualitative study is the silence that the victims maintain. The mechanism of silence, no matter how "passive" it sounds, for many victims is a method of surviving the unjust behaviors they experience, and the only solution that can help them at that moment. Victims seem to be silent because their previous reactions (e.g. seeking for help from colleagues) no longer seemed effective, or because they do not trust their company's ability to support them in what they are experiencing. Thus, silence is an active process of survival, and in many cases, the forced solution - reaction of the victims, which brings to the surface the inefficiency of companies to support employees, as well as the negative impact of the low support network in a work environment, and bystanders' reluctance for real and meaningful help.

Taking into consideration the results of the qualitative research, I have observed that the employees who participated in the clinical interviews process, describing their experiences of unfair behavior against them at work, referred to the negative impact that this situation has brought into their mental state, while their descriptions include symptoms of PTED. According to research in the field of PTED, feeling bitter was seen as a consequence of a social rejection that is perceived as

IFIGENIA A. STYLIANOU

unjust. Embitterment is now a new emotional category describing an emotional situation between aggression and depression, as it is also considered as a specific reaction of people who feel socially excluded and/or are treated unfairly by others. This state is attributed to others and not to own failure as in depression. In brief, bitterness or embitterment can be seen as the product of a personal story of perceived injustice (Linden & Maercker, 2011).

Considering the participants' statements, many of them described the negative feelings they are experiencing after realising the injustice around them, something that is in line with previous studies on PTED, which report that PTED may develop when an individual is no longer able to maintain his or her basic belief in a personal just world (Dalbert & Filke, 2007; Otto et al., 2006).

In regard to Dalbert, (2009), "We feel bitter when we think that something bad has been done to us where we would have deserved better. We may feel bitter about a concrete person's behavior or about the way the world works in general; in any case, our just-world beliefs have been violated". The feeling of bitterness can affect individuals to a great extent, since it seems to be linked with the lack of hope, negative way of thinking about one's self or the world in general and low motivation, while it can make them feel trapped in an emotionally dark place (Linden & Maercker, 2011)

On the contrary, other people might probably react to such experiences in a different way: Their main aim might be to reflect upon what happened in order to understand how it came about (including self-criticism and taking others' perspective), and thus, to "make meaning" of the experience. While they would admit their feelings of anger and sadness, they would try to regulate them by reappraising the event and trying to learn something for the future. Therefore, it seems that some

IFIGENIA A. STYLIANOU

people are able to deal with negative experiences in such a growth-conducive way, while others react with bitterness. The way of human perception and process as well as the levels of mental endurance/ toughness seem to influence the above procedure (Ardelt, 2005).

Additionally, some participants confess thoughts of revenge as part of justice being served, which is also identified in other relevant researches where feelings and fantasies of revenge are often mentioned together with embitterment, either as co-occurring affective states or as motives underlying embitterment that have been described as “the urge to fight back” (Linden et al. 2004). Both embitterment and revenge are related to emotional arousal and are associated with aggressive tendencies (Linden et al. 2004; Milgram et al. 2006). Recent theorizing describes revenge as a possible reaction to negative or traumatic experiences in the sense of an actional coping strategy (Orth et al., 2006).

The intervention in workplace bullying requires the recovery and treatment of the victims’ mental health, as well as the way they perceive their life, themselves, their experiences and their future. When people experience interpersonal hurts, offenses, or victimization, negative consequences can result including embitterment, rumination about the offense, and even symptoms of depression and anxiety. One way of overcoming these negative consequences is to work toward forgiving the offending party, as forgiveness therapy was found to be an effective way of intervention compared to other forms of treatment for the bitterness that results from experiencing unjust behaviors (Wade et al., 2005).

Recently, researchers and clinicians have become more interested in both embitterment and forgiveness within the therapeutic context. Understanding ways to overcome embitterment through psychotherapeutic intervention would be helpful for

IFIGENIA A. STYLIANOU

those practitioners encountering individuals struggling with this difficult emotional complex. There are several ways to think about forgiveness as it applies to therapeutic intervention. Firstly, understanding forgiveness from a general perspective is important. Those researching forgiveness in therapeutic settings have gone to great lengths to establish a general understanding of forgiveness that is accurate to peoples' experiences and sensitive to the many types of clients and hurts that are encountered in a clinical context. In addition, forgiveness rarely involves forgetting the offense. Instead, forgiving may involve the person remembering the offense in new ways, without continuing to hold onto anger or bitterness (Baskin & Enright, 2004).

The necessity of the therapeutic support of workplace bullying victims is discussed in Dr. Karagiannis' book titled "Η Αδικία που Πληγώνει". According to Dr.Karagiannis, it is necessary that the therapeutic intervention in workplace bullying aims to give a different meaning to their experiences under a more positive light, where the employees- victims of workplace bullying- will look for the benefits of their experiences through the help and support of their therapist. This will help them discover in which way this experience, no matter how traumatic it was, may lead to their inner empowerment and the development of new life prospects.

Moreover, as he argues, the negative consequences on the employees' mental health through the years are not related to the level of bullying that they went through, but to the way they handled the situation and the meaning they gave it. An intervention to bullying victims, whose target will also be the identification of the positive elements that this experience has brought, can be even more effective in managing the trauma. Similarly, the construction of secure relationships in the workplace may have a positive impact in the future of the employees who feel that they have been treated unfairly by their employers or colleagues.

IFIGENIA A. STYLIANOU

Additionally, referring to the role of the therapists, he supports that their aim is not to provide comfort to the victims, but to help them share their difficult experience. He also mentions that “People who are struggling to maintain their mental balance and survive bullying experiences (referring to the victims of workplace bullying), are the ones who will be stronger later on in their lives, deal with the mental trauma and create mental reserves for other hard situations.” Therefore, he introduced a new perspective for future intervention planning.

Limitations

Certain limitations need to be acknowledged regarding the current study. Firstly, the generalisability of the present findings of the qualitative phase is subject to certain limitations. The sample was limited to a non-clinical population with Greek-Cypriot nationality. Although, the current findings may be valid for the experiences of workplace victimization for this particular group, caution should be taken when generalizing to the wider population of other employees with a history of workplace victimization. It is possible that different themes would have emerged using a different sample. Therefore, further research could be done to investigate whether clinical population, as well as individuals with different nationalities, give similar meanings to their workplace bullying experience.

Moreover, the results could more safely be generalized to the population, if they included information from employees' experiences in different work environments, for example in crafting work environments. On that account, caution should be taken when interpreting the current findings. Another important limitation regarding the present study is that the interviews were conducted in Greek language. Although the translation of the interviews from Greek to English has been done carefully, some issues regarding the vocabulary used might have been generated.

IFIGENIA A. STYLIANOU

In addition, there are certain points that need to be discussed in regard to the methodology used to analyse the present data. Due to the idiographic nature of IPA analysis, a rather small sample size is needed (Smith et al., 2009). Although the small sample size of the current qualitative study (i.e., ten participants) might be a further limitation, Smith and colleagues (2009) suggested that a smaller number of participants allows for a more in-depth analysis of the phenomenon under study that would have not been possible with larger sample sizes.

Concerning the generalizability of the findings, Willig (2008) argued against small sample sizes and suggested that any claims made from the findings of a study should be restricted to the group of participants studied. Nonetheless, Willig (2008) also stated that, although we can't be sure of the number of individuals that share the same experience with the participants, findings from qualitative studies using small sample sizes indicate that a particular experience exists, and this can encourage further research.

