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BULLYING: OUT OF THE SCHOOL HALLS AND INTO THE WORKPLACE

by

LUCRETIA LYNN COONEY
B.S. University of Central Florida, 2007

A thesis submitted in partial fulfillment of the requirements
for the degree of Master of Arts
in the Department of Sociology
in the College of Sciences
at the University of Central Florida
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ABSTRACT

The primary purpose of this study is to identify those people at most risk of being bullied at work. While much research is being conducted on school bullying, little has been conducted on workplace bullying. Using data gathered from a 2004 study conducted by the National Opinion Research Center for the General Social Survey, which included a Quality of Work Life (QWL) module for the National Institute for Occupational Safety and Health (NIOSH), linear regressions indicated significant findings. As predicted, workers in lower level occupations, as ranked by prestige scoring developed at National Opinion Research, are more likely to be victimized. Data also suggest that being young, Black, and relatively uneducated may contribute to being bullied in certain situations. Future research is needed to examine influences of socio-economic, legal, and other demographic factors that may predict the chance of being bullied.

In loving memory of my
daddy, Don W. McDaniel, Sr.

He was a great father
and husband, not because he had to,
but because he wanted to.

He is truly missed.

Semper Fi

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I would like to thank Dr. Lin-Huff Corzine for being my mentor and my friend, without her support and encouragement this would not have been possible. I would also like to thank the other members of my committee, Dr. Jay Corzine and Dr. David Gay. David's sense of humor has helped me keep the little bit of sanity I have left. I thank my spouse Mike, and children Aldan, Samantha, and Alexa for their understanding and patience during the last three years. Lastly, I want to thank my mother for always being there to support me and encouraging me to continue my education. I love you all!

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CHAPTER ONE: INTRODUCTION

Bullying in K-12 schools has gained national attention over the last few years, but this not the only place bullying occurs. This behavior can be witnessed in corporations, health organizations, governmental agencies, the armed services, and academia, just to name a few. Some argue that school bullies simply grow up and bully their co-workers, or in many cases their subordinates. A 2004 study by the National Institute for Occupational Safety and Health (NIOSH) defined bullying as “repeated intimidation, slander, social isolation, or humiliation by one or more persons against another.” The findings of the study indicate that 24.5% of the companies surveyed reported work-related bullying (NIOSH, 2004: 1).

The Workplace Bullying Institute (WBI), a one-of-a-kind non-profit organization, is committed to eradicating this type of behavior through public education. Founded in 1998, the WBI officially launched one of the first websites devoted to workplace bullying. In 2007, the Institute conducted a study reporting that 37% of American workers claimed to have been bullied at work, and that 72% of those were bullied by their bosses. It was further found that 60% of the perpetrators are men and 57% of the targets are women. In reaction to the bullying, 62% of employers ignore the problem, 45% of the targets suffer stress-related health problems, 40% never even tell their employers, and only 3% file lawsuits (Namie, 2007: 1).

The same study found that bullying is experienced four times more often than discriminatory harassment based on sex, age, or race. While victims of discriminatory harassment have developed avenues for recourse, victims of bullying historically have had none, at least not until recently (Namie, 2007: 9). In April 2008, the Indiana Supreme Court ruled in favor of a hospital employee who had been bullied by his boss; a surgeon. The court found the surgeon liable for inflicting emotional distress in the form of screaming, swearing at, and advancing upon the employee. The court for the first time labeled the surgeon a “workplace bully” (Raess v. Doescher, 2008: 10).

Recent findings by the American Psychological Association (APA) presented at the Seventh International Conference on Work, Stress and Health also support the WBI study in that bullying may be even more harmful than sexual harassment on the job. Researchers found that employees who experienced bullying, incivility, or interpersonal conflict were even more likely to quit their jobs, have lower well-being, be less satisfied with their jobs, and have less satisfying relations with their bosses than employees who were sexually harassed by their bosses (APA, 2008).

Social conflict theory suggests that the individuals and groups in society that have more material (money, assets) and non-material (values, beliefs) resources will use their power to exploit groups with fewer resources and thus, less power. If equated to causes of bullying, material resources can be viewed as money and office real estate, and non-material resources as the power to make the job more or less

enjoyable, then it is very easy to surmise that power and resources entrusted to their care can be used for bullying purposes. Additional examples of power are:

- formal authority by rights of legitimacy to issue orders;
- referent power - identification with, admiration of, or respect for superiors or associates;
- network power - those who you know; reward and penalty power - the control of promotions and pay or the denial of reward;
- personal persuasive power - the ability to convince through logic or friendship;
- expert power - perceived qualifications, knowledge or experience;
- information power – being the sole source of information; and work assignment, spending authority or control of resources (French and Raven, p 150-167, 1959).

