VYTAUTAS MAGNUS UNIVERSITY

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INDIVIDUAL AND SITUATIONAL FACTORS AS POTENTIAL RISKS AND DETERRENTS OF PERCEIVED EXPOSURE TO WORKPLACE BULLYING

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ABBREVIATIONS

95% CI   Confidence interval

$\eta 2$ Eta squared effect size

ANOVA   Analysis of variance

BASIS-A   Basic Adlerian Scales for Interpersonal Success-Adult Form

BC   Being Cautious lifestyle theme

BSI   Belonging/ Social Interest lifestyle theme

df   Degrees of freedom

IND   Independency in work

M   Mean

ME   Mediator

MO   Moderator

N   Number of participants

NAQ-R   Negative Acts Questionnaire-Revised

PAW   Pace and amount of work

PS   Problem solving

R^2 Coefficient of determination

SD   Standard deviation

SE   Standard error

p   p value for significance

TL   Transformational leadership

WB   Workplace bullying

GLOSSARY

Workplace bullying refers to the situations where one or more individuals perceive exposure to repeated and persistent negative behaviors from colleague(s) (over the last six months) that may be person-related, work-related, and/or physically intimidating behavior (Einarsen, 2000, 2005; Notelaers, 2011; Zapf & Gross, 2001). *Target* or *victim* "is used to refer to employees who have been subjected to bullying behaviors from another employee, who may be a supervisor/manager, peer, or subordinate" (Samnani, 2013, p. 120).

Conflict-solving styles describe ways in which people react to a conflict (Van de Vliert, 2004). In the present study, conflict-solving styles refer to the *five-part typology* first presented by Blake and Mouton (1964). This typology includes five conflict-solving styles of avoiding (or withdrawal), accommodating (giving into the wishes of the opponent), compromising (middle of the road solution), problem solving (identifying both parties' needs and reconciling), and forcing/fighting (struggling for own benefits) (Van de Vliert, 2004).

Problem solving is a conflict-solving style that represents concern for self-needs and concern for other's needs, and is usually referred to as the most constructive type of conflict solving (Blake & Mouton, 1964). If this conflict-solving style is employed, both parties' needs are considered and integrative solutions are made.

Lifestyle is conceptualized as an organized set of biased perceptions, beliefs, and values that the individual creates before the age of ten years within the confines of the family and employs throughout life to solve problems related to the three major tasks of social relationships, work, and intimacy issues (Adler, 1964; Carlson, Watts, & Maniacci, 2006; Jonynienė & Kern, 2012).

Being cautious lifestyle theme is directly related to the feelings, beliefs, and behaviors that evolve when a child cannot achieve the basic need of belonging in the family and the compensatory behaviors that the child develops to cope with the family dynamic. Some of the compensatory beliefs, attitudes, and behaviors include an oversensitivity to affect of others and a mistrusting attitude towards others and the environment (Curlette, Wheeler, & Kern, 1993; Jonynienė, 2012; Peluso, Stolz, Belangee, Frey, & Peluso, 2010).

Belonging/ social interest lifestyle theme applies to individuals who have a more positive view towards the world, self, and the others. They feel comfortable cooperating with others, and in relationships they are supportive and respectful. This specific attribute is considered to be critical for success in social relationships (Curlette et al., 1993).

High strain integrates two main domains: job demands (e.g., high pace and amount of work), and job control (e.g., independence in work) (Karasek, 1979; Karasek & Theorell, 1990). The Job Demand Control model (Karasek, 1979) suggests that high strain, described by high demands and low control, has the most negative consequences for an individual (i.e., job dissatisfaction, exhaustion, depression).

Pace and amount of work refers to psychological job demands (Karasek, 1979; Karasek & Theorell, 1990), such as working fast, working under time constraints, working extra hard, and hurrying the work (Notelaers, De Witte, Van Veldhoven, & Vermunt, 2007).

Independence in work refers to job control (Karasek, 1979; Karasek & Theorell, 1990). Independence in work refers to the ability to influence the pace of work, interrupt work if it is necessary, decide on the order of priorities for work activities, decide how much time is needed for a specific activity, and organize work by oneself (Notelaers et al., 2007).

Participation in the present study is considered to be an element of the industrial/organizational democracy (Leymann, 1987) that refers to having voice over what is happening at work, participation in decisions affecting areas related to one's work, satisfactory consulting with the supervisor in relation to one's work, and participating in decisions about what does and does not pertain to one's tasks (Notelaers et al., 2007).

Opportunities to learn are**,** in the present study, considered to be an element of the industrial/organizational democracy (Leymann, 1987) that refers to learning new things at work, having opportunities for personal growth and development, having a sense of achieving something, and having possibilities for independent thought and action (Notelaers et al., 2007).

Transformational leadership, introduced by J. M. Burns (1978), was claimed to represent the most functional leadership practice (Bass & Riggio, 2006). Transformational leadership is described by Carless, Wearing, and Mann (2000) by seven specific behaviors: (1) communicating a vision, (2) developing staff, (3) providing support, (4) empowering staff, (5) being innovative, (6) leading by example, and (7) being charismatic.

INTRODUCTION

The phenomenon of workplace bullying has been proved to be among the most severe workplace stressors (Hauge, Skogstad, & Einarsen, 2010; Fox & Stallworth, 2010), related to serious mental and physical health consequences for individuals (Hansen, Hogh, & Persson, 2010; Mikkelsen & Einarsen, 2001), that also creates tangible costs for organizations (McCarthy, 2004). The seriousness of the negativity of the phenomenon was supported by Leymann's (1990) findings that indicated a 10 to15% suicidal rate in Sweden relating to severe exposure to bullying and challenges when re-entering workplace after traumatic experiences. Leymann (1990) proposed that bullying leads to decreased productivity and increased sick leaves, as well as a cost of $30 to $100 U.S. dollars per case for intervention related to remediating employees related to bullying. Hoel and Salin (2003) calculated an approximate cost of 28.109 pounds per one bullying case. Workplace bullying echoes the costs and damages to the larger societies through early retirement and voluntary unemployment (Leymann & Gustafson, 1996). Thus, addressing workplace bullying is critical to ensure employees' health, the success of organizations, and societal wellbeing.

Workplace bullying refers to the situations where one or more individuals feel exposed to repeated and persistent negative behaviors (person-related, work-related, and physically intimidating behavior) over the last six months or longer (Einarsen, 2000, 2005; Notelaers, 2011; Zapf & Gross, 2001). The phenomenon first gained public attention circa 1980's when Carol Brodsky in the US (1976) and Heinz Leymann in Europe (1990) began their pioneering work on workplace bullying. Einarsen and colleagues expanded research in Europe and provided evidence on its causes and detrimental consequences (Einarsen, Raknes, Matthiesen, & Hellesøy, 1990, 1994; Matthiesen, Raknes, & Røkkum, 1989). Worldwide research trends indicated that presently there is a move towards prevention of workplace bullying in organizations (Fox & Stallworth, 2009; Notelaers, 2011). To satisfy this need it is necessary to address potential antecedents, e.g. risk factors (Salin, 2008) and deterrents (Leka & Houdmont, 2010; Notelaers, 2011).

Recent studies on workplace bullying addressed various individual and situational antecedents. The most prevalent causes of workplace bullying seem to cluster in the following areas: (1) personality (of both the victim and the perpetrator), (2) conflict and conflict-solving styles, (3) leadership, and (4) job design. Though previous researchers have made important contributions related to the dysfunctional factors such as destructive forms of leadership (Hauge, Skogstad, & Einarsen, 2007; Skogstad, Einarsen, Torsheim, Aasland, & Hetland, 2007), poor work environment (Agervold, 2009; Baillien, De Cuyper, & De Witte, 2011; Notelaers, 2011;

Notelaers, De Witte, & Einarsen, 2010) and dysfunctional personality dynamics of the instigator (Matthiesen & Einarsen, 2007) and the victim (Balducci, Alfano, & Fraccaroli, 2009; Glasø, Matthiesen, Nielsen, & Einarsen, 2007; Persson, Hogh, Hansen, Nordander, Ohlsson, Balogh, Osterberg, & Ørbæk, 2009), little attention has been given to the positive individual and organizational factors that keep work environment healthy (Gable & Haidt, 2005). The present study investigates individual and situational risk and deterring factors that may be useful in primary and secondary prevention of perceived exposure to workplace bullying.

Scientific Relevance of the Present Study. Deterring factors alongside risk factors require researchers' attention due to increased concern towards the prevention of the bullying phenomenon (Clarke & Cooper, 2004; Leka & Houdmont, 2010; Notelaers, 2011). In addition, since the introduction of the dysfunctional phenomenon, research on antecedents of workplace bullying concentrated on the two main domains: individual characteristics and situational factors. However, various researchers have argued that a more integrative model is required to more fully understand the toxic condition of workplace bullying (Einarsen, Hoel, Zapf, & Cooper, 2011; Zapf, 1999). For example, Baillien, Neyens, De Witte, and De Cuyper (2009) claimed that "focusing on only one aspect of the process does not give an accurate explanation of why bullying occurs" (p. 11). Strandmark and Hallberg (2007) in the qualitative study found that organizational conditions and personalities of the parties involved in bullying are highly intertwined. Zapf (1999) showed that multiple causes must be considered when analyzing bullying. In addition, Little, Card, Bovaird, Preacher, and Crandall (2007) proposed that "researchers must often consider that an observed relationship may be a part of a more complex, qualified system" (p. 207). Responding to the call for a more inclusive model to explain the phenomenon, it was aimed to integrate individual and situational risk and deterring factors into a more comprehensive analysis to understand workplace bullying (i.e., by analyzing mediation and moderation effects).

Experts in the field of organizational and clinical psychology proposed that to conduct empirical research, a theoretical base is needed. It provides precision to the model (Slavik, 2006) and helps to make sense of the world around us (Taris, 2006). Baillien, Neyens, De Witte, and De Cuyper (2009) proposed that the field of workplace bullying would benefit from the inclusion of a strong theoretical base from which researchers could conduct empirical investigations. Thus, the aim of the present study was to explore potential risk and deterring factors of workplace bullying following theoretical assumptions of several well established theories. It was proposed that by integrating the constructs embedded in the Job Demand-Control Model, Individual Psychology, Transformational Leadership theory it will enhance the understanding of the potential risk and deterring factors of workplace bullying.

Research on workplace bullying in Lithuania seems to be of high value. Pajarskienė (2011) indicated that bullying in organizations in Lithuania is higher than the average rate in European institutions. Other Lithuanian researchers proved that workplace bullying does exist in the country and reported studies on the various negative consequences of workplace bullying related to job satisfaction, emotional exhaustion (Astrauskaite, 2009; Astrauskaite, Perminas, & Kern, 2010), stress (Malinauskienė, Obelenis, & Šopagienė, 2005), and psychological and physical health (Vasilavičius, 2008). However, research aiming at isolating the potential risk and deterring factors of workplace bullying is lacking in Lithuanian organizations (Lithuania's Institute of Hygiene, 2009).

In addition to the cultural context there appears to be a certain organizational context that contributes to the prevalence of the bullying phenomenon and requires attention from the researchers. According to the European Working Conditions Survey (2005), large enterprises (i.e., larger than 250 employees) are characterized by the highest rates of workplace bullying. Einarsen and Skogstad (1996) reported similar findings. Sperry (2009) and Björkqvist, Österman, and Hjelt-Bäck (1994) suggested that aggressive behavior is more likely to prevail at hierarchical levels of organizational structure. In addition, Zapf and Einarsen (2005) claimed that bullying seems to occur more often among office workers in the social and health care services, education, public administration, banking, and insurance sectors. Likewise, Zapf, Escartin, and Einarsen, Hoel, and Vartia (2011) and Fevre, Lewis, Robinson, and Jones (2012) found that individuals in service occupations are more at risk for ill treatment. In addition, Johnson, Cooper, Cartwright, Donald, Taylor, and Millet (2005) found that customer service workers were among a group of employees that reported the worst stress related consequences and, thus, increased risk of workplace bullying (Baillien, Neyens, & De Witte, 2009; Einarsen, Raknes, & Matthiesen, 1994). Finally, Leka and Houdmont (2010) pinpointed that occupations involving contact with other people (i.e., clients), are at particularly high risk for psychosocial stressors (such as harassment and bullying). Thus, approaching large, hierarchically structured service sector organizations seems to be of primary importance in the research of workplace bullying.

Scientific Novelty of the Present Study. The present study is novel for several reasons. First, the existent literature on workplace bullying has overlooked the potential significance of individual and situational risk and deterring factors of workplace bullying from an integrative model perspective. Previous research was concerned with the analysis of situational/work-related antecedents (Agervold, 2009; Baillien, De Cuyper et al., 2011; O'Moore & Lynch, 2007) and individual/person-related antecedents (Baillien, Bollen, & De Witte, 2011; Matthiesen & Einarsen, 2007; Persson et al., 2009) in separate models. A more integrative approach that views

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individual and situational factors together is lacking. Although some previous studies approached individual and situational factors together (Demir & Ridwell, 2012; Zapf, 1999), analysis of indirect effects (e.g., underlying factors that explain certain relationships) and analysis of the situational circumstances and individual differences that may strengthen or weaken certain relationships are still novel.

Second, the hypotheses of the present study are based on a number of theoretical assumptions embedded in the Job Demand Control model (Karasek, 1979), Transformational Leadership theory (Bass & Avolio, 1993), and Individual Psychology theory (Adler, 1964) that have not been addressed before. By investigating various theoretical constructs and propositions, the contribution to these theories' development would be established.

Third, though researchers and practitioners have claimed that it is critical to approach protective elements and strengths in addition to risk factors (Gable & Haidt, 2005; Srabstein & Leventhal, 2010), most workplace bullying research has focused on the negative factors that trigger bullying (Hauge et al., 2009; Notelaers et al., 2010; Skogstad et al., 2007).

Finally, this study is novel because most research has been conducted on Scandinavian and other European samples which may or may not be similar to a Lithuanian sample (Nielsen, Matthiesen, & Einarsen, 2010). Vveinhardt and Žukauskas (2010) made the case that the Lithuanian population (and probably other former Soviet Union countries) may display a certain mentality that accounts for a different response related to exposure and reporting of workplace bullying. In addition, Samnani (2013) also hypothesized that responses to workplace bullying may differ depending on cultural differences. Not until additional research studies are conducted can one assume that potential antecedents and deterrents of workplace bullying in Lithuania are similar to those in Scandinavia and other European countries.

Practical Relevance of the Present Study. The need to approach the problem of bullying in organizations is critical for practical purposes. Quick, Quick, Nelson, and Hurrell (1997) argued that "organizations cannot achieve a high level of productivity, adaptability, and flexibility without vital, healthy individuals" (p. 151). Thus, identification of potential risk and deterring factors may be helpful in prevention of workplace bullying and contribute to higher productivity through increased employees' health and satisfaction. In addition, there is a necessity to concentrate on the primary and secondary prevention of bullying by investigating its potential antecedents before the phenomenon escalates. For example, Zapf and Gross (2001) encouraged researchers to concentrate on early bullying prevention by stating that "studies (…) point to the limited means of handling escalated bullying conflicts and they underscore the importance of preventive measures: to prevent bullying at all and to enable intervention in early stages of conflict escalation" (p. 519). Despite this evident gap in research and practice, one of the first

empirical attempts to identify risk factors critical for primary prevention was implemented by Notelaers (2011) in a recent dissertation thesis.

The present study possesses certain characteristics that lead to practical application of the results. First, in line with the most recognized researchers who argued that it is extremely important to identify risk and deterring factors of workplace bullying early (i.e., before the employees experience severe trauma) (Leymann, 1990; Notelaers, 2011; Zapf & Gross, 2001), the present research was designed to analyze the negative behaviors that mostly address primary stages of workplace bullying (Notelaers & Einarsen, 2013). More specifically, present study did not specifically concentrate on the victimized group, but analyzed all range of perceived exposure to workplace bullying (from no exposure to severe bullying).

Second, the present study addressed risk and deterring factors that seemed to be critical in bullying prevention (Ferris, 2009; Moayed, Daraiseh, Shell, & Salem, 2006; Zapf, 1999; Zogby International, 2007). Third, to help apply the findings, an integrative analysis of the individual and situational risk and deterring factors was performed. Such an approach should provide organizations with a more accurate picture on what needs to be adjusted in the environment and for which groups of individuals it may be of the most value. Fourth, approaching positive factors and strengths in the present research is useful for practice, because such an approach may encourage organizations to take a proactive role and to prevent the development of the negative phenomenon of workplace bullying (Ferguson, 2006). Fifth, the study has practical value in that it was based on various theories and thereby provides the practitioners with a sound base for creating successful prevention (Leka & Houdmont, 2010).

The object of the present research was the analysis of individual and situational factors as potential risks and deterrents of perceived exposure to workplace bullying.

The main **aim** of the present study was to identify the interrelatedness of individual and situational variables, as potential risk and deterring factors of perceived exposure to workplace bullying in single and integrative analyses that can be used to design primary and secondary prevention strategies.

In line with the aim, the following **objectives** have been set:
1. To identify potential individual and situational risk and deterring factors of perceived exposure to workplace bullying
2. To identify interrelatedness of lifestyle, problem solving, workplace bullying and strenuous working conditions in an integrative model.

3. To identify interrelatedness of transformational leadership, problem solving, two principles of industrial democracy, workplace bullying, and lifestyle in an integrative model.

Thesis Statements. The five thesis statements for this research are as follows:

1. Belonging/social interest, problem solving, transformational leadership, participation, opportunities to learn, and independence in work are significant deterring factors of perceived exposure to workplace bullying. Being cautious, pace and amount of work and strenuous working conditions are significant risk factors of perceived exposure to workplace bullying.
2. Belonging/social interest and being cautious are indirectly related to perceived exposure to workplace bullying via problem solving.
3. Pace and amount of work (as job demand), independence in work (as job control) (cf. strenuous working conditions) moderate (strengthen/ weaken) the direct and a first stage indirect relationship between the two lifestyle themes (of belonging/social interest and being cautious) and perceived exposure to workplace bullying.
4. Problem solving and the two principles of organizational democracy, e.g. opportunities to learn and participation, mediate the indirect relationship between transformational leadership and perceived exposure to workplace bullying.
5. The two lifestyle themes (of belonging/social interest and being cautious) moderate (strengthen/ weaken) the first and second stage indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation.

Publications related to the Research Results

Journal Articles:

1. Astrauskaite, M., Kern, R.M. (2012). A different approach to the victim of workplace bullying. *Young scientists psychologists conference papers,* 146-155. Vilnius: Vilnius University, ISSN 2029-9958.
2. Astrauskaite, M., Kern, R.M. (2011). A lifestyle perspective on victims of workplace harassment. *Journal of Individual Psychology, 67* (4), 420-431.
3. Astrauskaite M., Perminas A., Kern R.M. (2010). Sickness, colleagues' harassment in teachers' work and emotional exhaustion. *Medicina (Kaunas), 46* (9), 628-634.

4. Astrauskaite, M. (2009). Relationship between colleagues' harassment and teachers' job satisfaction (A pilot research). *International Journal of Psychology: A Biopsychosocial Approach, 3*, 97-112.

Presentations in International Scientific Conferences:

1. Astrauskaite, M., Kern, R.M., & Notelaers, G. (2013, June). *An Adlerian approach to workplace bullying*. 61st conference of North American Society of Adlerian Psychology, San Diego, California, USA.

2. Astrauskaite, M., Kern, R.M., & Notelaers, G. (2013, May). *Transformational leadership, conflict handling and workplace bullying: testing two models of mediation*. 16th conference of the European Association of Work and Organizational Psychology, Munster, Germany.

3. Astrauskaite, M., Kern, R.M., & Notelaers, G. (2013, May). *Antecedents of workplace bullying: An Individual Psychology approach*. 16th conference of the European Association of Work and Organizational Psychology, Munster, Germany.

4. Astrauskaite, M., Medisauskaite, A., Kern, R.M., & Notelaers, G. (2012, June). *Positivity against negativity: How could a leader prevent work harassment*? 8th International Conference on Workplace Bullying and Harassment, Copenhagen, Denmark.

5. Astrauskaite, M. & Kern, R.M. (2011, May). *Does personality matter? Relationships between life style personality attributes and workplace harassment*. 15th conference of the European Association of Work and Organizational Psychology, The Netherlands, Maastricht.

6. Kern, R.M. & Astrauskaite, M. (2011, May). *Team building - building success: An Individual psychology perspective on successfully working teams in the organizations*. Lithuanian Congress of Psychology, Kaunas, Lithuania.

7. Astrauskaitė, M., Kern, R.M., Medisauskaite, A., & Vaitkevicius, R. (2011, May). *Examining transformational leadership and job characteristics: A trigger affect on workplace harassment*. Lithuanian Congress of Psychology, Kaunas, Lithuania.

8. Astrauskaite, M., Kern, R.M., & Perminas, A. (2010 06 03). *Sickness, colleagues'harassment in teachers'work and emotional exhaustion.* Seventh International Conference on Workplace Bullying and Harassment: Transforming Research: Evidence and Practice, Cardiff, Wales.

Presentations in National Scientific Conferences:

1. Astrauskaite, M., Medisauskaite, A., Kern, R.M., & Notelaers, G. (2013, April). *Transformacinės lyderystės ir esminių darbo charakteristikų sąsajos su priekabiavimu darbe* [*Relationships between transformational leadership, core job characteristics and work harassment*]. Lithuanian Congress of Psychology, Vilnius, Lithuania.

2. Astrauskaite, M., Medisauskaite, A., Kern, R.M., & Notelaers, G. (2012, May). *Priekabiavimas darbe: sąsajos su transformacine lyderyste* [*Workplace harassment: Relationships with transformational leadership*]. Lithuanian Congress of Psychology, Klaipeda, Lithuania.

3. Astrauskaite, M. & Kern, R.M. (2012, April). *Kitoks požiūris į patyčių darbe aukos asmenybę* [*A different approach to the victim of workplace bullying*]. Young Scientists Psychologists Conference, Vilnius, Lithuania.

4. Astrauskaite, M., Perminas, A., & Kern, R.M. (2010, May). *Kolegų priekabiavimas mokytojų darbe: paplitimas, reiškinio ypatumai ir sąsajos su darbo charakteristikomis bei demografiniais rodikliais* [*Colleagues 'harassment in teachers' work: prevalence, peculiarities and relationships with job characteristics and demographical data*]. Scientific – practical conference Problems in Business Psychology, Vilnius, Lithuania.

CHAPTER 1: THEORETICAL FRAMEWORK

1.1 Defining Workplace Bullying

1.1.1 The Concept of Workplace Bullying

The phenomenon of workplace bullying became an organizational issue in the 1980's when Carol Brodsky in the US and Heinz Leymann in Europe began researching and writing on the topic (Brodsky, 1976; Leymann, 1990). More than three decades have passed, however, and the concept of workplace bullying still lacks a unanimous definition (Crawshaw, 2009; Saunders, Huynh, & Goodman-Dealhunty, 2007). Challenges appear due to lack of agreement on elements that describe workplace bullying phenomenon, most effective ways of identifying and measuring bullying in the workplace, the best terms to use to describe the phenomenon in the literature (e.g., work harassment, mobbing, incivility) and the inherent difficulties of verifying, replicating and comparing the research findings. In the present and following sections, attention will be given to discuss these challenges and to clarify the viewpoint on workplace bullying employed in the present research; the analysis of the prevalence, causes, and need for prevention of workplace bullying will follow.

Though there are various definitions to explain workplace bullying, the most commonly used describes it as situations "where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions" (Einarsen, 2005, p. 1). Another definition presented by Einarsen, Hoel, Zapf, & Cooper (2003) says that bullying at work means "harassing, offending, socially excluding someone or negatively affecting someone's work tasks. It is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts" (p. 15). The two definitions seem to differ because of the elements they integrate (i.e., persistency is not mentioned in the second definition).

Notelaers (2011) raised concerns that the definition of bullying is changing, and argued that in order to understand the bullying concept it is important to address those elements that constitute the phenomenon. The main elements discussed in the literature that describe the phenomenon of bullying at the workplace are summarized in Figure 1.

Figure 1. The main elements describing the workplace-bullying phenomenon

One of the elements that define workplace bullying is *negative behavior* directed towards the other person (Einarsen, 2000). According to Einarsen, Hoel, and Notelaers (2009), workplace bullying integrates interpersonal aggression and mistreatment from colleagues that has an obviously negative shade. Toxic interpersonal actions have *detrimental consequences* (for individuals and organizations) that are, in some cases, considered to be an important element of bullying conception (Rayner & Hoel, 1997). Several researchers pinpointed that the negative behaviors of workplace bullying are of *psychological nature* (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen, 2005). The negative behaviors of workplace bullying must be *repeated (persistent)*. For example, several researchers argued that it is not bullying if it is a single event (Rayner & Hoel, 1997; Zapf & Gross, 2001). In addition, repeated negative behaviors should be *long term* or *enduring* (Einarsen, 2000, 2005) lasting for at least six months (Zapf & Gross, 2001). However, various researchers argued that an individual may feel bullied in a shorter period of time (Einarsen et al., 2011).

Einarsen (2000) claimed that one of the core dimensions of workplace bullying is the *power imbalance,* which may be formal or informal. For example, power imbalance may be due to a supervisor bullying a subordinate, a group of individuals bullying one person, or one individual bullying another who due to knowledge, experience or social support, feels unable to defend oneself against the negative actions (Einarsen et al., 1994; Einarsen & Skogstad, 1996; Einarsen et al., 2011). Most often, however, it is impossible to identify if a power imbalance

applies to the situation; thus, it is traditionally considered to be less crucial (Fox & Stallworth, 2009).

Intentionality of the perpetrator is pinpointed in some cases. For example, according to the World Health Organization definition, bullying (as well as harassment or psychological violence) is of intentional use (European Foundation for the Improvement of Living and Working Conditions, 2007). However, some experts in the field question the legitimacy of intentionality. For example, Agervold (2007) claimed that an individual could feel bullied even when there is no intent of the perpetrator. In addition, the presence of intentionality, similar to the power imbalance, is challenging to verify in research, because only the perpetrators may answer the question if they acted intentionally (Einarsen et al., 2011). In line with that, Crawshaw (2009) suggested that researchers should allow for unintentional cases of workplace bullying.

In conclusion, it seems that certain elements of workplace bullying are more critical to be considered as elements of the bullying conception. For example, negative behavior (verbal or nonverbal) towards the target (Saunders et al., 2007) and frequency and duration (Einarsen et al., 2009) seem to be most crucial elements. In fact, Notelaers (2011) argued that "the definitions of bullying (…) allow workplace bullying to be conceived as repeated and persistent negative behaviour at work" (p. 20). In the present study, workplace bullying refers to the situations where one or more individuals perceive exposure to repeated and persistent negative behaviors (over the last six months) from colleague(s), that may be person-related, work-related, or physically intimidating behavior (Einarsen, 2000, 2005; Notelaers, 2011; Zapf & Gross, 2001).

1.1.2 Forms of Workplace Bullying

In addition to certain elements presented in Figure 1 and discussed in the previous section, exposure to workplace bullying is described by a range of behaviors that may be classified into different forms. Björkqvist, Österman, and Lagerspetz (1994) classified work harassment into rational-appearing aggression and social manipulation that together refer to covert aggression. Rational-appearing aggression is related to the tasks of work and performance at work (i.e. having one's work judged in an unjust manner). Whereas, social manipulation refers to a person directed behaviors (i.e. spreading of false rumors) (Björkqvist, Österman, & Lagerspetz, 1994). Leymann (1996) described five categories of mobbing phenomenon: (1) effects on the victims' possibilities to communicate adequately refer to management suppressing

possibility to express oneself. If the latter form is used, a person is rejected, silenced, and receives verbal threats. (2) Effects on the victims' possibilities to maintain social contacts refer to isolation. If this form is used, colleagues and/or manager do not talk with a person any longer. (3) Effects on the victims' possibilities to maintain their personal reputation refer to gossiping, ridiculing other individual. (4) Effects on the victims' occupational situation refer to suppressing individual's possibility to perform meaningful tasks or any tasks at all. Finally, (5) Effects on the victims' physical health relates to receiving dangerous tasks, physical threats.

Forms of workplace bullying as measured by the Negative Acts Questionnaire-Revised (Einarsen et al., 2009) are characterized as person-directed (e.g., spreading of gossip and rumors about you or being ignored or excluded), work-related (e.g., someone withholding information that affects your performance or being given tasks with unreasonable deadlines) or physically intimidating behavior (e.g., being shouted at or being the target of spontaneous anger) (Einarsen et al., 2009). Einarsen et al. (2011) proposed that it is important to integrate all forms of bullying to identify if it is actual bullying. Therefore, all three forms of workplace bullying, i.e., work-related, person-related, and physically intimidating behavior, were integrated in the present study.

1.1.3 Stages of Workplace Bullying

In addition to various elements and forms that describe the phenomenon of workplace bullying, the phenomenon seems to have certain stages that imply that workplace bullying is a process (Notelaers, 2011). Zapf and Gross (2001), in their qualitative study, showed that bullying tends to escalate over time. Leymann (1990), Björkqvist (1992), and Einarsen (1999) argued that there are certain stages of the phenomenon's development. Leymann (1990) distinguished four phases. The first phase is *the original critical incident* phase where conflict usually triggers bullying. The first stage is short, and thus rapidly transitions to the second phase. In the second phase, referred to as *mobbing and stigmatizing*, the individual is exposed to frequent long-term negative actions that are aimed at breaking and wearing down the person. In the third stage, called the *personnel administration* phase, the management steps in and, according to Leymann (1990), tends to make faulty assumptions that the problem lies in the deviant personality of the victim. The final stage is the *expulsion* stage that includes an employee being fired or voluntarily resigning from job.

Björkqvist (1992) presented three phases of harassment development. The first phase was characterized as covert aggressive behavior that is difficult to assess because of its indirect,

discrete, and subtle nature (i.e. rumors, back-biting). In the second stage, more direct and overt aggressive acts occur (i.e. isolation) (Björkqvist, 1992). In the third phase an individual receives suggestions to seek another job and is called as mentally disturbed.

Einarsen (1999) identified four stages of bullying, which are: (1) aggressive behaviors, (2) bullying, (3) stigmatization, and (4) severe trauma. In the first stage, only subtle aggressive behaviors are directed towards the other individual. In the second stage aggressive behavior becomes more obvious and severe and the potential target faces challenges to defend oneself. In the third stage, the person is stigmatized, others start questioning the target's mental health, and organizational personnel view the person as a problem employee. In the final stage, an individual exposed to workplace bullying suffers from serious psychological and physical health problems.

In summary, bullying tends to develop over time. If not stopped in the primary stages when the conflict occurs, it may further escalate and cause severe trauma for an exposed individual (Einarsen, 1999), expulsion from job (Leymann, 1990), or accusations of being mentally disturbed (Björkqvist, 1992). In the present study, the victims' group was not specifically approached; rather the range of exposure to negative behaviors varying from no bullying to severe bullying was analyzed. Such an approach in which most individuals fall into pre-escalation category (see Notelaers & Einarsen, 2013) may be important particularly when aiming at identifying risks and deterrents necessary for primary and secondary prevention.

1.1.4 Comparing Workplace Bullying with (Work) Harassment, Mobbing, and Incivility Phenomena

In the literature, there are various terms that seem to describe very similar, or even the same, phenomenon. In this section the phenomenon of workplace bullying will be compared with several other most frequently described phenomena in the workplace, such as: mobbing (Leymann, 1990), harassment (Brodsky, 1976), work harassment (Björkqvist, Österman, & Hjelt-Bäck, 1994), and incivility (Andersson & Pearson, 1999).

First of all, it seems that differences in terms may appear due to cultural and geographical priorities (Einarsen et al., 2011, Saunders et al., 2007; Sperry, 2009). For example Einarsen et al. (2011) and Saunders et al. (2007) claimed that while workplace bullying term is used in English speaking countries, the term work harassment is commonly used in France, and mobbing is used in Germany and Scandinavian countries. In addition to cultural differences, there are other factors that differentiate the phenomena or make them comparable. The main

peculiarities of the phenomena that assist in identifying distinctions and similarities are summarized in Table 1.

Table 1. Peculiarities of workplace bullying, (work) harassment, mobbing, and incivility phenomena

Peculiarities	Harassment (Brodsky, 1976)	Mobbing (Leymann, 1990, 1996)	Work harassment (Björkqvist et al., 1994)	Workplace bullying (Einarsen, 2000, 2005)	Incivility (Andersson & Pearson, 1999; Pearson et al., 2000)
Duration	≥1 week	≥6-12 months	Approx. 6 months	Approx. 6 months	May be a single event
Nature	Psychological, physical/sexual	Psychological (may be physical/sexual)	Mainly psychological	Mainly psychological	Psychological
Instigators	Individual (or group), colleagues and clients	More often a group (2-4 people), colleagues	Individual (or group), colleagues	Individual (or group), colleagues	Individual, colleague
Dominant antecedent	Vulnerability of a target	Conflict, management/ leadership, poor working conditions	Perpetrator's personality, envy, competition	Personality of (victim and instigator), job design, leadership	Leadership, organizational culture, changes, lack of rules and regulations
Criterion of the presence of the phenomenon	Range from single negative behaviors to victimization	Only severe exposure combined with psychiatric and psychosomatic pathology	Range from single negative behaviors to victimization	Range from single negative behaviors to victimization	May be a single rude treatment

According to professional sources (e.g. Einarsen et al., 2011), Brodsky (1976) was the first to present the negative phenomenon at work, which he named harassment. Brodsky (1976) claimed that harassment "involves repeated and persistent attempts by one person to torment, wear down, frustrate, or get a reaction from another." (p. 2). According to Brodsky, (1976), harassment creates a work environment where it is difficult for a person to defend one's self. Repeated and persistent negative behaviors towards the other person and difficulties to defend oneself are also identified as elements of bullying phenomenon. However, different from the bullying phenomenon, Brodsky (1976) believed that the victim's vulnerability is the most dominant trigger. In addition, Brodsky proposed that harassment may last only a week, whereas experts in workplace bullying research believe that the repeated behavior should last over six months or longer (Einarsen et al., 2009). Also, Brodsky (1976) considered harassment to be a

product of interactions inside the work system (i.e., between coworkers) and outside the work system (clients), whereas workplace bullying refers to the negative behavior between and among coworkers. Brodsky (1976) integrated sexual harassment and physical abuse as parts of harassment phenomenon, whereas these two forms of aggressive behavior are frequently distinguished from bullying. Following these descriptions it appears that Brodsky (1976) considered harassment as a broader concept than workplace bullying, however, similar in its negative causes, power imbalance, persistency, and hostile nature.

Another phenomenon, frequently discussed in the literature is mobbing (or psychological terror) (Leymann, 1990, 1996). Mobbing seems to be more severe in comparison with bullying (Einarsen et al., 2011; Leymann, 1990). In various sources it was argued that the duration for mobbing is at least 12 months and the negative behavior is repeated daily (Leymann, 1990). Bullying behaviors, on the other hand, are considered to last during the six months or longer and may be repeated now and then, monthly, weekly or daily (Einarsen et al., 2009). In addition, Leymann (1990) argued that mobbing is more frequently instigated by a group of two to four people (Leymann, 1996), whereas bullying is more often instigated by a single individual (Sperry, 2009). Leymann (1990) pinpointed intentionality of the instigator and claimed that in all cases of mobbing there is a common denominator, which is the aim to damage and punish the other person. This is contrary to the case of bullying, in which intentionality is not an important factor (Crawshaw, 2009). Finally, in the case of mobbing, consequences for an individual are more severe than in a case of bullying (Leymann, 1990, 1996; Sperry, 2009). This could be due to more frequent actions, longer duration, and more instigators integrated in the process.

Another frequently analyzed phenomenon that deserves attention in the present section is work harassment. Work harassment was introduced by Björkqvist, Österman, & Hjelt-Bäck (1994), who claimed that work harassment is repeated, harmful, and integrates power imbalance. It seems that work harassment displays many features that apply to workplace bullying as well. Björkqvist, Österman, & Hjelt-Bäck, however, called work harassment as a specific type of aggression and proposed that it may last a short or long period of time. The flexibility in duration seems to suggest work harassment may be viewed as a broader concept than workplace bullying.

Finally, the phenomenon of incivility is frequently analyzed in the United States (Andersson & Pearson, 1999). It is similar to workplace bullying in its negative nature and that is behavior that appears in the workplace among colleagues (Pearson et al., 2000). However, frequency and duration differentiate incivility from bullying. In the case of incivility the behavioral forms are less severe and less likely to be intentional or to be perceived as intentional, even by the target (Pearson et al., 2000). Therefore, incivility is sometimes

described as a precursor to bullying (Andersson & Pearson, 1999; Felblinger, 2008). Forms of incivility mostly integrate rude, disrespectful behavior, whereas bullying is more than just disrespectful; rather, it has a strong emphasis on being negative and hostile and having serious health related consequences (Einarsen, 2000).

Despite the differences among the phenomena there are several major similarities that make most of the discussed phenomena comparable. For example, almost all concepts (except for incivility, which does not necessarily satisfy the first, second, or third conditions) stress the importance of: (1) repeated behavior (2) enduring behavior, (3) behavior that is negative or hostile, 4) behavior that occurs in the workplace, and (5) behavior that involves at least two parties. Thus, various researchers agreed upon using these terms synonymously and interchangeably (Einarsen et al., 2011; Sperry, 2009). In addition, certain challenges would emerge even if trying to isolate the phenomena, because most (if not all) previous research is based on the literature analysis including all of the phenomena introduced above (Sperry, 2009). In reference to that, though mostly using the term workplace bullying, other analogous phenomena that may be beneficial for the theoretical rationale of the present study were also analyzed.

1.1.5 Viewing Workplace Bullying from a Conflict, Stress and Aggression Perspective

Some researchers considered workplace bullying as an extreme negative form of interpersonal conflict or as an escalated interpersonal conflict (Matthiesen, Aasen, Holst, Wie, & Einarsen, 2003). For example, Zapf & Gross (2001) believed that bullying may be described as a long lasting and ineffectively managed conflict. In addition, Matthiesen et al. (2003) presented a model where bullying is a part of the conflict escalation process that starts with conditions that trigger conflict, which turn into conflict, and then, depending on the behavior of the parties in the conflict (de-escalative or escalative), may turn into experiences of bullying. Leymann (1990) also claimed that conflict is the primary stage of the bullying phenomenon. In addition, however, Leymann (1996) argued that frequency and duration differentiate the two phenomena. Other researchers (Baillien, Neyens, & De Witte, 2009; Björkqvist, Österman, & Hjelt-Bäck, 1994; Keashly & Nowel, 2011) were also inclined to distinguish workplace bullying from conflict based on at least two features of (1) duration and persistency and (2) negativity and destruction.

First, in the case of workplace bullying, the exposure to certain behavior is repeated and the duration of the phenomenon is six months or longer. Conflicts, on the other hand, may happen once and be short or long term in duration (Einarsen, 2005; Leymann, 1996). Second,

the workplace-bullying phenomenon is always considered to be negative and destructive, and as causing most harm for a target, whereas in the conflict situation both parties are affected more or less equally, besides, conflicts may even be positive and beneficial (Van de Vliert, 2004). In addition to differing criteria, there are certain similarities between these two phenomena. For example, in the conflict as well as in the workplace-bullying phenomenon, there are two or more parties involved, both phenomena appear under stressful circumstances (Keashly & Nowell, 2011), many times there is a negative shade (Keashly & Nowell, 2011). However, as Keashly and Nowell (2011) proposed, identifying bullying as conflict could mean that the bullying phenomenon may be viewed as less detrimental (similar to a conflict, which could be positive and beneficial). From the target's point of view, this would not be a correct assumption because in the bullying situation, the target experiences only negative outcomes. Thus, in line with Baillien, Neyens, & De Witte (2009) Björkqvist, Österman, & Hjelt-Bäck (1994) and Keashly & Nowel (2011), in the present study conflict and workplace bullying were addressed as two distinct though related phenomena. Conflict and more specifically conflict-solving styles were viewed as potential risk factors of perceived exposure to workplace bullying.

In addition to the conflict perspective attributed to bullying, some researchers argued that bullying is a severe form of a social stressor at work (Zapf & Gross, 2001). Leymann (1996) supported a dual approach, claiming that bullying may be a source of stress or caused by stressors at work. For example, a stressful work environment may trigger hostile reactions that initiate bullying (Einarsen et al., 1994), which then becomes a social stressor for a target (Leymann, 1996). On the other hand, Einarsen et al. (2011) argued that, usually, under circumstances of social stressors at work, all individuals are equally or at least similarly affected, whereas in the case of workplace bullying, only certain individuals typically are exposed to negative behavior and thus experience detrimental consequences. Nevertheless, empirical research showed that workplace bullying relates to stress and stress-related consequences for individuals that are not directly involved in the process (e.g., bystanders) (Astrauskaite et al., 2010; Hansen, Hogh, Persson, Karlson, Garde, & Orbaek, 2006); thus, it seems that occurrence of workplace bullying may be considered as a form of social stressor at work.