Consequently, whilst the findings of the present thesis provide information into emerging adults with a history of workplace victimization experiences, caution should be taken when generalising them to the wider population of emerging adults with a history of workplace victimization.

Furthermore, the methodology of the current study might be a limitation because the data collection was performed at a point of time. Thus, although the results from that cross-sectional research methodology can provide information about the relationships between the variables, a longitudinal study could better identify the way the variables interact, and also isolate the strongest predictors of the phenomenon.

IFIGENIA A. STYLIANOU

Finally, regarding the quantitative study, while the number of 302 participants can be considered sufficient, even more data could contribute positively to the safer generalization of the results to the general population.

Contributions and Future Study

The present study aimed to investigate the factors that relate with the occurrence of workplace bullying with a history of workplace victimization, as well as its consequences to victims. Results showed that neuroticism and workplace environment contribute to the development of workplace victimization, and that these experiences negatively affect people's mental health and functionality.

Given the results of the qualitative research, we can notice both the inability of the workplace to protect employees who may face such experiences, and also the lack of programs within the workplace in order to prevent and deal with the phenomenon. At the same time, it seems that the fear that victims experience, the low support of their colleagues, as well as the low confidence they have in their company's ability to protect them, put them in a more silent position, where they fight discreetly and quietly with the enemy they have against them.

Taking into account the results as a whole, we can identify the gap that exists in both the prevention and the intervention of the phenomenon. Initially, actions to prevent and intervene in school bullying are necessary, as a significant number of people have had similar experiences, and many of them were not "equipped" with effective management skills. In addition to this, corresponding programs must be implemented in the work environment, so that the personality of employees and the work environment, does not prevent individuals from developing and maintaining healthy relationships with each other, with a focus on respect and reciprocity.

IFIGENIA A. STYLIANOU

At the same time, colleagues play an important role, since in such cases they can act as a shield of protection for the victims, and not as guardians of the situation. Furthermore, the psychoeducation of employees is of utmost importance in order to develop effective practices for managing unjust behavior.

Finally, it is necessary in such cases for executives and directors of the company, as well as the human resources department, to be in the front line and next to the victims, for immediate and effective intervention, while it is also considered necessary to have and follow an intervention plan. Additionally, the development of a company policy against workplace bullying, its communication to employees and the sequence of its aspects, could in turn prevent the development of the phenomenon.

Despite the limitations mentioned, the current study provides new and potentially useful information in an area that has not been researched much in the past, and specifically this simultaneous analysis of various factors that can contribute to the development of the phenomenon, considering at the same time past experiences of bullying.

The findings of the present study have indicated the need for more qualitative and qualitative research into the phenomenology of workplace victimization. The insights from this study make significant contributions to the field of workplace bullying and victimization, by enhancing our understanding of what contributes to the development of the phenomenon and creating new paths for future research.

Given the convergence of evidence, it seems likely that specific personality dimensions and variables are related with bullying behavior. Nevertheless, the connections I draw among the personality dimensions specified by the five-factor model, the personality variables, and bullying largely remain theoretical. Thus, the current research points out the need for further research that examines the relations

IFIGENIA A. STYLIANOU

between personality dimensions and bullying and victimization behavior. Moreover, researchers who study specific personality variables (e.g., empathy, self-esteem, resilience, callus-unemotional traits) may need to provide an understanding of the ways these variables fit into the rubric of the five-factor model.

On the whole, problems with aggression, violence, and particularly bullying continue to plague people's interpersonal lives, their intergroup interactions, and society. It is an unavoidable duty of scientists to develop a better understanding of the complex dynamics between personality and bullying behavior. By doing so, not only the field's theoretical understanding of human aggression would be enriched, but also the therapeutic and policy interventions aimed at reducing aggression and violence in schools would be more adequately refined.

IFIGENIA A. STYLIANOU

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IFIGENIA A. STYLIANOU

APPENTIX A

Consent form from Google Forms for the quantitative phase

Α. Σκοπός της έρευνας

Η εν λόγω έρευνα αποσκοπεί στη διερεύνηση της επίδρασης των εμπειριών σχολικού εκφοβισμού και θυματοποίησης, της προσωπικότητας του ατόμου και του εργασιακού περιβάλλοντος στην ανάπτυξη εκφοβισμού και θυματοποίησης στο πλαίσιο της εργασίας, όπως και των συναισθημάτων πικρίας στους εργαζόμενους ηλικίας 18-65 ετών.

Εάν επιθυμείτε να λάβετε μέρος σε αυτή την έρευνα θα σας ζητηθεί να συμπληρώσετε διαδικτυακά 6 ερωτηματολόγια αυτοαναφοράς και πληροφορίες που θα αφορούν δημογραφικά χαρακτηριστικά (π.χ. φύλο, ηλικία, χρόνια απασχόλησης στην εταιρεία). Τα ερωτηματολόγια θα αφορούν την εμπειρία σας σχετικά με σχολικό εκφοβισμό στην παιδική σας ηλικία (π.χ. κατά πόσο έτυχε να υποστείτε κάποιο είδος εκφοβισμού την διάρκεια του δημοτικού, γυμνασίου και λυκείου και πόσο συχνά συνέβαινε αυτό), τυχών τρέχουσες εμπειρίες εργασιακού εκφοβισμού (π.χ. άδικες συμπεριφορές στον χώρο εργασίας σας), στοιχεία που χαρακτηρίζουν την προσωπικότητά σας (π.χ. είμαι άτομο που επιδιώκει την κοινωνικοποίηση, μου αρέσει να λαμβάνω μέρος σε καινούργιες δραστηριότητες), στοιχεία που χαρακτηρίζουν το κλίμα εργασίας σας (π.χ. στην εταιρεία όπου βρίσκομαι οι ρόλοι και τα καθήκοντα του κάθε εργαζόμενου είναι ξεκάθαροι), και στοιχεία που περιγράφουν την παρούσα συναισθηματική σας κατάσταση (π.χ. νιώθω το περιβάλλον μου να με αδικεί). Η συμπλήρωση των ερωτηματολογίων θα πραγματοποιηθεί σε 1 χρονική φάση.

Για τη 2η φάση της έρευνας έχει σχεδιαστεί ποιοτική έρευνα με ημιδομημένες συνεντεύξεις. Στη δεύτερη φάση θα λάβουν μέρος μόνο οι συμμετέχοντες που το

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επιθυμούν και θα δηλώσουν το ενδιαφέρον τους για συμμετοχή. Ωστόσο, από αυτούς τους συμμετέχοντες μόνο μια ομάδα θα επιλεγεί για την τελική συμμετοχή στη 2η φάση της έρευνας.

Β. Αναμενόμενο όφελος για τους συμμετέχοντες

Δεν θα υπάρξουν προσωπικά οφέλη από την συμμετοχή σας σε αυτή την έρευνα. Ωστόσο, η συμμετοχή σας θα προσφέρει πολύτιμες γνώσεις που μπορούν να συμβάλλουν στην ανάπτυξη στοχευμένων παρεμβάσεων για την μείωση του εργασιακού εκφοβισμού και των συνεπειών που επιφέρει στη ζωή των ανθρώπων.