Since women historically have had fewer resources than men, this study will focus only on women. Bullies are often rewarded for the results they get because of bullying behaviors over workers that lead to monetary rewards, promotions and/or recognition. Some of the latest studies suggest that the combination of power and perceived incompetence may lead power holders to this type of aggression (Fast and Chen, 2009: 1411).

Purpose of the Study

Bullying is becoming increasingly recognized as the leading form of workplace harassment and needs to be studied at all levels. Very little research has been conducted on the behaviors bullies exhibit or the reactions workers may experience after having been bullied. A statement from NIOSH (2004: 1) indicated that “research is needed in greater depth to identify the reasons for acts of bullying in the workplace, the circumstances in which bullying is most likely to occur, and specific measures for improving interpersonal relationships in the workplace.”

This exploratory study will examine factors that contribute to bullying in the workplace; I propose using social conflict theory as the perspective from which my hypotheses are derived. Following the findings of Dr. Gary Naime’s 2007 study that overall, women are bullied more than men, I hypothesize that the chances of women being bullied at work will be significantly influenced by marital status, race, employment in lower level occupations, education, age, church attendance, and region of the U.S. in which the worker resides. To explore these hypotheses, data from the General Social Survey (GSS) are analyzed. Policies and suggestions for future research will be discussed. Given the large numbers of U.S. employers who have been negatively affected by workplace bullying, the importance of studying this phenomenon cannot be overstated. Thirty–seven percent of U.S. workers report having been bullied at some time during their careers, meaning that 54 million people have experienced this type of victimization (Namie, 2007). As mentioned earlier, it was not until 2008 that a major

court case was decided on behalf of an employee. Thus, this study is not only an important investigation into victimization; it is quite timely.

CHAPTER TWO: LITERATURE REVIEW

What is Workplace Bullying?

Names, such as psychological abuse (Sheenan et al., 1990), mobbing (Leymann, 1990), verbal abuse (Cox et al., 1991), workplace bullying (Adams, 1992), workplace harassment (Bjorkqvist et al., 1994), workplace mistreatment (Price Spatlen, 1995), workplace aggression (Baron & Neuman, 1998), psychological violence (Institute for Workplace Trauma and Bullying, 2002), and more recently, employee emotional abuse (Lutgen-Sandvik, 2003) have been used to label what, in this paper, I generally call workplace bullying.

For the purposes of this paper, I drew from a variety of sources and define workplace bullying as the repeated unwelcomed and unsolicited mistreatment by another person. The mistreatment includes one or more of the following: verbal abuse; threatening, humiliating, intimidating offensive non verbal conduct; work interference; sabotage and/or exclusion generally inflicted upon subordinates.

Little is known about workplace bullying. Reasons offered for why this may be the case include fear of losing one's job; hope that upper management will notice and eradicate the behavior, and the belief that the bully will stop mistreating them without having to report the behavior. Most of the research has focused on the response of targets e.g., emotional response, cost to businesses, and changing public perception. This exploratory study will add to the literature because it focuses is on a variety of

social and psychological variables that have not thus far been included in investigations of workplace bullying.

The Bully

Out of the school halls and into the workplace, bullies have developed tactics to oppress co-workers and subordinates by using various techniques. Although the bully's behavior will not be directly examined in this study, past research indicates that they often are 1) envious of others and want to obtain the subordinates traits, statuses, abilities, or situations; 2) destructive narcissists, which creates an inflated sense of their own self-importance; 3) arrogant; 4) preoccupied with gaining power and/or wealth; 5) in need of excessive admiration; 6) filled with a sense of self-entitlement; and 7) lacking concern for others.

An interesting study conducted on victims of school bullying compared to victims of workplace bullying revealed the likelihood that school bullies will turn into work bullies. Reasons stated include an individual's temperament, low self-esteem, and inability to form protective relationships (Smith et al, 2009).

In addition, corporate culture in the United States reinforces workplace bullying by continually stressing market processes, individualism, and the importance of management over workers. Collaborative efforts are discouraged, allowing powerful organizational members to bully others without recrimination (Lutgen-Sandvik et al. 2007).