Though various researchers (e.g. Björkqvist, Österman, & Hjelt-Bäck, 1994; Björkqvist, Österman, & Lagerspetz, 1994; Notelaers et al., 2010) viewed workplace bullying as a long-term interpersonal or psychological aggression, other researchers seemed to disagree. Matthiesen and Einarsen (2010) claimed that certain elements differentiate the two phenomena. For example, aggression is considered to be intentional, whereas intention is not an essential element in workplace bullying (Crawshaw, 2009). In addition, aggression may be a single event,

while workplace bullying must be repeated and enduring (Rayner & Hoel, 1997). Finally, bullying is a workplace phenomenon that springs among people who know each other, whereas aggression may be present among coworkers, in the family, and in all kinds of other human interactions (Rayner & Hoel, 1997).

Nevertheless, an overlap between aggression and workplace bullying certainly exists because, as Notelaers et al. (2010) argued, bullying integrates aggressive behaviors. Kaukiainen, Salmivalli, Björkqvist, Österman, Lahtinen, Kostamo, and Lagerspetz (2001) agreed that bullying and aggression are interrelated, but stressed the fact that not every act of aggression in the working environment accounts for bullying. According to Kaukiainen et al., "Aggression turns into harassment when it is targeted repeatedly toward the same person and when the victim is to some extent defenseless in the face of the perpetrator." (p. 361).

In conclusion, it seems that the overlap among workplace bullying, conflict, stress, and aggression phenomena certainly exists. However, most researchers suggest viewing workplace bullying as a unique and distinct phenomenon — that is, as having particular distinct features that need to be taken into account. In the present study, workplace bullying was viewed as a unique workplace phenomenon, as being persistent and enduring, and as directed towards another person conveyed through aggressive, physically intimidating, work-related, and person-directed behavior that may be caused by conflict, conflict-solving styles, and stressful or strenuous work environment.

1.2 Measuring Workplace Bullying

Regarding the measurement of workplace bullying, some researchers argued that both subjective and objective measures have to be considered when evaluating the phenomenon (Brodsky, 1976). One of the ways to evaluate phenomenon more objectively is by using peer reports. Björkqvist, Österman, & Hjelt-Bäck (1994) claimed that peer reports may be a more valid and objective tool to estimate workplace bullying because people tend to overestimate their own experiences. Other researchers (e.g., Einarsen et al., 2011), however, questioned peer reports as an objective tool and claimed that they suffer from serious shortcomings. For example, it may be difficult to observe negative behaviors directed towards another person. In addition, an individual depending on an organization may be afraid of reporting the negative phenomenon. Finally, for an individual, it is usually challenging to stay neutral in the bullying situation; by the time it becomes less obvious who plays what role in the process, and if a certain person is the victim of bullying or just displays a difficult personality (Einarsen et al., 2011).

Thus, researchers supported subjective reports of potential victims of workplace bullying (Einarsen et al., 2009). For the assessment of the subjective perception of exposure to workplace bullying, two methods are most commonly employed: behavioral experience method and a self-labeling assessment (Nielsen, Notelaers, & Einarsen, 2011). Behavioral experience method evaluates specific behaviors that a person experiences as bullying (Nielsen et al., 2010). A self-labeling assessment evaluates the individuals' overall perception of their exposure to workplace bullying (Nielsen et al., 2010).

Self-labeling is usually evaluated by one item, which asks whether or not a person has been subjected to bullying over the past six months (Nielsen et al., 2010; Nielsen et al., 2011). For example, Björkqvist & Österman (1996) introduced the one-item self-labeling measure, in which researchers first presented the definition of work harassment. Next they offered a description of the three stages of the work harassment escalation process and then asked if a person has been exposed to work harassment at any of the three stages. Einarsen et al. (2009) also presented a one-item measure, where they first presented a definition of workplace bullying and then asked whether a person has been bullied at work over the last six months. However, measuring bullying via the self-labeling method has been criticized for being too subjective and being influenced by emotional responses, the personality of a respondent, or fear of disclosure (Nielsen et al., 2011).

The behavioral experience method (Nielsen et al., 2011) (or the operational version of bullying measurement) was argued to be more objective. For the operational evaluation of workplace bullying, respondents are asked to state if they have been repeatedly exposed to certain behaviors over a specified period of time (e.g., six months). Nielsen et al. (2011) reported 27 different inventories aimed at measuring workplace bullying or similar phenomenon. Three of the most popular instruments used by researchers are: the Leymann Inventory of Psychological Terrorization (LIPT) (Zapf, Knorz, & Kulla, 1996) that measures mobbing, the Work Harassment Scale (WHS) (Björkqvist & Österman, 1992) that measures work harassment, and the Negative Acts Questionnaire-Revised (NAQ-R) (Einarsen et al., 2009) that measures workplace bullying.

According to Nielsen et al. (2011), the NAQ-R is the most frequently used instrument in various countries due to its excellent psychometric properties. For this reason it was chosen for the measurement of workplace bullying in the present study. The NAQ-R instrument evaluates three facets of the workplace-bullying phenomenon, e.g., person-directed, work-related bullying, and physically intimidating behavior (Einarsen et al., 2009). In the validation of the instrument study, the authors presented a three-facet solution (Einarsen et al., 2009); many researchers, however, continue to concentrate on a single factor to measure workplace bullying. In the

present study, workplace bullying was also analyzed by integrating all three forms of bullying together.

In addition to the challenges related to the various instruments used to measure workplace bullying and the challenges related to objective versus subjective measurement of workplace bullying, there is another difficulty that researchers face. This issue is that there are various opinions related to the criteria that determine if bullying is in fact present in the organizations. For example, some researchers argued that in order to call something bullying, it must occur at least once a week for at least six months (Rayner & Hoel, 1997; Zapf & Gross, 2001). Others claimed that such judgment would not address the escalation process of the phenomenon (i.e., the continuum from no bullying to exposure to severe workplace bullying) (Nielsen et al., 2011). Notelaers & Einarsen (2013) have made great strides in clarifying the presence or absence of the existence of bullying in the work setting. The authors identified certain cutoff points that indicate occasional bullying (≥33) and severe bullying (≥45) on the NAQ-R instrument. According to the authors, the interval from score 22 (no exposure to negative behavior) to 32 is also important to investigate because it adds significant information about the risk factors related to the primary prevention (Notelaers & Einarsen, 2013).

There also has been a recent development related to identifying workplace bullying by using a statistical procedure referred to as Latent Class Cluster Analysis (LCC). The procedure provides a clearer picture of the presence of bullying in the workplace, as well as clusters of individuals who are exposed to workplace bullying at different degrees (Notelaers, 2011). The LCC procedure is an advancement in the field of measurement related to the bullying phenomenon because it is a distribution-free, non-parametric technique. This fits the theoretical construct of workplace bullying and its skewed distribution (Notelaers, Einarsen, De Witte, & Vermunt, 2006). However, the LCC approach is not easily accessible for all researchers; until now it was performed using only the Latent Gold program that is not common among researchers in the organizational psychology field (Notelaers, 2011).

In the present study, the most commonly used method for workplace bullying measurement (Einarsen et al., 2011) was employed, e.g., behavioral experience method based on reports of potential victims as measured by the NAQ-R (Einarsen et al., 2009). This method seems to be more objective than the self-labeling assessment and more reliable than the peer-reports. Following the notion that workplace bullying is an escalating process (Zapf & Gross, 2001) that may be observed on a continuum from no exposure to negative behaviors to severe victimization (Einarsen et al., 2011), the full range of experiences — from no bullying to severe exposure to workplace bullying was analyzed, — which should help to identify risk and

deterring factors that may be relevant for primary and secondary prevention in service sector organizations.

1.3 Prevalence of Workplace Bullying

Prevalence rates of workplace bullying seem to vary among countries. Leymann (1996) reported that 3.5% of the Swedish working population experiences the most severe forms of workplace bullying. Einarsen and Skogstad (1997) reported an 8.6% prevalence rate in Norway. Hoel and Cooper (2000) identified a 10.6% prevalence rate in the UK. Malinauskienė, Obelenis, Šopagienė, and Mačionytė (2007) claimed that 6.4% of teachers in Lithuania have experienced frequent exposure to workplace bullying, and 19.1% of them experience occasional bullying. It seems that a certain cultural context is related to higher or lower prevalence rates of exposure to workplace bullying. For example, Nielsen et al. (2010) argued that Scandinavian countries have the lowest prevalence rates of workplace bullying in comparison with other European and non-European countries. Whereas in Lithuania, primary research showed that the rate of workplace bullying in organizations is higher than the average rate in European institutions (Pajarskienė, 2011). Research implemented by the Lithuania's Institute of Hygiene (2011) reported that approximately 46% of women and 43% of men are exposed to one or more forms of workplace bullying — yet only a few other studies have been implemented recently (Astrauskaite et al., 2010; Malinauskienė et al., 2005; Vasilavičius, 2008; Vveinhardt, 2010, 2011).

In addition to certain cultural backgrounds, the type of organization seems to be an important contributor related to the prevalence rates. Some researchers have reported higher workplace bullying rates among public organizations (Jones, Robinson, Fevre, & Lewis, 2011; Leymann, 1996; Zapf et al., 2011). For example, Björkqvist, Österman, & Hjelt-Bäck (1994) showed high prevalence rates among University employees, i.e., 16.9 % (among males) and 24.4% (among females). Notelaers (2011) found an increased risk of being victims of bullying among public servants. Conversely, Einarsen and Skogstad (1996) reported higher prevalence rates in private organizations. In line with the latter, Mikkelsen and Einarsen (2001) showed that manufacturing companies displayed significantly higher rates than hospitals. Zapf and Einarsen (2005) claimed that bullying seems to occur more often among office workers in the service sectors. Zapf et al. (2011) concluded that bullying seems to be greater among white collar, service sector employees. Fevre et al. (2012) found that individuals in personal service occupations are more at risk for ill treatment. Thus, it seems that employees from public and private service sector organizations are at an increased risk to be exposed to workplace bullying.

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Larger organizations appear to have a higher probability of bullying. For instance, Einarsen and Skogstad (1997) reported that organizations with 50 employees or more have reported prevalence of bullying of 11%, while organizations with fewer than 10 employees displayed a bullying rate of only 5.1%. Similar findings were provided by a European working conditions survey (2005) that showed organizations larger than 250 employees have the highest bullying rates. It seems reasonable for workplace bullying to be more likely appear in large organizations because it is easier to form isolated groups that establish their own "bullying" cultures in larger organizations (Baillien, Neyens, De Witte, & De Cuyper, 2009). Findings are controversial, however; they also show that sometimes organizations larger than 250 employees have a lower risk of bullying at work (Fevre et al., 2011).

Sperry (2009) suggested that certain types of aggressive behavior are more likely to prevail at hierarchical levels of organizational structure. Björkqvist, Österman, & Hjelt-Bäck (1994) argued that higher prevalence rates of bullying seem to be displayed by organizations that are structured in a hierarchical manner. De Wet (2010) found that workplace bullying is more likely to be prevalent in schools described as "hierarchically, bureaucratic- and rule-orientated." (p. 1458). The explanation may lie in the power imbalance — that is, one party is inevitably in an inferior position as a result of the hierarchical structure. Aquino, Grover, Bradfield, and Allen (1999) seem to support this assumption and show that positive relationship between negative affectivity and exposure to workplace bullying was more prevalent with employees of lower hierarchical status.

Björkqvist, Österman, & Hjelt-Bäck (1994) reported that females experience increased rates of bullying compared to men. Other research seemed to support such findings (Leka & Houdmont, 2010; Zapf et al., 2011; Zogby International, 2007), though Notelaers, Vermunt, Baillien, Einarsen, and De Witte (2011) discounted this assumption with a review that indicated that out of 15 studies only four showed females reporting higher prevalence of bullying. Other studies did not reveal any significant differences of exposure to workplace bullying between genders (Malinauskienė et al., 2007; Pranjic, Males-Bilic, Beganlic, & Mustajbegovic, 2006; Vartia & Hyyti, 2002).

Regarding age differences, results were contradictory. Einarsen and Skogstad (1996) reported that older employees experience more bullying in comparison with younger employees. Notelaers et al. (2011) argued that younger employees also have a higher likelihood to become victims because of the little formal and informal power they have, as well as being a newcomer in an organization (which often relates to younger age). In their study, results showed that individuals between the ages of 35 and 44 years have the highest risk to be exposed to

workplace bullying (Notelaers et al., 2011). In addition, other researchers did not identify significant differences among the age groups (Malinauskienė et al., 2007).

In conclusion, it is challenging to compare equally the prevalence rates among the countries and organizations because of the different research methods applied (Leymann, 1996) and the varying understanding on what constitutes bullying (Zapf et al., 2011). For example, some researchers reported prevalence rates based on subjective measures of bullying (self-labeling), while others preferred more objective or behavioral methods (Nielsen et al., 2010). Differences in findings also appeared due to differing criteria of frequency and duration. For example, Agervold (2007) demonstrated that the prevalence rates varied between 1% and 26.9%, depending on the method and criterion applied. Nielsen et al. (2010) claimed that studies reported an average of 11% bullying prevalence rate referring to the self-labeling method with provided workplace bullying definition and 15% prevalence rate using the operational (behavioral) method. Zapf et al. (2011) summarized research in Europe on workplace bullying and claimed that approximately 3 to 4% of employees in European organizations are exposed to severe bullying and 10 to 15% of employees are exposed to less severe bullying (i.e., less than weekly and for a period shorter than six months). Prevalence rates in different countries, in different types of institutions, and those evaluated by different measurement methods and criteria are summarized in Appendix A.

In sum, it seems critical to address the Lithuanian situation related to workplace bullying, where national prevalence rates are escalated. In addition, large organizations require more attention from researchers because they display higher rates of bullying compared to smaller organizations. Service sector organizations and hierarchical structure organizations seem to also be a risk factor. Both private and public organizations seem to suffer from bullying. Therefore, in the present study, a large service sector organization that is composed of hierarchical levels was analyzed.

1.4 Consequences of Workplace Bullying

Empirical evidence on workplace bullying presented a wide range of tangible and intangible costs for individuals, organizations, and even societies (McCarthy, 2004). Various researchers throughout the world reported severe consequences for individuals, such as: stress, psychosomatic symptoms (Hansen et al., 2006, 2010; Mikkelsen & Einarsen, 2001), anxiety (Leymann, 1990, 1996), depression (Björkqvist, Österman, & Hjelt-Bäck, 1994; Hansen et al., 2005), post-traumatic stress disorder (Leymann & Gustafson, 1996), fatigue, loss of self-confidence (Pranjic et al., 2006; Vartia, 2001), loss of self-esteem, aggression, insomnia, apathy

(Björkqvist, Österman, & Hjelt-Bäck, 1994), muscle pains, headaches, stomach problems, anxiety attacks, and hand tremors (Celep & Konakli, 2013).

The seriousness of the phenomenon may be confirmed by the fact that workplace bullying was identified as the strongest predictor of anxiety and depression when compared to other job-related stressors (Hauge et al., 2010). In addition, Leymann claimed that, in the most severe cases, individuals may face challenges when re-entering the workforce (Leymann, 1996) or may commit suicide due to unbearable experiences (Leymann, 1990). The negative effects of workplace bullying were also pinpointed by the results from a meta-analytic study that showed that job satisfaction was significantly lower in cases of psychological aggression at work (i.e., bullying), than in the cases of sexual aggression (i.e., sexual harassment) (Lapierre, Spector, & Leck, 2005). Workplace bullying affects not only direct targets; research shows that bystanders also report higher emotional exhaustion (Astrauskaite et al., 2010), lower job satisfaction (Mathisen, Einarsen, & Mykletun, 2008), and anxiety (Hansen et al., 2006).

Workplace bullying has been proven to be one of the major factors that increases costs for organizations. The cost increases are due to employees' turnover and absenteeism (Hauge et al., 2010), lower work motivation (Pranjic et al., 2006), reduced productivity and commitment (Pearson & Andersson, 2000), interventions by health officers and personnel managers (Leymann, 1990), and lower organizational creativity (Vveinhardt, 2010). Hoel, Sheehan, Cooper, and Einarsen (2011) presented an approximate cost of 28.109 pounds per bullying case. This sum incorporated costs for absence, replacement, investigator's time, witness interview, etc. Societal costs also increase. For example, early employees' retirement (Leymann, 1996) and voluntary unemployment (Leymann & Gustafson, 1996) caused by workplace bullying have an effect on the larger society.

Studies in Lithuania, similar to other research throughout the world, showed that exposure to workplace bullying is related to lower job satisfaction (Astrauskaite, 2009), higher emotional exhaustion and sick leave (Astrauskaite et al., 2010), higher stress and cardiovascular disease (Malinauskienė et al., 2005), and poorer psychological and physical health (Vasilavičius, 2008). Thus, in order to reduce costs for organizations and decrease health problems for individuals, it is critical to approach the phenomenon of workplace bullying by identifying potential risk and deterring factors that may contribute to preventing the phenomenon (Notelaers, 2011; Salin, 2008).

1.5 Prevention of Workplace Bullying

The 1989 European Commission stated that employers must ensure safety for employees, including prevention of violence at work (Council Directive 89/391/EEC, 1989). In Europe and the United States, prevention of workplace bullying, specifically, has become an increasing concern only recently (Fox & Stallworth, 2010; Notelaers, 2011). Still most of the published works related to bullying prevention are based on practical experience rather than on empirical evidence (Ferris, 2009; Kilburg, 2009; McCulloch, 2010). The recent dissertation by Notelaers (2011) is probably one of the first attempts to provide evidence-based information on potential hazards of workplace bullying that assist in designing bullying prevention.

Primary and secondary prevention in the area of workplace bullying seems to be of particular importance because it de-escalates bullying and prevents from severe consequences and trauma (Björkqvist, 1992; Einarsen, 1999; Leymann, 1990; Leymann & Gustafson, 1996). Primary prevention is aimed at eliminating or reducing the impact of organizational risk factors (e.g., modifying the organizational stressors and strengthening protective factors before the dysfunctional phenomenon of bullying escalates) (Quick et al., 1997). Parkes and Sparks (1998) identified two types of primary preventions: sociotechnical intervention and psychosocial intervention. A sociotechnical intervention deals with changing objective aspects of work whereas a psychosocial intervention is directed towards prevention that is designed based on the perceptions of the employees (Parkes & Sparks, 1998). Findings of the present study may be applied to designing the psychosocial intervention.

Secondary prevention is aimed at making individuals aware of their coping strategies and responses to stressors as well as teaching them new skills that reduces the negative impact of work related problems, such as exposure to workplace bullying (Leka & Houdmont, 2010). In the secondary prevention it is important to identify individual reactions and coping styles that may be changed or corrected into more functional. Following the secondary prevention perspective, the present study incorporated certain individual characteristics such as lifestyle and conflict-solving styles that may trigger or deter workplace bullying.

To implement primary and secondary prevention strategies, risk assessment must be conducted (Leka & Houdmont, 2010). Following this approach, first potential hazards and protective factors must be identified; second, an assessment of risk (e.g., the association between potential hazards, protective or deterring factors, and potential harm — that is, workplace bullying) must be conducted (Clarke & Cooper, 2004; Leka & Houdmont, 2010). Therefore, in the present study, certain individual and situational factors were identified as potential risks and

deterrents for perceived exposure to workplace bullying. After identification of potential risk and deterring factors, the design and implementation of preventive strategies may follow (Leka & Houdmont, 2010).

1.6 The Present Research

The review of the prevalence rates show that Lithuanian employees are at a higher risk to be exposed to workplace bullying in comparison to employees in Scandinavian or other countries (Lithuania's Institute of Hygiene, 2011; Malinauskienė et al., 2007; Pajarskienė, 2011). Further, large, service sector organizations that are composed of hierarchical levels seem to display somewhat higher prevalence rates of workplace bullying (Einarsen & Skogstad, 1997; European working conditions survey, 2005). Given the negative consequences that the individuals and organizations experience due to workplace bullying, the main aim of the present research was to identify the interrelatedness of individual and situational variables, as potential risk and deterring factors of perceived exposure to workplace bullying. Following the notion that workplace bullying is an escalating process (Zapf & Gross, 2001) observed on a continuum from no exposure to negative behaviors to severe victimization (Einarsen et al., 2011), the full range of exposure to negative behaviors was analyzed in the present research. Such an approach may help tackle risk and deterring factors relevant for primary and secondary prevention. The structure of the thesis is visually depicted in Figure 2.
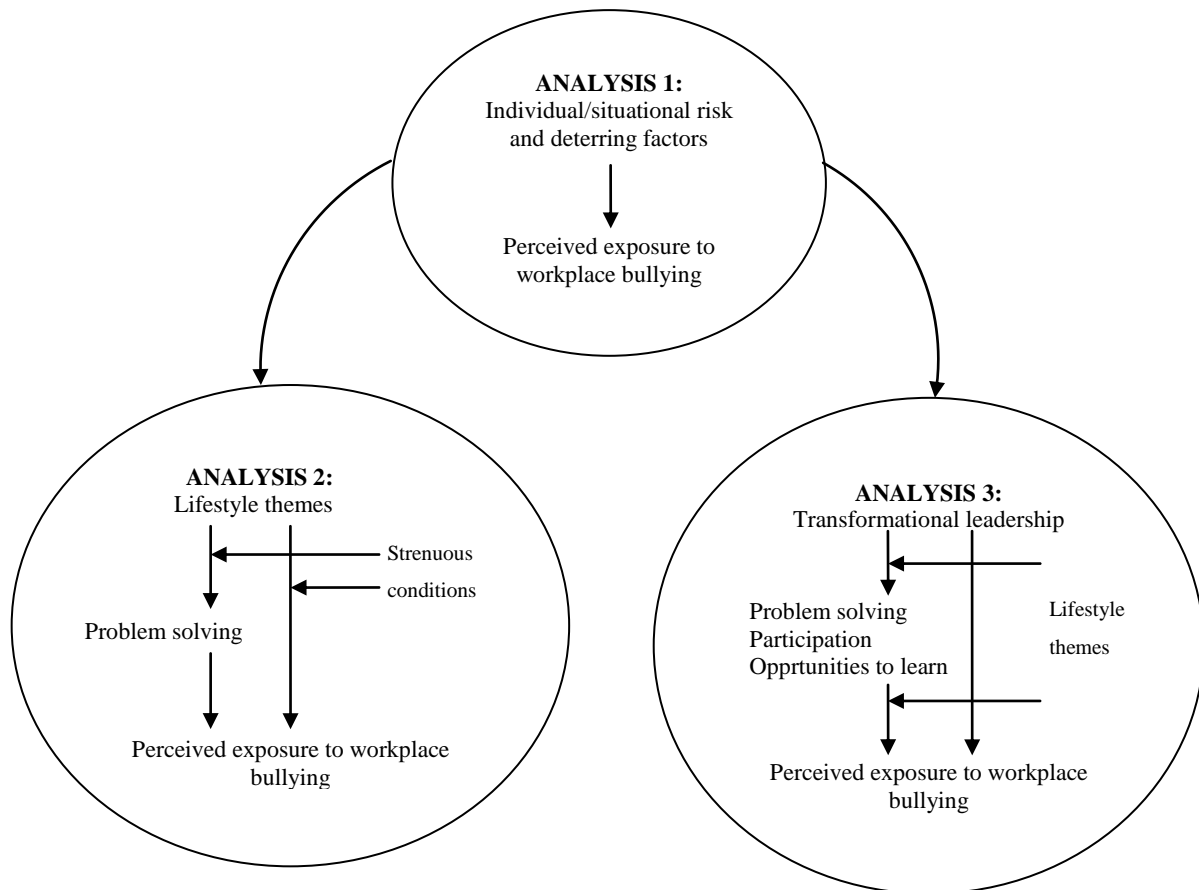
Figure 2. Structure of the thesis

Identification of potential risk and deterring factors in the present study included three analyses (see Figure 2). In Analysis 1, various individual and situational risk and deterring factors were analyzed via simple direct linear models with perceived exposure to workplace bullying. The main intention of Analysis 1 was to assess the relationships between potential individual and situational risk and deterring factors and perceived exposure to workplace bullying and to identify the significance of factors in explaining variance of perceived exposure to workplace bullying. Based on theoretical and empirical evidence, it was hypothesized that individual factors of belonging/social interest lifestyle theme, problem solving as a conflict-solving style, and the situational factors of transformational leadership, independency at work, participation, and opportunities to learn will provide a more comprehensive understanding of ways of deterring perceived exposure to workplace bullying. Whereas individual factors of the being cautious lifestyle theme, and the situational factors of pace and amount of work and high strain, would potentially be risk factors for perceived exposure to workplace bullying. Though,

not the main finding, but the present study also identified which of the individual and situational factors contribute more to explaining the perceived exposure to workplace bullying.

Analyses 2 and 3 aimed at analyzing the potential deterring and risk factors in integrative models that test for mediation/indirect, moderation/conditional moderated mediation/ conditional indirect effects. The main aim of Analysis 2 was to identify how lifestyle themes of belonging/social interest and being cautious relate to perceived exposure to workplace bullying via problem solving. In addition, it aimed at identifying how the direct relationships between lifestyle themes and perceived exposure to workplace bullying and first stage indirect relationships via problem solving are strengthened or weakened by job demands and job control (cf. strenuous working conditions) (see Figure 2, Analysis 2).

Finally, in Analysis 3, the main aim was to identify the indirect (via problem solving, participation, and opportunities to learn) relationship between transformational leadership and perceived exposure to workplace bullying. In addition, it aimed at identifying conditional effects of the two lifestyle themes on the first and second stage indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation and opportunities to learn (see Figure 2, Analysis 3).

CHAPTER 2: RESEARCH ON INDIVIDUAL AND SITUATIONAL FACTORS AS POTENTIAL RISKS AND DETERRENTS OF PERCEIVED EXPOSURE TO WORKPLACE BULLYING

2.1 Research Methods

2.1.1 Sample and Procedures

Rationale for organization and a sample. The value of selecting a large service sector organization to explore workplace bullying appears to be supported for a variety of reasons. First, more than half of employees in the European Union work in service sector organizations (Bosch & Lehndorff, 2005) and account for the largest share of employment growth (Wagner, 2005) as well as for more than 50 percent of gross domestic product (GDP) in the world (Gupta, McDaniel, & Herath, 2005). Second, there are a number of research findings that indicate that service sector organizations may be more susceptible to workplace bullying (Fevre et al., 2012; Zapf & Einarsen, 2005; Zapf et al., 2011). The reason for this may be lower salaries, lack of promotion opportunities, stressful working environment related to the demands to pursue customer satisfaction and longer working hours (Bosch & Lehnndorff, 2005). Organization's structure (i.e., hierarchy and size of the organization) may also be a risk factor that encourages bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009). A hierarchical organizational structure that could lead to less autonomy (Dølvik & Waddington, 2005) and higher incidences of manipulation and control (Bunker & Alban, 2006) seems to relate to increased rates of bullying (Aquino et al., 1999; Björkqvist, Österman, & Hjelt-Bäck, 1994). Large organizations are at an increased risk for workplace bullying according to several sources (Einarsen & Skogstad, 1997; European working conditions survey, 2005). This relationship is possibly due to the factors associated with the type of hierarchy in organizations (e.g., little autonomy, more stress, higher manipulation and control). Thus, the sample adheres to three main requirements: a large organization (with more than 250 employees), an organization that integrates a hierarchical-level structure, and an organization that is in the service sector.

Procedures. The data collection began in September 2012 and ended in October 2012. Human resource personnel and higher-level administrators were contacted to discuss the study and the need to involve middle managers to administer the instruments to their subordinates in each branch of the organization. The managers were informed about the purpose of the research, confidentiality issues, and reporting of the results. The questionnaires were given to the middle level managers in open envelopes together with the written instructions related to presenting the

research to the employees. I personally talked to all the middle level managers, presented procedures of the data collection and confidentiality issues, and asked to distribute questionnaires to subordinates; I also requested that the questionnaires be completed within a one-week period. The sealed envelopes with questionnaires were returned and collected at an agreed time or sent by mail.

Sample description. One large service sector organization integrating hierarchical structure was chosen using a convenient sampling method. Although using one organization may limit the generalizability of the findings, it is not uncommon for research on workplace bullying to be conducted with a homogeneous sample. Examples include: a study by Nielsen (2013), who analyzed the impact of leadership on bullying in workgroups among seafarers in Norwegian shipping companies; Demir and Rodwell's (2012) research on nurses and midwives in an Australian hospital; Vie, Glasø, and Einarsen's (2010) research on a sea transport organization; Magerøy, Lau, Riise, and Moen's (2009) work with military personnel in the Royal Norwegian Navy; and a study conducted by Agervold and Mikkelsen (2004) on a food manufacturing company.

The total sample of the present study consisted of 542 employees (out of 772 employees actually working in the organization) with a return rate of 70.21%. The organizational structure consists of seven customer service points representing different geographical regions in Lithuania. Distribution of the employees of the seven customer service points and response rates for each of the customer service point is presented in Table 2.

Table 2. Distribution of respondents and return rate of the questionnaires for each of the seven customer service points
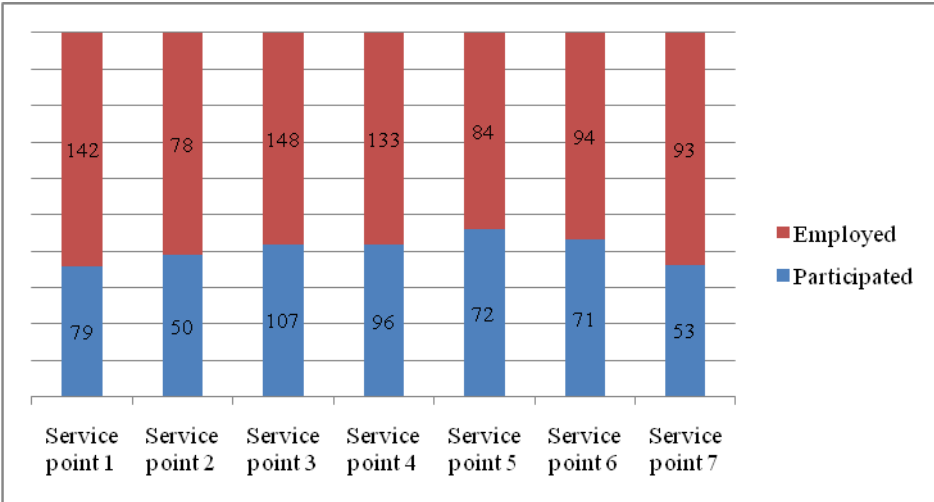
Information provided in Table 2 indicates that response rates in all the customer service points were above 55%. Out of 542 respondents, 21 responses had to be omitted because of

missing values. Thus the final data set consisted of 521 unique respondents. The sample consisted of 431 (82.7%) women, and 82 (15.7%) men, and eight (1.5%) individuals who failed to identify their gender. The mean age of respondents was 34 (standard deviation (SD) = 8.9) years. Mean number of years of work experience was 4.73 years (SD=4.56). The mean number of working hours per week (workload) was 41.4 (SD = 8.8). Further demographic and work profile characteristics are presented in Table 3.

Table 3. Demographic characteristics of research participants

Characteristic	N	%
Marital status		
Married	304	58.3
Has a partner	116	22.3
Divorced	33	6.3
Widower	5	1
Single	55	10.6
Education		
Basic education	1	.2
Secondary education	8	1.5
Professional education	9	1.7
College education	57	10.9
University	441	84.6
Other (not finished university)	3	.6
Supervisor		
Yes	48	9.2
No	424	81.4

Note. N = number of respondents; % = percentage of respondents

Table 3 shows that the majority of the respondents were married or had a partner (i.e., were not single). Most participants had university degrees and did not attain supervisor positions.

2.1.2 Assessment Methods

Five instruments and a demographic survey were selected to address the main purpose of the study of identifying individual and situational factors as potential risks and deterrents of perceived exposure to workplace bullying. All instruments addressed employees' subjective perceptions of exposure to workplace bullying and its potential individual and situational risk and deterring factors.

Workplace bullying. The Negative Acts Questionnaire-Revised was used to measure perceived exposure to workplace bullying (NAQ-R; Einarsen et al., 2009). It is a self-report questionnaire consisting of 22 items indicating how often employees have been exposed to

negative behaviors at work during the last six months. All items are formulated in behavioral terms with no reference to bullying. The items integrate both direct (e.g., being shouted at or being the target of spontaneous anger or rage) and indirect (e.g., spreading of gossip and rumors about you) forms of behavior. Respondents rated each item on a five-point Likert scale, ranging from 1 (*never*) to 5 (*daily*). The NAQ-R has a clear advantage compared to other similar instruments because it is designed to reflect the phenomenon of workplace bullying in various national settings (Einarsen et al., 2009). The instrument was translated into Lithuanian language using a back-forward translation procedure. The final version of the questionnaire was discussed and edited together with one of the instrument authors, Einarsen, in 2010. The present data yielded Cronbach α = .86. The comparison of reliability indices reported in the present study and indices reported in the previous research are provided in Table 4.

Table 4. Internal consistency reliability indices of the Negative Acts Questionnaire-Revised (sum score)

Scale	Present study (N=521)	Lithuania Malinauskienė et al. (2007) (N=470)	UK Einarsen et al. (2009)	Spain Jimenez et al. (2007) (N=352)	Italy Giorgi (2008) (N=772)	Japan Takaki et al. (2010) (N=737)
Workplace bullying	.86	.88	.90	.89	.91	.90

Results presented in Table 4 indicate that the reliability of the instrument in the present study was not substantially different from the results derived in previous studies. It was higher than .7 and thus satisfies minimal criteria for the internal consistency reliability requirements (Nunnally, 1978).

Transformational leadership style. A seven-item Global Transformational Leadership scale (GTL; Carless et al., 2000), validated for Lithuanian sample (Stelmokienė & Endriulaitienė, 2009), was used to measure the subjective perception of the direct supervisor's transformational leadership style. The seven items of the scale reflect seven specific transformational leadership behaviors, e.g. (1) communicating a vision, (2) developing staff, (3) providing support, (4), empowering staff, (5) being innovative, (6) leading by example, (7) being charismatic. In the present research, respondents were asked to indicate to what extent their direct supervisor expressed each of the seven specific transformational leadership behaviors. Response ratings are measured on a five-point Likert scale, ranging from 1 (*never or very rarely*) to 5 (*very often or always*). The GTL scale demonstrated high internal consistency reliability in the present study (Cronbach α = .95). The comparison among reliability indices reported in the present study and previous research is provided in Table 5.

Table 5. Internal consistency reliability indices of the Global Transformational Leadership Scale

Scale	Present study (N=521)	Carless et al. (2000) (N=695)	Stelmokienė & Endriulaitienė (2009)
Transformational leadership	.95	.93	.925

Internal consistency reliability indices provided in Table 5 show that the Global Transformational Leadership Scale displays high internal consistency reliability that is not substantially different from the reliability indices of the previous studies.

Lifestyle. For the assessment of the lifestyle themes from an Individual Psychology perspective, two scales from Basic Adlerian Scales for Interpersonal Success Adult Form (BASIS-A) instrument were selected. The Inventory measures one's lifestyle based on the perceptions of early childhood experiences (Kern, Gormley, & Curlette, 2008). The belonging/social interest (BSI) and being cautious (BC) (Curlette et al., 1993; Wheeler, Kern, & Curlette, 1993) scales were selected, because the two scales best represent how well an individual have met the need to belong, i.e. one of the main constructs in the Individual Psychology theory (Curlette & Kern, 2010). The BSI scale consists of nine items, e.g., enjoyed playing with the other children; liked working in a group; felt accepted by other children, Cronbach α=.73. BC scale consists of eight items, e.g., felt inadequate at home, just could not seem to do anything right at home, was afraid of my parent(s), Cronbach α=.77. The BASIS-A Inventory was translated into Lithuanian language, using a back-forward translation procedure. Comparisons of the internal consistency reliability indices of the present study and of the previous research are presented in Table 6.

Table 6. Internal consistency reliability indices of belonging/social interest (BSI) and being cautious (BC) scales

Scales	Present study (N=521)	Curlette et al., 1993 (N=1083)	Peluso et al. (2004) (N=329)	Peluso et al. (2010) (N=1100)	Astrauskaitė & Kern, 2011 (N=320)	Jonynienė, 2012 (N=873)
Belonging/social interest (BSI)	.73	.86	.86	.81	.82	.80
Being cautious (BC)	.77	.87	.86	.88	.83	.84

Present research revealed somewhat lower internal consistency reliability indices for the two lifestyle scales in comparison with the indices presented in the previous studies in the United States (Peluso, Peluso, Buckner, Curlette, & Kern, 2004; Peluso, Stolz, Belangee, Frey, & Peluso, 2010) and Lithuania (Astrauskaitė & Kern, 2011; Jonynienė, 2013). However,

reliability indices of the present research are higher than .7, and thus, according to Nunnally (1978), are acceptable to use for group comparisons.

Conflict-solving styles. For the assessment of the five conflict handling styles, the Dutch Test of Conflict Handling (DUTCH, De Dreu, Evers, Beersma, Kluwer, & Nauta, 2001) was used. The instrument consists of 20 items and integrates five scales of yielding (e.g., I give in to the wishes of the other party) (Cronbach α = .60); compromising (e.g., I try to realize a middle-of-the-road solution) (Cronbach α = .54); forcing (e.g., I fight for a good outcome for myself) (Cronbach α = .66); problem solving (e.g., I examine ideas from both sides to find a mutually optimal solution) (Cronbach α = .77); avoiding (e.g., I avoid a confrontation about our differences) (Cronbach α = .51). Each scale is constrained of four items. Comparisons of the internal consistency reliability indices between the present study and the original validation study are presented in Table 7.

Table 7. Internal consistency reliability indices of the five conflict solving scales (DUTCH)

Scales	Present study (N = 521)	De Dreu et al. (2001) (N = 2182)
Yielding	.60	.65
Compromising	.54/ .64 (3 items)	.66
Forcing	.66	.70
Problem solving	.77	.68
Avoiding	.51	.73

Data presented in Table 7 show that four out of five indices for internal consistency reliability do not satisfy the criteria of .7 (Nunnally, 1978). Because of the low reliability of certain scales, some problematic items from the compromising and avoiding scales were removed to increase the psychometric properties of the instrument. After deletion of the items, the reliability of the compromising scale increased to a Cronbach α = .64. Thus, the final version of the compromising scale consisted of the three items. A similar procedure was employed with the avoiding scale, but without successfully increasing the reliability of the scale. Thus, a decision was made not to use that scale in the analysis.

Task conflict with supervisor. Task conflict with supervisor was measured by a one item, i.e., "Do you have conflict with your direct boss about the content of your tasks?"

Demands and control. Two scales from the Short Inventory to Monitor Psychosocial Hazards (SIMPH; Notelaers et al., 2007) of pace and amount of work, consisting of four items (e.g., Do you have to work very fast?; Cronbach α = .78) and independence in work consisting of five items (e.g., Can you decide how much time you need for a specific activity?; Cronbach α = .82) were used to evaluate strenuous work environment (i.e., high demands and low control) according to Karasek's (1979) Job Demand Control Model.

Principles of organizational democracy. The scale for opportunities to learn, consisting of four items (e.g., Does your job offer you opportunities for personal growth and development?; Cronbach α = .78), and participation, consisting of four items (e.g., Can you participate in decisions affecting areas related to your work?; Cronbach α = .73) derived from the Short Inventory to Monitor Psychosocial Hazards (SIMPH; Notelaers et al., 2007) were used to evaluate the two principles of organizational democracy as described by Leymann (1987).

Scales derived from the SIMPH inventory employ a four-point Likert scale measurement procedure ranging from 1 (*always*) to 4 (*never*). The scales were re-coded so that the higher score of the variable would indicate higher level of each of the work-related characteristic. The scales included in the present study were modified by the main author of the instrument (i.e., Notelaers), because the pilot study results in Lithuania showed that the primary scales do not fit the Lithuanian population well. The edited scales were translated into Lithuanian language using a back-forward translation procedure. The reliability indices of the scales in the present research and those presented in the original validation paper are presented in Table 8.

Table 8. Internal consistency reliability indices of the four psychosocial elements of work (SIMPH)

Scales	Present study (N = 521)	Notelaers et al. (2009) (N = 42000)
Pace and amount of work	.78 (4 items)	.82 (3 items)
Independence in work	.82 (5 items)	.72 (3 items)
Opportunities to learn	.78 (4 items)	.68 (2 items)
Participation	.73 (4 items)	.84 (3 items)

Data presented in Table 8 show that the reliability indices differ between the present study and the original validation study; such differences are probably due to modification of the scales' structure. In the present study the internal consistency reliability indices of the four scales met the criteria of .7 (Nunnally, 1978), and thus were used in further data analysis.

Strenuous working conditions. Finally, to identify strenuous working conditions versus other working conditions according to the Job Demand Control Model (Karasek, 1979), a new binary variable was created based on the cut scores of the two variables, namely pace and amount of work and independence. Indicator 1 on the new binary variable means high strain condition as it integrates the highest pace and amount of work (upper third) and lowest independence (lower third). Indicator 2 integrates all the other combinations of working conditions that according to Karasek (1979) Job Demand Control Model are less strenuous.