Γ. Συμμετοχή στην έρευνα

Η συμμετοχή σας στην παρούσα έρευνα είναι εθελοντική. Ο κάθε συμμετέχοντας έχει το δικαίωμα να άρει την συμμετοχή του στην έρευνα ανά πάσα στιγμή το θελήσει χωρίς κάποια συνέπεια (κατά την διάρκεια της συμπλήρωσης των ερωτηματολογίων -1η φάση-ή και της συνέντευξης -2η φάση-, καθώς και μετά το τέλος της συμπλήρωσης των ερωτηματολογίων ή και της συνέντευξης).

Επίσης, έχετε το δικαίωμα να αρνηθείτε να απαντήσετε σε οποιεσδήποτε ερωτήσεις δεν επιθυμείτε να απαντήσετε και να παραμείνετε στην έρευνα.

Δεν υπάρχουν προβλέψιμοι κίνδυνοι που προκύπτουν από τη συμμετοχή σας στην παρούσα έρευνα. Ωστόσο, υπάρχει ενδεχόμενο να αισθανθείτε άσχημα ή/και να νιώσετε ότι φορτίζεστε ψυχολογικά διαβάζοντας (1η φάση) για τα θέματα που αφορούν την παρούσα έρευνα λόγω του ευαίσθητου της περιεχομένου.

Ασφαλώς θα έχετε το δικαίωμα να αποχωρήσετε από την έρευνα οποιανδήποτε στιγμή το θελήσετε επικοινωνώντας με τον επιστημονικό υπεύθυνο ή την ερευνήτρια. Θα έχετε επίσης το δικαίωμα να ζητήσετε να παραληφθούν οι απαντήσεις σας αφότου συμπληρώσετε τα ερωτηματολόγια.

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Δ. Πρόσβαση και διαφύλαξη δεδομένων

Στα πλαίσια της έρευνας θα συλλεχθούν μόνο οι πληροφορίες οι οποίες είναι απαραίτητες για την διεξαγωγή της έρευνας. Τα δεδομένα που θα συλλεχθούν στην παρούσα έρευνα θα διαφυλάσσονται σε USBs τα οποία θα έχουν κωδικό πρόσβασης. Θα βρίσκονται σε κλειδωμένους χώρους, όπου μόνο η ερευνήτρια (Ιφιγένεια Στυλιανού) θα έχει πρόσβαση. Όσον αφορά το ακουστικό αρχείο του κάθε συμμετέχοντα που θα προκύψει από την 2η φάση της έρευνας, θα φυλαχθεί σε ντουλάπι ασφαλείας (με κωδικό πρόσβασης) στο γραφείο της ερευνήτριας όπου μόνο αυτή θα έχει πρόσβαση. Ο επιστημονικός υπεύθυνος (Δρ. Παναγιώτης Σταυρινίδης) θα έχει πρόσβαση μόνο στα ανώνυμα δεδομένα.

Τα ανώνυμα δεδομένα θα χρησιμοποιηθούν στη διάχυση των ευρημάτων της έρευνας σε διεθνή επιστημονικά περιοδικά και θα καταστραφούν αφού ολοκληρωθεί η έρευνα.

Ε. Πληροφορίες για υπηρεσίες ψυχολογικής στήριξης

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Επίθετο: _____ Όνομα: _____

Υπογραφή: _____ Ημερομηνία: _____

APPENDIX B

Participants' information:

Gender: man / woman

Age: 18-30 years old / 31-40 years old / 41-50 years old / 55+ years old

Years of work in the company: 3 months-1 year / 1-3 years / 3-6 years / 6+ years

Level of education: Holder of a High School Diploma / Bachelor's / Master's / PhD Degree

Questionnaires of Quantitative Phase One

Ερωτηματολόγιο Αξιολόγησης Εργασιακού Εκφοβισμού:

Παρακαλώ επιλέξτε την απάντηση που καλύτερα ταιριάζει σε εσάς, σχετικά με τους τελευταίους 6 μήνες στο χώρο εργασίας σας:

Εργασιακός εκφοβισμός: είναι η λεκτική, σωματική, ψυχολογική βία που ένα άτομο υφίσταται στο χώρο εργασίας με συστηματικότητα από άλλο/άλλα άτομο/α, που σκοπό έχει την πρόκληση σωματικής ή ψυχικής βλάβης.

IFIGENIA A. STYLIANOU

Με βάση αυτό τον ορισμό, παρακαλώ επιλέξτε κατά πόσον έχετε υποστεί εργασιακό εκφοβισμό τους τελευταίους 6 μήνες: Επιλέξτε για κάθε ερώτηση, μία από τις πιο κάτω επιλογές:

1. Ποτέ
2. Σπάνια
3. Κάποιες φορές
4. Μερικές στιγμές κάθε εβδομάδα
5. Σχεδόν καθημερινά

1. Κάποιος κρύβει σημαντικές πληροφορίες από εμένα και αυτό επηρεάζει αρνητικά την επίδοσή μου στη δουλειά

2. Με υποτιμούν και με ρεζιλεύουν

3. Μου προσφέρουν καθήκοντα κατώτερα των ικανοτήτων μου

4. Μου έχουν αντικαταστήσει τα περισσότερο "σημαντικά" καθήκοντα, με νέα καθήκοντα κατώτερων ικανοτήτων και ενδιαφέροντος

5. Με κουτσομπολεύουν και διαδίδουν φήμες για εμένα

6. Με απορρίπτουν και με αποστασιοποιούν

7. Διαδίδουν προσβλητικά για εμένα σχόλια

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8. Μου φωνάζουν και μου θυμώνουν

9. Με «δαχτυλοδείχνουν», δεν μου επιτρέπουν να έχω τον προσωπικό μου χώρο, δεν με αφήνουν να κινούμαι άνετα στους χώρους της δουλειάς

10. Αφήνουν υπονοούμενα ότι πρέπει να παραιτηθώ

11. Επαναλαμβάνουν τα λάθη και τις παραλείψεις μου

12. Με αγνοούν και δεν μου δίνουν προσοχή και σημασία όταν βρίσκομαι κοντά τους

13. Κριτικάρουν τη δουλειά και τις προσπάθειές μου

14. Αγνοούν τις απόψεις μου

15. Κάνουν μπροστά μου αστεία με λόγια και περιεχόμενο που εγώ δεν μπορώ να κατανοήσω

16. Μου δίνουν καθήκοντα πολύ δύσκολα, που πρέπει να ολοκληρώσω σε παράλογα σύντομο χρονικό διάστημα

17. Πραγματοποιούν αρνητικούς ισχυρισμούς και κατηγορίες εναντίον μου

18. Ελέγχουν σε έντονο βαθμό τη δουλειά μου

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19. Με πιέζουν να μην απαιτήσω κάτι που δικαιούμαι (π.χ. άδεια, κάλυψη εξόδων ταξιδιού)

20. Είμαι ο στόχος έντονης κριτικής και σαρκασμού

21. Μου παραθέτουν υπερβολικό φόρτο εργασίας

22. Με απειλούν ή πραγματοποιούν εναντίον μου φυσικό εκφοβισμό και κακομεταχείριση

Ερωτηματολόγιο Σχολικού Εκφοβισμού:

Πιο κάτω ακολουθούν ερωτήματα σχετικά με τον Σχολικό Εκφοβισμό: Ο Σχολικός Εκφοβισμός αναφέρεται στην οποιαδήποτε πράξη απέναντι σε ένα άτομο ή μια ομάδα ατόμων, με σκοπό την πρόκληση βλάβης (ψυχικής ή σωματικής) και χαρακτηρίζεται από την ανισορροπία στη δύναμη, όπου ο/οι θύτης/ες υπερτερούν στη δύναμη από το/α θύμα/τα. Παρακαλώ, ανασύρεται από τη μνήμη σας τα δικά σας σχολικά χρόνια και απαντήστε στις πιο κάτω ερωτήσεις:

Κατά τα μαθητικά μου χρόνια:

1. Δεν συμμετείχα καθόλου, και δεν είδα ποτέ να συμβαίνει σχολικός εκφοβισμός
2. Δεν συμμετείχα καθόλου, αλλά είδα να συμβαίνει μερικές φορές σχολικός εκφοβισμός
3. Μερικές φορές έλαβα μέρος στον εκφοβισμό άλλων
4. Μερικές φορές με εκφόβισαν άλλοι
5. Στο σχολείο έτυχε να είμαι και ο θύτης αλλά και το θύμα κάποιες φορές

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Κατά το Δημοτικό, έτυχε να σε κτυπήσουν ή να σε κλέψουν; Αν ναι, τότε πόσο συχνά;

1. Ποτέ
2. Σπάνια
3. Μερικές φορές
4. Συχνά
5. Συστηματικά

Κατά το Δημοτικό, έτυχε να σε βρίζουν, να σε κοροϊδεύουν ή να σε απειλούν λεκτικά; Αν ναι, τότε πόσο συχνά;

1. Ποτέ
2. Σπάνια
3. Μερικές φορές
4. Συχνά
5. Συστηματικά

Πόσο κράτησαν αυτές οι εκφοβιστικές συμπεριφορές απέναντί σου, στο Δημοτικό;

1. Δεν είχα εκφοβιστεί
2. Μερικές ημέρες
3. Μερικές εβδομάδες
4. Μερικούς μήνες
5. Ένα χρόνο ή περισσότερο

Εάν έτυχε στο Δημοτικό να εκφοβιστείς από άλλους, γιατί πιστεύεις ότι έγινε αυτό;

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Κατά το Γυμνάσιο-Λύκειο, έτυχε να σε κτυπήσουν ή να σε κλέψουν; Αν ναι, τότε πόσο συχνά;

1. Ποτέ
2. Σπάνια
3. Μερικές φορές
4. Συχνά
5. Συστηματικά

Κατά το Γυμνάσιο-Λύκειο, έτυχε να σε βρίζουν, να σε κοροϊδεύουν ή να σε απειλούν λεκτικά; Αν ναι, τότε πόσο συχνά;

1. Ποτέ
2. Σπάνια
3. Μερικές φορές
4. Συχνά
5. Συστηματικά

Πόσο κράτησαν αυτές οι εκφοβιστικές συμπεριφορές απέναντί σου, στο Γυμνάσιο-Λύκειο;

1. Δεν είχα εκφοβιστεί
2. Μερικές ημέρες
3. Μερικές εβδομάδες
4. Μερικούς μήνες

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5. Ένα χρόνο ή περισσότερο

Εάν έτυχε στο Γυμνάσιο-Λύκειο να εκφοβιστείς από άλλους, γιατί πιστεύεις ότι έγινε αυτό;

_____

_____

Ποιοι ήταν οι κύριοι τρόποι που χρησιμοποιήσατε για να αντιμετωπίσετε τον εκφοβισμό στο σχολείο; (Σημειώστε μία ή περισσότερες επιλογές)

1. Δεν εκφοβίστηκα στο σχολείο
2. Προσπάθησα να το διασκεδάσω
3. Προσπάθησα να αποφύγω την κατάσταση
4. Προσπάθησα να το αγνοήσω
5. Πάλεψα πίσω
6. Ζήτησα βοήθεια από φίλους
7. Ζήτησα βοήθεια από δάσκαλο
8. Ζήτησα βοήθεια από την οικογένεια / τους γονείς
9. Προσπάθησα να το χειριστώ μόνος μου
10. Δεν αντιμετώπισα πραγματικά
11. Άλλο

Έτυχε ποτέ να εκφοβίσεις κάποιον στο σχολείο με τους πιο κάτω τρόπους; Αν ναι, επέλεξε τον κάθε τρόπο που χρησιμοποίησες:

1. Κτυπήματα
2. Κλοπή
3. Βρισιές / παρατσούκλια

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4. Απειλές
5. Έλεγα στους άλλους ψεύτικα λόγια για αυτόν, αυτήν / δυσφήμιση
6. Τον/την έβγαζα έξω από την παρέα

Πόσο συχνά εκφόβιζες άλλο/α άτομο/α με τους πιο πάνω τρόπους

1. Ποτέ
2. Σπάνια
3. Μερικές φορές
4. Συχνά
5. Συστηματικά

Πόσο συχνά προσπάθησες να αποφύγεις να πας στο σχολείο βρίσκοντας μια δικαιολογία, λόγω του ότι άλλοι σε εκφόβιζαν;

1. Δεν με εκφόβιζαν
2. Ποτέ
3. 1-2 φορές καθ΄όλη την ακαδημαική μου πορεία
4. Μερικές φορές
5. Μία φορά την εβδομάδα
6. Περισσότερες φορές την εβδομάδα

Ερωτηματολόγιο Εργασιακού Εκφοβισμού:

Παρακαλώ διαβάστε τις ακόλουθες δηλώσεις και καταγράψτε σε ποιο βαθμό ισχύουν για εσάς, όπου 1 = καθόλου αληθές και 5 = εξαιρετικά αληθές. Παρακαλείστε όπως επικεντρωθείτε στην εμπειρία σας από τον εργασιακό σας χώρο.

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1. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που με έχει πληγώσει και με έκανε να νιώσω πικραμένος/η

2. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που έχει οδηγήσει σε εμφανή και επίμονη αρνητική αλλαγή στην ψυχική μου υγεία

3. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που θεωρώ ως πολύ άδικο και αθέμιτο

4. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που σκέφτομαι ξανά και ξανά

5. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που όταν το θυμάμαι μου προκαλεί έντονη αναστάτωση

6. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που μου προκαλεί εκδικητικές σκέψεις

7. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, για το οποίο κατηγορώ τον εαυτό μου και είμαι θυμωμένος με τον εαυτό μου

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8. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που με έχει οδηγήσει στο να αισθάνομαι ότι δεν υπάρχει νόημα να αγωνίζομαι ή να καταβάλλω προσπάθεια

9. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που συχνά με κάνει να νιώθω δύστροπος και δυστυχισμένος

10. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που έχει χειροτερεύσει την γενική φυσική μου κατάσταση

11. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που με κάνει να αποφεύγω συγκεκριμένα μέρη και άτομα έτσι ώστε να μην μου θυμίζουν αυτό το περιστατικό/ά

12. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που με κάνει να νιώθω αβοήθητος/η και αποδυναμωμένος/η

13. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που μου προκαλεί αισθήματα ικανοποίησης, όταν σκέφτομαι το υπεύθυνο άτομο για αυτό το περιστατικό, να πρέπει να βιώσει μια παρόμοια κατάσταση με τη δική μου

14. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που έχει οδηγήσει σε σημαντική μείωση της δύναμης μου και της εσωτερικής μου παρόρμησης/θέλησης

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15. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που με έχει κάνει περισσότερο οξύθυμο/η από πριν

16. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που αναγκάζομαι να αποσπώ την προσοχή μου για να επανέρχομαι στη φυσιολογική μου διάθεση

17. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που μου καθιστά αδύνατο να επιδιώκω εργασιακές ή και οικογενειακές δραστηριότητες όπως παλιά

18. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που συχνά με οδηγεί στο να αποσύρομαι από φιλικές και κοινωνικές δραστηριότητες

19. Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο, που συχνά προκαλεί επώδυνες αναμνήσεις

Στρατηγικές αντιμετώπισης εργασιακού εκφοβισμού:

1. Προσπάθησα να το διασκεδάσω και να το πάρω στο αστείο
2. Προσπάθησα να αποφύγω την κατάσταση
3. Έμεινα μακριά από την εργασία
4. Προσπάθησα να το αγνοήσω
5. Πάλεψα πίσω
6. Ζήτησα βοήθεια από συναδέλφους
7. Ζήτησα βοήθεια από ανώτερα στελέχη

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8. Ζήτησα βοήθεια από την οικογένεια μου

9. Δεν έκανα τίποτα για να το αντιμετωπίσω

10. Άλλο

Ερωτηματολόγιο Προσωπικότητας:

Five Factor Personality Inventory – Ελληνικά:

Πώς θα χαρακτηρίζατε σήμερα τον εαυτό σας όσον αφορά τα παρακάτω σημεία;

Δεν ισχύει καθόλου: 0

Ισχύει λίγο: 1

Ισχύει αρκετά: 2

Ισχύει πολύ: 3

Ισχύει απόλυτα: 4

1.Είμαι γενικά ήρεμος	0	1	2	3	4
2. Μου αρέσει να έχω πολύ κόσμο γύρω μου	0	1	2	3	4
3. Κρατώ τα πράγματα μου καθαρά και τακτοποιημένα	0	1	2	3	4
4.Συχνά νιώθω κατώτερος/η από τους άλλους	0	1	2	3	4
5.Γελώ εύκολα	0	1	2	3	4
6.Είμαι καλός/ή στο να ρυθμίζω τον εαυτό μου για να συναντώ προθεσμίες	0	1	2	3	4
7.Όταν βρίσκομαι κάτω από πολύ πίεση είναι φορές που νιώθω ότι θα διαλυθώ	0	1	2	3	4
8.Είμαι πολύ μεθοδικό άτομο	0	1	2	3	4
9.Σπάνια νιώθω μοναξιά ή θλίψη	0	1	2	3	4
10.Πραγματικά απολαμβάνω να μιλώ με κόσμο	0	1	2	3	4

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11. Προσπαθώ να εκπληρώνω ό,τι μου ανατίθεται με ευσυνειδησία	0	1	2	3	4
12.Συχνά νιώθω ένταση και νευρικότητα	0	1	2	3	4
13.Μου αρέσει να βρίσκομαι όπου υπάρχει δράση	0	1	2	3	4
14. Έχω ξεκάθαρους στόχους και προσπαθώ να τους επιτύχω δουλεύοντας συστηματικά	0	1	2	3	4
15.Κάποιες φορές νιώθω τελείως ανάξιος/α	0	1	2	3	4
16. Χάνω πολύ χρόνο προτού συγκεντρωθώ σε μια δουλειά	0	1	2	3	4
17.Σπάνια νιώθω να είμαι φοβισμένος/η ή αγχωμένος/η	0	1	2	3	4
18. Συχνά νιώθω να είμαι γεμάτος/η ενέργεια	0	1	2	3	4
19. Δουλεύω σκληρά για να πετύχω τους στόχους μου	0	1	2	3	4
20. Συχνά θυμώνω με τον τρόπο με τον οποίο οι άνθρωποι με αντιμετωπίζουν	0	1	2	3	4
21. Είμαι ένα χαρούμενο, αισιόδοξο άτομο	0	1	2	3	4
22. Πολύ συχνά, όταν τα πράγματα πάνε στραβά, νιώθω απογοητευμένος/η και θέλω να τα παρατήσω	0	1	2	3	4
23. Κάποιες φορές δεν είμαι όσο σταθερός/ή και υπεύθυνος/η όσο θα έπρεπε	0	1	2	3	4
24. Σπάνια είμαι θλιμμένος/η ή λυπημένος./η	0	1	2	3	4
25. Η ζωή μου έχει γρήγορους ρυθμούς	0	1	2	3	4
26. Συχνά νιώθω αβοήθητος/η και θέλω κάποιον άλλο να μου λύσει τα προβλήματα	0	1	2	3	4
27. Είμαι πολύ δραστήριο άτομο	0	1	2	3	4
28. Ποτέ δεν τα καταφέρνω να οργανωθώ	0	1	2	3	4
29. Κατά καιρούς ένιωσα τόση ντροπή που θα ήθελα να εξαφανιστώ	0	1	2	3	4

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30. Προτιμώ να κάνω γενικά το δικό μου, παρά να είμαι ο ηγέτης άλλων 0 1 2 3 4

Ερωτηματολόγιο Εργασιακό Κλίμα:

Πιο κάτω σας ζητείται να δηλώσετε πόσο ευχαριστημένος/η είστε με την παρούσα σας εργασία αναφορικά με τα πιο κάτω (επιλέξτε μια απάντηση σε κάθε οριζόντια γραμμή).

	Πόσο ευχαριστημένος/η είστε με την παρούσα εργασία σας στο κάθε ένα από τα πιο κάτω:	Πολύ ευχαριστημένος/η	Ευχαριστημένος/η	Δυσαρεστημένος/η	Πολύ δυσαρεστημένος/η
1.	Το στοιχείο της πρόκλησης στη δουλειά σας – ο βαθμός στον οποίο μπορείτε να αποκομίσετε το αίσθημα προσωπικής επίτευξης από αυτή;	1	2	3	4
2.	Τη διαμονή σας σε περιοχή, η οποία είναι επιθυμητή για εσάς και την οικογένειά σας;	1	2	3	4
3.	Τις ευκαιρίες για ψηλές απολαβές;	1	2	3	4
4.	Τη συνεργασία με τους συναδέλφους σας;	1	2	3	4
5.	Τις ευκαιρίες εκπαίδευσης σας (βελτίωσης των δεξιοτήτων και απόκτησης νέων);	1	2	3	4

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6.	Τα πρόσθετα ωφελήματα (εκτός των χρηματικών);	1	2	3	4
7.	Την αναγνώριση που δέχεστε όταν εκτελείτε καλά μια εργασία;	1	2	3	4
8.	Τις συνθήκες εργασίας σας (καλό εξαερισμό και φωτισμό, επαρκή εργασιακό χώρο κτλ);	1	2	3	4
9.	Την ελευθερία που έχετε να υιοθετήσετε μια δική σας προσέγγιση στη δουλειά;	1	2	3	4
10.	Την ασφάλεια απασχόλησης (job security) σας στον οργανισμό;	1	2	3	4
11.	Την ευκαιρία επαγγελματικής ανέλιξης;	1	2	3	4
12.	Την επαγγελματική σχέση σας με τον/την προϊστάμενο/προϊστάμενη σας;	1	2	3	4
13.	Τη δυνατότητα μέγιστης αξιοποίησης των δεξιοτήτων και ικανοτήτων σας στη δουλειά;	1	2	3	4
14.	Το χρόνο που σας αφήνει η δουλειά σας για την προσωπική και οικογενειακή σας ζωή;	1	2	3	4