Who Can be a Potential Target?

Researchers indicate that people may become targets because they refuse to be controlled, their competence or reputation may be threatening to the bully, or they may be well-liked by co-workers and customers. Most often it occurs due to retaliation for reporting unethical or illegal conduct, or ignoring politics (Namie 2003).

In her 2003 article, *The Communicative Cycle of Employee Emotional Abuse, Generation and Regeneration of Workplace Mistreatment*, Pamela Lutgen-Sandvik identified six stages of workplace abuse. Stage one involves the initial incident, which can include starting a new job or getting a new boss. The first indicators of bullying tend to appear in stage two with the documentation of unsatisfactory performance of the target. The turning point of stage three encompasses negative personal communication. During stage four, managers of the abuser become involved and often characterize the situation differently from what the target actually experienced. Stage five consists of isolation and silencing as seen in the continued manipulation of the target's reputation through rumor, slander, ridicule (Davenport et al., 1999), and increased efforts to reframe the situation and maintain the support of upper management (Lutgen-Sandvik, 2003). Ultimately the cycle ends in stage six with the employee leaving the job or organization (See Lutgen-Sandvik's cycle in Appendix A).

Although Pamela Lutgen-Sandvik identifies the six stages of work aggression, she does not mention that in stage five the bully can, and often does, approach the target almost apologetically asking for forgiveness by trying to say or do nice things for

the victim. This type of behavior can be equated to that of the abuser in Intimate Partner Violence (IPV) incidents during the “honeymoon” phase where the abuser apologizes, promises to stop the abuse, and often is very loving for a while. The bully, like the abuser, may feel sorry about the abuse, promise to stop and get help, and show regret and extra kindness for a while, but like IPV the cycle is repeated, and in time, the honeymoon stage usually gets shorter with violent stages lasting longer (National Women’s Health Information Center, 2009). More research needs to be conducted to examine the relationships among the variables related to both IPV and workplace bullying.

Reported effects of stress from having been bullied include severe anxiety, disrupted sleep, loss of concentration, to post-traumatic stress disorder, clinical depression, and panic attacks (Namie and Namie, 2004, Namie 2003). A 2003 survey of workers conducted by the WBI indicates that 82% of bullied victims experienced heart arrhythmia; 82% used substances, e.g., tobacco, alcohol, drugs, or food, to cope with the situation; 80% had recurring memories, nightmares and flashbacks; 79% felt shame or embarrassment; 78% felt on guard or paranoid; 77% obsessed over details at work; 77% had panic attacks; 76% experienced exhaustion; 75% compulsive behaviors; 74% developed ulcers; 73% thought about being violent to others; 73% had loss of hair; 69% experienced loss of concentration; 68% had disrupted sleep; 68% had suicidal thoughts; 66% suffered from anxiety; and 65% were diagnosed with depression (Namie, 2003: 14). The effects of bullying are very similar to IPV victims reported in a 2008-2009 study

conducted by the Office Women's Health, U.S. Department of Health and Human Services (National Women's Health Information Center, 2009: 236-237).

From an organizational perspective, costs are also continually increasing due to bullying. These increased costs are seen in the victim's reduced productivity, loss of creativity, and little or no innovation (Vega, Comer, 2005: 106).

People of any age, race or gender may be the victims of bullying. They become upset, feel threatened, humiliated, stressed, and their sense of self-confidence is diminished. The most common types of bullying outside of physical force include verbal abuse; written, spoken or implied threats; name-calling and racial slurs; vandalism; and put-downs (Ramsey, 2002). Workplace bullying presents as repeated, unreasonable behavior directed toward an employee, or group of employees, that creates a risk to the health and safety of the victims (Workplace Victoria, 2006). The repeated behavior, whether direct or indirect, verbal, physical, or otherwise, can reasonably be regarded as undermining the individual's right to dignity at work resulting in loss of work production (Task Force of the Prevention of Workplace Bullying, 2001).

Women

Most studies assert that men bully more than women, however, more recent studies by the WBI indicate that this is not the case. Women are targeted by female bullies 71% of the time (Naime, 2003: 7). Namie argues that scarce resources lead women to becoming aggressors. Reward or punishment contingencies shape both one's attitudes and overt behaviors over time and provide the motivation to engage or

refrain from action at a given time and place (Akers, 1996). Bully's are often rewarded monetarily (resource), given promotions, or increased authority because of their aggressive behaviors. People that feel incompetent in their positions often humiliate victims to boost their own ego, which provides them a feeling of competency. Thus, Fast and Chen's theory of the combination of power and perceived incompetence leading to the behavior is reinforced (Fast and Chen, 2009: 1411).