2.1.3 Methodological Concerns and Selection of Statistical Procedures

Managing missing data. List-wise deletion procedure was used for the management of the missing data (Howell, 2008); 21 questionnaires were omitted due to missing data. Following the advice provided by Howell (2008), to be sure that respondents who answered the entire questionnaire and those who did not respond to all instruments do not significantly differ on their responses; I compared the job design characteristics, conflict-solving styles, and perceived transformational leadership style of a direct supervisor between the two groups (those who responded to entire questionnaire and those who did not respond to entire questionnaire). No significant differences between groups were detected. The single missing values (maximum number of missing values allowed per variable = 6) were interchanged by the mean value of the item.

Normality and transformation of the variables. Variables of perceived exposure to workplace bullying and being cautious lifestyle theme were skewed (see Table 9) and did not satisfy the normality distribution assumption. Because the data has to be as normal as possible (otherwise type 1 or type 2 errors may occur), the variables were transformed according to the log number and square root transformations.

Table 9. Indices of Skewness and Kurtosis of workplace bullying and being cautious scale

	WB	sqrtWB	logWB	BC	sqrtBC	logBC
Skewness	1.84	1.49	**1.19**	1.54	1.08	**.72**
Kurtosis	4.56	2.68	**1.37**	3.41	1.09	**-.07**

Note. WB = workplace bullying; sqrt = square-rooted; log = logarithmed; BC = being cautious

After transformation of the exposure to workplace bullying and being cautious variables, the indices of normality were more satisfactory. For example, the square root and logarithm of the workplace bullying variable provided a closer fit of the mean to median indices than non-transformed variables (e.g., sqrtWB mean =5.16; median = 5; logWB mean = 3.27, median = 3.21; WB mean = 26.9, median = 25). Better indices were also encompassed for the being cautious variable (e.g. sqrtBC mean =3.43; median = 3.32; logBC mean = 2.44, median = 2.4; BC mean = 12.1, median = 11). After transformation of the variables, skewness and kurtosis indicators were also more satisfactory (i.e., closer to 1) (see Table 9). As shown in Table 9, the logarithm-based variables displayed the best characteristics (i.e. closest to 1). Thus, the logarithm versions of workplace bullying and being cautious scale were used in the data analysis.

Assumptions for the multilevel analysis. Though research was implemented in one service sector organization, it is very likely that the differences in the seven customer service

points comprised of more than 40 branches are present due to different locations and different supervisors, which likely have an influence on internal culture. To evaluate a need for multilevel analysis, *one-way analysis of variance* (ANOVA) was performed. Effect size was a value that identified how much being an employee in a particular customer service point was meaningful for the variables under research. Comparison of variables among the seven customer service points using ANOVA is presented in Table 10.

Table 10. Comparison of the main variables among the 7 customer service points using ANOVA

Variable	Between groups sum of squares	Within groups sum of squares	Total sum of square	η2	df	F	p value
Workplace bullying (log)	1.08	16.66	17.75	.06	6	5.57	**<.001**
Transformational leadership	1043.49	23192.26	24235.75	.04	6	3.85	**.001**
Problem solving	38.26	3146.77	3185.02		6	1.04	.39
Belonging/social interest	153.16	7888.67	8041.83		6	1.66	.13
Being cautious (log)	.52	47.22	47.74		6	.94	.47
Pace and amount of work	245.65	2701.11	2946.76	.08	6	7.79	**<.001**
Independence in work	78.23	4730.17	4808.39		6	1.42	.21
Opportunities to learn	58.12	3014.07	3072.19		6	1.65	.13
Participation	61.28	2674.91	2736.20		6	1.96	.07

Note. df = degrees of freedom; η2 = effect size; F = mean of the within group variances; N = 521

The results provided in Table 10 indicate that there is a statistically significant difference among customer service points related to three of the nine variables, i.e., workplace bullying, transformational leadership, and pace and amount of work. However, the effect size for the significant variables was small to medium, i.e., <.14 (Cohen, 1988). Hence, though differences among groups were significant, the effect size indicated that the differences among customer service points are of little practical value. On the other hand, the statistically significant differences demonstrated that the customer service points are not completely homogeneous and displayed certain differing situational characteristics.

Statistical analysis employed in the present research. A number of statistical procedures were employed in the study to analyze the data. To estimate the internal consistency reliability, I calculated the Cronbach alpha coefficient. I created frequency tables for sample and variable description. I conducted a simple correlation analysis using the Spearman correlation to investigate the preliminary relationships among the variables. I used ANOVA to compare the main variables among customer service points of the study organization.

To test the simple direct relationships between individual and situational variables and perceived exposure to workplace bullying in Analysis 1 (hypotheses 1-7), I employed a number

of different statistical procedures. A regression analysis using SAS (Statistical Analysis System) PROC MIXED procedure was conducted to test the relationship between conflict-solving styles and perceived exposure to workplace bullying, taking into account differences within the multiple customer service points (hypothesis 3a). Hierarchical multiple regression analysis with bootstrap (for 1000 samples) in SPSS (19.0) was performed to test whether — after controlling for the age variable — belonging/social interest, being cautious, pace and amount of work, independence in work, participation, and opportunities to learn are significantly related to perceived exposure to workplace bullying (hypothesis 1, 2, 3c, 4, 6), and to assess the explanatory power of all the main variables to explain variance of perceived exposure to workplace bullying. Mann Whitney U test was used to assess whether perceived exposure to workplace bullying differs in strenuous working conditions (hypothesis 5). Kruskal-Wallis test was used to verify if higher levels of direct supervisor's transformational leadership style are related to lower levels of perceived exposure to workplace bullying (hypothesis 7).

For the mediation, moderation, and moderated mediation analysis (hypothesis 3b, 4, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17) a hierarchical multiple regression analysis in SPSS (19.0) was employed as proposed by Frazier, Tix, and Barron (2004) and Muller, Judd, and Yzerbyt (2005). In addition, to clarify if the indirect effect between being cautious and perceived exposure to workplace bullying via problem solving is still significant when pace and amount of work is added as moderator (hypothesis 13), the SPSS macro of PROCESS presented by Preacher and Hayes (Hayes, 2012) was used to conduct a moderated mediation analysis. Finally, mediation analysis with two simultaneously added mediators (i.e., participation and opportunities to learn) (hypothesis 17) was performed using SPSS macro with bootstrapping procedure provided by Preacher and Hayes (2008).

Mediation and moderation analysis. Mediation and moderation are the two commonly used analyses in psychological research (Baron & Kenny, 1986). In the present study I also conducted mediation, moderation, and moderated mediation analyses; thus, they deserve further explanation. Moderation analysis reveals if the relationship between the two variables changes as a function of a third variable, i.e., a moderator (Baron & Kenny, 1986). A moderator can be a qualitative or quantitative (Baron & Kenny, 1986) individual difference or contextual variable (Muller et al., 2005) that strengthens, weakens, or changes the direction of the relationship between independent and dependent variables. For example, the lifestyle theme of belonging/social interest may be hypothesized to strengthen the negative relationship between participation in decision-making and perceived exposure to workplace bullying, indicating that the deterring effect of participation in decision-making on perceived exposure to workplace bullying is stronger for individuals who rank higher in belonging/social interest.

In case, when the moderator variable changes the direction of the relationship, an antagonistic interaction occurs (Frazier et al., 2004). For example, people who display a higher level of belonging/social interest lifestyle theme are less likely to perceive exposure of workplace bullying in comparison with individuals who display lower levels of belonging/social interest lifestyle theme. However, in high strain circumstances, individuals who display higher levels of belonging/social interest lifestyle theme become more prone to perceive exposure to workplace bullying in comparison with the individuals that display lower level of belonging/social interest lifestyle theme.

Mediation, as used in the present thesis, is synonymous with an indirect effect, which indicates if a particular variable (e.g., problem solving) is a carrier of information in the relationship between independent (i.e., belonging/social interest lifestyle theme) and dependent (i.e., perceived exposure to workplace bullying) variable. According to Baron and Kenny (1986): "moderator variables specify when certain effects will hold, mediators speak to how or why such effects occur" (p. 1176). Full mediation is considered to be present, when, after controlling the mediator (i.e., problem solving) the relationship between the independent (i.e., belonging/social interest lifestyle theme) and dependent (i.e., perceived exposure to workplace bullying) variable is reduced to zero (Baron & Kenny, 1986). If, after controlling for mediator, the significance of the relationship is only reduced, then partial mediation with other potential mediators is considered to be present (Baron & Kenny, 1986). When evaluating mediation/ indirect effects, however, it is important to consider several other conditions. For example, faulty conclusions about mediation may be made if the sample or the total effect is very small. The smaller the sample or total effect is, the more likely mediation will be acquired (Little et al., 2007).

In the case of moderated mediation, the mediating process is hypothesized to be different when certain moderating variables are taken into account (Muller et al., 2005). Moderated mediation indicates that the indirect effect between the independent variable (i.e., transformational leadership) and the dependent variable (i.e., perceived exposure to workplace bullying) via the mediator (i.e., participation) depends on the moderator (i.e., belonging/social interest lifestyle theme). More specifically, either the effect from independent variable to mediator variable depends on the moderator or the effect of the mediator variable on dependent variable depends on the moderator (Muller et al., 2005). If the path from independent variable to mediator variable depends on the moderator, *first stage moderation* is considered to occur (Edwards & Lambert, 2007). If the path from mediator variable on dependent variable varies at the values of moderator, *second stage moderation* is considered to occur (Edwards & Lambert, 2007). When the moderator is an individual variable, then the mediating process differs for

people who differ on that individual difference. If the moderator is a situational variable, then indirect effect varies as a function of context (Muller et al., 2005).

2.1.4 Psychometric Properties of the Negative Acts Questionnaire-Revised

Prior to analyzing the potential risk and deterring factors of perceived exposure to workplace bullying, it was important to explore the psychometric properties of the main variable under investigation, i.e., perceived exposure to workplace bullying as measured by the Negative Acts Questionnaire-Revised (NAQ-R) (Einarsen et al., 2009).

According to researchers, workplace bullying refers to repeated and persistent negative behaviors at work (Einarsen et al., 2009). Thus, to identify perceived exposure to workplace bullying, the NAQ-R instrument was used to assess the repeated negative behaviors that related to bullying. To reach the main goal of identifying potential risk and deterring factors useful for designing primary and secondary prevention, the full range of behaviors describing perceived exposure to bullying was analyzed. In the present research, the variable of perceived exposure to workplace bullying ranged from 22 (no exposure to negative behaviors) to 56 (severe exposure to bullying). The mean score of perceived exposure to workplace bullying as measured by the NAQ-R instrument in the present study was 26.88 (SD=.18). According to the recent publication by Notelaers & Einarsen (2013), there are certain cutoff points of perceived exposure to workplace bullying as measured by the NAQ-R instrument. The cutoff points indicate no exposure to workplace bullying (= 22), single negative behaviors (23 - 32), occasional bullying ($\geq$33 <45) and severe bullying ($\geq$ 45). The comparisons of number and percentage of respondents for each cutoff point on NAQ-R instrument are presented in Table 11.

Table 11. Number and percentage of respondents for cutoff points on the NAQ-R instrument (as proposed by Notelaers & Einarsen, 2013)

=22 (no exposure)		$\geq$23$\leq$32 (single negative behaviors)		$\geq$33<45 (occasionally bullied)		$\geq$45 (victims)	
N	%	N	%	N	%	N	%
134	25.7	317	60.9	62	11.9	8	1.5

Note. N = 521

Data in Table 11 indicates that 25.7% of the respondents perceived no exposure to negative behaviors of bullying, whereas approximately 74% of the sample reported at least one negative behavior during the past six months (i.e., $\geq$23 $\leq$32, $\geq$33 <45, and $\geq$ 45). A detailed

description of the frequency of perceived exposure to each of bullying behavior is provided in Appendix B.

In the present study self-labeling measure was not used in further analysis; for the potential to compare study findings with results of the other research, numbers and percentages of respondents who indicated they were exposed to workplace bullying during the past six months (self-labeled as being exposed to workplace bullying) are provided (see Table 12).

Table 12. Number and percentage of the respondents who self-labeled as being exposed to workplace bullying

Have you been bullied at work? We define bullying as a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We will not refer to a one-off incident as bullying. Using the above definition, please state whether you have been bullied at work over the last six months?	
Yes	No
20 (3.8%)	493 (94.6%)

Data in Table 12 show that approximately 4% of respondents acknowledged they were exposed to workplace bullying in the last six months. Though the number seems small, this finding is not surprising, because individuals usually do not tend to acknowledge they are the victims of workplace bullying to avoid shame (Nielsen et al., 2011). In fact, most research reveals similar or lower rates of self-labeled bullying in private and public organizations throughout the world (Agervold, 2007; Jones et al., 2011; Mikkelsen & Einarsen, 2001). In addition, respondents were asked whether they witnessed bullying in their workplace. Results related to witnessing others being exposed to workplace bullying are presented in Table 13.

Table 13. Number and percentage of respondents who witnessed other being exposed to workplace bullying

Have you seen other being bullied at work?	
Yes	No
129 (24.8%)	352 (67.6%)

Results in Table 13 indicate that approximately 25% percent of all respondents witnessed others being bullied at work. This finding displays a higher percentage of witnessing bullying than several previous studies. Mikkelsen and Einarsen (2001) reported a 15.6%, Agervold (2007) a 3.3%, and Agervold and Mikkelsen (2004) a 11% rate of individuals who witnessed other person being bullied at work.

2.2 Analysis 1: Potential Individual and Situational Risk and Deterring Factors of Perceived Exposure to Workplace Bullying

The negative consequences of workplace bullying have encouraged researchers to explore the individual and situational factors that may trigger or deter bullying in the workplace. Previous research findings have indicated that the phenomenon may be caused by individual personality attributes, coping styles, and situational (work-related) factors such as job design and leadership style (Baillien, Neyens, & De Witte, 2009). For example, a study in the United States indicated that bullying was associated with the personality of the instigator (56% of cases), personality of the target (20% of the cases), and the work environment and leadership (14% of the cases) (Zogby International, 2007). Zapf (1999) in an earlier publication reported similar results. He proposed that causes of bullying may be related to the organization (i.e., leadership, job stressors), the social group, or the attributes of the individual (i.e., personality, social skills, etc.). Moayed et al. (2006), in their review of the literature, supported the poor leadership, work environment characteristics, and victims' personalities as the most reported causes of bullying. Ferris (2009) argued that the three primary antecedents of workplace bullying — characteristics of targets and perpetrators, social factors, and features of the organization — are repeatedly pinpointed in the literature. In Lithuania only few studies analyzed potential causes of workplace bullying, although initial findings appear to support that the organizational and individual factors of victim's personality, leadership, and job design are significant antecedents of workplace bullying (Astrauskaite & Kern, 2011; Lithuania's Institute of Hygiene, 2009). Despite the increasing number of studies conducted and reported in the literature on the potential antecedents of workplace bullying, there are a number of unanswered questions. For example, there is little evidence that relates antecedents of perceived exposure to workplace bullying with Individual Psychology theory, and little support for a deterring role of the two principles of organizational democracy (e.g., participation and opportunities to learn.) In addition, studies seem to demonstrate contradictory findings, e.g., problem solving was challenged as an effective conflict management style in workplace bullying research (Baillien, Bollen et al., 2011; Rayner, 1999; Zapf & Gross, 2001). Although various researchers have continually argued that antecedents of workplace bullying integrate individual and situational factors (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 2011; Zapf, 1999), few studies aimed at investigating both. In the following sections the literature analysis will address some of the issues related to individual and situational risk and deterring factors of workplace bullying that require additional attention.

2.2.1 Individual (Person-related) Risk and Deterring Factors of Workplace Bullying

A number of individual risk factors that make employees more likely to be exposed to workplace bullying were identified in previous research. Lack of social competence and self-esteem issues has been linked to perpetrator behavior (Zapf & Einarsen, 2011). Other researchers have found that instigators exhibited higher levels of aggression (Matthiesen & Einarsen, 2007). Baillien, Bollen et al. (2011) found evidence that certain conflict-solving styles may be connected to the perpetrator dynamic. On the other hand, certain individual dynamics of potential victims were also identified as significant antecedents of workplace bullying. Aquino et al. (1999) reported that the negative affectivity of bullying victims leads to higher exposure to workplace bullying. Many other researchers pinpointed certain personality characteristics (Balducci et al., 2009; Brodsky, 1976; Gandolfo, 1995; Matthiesen & Einarsen, 2001, 2007; Vartia, 1996) and conflict management styles (Baillien, Neyens, De Witte, & De Cuyper, 2009; Zapf & Gross, 2001) that lead to higher risk of being exposed to workplace bullying. Thus, in many research cases, personality and conflict-solving styles (of perpetrator and victim) were presented as the most frequent causes of bullying. However, identification of potential perpetrators is challenging, and may be questionable — people may not respond honestly due to social norms. Thus, in the present study risk and deterring factors were analyzed from targets' perspective.

2.2.2 Personality/lifestyle as an Antecedent of Perceived Exposure to Workplace Bullying

Personality studies have long been an interest for researchers. Several previous meta-analytic reviews showed that the personality dimensions of the "Big Five" personality model are related to job satisfaction (Judge, Heller, & Mount, 2002), performance motivation (Judge & Ilies, 2002), job performance (Barrick & Mount, 1991), career success (Judge, Higgins, Thoresen, & Barrick, 1999), and subjective wellbeing (DeNeve & Cooper, 1998). In addition, Alarcon, Eschleman, and Bowling (2009) in their meta-analytic study showed that personality dimensions of the Five-Factor Model were related to all three burnout dimensions (e.g., emotional exhaustion, depersonalization, and personal accomplishment). Since the first theoretical work on work harassment (Brodsky, 1976), a number of studies approached personality of the victim and an instigator as a potential cause of workplace bullying. In fact, Brodsky (1976) himself argued that the vulnerability of the target is the most dominant antecedent and claimed that egocentric, self-absorbed people may see hostility in others, expect being attacked and, thus, become victims of harassment.

More recent empirical findings point to a number of personality characteristics that may increase risk of being exposed to workplace bullying. For example, Pranjic et al. (2006) indicated that individuals displaying Type A personality have a higher likelihood to be exposed to workplace bullying. In addition, research showed that more neurotic individuals, more sensitive individuals, and individuals who express more suspicion and anger (Balducci et al., 2009; Gandolfo, 1995; Vartia, 1996) are more prone to be exposed to workplace bullying. Matthiesen and Einarsen (2007) identified that provocative targets displayed higher aggression and together with victims of bullying were characterized by unstable self-esteem. Matthiesen and Einarsen (2001) found that a group of victims (although experienced relatively rare bullying behaviors) had severe psychological problems as measured by MMPI-2. Finally, Persson et al. (2009) found that bullied individuals displayed elevated scores on neuroticism scales, trait irritability and impulsiveness scales in comparison with non-bullied colleagues.

Despite the numerous studies conducted on the personality characteristics of potential victim, it was surprising that very few studies explored the potential strength of individual personality attributes that may serve as buffers or deterrents of perceived exposure to workplace bullying. For example, the sense of coherence as a potential deterrent was analyzed in only one study (Nielsen, Matthiesen, & Einarsen, 2008); other studies were more concerned with dysfunctional attributes (Balducci et al., 2009; Gandolfo, 1995; Matthiesen & Einarsen, 2001; Pranjic et al., 2006; Vartia, 1996). Another shortcoming was that few studies linked research findings to an organized personality theory. Thus, aiming at providing additional insights on the personality attributes related to the perceived exposure to workplace bullying, a part of the study was presented from an Individual Psychology perspective.

Individual Psychology is an organized personality theory that aims to explain individual's present behavior and reactions through early childhood experiences (Del Corso, Rehfuss, & Galvin, 2011; Dreikurs, 1971). Such an approach may provide additive information and assist practitioners and researchers to conceptualize the psychological dynamics of potential victims. Some of the constructs of the theory that were addressed in the present research included lifestyle, belonging, social interest, and inferiority/ superiority dynamics. The latter constructs are considered to be critical for understanding individuals, their motivation, decisions, behavior and reactions (Adler, 1964).

Personality, in the theory of Individual Psychology, is referred to as lifestyle (Ferguson, 2003). According to Adler (1964), lifestyle was a more efficient concept to use in comparison to personality, because it refers to the ways an individual operates within the social system (Griffith & Powers, 2007). Based on the writings of researchers and theorists (Adler, 1964; Carlson et al., 2006, Jonyniene & Kern, 2012), lifestyle may be conceptualized as an organized

set of biased perceptions, beliefs, and values that the individual creates before the age of 10 within the confines of the family and employs throughout life to solve problems related to the three major tasks of life, i.e. social relationships, work, and intimacy issues.

The need to belong, which some view as the major component of *social interest* is the motivating force for much of one's behavior in society. According to theorists, every individual seeks to have a place in the family or other group of people (Dreikurs, 1971; Shifron, 2010). The foundation of the need to belong is acquired in the family of origin. Encouragement by families towards children and showing them that they are valued just as they are (Peluso & Kern, 2002) ensures belonging, and determines the level of social interest — which then results in the individual being more able to contribute and cooperate with others (Dreikurs, 1971; Ferguson, 2010). Miranda, Goodman, and Kern (1996) proposed that social interest in individuals is reflected in attitudes and behaviors of helping, sharing, cooperating and encouraging others. Social interest is critical for individual's success in social relationships, because someone with high social interest views others in a positive way, is less sensitive, and displays higher levels of self-confidence and confidence in others (Adler, 1964; Dreikurs, 1971). Thus, belonging and social interest are premises of a constructive lifestyle and an ability to establish healthy social relationships (Stone & Drescher, 2004).

Researchers have reported a large number of studies related to measuring the lifestyle (Curlette & Kern, 2010; Eckstein & Kern, 2009; Kern et al., 2008). Most studies were based on the use of the Basic Adlerian Scales for Interpersonal Success-Adult Form (BASIS-A) (Wheeler et al., 1993) inventory designed to measure lifestyle construct and its facets. Curlette and Kern (2010) in a recent review of the literature argued that especially the scales of belonging/social interest and being cautious are important to analyze, because they represent how well an individual's need to belong was met in the family of origin, which may have strongly influenced individual's present behavior and reactions.

Belonging/social interest lifestyle theme represents the extent to which an individual felt belonging in the family of origin (Curlette & Kern, 2010). Individuals higher on belonging/ social interest tend to view the world more positively and optimistically (Wheeler et al., 1993). It seems that individuals characterized by higher belonging/social interest are less prone to be exposed to workplace bullying, because optimism was claimed to be a deterrent of exposure to workplace bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009). In addition, Nielsen et al. (2008) found that a sense of coherence (similar to belonging) related to protective benefits for individuals exposed to bullying. Besides, people who display higher belonging/social interest have better social competencies (Peluso, 2004; Wheeler et al., 1993), which was found to be related with lower bullying (Matthiesen & Einarsen, 2007). In addition, individuals who display

higher belonging/social interest are considered to be confident and display higher self-worth (Wheeler et al., 1993). Low self-esteem was found to be related to being a victim of bullying in the previous research (Matthiesen & Einarsen, 2007). Previous research also showed that people higher on belonging/social interest lifestyle theme have more effective coping skills and are able to appropriately manage stress (Herrington, Matheny, Curlette, McCarthy, & Penick, 2005; Kern, Gfreorer, Summers, Curlette, & Matheny, 1996). Considering the fact that poor coping may be associated with bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009), one could assume that successful coping skills may be a deterrent to workplace bullying. In contrast, those who display low scores on belonging/social interest are more introverted, sad, and may feel a sense of alienation (Wheeler et al., 1993). According to Wheeler et al. (1993), these, lower-scoring individuals "could have difficulties communicating with people and feeling like they belong and are worthwhile" (p. 25). This could obviously be linked to an increase in perceived exposure to workplace bullying.

In addition, belonging/social interest seems to be positively related to the personality dimensions of extraversion, conscientious, emotional stability, agreeableness and openness to experience on the "Big Five" personality model. For example, individuals who display higher belonging/social interest are described as optimistic, accepting, gregarious, warm, assertive, empathic, and good-natured, and possess high-level stress coping strategies (Wheeler et al., 1993) similarly to extraverts (Judge et al., 1996); they are also cooperative and friendly (Wheeler et al., 1993), similarly to individuals who display higher agreeableness (Bono & Judge, 2004; Barrick & Mount, 1991). In previous study by Liesienė (2010) belonging/social interest was related to all five dimensions on the "Big Five" personality model (see Table 14).

Table 14. Correlations between the two main lifestyle scales and personality dimensions on the Big Five personality model

BASIS-A / Big Five	Extraversion	Conscientiousness	Emotional stability	Agreeableness	Openness to experience
Belonging/social interest	.174*	.346**	.309**	.223**	.280**
Being Cautious	-.211**	-.367**	-.338**	-.285**	-.241**

Note. Adapted from Liesienė (2010)

In the study by Liesienė (2010), all five dimensions of the "Big Five" personality model were positively related to belonging/social interest lifestyle theme, indicating highest correlation coefficients between belonging/social interest, conscientiousness, and emotional stability dimensions. Considering previous research findings that showed that individuals who are less emotionally stable, less agreeable, less conscientious and less extraverted may in some cases be identified as victims of bullying (Glasø et al., 2007) or that individuals who display low agreeableness and low emotional stability experienced more incivility (Milam, Spitzmueller, & Penney, 2009), lead to an idea that belonging/social interest may be a deterrent for perceived exposure to workplace bullying. Thus, the following hypothesis was proposed:

Hypothesis 1: Belonging/social interest lifestyle theme is negatively related to perceived exposure to workplace bullying.

The theory of Individual Psychology proposes that the individual's dysfunctional behavior or reactions are anchored in a lack of belonging. Lack of belonging threaten self-esteem and can lead to inappropriate private logic. The inappropriate private logic then may lead to developing lifestyle/personality dynamics that play out in the organization with needs to feel superior towards others (Adler, 1964; Carter-Sowell et al., 2010; Dreikurs, 1971) or to viewing the environment as a hostile place (Griffith & Powers, 2007; Ferguson, 2010). Viewing the environment as a hostile place may lead to hypervigilant reactions (Stone & Drescher, 2004) and thereby put an individual into the position of a target.

The being cautious lifestyle theme represents lack of belonging in the family of origin (Curlette & Kern, 2010). This particular experience, according to Individual Psychology theory, creates in an individual a suspicious, hypervigilant approach to life. According to Wheeler et al. (1993), "Since these individuals are so sensitive to the emotional stimuli in their environment they may over-read the nonverbal behavior of others, leading to taking things too personally, overreacting to negative feedback from others" (p. 40), and leading to perceived exposure to workplace bullying. One study to date has indicated that elevated scores on the being cautious scale are related to perceived exposure to workplace bullying (Astrauskaite & Kern, 2011).

Other studies and theoretical frameworks seem to support the notion that higher scores on being cautious should be related to higher exposure to workplace bullying. For example, Matthiesen and Einarsen (2007) argued that victims of bullying tend to experience difficulty regarding coping with personal criticism, may be easily upset, usually view the world as threatening, and are anxious, tense, and suspicious of others. Similar descriptions of the personalities of potential victims were presented by a number of other researchers (Balducci et al., 2009, Bordsky, 1976; Glasø et al., 2007; Persson et al., 2009). Such descriptions fit well with those who score high on the being cautious scale — that is, individuals who display high

scores on being cautious tend to exaggerate criticism, overreact to negative feedback, may be overly sensitive and distrusting (Wheeler et al., 1993). Further, individuals who score high in being cautious lack skills in dealing with stress (Wheeler et al., 1993) that may lead to perceived exposure to workplace bullying (Baillien, Neyens, De Cuyper, & De Witte, 2009).

Finally, as presented in Table 14, findings by Liesienė (2010) showed that the being cautious scale was negatively related to all five dimensions on the "Big Five" model. The strongest correlations were identified with conscientiousness and emotional stability. Previous research showed that less emotionally stable individuals are more prone to burnout (Bakker, Van der Zee, Lewig, & Dollard, 2006) and to exposure to workplace bullying (Glasø et al., 2007; Milam et al., 2009). Based on the theoretical and empirical argumentation, the following hypothesis was formulated:

Hypothesis 2: The being cautious lifestyle theme is positively related to perceived exposure to workplace bullying.

2.2.3 Conflict Solving Styles as Antecedents of Perceived Exposure to Workplace Bullying

Although conflicts in organizations are considered to be inevitable, productive, and opportunity producing (Van de Vliert, 2004), exposure to workplace bullying was claimed to be caused by unresolved, escalated or poorly managed conflicts (Baillien, Neyens, De Cuyper, & De Witte, 2009; Brodsky, 1976; Leymann, 1990, 1996). For example, Matthiesen et al. (2003) argued that bullying starts from a conflict, but depending on behavior (escalating or de-escalating), exposure to workplace bullying may or may not be present. Zapf and Gross (2001) also argued that one of the key factors describing bullying, i.e., imbalance of power, may come from the target's insufficient skills for managing conflict. Baillien, Bollen, et al. (2011) claimed that certain conflict management styles, depending on the amount of power it reflects, may put an individual into the position of a perpetrator or a victim. Finally, Vveinhardt (2011) suggested that people exposed to workplace bullying need to re-evaluate their conflict-solving styles because constructive conflict solving prevents escalation of bullying.

Analysis of conflict-solving styles is usually represented by The Five Part Typology, developed by Blake and Mouton (1964), which refers to the five conflict-solving styles of avoiding (or withdrawal), accommodating (giving into the wishes of the opponent), compromising (middle of the road solution), problem solving (identifying both parties' needs and reconciling), and forcing or fighting (struggling for own benefits) (Van de Vliert, 2004). The five conflict-solving styles follow the Dual Concern Model, where one dimension reflects concern for self and the other reflects concern for others. The problem solving style represents

concern for self-needs as well as concern for others' needs, and is usually referred to as the most constructive conflict-solving style (Blake & Mouton, 1964; Keasly & Nowell, 2011).

Problem solving as a conflict-solving style seems to be a potential deterrent for perceived exposure to workplace bullying. For example, Dijkstra, De Dreu, Evers, and Dierendonck (2009) found that when a conflict was approached in an active way (i.e., via problem solving), the strain was not amplified like it was in cases that are solved by avoiding or yielding. Having in mind that stress and strain may trigger bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009; Hoel & Salin, 2003; Einarsen et al., 1994), a deterring effect of problem solving may be hypothesized. In a qualitative study by Baillien, Neyens, and De Witte (2009), researchers found that problem solving (versus avoiding or forcing) is the strain reducing coping style that lowers probability of workplace bullying. However, previous research related to conflict solving and workplace bullying presents controversial findings (Baillien, Bollen, et al., 2011). Some researchers proposed that problem solving is not appropriate in bullying situation, because an open discussion with the potential perpetrator may have the opposite effect by encouraging negative actions instead of preventing it (Keashly & Nowel, 2011; Rayner, 1999; Zapf & Gross, 2001). On one hand, for example, Zapf and Gross (2001) found that discussing the issue with a bully was the more common strategy used among unsuccessful victims. On the other hand, successful victims were more inclined not to use active and direct strategies for conflict solving. The study by Zapf and Gross (2001), however — as the authors themselves acknowledge — over represent escalated cases and under represent successful victims; thus, research findings should be evaluated with caution and confirmed by additional research.

In addition, problem solving as an effective conflict management style was challenged in situations where conflict rises between individuals from different hierarchical levels (i.e., supervisor and subordinate). According to Zapf and Gross (2001), if there is little opportunity for control or an individual has little power, then passive forms of conflict solving seem to be more appropriate. Similarly, other researchers claimed that problem solving may not be appropriate when parties are not able to participate in conflict solving openly and equally in a nonhierarchical manner (Aquino, 2000; Keashly & Nowel, 2011). Finally, Zapf and Gross (2001) challenged problem solving as a constructive conflict-solving style in the situations where bullying reached escalated stage. Researchers demonstrated that the traditional constructive conflict-solving styles are not effective when bullying is escalated (Zapf & Gross, 2001). In fact, in their research, neither conflict solving strategy was efficient in the stage of escalated bullying (Zapf & Gross, 2001).

Contrary to other researchers, Dreikurs (1971, 1972) stressed the need to address conflicts using democratic principles and collaboration. He highlighted the role of mutual

respect in successful problem and conflict solving and claimed that a key to equality is consideration for the others' needs while simultaneously standing up for one's own rights. He argued that other conflict or problem solving styles that are not based on mutual gains breed new conflicts, because "…the loser will not accept his defeat as permanent, and the winner is afraid of losing what he has gained" (Dreikurs, 1971, p. 111). Thus, only through agreement, participation, and shared responsibility may conflicts be positively solved (Dreikurs & Grey, 1970). Dreikurs (1971) made it clear that collaborative problem solving is a win-win situation that should be used for effective conflict management in any conflict; hence, in comparison to other conflict-solving styles, it seems potentially to be the most significant deterrent for perceived exposure to workplace bullying. In line with theoretical work of Dreikurs, the following hypothesis was formulated:

Hypothesis 3: Problem solving is the most significant deterring conflict-solving style for perceived exposure to workplace bullying:

3a) Problem solving is the most significant deterring conflict-solving style for perceived exposure to workplace bullying in comparison with other conflict-solving styles of compromising, forcing, and yielding.

3b) Problem solving has a significant deterring effect on the relationship between the task conflict with supervisor and perceived exposure to workplace bullying.

3c) Problem solving has a significant deterring effect on perceived exposure to workplace in the escalated stage of workplace bullying.

2.2.4 Situational (Work-related) Antecedents of Workplace Bullying

At least two theoretical frameworks highlighted work-related characteristics as critical antecedents of workplace bullying. Baillien, Neyens, De Witte, & De Cuyper (2009), using the Three-Way Model, argued that (in addition to frustration and conflicts) the third main origin of workplace bullying is work -related characteristics. Leymann (1996) proposed a work environment hypothesis where he argued that poor working conditions and poor management are among the most prevalent causes of bullying, and that individual factors are less significant. According to Leymann (1990), neuroticism, sensitivity, and other characteristics of potential victims is actually a result of negative experiences in the workplace rather than causes of workplace bullying. Björkqvist, Österman, & Hjelt-Bäck (1994) agreed with Leymann (1990) and argued that everybody may become victims of workplace bullying if certain organizational antecedents are present in the workplace.

During the last several years a considerable number of studies have addressed the antecedents of workplace bullying and the work environment. For example, Agervold (2009) found that higher bullying rates were related to changes in position, work pressure, performance demands, role conflict, lack of role clarity, and poor social climate. Hauge and colleagues (2007) added that role conflict is one of the most important triggers of bullying at work. De Cuyper et al. (2009) highlighted the importance of job insecurity on workplace bullying. Consistent to Hauge et al. (2007), and Agervold (2009) findings, Notelaers et al. (2010) supported the importance of role conflict and role ambiguity and in addition identified the importance of decision making, lack of skill utilization, workload, cognitive demands, changes in the job, job insecurity, and lack of task-related feedback. Einarsen et al. (1994) pointed to work control. In addition to job design elements, autocratic management (Agervold, 2009), attitudes of administration, and human resource managers towards reporting on bullying (Vveinhardt, 2011) were also acknowledged as risk factors of workplace bullying. Thus, it seems that most situational factors credited as antecedents of workplace bullying may be classified into two organizational domains that appear to have a central role in escalating workplace bullying, i.e., job design and leadership and management (Agervold & Mikkelsen, 2004; Hoel & Salin, 2003; Leymann, 1993). According to Leymann (1996), "Analyses of approximately 800 case studies show an almost stereotypic pattern…In all these cases, extremely poorly organized production and/or working methods and an almost helpless or uninterested management were found." (p. 177).

2.2.5 Strenuous Working Conditions as a Risk Factor for Perceived Exposure to Workplace Bullying

There is a wide range of job design elements related to exposure to workplace bullying. For example, changes in position, work pressure, performance demands, lack of role clarity (Agervold, 2009), role conflict (Agervold, 2009; Baillien, Rodríguez-Muñoz, De Witte, Notelaers, & Moreno-Jimenez, 2011; Hauge et al., 2007; Notelaers et al., 2010), decision making, lack of skill utilization, cognitive demands, changes in the job, lack of task-related feedback (Notelaers et al., 2010), job insecurity, and workload (Baillien, Rodríguez-Muñoz, De Witte, et al., 2011; Notelaers et al., 2010). Most of these job characteristics related to workplace bullying have one common denominator: stress (Zapf, 1999). Characteristics of job design and stress may contribute to workplace bullying in various ways. According to Baillien, Neyens, De Witte, and De Cuyper (2009) characteristics of the job may cause stress that leads to frustrations and bullying. For example, in work overload situations, individuals who do not have enough

time to finish tasks experience stress and are more prone to making mistakes and being more sensitive towards criticism. Similarly to Baillien, Neyens, De Witte, and De Cuyper (2009), Leymann (1990) hypothesized that poor psychosocial working conditions may result in biological stress reactions that stimulate feelings of frustration. Due to a lack of coping skills, frustrated individuals can start blaming each other, and thus trigger bullying situations. Einarsen et al. (1994) suggested that in a stressful situation, an employee may start violating norms and habits within the team or the organization (e.g., by decreasing the level of work efforts, via withdrawal behavior, or by violating social expectations). Consequently, colleagues and managers may adopt a negative attitude towards the frustrated employee, which could lead to punitive and retaliatory responses (Felson, 1992; Neuman & Baron, 2003).

One of the most dominant models used to conceptualize stress in organizations (Notelaers, 2011) is the Job Demand Control model presented by Robert Karasek (1979). The model integrates two main domains: job demands that refer to psychological job demands such as high pace and amount of work, and job control (or decision latitude) that refers to autonomy and independence at work (Karasek, 1979; Karasek & Theorell, 1990). Job demands, according to Karasek et al. (1981), put an individual in stressful though motivated state. However, if action cannot be taken due to low control or low decision latitude, the unreleased stress may have negative physiological and psychological consequences. In Figure 3 it is shown that the strain level increases as job demands increase and job decision latitude decreases (diagonal A).
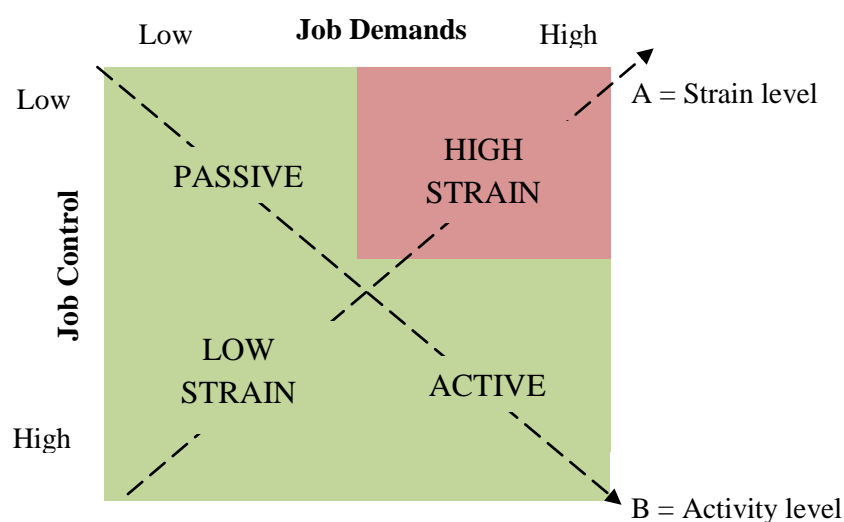
Figure 3. Job Demand Control model (Karasek, 1979)

Previous research validated that high job demands and low control together or alone are related to job dissatisfaction (De Witte, Verhofstadt, Omey, 2007), symptoms of illness (i.e.,

coronary heart disease, higher rates of death) (Karasek, Baker, Marxer, Ahlbom, & Theorell, 1981; Karasek, 1990), depression, exhaustion, muscular aches (Karasek, 1990), insomnia (Karasek, 1979), and burnout (Maslach & Jackson, 1981). In addition, job demands and control seem to be related with employees' behavior. For example, Smulders and Nijhuis (1999) in a longitudinal study found that high job control was related with less days of absence. Parker and Sprigg (1999) found that balance between job demands and control encouraged learning. Thus, strenuous working environment may have an impact not only on the negative outcomes for individuals, but also for organizations.

In the literature, job demand and control variables were repeatedly discussed as the major antecedents of workplace bullying (Baillien, Rodriguez-Munoz, De Witte, et al., 2011; Baillien, Rodriguez-Munoz, Van den Broeck, & De Witte, 2011; Hoel & Cooper, 2000). For example, Baillien, Neyens, De Witte, and De Cuyper (2009) and Baillien, Neyens, and De Witte (2009) argued that workload (as a job demand) and autonomy (as job control) are among the most important risk factors of workplace bullying. Fevre et al. (2012) found that individuals facing intense work (high demands) were more at risk for ill-treatment at work. Tuckey, Dollard, Hosking, & Winefield (2009) showed that exposure to bullying was higher as job demands increased and levels of job control and job support decreased. The most recent study by Notelaers, Baillien, De Witte, Einarsen, & Vermunt (2013), revealed that high demands and low control increased the probability of employees being a target of workplace bullying. Contrary, high control seemed to buffer the negative effect of high job demands to some extent. In addition, single factors of low opportunity for control (Baillien, Rodríguez-Muñoz, De Witte, et al., 2011; Einarsen et al., 1994; Hauge et al., 2007; Notelaers, et al., 2013; Vartia, 1996; Zapf et al., 1996; Zapf, 1999) and high job demands (Agervold, 2009; Notelaers et al., 2010) were identified as critical factors leading to exposure to workplace bullying. Baillien, Rodriguez-Munoz, Van den Broeck, et al. (2011) in a longitudinal study design proved that stressful work environment triggers exposure to workplace bullying. Thus, it seems that high demands and low control are among the most dominant causes of workplace bullying and so the Job Demand Control model is worth analyzing in empirical research with bullying. Following theoretical assumptions and previous empirical research, the following hypothesis was generated for the study:

Hypothesis 4: Higher pace and amount of work (as job demand) and lower independence at work (as job control) are related to higher perceived exposure to workplace bullying.