IFIGENIA A. STYLIANOU

Παρακαλώ επιλέξτε τις απαντήσεις από τα πιο κάτω ερωτήματα που σας ταιριάζουν καλύτερα:

15.	Πόσο συχνά νιώθετε άγχος ή ένταση στην εργασία;	Πάντα	Συνήθως	Μερικές Φορές	Σπάνια	Ποτέ
16.	Πόσο καιρό δουλεύεται σε αυτό τον οργανισμό;	<1 χρόνο	1-2 χρόνια	3-6 χρόνια	7-14 χρόνια	15> χρόνια
17.	Για πόσο καιρό ακόμα πιστεύετε ότι θα συνεχίσετε να δουλεύετε σε αυτό τον οργανισμό;	Το πολύ 2 χρόνια	2-5 χρόνια	Περισσότερο από 5 χρόνια	Μέχρι να συνταξιοδοτηθώ	
18.	Το χρόνο που σας αφήνει η δουλειά σας για την προσωπική και οικογενειακή σας ζωή;	1	2	3	4	

19. Λαμβάνοντας υπόψη όλους τους παράγοντες, επιλέξτε την ικανοποίηση σας σε γενικές γραμμές από τον εργοδότη σας σήμερα:

Απόλυτα ευχαριστημένος/η	Πολύ ευχαριστημένος/η	Ευχαριστημένος/η	Ούτε ευχαριστημένος/η, ούτε δυσαρεστημένος/η	Δυσαρεστημένος/η	Πολύ δυσαρεστημένος/η	Απόλυτα δυσαρεστημένος/η

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20. Αν κάποιος/α εργαζόμενος/η παραπονεθεί στην ανώτερη διεύθυνση, νομίζετε ότι αυτό θα του/της επιφέρει αρνητικές συνέπειες αργότερα; (όπως να υπάρχει χαμηλότερη αύξηση στο μισθό ή τις λιγότερο επιθυμητές εργασίες στο τμήμα κτλ);

Ναι, σίγουρα θα έχει αρνητικές συνέπειες αργότερα επειδή παραπονέθηκε στη διεύθυνση	Πιθανόν ναι	Πιθανόν όχι	Όχι, σίγουρα δεν θα έχει αρνητικές συνέπειες αργότερα επειδή παραπονέθηκε στην ανώτερη διεύθυνση

21. Πόσο συχνά θα λέγατε ότι ο/η άμεσα προϊστάμενος/η σας ενδιαφέρεται να σας βοηθήσει να ανελιχθείτε;

Πάντα	Συνήθως	Μερικές Φορές	Σπάνια	Ποτέ

Ερωτηματολόγιο Μετατραυματικής Διαταραχής Πικρίας:

Οδηγίες: Σας παρακαλώ να διαβάσετε τις ακόλουθες δηλώσεις και να υποδείξετε σε ποιο βαθμό ισχύουν για εσάς, όπου 0 = καθόλου αληθές και 4 = εξαιρετικά αληθές. Παρακαλείστε όπως επικεντρωθείτε στην εμπειρία σας από τον εργασιακό σας χώρο.

Έχω βιώσει ένα ή περισσότερα δυσάρεστα/αρνητικά περιστατικά στον εργασιακό μου χώρο...

1. Που με έχει πληγώσει και με έκανε να νιώσω πικραμένος/η._____

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2. Που έχει οδηγήσει σε εμφανή και επίμονη αρνητική αλλαγή στην ψυχική μου υγεία_____

3. Που θεωρώ ως πολύ άδικο και αθέμιτο_____

4.Που σκέφτομαι ξανά και ξανά_____

5.Που όταν το θυμάμαι μου προκαλεί έντονη αναστάτωση_____

6.Που μου προκαλεί εκδικητικές σκέψεις_____

7.Για το οποίο κατηγορώ τον εαυτό μου και είμαι θυμωμένος με τον εαυτό μου_____

8.Που με έχει οδηγήσει στο να αισθάνομαι ότι δεν υπάρχει νόημα να αγωνίζομαι ή να καταβάλλω προσπάθεια. _____

9.Που συχνά με κάνει να νιώθω δύστροπος και δυστυχισμένος _____

10.Που έχει χειροτερεύσει την γενική φυσική μου κατάσταση_____

11.Που με κάνει να αποφεύγω συγκεκριμένα μέρη και άτομα έτσι ώστε να μην μου θυμίζουν αυτό το περιστατικό/ά_____

12.Που με κάνει να νιώθω αβοήθητος/η και αποδυναμωμένος/η_____

13.Που μου προκαλεί αισθήματα ικανοποίησης, όταν σκέφτομαι το υπεύθυνο άτομο για αυτό το περιστατικό, να πρέπει να βιώσει μια παρόμοια κατάσταση με τη δική μου. _____

14.Που έχει οδηγήσει σε σημαντική μείωση της δύναμης μου και της εσωτερικής μου παρόρμησης/θέλησης _____

15.Που με έχει κάνει περισσότερο οξύθυμο/η από πριν . _____

16.Που αναγκάζομαι να αποσπώ την προσοχή μου για να επανέρχομαι στη φυσιολογική μου διάθεση_____

17.Που μου καθιστά αδύνατο να επιδιώκω εργασιακές ή και οικογενειακές δραστηριότητες όπως παλιά_____

IFIGENIA A. STYLIANOU

18.Που συχνά με οδηγεί στο να αποσύρομαι από φιλικές και κοινωνικές δραστηριότητες_____

19.Που συχνά προκαλεί επώδυνες αναμνήσεις_____

APPENDIX C

Email for participants meeting phase two criteria

Γεια σας,

Ελπίζω αυτό το μήνυμα να σας βρίσκει καλά.

Σας στέλνω σχετικά με την έρευνα με όνομα «Εργασιακός Εκφοβισμός και θυματοποίηση» στην οποία έχετε λάβει μέρος μέσω του Google Forms πριν από ένα μήνα, όπου είχατε επίσης δηλώσει το ενδιαφέρον σας για τη συμμετοχή σας και στη δεύτερη φάση της έρευνας. Πιο κάτω θα βρείτε ένα ερωτηματολόγιο που χρειάζεται να συμπληρώσετε το οποίο έχετε ξανά συμπληρώσει πριν από ένα μήνα, και μελετάει τις εμπειρίες εργασιακής θυματοποίησης για τους τελευταίους 6 μήνες. Παρακαλώ, μέχρι το τέλος της εβδομάδας όπως προωθήσετε το ερωτηματολόγιο συμπληρωμένο σε αυτή την ηλεκτρονική διεύθυνση. Επίσης, είναι σημαντικό το μήνυμά σας να έχει κωδικό ασφαλείας, και σε επόμενο μήνυμα να μου αποστείλετε αυτό τον κωδικό. Με βάση τις απαντήσεις σας στο εν λόγω ερωτηματολόγιο, θα επιλεγείτε ή όχι για τη 2η φάση της έρευνας. η οποία αποτελείται από μια ημιδομημένη συνέντευξη που θα πραγματοποιηθεί στο γραφείο της ερευνήτριας σε ημέρα και ώρα που να είναι βολική για εσάς. Πληροφορίες για τη συνέντευξη θα δοθούν στην πορεία.

Θα ήθελα επίσης να σας ευχαριστήσω ξανά για το ενδιαφέρον σας και την όλη συμβολή σας στην έρευνα. Η συμμετοχή σας είναι πολύτιμη για την κατανόηση του φαινόμενου του εργασιακού εκφοβισμού.