Women have historically been underrepresented in the workforce. Initially serving as "housewives" and "mothers," they are now entering the workforce at tremendous rates. It is projected that by 2016 women will account for 49 percent of the increase in total labor force growth (Department of Labor, 2008). Already entering jobs at a lower rate of pay than men, women find themselves in competition with other women too. Women have witnessed behaviors of men contending with other men for promotions and raises. They have learned that behaving in the same manner could lead to advancement and salary increases. Some, in positions of authority, may even feel incompetent and use bullying as a coping mechanism to replace the feeling of inadequacy with a feeling of power, control, and adequacy.

Marital Status

Although a 2006 study by Niedhammer, et.al, indicates that marital status is a strong predictor for victims of bullying to also experience depression, there has not been much research on marital status as it related to workplace bullying. I will include it in this exploratory study to see if there is a relationship.

Race

Studies of workplace bullying and its relationship to race are rare too. Hoel and Cooper (2000) reported that Asian respondents were more likely to be bullied than those from a White background. They also reported that compared to Whites, respondents from Asian or Afro-Caribbean origin reported higher incidents of 'insults or offensive remarks' and had more 'practical jokes carried out against them.'

Further strengthening race as a predictor, a study conducted in 2007 by Lewis and Gunn found a higher prevalence of bullying among non-White groups. They also found that line managers use different bullying tactics toward White respondents compared to persons from other ethnic backgrounds. Managers bully White respondents with negative behavior related to work or the job role first, and personalized bullying second. They found the exact opposite for respondents from other ethnic groups (Lewis and Gunn, 2007).

Occupation

In 2006, Hodson et al., carried out a study showing that people in higher status occupations are less likely to be bullied, whereas those in lower level occupations are more likely to be bullied. This finding suggests that power associated with one's occupation in a hierarchy provides significant protection against abuse from superiors. Therefore, positional and relational power can be significant determinants of bullying. However, bullies may not only target the vulnerable but also those who threaten their

sense of superiority; competitors. Still, conflict theory, which guides this research and the majority of social science evidence suggests that the weak and vulnerable are the most likely targets (Clegg, 1990). Thus following Marxist theory of the division of labor; *“As societies emerge from originally undifferentiated hordes, the division of labor leads to the emergence of stratification, of classes of men distinguished by their differential access to the means of production and their differential power”* (Cosser, 1971: 62).

The 2000 study by Hoel and Cooper in the United Kingdom states that bullying was found to be more prevalent in public sector organizations such as among prison service workers or teaching, and less prevalent in retailing or manufacturing. Bullying in higher education is thought to exist because of the constant change in the landscape, and the continual government pressure to see colleges and universities as autonomously managed organizations (Lewis, 2003). A more recent study examining the influence of occupation reported the highest incidence of bullying in education, services and sales, local and state governments, professional and technical fields, mental and medical health, construction, and recreation (Tracy et al., 2006).

The reported acts of bullying appear to be the same across occupations. A study of psychological abuse in the workplace comparing the education sector (private institutions) and the health sector found that the most frequently cited form of abuse by managers was setting impossible deadlines for those they supervise. The second most common complaint by employees was being ordered to do work below their level of competence. The health sector reports most of the abuse as excessive monitoring of

work, having opinions and views ignored, the assignment of tasks with unreasonable targets, and being shouted at (Yildiz, 2007). Additional studies have indicated that minority workforces and workers in low-end service jobs experience elevated incidents of bullying at the hands of supervisors (Bail, 2004). Given that persons in lower level jobs would normally possess less power and fewer resources this fact intuitively makes sense.

Education

Education by virtue alone is a necessity to attain more resources, thus I expect those with lower education to experience more acts of bullying directed at them.

Regional Location

I expect to find people with fewer resources, e.g., education, income, lower level occupations, to report higher victimization levels. Because people living in the South overall have lower levels of education and income, I predict that workplace bullying will occur at greater rates in the South compared to other regions of the U.S.

Age

Following conflict theory, I expect that younger respondents will have fewer resources than those of an older age and report experiencing higher rates of workplace bullying.