In addition, the Job Demand Control model suggests that the most negative consequences related to psychological strain occur in a combination when demands are high and control is low (i.e. high strain, see Figure 3) (Karasek, Brisson, Kawakami, Houtman, Bongers,

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& Amick, 1998). Karasek and Theorell (1990) argued that in high strain circumstances such severe consequences as depression, exhaustion, general job dissatisfaction, and absenteeism appear. Karasek (1979) also called for the integration of both elements (demands and control) in the same research model, because the failure to integrate one of the two elements may result in misinterpretations and inconsistencies (Karasek, 1979). Thus, the following hypothesis is posited accordingly:

Hypothesis 5: In strenuous working conditions perceived exposure to workplace bullying is higher in comparison to the other conditions at work.

2.2.6 Participation and Opportunities to Learn as Deterrents for Perceived Exposure to Workplace Bullying

More than two decades ago, Heinz Leymann (1987) presented a way for reaching industrial democracy, which he called *the solidarity version*. He claimed that integration of employees' participation in decision-making and opportunities to learn was the most efficient way for democratization of work life. Participation in the present study is considered to be an element of industrial/organizational democracy (Leymann, 1987) and can be described as having a voice over what is going on in one's work area, participating in decisions that affect areas related to one's work, satisfactory consulting with the supervisor in relation to one's work, participating in decisions about which tasks should be included in one's job (Notelaers et al., 2007). Opportunities to learn in the present study are considered to be an element of the industrial/organizational democracy (Leymann, 1987) that refer to learning new things at work, having opportunities for personal growth and development, having a sense of achieving something, and having possibilities for independent thought and action (Notelaers et al., 2007).

The two principles of organizational democracy (participation and opportunities to learn) described by Leymann (1987) seem to be critical for employee wellbeing and significant deterrents of workplace bullying. For example, participation in decision-making and opportunities to learn are facets that contribute to employee happiness according to Warr's (2007) Vitamin model. In addition, participation in decision-making and opportunities to learn seem to be related to the basic needs of an individual that, if not satisfied, increase inferiority feelings, helplessness, strain and stress, and neurotic reactions (John, 2000; Maslow, 1954), which in turn may trigger workplace bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 1994; Hoel & Salin, 2003).

There are a number of theories explaining the importance of the basic needs of an individual that prove the two principles of organizational democracy contributing to the needs'

satisfaction and deterring bullying at the workplace. For example, the Self Determination Theory postulates that all individuals have the innate psychological needs of competence, relatedness, and autonomy (Deci & Ryan, 2002). The three basic needs, according to the theory, must be satisfied to reach wellbeing, health, self-esteem, satisfaction. In empirical studies the three basic needs were related to various positive outcomes, such as job performance and psychological adjustment (Baard, Deci, & Ryan, 2004), relationship quality (Deci, La Guardia, Moller, Schneiner, & Ryan, 2006), and prosocial behavior (Gagne, 2003).

The need for relatedness was described as feeling connected with others, feeling a sense of belonging in a community or a group of people (Deci & Ryan, 2002), and having an opportunity to care about others (Niemiec, Ryan, & Deci, 2010). In this case participation may provide an opportunity to contribute to others' wellbeing or feel connected and respected by being able to express opinions or make decisions in the areas of one's work. Competence relates to the abilities and opportunities to express capacities and to develop and enhance the skills (Deci & Ryan, 2002). Thus, organizations may support competence by providing opportunities to learn that relate to personal growth and development. Autonomy refers to the feeling that "behavior is owned, enacted choicefully, and reflectively self-endorsed" (Niemiec et al., 2010, p. 176). In this case, both participation and opportunities to learn may be hypothesized to provide a sense of autonomy at the workplace because they allow employees to freely express opinions and make decisions related to their work, and to grow and develop autonomously.

From the descriptions above it seems that the needs of autonomy, competence, and relatedness seem to be satisfied at least partially by opportunities for participation and opportunities to learn in the workplace. According to Deci and Ryan (2002), "social environments that allow satisfaction of the three basic needs are predicted to support…healthy functioning" (p. 6). Participation and opportunities to learn allow employees to control and display competencies, to experience the feeling of being a part of a larger group (being connected), and lets employees act as autonomous individuals at a certain level. Providing people with freedom and choices relates to increased self-esteem (Niemiec et al., 2010) that may potentially deter workplace bullying (Matthiesen & Einarsen, 2007).

In a Hierarchy of Needs, Maslow (1954) argued that the need for esteem relates to the individual's need for competence, recognition, status, self-esteem, and respect from others. Ability to participate in decisionmaking and opportunities to learn seem to at least partially satisfy such needs at the workplace. According to Lew and Bettner's (1996) crucial C's model, which is based on the principles of Individual Psychology, the need for competence (being capable) and the need to contribute (to be valuable, to participate, to count) are among the four basic needs of an individual, along with courage and connectedness. Feeling capable means

having an opportunity to develop, grow, and improve. Desire to count or to be significant means that individuals need to feel they can make a difference and contribute (Lew & Bettner, 1993). In line with the latter notions, John (2000) proposed that discrimination and various types of interpersonal aggression may appear due to unsatisfied psychological needs of employees. According to John (2000) "The person who does not believe in oneself to be capable may feel inadequate, try to control others, act defiantly, be confrontational, or become overly dependent on peer-group approval" (p. 423). Thus, unsatisfied psychological needs may lead to perceived exposure to workplace bullying.

In addition, the two principles of organizational democracy ensure equality (Yazdani, 2010), flatten hierarchies (Avgar, Pandey, & Kwon, 2012; John, 2000), and provide an opportunity to share power. When principles of organizational democracy are implemented "hierarchies are disregarded and differences are managed in a constructive way" (Bunker & Alban, 2006, p. 143). Equality and shared power reduces the abruption between and among different hierarchical levels and decrease the likelihood of one of the key elements of bullying — the power imbalance — to appear in the workplace (Zapf & Gross, 2001). Participation in decision-making seem to also decrease probability of social isolation, whereas opportunities to learn seem to decrease meaningless tasks that are present in situation of workplace bullying (Leymann, 1996). Finally, principles of organizational democracy are related to increased employee morale (Ivancevich, 1979), which positively transforms labor relationships (Bass & Shackleton, 1979).

In the previous research, participation in decision-making was related to a decreased level of stress and strain (Ivancevich, 1979; Thomas & Feldman, 2011), better employee integration in an organization (Ivancevich, 1979), innovations, commitment, and efficiency (Harrison & Freeman, 2004). Karasek (1990) claimed that democratic participation is important for the improvement of employee wellbeing. He even proved that participation is related to decreased instance of illness, such as coronary heart disease (Karasek, 1990). In a meta-analytic study, Spector (1986) showed that participation was related to less role ambiguity and conflict, lower likelihood for intentions to leave, and higher involvement. In addition, employees' development and learning was proved to be positively related to job satisfaction, affective and continuing commitment, job performance, and negatively related to intent to leave the organization (Lee & Bruvold, 2003; Johnson, Hong, Groth, & Parker, 2011).

Although there is much evidence, suggesting a potential relationship between workplace bullying and the two principles of organizational democracy, empirical research is scarce. Previous research relating participation (in decision-making) and opportunities to learn have mostly focused on outcomes such as productivity and commitment (Harrison & Freeman, 2004).

Interpersonal relationship issues were rarely approached. Although Yazdani (2010) argued that applying democratic principles should reduce dysfunctional behavior of employees, few attempts have been made to test this assumption. In line with theoretical assumptions, the following hypothesis is proposed for the present study:

Hypothesis 6: More opportunities to learn and higher level of participation is related to lower perceived exposure to workplace bullying.

2.2.7 Transformational Leadership as a Deterrent of Perceived Exposure to Workplace Bullying

Leadership seems to be a significant antecedent of workplace bullying. Pioneering researchers in the early 1980's and 1990's stressed the importance of leadership in the rise, escalation, and prevention of workplace bullying (Brodsky, 1976; Leymann, 1990, 1996). This was later supported by empirical studies (Hoel, Glasø, Hetland, Cooper, & Einarsen, 2010; Magerøy et al., 2009). According to a recent meta-analytic study, supervisor's/leader's aggression has the strongest negative consequences related to the work-related outcomes and psychological distress (Hershcovis & Barling, 2010).

A number of researchers have identified leadership as a central variable in the workplace bullying process (Einarsen et al., 2011; Leymann, 1993; Zapf et al., 2011). According to the research, the role of a leader may vary. Some researchers indicated the leader may initiate or encourage bullying (Björkqvist, Österman, & Hjelt-Bäck, 1994; Fox & Stallworth, 2009). For example, Hauge et al. (2007) pointed to the destructive forms of leadership to explain bullying. Hoel et al. (2010) discovered that increased exposure to workplace bullying as well as observations of others being bullied was related to a lack of participative leadership, autocratic leadership, and non-contingent punishment. Ferris, Zinko, Brouer, Buckley, and Harvey (2007) claimed that bullying may be a tool for supervisors to manage others in a way that would best satisfy organizational goals. The leader may also neglect the existence of the negative acts and avoid managing the stressful situation (Hauge et al., 2007; Harvey & Keashly, 2005; Zogby International, 2007). For example, laissez-faire leadership has been associated with workplace bullying in several previous studies (Hauge et al., 2007; Hoel et al., 2010; Skogstad et al., 2007). A leader may take a proactive role and prevent bullying at work (Lee, 2011). Magerøy et al. (2009) found that fair leadership was related to lower rates of bullying. Cemaloğlu (2011) identified a negative relationship between workplace bullying and transformational leadership of school principals. Stouten, Baillien, Van de Broeck, Camps, De Witte, and Euwema (2011) found that ethical leadership played a preventive role in deviant behavior in the workplace.

Though there have been several recent studies related to constructive styles of leadership (Cemaloğlu, 2011; Hoel et al., 2010; Lee, 2011; Stouten et al., 2011), most studies have focused on the destructive and dysfunctional forms of leadership as risk factors for workplace bullying. This seems surprising considering that the leader plays a key role in the process of workplace bullying (Einarsen et al., 2011; Leymann, 1993; Zapf et al. , 2011). Analysis of constructive leadership, and transformational leadership in particular (Bass & Riggio, 2006), may shed additional insights related to the deterrent effect on workplace bullying due to its empirically proved positive impact on a number of organizational and individual issues.

Transformational leadership was first introduced by J. M. Burns (1978) and gained extensive attention by researchers throughout the world (Bass & Avolio, 1994; Seltzer & Bass). In fact, today transformational leadership seems to be among the most researched phenomena in organizational studies (Bodla & Nawaz, 2010); however, it is underrepresented in the research of workplace bullying. Previous studies showed that transformational leadership is positively related to ethical climate (Van Aswegen & Engelbrecht, 2009), satisfaction (Bodla & Nawaz, 2010; Seltzer & Bass, 1990), efficacy, collaborative culture (Demir, 2008), lower job stress (Gill, Flaschner, & Bhutani, 2010), organizational commitment (Ismail, Mohamed, Sulaiman, Mohamad, & Yusuf, 2011; Korek, Felfe, & Zaepernick-Rothe, 2010), motivation, and morality (Dvir, Eden, Avolio, & Shamir, 2002). Bass and Riggio (2006) even claimed that the transformational leadership model is the most functional model to use in organizational settings. In the present study, I argue that transformational leaders can play an important role in preventing or minimizing workplace bullying. Five major arguments that theoretically explain the potential deterring effect of transformational leadership on workplace bullying are presented to support this.

First, transformational leader addresses the *moral and ethical environment*. For example, according to Burns (1978), the transformational leader is morally uplifting. Similarly, Popper and Mayseless (2003) claimed that the transformational leader promotes moral functioning and prosocial values. Bass and Riggio (2006) explained that a transformational leader performs under principles of mutual respect and equality, forms circumstances where followers' opinions are heard and considered, and does not support discrimination or any type of racism. Hence, transformational leaders create moral climates in organizations, and anti-bullying standards for the employees (Lee, 2011).

Second, the transformational leader enables followers to *more effectively manage stress* through social support. Stress seems to play a critical role in the workplace bullying scenario because an individual under stress may become more susceptible to becoming a target of bullying (Balducci et al., 2012; Einarsen, 1994; Notelaers et al., 2013) or be more prone to being

involved in a conflict situation, and finally to becoming a victim of bullying (Baillien, Bollen, et al., 2011). The transformational leader, with a focus on being a social supporter, can encourage followers to manage stress more effectively (Bass & Riggio, 2006) and therefore diminish the likelihood to be exposed to bullying. Popper and Mayseless (2003) proposed that a follower turns to a leader when faced by threats or hostile behaviors from others in the workplace. Hence, in early stages of workplace bullying where it is difficult to detect (Björkqvist, 1992), but has a strenuous effect on the targets (Notelaers et al., 2006), the targets can feel free to address the issue with a leader and with their support the not-yet-escalated phenomenon will be more easily managed.

Third, the transformational leader has the capacity to encourage more effective *conflict management* (Bass & Riggio, 2006). In the event of a conflict, the role of a leader is to set superordinate goals and show that neither party can get along without the other's assistance or mutual agreement (Bass & Riggio, 2006). When a conflict is solved constructively, then one of the most significant sources of workplace bullying, i.e., conflict, is deterred (Leymann, 1990; Baillien, Neyens, De Witte, & De Cuyper, 2009).

Fourth, the transformational leader has the sensitivity to attend to the self-worth of the followers and is able to contribute to the followers' *self-esteem* (Bass & Riggio, 2006). The ability to increase the followers' self-esteem stems from accepting individual differences, showing equal and respectful confidence in each follower, and providing support and encouragement for the subordinates (Carless et al., 2000). As workplace bullying is related to the loss of self-confidence of the victim (Einarsen et al., 1994) and the inferior position of a target versus perpetrator (Björkqvist, Österman, & Hjelt-Bäck, 1994), the transformational leader's ability to develop followers' self-esteem can serve as a deterrent of bullying.

Fifth, the transformational leader creates and supports the development of a *team spirit* and encourages a *shared vision* for employees in the organizational setting (Carless et al., 2000). According to Bass and Riggio (2006), the transformational leader provides recognition for team achievement while building the conditions for commitment and social identification with the team. According to Individual Psychology theory, identification with a group is related to feelings of belonging, which create the right circumstances for social interest and mutual wellbeing (Ferguson, 1984) to develop. In the circumstances where a follower feels like a part of the group, stress is reduced and contribution and cooperation are increased (Bass & Riggio, 2006) — thereby reducing the risk of a person to become a target of bullying (Baillien, Neyens, & De Witte, 2008).

Despite the above-mentioned theoretical arguments, it is important to note that the transformational leader displays positive examples when communicating with subordinates.

Transformational leaders are concerned about "us" rather than "I". Thus, the transformational leader provides an example of mutual respect and caring. In this way, transformational leaders indirectly model standards for behavior at work where followers *emulate the leaders' behaviors* (Bass & Riggio, 2006; Carless et al. 2000). The importance of the leader as a role model for learned and emulated behaviors was supported by empirical findings related to social learning theory (e.g., Tucker, Turner, Barling, & McEvoy, 2010).

Thus, it may be concluded that by providing support for followers and reducing stress, building moral and an ethical climate, considering individual members as well as the group or team, aligning individual goals with group goals, establishing trust and cooperation, setting superordinate goals for the problem and conflict solving, boosting followers' self-esteem, and displaying constructive role model, the transformational leader becomes a key figure in the organization — which has the potential to deter workplace bullying. The following hypothesis was generated to test this assumption.

Hypothesis 7: Higher level of transformational leadership of the direct supervisor is related to the lower perceived exposure workplace bullying.

2.2.8 Research Methods of Analysis 1

All data analyses in the present study were conducted on the same sample discussed in a research method section on page 42. The total number of respondents was 521; however due to unanswered question related to one's age, in the analyses where the age variable was controlled, the sample size decreased by 27 respondents (from 521 to 494 respondents). To test simple direct relationships between various individual and situational factors and perceived exposure to workplace bullying in hypothesis 1, 2, 3b, 3c, 4, and 6, a multiple hierarchical regression analysis with SPSS (19.0) was conducted. Age was controlled for in all the regression analyses (additional analyses to double test potential impact of customer service points were also completed). To test hypothesis 3a, which aimed at identifying the most significant deterring conflict-solving style, regression analysis using SAS (Statistical Analysis System) PROC MIXED procedure was conducted and coupled with calculating delta differences between betas. To identify whether perceived exposure to workplace bullying differ in high strain circumstances in comparison with other circumstances as listed in hypothesis 5, I ran the Mann Whitney U test. To test hypothesis 7, I verified whether of not higher levels of direct supervisor's transformational leadership style were related to lower levels of perceived exposure to workplace bullying via a Kruskal-Wallis test.

Table 15. Means, standard deviations, and correlations of the main variables

	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
1. Gender	-	-																
2. Age	34	8.9	.01															
3. Service point 1	-	-	-.04	-.26**														
4. Service point 2	-	-	.09*	.23**	-.13**													
5. Service point 3	-	-	-.04	-.19**	-.21**	-.16**												
6. Service point 4	-	-	.01	-.04	-.19**	-.15**	-.24**											
7. Service point 5	-	-	-.02	.11*	-.17**	-.13**	-.20**	-.19**										
8. Service point 6	-	-	.02	.16**	-.17**	-.13**	-.20**	-.19**	-.16**									
9. Workplace bullying (log)	26.88 (3.27)	.18	.03	-.17**	.20**	-.04	.06	.02	-.15**	-.04								
10. Being cautious (log)	12.09 (2.44)	.31	-.004	.03	.06	-.06	-.05	-.001	.04	.01	.21**							
11. Belonging/social interest	37.43	3.93	.09*	.05	-.05	.06	.01	-.02	.08	-.09*	-.13**	-.32**						
12. Problem solving	15.79	2.47	.01	.15**	.02	.08	-.05	.01	.04	-.03	-.15**	-.16**	.28**					
13. Pace and amount at work	10.89	2.38	-.05	-.09*	.12**	.05	.12**	.04	-.17**	-.17**	.34**	.04	.01	.02				
14. Independence in work	12.82	3.04	-.16**	.09*	-.04	-.008	-.06	.03	.10*	-.05	-.24**	-.004	.02	.10*	-.28**			
15. Opportunities to learn	11.19	2.43	.05	.04	-.04	.01	-.08	-.003	.10*	-.03	-.29**	-.001	.13**	.22**	-.10*	.38**		
16. Participation	10.28	2.29	-.03	.11*	-.09*	.02	-.07	.11**	.05	.01	-.38**	-.06	.13**	.25**	-.21**	.42**	.49**	
17. Transformational leadership	26.82		.05	.11*	-.09*	.04	-.14**	.15**	.05	.04	-.39**	-.11*	.13**	.23**	-.22**	.16**	.34**	.48**

Note. For gender, 1 = male, 2 = female, *p<.05, **p<.01; log = logarithmed variable

2.3 Results

Means, standard deviations, and correlations of the variables are presented in Table 16. Correlations revealed that pace and amount of work, participation, and transformational leadership were moderately related to perceived exposure to workplace bullying, whereas the relationship between being cautious, belonging/social interest, problem solving, independence in work, opportunities to learn and workplace bullying were significant, but the correlations were weaker.

The results showed that higher perceived exposure to workplace bullying was related to younger age, being a member of customer service point 1, higher scores on being cautious and lower scores on the belonging/social interest scale. Organizational variables that were associated with increased perceived exposure to bullying included higher pace and amount of work, lower independency in work, lower opportunities to learn, lower level of participation, and lower level of transformational leadership style of a direct supervisor. Lower perceived exposure to workplace bullying was among employees who were members of customer service point 5. Gender was not significantly related to workplace bullying, and therefore will not be included in the remainder of the data analysis.

2.3.1 Individual Antecedents of Perceived Exposure to Workplace Bullying: Lifestyle Themes

Aiming at testing hypothesis 1, which suggests that belonging/social interest is negatively related to perceived exposure to workplace bullying, I conducted multiple hierarchical regression analysis with bootstrap option (for 1000 samples). The results are presented in Table 16.

Table 16. Hierarchical regression analysis of belonging/social interest on perceived exposure to workplace bullying

	Step and variable	**B**	**SE B**	**95% CI**	**R^2**	**p-value**
Step 1	Age	-.004	.001	-.005, -.002	.038	**.001**
Step 2	Belonging/social interest	-.005	.002	-.009, .0001	.050	**.037**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; R^2= coefficient of determination; Dependent variable = logarithm of workplace bullying, N = 494

The results indicated that, after accounting for age, higher belonging/social interest was significantly related to lower perceived exposure to workplace bullying. However, in addition to age, belonging/social interest explained 1 percent of the variance of perceived exposure to workplace bullying. When the same analysis was performed controlling for customer service point variables the results did not change.

Results of multiple hierarchical regression analysis with bootstrap option (for 1000 samples) testing hypothesis 2, stating that being cautious lifestyle theme is positively related to perceived exposure to workplace bullying, are presented in Table 17.

Table 17. Hierarchical regression analysis of being cautious on perceived exposure to workplace bullying

Step and variable		B	SE B	95% CI	R^2	p-value
Step 1	Age	-.004	.001	-.006, -.002	.038	**.001**
Step 2	Being cautious	.01	.002	.006, .014	.088	**.001**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; R^2 = coefficient of determination; Dependent variable = logarithm of workplace bullying; N = 494

Results indicated that, after taking age into account, higher being cautious was significantly related to higher perceived exposure to workplace bullying. In addition to age, being cautious explained 5 percent of the variance of workplace bullying. Additional analysis after controlling for customer service point variables showed that results did not change.

2.3.2 The Most Significant Deterring Conflict-solving Style for Perceived Exposure to Workplace Bullying

To test the hypothesis 3 —problem solving is the most significant deterring conflict-solving style for perceived exposure to workplace bullying — I conducted several analyses. First, to test hypothesis 3a (problem solving is the most significant deterring conflict-solving style for perceived exposure to workplace bullying in comparison with other conflict-solving styles), I ran a hierarchical regression analysis with SAS PROC MIXED procedure for nested data to determine which conflict-solving style is the most significant deterrent. The regression analysis included four conflict-solving styles at the same time controlling for age and customer service points (see Table 18).

Table 18. Hierarchical regression analysis (with SAS PROC MIXED procedure) of conflict-solving styles on perceived exposure to workplace bullying

Variable	B	SE B	t value	p-value
Intercept	3.42	.08	42.50	**<.0001**
Age	-.003	.0009	-2.95	**.003**
Compromising	.002	.004	.39	.69
Forcing	.009	.003	3.38	**.0008**
Problem solving	-.01	.004	-2.78	**.005**
Yielding	-.00003	.004	-.01	.99

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; t value = t-test for individual regression coefficients; Dependent variable = workplace bullying (logarithmed); N = 494

Results of the hierarchical regression analysis indicated that the forcing and problem solving conflict-solving styles were significantly related to perceived exposure to workplace bullying. Forcing was positively related to perceived exposure to workplace bullying, indicating that as the forcing conflict style increased so did the perceived exposure to workplace bullying. The opposite effect was reported for the problem solving — that is, as problem solving increased, perceived exposure to workplace bullying decreased. To identify which conflict-solving style of the two mentioned was more significant in terms of perceived exposure workplace bullying, a calculation for delta differences between betas (see Table 19) was conducted.

Table 19. Calculation of delta differences between betas of problem solving and forcing conflict-solving styles

B (SE) Problem Solving		B (SE) Forcing					
B	SE	B	SE	d(B)	SE(d(B))	t	p
.009	.003	.01	.004	.001	.005	.2	.84

Note. B = unstandardized regression coefficient; SE = standard error; d = delta; t value = t-test for individual regression coefficients

The results indicated that there was no significant difference between the betas of the two conflict-solving styles. Hence, having in mind that the aim was to identify deterring conflict-solving style, it is concluded that the problem solving conflict managing style was most deterring.

To test hypothesis 3b (problem solving has a significant deterring effect on the relationship between the task conflict with supervisor and perceived exposure to workplace bullying), I conducted a moderation analysis using hierarchical regression analysis in SPSS (19.0) (with bootstrap function for 1000 samples). Results are presented in Table 20.

Table 20. Testing deterring effect of problem solving on the relationship between task conflict with supervisor and perceived exposure to workplace bullying

	Step and variable	B	SE B	95% CI	R^2	p value
Step 1	Age	-.04	.007	-.05, -.02	.038	**.001**
Step 2	Conflict with supervisor	.08	.008	.06, .09	.231	**.001**
	Problem solving	-.02	.007	-.03, -.004		**.01**
Step 3	Conflict with supervisor × Problem solving	-.015	.008	-.03, .0001	.239	**.04**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI= confidence interval; R^2 = coefficient of determination; dependent variable = workplace bullying (logarithm); N = 494

Results presented in Table 20 indicate that both problem solving and conflict with supervisor had a direct significant relationship to perceived exposure to workplace bullying,

which further indicates that more conflicts with supervisors and lower use of problem solving are related to higher perceived exposure to workplace bullying. In addition, problem solving was a significant moderator for the relationship between task conflict with supervisor and perceived exposure to workplace bullying, thus showing that the effect of task conflict with supervisor on perceived exposure to workplace bullying varies depending on the level of problem solving. When the same analysis was conducted while controlling for the customer service points, results did not change. For interpretation of the results, relationship between task conflict with supervisor and perceived exposure to workplace bullying moderated by problem solving was visualized in Figure 4.
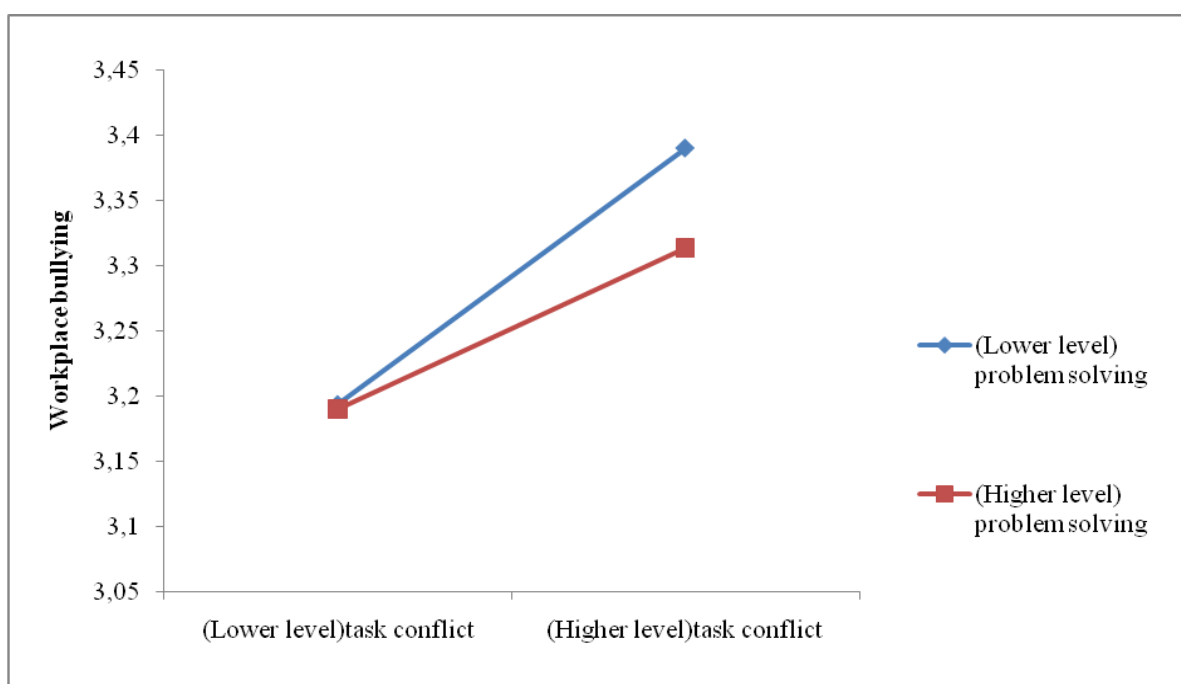
Note. Lower and higher level of problem solving and task conflict refer to the scores ± one standard deviation (SD) above and beyond the mean score of the variables (mean score after centering the variables = 0, SD= ±1).

Figure 4. Plot of the moderating effect of problem solving on the relationship between task conflict with supervisor and perceived exposure to workplace bullying

As presented in Figure 4, a higher level of problem solving deters the effect of task conflict with supervisor on perceived exposure to workplace bullying in a way that when the level of task conflict with supervisor is higher, individuals using problem solving more often display lower perceived exposure to workplace bullying.

To test hypothesis 3c, which posits that problem solving has a significant deterring effect on perceived exposure to workplace in the escalated stage of workplace, a hierarchical multiple regression analysis with bootstrap option (for 1000 samples), with subjects with scores of 33 or higher on the NAQ-R instrument was conducted. According to Notelaers and Einarsen (2013), this cutoff score represents an escalated workplace bullying. Results are presented in Table 21.

Table 21. Hierarchical regression analysis of conflict-solving styles on perceived exposure to workplace bullying in escalated bullying group

Step and variable		B	SE B	95% CI	R^2	p-value
Step 1	Age	-.001	.002	-.005, .004	.002	.99
Step 2	Compromising	-.006	-.001	-.021, .009		.43
	Forcing	.005	.005	-.007, .015	.058	.38
	Problem solving	-.007	.007	-.021, .008		.31
	Yielding	.002	.009	-.014, .023		.81

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; dependent variable = workplace bullying (sum score ≥ 33); N = 494

Results provided in Table 21 indicated that problem solving is not a significant deterrent for perceived exposure to workplace bullying in the escalated bullying group. In addition, none of the conflict-solving styles significantly predicted perceived exposure to workplace bullying. When analysis was implemented controlling for the customer service points, results did not change, e.g. no significant relationships were detected.

2.3.3 Strenuous Work Environment as a Risk Factor for Perceived Exposure to Workplace Bullying

To test the hypothesis 4 — that higher pace and amount of work (as job demand) and lower independence at work (as job control) is related to higher perceived exposure to workplace bullying — I conducted a hierarchical multiple regression analysis with SPSS (19.0) (using bootstrap for 1000 samples). The results of the hierarchical multiple regression analysis are presented in Table 22.

Table 22. Hierarchical regression analysis of pace and amount of work and independence in work on perceived exposure to workplace bullying

Step and variable		B	SE B	95% CI	R^2	p value
Step 1	Age	-.003	.001	-.005, -.002	.038	**.001**
Step 2	Pace and amount at work (PAW)	.05	.008	.036, .066	.156	**.001**
	Independency in work (IND)	-.025	.008	-.04, -.01		**.003**
Step 3	PAW*IND	.009	.009	-.01 .026	.158	.33

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; Dependent variable = workplace bullying (logarithmed); N = 494

Results indicate that the pace and amount of work and independence at work were significantly related to perceived exposure to workplace bullying explaining additional 12% of the workplace bullying variance. Higher pace and amount of work was related to higher

exposure to workplace bullying, whereas, higher independence at work was related to lower perceived exposure to workplace bullying. The interaction effect of pace and amount of work and independence at work was not significant. When the same analysis was performed controlling for the customer service points, results did not change. In addition, being employed in customer service point 1 was significantly related to higher perceived exposure to workplace bullying (B = .07, SE = .03). To test the hypothesis 5, which proposes that in strenuous working conditions perceived exposure to workplace bullying is higher in comparison with other conditions at work, I conducted a Mann Whitney U test (see Table 23).

Table 23. Comparison of perceived exposure to workplace bullying in strenuous and other working conditions

	High strain		Other conditions		Z value	r	p-value
	N	Median	N	Median			
Workplace bullying	59	27	462	25	-3.03	.13	**.002**

Note. High strain = upper third pace and amount of work and lower third independence in work; r = effect size; N = 521

A Mann Whitney U test revealed significant difference in the levels of perceived exposure to workplace bullying in the two groups of high strain conditions and other working conditions. More specifically, results indicate that perceived exposure to workplace bullying is higher under high strain conditions. The computed effect size for the Mann Whitney U test result was .13, and according to Cohen (1988) this indicates a small effect.

2.3.4 Participation and Opportunities to Learn as Deterrents for Perceived Exposure to workplace bullying

For testing hypothesis 6,which states that a greater number of opportunities to learn and participate are related to lower perceived exposure to workplace bullying, I conducted a multiple hierarchical regression analysis with bootstrap (for 1000 samples). The results of the hierarchical multiple regression analysis are presented in Table 24.

Table 24. Hierarchical multiple regression analysis of participation and opportunities to learn on perceived exposure to workplace bullying

	Step and variable	B	SE B	95% CI	R^2	p value
Step 1	Age	-.003	.001	-.005, -.002	.038	**.001**
Step 2	Participation	-.02	.004	-.03, -.01	.166	**.001**
	Opportunities to learn	-.01	.003	-.02, -.005		**.002**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; dependent variable = workplace bullying (logarithmed); N = 494

Results in Table 24 indicated that more participation and opportunities to learn were statistically significantly related to lower perceived exposure to workplace bullying. While age explained little less than 4% of the variance of perceived exposure to workplace bullying, participation and opportunities to learn explained additional 13%. Additional analysis, integrating customer service points as control variables showed that participation and opportunities to learn remained significant. In addition, employees of customer service point 1 reported higher perceived exposure to workplace bullying (B = .09, SD = .03).

2.3.5 Transformational Leadership as Deterrent of Perceived Exposure to Workplace Bullying

For the purpose of testing hypothesis 7 (that a higher level of transformational leadership of the direct supervisor is related to the lower perceived exposure workplace bullying), I conducted a Kruskal-Wallis test. The transformational leadership variable was recoded into a four-category variable. The four groups were based on equal cut scores derived from frequency analysis. The cut score categories are as follows: Indicator 1 ranges from 7-22 (low to medium level of transformational leadership, N = 135); indicator 2 ranges from 23-28 (medium to high score of transformational leadership, N = 146); indicator 3 ranges from 29-33 (high score of transformational leadership, N = 129); and indicator 4 ranges from 34-35 (very high score of transformational leadership, N = 111). The results of the Kruskal-Wallis test are presented in Table 25.

Table 25. Comparison of transformational leadership levels and perceived exposure to workplace bullying levels

	Perceived exposure to workplace bullying			x_c^2	df	p value
	Median	Mean Rank	N			
Low to medium TL	28	332.97	135			
Medium to high TL	26	282.46	146	79.7	3	**<.0001**
High score TL	25	241.05	129			
Very high TL	22	168.43	111			

Note. TL = transformational leadership; df = degrees of freedom; Dependent variable = workplace bullying, N = 521

The results presented in Table 25 indicate that the scores of perceived exposure to workplace bullying decreased with increased levels of transformational leadership. In a group of very high transformational leadership, no exposure to negative acts was most common (median = 22). Figure 5 pictorially illustrates that perceived exposure to workplace bullying decreased as transformational leadership increased.
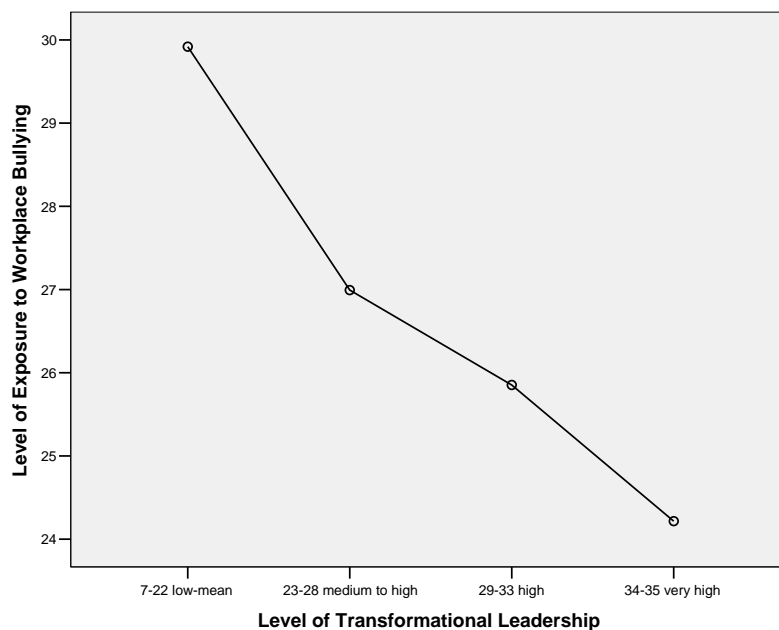
Figure 5. Comparison of transformational leadership and perceived exposure to workplace bullying levels

2.3.6 Significance of Individual and Situational Risks and Deterrents to Explain Perceived Exposure to Workplace Bullying

To conclude the first analysis, an additional analysis was conducted to test which potential risk and deterring factors explain the most variance of the perceived exposure to workplace bullying variable. A hierarchical multiple regression was used to assess the potential

ability of eight independent variables to predict levels of exposure to workplace bullying. Results of the analysis are presented in Table 26.

Table 26. Identifying significance of risk and deterring factors for perceived exposure to workplace bullying

	Step and variable	B	SE B	β	R^2	R^2 change	p value
Step 1	Age	-.002	.001	-.11			**.009**
	Service point 1	.08	.03	.16			**.005**
	Service point 2	.04	.03	.06			.24
	Service point 3	.03	.03	.06	.08	-	.35
	Service point 4	.06	.03	.13			**.03**
	Service point 5	-.007	.03	-.01			.81
	Service point 6	.05	.03	-.01			.07
Step 2	Belonging/social interest	.001	.002	.03			.46
	Being cautious (log)	.10	.02	.17			**<.0001**
	Problem solving	-.002	.003	-.02			.63
	Pace and amount of work	.01	.003	.2			**<.0001**
	Independence in work	-.001	.003	-.02			.61
	Opportunities to learn	-.008	.004	-.10	.30	.22	**.03**
	Participation	-.01	.004	-.13			**.01**
	Transformational leadership	-.005	.001	-.2			**<.0001**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; β = standardized regression coefficient; R^2 = coefficient of determination; Dependent variable = workplace bullying (logarithmed), N = 494

Age and customer service point entered in Step 1 explained approximately 8% of the variance in perceived exposure to workplace bullying. Younger age and being employed in customer service point 1 and customer service point 4 were related to higher perceived exposure to workplace bullying. Eight independent variables explained additional 22% of the variance of perceived exposure to workplace bullying. However, only five variables were significant (i.e., transformational leadership, opportunities to learn, and participation as deterring factors; being cautious and pace and amount of work as risk factors). It seems that transformational leadership (β = -.20) and pace and amount of work (β = .20) made the largest unique contribution.

2.4 Discussion

Drawing on the previous theoretical and empirical work in the area of workplace bullying, the aim of Analysis 1 was to examine the direct linear relationships between potential individual and situational risk and deterring factors and perceived exposure to workplace

bullying and to identify the significance of factors in explaining the variance of perceived exposure to workplace bullying.

Prior to the discussion of the main findings of the Analysis 1, it is important to discuss the peculiarities of prevalence of perceived exposure to workplace bullying. In the present study, 25.7% of respondents did not experience any negative behaviors during the last six months, whereas 74.3% of the participants in the study indicated that they were exposed to workplace bullying to at least single negative behaviors.

Following the propositions for cutoff points on workplace bullying as measured by the Negative Acts Questionnaire-Revised, provided by Notelaers and Einarsen (2013) (i.e., 33 - 45 for occasional bullying and ≥ 45 for severe bullying), it was found that 11.9% of respondents were exposed to occasional workplace bullying, which was more than the Norwegian working population (i.e. 9.6%). However, the severe victims group in the present study was smaller in comparison with Norwegian working population (i.e., 1.5% in the present study and 2.1% in Norway). In addition, in the present study 3.8% of respondents labeled themselves as being victims of bullying as measured by the one-item question investigating if people feel they were exposed to workplace bullying during the last six months. However, this was not surprising, as most research reveals similar or even lower rates, related to self-labeling in private and public organizations throughout the world (Agervold, 2007; Jones et al., 2011; Mikkelsen & Einarsen, 2001). In the present study, a much higher percentage of individuals indicated that they witnessed others being bullied at work, i.e., 24.8%.

Though the prevalence rate of perceived exposure to workplace bullying in the organization used for the present study was not high, it did not adversely affect the mission of the research. In fact, having in mind that the present study aimed to identify potential deterring and risk factors useful for primary and secondary prevention, under-escalated workplace bullying was the main interest of the present research. The hypotheses and thesis statements of Analysis 1 are further stated and accompanied by a discussion of the results. Summary of the results regarding confirmation of the hypotheses and thesis statements is presented in Table 27.