IFIGENIA A. STYLIANOU

Για οποιαδήποτε περαιτέρω πληροφορία ή διευκρίνιση, παρακαλώ μην διστάσετε να επικοινωνήσετε μαζί μας.

Ευχαριστώ εκ των προτέρων,

Ιφιγένεια Στυλιανού.

APPENDIX D

Consent form for the qualitative phase

Έντυπο Συγκατάθεσης

(2η Φάση)

Πιο κάτω δίνονται οι απαραίτητες πληροφορίες σχετικά με τη συμμετοχή σας στη 2η φάση της έρευνας. Σε αυτή τη φάση θα κληθείτε να απαντήσετε προφορικά σε ερωτήσεις που σχετίζονται με την εμπειρία σας εκφοβισμού στο χώρο εργασίας σας. Η συνέντευξη θα διαρκέσει 45 λεπτά μέχρι 1 ώρα. Έχετε το δικαίωμα οποιαδήποτε στιγμή το επιθυμήσετε να διακόψετε τη συνέντευξη και τα δεδομένα σας να διαγραφούν.

Στην περίπτωση όπου η 2η ολοκληρωθεί, οι πληροφορίες σας θα κρατηθούν σε ασφαλές αρχείο στο οποίο πρόσβαση θα έχει μόνο η ερευνήτρια, και ένα μήνα μετά την ανάλυση των δεδομένων θα καταστραφούν. Σας ενημερώνουμε ξανά ότι η διαφύλαξη των προσωπικών δεδομένων και η εχεμύθεια αποτελούν βασικά στοιχεία της έρευνάς μας τα οποία προστατεύουμε με αυστηρότητα και καταλληλόλητα.

Α. Σκοπός της έρευνας

Η εν λόγω έρευνα αποσκοπεί στη διερεύνηση της επίδρασης των εμπειριών σχολικού εκφοβισμού και θυματοποίησης, της προσωπικότητας του ατόμου και του εργασιακού περιβάλλοντος στην ανάπτυξη εκφοβισμού και θυματοποίησης στο

IFIGENIA A. STYLIANOU

πλαίσιο της εργασίας, όπως και των συναισθημάτων πικρίας στους εργαζόμενους ηλικίας 18-65 ετών.

Εάν επιθυμείτε να λάβετε μέρος σε αυτή την έρευνα θα σας ζητηθεί να συμπληρώσετε ένα ερωτηματολόγιο το οποίο αφορά την εμπειρία σας σχετικά με τυχών τρέχουσες εμπειρίες εργασιακού εκφοβισμού (π.χ. άδικες συμπεριφορές στον χώρο εργασίας σας). Σύμφωνα με τα αποτελέσματα του εν λόγω ερωτηματολογίου θα επιλεγείτε ή όχι για τη συμμετοχή σας στη 2η φάση της έρευνας.

Για τη 2η φάση της έρευνας έχει σχεδιαστεί ποιοτική έρευνα με ημιδομημένες συνεντεύξεις, οι οποίες θα πραγματοποιηθούν σε ειδικά διαμορφωμένο γραφείο, σε ημέρα και ώρα που σας βολεύει.

Β. Αναμενόμενο όφελος για τους συμμετέχοντες

Δεν θα υπάρξουν προσωπικά οφέλη από την συμμετοχή σας σε αυτή την έρευνα. Ωστόσο, η συμμετοχή σας θα προσφέρει πολύτιμες γνώσεις που μπορούν να συμβάλλουν στην ανάπτυξη στοχευμένων παρεμβάσεων για την μείωση του εργασιακού εκφοβισμού και των συνεπειών που επιφέρει στη ζωή των ανθρώπων.

Γ. Συμμετοχή στην έρευνα

Η συμμετοχή σας στην παρούσα έρευνα είναι εθελοντική. Ο κάθε συμμετέχοντας έχει το δικαίωμα να άρει την συμμετοχή του στην έρευνα ανά πάσα στιγμή το θελήσει χωρίς κάποια συνέπεια.

Επίσης, έχετε το δικαίωμα να αρνηθείτε να απαντήσετε σε οποιεσδήποτε ερωτήσεις δεν επιθυμείτε να απαντήσετε και να παραμείνετε στην έρευνα.

Δεν υπάρχουν προβλέψιμοι κίνδυνοι που προκύπτουν από τη συμμετοχή σας στην παρούσα έρευνα. Ωστόσο, υπάρχει ενδεχόμενο να αισθανθείτε άσχημα ή/και να νιώσετε ότι φορτίζεστε ψυχολογικά γύρω από τα θέματα που αφορούν την παρούσα έρευνα λόγω του ευαίσθητου της περιεχομένου.

IFIGENIA A. STYLIANOU

Ασφαλώς θα έχετε το δικαίωμα να αποχωρήσετε από την έρευνα οποιανδήποτε στιγμή το θελήσετε επικοινωνώντας με τον επιστημονικό υπεύθυνο ή την ερευνήτρια. Θα έχετε επίσης το δικαίωμα να ζητήσετε να διαγραφούν οι απαντήσεις σας.

Δ. Πρόσβαση και διαφύλαξη δεδομένων

Στα πλαίσια της έρευνας θα συλλεχθούν μόνο οι πληροφορίες οι οποίες είναι απαραίτητες για την διεξαγωγή της έρευνας. Όσον αφορά το ακουστικό αρχείο του κάθε συμμετέχοντα που θα προκύψει από την 2η φάση της έρευνας, θα φυλαχθεί σε ντουλάπι ασφαλείας (με κωδικό πρόσβασης) στο γραφείο της ερευνήτριας όπου μόνο αυτή θα έχει πρόσβαση. Ο επιστημονικός υπεύθυνος (Δρ. Παναγιώτης Σταυρινίδης) θα έχει πρόσβαση μόνο στα ανώνυμα δεδομένα.

Τα ανώνυμα δεδομένα θα χρησιμοποιηθούν στη διάχυση των ευρημάτων της έρευνας σε διεθνή επιστημονικά περιοδικά και θα καταστραφούν αφού ολοκληρωθεί η έρευνα.

Ε. Πληροφορίες για υπηρεσίες ψυχολογικής στήριξης

Τηλεφωνική Υπηρεσία Συμβουλευτικής & Στήριξης

(Οργανισμός Νεολαίας Κύπρου)