Table 27. Summary of the results of testing the research hypotheses and thesis statements for Analysis 1

No.	Thesis statements	Supported	No.	Hypothesis	Supported
1	Belonging/social interest, problem solving, transformational leadership, participation, opportunities to learn, and independence in work are significant deterring factors of perceived exposure to workplace bullying. Being cautious, pace and amount of work and strenuous working conditions are significant risk factors of perceived exposure to workplace bullying.	✓	1	Belonging/social interest lifestyle theme is negatively related to perceived exposure to workplace bullying.	✓
			2	Being cautious lifestyle theme is positively related to perceived exposure to workplace bullying.	✓
			3	Problem solving is the most significant deterring conflict-solving style for perceived exposure to workplace bullying:	✓ -
				a) Problem solving is the most significant deterring conflict-solving style for perceived exposure to workplace bullying in comparison with other conflict-solving styles of compromising, forcing, and yielding.	✓
				b) Problem solving has a significant deterring effect on the relationship between the task conflict with supervisor and perceived exposure to workplace bullying.	✓
				c) Problem solving has a significant deterring effect on perceived exposure to workplace in the escalated stage of workplace bullying.	-
			4	Higher pace and amount of work (as job demand) and lower independence at work (as job control) is related to higher perceived exposure to workplace bullying.	✓
			5	In strenuous working conditions perceived exposure to workplace bullying is higher in comparison to the other conditions at work.	✓
			6	More opportunities to learn and higher level of participation is related to lower perceived exposure to workplace bullying.	✓
			7	Higher level of transformational leadership of the direct supervisor is related to the lower perceived exposure workplace bullying.	✓

The results of Analysis 1 provided confirmation that the belonging/social interest lifestyle theme, problem solving, transformational leadership, participation, opportunities to learn, and independence at work were significant potential deterring factors of perceived exposure to workplace bullying. The being cautious lifestyle theme, pace and amount of work, and high strain circumstances were significant potential risk factors of perceived exposure to workplace bullying.

Belonging/social interest and being cautious lifestyle themes were statistically significantly related to perceived exposure to workplace bullying, thus confirming the first and the second hypotheses. Though personality of a victims was pinpointed as being one of the most significant individual antecedents of workplace bullying (Zapf & Einarsen, 2011), the present study was only the second study on a Lithuanian sample and a second study to support the Individual Psychology personality construct of lifestyle as being a significant potential antecedent of perceived exposure to workplace bullying. The value of these particular findings is that they provided additional information on how individual reactions or behaviors may lead to dysfunctional relationships or deter the perceived exposure to bullying.

Results showing that higher belonging/social interest is related to lower perceived exposure to workplace bullying may indicate that individuals who have met the need to belong in the family of origin are less affected by the negative signals from the environment and thus are less likely to react in a hostile or hyper vigilant way (Adler, 1964; Dreikurs, 1971), which prevents perceived exposure to workplace bullying. The present study finding seems to support the assumption that belonging and social interest are critical elements for the success in social relationships, because individuals who believe they belong and have developed social interest are more likely to display higher self-confidence and confidence in others, more positive and optimistic view towards the environment (Adler, 1964; Dreikurs, 1971), and are less likely to experience a sense of alienation (Wheeler et al., 1993).

The present study's findings seem to partially support Nielsen et al. (2008) findings, which showed that a sense of coherence is related to protective benefits for potential victims (only when bullying was low, however), and Baillien, Neyens, De Witte, and De Cuyper's (2009) hypothesis, which claimed that optimism may be a deterrent of workplace bullying. It also seems that individuals who display higher levels of belonging/social interest are in fact more interpersonally skilled and possess other attributes that serve as buffers related to bullying in the workplace. For example, individuals who display higher belonging/social interest have better social competences (Peluso et al., 2004; Wheeler et al., 1993) and are able to more effectively manage stress (Herrington et al., 2005; Kern et al., 1996). These skills help to better manage the two major causes of workplace bullying — conflict (Baillien, Neyens, De Witte, &

De Cuyper, 2009; Leymann, 1990, 1996) and stress (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 1994).

However, the link between belonging/social interest and perceived exposure to workplace bullying accounted for only 1 percent of the variance in the present study. This differs from Milam et al.'s (2009) findings related to individual differences and incivility perceptions; they found personality variables explaining at least 8 percent of incivility perceptions. The reason for the present finding being of low explanatory power may be clarified by Baumeister, Bratslavsky, Finkenauer, and Vohs (2005) and Hauge et al. (2007), who claimed that negative factors are more detrimental than constructive factors are helpful. Similar trends were demonstrated in previous personality research where positive personality attributes were found to be less substantial in comparison with dysfunctional ones (David, Green, Martin, & Suls, 1997; Longua, DeHart, Tennen, & Armeli, 2009).

The present study findings indicated that employees displaying higher being cautious scores reported higher perceived exposure to workplace bullying. Apparently, a being cautious lifestyle theme, which represents a lack of belonging in the family of origin (Curlette & Kern, 2010), is related to lower self-esteem in adulthood (Carter-Sowell et al., 2010). The feeling of inferiority that stems from low self-esteem could lead to making faulty assumptions related to the environment (Ferguson, 1984) and seeing that the world is a hostile place (Adler, 1964). In turn, these faulty assumptions may guide an individual to pursue socially dysfunctional behavior or convey cautious and sensitive reactions (Ferguson, 2010; Griffith & Powers, 2007). The sensitivity of individuals may interfere with interpersonal relationships, because certain nonverbal behavior or other environmental signals may be over-read and taken too personally and seriously (Wheeler et al., 1993), which leads to perceptions of being bullied at work (Astrauskaite & Kern, 2011).

The significant positive relationships between being cautious and perceived exposure to workplace bullying seem to echo previous empirical findings. For example, in the only study on lifestyle and bullying, Astrauskaite and Kern (2011) found higher perceived exposure to work harassment being related to a higher level of cautiousness. Einarsen and Matthiesen (2001) identified a cluster of victims who were described as suspicious towards the outside world. Brodsky (1976) in his theoretical work claimed that certain people may see hostility in others and may expect being attacked. In addition, the present study findings seem to support results showing that some potential victims of workplace bullying are more neurotic, more sensitive, and express higher levels of anger (Balducci et al., 2009; Gandolfo, 1995; Vartia, 1996). The explanatory power of the being cautious scale on perceived exposure to workplace bullying was higher in comparison with belonging/social interest (i.e., 5 percent and 1 percent, respectively).

This goes in line with Baumeister et al. (2005) and Hauge et al.'s (2007) notion that negative elements are more detrimental and observable than constructive factors. The present study findings extend understanding of the personality of a potential target, by providing knowledge that the childhood experiences and family of origin may be important in social interactions in adulthood and perceived exposure to workplace bullying.

Judging from two out of three analyses, problem solving seems to be the most significant deterring conflict-solving style in comparison with compromising, yielding, and forcing, thus partially confirming the third hypothesis. These findings contribute to the development of the theory of Individual Psychology and support Dreikurs' proposition related to the importance of mutual respect and caring equally for self-and the needs of others to deter destructive dynamics at work. The present findings are contrary to the opinions of some workplace scholars who proposed that problem solving may encourage negative behavior, or that it is not appropriate when conflict occurs between individuals from different hierarchical levels (Rayner, 1999; Keashly & Nowel, 2011; Zapf & Gross, 2001). The present finding brings into question another aspect, i.e., organizational culture. It seems that problem solving per se is not injurious or dysfunctional in solving a conflict, but that the dysfunction may appear if the organizational culture does not support collaborative conflict solving. According to Clark (1994), equality in conflict resolution is based on equality in power. Thus, it may be assumed that in organizations where equality and democracy principles are not nurtured, problem solving becomes dysfunctional and leads to negative interpersonal relationships. However, additional research is warranted to test this assumption.

Results of testing hypothesis 3c, however, did not support problem solving as being a significant potential deterrent in the escalated bullying stage. This seems to be logical, because conflict, according to Leymann (1990), is the first stage of workplace bullying, and in this stage conflict solving strategies should be most effective. Later, as the phenomenon escalates, it seemingly needs other types of management strategies. The present findings also indicated that in fact, as proposed by Zapf and Gross (2001) neither conflict-solving style was anymore significant in the escalated stage of bullying. However, this present result should be evaluated with caution, because the analysis was based on a limited sample of only 70 individuals. In summary, the present results seem to support the proposition that problem solving may be effective in the primary stages of bullying, i.e., when the conflict is possible to detect, and when only single negative behaviors are perceived (Leymann, 1990). Zapf and Gross (2001) also agreed with the latter notion, saying that in most cases, which do not include a victimized group, active conflict-solving styles might work well. In addition Baillien, Neyens, De Witte, and De

Cuyper (2009) supported the notion that discussing a problem from the start reduces the likelihood of becoming a target or a perpetrator of bullying.

A number of previous studies supported the importance of work-related characteristics in escalating or deterring workplace bullying (Agervold, 2009; Baillien, Rodríguez-Muñoz, De Witte, et al., 2011; Baillien, Rodríguez-Muñoz, Van den Broeck, et al., 2011; Notelaers et al., 2009; Notelaers et al., 2010). Researchers frequently argued that job characteristics that induce stress and strain increase workplace bullying (Einarsen et al., 1994; Felson, 1992; Neuman & Baron, 2003; Zapf, 1999). Several previous studies employed the Job Demand Control model to test the assumption that strenuous working conditions instigate workplace bullying (Baillien Rodríguez-Muñoz, De Witte, et al., 2011; Notelaers et al., 2013). The results of the present study supported the connection of demands and control on workplace bullying (Agervold, 2009; Baillien, Rodriguez-Munoz, Van den Broeck, et al., 2011; Einarsen et al., 1994; Hauge et al., 2007; Notelaers, et al., 2013; Tuckey et al, 2009; Vartia, 1996; Zapf et al., 1996). In the present study, pace and amount of work and independence at work had only the main effects on perceived exposure to workplace bullying, i.e., higher perceived exposure to workplace bullying was related to higher pace and amount of work and lower independence. The two factors of the Karasek (1979) model explained approximately 12 percent of variance of perceived exposure to workplace bullying, indicating that the two situational factors of pace and amount of work and independence in work are substantial antecedents and more significant factors to explain perceived exposure to workplace bullying than individual factors analyzed in the present research. In addition, contrary to Notelaers (2011), who discovered that job control according to the Job Demand Control model was a stronger predictor of being a target of bullying than job demands, the present study supported job demand (i.e., pace and amount of work, B = -.05, p = .001) was a more significant antecedent of perceived exposure to workplace bullying in comparison with job control (i.e., independence at work, B = -.025, p = .003).

On one hand, the interaction effect of job demands and job control was not significantly related with perceived exposure to workplace bullying, which contradicts some of the previous findings (Baillien, Rodriguez-Munoz, Van den Broeck, et al., 2010; Notelaers et al., 2013). On the other hand, the present result is in line with arguments posited by Taris (2006) that the interaction effect of demands and control is of questionable validity because it has received less support in many research studies. In the present study, a binary variable that assisted with identifying strenuous working conditions and other working conditions, which, according to the Job Demand Control Model, are less detrimental for employees' health was also used. The high strain circumstances, as proposed in hypothesis 5, were related to higher perceived exposure to workplace bullying. The significant result was probably acquired due to the strict cutoff point

that was selected (the upper third of pace and amount of work and lower third of independence at work) to characterize strenuous working environment. Thus, it seems that selecting certain cutoff scores for high job demands and low job control may be more useful in research related to strenuous working condition than simply using an interaction effect.

Hypothesis 6, which related to opportunities to learn and participation as significant potential deterrents for perceived exposure to workplace bullying, was supported. Higher levels of opportunities to learn and participation were negatively related to perceived exposure to workplace bullying; this shows that in addition to the elements of the strenuous working environment principals of organizational democracy are significant potential deterrents. This is an important finding because research related to situational antecedents of bullying was more focused on dysfunctional work environments (Agervold, 2009; Hauge et al., 2007). Only one study has identified the significance of the deterring effect of participation in decision-making (Notelaers et al., 2010). The present study findings seem to confirm that participation in decision-making and opportunities to learn satisfy the psychological needs of competence, relatedness, and autonomy, as proposed in the Self Determination Theory (Deci & Ryan, 2002); the need to contribute and to count according to crucial C's model (Lew & Bettner, 1996); and to feel respected and appreciated in a Hierarchy of Needs (Maslow, 1954). The needs' satisfaction seem to encourage individuals' self-esteem (John, 2000), reduce stress (Karasek, 1990), flatten power distances and hierarchies, ensure equality (John, 2000; Yazdani, 2010), increase morality (Bass & Shackleton, 1979), and thus deter workplace bullying. Bunker and Alban (2006) proposed that one of the ways of dealing with differences and managing conflicts is reducing hierarchy by shared responsibility. Findings of the present study seem to support this assumption. The effect size showed that together participation in decision-making and opportunities to learn explained approximately 13 percent of variance of perceived exposure to workplace bullying. This again indicated that situational factors were more important to explain perceived exposure to workplace bullying in comparison with individual factors.

The higher level of transformational leadership style of a direct supervisor was statistically significantly related to lower perceived exposure to workplace bullying, indicating potential deterring effect and supporting hypothesis 7. Various researchers argued that transformational leadership is one of the most effective styles in the organizational setting (Bass & Riggio, 2006; Bodla & Nawaz, 2010; Gill et al., 2010; Korek et al., 2010; Seltzer & Bass, 1990; Van Aswegen & Engelbrecht, 2009). However, analyses related to perceived exposure to workplace bullying and transformational leadership were underrepresented in the literature in comparison to the studies on dysfunctional leadership styles (Hauge et al., 2007; Hoel et al., 2010; Skogstad et al., 2007). The results of the present study fall in line with several previous

empirical studies (Cemaloğlu, 2011; Lee, 2011) and indicate the significance of transformational leadership in the relationship with perceived exposure to workplace bullying. In fact, the present results showed that at the highest level of transformational leadership, individuals most likely do not experience any negative behaviors. The findings point to the transformational leader's abilities to deter perceived exposure to workplace bullying through providing support that helps to better manage stress (Balducci et al., 2012; Einarsen, 1994; Notelaers et al., 2013); building moral and ethical climate that creates anti-bullying standards (Lee, 2011); considering individual members as well as groups or teams, and aligning individual goals with group goals that increases the feeling of belongingness (Ferguson, 1984) and desire to cooperate (Bass & Riggio, 2006); setting superordinate goals for the problem and conflict solving that help to constructively manage conflicts (Bass & Riggio, 2006); boosting followers' self-esteem that does not allow power imbalance as in the case of bullying (Einarsen, 2000); and being a positive role model (Bass & Riggio, 2006; Carless et al. 2000).

The last implemented analysis to conclude the Analysis 1 section tested for the significance of all the individual and situational variables to explain perceived exposure to workplace bullying. After inclusion of all the main variables under investigation, I found that (after controlling for age and customer service point) only five out of eight potential risk and deterring factors remained significant, i.e., being cautious, pace and amount of work, opportunities to learn, participation, and transformational leadership. Other elements of problem solving, belonging/social interest, and independence at work were not significantly related to perceived exposure to workplace bullying. It is not surprising that belonging/social interest, which explained only 1 percent of the variance of perceived exposure to workplace bullying, was non-significant when added with other variables. Interestingly, however, independence — which was claimed to be a detrimental antecedent of workplace bullying in previous studies (Baillien, Rodríguez-Muñoz, De Witte et al., 2011; Einarsen et al., 1994; Hauge et al., 2007; Notelaers, et al., 2013; Vartia, 1996; Zapf et al., 1996) — was not significantly related to perceived exposure to workplace bullying when introduced in the analysis with the other variables. In addition, opportunities to learn and participation, which were not analyzed in previous studies on workplace bullying, remained significant after inclusion of various individual and situational variables. The finding expands knowledge on work design elements related to perceived exposure to workplace bullying and specifically isolates factors that are constructive and functional in potentially deterring bullying in the workplace.

The significance of the transformational leadership variable was again highlighted in the final analysis. In fact, the transformational leadership and pace and amount of work variables appeared to make the largest unique contribution to explaining perceived exposure to workplace

bullying. Such findings are encouraging because they give direction to organizational personnel who wish to take positive steps to deter bullying in the workplace. Finally, of the three individual characteristics, only being cautious was significantly positively related to perceived exposure to workplace bullying. This is not a surprising finding, because previous studies repeatedly showed that suspiciousness, sensitivity, and neuroticism are related to higher exposure to bullying (Balducci et al., 2009; Einarsen et al., 1994; Gandolfo, 1995; Vartia, 1996). To conclude, the five most significant variables in the last analysis seem to be critical when analyzing bullying at work, because they accounted for the greatest amount of explained variance of workplace bullying in all the analyses of the present study.

In addition, age appeared as a significant factor for perceived exposure to workplace bullying in all the analyses. Though Leymann (1996) argued that age differences are not significant when analyzing bullying, in the present study younger employees had higher likelihood of being exposed to workplace bullying. This finding is in line with Notelaers et al. (2011) proposition, who argued that young employees have a higher likelihood of becoming victims of bullying because of the little formal and informal power they have, and being a newcomer in the organization.

Though the customer service point variable was controlled in the present study to identify if the results do not substantially change, it is important to report that being employed in customer service point 1 and in some cases customer service point 4 was related to higher perceived exposure to workplace bullying. The two customer service points are located in two major cities in Lithuania, and so these findings may be explained by more competitive and stressful work environments and higher workload that seems to be a characteristic of metropolitan areas.

CHAPTER 3: AN INTEGRATIVE APPROACH TO RISKS AND DETERRENTS OF PERCEIVED EXPOSURE TO WORKPLACE BULLYING

Apart from the direct and main effects of the potential risk and deterring factors discussed in the previous section (Analysis 1), the need for more integrative analysis is evident. Little et al. (2007) proposed that simple direct relationships may not accurately reveal the dynamics between variables, because the observed relationship may be a part of a more complex system. A number of researchers in the field of workplace bullying argued that a more integrative model is required to fully understand the toxic condition of workplace bullying (Einarsen et al., 2011; Zapf, 1999). For example, Zapf (1999) showed that multiple causes must be taken in consideration when analyzing bullying. Baillien, Neyens, De Witte, and De Cuyper (2009) claimed that "focusing on only one aspect of the process does not give an accurate explanation of why bullying occurs" (p.11). In addition, Baillien, Neyens, De Witte, and De Cuyper (2009) in a "Three Way Model" argued that relationships between individual, situational (work-related) factors, and workplace bullying are not simply direct. They advocated that a more complex view towards the antecedents of workplace bullying is needed. Einarsen et al. (2011) supported this assumption and claimed that workplace bullying is a complex phenomenon characterized by multicausality. Responding to the call for a more inclusive model to explain the phenomenon, the aim of Analysis 2 and 3 was to integrate potential individual and situational risk and deterring factors into more comprehensive models to understand workplace bullying (by analyzing mediation [indirect], moderation [conditional], and moderated mediation [conditional indirect] effects).

3.1 Analysis 2: Lifestyle, Problem Solving, Workplace Bullying and Strenuous Working Conditions: A Moderated Mediation Model

In Analysis 1, research findings identified various individual and situational factors that directly related to perceived exposure to workplace bullying. In the Analysis 2 (and Analysis 3), the need to perform an integrative approach to fully understand perceived exposure to workplace

bullying and its interrelatedness with lifestyle, transformational leadership, job design elements, and problem solving as a conflict-solving style will be highlighted.

3.1.1 An Indirect Effect of Lifestyle on Perceived Exposure to Workplace Bullying via Problem Solving

Brodsky (1976) was the first to argue that the vulnerability of the target is the most dominant antecedent of workplace bullying. Many other researchers conducted studies to clarify this issue by identifying the characteristics of the potential target (Balducci et al., 2009; Gandolfo, 1995; Glasø et al., 2007; Matthiesen & Einarsen, 2001, 2007; Nielsen et al., 2008; Persson et al., 2009; Pranjic et al., 2006; Vartia, 1996). However, theoretical framework suggests that the personality of the victim is not simply directly related, but also indirectly related to workplace bullying. For example, Baillien, Neyens, De Witte, and De Cuyper (2009) argued that individual characteristics of the target may influence a person's coping styles and increase or decrease perceived bullying. Einarsen et al., (2011) agreed, claiming that individual factors may contribute to the victim's lack of coping strategies and trigger bullying.

In 1964, Blake and Mouton stated that an individual's personality dynamics are associated with one's choice of conflict styles. Several years later, various researchers throughout the world provided evidence to support this assumption (Ejaz, Iqbal, & Ara, 2012; Salimi, Karaminia, & Esmaeili, 2011; Wood & Bell, 2008). However, in the research of workplace bullying, there was no empirical evidence that would support individual characteristics being important triggers of bullying through inefficient coping with conflicts (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 2011).

According to Individual Psychology theory, conflict-solving styles seem to be closely entwined with one's lifestyle (Morris-Conley & Kern, 2003; Smith, Kern, Curlette, & Mullis, 2001). Adlerians argued that an individual may decide in several diverse ways on how to react to conflict situations and that these decisions are based on the private logic inherent in his/her lifestyle (Leggett, Roberts-Pittman, Byczek, & Morse, 2012; Peluso & Kern, 2002). For example, individuals who experience inferiority because of certain beliefs related to private logic employ a "hesitant attitude" to avoid the problems of life (Adler, 1964) or may use a forcing strategy to get their needs met in gaining superiority (Stone & Drescher, 2004).

Problem solving as collaborative conflict-solving strategy seems to be encouraged by belonging/social interest lifestyle theme and in turn, deter workplace bullying. A number of arguments driven from Individual Psychology seem to support the latter proposition. First, Adlerians stressed the importance of belonging and social interest for the development of

healthy relationships (Miranda et al., 1996; Stone & Drescher, 2004). An individual who has developed belonging and social feeling as a part of lifestyle is concerned with contributing to the well being of others (Adler, 1964; Dreikurs, 1971), possesses good interpersonal skills, and tends to cooperate with others (Kern et al., 2006), therefore, he/she is able to establish quality relationships. In addition, such a person tends to use cooperative problem-solving more often (Peluso, 2004). Wheeler et al. (1993) argued that individuals who display a higher score on a personality instrument designed to measure the belonging/social interest lifestyle scale feel comfortable cooperating and even "when confrontations with others arise, they tend to be solution oriented rather than blame oriented." (p.24). Barclay & Wolff (2011) empirically supported the latter notion, by showing that in a conflict situation, individuals with higher score on belonging/social interest tended to reconcile differences, and cooperate. Besides, according to research results of the Assad, Donnellan, and Conger (2007) study, optimism (that is attributed to those who display belonging/social interest) has an effect on relationship quality through cooperative problem solving. Finally, individuals who display higher conscientiousness (that was significantly related to belonging/social interest in research by Liesienė, 2010) seem to more likely engage in relationship-focused coping and more likely report using compromise and problem solving (Baggley et al., 2005). Given the forgoing information related to conflict solving and personality dynamics, the following hypothesis was proposed:

Hypothesis 8: Belonging/social interest lifestyle theme is indirectly related to perceived exposure to workplace bullying via problem solving, e.g. A higher level of belonging/social interest relates to a more frequent use of problem solving and in turn, to lower perceived exposure to workplace bullying.

On the other hand, individuals who rank higher on the being cautious scale experienced challenges in meeting the need to belong in the family of origin (Wheeler et al., 1993), and therefore they usually feel inferior and are considered to be hyper-vigilant (Curlette & Kern, 2010; Kern et al., 2006). Higher sensitivity and vulnerability (Brodsky, 1976) and the neurotic tendencies (Balducci et al., 2009; Glasø et al., 2007; Persson et al., 2009) leads them to be more prone to become victims of bullying (Astrauskaite & Kern, 2011). In addition, high scorers may be very mistrusting (Wheeler et al., 1993) and tend to get into conflict situations more often (Barclay & Wolff, 2011). It is also likely that these individuals failed to develop social interest, therefore they tend to strive for self-gains (Stone & Drescher, 2004), avoid confrontation (Adler, 1964), and not to focus on the needs of others. Research showed that individuals who display higher neuroticism are more likely to engage in passive strategies such as avoidance, withdrawal, and self-blame (Baggley et al., 2005). Considering that neuroticism (an opposite to emotional stability) was related to the being cautious scale (Liesienė, 2010), it seems that

individuals displaying the higher being cautious attribute tend to avoid or withdraw, but not cooperate. In empirical research, Morris-Conley and Kern (2003) found that individuals higher on being cautious were less likely to employ a collaborative conflict-solving style. Thus, driven on theoretical and empirical work, it was hypothesized:

Hypothesis 9: The being cautious lifestyle theme is indirectly related to perceived exposure to workplace bullying via problem solving, i.e., A higher level of being cautious relates to a less frequent use of problem solving and in turn, to higher perceived exposure to workplace bullying.
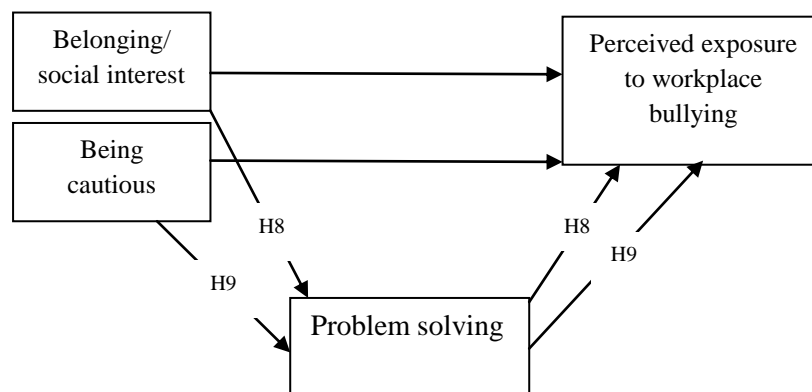
Figure 6. Hypothesized indirect effect of lifestyle themes on perceived exposure to workplace bullying via problem solving

3.1.2 Moderating Effect of the Strenuous Working Conditions

Past research on antecedents of workplace bullying supported the importance of situational elements in the workplace (Zapf, 1999). Knorz and Zapf (1996) and Sperry (2009) proposed that victims who successfully managed bullying situations were able to do so, because of certain organizational characteristics, thus, highlighting situational factors versus individual factors. Researchers argued that strenuous working conditions are particularly important when analyzing precursors of workplace bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 1994; Felson, 1992; Hoel & Salin, 2003; Neuman & Baron, 2003). For example, it was claimed by researchers that stress and strain make individuals more sensitive that in turn, trigger workplace bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009).

Ansbacher & Ansbacher (1956) seem to express similar opinions, proposing that individuals who are exposed to unfavorable circumstances are much more susceptible to expressing various hostile characteristics, as well as experience a higher level of inferiority feelings that may lead to exposure to workplace bullying (Matthiesen & Einarsen, 2007). Individuals who display higher levels of belonging/social interest seem to have better stress coping skills (Wheeler et al., 1993), and therefore may not be affected by strenuous working

conditions. On the other hand, considering the importance of strenuous working conditions given by various researchers (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 1994; Leymann, 1990; Notelaers et al., 2013) the risk to be exposed to workplace bullying should increase in strenuous working conditions for these individuals as well. Thus, the following hypothesis was proposed:

Hypothesis 10: Pace and amount of work (as job demand), independence in work (as job control) (cf. strenuous working conditions) moderate the direct relationship between belonging/social interest and perceived exposure to workplace bullying, e.g. The negative relationship between belonging/social interest and perceived exposure to workplace bullying is weaker when pace and amount of work is higher, independence is lower (cf. working conditions are strenuous).

Individuals who display higher scores on the being cautious lifestyle theme are considered to be sensitive (Curlette & Kern, 2010), more hyper vigilant, suspicious (Peluso, 2004), and particularly susceptible to strain and stress (Wheeler et al., 1993). In the study of Balducci et al. (2009), researchers found that neurotic individuals tend to especially manifest under stress. Thus, high strain circumstances should strengthen the likelihood for individuals higher on being cautious to be exposed to workplace bullying even more. The following hypothesis was designed to test this:

Hypothesis 11: Pace and amount of work (as job demand), independence in work (as job control) (cf. strenuous working conditions) moderate the direct relationship between being cautious and perceived exposure to workplace bullying, e.g. The positive relationship between being cautious and perceived exposure to workplace bullying is stronger when pace and amount of work is higher, and independence is lower (cf. working conditions are strenuous).

In addition to the moderating role of strenuous working conditions on the direct relationship between lifestyle themes and perceived exposure to workplace bullying, a conditional effect for an indirect relationship may also be hypothesized. According to Job Demand Control model, in the circumstances where job demands (e.g. pace and amount of work) are high and job control (e.g. independency) is low, active problem-solving actions are decreased (Karasek, 1979). Similarly, Leymann (1996) proposed that poor psychosocial conditions may result in biological stress reactions which in turn stimulate feelings of frustration. If employees have limited stress-coping resources (i.e. little independency), they may use inappropriate coping strategies such as blaming others or getting into unnecessary conflicts which could trigger bullying in the workplace. Likewise, Baillien, Neyens, and De Witte (2009) and Einarsen et al. (2011) proposed that certain work-related characteristics may affect how employees deal with conflicts. For example, in high demand and low control

circumstances, constructive conflict management styles may be discouraged and workplace bullying may be encouraged (Baillien, Neyens, & De Witte, 2009). In other words, characteristics of the job may create unfavorable circumstances to efficiently manage conflicts and lead to perceived exposure to workplace bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009).

The explanation for this dynamic may be found in the theory of Individual Psychology, which says that poor and stressful circumstances may be perceived as a threat and lead an individual to active or passive self-defensive behaviors (Ansbacher & Ansbacher, 1956; Dreikurs, 1977). As Dreikurs (1977, 1994) also proposed, in stressful circumstances inferiority feeling increases and, as a consequence, the individual becomes less aware of various choices for solving conflict. This may lead to unsocial and self-defeating behavior rather than cooperation and problem solving (Dreikurs, 1977, 1994). This was at least partially supported in Balducci et al. (2009) empirical research that demonstrated that neurotic individuals, especially under stress tend to use dysfunctional coping mechanisms such as denial or repression that may lead to bullying. Thus, strenuous working conditions combining high demands and low control may discourage employee's free choice of using the constructive and collaborative conflict solving strategies and lead to higher perceived exposure to workplace bullying. The following hypotheses were proposed:

Hypothesis 12: Pace and amount of work (as job demand), independence (as job control) (cf. strenuous working conditions) moderate the first stage indirect relationship between belonging/social interest lifestyle theme and perceived exposure to workplace bullying via problem solving, e.g. The positive relationship between belonging/social interest and problem solving is weaker when pace and amount of work is higher, independence is lower (cf. working conditions are strenuous).

Hypothesis 13: Pace and amount of work (as job demand), independence (as job control) (cf. strenuous working conditions) moderate the first stage indirect relationship between being cautious lifestyle theme and perceived exposure to workplace bullying via problem solving, e.g. The negative relationship between being cautious and problem solving is stronger when pace and amount of work is higher, independence is lower (cf. working conditions are strenuous).
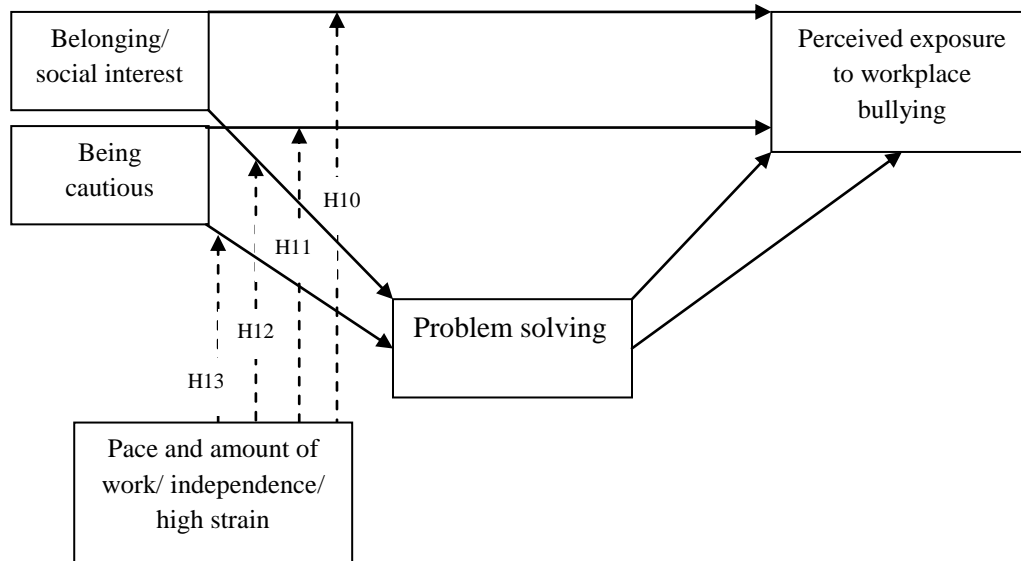
Figure 7. Hypothesized first stage conditional indirect effect of lifestyle themes on perceived exposure to workplace bullying via problem solving at the values of strenuous working conditions

3.1.3 Research Methods of Analysis 2

All data analyses in the present study were conducted on the same sample discussed in a general research method section on page 42. The total number of respondents was 521, of which 27 respondents were not included due to incomplete information related to age. Thus, the sample used in analysis was 494 respondents. To test hypothesis 8 through 13 related to mediation, moderation, and moderated mediation effects, multiple hierarchical regression analysis with SPSS (19.0) was performed. Age was controlled for in all analyses (additional analyses controlling for customer service points were also performed).

A simple mediation analysis (hypothesis 8 and 9) was performed following traditional recommendations presented by Baron and Kenny (1986) e.g. (1) the relationship between independent variable (IV), and dependent variable (DV) is significant, (2) a mediator variable (ME) is significantly related to an independent variable (IV), (3) mediator (ME) is significantly related to dependent variable (DV) (4) and there is a decrease of the relationship between the independent variable and dependent variable with mediator loaded in the same regression.

To test moderation and moderated mediation effects, Moderated Causal Steps Approach proposed by Muller et al. (2005) was followed (hypotheses 10, 11, 12, 13). In addition, SPSS macro of PROCESS (Hayes, 2012) was employed for further inspection of conditional indirect

effects of being cautious on perceived exposure to workplace bullying via problem solving at the values of pace and amount of work.

3.2 Results

3.2.1 An Indirect Effect of Lifestyle on Perceived Exposure to Workplace Bullying via Problem Solving

To test hypothesis 8, predicting that the relationship of belonging/social interest lifestyle theme and perceived exposure to workplace bullying is mediated by problem solving, the hierarchical multiple regression analysis was performed (Table 28).

Table 28. Testing mediating effect of problem solving in the relationship between belonging/social interest and perceived exposure to workplace bullying

Step and variable		B	SE B	95% CI	R^2	p value
Step 1	Age	-.004	.001	-.006, -.002	.038	**.001**
Step 2 (Path c)	Outcome: WB					
	Predictor: BSI	-.005	.002	-.009, -.0003	.050	**.038**
Step 3 (Path a)	Outcome: PS					
	Predictor: BSI	.17	.028	.115, .224		**.001**
Step 4 (Path b and path ċ)	Outcome: WB					
	Mediator: PS (path b)	-.008	.004	-.015, -.001	.061	**.02**
	Predictor: BSI	-.003	.002	-.009, .001		.16

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; WB = workplace bullying (logarithmed); BSI = belonging/social interest; PS = problem solving, N = 494

Results presented in Step 1 indicated that the control variable of age was significantly related to perceived exposure to workplace bullying (B = -.004, p = .001), demonstrating younger employees perceived higher exposure to workplace bullying. Following the steps for mediation outlined earlier, the first condition was met (Baron & Kenny, 1986) i.e. the belonging/social interest (independent variable) was significantly related to perceived exposure to workplace bullying (outcome variable) (B = -.005, p = .038) (Step 2). The second condition for mediation was valid because problem solving (mediator) was significantly related to belonging/social interest (B = .17, p = .001) (Step 3). Step 4 identified two findings: one, that problem solving was related to perceived exposure to workplace bullying (B = -.008, p = .02) and, thus, the third condition for mediation was met, and two, that the relationship between belonging/social interest and perceived exposure to workplace bullying was no longer

significant after controlling for problem solving (B = -.003, p = .16), indicating potential full mediation. However, belonging/social interest and problem solving in a model of mediation explained only additional 2.3% of perceived exposure to workplace bullying variance. To evaluate if mediation was significant, the researcher used Sobel's test which yields a z score, which identifies if the drop from -.005 to -.003 on being belonging/social interest is significant. If the score was higher than ± 1.96, this would indicate significant mediation at the .05 level (Frazier et al., 2004). The present study finding yielded z score of -1.89, indicating that the mediation was not significant. An additional analysis controlling for customer service point variables was performed. The main results were not significantly different. In addition, higher perceived exposure to workplace bullying was related to being a member of customer service point 1 (B = .09, SE = .03). Hypothesis 8 was rejected in that problem solving was not a significant mediator in the relationship between belonging/social interest and perceived exposure to workplace bullying.

To test hypotheses 9, proposing that the relationship of being cautious lifestyle theme and perceived exposure to workplace bullying is mediated by problem solving, hierarchical multiple regression analysis was performed (table 29).

Table 29. Testing mediating effect of problem solving in the relationship between being cautious and perceived exposure to workplace bullying

Step and variable		B	SE B	95% CI	R^2	p value
Step 1	Age	-.004	.001	-.006, -.002	.038	<.0001
Step 2 (Path c)	Outcome: WB					
	Predictor: BC	.128	.028	.074, .188	.084	<.0001
Step 3 (Path a)	Outcome: PS					
	Predictor: BC	-1.18	.363	-1.92, -.520		.002
Step 4 (Path b and path ć)	Outcome: WB					
	Mediator: PS	-.008	.003	-.014, -.001		.03
	(path b)				.094	
	Predictor: BC	.119	.028	.062, .173		.001

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; WB = workplace bullying (logarithmed); BC = being cautious (logarithmed); PS = problem solving, N = 494

Findings in table 29 indicated that being cautious was significantly positively related to perceived exposure to workplace bullying (B = .128, p < .0001), thus, satisfying condition 1 (Step 2). Being cautious was significantly negatively related to problem solving (B = -1.18, p = .002), satisfying condition 2 (Step 3). Finally, problem solving was significantly related to perceived exposure to workplace bullying (B = -.008, p =.001), satisfying the third condition (Step 4). The being cautious remained statistically significantly related to perceived exposure to workplace bullying after controlling for problem solving (B =.119, p = .001), thus, indicating

potential partial mediation. To evaluate if partial mediation was significant, Sobel's test was used. In this case the z score was 2.04, indicating significant partial mediation. To identify the proportion of the total effect that was mediated through problem solving, the equation (e.g. ab/c) proposed by Shrout and Bolger (2002) was employed. The equation yielded .00944/-.128 = .07, indicating that 7 percent of the total effect between being cautious and perceived exposure to workplace bullying was explained through the indirect effect of problem solving. Hypothesis 9 was partially supported indicating that problem solving was significant partial mediator in the indirect effect of being cautious lifestyle theme on perceived exposure to workplace bullying.

3.2.2 Moderating Effect of Strenuous Working Conditions

To simultaneously test hypothesis 10 and 12 predicting that pace and amount of work (as job demand), independence in work (as job control), and high strain moderate the direct and the first stage indirect (via problem solving) relationship between belonging/social interest lifestyle theme and perceived exposure to workplace bullying, the Moderated Causal Steps Approach proposed by Muller et al. (2005) was followed. The analysis was performed using a hierarchical multiple regression. Results of the simultaneously tested moderation and moderated mediation with pace, amount of work, and independence at work as moderators are presented in Table 30.

Table 30. Testing moderating effect of pace and amount of work and independence in work

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=PS)			Regression 3 (Criterion=WB)		
	Step 1 B	Step 2 B	Step 3 B	Step 1 B	Step 2 B	Step 3 B	Step 1 B	Step 2 B	Step 3 B
Constant	3.407	3.376	3.377	14.33	14.53	14.53	3.41	3.367	3.366
Age	-.004**	-.003**	-.003**	.042**	.036**	.036**	-.004**	-.003**	-.003**
BSI	-	-.018*	-.018*	-	.659**	.665**	-	-.013	-.012
MO1: PAW	-	.051**	.051**	-	.091	.088	-	.052**	.051**
MO2:IND	-	-.024**	-.024**	-	.225	.227	-	-.022*	-.022*
ME: PS	-	-	-	-	-	-	-	-.019*	-.020*
BSI*PAW	-	-	-.003	-	-	-.057	-	-	.001
BSI*IND	-	-	-.005	-	-	-.098	-	-	-.007
PS* PAW	-	-	-	-	-	-	-	-	-.009
PS* IND	-	-	-	-	-	-	-	-	.006
R^2	.038	.165	.166	.023	.105	.107	.038	.175	.18
R^2 change	.038	.127	.001	.023	.082	.002	.038	.136	.005

Note. * $p < .05$; **p < *.01*. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); BSI = belonging/social interest (independent variable); PAW = pace and amount of work; IND = independence in work; PS = problem solving; MO = moderator variable; ME = mediator variable, R^2 = coefficient of determination; N = 494

The results of Regression 1 demonstrated that the interaction effects were not significant, thus an overall effect was not moderated by pace, amount of work (B = -.003, p =.78), or independence at work (B = -.055, p = .54) as proposed in hypothesis 10. Results of Regression 2 with the criterion variable of problem solving did not support the first-stage moderated mediation as proposed in hypothesis 12. Finally, though not hypothesized in the present study, an additional result of Regression 3 indicated that the second-stage moderated mediation was not significant as well. When the same analysis was performed including customer service points as control variables, the results were not significantly different, except for being a member of customer service point 1, which was significantly related to higher perceived exposure to workplace bullying (B = .076, p = .01).

Another hierarchical multiple regression was performed to test whether high strain significantly moderates the direct relationship between belonging/social interest and perceived exposure to workplace bullying (hypothesis 10) and a first-stage indirect relationship between belonging/social interest and perceived exposure to workplace bullying via problem solving (hypothesis 12). Results are presented in Table 31.

Table 31. Testing moderating effect of strenuous working conditions

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=PS)			Regression 3 (Criterion=WB)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
	B	B	B	B	B	B	B	B	B
Constant	3.407	3.522	3.525	14.33	13.84	13.85	3.407	3.507	3.499
Age	-.004**	-.004**	-.004**	.042**	.036**	.036**	-.004**	-.003**	-.003**
X: BSI	-	-.019*	.074	-	.669**	.940	-	-.014	.104*
MO: high strain	-	-.067*	-.069*	-	.361	.356	-	-.065*	-.061*
ME: PS	-	-	-	-	-	-	-	-.019*	-.087
BSI* high strain	-	-	-.050*	-	-	-.144	-	-	-.062*
PS* high strain	-	-	-	-	-	-	-	-	.036
R^2	.038	.063	.071	.023	.10	.10	.038	.073	.085
R^2 change	.038	.025	.008	.023	.077	0	.038	.035	.012

Note. * $p < .05$; ** $p < .01$. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); BSI = belonging/social interest (independent variable); PS = problem solving; MO = moderator variable; ME = mediator variable, R^2= coefficient of determination; N = 494

Results of Regression 1 presented in Table 31 demonstrated that an overall effect of belonging/social interest on perceived exposure to workplace bullying was moderated by high strain working conditions (B = -.05, p = .04). However, an interaction effect of belonging/social interest and high strain contributed 1 percent related to explained variance of workplace

bullying. The interaction effect in Regression 2 was not significant (B = -1.44, p = .71) indicating that the first stage moderated mediation was not obtained. Results of Regression 3 demonstrated that the second stage moderation was not obtained either. The same analysis was performed including customer service points as control variables. The results were not significantly different from those presented above, except that being a member in customer service point 1 was related to higher perceived exposure to workplace bullying (B = .09, p =. 003). The moderating effect of high strain on the direct relationship between belonging/social interest and perceived exposure to workplace bullying is visualized in Figure 8.
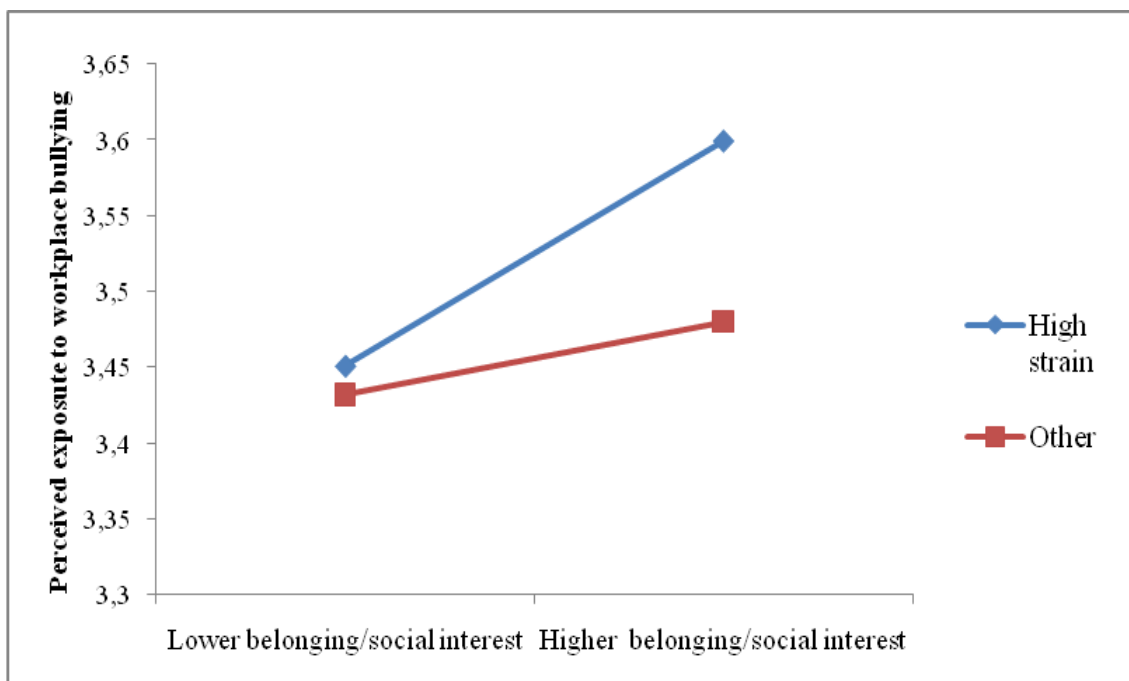
Note. Mean belonging/social interest = 0; lower belonging/social interest = 1 SD below the mean; higher BSI = 1 SD above the mean; SD = standard deviation

Figure 8. Relationship between belonging/social interest and perceived exposure to workplace bullying at the values of high strain

Figure 8 shows that under high strain, the relationship between belonging/social interest and perceived exposure to workplace bullying becomes positive, e.g. the negative relationship demonstrated in previous analysis, changes. Figure 9 provides a visual that even better demonstrates how the relationship changes under the values of a high strain moderator.
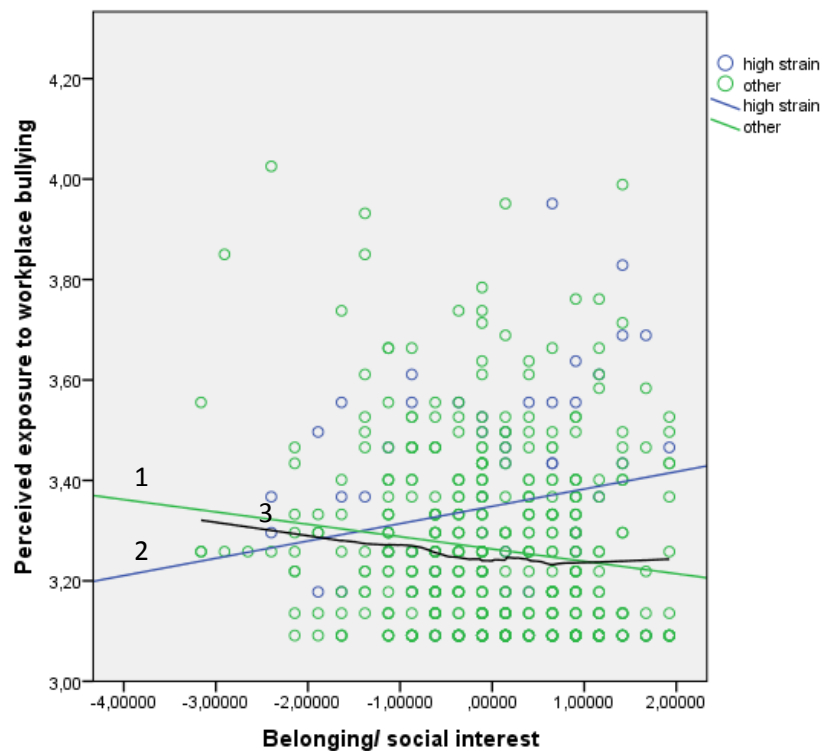
Note. The black line (line 3) represents the total effect

Figure 9. Antagonistic interaction of high strain and belonging/social interest on perceived exposure to workplace bullying

The green line (line 1) in Figure 9 demonstrates that under various working conditions, except for high strain, higher belonging/social interest was related to lower perceived exposure to workplace bullying, the purple line (line 2) demonstrates that under strenuous working conditions the relationship became opposite, e.g. higher belonging/social interest was related to higher perceived exposure to workplace bullying. Cohen, Cohen, West, and Aiken (2003) proposed to call this antagonistic interaction. Thus, because pace and amount of work and independence did not moderate the direct and first stage indirect relationship between belonging/social interest and perceived exposure to workplace bullying and high strain moderated the direct relationship differently than proposed in hypothesis 10 (i.e., having antagonistic interaction), hypothesis 10 and 12 were rejected. To test hypothesis 11 and 13 that higher pace and amount of work (as job demand), lower independence in work (as job control), and high strain moderate the direct and the first-stage indirect relationship (via problem solving) between being cautious and perceived exposure to workplace bullying, hierarchical multiple regression analysis was performed (Table 32).

Table 32. Testing moderating effect of pace and amount of work and independence in work

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=PS)			Regression 3 (Criterion=WB)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
	B	B	B	B	B	B	B	B	B
Constant	3.407	3.384	3.386	14.33	14.34	14.26	3.407	3.374	3.375
Age	-.004**	-.003**	-.003**	.042**	.041**	.043**	-.004**	-.003**	-.003**
BC	-	.037**	.037**	-	-.329**	-.347**	-	.034**	.035**
MO1: PAW	-	.048**	.048**	-	.123	.140	-	.049**	.048**
MO2:IND	-	-.025**	-.025**	-	.261*	.259*	-	-.023**	-.022**
ME: PS	-	-	-	-	-	-	-	-.018*	-.018*
BC*PAW	-	-	-.004	-	-	.266*	-	-	-.002
BC*IND	-	-	.011	-	-	.036	-	-	.012
PS* PAW	-	-	-	-	-	-	-	-	-.011
PS* IND	-	-	-	-	-	-	-	-	.006
R^2	.038	.196	.201	.023	.051	.062	.038	.205	.216
R^2 change	.038	.157	.005	.023	.028	.011	.038	.166	.011

*Note. * $p < .05$; **$p < .01$. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); BC = being cautious (independent variable); PAW = pace and amount of work; IND = independence in work; PS = problem solving; MO = moderator variable; ME = mediator variable, R^2 = coefficient of determination; N = 494

The results of Regression 1 presented in Table 32 demonstrate that an overall effect of being cautious on perceived exposure to workplace bullying was not moderated by pace and amount of work (B = -.004, p = .69) or independence (B = .011, p = .26). In Regression 2, when problem solving was included as a criterion variable the interaction effect of being cautious and pace and amount of work was significant, thus, indicating first-stage moderated mediation (B = .266, p = .03). Results of Regression 3 demonstrated that the second-stage moderation was not significant. When the same analysis was performed including customer service points as control variables, the results were not significantly different, being a member of customer service point 1 was significantly related with higher perceived exposure to workplace bullying (B = .06, p = .04). Figure 10 depicts the moderated mediation effect.
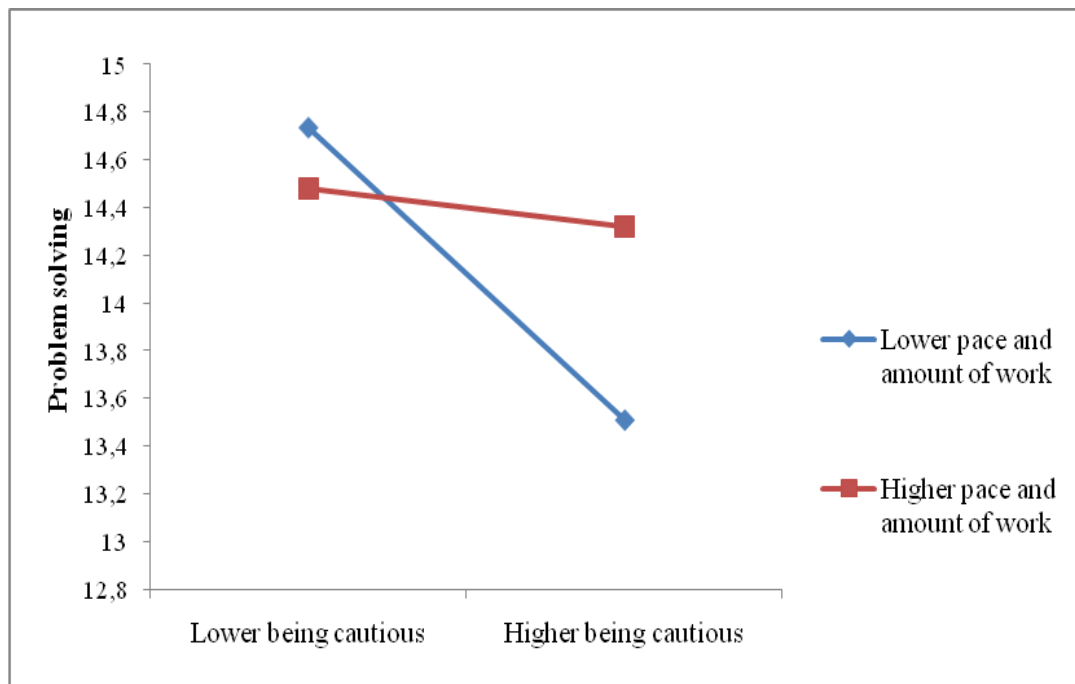
Figure 10. Relationship between being cautious and problem solving at the values of pace and amount of work

As depicted in Figure 10, an unexpected finding was identified. Differently than hypothesized, higher (above the mean score) pace and amount of work buffered the negative relationship between being cautious and problem solving. This indicates that individuals who have elevated scores on the being cautious scale are more likely to use problem-solving style under conditions of higher pace and amount of work.

Additional analysis with an SPSS macro – PROCESS (Hayes, 2012) was performed to clarify if the mediation effect still exists when pace and amount of work and independence in work are considered as moderators. The results of conditional indirect effects of being cautious on perceived exposure to workplace bullying via problem solving at the values of pace and amount of work (model 9) are presented in Table 33.

Table 33. Conditional indirect effects at the range of the values of pace and amount of work

	Pace and amount of work	Effect	Boot SE	Boot LLCI	Boot ULCI
PS	-1.21 (10th percentile)	.0013	.0008	.0002	.0035
PS	-.79 (25th percentile)	.0011	.0007	.0002	.0030
PS	.05 (50th percentile)	.0007	.0005	.0001	.0022
PS	.89 (75th percentile)	.0003	.0004	-.0003	.0015
PS	1.30 (90th percentile)	.0001	.0004	-.0007	.0011

Note. Number of bootstrap samples = 10000, PS = problem solving, N = 494

Results in Table 33 demonstrate that the indirect effect of being cautious on perceived exposure to workplace bullying through (lower) problem solving is positive, however, it decreases with increased pace and amount of work (as represented in the section "Effect"). In addition, among those, who face very high pace and amount of work, problem solving does not significantly mediate the relationship between being cautious and perceived exposure to workplace bullying (because confidence intervals do contain zero). Thus, it seems that higher pace and amount of work induce more frequent use of problem solving among individuals who display higher being cautious and thereby deters the perceived exposure to workplace bullying.

A second analysis was performed to test whether high strain working conditions moderate the direct relationship between being cautious and perceived exposure to workplace bullying and a first stage indirect relationship between being cautious and perceived exposure to workplace bullying via problem solving. Results are presented in Table 34.

Table 34. Testing moderating effect of strenuous working conditions

	Regression 1 (Criterion=WB)			Regression 2 (Criterion=PS)			Regression 3 (Criterion=WB)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
Predictors	B	B	B	B	B	B	B	B	B
Constant	3.407	3.517	3.528	14.33	13.75	13.60	3.407	3.502	3.505
Age	-.004**	-.004**	-.004**	.042**	.041**	.042**	-.004**	-.004**	-.004**
X: BC	-	.039**	-.031	-	-.318**	.692	-	.037**	-.025
MO: high strain	-	-.060*	-.065*	-	.311	.379	-	-.058*	-.059*
ME: PS	-	-	-	-	-	-	-	-.018*	-.058
BC* high strain	-	-	.038	-	-	-.541	-	-	.033
PS* high strain	-	-	-	-	-	-	-	-	.022
R^2	.038	.099	.104	.023	.042	.048	.038	.108	.114
R^2 change	.038	.06	.005	.023	.019	.006	.038	.070	.005

Note. $* \ p < .05; \ **p < .01$. B = unstandardized regression coefficient; WB = workplace bullying (logarithm variable); BC = being cautious; PS = problem solving; MO = moderator variable; ME = mediator variable, R^2 = coefficient of determination; N = 494

Results of Regression 1 demonstrated that an overall effect of being cautious on perceived exposure to workplace bullying was not moderated by strenuous working conditions (B = .038, p = .16). Results of Regression 2 and 3 indicated that high strain did not moderate an indirect effect of being cautious on perceived exposure to workplace bullying via problem solving, thus, first and second stage moderated mediation was not significant. When the same analysis was performed including customer service points as control variables, the results were not different. Being a member of customer service point 1 was significantly related to higher perceived exposure to workplace bullying (B = .08, p = .008). Because independence in work and high strain did not moderate the direct and first stage indirect relationship between being

cautious and perceived exposure to workplace bullying, whereas pace and amount of work moderated the first-stage indirect relationship differently than proposed in hypothesis 13 (i.e., having a buffering effect), hypothesis 11 and 13 were rejected.

3.3 Discussion

The main aim of Analysis 2 was to identify indirect relationships (via problem solving) between lifestyle themes and perceived exposure to workplace bullying, and to assess the moderating effect of strenuous working conditions on direct and a first-stage indirect relationship between lifestyle themes and perceived exposure to workplace bullying (via problem solving). The findings demonstrated a significant indirect effect of being cautious on perceived exposure to workplace bullying via partial mediation of problem solving (partially supporting hypothesis 9). However, belonging/social interest was only directly related to workplace bullying (rejecting hypothesis 8). In addition, pace and amount at work and independence did not moderate the direct relationship between belonging/social interest and perceived exposure to workplace bullying. High strain working conditions appeared as a significant moderator indicating antagonistic interaction, but rejecting hypothesis 10. Hypothesis 11 was not supported because pace and amount at work, independence, and high strain working conditions did not moderate the direct relationship between being cautious and perceived exposure to workplace bullying. Hypothesis 12 was also rejected, showing that pace and amount at work, independence in work, and high strain working conditions did not moderate the first-stage of the indirect relationship between belonging/social interest and workplace bullying via problem solving. Finally, pace and amount at work appeared as a significant moderator of the first-stage indirect relationship between being cautious and perceived exposure to workplace bullying via problem solving. However, differently than proposed in hypothesis 13, pace and amount of work encouraged more frequent use of problem solving among individuals who display elevated levels of being cautious (however, only till the certain level), thus, hypothesis 13 was rejected. The hypotheses and thesis statements of the Analysis 2 are stated in Table 35 coupled with remarks of their confirmation.

Table 35. Summary of the results of testing the research hypotheses and thesis statements for Analysis 2

No.	Thesis statements	Supported	No.	Hypothesis	Supported
2	Belonging/social interest and being cautious are indirectly related to perceived exposure to workplace bullying via problem solving.	✓ -	8	Belonging/social interest lifestyle theme is indirectly related to perceived exposure to workplace bullying via problem solving, e.g. A higher level of belonging/social interest relates to a more frequent use of problem solving and in turn, to lower perceived exposure to workplace bullying.	-
			9	The being cautious lifestyle theme is indirectly related to perceived exposure to workplace bullying via problem solving, i.e., A higher level of being cautious relates to a less frequent use of problem solving and in turn, to higher perceived exposure to workplace bullying.	✓ -
3	Pace and amount of work (as job demand), independence in work (as job control) (cf. strenuous working conditions) moderate (strengthen/ weaken) the direct and an indirect relationship between the two lifestyle themes (of belonging/social interest and being cautious) and perceived exposure to workplace bullying.	✓ -	10	Pace and amount of work (as job demand), independence in work (as job control) (cf. strenuous working conditions) moderate the direct relationship between belonging/social interest and perceived exposure to workplace bullying, e.g. The negative relationship between belonging/social interest and perceived exposure to workplace bullying is weaker when pace and amount of work is higher, independence is lower (cf. working conditions are strenuous).	-
			11	Pace and amount of work (as job demand), independence in work (as job control) (cf. strenuous working conditions) moderate the direct relationship between being cautious and perceived exposure to workplace bullying, e.g. The positive relationship between being cautious and perceived exposure to workplace bullying is stronger when pace and amount of work is higher, and independence is lower (cf. working conditions are strenuous).	-
			12	Pace and amount of work (as job demand), independence (as job control) (cf. strenuous working conditions) moderate the first stage indirect relationship between belonging/social interest lifestyle theme and perceived exposure to workplace bullying via problem solving, e.g. The positive relationship between belonging/social interest and problem solving is weaker when pace and amount of work is higher, independence is lower (cf. working conditions are strenuous).	-
			13	Pace and amount of work (as job demand), independence (as job control) (cf. strenuous working conditions) moderate the first stage indirect relationship between being cautious lifestyle theme and perceived exposure to workplace bullying via problem solving, e.g. The negative relationship between being cautious and problem solving is stronger when pace and amount of work is higher, independence is lower (cf. working conditions are strenuous).	-

The relationship between belonging/social interest and perceived exposure to workplace bullying was not mediated by problem solving. Though all conditions for mediation were met (Baron & Kenny, 1986), Sobel's test demonstrated that the mediation effect was non-significant. The mediation effect was not acquired due to several potential reasons. First of all, the relationship between belonging/social interest and perceived exposure to workplace bullying was very weak (i.e., -.13, Table 15). Besides, in addition to age variable, belonging/social interest explained only little more than 1 percent of the variance of perceived exposure to workplace bullying (see Table 16). According to Baron and Kenny (1986) this is not accurate, because in cases of mediation, there must be a strong relationship between the independent and dependent variable. Second, Frazier et al. (2004) proposed that the relationship between an independent variable, mediators, and a dependent variable have to be equivalent. However, the present case relationship between belonging/social interest and problem solving was stronger (i.e., .28), in comparison with the relationship between problem solving and perceived exposure to workplace bullying (i.e., -.15, see Table 15). This particular finding indicates that analysis of the constructive attribute of belonging/social interest is of little use in the research on perceived exposure to workplace bullying. It also seems to support Baumeister et al. (2001) and Hauge et al. (2007), who argued that constructive factors are less contributory and less likely to be found significant than dysfunctional factors.

The result indicating partial mediation of problem solving between being cautious and perceived exposure to workplace bullying suggests that individuals, who display higher being cautious lifestyle theme are less likely to use problem solving, which in turn, encourages perceived exposure to workplace bullying. It seems that individuals, who faced challenges in meeting the need to belong in their childhood, may be more likely to feel inferior. Due to oversensitivity and hyper vigilance (Wheeler et al., 1993), these individuals tend to avoid confrontation (Adler, 1964) or use forcing to get their needs met (Stone & Drescher, 2004), but not cooperate and use problem-solving strategies. The reason for that may be that problem solving relates to trust (Karakus & Savas, 2012; Lee, Stajkovic, & Cho, 2011), whereas individuals who display the being cautious attribute seem to be suspicious and lack trust in others (Wheeler et al., 1993). This may discourage the individual from using problem-solving strategies in times of conflict, which could increase the probability of becoming a target of bullying. The present result mirror findings of Morris-Conley and Kern (2003), who found that higher being cautious was significantly related to lower use of collaborative conflict-solving style and extends the knowledge by proposing that elevated being cautious may lead to higher perceived exposure to workplace bullying through less frequent use of problem solving.

However, being cautious and problem solving together explained only 5.6 percent of the variance of perceived exposure to workplace bullying. This threats the mediation effect, because with a small total effect, the likelihood to demonstrate mediation increases (Little et al., 2007). In addition with the smaller sample size, the likelihood to conclude the mediation is also higher (Little et al., 2007). Thus, the present mediation effect should be supported in future research with the larger sample and higher effect sizes of the relationships. In addition, problem solving as a mediator explained only 7 percent of the total effect between being cautious and perceived exposure to workplace bullying, suggesting there are other potential mediators. Overall, the findings relating lifestyle with workplace bullying via problem solving are consistent with propositions of researchers suggesting that certain individual characteristics may increase or decrease perceived bullying through inefficient coping (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 2011).

Though personality/lifestyle was previously hypothesized to be related to conflict solving (Blake & Mouton, 1964) and to be related to higher perceived exposure to workplace bullying (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 2011), present research was the first attempt to endorse the theoretical propositions of Individual Psychology theory and of various researchers with the empirical findings. The present findings are of importance, because a large proportion of the literature has focused on the direct effects of personality on exposure to workplace bullying (Balducci et al., 2009; Gandolfo, 1995; Matthiesen & Einarsen, 2001, 2007; Vartia, 1996). Until now, there was little knowledge on the mechanisms through which personality/lifestyle deters or triggers workplace bullying. The present study documents one such mechanism of problem solving that may be expanded to additional potential mediators in the future research.

Analysis of the moderating effect of strenuous working conditions provided support for high strain being a significant moderator in the direct relationship between belonging/social interest and perceived exposure to workplace bullying. However, differently than proposed (i.e., that the negative relationship between belonging/social interest and perceived exposure to workplace bullying would become weaker in strenuous working conditions, as stated in hypothesis 10), the result demonstrated the antagonistic interaction, demonstrating that in high strain circumstances, individuals who display higher belonging/social interest become more inclined to be exposed to workplace bullying. There may be several explanations for this finding. First, this may indicate that individual differences become less significant and depend more on situational circumstances such as strenuous working conditions (Baillien, Neyens, De Witte, & De Cuyper, 2009; Einarsen et al., 1994; Leymann, 1990). In this case, results would support the ideas of researchers who gave primary importance to the situational factors;

examples include Leymann (1990), who argued that individual differences are less relevant, and that people react in a certain way due to the situational circumstances, and Björkqvist, Österman, and Hjelt-Bäck (1994), who argued that regardless of personality, a change in the environment may save a victim from being bullied. The further explanation may be that in strenuous circumstances, when individuals may be venting negative emotions on others or searching for scapegoats (Baillien, Neyens, De Witte, & De Cuyper, 2009; Hoel & Salin, 2003), more extraverted, socialized individuals who are concerned about mutual well-being (such as individuals displaying higher belonging/social interest) may have a higher likelihood to become scapegoats. For example, Nielsen et al. (2008) found that a higher sense of coherence has deterring effect on bullying when the bullying is low. However, when bullying in the workplace increases to a certain level, individuals with medium to high levels of sense of coherence are affected by bullying more than others. Nielsen et al. (2008) concluded that this dynamic may be explained by the fact that for individuals displaying high sense of coherence, bullying may mismatch with their positive view towards the others and self. In line with Nielsen et al. (2008) findings, the present study seems to propose that in strenuous working conditions, individuals higher on belonging/social interest become easier targets or potential scapegoats, because they are more tolerant and less likely engage in dysfunctional behaviors or retaliate.

Third, in high strain circumstances, other personality dynamics may become more evident and lead an individual to exhibit inappropriate behavior or reactions that lead to higher perceived exposure to workplace bullying. More specifically, there may be additional lifestyle dynamics that together with belonging/social interest may explain the positive relationship with perceived exposure to workplace bullying in strenuous working conditions. For example, according to Sonstegard, Bitter, and Pelonis (2004), in stressful circumstances, the probability for certain defense mechanisms that create interpersonal challenges increases. In addition, according to Ansbacher & Ansbacher (1964), individuals who are exposed to unfavorable circumstances are much more susceptible to expressing various hostile characteristics related to inferiority feelings. Thus, an additional research integrating other lifestyle dynamics may be informative.

The present finding extends the knowledge on personality dynamics of the potential victim and provide with potential explanation for some previous controversial findings. For example, Glasø et al. (2007) found that victims of bullying are less agreeable and less conscientious than non-victims, whereas Coyne, Seigne, and Randall (2000) found that victims of bullying are more agreeable and more conscientious. The present finding, indicating that in strenuous working conditions the relationship between belonging/social interest and perceived exposure to workplace bullying changed, suggests that situational circumstances such as high

strain may be a decisive factor for individuals to be exposed to bullying and may explain controversial findings related to personality differences and workplace bullying. Thus, in future research, I advise that high strain circumstances should be integrated as a control variable.

The absence of the moderating effect of pace, amount of work, and independence in work on the direct relationship between belonging/social interest and perceived exposure to workplace bullying (hypothesis 10) could be attributed to the fact, that single facets of the Job Demand-Control Model are less detrimental than both facets combined into high strain working conditions (Karasek, 1979). For instance, high demands may even be motivating and learning inducing (Karasek et al., 1981). Thus, it seems critical to consider integration of both elements (job demands and job control) to acquire more accurate results (Karasek, 1979).

Differently than hypothesized, pace and amount at work, independence, and high-strain working conditions did not demonstrate significant moderating effect on the direct relationship between being cautious and perceived exposure to workplace bullying (hypothesis 11). This is surprising, considering that researchers argued for neurotic individuals being more sensitized to stress (Balducci et al., 2009) due to appraising events as threatening and coping resources as low (Ebstrup, Eplov, Pisinger, & Jørgensen, 2011; Schneider, Rench, Lyons, & Riffle, 2011). However, the non-significant result may be due to the fact that job demands and job control potentially affect the non-direct relationship between being cautious and perceived exposure to workplace bullying (i.e. via problem solving).

Support was not acquired for pace and amount of work, independence in work and high strain being significant moderators on the first-stage indirect relationship between belonging/social interest and perceived exposure to workplace bullying via problem solving (rejecting hypothesis 12). The reason may be that the explanatory power of belonging/social interest was very low and an indirect effect via problem solving was not obtained ($z = -1.89$). In this case, conditional indirect effect may be hardly expected.

Though, pace and amount of work appeared as a significant moderator of the first stage indirect relationship between being cautious and perceived exposure to workplace bullying via problem solving, hypothesis 13 was rejected. Differently than proposed, higher pace and amount of work was approved to encourage more frequent problem solving (however, only to the certain level) and in turn deterring perceived exposure to workplace bullying. It seems that together with higher requirements and demands, individuals displaying higher being cautious start to employ more collaborative strategies. This particular finding may be explained by the notion that individuals higher on being cautious were exposed to unpredictable conditions in the family, whereas, under higher pressure they learned to adjust to the situation by observing what is expected from the environment (Wheeler et al., 1993). An adjustment in higher pace and

amount of work circumstances in this particular organization may be solving conflict cooperatively. Thus, it may be accordingly concluded that individuals displaying the higher being cautious attribute when faced with higher demands, e.g. higher pace and amount of work, identify problem solving as the most functional way of coping and adjusting, considering the organizational culture and its requirements. However, the discussed relationship is significant only to the certain level, e.g. when pace and amount of work is very high, problem solving doesn't seem to be anymore used. This particular result is an important finding for practice when aiming at encouraging individuals to employ more collaborative tools in conflict solving. In addition, it may be important to identify how much demands it is needed (dose-response) to ensure constructive conflict solving in the organization.

In addition, this finding does not seem to be irrational, as according to the Job Demand Control Model, higher demands (higher pace and amount of work) increase the motivational level of the employee, which requires the individual to increase learning which might encourage adopting a more collaborative problem solving approach to conflict (Karasek et al., 1981; Karasek & Theorell, 1990). Previous research seems to support this notion by showing that higher job demands are related to a low number of absence days (Smulders & Nijhuis, 1999). Thus, demands may not only be harmful, but at a certain level may also work as a pressure to act more constructive.

Results showing significant moderating effect of high strain and pace and amount of work seem to be very closely entwined with the ideas of Walter Mischel (1968), who challenged the assumption that personality determines behavior, and instead claimed that people's behavior may differ from situation to situation. In the present study, lifestyle attributes do not seem to remain invariant across the different situations (as shown by the results of moderating role of pace and amount of work for being cautious-problem solving relationship or antagonistic interaction of high strain on belonging/social interest relationship to exposure to workplace bullying). Especially the result showing moderating role of pace and amount of work on the being cautious–problem-solving relationship indicate the relevance of "if…then…profiles", showing that situation-behavior relationships are meaningful and that in addition to individual dynamics, different situations need to be taken into account (Mischel, Shoda, & Mendoza-Denton, 2002).

3.4 Analysis 3: Transformational Leadership, Problem Solving, Two Principles of Industrial Democracy, Workplace Bullying, and Lifestyle: A Moderated Mediation Model

3.4.1 An Indirect Effect of Transformational Leadership on Perceived Exposure to Workplace Bullying via Problem Solving

As already discussed in theoretical rationale of Analysis 1, a transformational leader may deter exposure to workplace bullying by enabling followers to manage stress and conflicts, by encouraging followers and contributing to their self-esteem, by developing team spirit and shared vision, by serving as a role model for constructive behavior, and by addressing the moral and ethical environment (Bass & Riggio, 2006; Carless et al., 2000). Despite the direct hypothesized relationship of transformational leadership with perceived exposure to workplace bullying (supported in Analysis 1), transformational leadership may indirectly relate to bullying via several potential mediators. One of such mediating factors may be collaborative conflict solving.

Various researchers have stressed the leader's role in conflict handling in organizations (Lather, Jain, Jain, & Vikas, 2009). According to Wall and Callister (1995), leaders in organizations often participate in managing conflicts (Wall & Callister, 1995). Blackard and Gibson (2002) argued that dealing with conflicts is one of the most important management functions. The reason for leaders being key figures in handling conflict is that they are considered to be the main source of information and feedback to the employees (Boz, Martinez, & Munduate, 2009). In addition the followers seem to emulate leaders' behaviors related to handling conflict (Blackard & Gibson, 2002).

Transformational leadership seems to be particularly important for constructive conflict solving in organization that in turn may deter workplace bullying. According to Rahim (2001), "Transformational leadership is appropriate for managing conflicts. Such leaders (…) use their personal power to inspire employees' new ways of thinking and problem solving" (p. 91). Following ideas of transformational leadership theory, transformational leaders are not only appropriate, but they are able to decrease conflicts and potential bullying situations in the workplace by viewing conflicts as challenges, setting superordinate goals, and creating an appropriate environment for open discussion within teams (Bass & Riggio, 2006).

There are several ways in which transformational leaders are able to contribute to cooperative conflict solving in the organization. Odetunde (2013) proposed that constructive conflict management is positively impacted by the inspirational qualities of transformational

leadership. In case of a conflict, the leader views the conflict as a challenge that can lead to a learning opportunity (Carless et al., 2000). This in turn may reduce stress and increase the probability for collaborative conflict solving behavior (Bass & Riggio, 2006). In addition, transformational leaders present conflict as a situation needed for collaborative solution (Bass & Riggio, 2006). In such cases, leaders set superordinate goals and show that neither party can get along without the assistance of the other (Bass & Riggio, 2006; Yang, 2012). Leaders thereby achieve cooperation in conflict solving by encouraging followers to look beyond their self-interests for the good of the group (Bass, 1990; Bass & Riggio, 2006).

The transformational leader also creates a positive and safe environment for constructive conflict resolution (Bass & Riggio, 2006). This environment is built on trust and respect (Carless et al., 2000). Both parties in the conflict are encouraged to hear and understand the other's position, overcome rigid decisions, come up with the open statements and identify preferred results (Bass & Riggio, 2006; Yang, 2012). Yang (2012) proposed that transformational leaders act supportively, which also encourages cooperative conflict solving. Overall, this type of environment creates the right circumstances for the sources of conflict to be easily identified and problems solved cooperatively (Bass & Riggio, 2006; Yang, 2012).

Previous empirical studies demonstrated controversial findings in relation to transformational leadership and conflict solving. For example, Yang (2012) found that transformational leadership relates to cooperative conflict solving through job satisfaction and change commitment. Zhang, Cao, & Tjosvold (2011) identified transformational leadership being related to teams' cooperative conflict management. Odetunde (2013) found that effective conflict handling was more related to transformational leadership than to transactional. However, Lather et al. (2009) demonstrated that transformational leadership style was not significantly related to conflict resolution strategies. Given that there appears a lack of clarity in the relationship between transformational leadership and perceived exposure to workplace bullying via collaborative conflict solving, the following hypothesis has been generated for this study:

Hypothesis 14: Transformational leadership indirectly relates to perceived exposure to workplace bullying via problem solving.
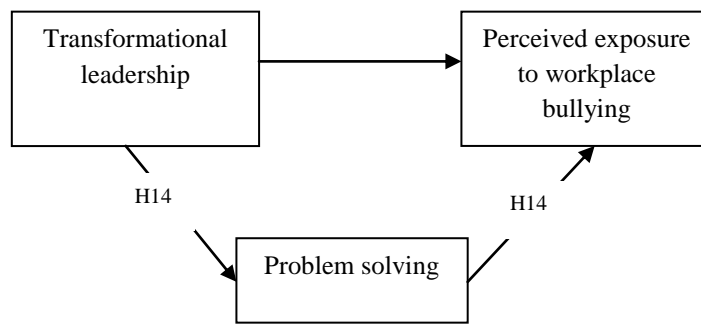
Figure 11. Hypothesized indirect effect of transformational leadership on perceived exposure to workplace bullying via problem solving

3.4.2 An Indirect Relationship between Transformational Leadership and Perceived Exposure to Workplace Bullying via Participation and Opportunities to Learn

Leadership has been identified as a significant factor in promoting a positive or negative working environment. For example, Malloy and Penprase (2010) found that transformational leadership and contingent reward were related to positive working environment, whereas management by exception and laissez faire leadership promoted a negative work environment. In fact, in Malloy and Penprase's (2010) study, 22 out of 37 dimensions of psychosocial working environment were related to leadership. Piccolo, Greenbaum, Den Hartog, & Folger (2010) found support for ethical leadership contributing to task significance and job autonomy. In addition, Piccolo and Colquitt (2006) demonstrated that transformational leadership behaviors were related to all five core job characteristics (according to Hackman and Oldham's model), i.e., higher levels of variety, identity, significance, autonomy, and feedback.

The leader's ability to influence the working environment seems to have further effects on various outcomes. One of such outcomes may be workplace bullying in organizations. Research proved that leaders may encourage or discourage bullying directly, as well as via work environment. Stouten et al. (2011) found that ethical leadership was related to an improved quantitative (workload) and qualitative work environment and in turn related to a decreased likelihood of workplace bullying. Astrauskaite, Notelaers, Medisauskaite, and Kern (2013) found that transformational leadership was indirectly related to perceived exposure to workplace bullying via partial mediation of autonomy and task identity. Skogstad et al. (2007) showed that role ambiguity, role conflict, and conflicts among coworkers mediated the relationship between Laissez-faire leadership and workplace bullying.

Leaders seem also to be the key figures in spreading democratic principles in the organization (Yazdani, 2010). For example, Leymann (1987) claimed that the leader is a central figure in establishing organizational democracy. John (2000) proposed that integrating democratic principles requires introducing authoritative leaders who make employees feel respected and valued. According to Ferguson (2011), a democratic leader encourages shared decision-making, where rules and regulations are decided by all members of organization. According to Bass and Shackleton (1979), participative management and principles of industrial democracy complement each other. Detert and Burris (2007) found empirical support for the relationship between management openness and transformational leadership and employees' voice behavior. Yoon (2012) identified that empowering leadership positively predicted voice behavior.

Arguments in the literature further suggest that the transformational leader can in particularly facilitate the two principles of organizational democracy, i.e., participation and opportunities to learn, which in turn deters workplace bullying. First of all, transformational leaders are viewed as participative (people-oriented) leaders (Bass & Riggio, 2006), who potentially champion the use of democratic principles in organizations (Bass & Shackleton, 1979; Yazdani, 2010). Second, according to the theory, transformational leaders aim at: 1) developing and stimulating followers' leadership potential, which requires learning (Bass & Riggio, 2006); 2) encouraging shared vision (Carless et al., 2000) that urges for participation in decision making; and 3) establishing morality and equality principles (Lee, 2011; Popper & Mayseless, 2003; Bass & Riggio, 2006) that combines both.

A leader's ability to encourage participation and opportunities to learn seem to deter workplace bullying. For example, transformational leadership theory says that transformational leaders practice learning opportunities together with a supportive climate (Bass & Riggio, 2006). Leaders actively pursue developing, encouraging, and intellectually stimulating followers (Bass & Avolio, 1993; Bass & Riggio, 2006; Sosik, Godshalk, & Yammarino, 2004). They diagnose the needs and abilities of followers and encourage their development (Carless et al., 2000). By encouraging the subordinates' personal development, transformational leaders create opportunities to learn and build the right circumstances for followers' self-confidence (Bass & Riggio, 2006; Carless et al., 2000). Self-confidence (Matthiesen & Einarsen, 2007) and perceived leader support (van Dock & Wagner, 2001) should work as deterrents for perceived exposure to workplace bullying.

In addition, transformational leaders are concerned with team members' participation in decision-making (Aswegen & Engelbrecht, 2009; Bass & Avolio, 1993; Carless et al., 2000) that creates a collaborative and moral environment in the work setting. For example, Ivancevich

(1979) summarized previous arguments and claimed that lack of employee participation may lead to lower morale. Bass and Shackleton (1979) supported this notion by reporting that higher participation significantly improved employees' morale and transformed relationships. Thus, sharing power and involving followers in mutual problem solving (Carless et al., 2000) increases morale and should deter workplace bullying. Finally, transformational leaders, being able to implement participation and opportunities to learn contribute to flattening hierarchies (Avgar et al., 2012; John, 2000), ensure equality (Yazdani, 2010) and reduce the likelihood of inferiority and power imbalance — one of the key elements of workplace bullying (Zapf & Gross, 2001).