1410

Συμβουλευτική Μέσω Διαδικτύου (Οργανισμός Νεολαίας Κύπρου)

https://onek.org.cy

Πανεπιστημιούπολη, Αγλαντζιά

Τ.Θ. 20537

CY1678, Λευκωσία

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Κύπρος

mentalhealth@ucy.ac.cy

Τηλ. +357 22892136

Κέντρο Ψυχικής Υγείας Στροβόλου

Τηλ.. +357 22305723

Κέντρο Υγείας Λακατάμιας

Τηλ. +357 22443396 / 22443397

Κέντρο Υγείας Έγκωμης

Τηλ. +357 22809037

Κέντρο Υγείας Αγλατζιάς

Τηλ. +357 22444466

Κέντρο Υγείας Καϊμακλίου

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Παλαιό Νοσοκομείο Λευκωσίας

Τηλ. +357 22801618

Κέντρο Υγείας Λατσιών

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Κέντρο Υγείας Ιδαλίου

Τηλ. +357 22521922

Αγροτικό Υγειονομικό Κέντρο Παλιομετόχου

Τηλ. +357 22952459

Αγροτικό Υγειονομικό Κέντρο Ακακίου

Τηλ. +357 22821080

ΣΤ. Στοιχεία επικοινωνίας

Επιστημονικός Υπεύθυνος

Δρ. Παναγιώτης Σταυρινίδης,

Επίκουρος Καθηγητής

Τμήμα Ψυχολογίας, Πανεπιστήμιο Κύπρου

stavrini@ucy.ac.cy

+357 22892073

Ερευνήτρια

Ιφιγένεια Στυλιανού,

Διδακτορική Φοιτήτρια Κλινικής Ψυχολογίας

Τμήμα Ψυχολογίας, Πανεπιστήμιο Κύπρου

stylianou.ifigenia@ucy.ac.cy

Υπεύθυνος Υπηρεσίας Υποστήριξης Έρευνας

Δρ. Μάριος Δημητριάδης Πανεπιστήμιο Κύπρου

IFIGENIA A. STYLIANOU

demetriades.a.marios@ucy.ac.cy

+357 22894287

Επίθετο: _____ Όνομα: _____

Υπογραφή: _____ Ημερομηνία: _____

APPENDIX E

Interview Protocol

Αρχικά θα ήθελα να μάθω κάποια πράγματα για εσένα για να σε γνωρίσω καλύτερα

- Πες μου λίγα λόγια για εσένα επικεντρώνοντας κυρίως στο χαρακτήρα και την
- προσωπικότητά σου
- Πρώτα θα ήθελα να μου περιγράψεις πως καταλαβαίνεις τον όρο εργασιακός εκφοβισμός.
- Μπορείς να περιγράψεις τις εμπειρίες σου από στιγμές που ένιωσες πώς άλλα άτομα στο εργασιακό σου περιβάλλον σου συμπεριφέρονταν άδικα και με τρόπο που ήθελαν να σε βλάψουν ψυχικά ή σωματικά;
- Πότε περίπου, εάν θυμάσαι, ξεκίνησαν αυτές οι συμπεριφορές;
- (Αν έγινε περισσότερο από 1 φορά) Που συνέβαινε συνήθως;
- Τι είδους εκφοβισμός ήταν;
- Πόσο συχνά συνέβαινε;
- Από πόσα άτομα;
- Πως αντιδρούσες συνήθως στον εκφοβισμό που δεχόσουν και ποια ήταν τα αποτελέσματα των αντιδράσεών σου;
- Πόσο καιρό κράτησε ο εκφοβισμός;
- Άλλαξε σε μορφή;

IFIGENIA A. STYLIANOU

- Πώς τα υπόλοιπα άτομα στο χώρο εργασίας σου αντέδρασαν σε αυτή την εμπειρία σου;
- Πότε θα έλεγες ότι ήταν η πρώτη φορά που συνειδητοποίησες ότι αυτές οι συμπεριφορές επηρέασαν την καθημερινότητά σου; Με ποιο τρόπο σε επηρέασαν καθημερινά;
- Τι συναισθήματα σου προκαλούν αυτές οι εμπειρίες;
- Τί πιστεύεις πώς θα έπρεπε η κάθε εταιρεία να εφαρμόζει και ποιες μεθόδους να ακολουθεί ώστε άμεσα να αντιμετωπίζονται τα περιστατικά εργασιακού εκφοβισμού;

IFIGENIA A. STYLIANOU

APPENDIX F

Approval form for conducting the research by the Research Support Service, University of Cyprus

Πανεπιστήμιο Κύπρου
Υπηρεσία Υποστήριξης Έρευνας

20/08/2020

ΒΕΒΑΙΩΣΗ

Με την παρούσα, εγώ ο κάτωθι υπογεγραμμένος, Μάριος Δημητριάδης, με αρ. ταυτότητας 790355, με την ιδιότητά μου ως Νόμιμος Εκπρόσωπος του Πανεπιστημίου Κύπρου για θέματα έρευνας, δηλώνω υπεύθυνα ότι έχω λάβει ενημέρωση για το περιεχόμενο του προτεινόμενου ερευνητικού έργου της διδακτορικής φοιτήτριας του Τμήματος Ψυχολογίας του Πανεπιστημίου Κύπρου, κ. Ιφιγένειας Στυλιανού, με τίτλο «Από το Σχολικό στον Εργασιακό Εκφοβισμό και Θυματοποίηση: Διαχρονική και Αναδρομική Μελέτη» και συναινώ εκ μέρους του Πανεπιστημίου Κύπρου στην υλοποίησή του.

ΠΑΝΕΠΙΣΤΗΜΙΟ ΚΥΠΡΟΥ
UNIVERSITY OF CYPRUS

Μάριος Δημητριάδης
Προϊστάμενος
Υπηρεσία Υποστήριξης Έρευνας
Πανεπιστήμιο Κύπρου

IFIGENIA A. STYLIANOU

APPENDIX G

Approval form for conducting the research by the Cyprus National Bioethics Committee

ΚΥΠΡΙΑΚΗ ΔΗΜΟΚΡΑΤΙΑ

ΕΘΝΙΚΗ ΕΠΙΤΡΟΠΗ ΒΙΟΗΘΙΚΗΣ ΚΥΠΡΟΥ

Αρ. Φακ.: ΕΕΒΚ/ΕΠ/2020/52
Αρ. Τηλ.: 22809038 / 22809039
Αρ. Φαξ: 22353878

09 Ιουνίου, 2021

Δρ Παναγιώτης Σταυρινίδης
Αναπληρωτής Καθηγητής
Τμήμα Ψυχολογίας
Πανεπιστήμιο Κύπρου
1678 Λευκωσία

Αγαπητέ Δρ Σταυρινίδη,

Ερευνητική πρόταση με τίτλο:
«Από το σχολικό στον εργασιακό εκφοβισμό και θυματοποίηση: Διαχρονική και αναδρομική μελέτη»

Επιθυμώ ν' αναφερθώ στο πιο πάνω θέμα και να σας πληροφορήσω ότι η διαδικασία βιοηθικής αξιολόγησης έχει ολοκληρωθεί.

2. Σύμφωνα με το έντυπο απόφασης (ΕΕΒΚ04) που έχει εκδώσει η Επιτροπή Βιοηθικής Αξιολόγησης στις 05 Απριλίου 2021 και το οποίο σας έχει ήδη κοινοποιηθεί, η ερευνητική πρόταση εγκρίνεται.

3. Σας ευχόμαστε κάθε επιτυχία στη διεξαγωγή της ερευνητικής σας πρότασης και αναμένουμε ανατροφοδότηση για την πρόοδο διεξαγωγής της μέσω των νενομισμένων εντύπων, ως προνοούνται στους Κώδικες Πρακτικής (διαθέσιμοι στην ιστοσελίδα της Εθνικής Επιτροπής Βιοηθικής Κύπρου).

Με εκτίμηση,

Καθ. Κωνσταντίνος Ν. Φελλάς
Πρόεδρος
Εθνικής Επιτροπής Βιοηθικής Κύπρου

Λαέρτου 22, 2365 Άγιος Δομέτιος, Λευκωσία
Ηλεκτρονικό Ταχυδρομείο: cnbc@bioethics.gov.cy, *Ιστοσελίδα:* www.bioethics.gov.cy

IFIGENIA A. STYLIANOU