Empirical studies relating transformational leadership to the principles of organizational democracy (such as learning and employee participation) are scarce. Hetland, Skogstad, Hetland, and Mikkelsen (2011) reported that transformational leadership was positively related with opportunities to develop and learn. However, previous research did not analyze indirect relationship between transformational leadership with perceived exposure to workplace bullying via two principles of organizational democracy, e.g. participation and opportunities to learn. Based on the limited research on transformational leadership and workplace bullying via participation and opportunities to learn, the following hypothesis was proposed.

Hypothesis 15: Transformational leadership is indirectly related to perceived exposure to workplace bullying via participation and opportunities to learn.
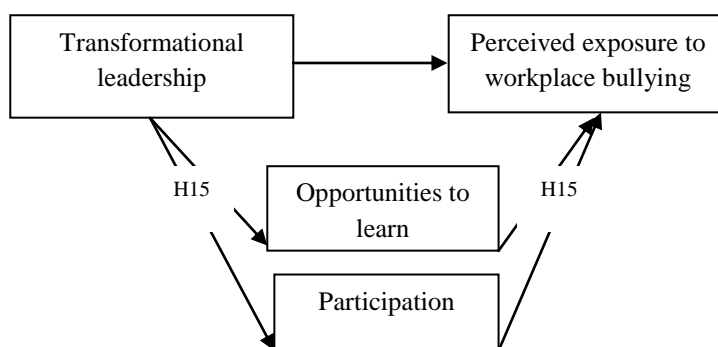
Figure 12. Hypothesized indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation and opportunities to learn

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3.4.3 Moderating Effect of the Two Lifestyle Themes

Individual differences related to viewing environmental characteristics were previously reported in a variety of research studies (Chung-Yan & Butler, 2011; Harvey, Blouin, & Stout, 2006; Longua et al., 2009). Longua et al. (2009) concluded that extraverted individuals tend to more savor positive events in comparison with more neurotic individuals. Harvey et al. (2006) found that individuals who display a higher level of the proactive personality trait experience more strain due to interpersonal conflict. Burnett, Williamson, and Bartol (2009) found that individuals who display higher level of conscientiousness are more likely to form positive job attitudes in situations characterized as having high levels of procedural fairness and low extrinsic reward outcome favorability. In addition, employees higher on extraversion had stronger intentions to remain in work environments being perceived as supportive, but with low levels of procedural fairness (Burnett et al., 2009). Oldham and Hackman (2010) agreed that personality moderates are significant in analyzing working environment and suggested that more research is needed to identify individual differences in perceiving environment and its related outcomes. Thus, certain personality attributes seem to be substantial for differing (more positive or negative) perceptions of the environment that lead to positive or negative outcomes.

Individual differences were identified as significant factors in the research on leadership. Stelmokienė (2012) demonstrated that higher agreeableness, extraversion and conscientiousness influence leadership effectiveness evaluation via social identification with a group. Kalaluhi (2013) found that followers who display higher need for autonomy perceived empowering leadership as more effective. More specifically, several empirical studies identified the importance of individual differences of the followers in the research on transformational leadership. Walumbwa, Lawler, and Avolio (2007) identified that for individuals who were more allocentric, transformational leadership was more positively associated with work-related attitudes and outcomes. Felfe and Schuns (2010) found support that perception of transformational leadership is related to followers' personality. More specifically, researchers identified that individuals who displayed high extraversion and agreeableness, perceived their leaders as more transformational (Felfe & Schuns, 2010). On the other hand, individuals high in neuroticism perceived their leaders as lower on individualized consideration (one of the facets of transformational leadership) (Felfe & Schuns, 2010). Keller Hansbrough (2012) found that individuals who displayed high attachment anxiety tended to view their leaders as transformational, even though characteristics of such leadership style were objectively absent. Hence individual differences of the followers seem to be important in evaluation of leadership

style (Felfe & Schuns, 2010; Kalaluhi, 2013; Keller Hansbrough, 2012; Walumbwa et al., 2007) and, therefore, should be considered in research.

In addition to importance of individual differences in viewing leadership, individual characteristics seem to be important in viewing the two principles of organizational democracy. Previous research did not address individual differences and the two principles of organizational democracy of participation and opportunities to learn specifically. However, research approached individual differences related to voice behavior that seems closely related to employee participation. Voice behavior, described as "speaking out and challenging the status quo with the intent of improving the situation" (LePine & Van Dyne, 1998, p.853), seems to be related to participation that was described as being able to affect areas related to one's work or participating in deciding what pertains one's tasks (Notelaers et al., 2007). Previous studies related to voice behavior suggested that it is important to control for individual differences (Detert & Burris, 2007). In Detert and Burris (2007) study proactive personality was positively related to voice behavior (Detert & Burris, 2007). In the study of LePine and Van Dyne (1998), individuals with higher level of self-esteem were more likely to engage in voice behaviors. Also opportunities to learn have been related to individual differences. For example, Schüler, Sheldon, and Fröhlich (2010) supported the notion that individuals who display high need for achievement experience more positive outcomes out of feeling competent. Hence, it seems reasonable to integrate individual differences in the analysis on participation and opportunities to learn.

The role of individual differences seems to also be important in workplace bullying research. Einarsen et al. (2011) suggested that perceptions of the victims towards the work environment have to be taken into account. Individual differences may provide an understanding on how subgroups may react or perceive things differently that in turn may lead to higher exposure to workplace bullying and more negative consequences (Zapf & Einarsen, 2011). For example, Hogh, Mikkelsen, & Hansen (2011) claimed that people higher on neuroticism and trait-negative affectivity tend to view self, others and world more negatively and, thus, may experience more negative consequences due to workplace bullying. Brodsky (1976) argued that more sensitive, anxious individuals tend to see environment as more hostile and, thus, be more vulnerable to becoming a target of bullying.

The theory of Individual Psychology has given an exceptional importance to individual differences and in particular to the role of lifestyle and the private logic of a person (Del Corso et al., 2011). Individual Psychology claims that people interpret all-important facts depending on their lifestyle (Adler, 1964). According to Del Corso et al. (2011), lifestyle represents who a person is and how he sees the world around him. It is like a lens or a filter that selects certain

information that matches previous experience (Barclay & Wolff, 2011; Del Corso et al., 2011), and influences affects and responses (Watts, 1999).

It seems that individuals who display higher level of belonging/social interest should evaluate leader as more transformational, savor transformational leadership more and more positively view participation and opportunities to learn, which in turn should have a stronger deterring effect on perceived exposure to workplace bullying. For example, similarity/attraction theory postulates that individuals tend to view others, similar to them more positively (Byrne, 1971). In such fashion, individuals displaying higher belonging/social interest should savor transformational leaders more, because individual consideration of the transformational leader was related to higher belonging/social interest attribute (Frey, Kern, Snow, & Curlette, 2009). Besides, transformational leadership has been linked with extraversion and agreeableness personality attributes (Judge & Bono, 2000) that were also related to belonging/social interest. In addition, individuals, who display higher belonging/social interest, should perceive leader as more transformational, because previous research demonstrated that individuals characterized by higher extraversion and agreeableness, perceived their leaders as more transformational (Felfe & Schuns, 2010).

In relation to participation, opportunities to learn and individual differences, previous research showed that individuals higher on belonging/social interest lifestyle theme are more concerned about cooperation and mutual needs' satisfaction (Curlette et al., 1993; Peluso, 2004; Wheeler et al., 1993), thus, participation may provide an opportunity to contribute to mutual wellbeing by being able to make decisions in the areas of work. In addition, individuals who display higher belonging/social interest were identified as active and solution oriented (Wheeler et al., 1993), and therefore they seem to savor participation more because it allows express opinion, influence decisions and solutions, contribute to solving the problems (Beardwell & Claydon, 2007; Muindi, 2011).

Individuals who display higher levels of belonging/social interest are concerned about continuing learning and development (Wheeler et al., 1993), whereas low scorers prefer jobs that require using the skills they already possess and where the work environment is not too demanding (Wheeler et al., 1993). Thus, for individuals who are higher on belonging/social interest, opportunities to learn should be more important and have more significant deterring effect on perceived exposure to workplace bullying. In addition, Barrick and Mount (1991) in their meta-analytic study suggested that individuals who display higher levels of openness to experience on the Big Five measure are more likely to have positive attitudes toward learning experiences in general. Having in mind that in Liesienė's (2010) study, belonging/social interest was related to openness to experience revealing medium relationship strength (i.e., .28), it may

be hypothesized that individuals higher on belonging/social interest lifestyle theme view opportunities to learn more positively that strengthen deterring effect on perceived exposure to workplace bullying. Individuals displaying higher belonging/social interest seem to also have higher desire to hold leadership position (Curlette et al., 1993) and tend to be more effective leaders (Frey et al., 2009). Thus, opportunities to learn and participate seem to be very important elements of work for these individuals.

Finally, individuals, who display higher belonging/social interest, seem to display more positive, more optimistic approaches towards the world around them (Kemp, 2001; Wheeler et al., 1993), hence, they should view their leader in a more positive fashion and the two principles of organizational democracy more complimentary than their low belonging/social interest counterparts. Longua et al. (2009) found that extraverted individuals tend to more savor positive events. Thus, as belonging/social interest is linked with extraversion (Curlette et al., 1993; Liesienė, 2010; Peluso, 2004), it should also be related to more positive evaluation of leader, participation and opportunities to learn that in turn would have stronger deterring effect on workplace bullying. The following hypothesis was design to test this:

Hypothesis 16: The indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation is moderated by belonging/social interest. The deterring effect of transformational leadership, opportunities to learn and participation on perceived exposure to workplace bullying is stronger for employees higher on belonging/social interest (in comparison with employees lower on belonging/social interest).

Individuals who display higher being cautious seem to be more neurotic (Liesienė, 2010). According to empirical findings, neuroticism may prevent one from viewing leader as more transformational (Felfe & Schuns, 2010). In addition, individuals displaying higher being cautious lack of self-confidence (Wheeler et al., 1993), due to that they less likely engage in voice behaviors (LePine & Van Dyne, 1998), associated with participation. The inferiority feeling may prevent them from cooperation and seeking for mutual gains due to discouraging experience in the childhood (Adler, 1964; Stone & Drescher, 2004). Thus, individuals higher on being cautious seem to less likely participate or savor participation that may increase perceived exposure to workplace bullying. Also, individuals displaying high being cautious prefer low stress, low demands, low pressure and low competition workplaces (Wheeler et al., 1993), thus, opportunities to learn and participation may induce stress for these individuals by taking a role of perceived requirements that in turn may increase perceived exposure to workplace bullying. Finally, individuals higher on being cautious employ less optimistic approach towards life (Wheeler et al., 1993). More specifically, being mistrusting and suspicious (Curlette & Kern,

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2010; Kern et al., 2006; Wheeler et al., 1993) they may be less satisfied by leadership, participation, and opportunities to learn that would lead them to higher perceived exposure to workplace bullying. Being cautious was also related to neuroticism (Liesienė, 2010; McMahan, 1998), which was negatively associated with savoring positive events (Bryant, 2003; Wood, Heimpel, & Michela, 2003). Thus, transformational leadership, participation and opportunities to learn may be viewed less positive that would increase perceived exposure to workplace bullying.

Hypothesis 17: The indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation is moderated by being cautious. The deterring effect of transformational leadership, opportunities to learn and participation on perceived exposure to workplace bullying is weaker for employees higher on being cautious (in comparison with employees lower on being cautious).
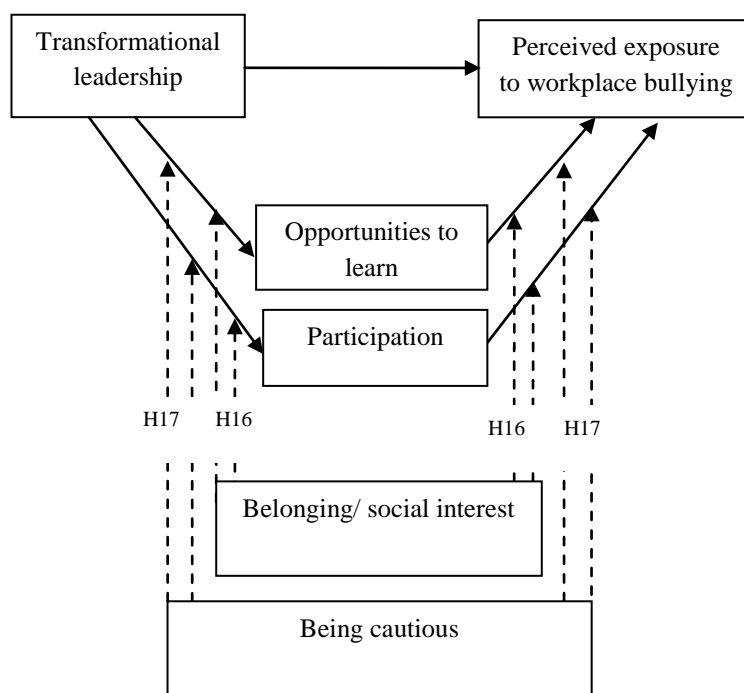
Figure 13. Hypothesized conditional indirect effect of lifestyle themes

3.4.4 Research Methods for Analysis 3

All data analyses in the present study were conducted on the sample discussed in the research method section on page 42. The sample size included 494 respondents. To test hypothesis 14 and 15 related to indirect effects, multiple hierarchical regression analysis with

SPSS (19.0) was performed. Mediation analysis was implemented following traditional recommendations related to four conditions for mediation provided by Baron and Kenny (1986). To test whether mediation effect is significant with two simultaneously added mediators (hypothesis 15) an additional mediation analysis was performed using SPSS macro with bootstrapping procedure for multiple mediation (Preacher & Hayes, 2008).

To test moderated mediation effects in hypothesis 16 and 17, I followed the Moderated Causal Steps Approach proposed by Muller et al. (2005) by using multiple hierarchical regression analysis with SPSS (19.0). In addition, SPSS macro of PROCESS (Hayes, 2012) was employed to double test the conditional indirect effect of transformational leadership on perceived exposure to workplace bullying via participation and opportunities to learn at the values of being cautious. Age was controlled for in all the analyses (except for repeated mediation analysis with two simultaneously added mediators).

3.5 Results

3.5.1 An Indirect Effect of Transformational Leadership on Perceived Exposure to Workplace Bullying via Problem Solving

To test hypothesis 14, which proposes that problem solving mediates the relationship between transformational leadership and perceived exposure to workplace bullying, I conducted a hierarchical multiple regression analysis. The results are presented in Table 36.

Table 36. Testing mediating effect of problem solving in the relationship between transformational leadership and perceived exposure to workplace bullying

Step and variable		B	SE B	95% CI	R^2	p value
Step 1	Age	-.004	.001	-.006, -.002	.038	<.0001
Step 2 (Path c)	Outcome: WB					
	Predictor: TL	-.009	.001	-.011, -.007	.159	<.0001
Step 3 (Path a)	Outcome: PS					
	Predictor: TL	.061	.017	.027, .094		<.0001
Step 4 (Path b and path ć)	Outcome: WB					
	Mediator: PS (path b)	-.006	.003	-.012, .001	.164	.08
	Predictor: TL	-.009	.001	-.012, -.006		<.0001

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; WB = workplace bullying (logarithmed); TL=transformational leadership; PS = problem solving, N = 494

Results in Step 2 indicated that transformational leadership is statistically significantly related to perceived exposure to workplace bullying (B = -.009, p = <.0001) thus, satisfying condition 1 for mediation. Step 3 indicated that transformational leadership was significantly related to problem solving (B = .061, p = <.0001), thus, the second condition for mediation was also met. However, when perceived exposure to workplace bullying was simultaneously regressed on problem solving and transformational leadership (Step 4), results demonstrated that the mediator variable of problem solving was not anymore significantly related to perceived exposure to workplace bullying (B = -.006, p =.08), thereby rejecting hypothesis 14 for potential mediation.

3.5.2 An Indirect Relationship of Transformational Leadership with Perceived Exposure to Workplace Bullying via Participation and Opportunities to Learn

To test hypothesis proposing that opportunities to learn and participation mediate the relationship between transformational leadership and perceived exposure to workplace bullying, a hierarchical multiple regression analysis was performed (with bootstrap procedure for 1000 samples). The results of the analysis are reported in Table 37.

Table 37. Testing mediating effect of participation and opportunities to learn in the relationship between transformational leadership and perceived exposure to workplace bullying

Steps in mediation model analysis		B	SE B	95% CI	R^2	p value
Step 1	Age	-.003	.001	-.005, -.001	.038	**.001**
Step 2 (Path c)	Outcome: WB					
	Predictor: TL	-.009	.001	-.012, -.007	.159	**.001**
Step 3a (Path a)	Outcome: OPL					
	Predictor: TL	.117	.015	.09, .15		**.001**
Step 3b (Path a)	Outcome: P					
	Predictor: TL	.154	.014	.13, .18		**.001**
Step 4a (Path b)	Outcome: WB					
	Mediator: OPL (path b)	-.014	.003	-.02, -.008	.192	**.001**
	Predictor: TL	-.008	.001	-.01, -.005		**.001**
Step 4b (Path b and path ć)	Outcome: WB					
	Mediator: P (path b)	-.017	.004	-.02, -.01	.195	**.001**
	Predictor: TL	-.007	.001	-.009, -.004		**.001**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; 95% CI = confidence interval; R^2 = coefficient of determination; WB = workplace bullying (logarithmed); TL=transformational leadership; OPL=opportunities to learn; P = participation; N = 494

Regression results in Step 2 indicated that the first condition for mediation was met, because transformational leadership was significantly related to perceived exposure to workplace bullying, Step 3a and 3b also indicated that the second condition for mediation was valid, because transformational leadership was significantly related to both: opportunities to learn (B =.117, p =.001) and participation (B = .154, p = .001). Step 4a and 4b indicated that the mediators of opportunities to learn (B = -.014, p = .001) and participation (B = -.017, p = .001) were related to the outcome variable of perceived exposure to workplace bullying and, thus, the third condition was met. In addition, Step 4a and 4b demonstrated that the relationship between independent variable (transformational leadership) and dependent variable (perceived exposure to workplace bullying) was still significant after controlling for mediators, though, smaller (e.g. B = -.008 versus B = -.009 and B = -.007 versus B = -.009). This indicated potential partial mediation.

To identify if the drop from -.009 to -.008 and from -.009 to -.007 was significant, calculation of z score was used. The z score for mediation effect with "opportunities to learn" as mediator was -4 and -3.96 for mediation effect with "participation" as mediator. This indicated two significant partial mediations. Additional analysis controlling for customer service points indicated that the main results remained the same. In addition being a member of customer service point 1 and 4 was significantly related to higher perceived exposure to workplace bullying in the mediation model with "opportunities to learn" as mediator, and belonging to customer service point 1 was related to higher perceived exposure to workplace bullying in the mediation model with "participation" as mediator. Opportunities to learn as mediator explained approximately 18 percent of the total effect between transformational leadership and perceived exposure to workplace bullying (i.e. -.001638/-.009=.182). Participation as mediator explained approximately 29 percent of the total effect (i.e. -.002618/-.009=.29). Thus, participation in comparison with opportunities to learn was more important mediator.

Mediation analysis was repeatedly performed using SPSS macro for multiple mediation with bootstrapping provided by Preacher and Hayes (2008). The goal was to see if the partial mediation for participation and opportunities to learn would still be significant if both mediator variables are simultaneously included in the model (results are presented in Table 38).

Table 38. Testing mediating effect with two simultaneously added mediators

	B	SE B	t	p
Predictor: TL (a paths)				
Opportunities to learn	.12	.01	7.86	**<.001**
Participation	.16	.01	12.07	**<.001**
Outcome: WB (b paths)				
Opportunities to learn	-.009	.003	-2.45	**.01**
Participation	-.01	.004	-3.64	**.0003**
Total effect of TL on WB (c path)				
Transformational leadership	-.0098	.001	-8.81	**<.001**
Direct effect of T) on WB (c' path)				
Transformational leadership	-.0065	.001	-5.28	**<.001**

Note. B = unstandardized regression coefficient; SE B = standard error associated with the coefficient; WB = workplace bullying (logarithmed); TL = transformational leadership; OPL = opportunities to learn; P = participation; N = 521

      Results presented in Table 38 indicated that while the total effect was -.0098, the direct effect of transformational leadership on perceived exposure to workplace bullying was -.0065. Thus, the indirect effect of -.0033, seems to explain significant part of the total effect. Evidence of indirect effect being significant with two simultaneously added mediators in explaining total effect may be derived from Table 39.

Table 39. Confidence intervals and point estimates for mediation analysis with participation and opportunities to learn as mediators

			Bootstrapping					
	Point Estimate	SE	Percentile 95% CI		BC 95% CI		BCa 95% CI	
			Lower	Upper	Lower	Upper	Lower	Upper
Opportunities to learn	-.0010	.0004	-.0019	-.0002	-.0019	-.0002	-.0019	-.0002
Participation	-.0023	.0006	-.0036	-.001	-.0036	-.001	-.0036	-.001
Total indirect effect	-.0033	.0007	-.0046	-.0019	-.0047	-.002	-.0047	-.002

Note. SE = standard error; 95% CI = confidence interval; BC = bias corrected; BCa = bias corrected and accelerated, N = 521

      Indices presented in Table 39 confirmed that the partial mediation with two simultaneously added mediators was significant, because 95% CI of the total indirect effect did not contain zero. In addition, both variables may be considered as partial mediators, because confidence intervals of neither of the two mediating variables contained zero. Participation was more significant mediator explaining greater part of the indirect effect (i.e. -.0023 versus -.0010). In conclusion, hypothesis 15 was partially supported indicating that participation and

opportunities to learn were significant partial mediators in the indirect effect of transformational leadership on perceived exposure to workplace bullying.

3.5.3 Moderating Effect of the Two Lifestyle Themes

To test hypothesis 16, predicting that deterring effect of transformational leadership, opportunities to learn and participation on perceived exposure to workplace bullying is stronger for employees higher on belonging/social interest lifestyle theme a hierarchical multiple regression analysis was performed. The first analysis was implemented to test whether belonging/social interest moderates the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn (see Table 40).

Table 40. Testing moderating effect of belonging/social interest on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=OPL)			Regression 3 (Criterion=WB)		
	Step 1 B	Step 2 B	Step 3 B	Step 1 B	Step 2 B	Step 3 B	Step 1 B	Step 2 B	Step 3 B
Constant	3.407	3.378	3.378	10.86	11.24	11.24	3.407	3.379	3.379
Age	-.004**	-.003**	-.003**	.009	-.002	-.002	-.004**	-.003**	-.003**
X: TL	-	-.062**	-.064**	-	.776**	.776**	-	-.052**	-.053**
MO: BSI	-	-.014	-.014	-	.278**	.278**	-	-.010	-.010
TL* BSI	-	-	.006	-	-	-.001	-	-	.010
ME: OPL	-	-	-	-	-	-	-	-.034	-.034
OPL* BSI	-	-	-	-	-	-	-	-	-.009
R^2	.038.	.165	.166	.001	.120	.120	.038	.196	.199
R^2 change	.038	.127	.001	.001	.119	.000	.038	.157	.003

Note. *$p < .05$; **$p < .01$. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); TL = transformational leadership; BSI = belonging/social interest; OPL = opportunities to learn; MO = moderator variable; ME = mediator variable, R^2 = coefficient of determination; N = 494

Results of Regression 1 presented in Table 38 demonstrated that an overall effect of transformational leadership on perceived exposure to workplace bullying was not moderated by belonging/social interest (B = .006, p = .55). Results of Regression 2 demonstrated that the first stage moderated mediation was not significant (B = -.001, p = .99). Results of Regression 3 indicated that the second stage moderated mediation was not significant (B = -.009, p = .26).

Another analysis was performed to test the moderating role of belonging/social interest for the indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation. The results are presented in Table 41.

Table 41. Testing moderating effect of belonging/social interest on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=P)			Regression 3 (Criterion=WB)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
	B	B	B	B	B	B	B	B	B
Constant	3.407	3.378	3.378	9.254	9.729	9.727	3.407	3.369	3.366
Age	-.004**	-.003**	-.003**	.03**	.017	.016	-.004**	-.003**	-.003**
X: TL	-	-.062**	-.064**	-	1.03**	1.01**	-	-.045**	-.046**
MO: BSI	-	-.014	-.014	-	.247**	.256**	-	-.01	-.01
TL* BSI	-	-	.006		-	.075	-	-	.012
ME: P	-	-	-	-	-	-	-	-.037**	-.038**
P* BSI	-	-	-	-	-	-	-	-	-.012
R^2	.038	.165	.166	.014	.230	.231	.038	.199	.204
R^2 change	.038	.127	.001	.014	.216	.001	.038	.160	.006

Note. *$p < .05$; **$p < .01$. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); TL = transformational leadership; BSI = belonging/social interest; P = participation; MO = moderator variable; ME = mediator variable, R^2= coefficient of determination; N = 494

Results of Regression 1 demonstrated that the overall effect of transformational leadership on perceived exposure to workplace bullying was not moderated by belonging/social interest (B = .006, p = .55). Results of Regression 2 indicated that the first stage moderated mediation was not significant (B = .075, p = .49). Results of Regression 3 demonstrated that the second stage moderated mediation was not significant (B = -.012, p = .17). In conclusion, belonging/social interest did not moderate neither the first nor the second stage indirect effect between transformational leadership and perceived exposure to workplace bullying via participation and opportunities to learn, thus, hypothesis 16 was rejected.

To test hypothesis 17 proposing that the deterring effect of transformational leadership, opportunities to learn and participation on perceived exposure to workplace bullying is weaker for employees higher on being cautious lifestyle theme (in comparison with employees lower on being cautious), a hierarchical multiple regression analysis was performed. Results, related to the moderating role of being cautious are presented in Table 42.

Table 42. Testing moderating effect of being cautious on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=OPL)			Regression 3 (Criterion=WB)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
	B	B	B	B	B	B	B	B	B
Constant	3.407	3.385	3.385	10.86	11.20	11.20	3.407	3.385	3.384
Age	-.004**	-.003**	-.003**	.009	.0003	.0002	-.004**	-.003**	-.003**
X: TL	-	-.061**	-.062**	-	.80**	.82**	-	-.049**	-.051**
MO: BC	-	.037**	.037**	-	.112	.119	-	.039**	.035**
TL* BC	-	-	-.005	-	-	.131	-	-	-.009
ME: OPL	-	-	-	-	-	-	-	-.037**	-.037**
OPL* BC	-	-	-	-	-	-	-	-	.015*
R^2	.038	.200	.201	.001	.109	.112	.038	.237	.245
R^2 change	.038	.162	.001	.001	.108	.003	.038	.199	.008

Note. *p < .05; **p < .01*. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); TL = transformational leadership; BC = being cautious; OPL = opportunities to learn; MO = moderator variable; ME = mediator variable, R^2 = coefficient of determination; N = 494

Results in Regression 1 indicated that the overall effect between transformational leadership and perceived exposure to workplace bullying was not moderated by the being cautious variable (B = -.005, p = .54). Results of Regression 2 demonstrated that the first stage indirect effect was not moderated by being cautious, as well (B = .13, p = .29). Results of Regression 3 indicated that the second stage indirect effect was moderated by being cautious variable (B = .015, p = .01). Figure 14 illustrates the significant moderating effect of being cautious on the second stage indirect effect.
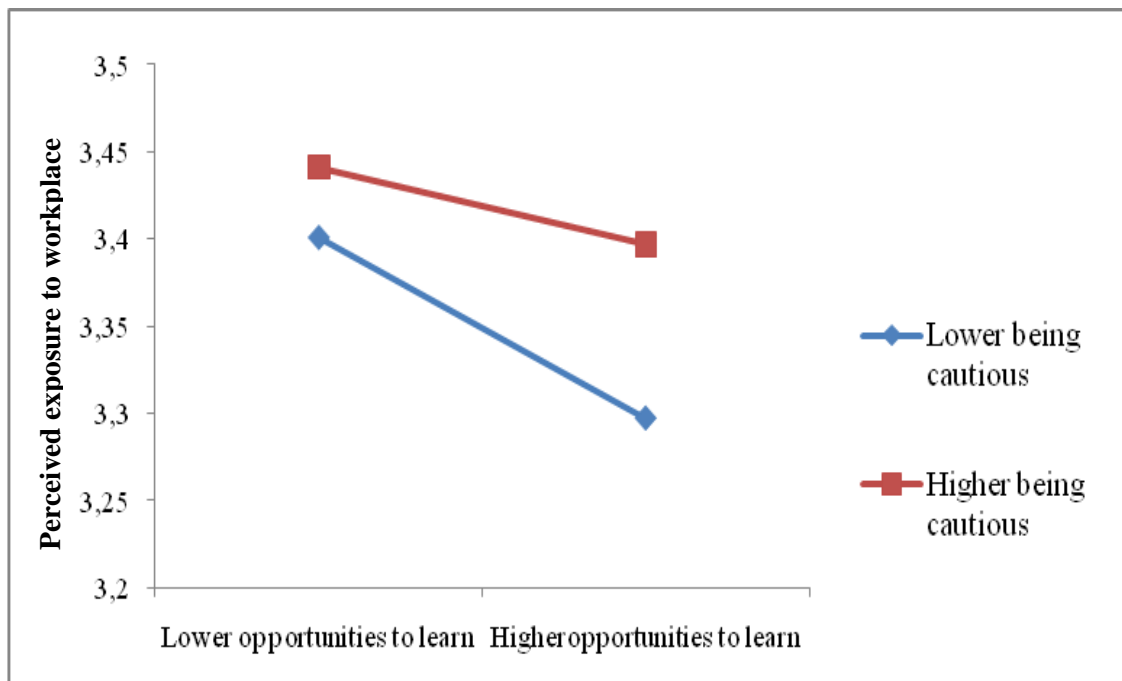
Note. Mean (being cautious and opportunities to learn) = 0, Lower (being cautious and opportunities to learn) = 1 SD below the mean, Higher (being cautious and opportunities to learn) = 1 SD above the mean; SD = standard deviation

Figure 14. Relationship between opportunities to learn and perceived exposure to workplace bullying at the values of being cautious

As depicted in Figure 14, results indicated that higher opportunities to learn were related to lower perceived exposure to workplace bullying for individuals displaying lower and higher level of being cautious lifestyle theme, but for individuals higher on being cautious this effect was less pronounced and the overall level of perceived exposure to workplace bullying was higher.

Another analysis was performed to test whether being cautious plays moderating role on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation. The results are presented in Table 43.

Table 43. Testing moderating effect of being cautious on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation

Predictors	Regression 1 (Criterion=WB)			Regression 2 (Criterion=P)			Regression 3 (Criterion=WB)		
	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3	Step 1	Step 2	Step 3
	B	B	B	B	B	B	B	B	B
Constant	3.407	3.385	3.385	9.254	9.678	9.679	3.407	3.375	3.374
Age	-.004**	-.003**	-.003**	.03*	.018	.018	-.004**	-.003**	-.003**
X: TL	-	-.061**	-.062**	-	1.05**	1.05**	-	-.044**	-.045**
MO: BC	-	.037**	.037**	-	-.016	-.012	-	.037**	.035**
TL* BC	-	-	-.005	-	-	.066	-	-	-.013
ME: P	-	-	-	-	-	-	-	-.039**	-.037**
P* BC	-	-	-	-	-	-	-	-	.016*
R^2	.038	.200	.201	.014	.219	.219	.038	.236	.243
R^2 change	.038	.162	.001	.014	.205	.000	.038	.198	.007

*Note. *$p < .05$; **$p < .01$. B = unstandardized regression coefficient; WB = workplace bullying (logarithmed); TL = transformational leadership; BC = being cautious; P = participation; MO = moderator variable; ME = mediator variable, R^2 = coefficient of determination; N = 494

Results of Regression 1 indicated that the total effect between transformational leadership and perceived exposure to workplace bullying was not moderated by being cautious (B = -.005, p = .55). The first stage indirect effect was also not moderated by being cautious (B = .06, p = .51). Results of Regression 3 demonstrated that second stage indirect effect was moderated by being cautious (B = .016, p = .04). The moderation effect is depicted in Figure 15.
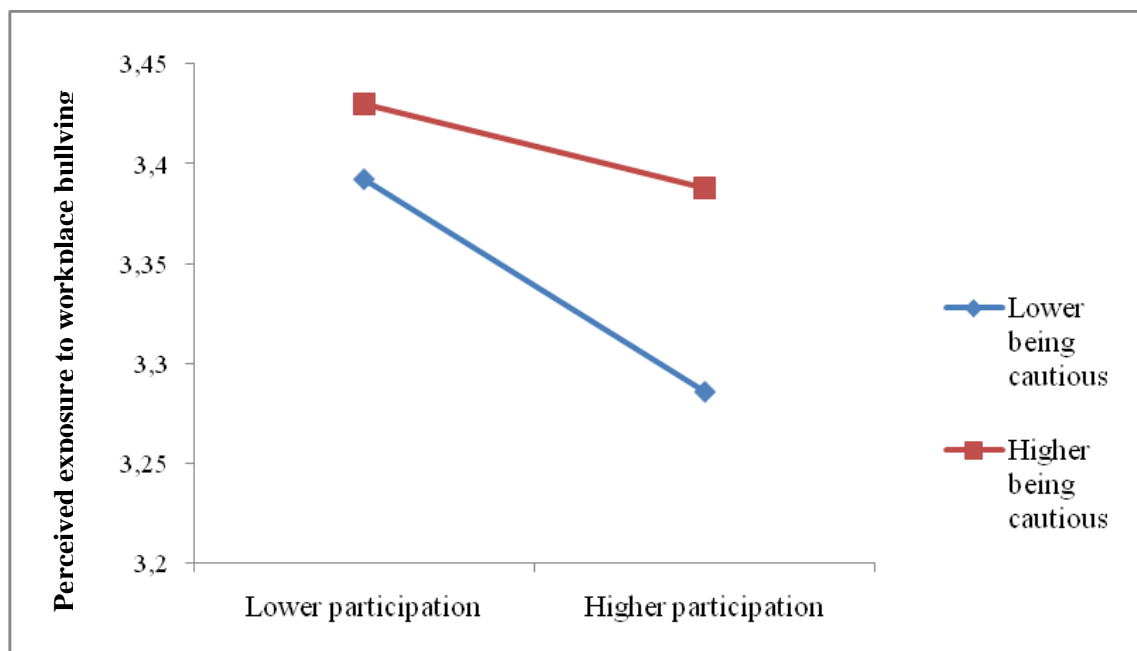
Note. Mean (being cautious and participation) = 0, Lower (being cautious and participation) = 1 SD below the mean, Higher (being cautious and participation) = 1 SD above the mean; SD = standard deviation

Figure 15. Relationship between participation and perceived exposure to workplace bullying at the values of being cautious

As depicted in Figure 15, results indicated that higher participation was related to lower perceived exposure to workplace bullying for individuals displaying lower and higher level of being cautious lifestyle theme, however, for individuals higher on being cautious this effect was less significant and the overall level of perceived exposure to workplace bullying was higher.

An additional analysis using SPSS macro PROCESS (Hayes, 2012) was employed to further explore whether the mediation effect of opportunities to learn is still significant in the indirect relationship between transformational leadership and perceived exposure to workplace bullying when being cautious is considered as moderator (results presented in Table 44).

Table 44. Conditional indirect effect of transformational leadership on perceived exposure to workplace bullying via opportunities to learn at the range of the values of being cautious

	Being cautious	**Effect**	**Boot SE**	**Boot LLCI**	**Boot ULCI**
OPL	-.99 (10th percentile)	-.0024	.0005	-.0035	-.0015
OPL	-.74 (25th percentile)	-.0022	.0005	-.0033	-.0014
OPL	-.26 (50th percentile)	-.0019	.0004	-.0029	-.0012
OPL	.46 (75th percentile)	-.0015	.0004	-.0025	-.0008
OPL	1.43 (90th percentile)	-.0009	.0006	-.0022	.0001

Note. Number of bootstrap samples = 10000; OPL = opportunities to learn; N = 494

Results of additional analysis indicated that the interaction effect of opportunities to learn and being cautious was significant (B = .012, p = .04), showing significant second stage moderated mediation. Results in Table 44 demonstrated that the indirect effect of transformational leadership on perceived exposure to workplace bullying via opportunities to learn has a deterring effect, however it becomes weaker as being cautious increases. In addition, among those, who display very high being cautious, opportunities to learn do not significantly mediate the relationship between transformational leadership and perceived exposure to workplace bullying, because confidence intervals do contain zero. SPSS macro of PROCESS (Hayes, 2012) was in addition employed to double test whether the mediation effect of participation is still significant in the indirect relationship between transformational leadership and perceived exposure to workplace bullying when being cautious is considered as moderator. However, differently than is demonstrated by the results of multiple hierarchical regression analysis (in Table 43), results of additional analysis indicated that the interaction effect of participation and being cautious was not significant (B = .009, p = .143), showing that an indirect effect does not depend on the values of being cautious. Because being cautious moderated the second stage indirect effect between transformational leadership and perceived exposure to workplace bullying via opportunities to learn, but did not moderate the first stage indirect effect between transformational leadership, participation and opportunities to learn and

the second stage indirect effect between transformational leadership and perceived exposure to workplace bullying via participation, hypothesis 17 was only partially supported.

3.6 Discussion

Analysis 3 aimed at testing an indirect relationship between transformational leadership and perceived exposure to workplace bullying (via problem solving, participation, and opportunities to learn) and conditional indirect effects of the relationship between transformational leadership and perceived exposure to workplace bullying via participation and opportunities to learn at the values of the two lifestyle themes.

The findings rejected hypothesis 14 showing that problem solving does not mediate the indirect relationship between transformational leadership and perceived exposure to workplace bullying. Results provided partial support for hypothesis 15, demonstrating that transformational leadership is indirectly related to perceived exposure to workplace bullying via partial mediation of participation and opportunities to learn. Hypothesis 16 was rejected, demonstrating that belonging/social interest did not moderate the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation. Hypothesis 17 was partially supported, because being cautious moderated only the second stage indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn, but did not moderate the first stage indirect relationship and the second stage indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation. The hypotheses and thesis statements of the Analysis 3 are stated in Table 45 coupled with the remarks of their confirmation.

Table 45. Summary of the results of testing the research hypotheses and thesis statements for Analysis 3

No.	Thesis statements	Supported	No.	Hypothesis	Supported
4	Problem solving and the two principles of organizational democracy, e.g. opportunities to learn and participation, mediate the indirect relationship between transformational leadership and perceived exposure to workplace bullying.	✓ -	14	Transformational leadership indirectly relates to perceived exposure to workplace bullying via problem solving.	-
			15	Transformational leadership indirectly relates to perceived exposure to workplace bullying via participation and opportunities to learn.	✓ -
5	The two lifestyle themes (of belonging/social interest and being cautious) moderate (strengthen/ weaken) the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation.	✓ -	16	The indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation is moderated by belonging/social interest. The deterring effect of transformational leadership, opportunities to learn and participation on perceived exposure to workplace bullying is stronger for employees higher on belonging/social interest (in comparison with employees lower on belonging/social interest).	-
		✓ -	17	The indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn and participation is moderated by being cautious. The deterring effect of transformational leadership, opportunities to learn and participation on perceived exposure to workplace bullying is weaker for employees higher on being cautious (in comparison with employees lower on being cautious).	✓ -

Differently than was proposed in hypothesis 14, the present study findings demonstrated that problem solving did not mediate the relationship between transformational leadership and perceived exposure to workplace bullying. The present result contradicts a number of arguments provided in the leadership literature and more specifically in the transformational leadership literature. Though researchers claimed that transformational leaders are able to encourage problem solving by introducing conflict as a challenge leading to learning (Bass & Riggio, 2006; Carless et al., 2000), by presenting it as a situation that needs cooperative solution (Bass & Riggio, 2006), by creating appropriate circumstances for conflict resolution (Bass & Riggio, 2006; Yang, 2012) and by providing support when needed (Yang, 2012), the present finding did not support such claims. In addition, the present findings challenged several previous empirical results. For example, Ayoko and Callan (2010) found that teams' reactions to conflict related to bullying may be encouraged by a leader. Yang (2012) showed that transformational leadership was related to collaborative conflict resolution through change commitment and job satisfaction. Zhang et al. (2011) found that transformational leader encouraged cooperative conflict management. Odetunde (2013) found that effective conflict handling was related to transformational leadership. The present study did not confirm that the transformational leader is in some way related to the way employees solve conflicts and potentially indicate that conflict solving may be a stable individual attribute, related to personality/lifestyle dynamics (Morris-Conley & Kern, 2003). On the other hand, the present finding is similar to Lather, Jain, Jain, and Vikas (2009) results, which demonstrated that transformational leadership style was not related to conflict resolution strategies. As explained by researchers, the reason may be that the style of leadership (and possibly conflict solving styles as well) is prompted by the structure and culture of organization (Lather et al., 2009). Thus, it seems that problem solving may be encouraged by the culture and structure of organization, but not by direct supervisor's leadership behavior. This seems to be reasonable in the present research, having in mind that the organization's structure in the present study is hierarchical and direct supervisors who are middle level managers are rather implementers than decisions makers.

In line the with propositions, suggesting a key role of a leader in establishing principles of organizational democracy (Bass & Shackleton, 1979; Ferguson, 2011; Leymann, 1987; Yazdani, 2010), findings demonstrated that transformational leadership indirectly relates to perceived exposure to workplace bullying via partial mediation of participation and opportunities to learn (partially supporting hypothesis 15). This finding suggests that transformational leaders play an important role in building positive work environment (Ferguson, 2003; Malloy & Penprase, 2010) that satisfy the needs of contribution and competence (Lew & Bettner, 1993), the need for esteem (Maslow, 1954), and the needs for

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autonomy, competence, and relatedness (Deci & Ryan, 2002; Niemiec et al., 2010). In addition, it seems that through participation and opportunities to learn transformational leader is able to contribute to increased morality (Bass & Shackleton, 1979), flattened hierarchies (Avgar et al., 2012; John, 2000), and increased followers' self esteem (Bass & Riggio, 2006; Carless et al., 2000) that in turn deter perceived exposure to workplace bullying. Previous studies supported transformational leadership being related to learning and participation in decision-making (Bamford-Wade & Moss, 2010; Bolkan & Goodboy, 2009); however, this was the first study providing evidence for significant deterring effect of transformational leadership on perceived exposure to workplace bullying via participation, and opportunities to learn.

In addition, previous studies provided more evidence on transformational leadership relationships with learning (Hetland et al., 2011; Sahaya, 2012; Zagoršek, Dimovski, & Škerlavaj, 2008). In the present research participation appeared as a more important mediator than opportunities to learn. This finding suggests potential fruitful contribution in the future research by analyzing transformational leadership relationships with participation in decision making. The present finding contributes to the research area of workplace bullying, providing the first empirical support for a deterring role of transformational leadership via participation and opportunities to learn.

Differently than hypothesized, belonging/social interest did not condition the indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation and opportunities to learn. Therefore, hypothesis 16 was rejected. The present study findings did not support previous empirical studies, which pinpointed the significance of individual differences in viewing transformational leadership (Felfe & Schuns, 2010; Keller Hansbrough, 2012; Walumbwa et al., 2007) and the environment (Barrick & Mount, 1991; Longua et al., 2009; Zautra, Affleck, Tennen, Reich, & Davis, 2005). In addition, it challenged theoretical assumptions of Individual Psychology, which suggest that individuals higher on belonging/social interest should savor principles of organizational democracy more and view working environment as well as leadership more positively (Curlette et al., 1993; Kemp, 2001; Peluso, 2004; Wheeler et al., 1993). The reason for non-significant findings may be that because belonging/social interest is a positive and constructive lifestyle attribute, it has less impact on perceived exposure to workplace bullying, transformational leadership, participation, and opportunities to learn. As Baumeister et al. (2005) proposed positive aspects have less essential impact on various outcomes in comparison with negative aspects. This same trend is common in personality research where positive personality attributes were found to be less substantial in viewing the environment (David et al., 1997; Longua et al., 2009). In addition, Hauge et al. (2007) found negative factors being more detrimental for workplace bullying. Likewise, Glasø

and Notelaers (2012) identified more essential impact of workplace bullying on job satisfaction, turnover intention and organizational commitment via negative emotions than via positive emotions. On the other hand, Glasø, Notelaers, and Skogstad (2011) found that employee centered leadership related to turnover intention and job engagement via positive emotions, but not via negative emotions. Authors concluded that in circumstances of employee centered leadership, negative emotions are simply not activated. Thus, it seems that the decisive factor for positive or negative factors being more (or less) important depends on the factors integrated into the model. In the research on workplace bullying the detrimental factors seem to appear as more important, whereas in other areas, positive aspects may appear as more essentials (Glasø et al., 2011). Another explanation for non significant moderation may be that the belonging/social interest lifestyle theme in general seems to have low explanatory power in relations to perceived exposure to workplace bullying as represented by the weak correlation between the variables (i.e., -.13, see Table 15) and low effect size (e.g. $R^2 = .12$; see Table 16). Findings of Astrauskaite and Kern (2011) seem to support little explanatory use of belonging/social interest in the research on workplace bullying. In their research belonging/social interest was non-significantly related to work harassment (Astrauskaite & Kern, 2011).

Findings of the present study partially supported hypothesis 17. Being cautious conditioned the indirect second stage relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn (but not via participation). Though opportunities to learn had a deterring effect on perceived exposure to workplace bullying for individuals higher and lower on being cautious; the deterring effect was less important for individuals higher on being cautious. This, particular finding may be explained by the notion that individuals displaying higher being cautious employ private logic constrained of suspicious, distrustful attitudes (Wheeler et al., 1993). Thus, the higher the being cautious is the less significant is the deterring effect of opportunities to learn due to mistrusting attitude of individuals. An additional analysis showed that among individuals who displayed very high being cautious, opportunities to learn did not significantly mediate the relationship between transformational leadership (CI = -.0022, .0001). This may indicate that at the extreme levels of being cautious individuals tend to be so discouraged, mistrusting and suspicious (Wheeler et al., 1993), that positive work environment elements, such as opportunities to learn become irrelevant in deterring perceived exposure of workplace bullying. On the other hand, the deterring effect of opportunities to learn at the lower levels of being cautious is encouraging for practical purposes in organizations, because it suggests that if being cautious is not very high, opportunities to learn may still have a deterring effect. In addition, the overall level of perceived exposure to workplace bullying was also higher among individuals higher on being cautious.

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This falls in line with the previous theorizing, suggesting that more sensitive, cautious individuals tend to view environment less positively and, thus, experience higher exposure to workplace bullying (Brodsky, 1976; Hogh et al., 2011).

Though results of multiple hierarchical regression analysis indicated significant moderation effect of being cautious on the relationship between participation and perceived exposure to workplace bullying, an analysis with PROCESS macro demonstrated that the interaction effect of participation and being cautious was not significant (B = .009, p = .143). Thus, proposition for moderating effect of being cautious on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via participation was rejected. In addition, neither belonging/social interest nor being cautious had a conditional effect on the first stage indirect effect between transformational leadership and perceived exposure to workplace bullying (via opportunities to learn and participation), suggesting that lifestyle does not determine the way leader is perceived. This is inconsistent with studies that demonstrated individual differences being important in leadership perception (Felfe & Schuns, 2010; Keller Hansbrough, 2012; Stelmokienė, 2012; Walumbwa et al., 2007). The potential explanation may be that a rather objective evaluation of transformational leadership was obtained. For example, in the validation study of the Global Transformational Leadership (GTL) Scale, Carless et al. (2000) demonstrated that superiors and subordinates evaluated managers similarly. Thus, personality attributes may have little relevance in differing perceptions of the transformational leader due to a rather objective measure. On the other hand, Stelmokienė (2012) identified individual differences related to leadership effectiveness using the same GTL scale.

Another reason for the absence of individual differences in viewing transformational leadership and the two principles of organizational democracy may be that the variability of the belonging/social interest and being cautious lifestyle scales was low. For example, the mean score of being cautious was 12.09 (SD = 4.12), which fall under low being cautious score (Kern, Gfroerer, & Summers, 1995). Besides, 94.2% of respondents fell under the low being cautious category. Similar pattern occurred in relation to belonging/social interest lifestyle scale, the mean score of the scale was 37.42 (SD = 3.93), which indicates high belonging/social interest with only 1.9% of respondents falling into the category of low to middle range of belonging/social interest (Kern et al., 1995). The low variability of the respondents in relations to the two lifestyle attributes may have affected the results in a way that individual differences became less evident. However, the similarity of the respondents of the present study is not surprising, taking in consideration that this is a service sector organization where less neurotic and more sociable individuals are probably selected for job, thus, dismissing individuals who may have shown different patterns of viewing the environmental characteristics.

CHAPTER 4: GENERALIZATION OF THE FINDINGS

Drawing on the previous empirical work in the area of workplace bullying and integrating Individual Psychology theory, Transformational Leadership theory, and Job Demand Control model, the present study aimed to identify the interrelatedness of individual and situational variables, as potential risk and deterring factors of perceived exposure to workplace bullying in single and integrative analyses, i.e. by examining direct, indirect and conditional effects. The findings of the present study expanded the knowledge base related to risk and deterring factors of perceived exposure to workplace bullying, by adding information on the relationship between workplace bullying and various phenomena that were not analyzed before or received minimal attention (i.e., participation, opportunities to learn, lifestyle, transformational leadership) or revealed contradictory findings (i.e., problem solving as the most significant deterring conflict solving style). Integrative models related to a number of potential situational and individual factors assisted in identifying a more accurate picture of potential antecedents of perceived exposure to workplace bullying. Hypotheses based on theoretical propositions contributed to the theory of Individual Psychology development, Transformational Leadership theory, workplace bullying theory, and Job Demand Control model. In addition, instead of looking at workplace bullying only from the risk perspective, potential deterring variables that may be useful in prevention were also identified. Finally, the present research contributed in terms of cultural context of analyzing workplace bullying phenomenon and its potential risk and deterring factors in Eastern European country of Lithuania.

This was one of the first attempts to analyze individual and situational factors in integrative models for perceived exposure to workplace bullying. In the previous studies individual factors have been put forward in explaining the phenomenon of workplace bullying. For example, pioneering researcher Brodsky (1976) argued that the vulnerability of the target is the most dominant antecedent of harassment. Later empirical research demonstrated that personality (Balducci et al., 2009; Brodsky, 1976; Gandolfo, 1995; Matthiesen & Einarsen, 2001, 2007; Persson et al., 2009; Pranjic et al., 2006; Vartia, 1996) and coping styles (Baillien, Neyens, De Witte, & De Cuyper, 2009; Zapf & Gross, 2001) may be considered as antecedents of workplace bullying. However, in the present study individual factors appeared to be of little explanatory power for perceived exposure to workplace bullying. For example, belonging/social interest explained only 1 percent and being cautious explained only 5 percent of the variance of perceived exposure to workplace bullying, whereas, pace and amount at work and independence together explained 12 percents, participation and opportunities to learn together explained 13

percents of the variance of perceived exposure to workplace bullying. Thus, in line with Leymann's (1996) work environment hypothesis, the present study findings demonstrated that situational factors explained more variance of perceived exposure to workplace bullying and were more important. Considering the present study findings, more attention in workplace bullying research should be given to the analysis of situational factors. Yet, individual differences should not be neglected. Present findings demonstrated that individual factor of being cautious was significant moderator for the indirect relationship between transformational leadership and workplace bullying via opportunities to learn. In addition, it was significantly related to perceived exposure to workplace bullying via problem solving. Though, being cautious had low explanatory power, it may still be useful to consider in the future research due to its significant relationship with bullying and significant moderating effect.

Findings demonstrating little relevance of individual factors seem to contradict a number of previous research results. For example, Nielsen et al. (2008) identified that the sense of coherence explained 27% of workplace bullying variance. Milam et al. (2009) found personality variables explaining at least 8% of incivility perceptions. The reason for differences in the present and past research may be related to specificity of the respondents of the present study. It seems that only selective group of individuals, i.e., less cautious and displaying higher belonging/social interest individuals responded to the questionnaires. This may have prevented from identifying individual factors as important antecedents in explaining perceived exposure to workplace bullying. Different patterns of individual differences and workplace bullying may have been discovered in other organizations where employee contingent is more varied. Thus, considering present study findings, research should continue in other organizations with other groups of employees.

The present study was one of the first attempts to integrate deterring factors alongside with risk factors to explain perceived exposure to workplace bullying. Deterring factors of transformational leadership, participation and opportunities to learn were found to be among the most important variables for explaining perceived exposure to workplace bullying in the present research. In fact, transformational leadership and participation demonstrated highest correlation with perceived exposure to workplace bullying, i.e., -.39 and -.38, respectively. Though individual deterring factors of belonging/social interest and problem solving were less important, findings overall suggested that constructive elements are useful to analyze and should be incorporated in the future research alongside with risk factors.

In line with Transformational Leadership theory, arguing that transformational leadership is the most functional style in organizational settings (Bass & Riggio, 2006; Bodla & Nawaz, 2010; Gill et al., 2010; Korek et al., 2010; Seltzer & Bass, 1990; Van Aswegen &

Engelbrecht, 2009), transformational leadership was identified as particularly important factor related to perceived exposure to workplace bullying directly and via participation and opportunities to learn. Transformational leadership was moderately related to perceived exposure to workplace bullying (-.39, see Table 15) and appeared as one of the most important potential antecedents making the largest unique contribution to explaining perceived exposure to workplace bullying (β = -.20, see Table 26). However, contrary to theoretical propositions, transformational leadership was not related to perceived exposure to workplace bullying via problem solving (Bass & Riggio, 2006). Though researchers claimed that transformational leaders are able to encourage problem solving by creating appropriate circumstances for conflict resolution (Bass & Riggio, 2006; Yang, 2012), introducing conflict as a challenge leading to learning (Bass & Riggio, 2006; Carless et al., 2000), presenting conflict as a situation that needs cooperative solution (Bass & Riggio, 2006), and by providing support when needed (Yang, 2012), the present finding did not support such claims. The present finding suggests that conflict solving may be a stable individual attribute, related to personality/lifestyle dynamics (Morris-Conley & Kern, 2003), or that it is prompted by the structure and culture of organization (Lather et al., 2009). In the future, it may be useful to identify other potential mechanisms through which transformational leader may deter bullying, for example, more effective coping with stress (Bass & Riggio, 2006), ethical and moral environment (Burns, 1978), increased followers' self-esteem (Bass & Riggio, 2006), shared vision (Bass & Riggio, 2006; Carless et al., 2000).

In line with the Job Demand Control model, pace and amount of work as job demand and independence in work as job control appeared as important factors to explain perceived exposure to workplace bullying. Pace and amount of work seems to be in particularly important in analysis of workplace bullying as reflected by one of the highest correlations with workplace bullying (i.e., .34, Table 16) and making one of the largest unique contributions to explaining perceived exposure to workplace bullying (β = .20, see Table 26). In addition, pace and amount of work had a significant moderating effect on the indirect relationship between being cautious and perceived exposure to workplace bullying via problem solving, demonstrating that it may be functional to the certain level and may encourage constructive problem solving and deter bullying for individuals higher on being cautious.

Differently from previous research on workplace bullying (Baillien et al., 2010; Notelaers et al., 2013), the interaction effect of pace and amount of work and independence in work was insignificant in the present study. However, strenuous working conditions constrained as a binary variable was significantly related to perceived exposure to workplace bullying, demonstrating that workplace bullying was higher in strenuous working conditions. In addition, findings demonstrated antagonistic interaction between strenuous working conditions and

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belonging/ social interest on perceived exposure to workplace bullying. This result, which aligns with the Job Demand Control model, suggests that high strain has detrimental effect and may potentially push certain individuals into position of a target. On the other hand, the latter result should be evaluated with caution given the very low effect size of belonging/social interest on perceived exposure to workplace bullying. However, considering that strenuous working condition variable that was based on the strict cut-off scores provided more valuable information in comparison with interaction effect of job demands and job control variables, it seems that selecting certain cut-off scores for high job demands and low job control may be more useful in the future research on workplace bullying.

In line with Individual Psychology theory and more specifically with propositions of Dreikurs (1971), problem solving was identified as the most significant deterring conflict solving style for the perceived exposure to workplace bullying if escalated bullying stage is not specifically approached. Differently than proposed in previous studies (Aquino, 2000; Keashly & Nowel, 2011, Zapf & Gross, 2001), results suggested that problem solving had a deterring effect even on the relationships between task conflict with supervisor and perceived exposure to workplace bullying. Though, in escalated bullying problem solving along with other conflict solving styles became irrelevant, at the primary stages of the phenomenon it seemed to have an important deterring effect. The contradiction of the present finding to the previous studies (Aquino, 2000; Keashly & Nowel, 2011, Zapf & Gross, 2001) points to the importance of organizational culture. It seems that problem solving per se is not injurious or dysfunctional, but that the dysfunction may appear if there is a lack of support from organization in solving the conflict collaboratively. According to Clark (1994), equality in conflict resolution is based on equality in power. Thus, it may be assumed that in organizations where equality principles are not nurtured problem solving may be dysfunctional and leading to negative interpersonal relationships. Differently than proposed in the theory of Individual Psychology, lifestyle had less essential role in the present study than expected. However, as discussed above, the respondents seem to display low variability within scales, suggesting the need for additional research in other organizations and with other more heterogeneous samples.

The present study findings offered support for the assumption that workplace bullying is a complex phenomenon, which is characterized by multi-causality (Einarsen et al., 2011) and interconnections of potential antecedents (Baillien, Neyens, De Witte, & De Cuyper, 2009). The data analysis confirmed that a meaningful assessment of risks and deterrents of perceived exposure to workplace bullying should include individual and situational factors. For example, findings indicated that the value of individual differences for perceived exposure to workplace bullying is possible in conjunction with the situational factors (as shown by the antagonistic

interaction with belonging/social interest and strenuous working conditions or by pace and amount of work moderation on being cautious and problem solving relationship). Likewise, situational factors should be analyzed taking into account individual factors, as represented by the moderating role of being cautious on the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn.

4.1 Limitations and Future Research

Alongside contribution to the literature on exposure to workplace bullying, the present study has several limitations. First, while the contextual nature (i.e., service sector organization) of this study was viewed as a clear strength, it does limit the generalizability of the findings. Data used in the study was collected from one service organization. Thus, some of the discovered relationships may differ in other settings and other samples. For example, the present findings demonstrated low variability of belonging/social interest and being cautious scales that may have impacted results. Thus, the future research should be implemented in other organizations to test whether the identified relationships are supported.

The prevalence rates in the present study may have been reduced by employing middle level managers when distributing the research questionnaires. Though, anonymity and confidentiality issues were taken seriously by providing strict instructions related to questionnaire distribution, potential problems may have appeared and impacted findings.

In the present study, I did not measure actual exposure to workplace bullying, but rather employees' perceptions of exposure to workplace bullying. While this methodological approach has its limitations — for example, social desirability may have reduced the likelihood of obtaining accurate responses — it is believed that employee-reported perceptions of exposure to workplace bullying may be more predictive and accurate than so called "objective" peer reports. For example, Einarsen et al. (2011) argued that it may be difficult for others to observe negative behaviors directed towards the other person, besides, depending on organization an individual may be afraid of reporting on the negative acts and it may be challenging to sort out who-is-who in the bullying situation. However, using different methods (e.g. self reports, peer ratings, organizational reports) is advisable for the future studies (Frazier et al., 2004), because the relationships of the present data may have been affected by common method variance (Podsakoff, MacKenzie, Lee, & Podsakoff, 2003).

In the future, all the situational factors analyzed in the present study should be evaluated using multiple sources and more objective measures (e.g. self reports, company records, medical

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data, etc.). Relying solely on self-report methodology may be problematic, especially with sensitive psychosocial factors such as workplace bullying (Notelaers, 2011). On the other hand, Persson et al. (2009) found that bullied individuals, witnesses, and non-bullied colleagues reported very similar levels of psychological job demands and control, thus, indicating that self-reports may be objective.

Future research should use more novel workplace bullying measuring procedures, considering that not all negative behaviors are equally substantial in representing workplace bullying (Notelaers, 2011). Latent Class Cluster (LCC) analysis that identifies latent classes of workplace bullying may be an option to use to achieve more accurate interpretations (Notelaers, 2011). LCC classifies individuals into mutually exclusive groups taking into account observed responses and the conditional probability to endorse workplace bullying (Notelaers, 2011; Notelaers et al., 2006), thus, making findings more objective.

In the present study researcher did not look at the victimized employees group. Instead of that the researcher was exploring a wide range of negative behaviors of various severities. Such an approach is not uncommon among the researchers in workplace bullying (i.e. Agervold, 2009; Glasø et al., 2007; Glasø & Notelaers, 2012; Mikkelsen & Einarsen, 2002; Stouten et al., 2011, etc.). In addition, an analysis of non-victimized employees group is substantial in terms of primary and secondary prevention (Notelaers, 2011). However, the present study results may differ in the severe bullying group (Zapf & Gross, 2001). One example of such evidence is demonstrated by the non-significant results of conflict solving styles on perceived exposure to workplace bullying in the escalated bullying group (see Table 21).

Although mediation analysis was applied in line with previous theoretical and empirical evidence, the present study design being cross-sectional does not identify causal relationships. Thus, additional studies related to risk and deterring factors of workplace bullying should be implemented using different design (longitudinal, diary, or experiment studies) (Roe, 2012).

In addition to methodological issues, several limitations related to content have to be taken into account. For example, though, according to Dijksta et al. (2011), regardless of the type of the conflict, conflicts with coworkers and supervisors are stressful anyhow. Additional studies integrating affective conflicts should be implemented to verify whether problem solving is an appropriate coping strategy and has same deterring effect as in the case of task conflict. De Dreu (1997) argued that problem solving may very well fit in solving task conflicts, but may even be harmful, when approaching affective conflicts. Leon-Perez, Notelaers, and Leon-Rubio (2013) demonstrated that task conflicts may be positive and even increase the quality in decision making. Researchers also suggested that collaboration may be an effective conflict management strategy in case of task conflict (Leon-Perez et al., 2011). Similarly Harvey et al. (2006) argued

that affective conflicts may have different relationships with phenomena in comparison with task conflicts. Giebels and Janssen (2010) claimed that relationship conflict leads to higher stress than the task conflict. Therefore, additional research integrating other types of conflict is needed.

The partial mediation effect of problem solving in the indirect relationship between being cautious and perceived exposure to workplace bullying has to be taken cautiously, because the direct relationship between being cautious and workplace bullying was rather weak (Baron & Kenny, 1986). The small total effect increases the likelihood to acquire mediation (Little et al., 2007), thus, mediation analysis should be tested with other sample of employees.

Findings demonstrated that being cautious moderated the indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn, and thus suggested that future research may benefit from Appraisal Theory ideas (Scherer, 2001). The theory argues that individuals' reactions and emotions relate to their interpretations of the situation (Wranik, 2005). Thus, research that evaluates appraisal profiles — the circumstances under which certain appraisals appear and emotions that follow — may provide with a better understanding on the individual differences that lead to higher perceived exposure to workplace bullying.

Future research may be expanded in various directions. One of the ways is to identify other potential mediating variables that may explain indirect relationships between transformational leadership and perceived exposure to workplace bullying. For example, of the total effect participation and opportunities to learn explained only 29 percent and 18 percent respectively, indicating that there may be other mechanisms that contribute to the relationship. In addition, while only some particular individual and situational antecedents of workplace bullying were explored in the present study, other researchers may wish to expand the proposed model by integrating additional factors. The present research suggested that analyzing deterring factors is also useful. Hence, in the future research it is proposed to continue exploring strengths and positive sides instead of concentrating mainly on the risk factors and dysfunctional phenomena.

Finally, additional research related to lifestyle and workplace bullying may be valuable in that in the present research only two out of the ten possible scales on the BASIS-A Inventory were used in the study. The additional scales may have contributed to a fuller understanding of the lifestyle in explaining perceived exposure to workplace bullying.

4.2 Practical implications

Despite certain limitations of the study, the present findings have practical implications in the areas of leadership, job design, conflict solving, and lifestyle training. The guidelines for prevention provided here are presented as selective prevention guidelines (Fertman & Allensworth, 2010), because the targeted group was a large service sector organization. Besides, the propositions for prevention were formulated as means of psychosocial prevention (that is based on employees' perceptions) (Parkes & Sparks, 1998). The guidelines for prevention of perceived exposure to workplace bullying are summarized in Figure 16.

PRIMARY PREVENTION:

1) Increasing the level of transformational leadership
2) Job re-design:
 a. Balancing pace and amount of work, reducing strenuous working conditions
b. Providing with participation, opportunities to learn   **1**

SECONDARY PREVENTION:

1) Training for collaborative conflict solving, accepting it as a norm in organization
2) Lifestyle training, encouragement, increasing the level of social interest   **2**

INDIVIDUAL DIFFERENCES/ LIFESTYLE   **4**

RISK FACTORS:

1) Strenuous working conditions
2) Unsatisfied psychological needs, hierarchy, inequality
3) Poor management
4) Poorly managed conflicts
5) Sensitivity/ hyper vigilance / low social interest   **3**

SITUATIONAL FACTORS   **5**
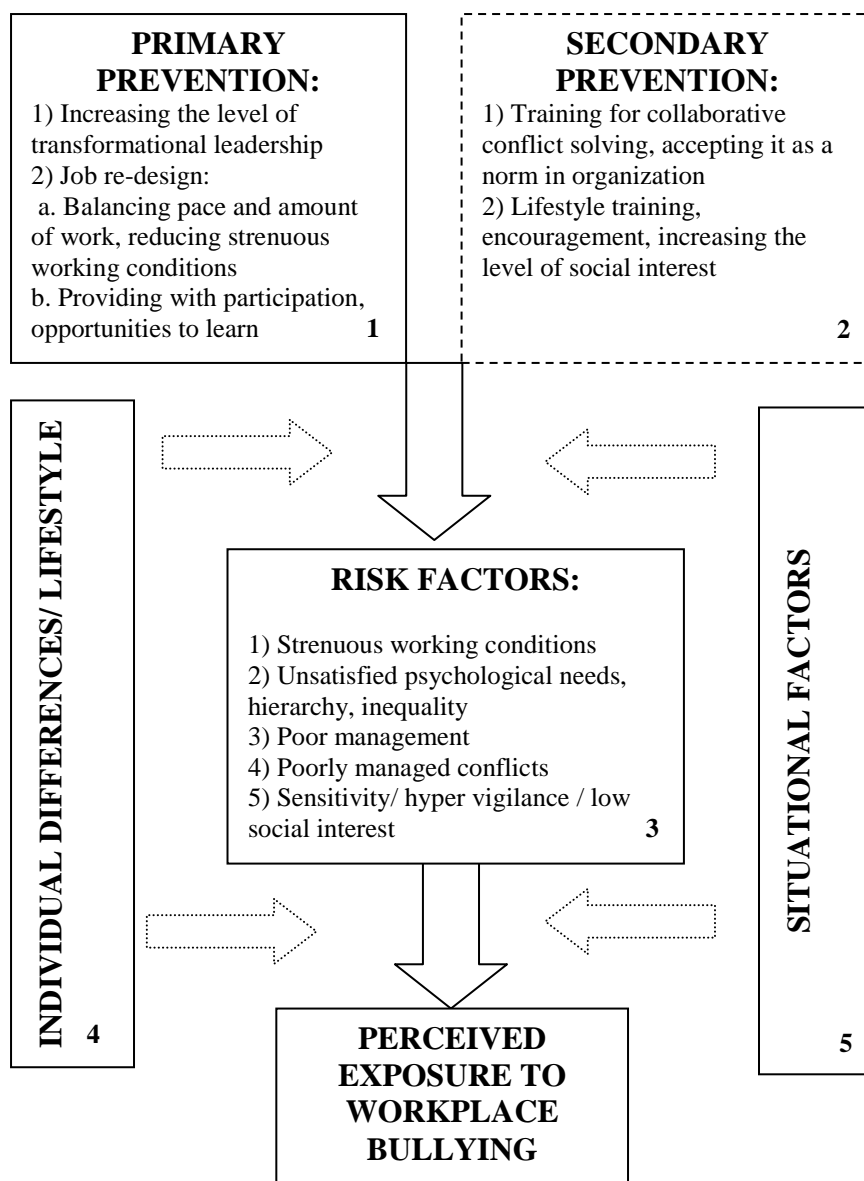
PERCEIVED EXPOSURE TO WORKPLACE BULLYING

Figure 16. Primary and secondary prevention guidelines for perceived exposure to workplace bullying based on the present study findings

As depicted in Figure 16, the present study approached a number of factors that if (or if not) present, may become risks for perceived exposure to workplace bullying. The most significant risk and deterring factors in the present study were situational factors of transformational leadership, pace and amount of work, independence in work, participation and opportunities to learn. Thus, prevention of workplace bullying should most benefit from the primary prevention (see Figure 16, square 1). Primary prevention is aimed at eliminating or reducing the impact of organizational risk factors (i.e., modifying the organizational stressors and strengthening protective factors before the dysfunctional phenomenon of bullying escalates) (Quick et al., 1997). In line with the present research findings, organizations struggling with increasing problems in interpersonal relationships should consider balancing pace and amount of work (or workload), increasing independence in work and enhancing the levels of participation and opportunities to learn. During the implementation of the primary prevention, organizational personnel should consider individual elements that may interfere with the expected results of prevention (Figure 16, square 4). For example, opportunities to learn seem to have a deterring effect on perceived exposure to workplace bullying, however, for individuals higher on being cautious the deterring effect may be less significant.

Participation and opportunities to learn should be established in organization. The motivation for organizations may be even more increased by the notion that participation not only deters relationship problems, but may also increase performance. For example, companies where employees participate in decision-making outperform companies where participation is lower (Kuye & Sulaimon, 2011). Organizations should be aware that the transformational leader seems to be able to form circumstances with participation and opportunities to learn by creating collaborative culture (Demir, 2008), reducing job stress (Gill et al., 2010), encouraging morality (Dvir et al., 2002), and supporting learning (Bass & Riggio, 2006). Hence, it is suggested that the organizational personnel take a proactive role in coaching, screening, training, and providing opportunities in the organization whereby transformational attributes are considered as one of the major prevention tools related to perceived exposure to workplace bullying.

In conclusion, organizational administration should be aware that changes in job design and management input are very important. For example, Zapf and Gross (2001) showed that successful victims of workplace bullying were able to stabilize the situation mainly due to organizational changes. In addition, according to De Reuver and Woerkom (2010) organizational culture and especially superiors have the authority to impose a settlement. Present study findings suggested that situational factors are most important, explaining the greatest variance of perceived exposure to workplace bullying. Thus, the main focus in service sector organizations should be on primary prevention, related to situational factors.

Secondary prevention is aimed at making individuals aware of their coping strategies and responses to stressors as well as teaching new skills that reduce the negative impact of work related problems, such as perceived exposure to workplace bullying (Leka & Houdmont, 2010). From the findings of the study it is proposed that individual factors are less important in bullying prevention. However, service sector organizations may still benefit from providing training experiences for employees that focus on a collaborative problem and conflict solving approach (See Figure 16, square 2). These activities could be developed through a classroom-training model implemented by the human resource department, securing the services of an outside consultant, or through external conferences and seminars. In addition, individual coaching of employees who find themselves in conflict situations is encouraged. Service sector organizations may wish to adopt an attitude that conflicts need to be confronted and faced without fair when they first rise (Blake & Mouton, 1964) and at the same time encourage collaborative conflict solution among members of organization (Blake & Mouton, 1964; Fox & Stallworth, 2009). Fox and Stallworth (2009) agreed upon the importance of constructive conflict solving to deter bullying and promoted dispute resolution as one of the main preventative strategies for workplace bullying.

While implementing secondary prevention, organizational personnel should consider situational elements that may interfere and modify the expected results of prevention (See Figure 16, square 5). One finding related to pace and amount of work should be in particularly important for organizational personnel. It seems, that individuals higher on being cautious may benefit from higher pace and amount of work, thus, for human resource managers and practitioners it may be important to identify how much pace and amount of work is needed to increase the use of constructive problem solving that in turn deters perceived exposure to workplace bullying. In addition, to prevent problems of perceived exposure to workplace bullying it is important to balance strenuous working conditions and be aware that in high strain circumstances individuals higher on belonging/social interest are more prone to become victims of bullying.

Finally, though, lifestyle was not identified as an important antecedent of perceived exposure to workplace bullying explaining little variance of the negative phenomenon, lifestyle training directed to the development of social interest and reducing cautiousness may still be considered in bullying prevention. Individual Psychology claims that functional levels of social interest, increases the desire to assist and contribute to other's wellbeing. In addition, individuals who display higher social interest have better coping resources and are able to better manage challenges and obstacles (Ferguson, 2003). Social interest may be increased through encouragement, empathy, identification of strengths, and positive attributes of individuals

instead of punishment (Ferguson, 2006). A leader and organization should realize that each and every individual is valued the way he/she is and has a place in the group, team and organization. The leader and organizational personnel should show faith in members of the organization, build confidence and trust, and recognize efforts (Dreikurs & Grey, 1970). Punishment is related to dysfunctional behavior, because a discouraged person satisfies his or her need to belong with useless, destructives actions (Griffith & Powers, 2007). Whereas, encouragement creates a sense of belonging (Shifron, 2010), promotes and activates social interest and nurtures a person's belief in him/herself and his/her abilities to contribute (Ferguson, 1984). To conclude, an important principle in prevention of bullying in most generic sense is that "Individual and organizational health are interdependent" (Quick et al., 1997, p.150). Thus, organizations should take the need for bullying prevention seriously, as it may cause tangible costs for organization, reducing productivity, creativity, and commitment (Hoel et al., 2011; Leymann, 1990; Vveinhardt, 2010).

4.3 Conclusions

1. Belonging/social interest, problem solving, transformational leadership, participation, opportunities to learn and independence in work are significant deterring factors for perceived exposure to workplace bullying. Being cautious lifestyle theme, pace and amount of work and strenuous working conditions are significant risk factors for perceived exposure to workplace bullying.

    a. Individuals who display higher level of belonging/social interest are less exposed to workplace bullying, however, in strenuous working conditions individuals who display higher level of belonging/social interest are more exposed to perceived workplace bullying. Individuals who display higher scores on being cautious lifestyle theme are more exposed to perceived workplace bullying.

    b. Problem solving is the most significant deterring conflict solving style for perceived exposure to workplace bullying in comparison with compromising, forcing, and yielding conflict solving styles. Problem solving has a significant deterring effect on the relationship between the task conflict with supervisor and perceived exposure to workplace bullying. In the escalated stage of perceived exposure to workplace bullying problem solving does not have a significant deterring effect on perceived exposure to workplace.

c. Higher pace and amount of work (as job demand) and lower independence at work (as job control) is related to higher perceived exposure to workplace bullying.

d. In strenuous working conditions perceived exposure to workplace bullying is higher than in other conditions at work.

e. Higher level of opportunities to learn and participation are related to lower perceived exposure to workplace bullying.

f. Higher level of transformational leadership of the direct supervisor is related to lower perceived exposure workplace bullying.

g. Pace and amount of work and transformational leadership make the largest unique contribution to explaining perceived exposure to workplace bullying.

2. Being cautious is indirectly related to perceived exposure to workplace bullying via problem solving.

a. Belonging/social interest is only directly related to perceived exposure to workplace bullying, but not via problem solving.

b. The indirect relationship between being cautious and perceived exposure to workplace bullying is partially mediated by problem solving, i.e. A higher level of being cautious relates to less frequent use of problem solving and in turn to higher perceived exposure to workplace bullying.

3. Pace and amount of work (as job demand) and strenuous working conditions moderate the direct and an indirect relationship between the two lifestyle themes (of belonging/social interest and being cautious) and perceived exposure to workplace bullying.

a. Under strenuous working conditions, individuals who display higher belonging/social interest are more inclined to be exposed to perceived workplace bullying. Pace and amount of work and lower independence in work do not moderate the direct relationship between belonging/social interest and perceived exposure to workplace bullying.

b. Pace and amount of work, independence and strenuous working conditions do not moderate the direct relationship between being cautious and perceived exposure to workplace bullying.

c. Pace and amount of work, independence and strenuous working conditions do not moderate the first stage indirect relationship between belonging/social interest and perceived exposure to workplace bullying via problem solving.

d. Pace and amount of work moderate the first stage indirect relationship between being cautious and perceived exposure to workplace bullying via problem solving, e.g. The negative relationship between being cautious and problem solving is weaker when pace and amount of work is higher (except for the group of very high being cautious). Independence in work and strenuous working conditions do not moderate the first stage indirect relationship between being cautious and perceived exposure to workplace bullying via problem solving.

4. Opportunities to learn and participation partially mediate the indirect relationship between transformational leadership and perceived exposure to workplace bullying.

   a. Problem solving does not mediate the indirect relationship between transformational leadership and perceived exposure to workplace bullying.

   b. The indirect relationship between transformational leadership and perceived exposure to workplace bullying is partially mediated by opportunities to learn and participation, e.g. A higher level of transformational leadership relates to higher level of opportunities to learn and participation and in turn to lower perceived exposure to workplace bullying.

5. Lifestyle theme of being cautious moderates the second stage indirect relationship between transformational leadership and perceived exposure to workplace bullying via opportunities to learn.

   a. The deterring effect of opportunities to learn on perceived exposure to workplace bullying is weaker for employees higher on being cautious (in comparison with employees lower on being cautious).

   b. Being cautious does not moderate the first stage (via participation and opportunities to learn) and the second stage (via participation) indirect relationship between transformational leadership and perceived exposure to workplace bullying.

   c. The first and the second stage (via opportunities to learn and participation) indirect relationship between transformational leadership and perceived exposure to workplace bullying is not moderated by belonging/social interest.

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Appendix A

Table A1. Prevalence rates in public and private organizations in various countries

		Sector			
		Private		Public	
Reference	Country	Self-labeling	Operational (At least 1 act, weekly)	Self-labeling ("Yes" any frequency)	Operational (At least 1 act, weekly)
Einarsen & Skogstad (1996)	Norway (N=7787)	10.7%	-	8.2%	-
Nielsen et al., 2009	Norway (N=4500)	4.6% (self labeling), 14.3% (operational) (Private & Public)			
Mikkelsen & Einarsen (2001)	Denmark (N=158, Hospital (H); N=224, Manufacturing company (MC); N=215, Department store (DS))	4.1% (MC) 3.3% (DS)	8% (MC) 25% (DS)	3% (H) -	16% (H) -
Agervold (2007)	Denmark (N=3024)	-	-	2.7%	4.7%
Notelaers et al. (2011)	Belgium (N=8985)	3.6% (Private & Public, operational, LCC approach)			
Malinauskienė et al. (2005)	Lithuania (N=470)	-	-	-	23%
Pranjic et al. (2006)	Bosnia and Herzegovina (N=511)	-	-	-	26%
Jones et al. (2011)	Great Britain (N=3979)	2.7%	-	8.9%	-
Zogby International (2007)	United States of America (N=7740)	37% (self labeling) (Private & Public)			

Appendix B

Table B1. Frequencies of the items on the Negative Acts Questionnaire-Revised

Item*	Never	Now and then	Monthly	Weekly	Daily
	N (%)	N (%)	N (%)	N (%)	N (%)
Having your opinions and views ignored	316 (60.7)	187 (35.9)	13 (2.5)	4 (.8)	1 (.2)
Being ordered to do work below your level of competence	332 (63.7)	164 (31.5)	8 (1.5)	10 (1.9)	7 (1.3)
Excessive monitoring of your work	338 (64.9)	142 (27.3)	10 (1.9)	15 (2.9)	13 (3.1)
Being exposed to an unmanageable workload	368 (70.6)	128 (24.6)	17 (3.3)	4 (.8)	4 (.8)
Being given tasks with unreasonable or impossible targets or deadlines	376 (72.2)	121 (23.2)	11 (2.1)	5 (1)	8 (1.5)
Being shouted at or being the target of spontaneous anger (or rage)	387 (74.3)	112 (21.5)	14 (2.7)	8 (1.5)	-
Repeated reminders of your errors or mistakes	388 (74.5)	115 (22.1)	16 (3.1)	2 (.4)	-
Spreading of gossip and rumors about you	390 (74.9)	113 (21.7)	15 (2.9)	3 (.6)	-
Someone withholding information which affects your performance	392 (75.2)	116 (22.3)	10 (1.9)	2 (.4)	1 (.2)
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks	406 (77.9)	103 (19.8)	9 (1.7)	1 (.2)	2 (.4)
Pressure not to claim something which by right you are entitled to (e.g. sick leave, holiday entitlement, travel expenses)	433 (83.1)	72 (13.8)	12 (2.3)	1 (.2)	3 (.6)
Persistent criticism of your work and effort	434 (93.3)	78 (15)	7 (1.3)	1 (.2)	1 (.2)
Being ignored or facing a hostile reaction when you approach	448 (86)	69 (13.2)	4 (.8)	-	-
Having allegations made against you	455 (87.3)	58 (11.1)	5 (1)	2 (.4)	1 (.2)
Having insulting or offensive remarks made about your person (i.e. habits and background), your attitudes or your private life	456 (87.5)	58 (11.1)	7 (1.3)	-	-

Being humiliated or ridiculed in connection with your work	459 (88.1)	58 (11.1)	4 (.8)	-	-
Hints or signals from others that you should quit your job	477 (91.6)	41 (7.9)	2 (.4)	1 (.2)	-
Being ignored, excluded or being 'sent to Coventry'	480 (92.1)	39 (7.5)	2 (.4)	-	-
Practical jokes carried out by people you don't get on with	488 (93.7)	30 (5.8)	3 (.6)	-	-
Being the subject of excessive teasing and sarcasm	497 (95.4)	22 (4.2)	1(.2)	1 (.2)	-
Intimidating behavior such as finger-pointing, invasion of personal space, shoving, blocking/barring the way	510 (97.9)	9 (1.7)	2 (.4)	-	-
Threats of violence or physical abuse or actual abuse	517 (99.2)	2 (.4)	2 (.4)	-	-

*The items are presented in descending order, so, the most frequent forms (least frequency of responses "never") are on the top.