Religious Attendance

Women have higher religious attendance rates. Since this is an exploratory study, I will look to see if attendance is a factor that increases the chance of becoming a victim.

CHAPTER THREE

Hypotheses

In the following section, I present hypotheses derived from the theoretical and literature review included above.

Hypothesis 1: It is expected female workers in lower level occupations are more likely to be bullied than female workers in professional level occupations.

Null: There is no difference in the way female workers in lower level occupations female workers in professional level occupations are treated.

Hypothesis 2: It is expected non-White female workers are more likely to be bullied than White female workers.

Null: There is no difference in the way non-White female workers and White female workers are treated.

Hypothesis 3: It is expected non-married women are more likely to be bullied than married women.

Null: Marital status does not make a difference.

Hypothesis 4: It is expected females with lower educational attainment are more likely to be bullied.

Null: Educational attainment does not make a difference.

Hypothesis 5: It is expected females who attend church more often are less likely to be bullied.

Null: Church attendance does not make a difference.

Data and Methods

The data for my thesis are gathered from the General Social Survey (GSS); a face-to-face interview survey of adults that is conducted every two years by the National Opinion Research Center. Since its development in 1972, the GSS has conducted basic scientific research on the structure and development of American society. The data-collection program is designed to both monitor social change within the United States and to compare the United States to other nations (GSS, 2008). The GSS is the largest project funded by the Sociology Program of the National Science Foundation, and is the most frequently analyzed source of information in the social sciences (GSS, 2008). Many of the core questions have remained unchanged since 1972 to facilitate time-trend studies, as well as to provide the opportunity to replicate earlier findings. The GSS invites scholars to submit proposals to add questions prior to conducting each survey.

In 2004, a Quality of Work Life (QWL) module proposed by the National Institute for Occupational Safety and Health (NIOSH) was incorporated into that year's GSS. It is the data collected from this module that provide the primary source of information used in my analysis. Data to measure workplace bullying from this module will comprise the dependent variables, which are based on the experiences of employees and their responses to these experiences included in the 2004 GSS.

Dependent Variables

Acts toward the respondent:

Each of the following dependent variables will be analyzed separately to allow for a more complete understanding of how workplace violence is exhibited. The first dependent variable, SPACEPER, an ordinal variable, is measured with a question that asks about the respondent's perception of how and why co-workers enter his or her personal space. The exact question is "People at work get in my personal space in an attempt to intimidate me." Possible answers include "Often (1)", "Sometimes (2)", "Rarely (3)" and "Never (4)."

UPSETACT, the second dependent variable is ordinal and is operationalized with the question – "People at work throw things, slam doors, or hit objects when they are upset with me." The answers include "Often (1)", "Sometimes (2)", "Rarely (3)" and "Never (4)."

TOSHOUT, an ordinal variable is operationalized with the question – "People at work shout or yell at me in a hostile manner." The answers include "Often (1)", "Sometimes (2)", "Rarely (3)" and "Never (4)."

DOWNPUT an ordinal variable is operationalized with the question – "People at work treat me in a manner that puts me down or address me in unprofessional terms, either publicly or privately." The answers include "Often (1)", "Sometimes (2)", "Rarely (3)" and "Never (4)."

Independent Variables

MARITAL STATUS is a categorical variable that is operationalized with the question “Are you currently married, widowed, divorced, separated, or have you ever been married?” The answers include “Married (1),” “Widowed (2),” “Divorced (3),” “Separated (4),” and “Never Married (5).”

RACE is a categorical variable and is operationalized with the question “What race do you consider yourself?” The answers include “White (1),” “Black (2),” and “Other (3).”

EDUC is a categorical variable and is operationalized with the question “What is the highest grade in elementary school or high school that you finished or got credit for?” If the respondent indicated that they received a high school diploma or GED certificate they are asked “Did you complete one or more years of college for credit – not including schooling such as business college, technical or vocational school?” They are further asked “Do you have any college degrees?” The answers include “No formal schooling,” “first grade,” “second grade,” “third grade,” “fourth grade,” “fifth grade,” “sixth grade,” “seventh grade,” “eighth grade,” “ninth grade,” “tenth grade,” “eleventh grade,” “twelfth grade,” “one year of college,” “two years of college,” “three years of college,” “four years of college,” “five years of college,” “six years of college,” “seven years of college,” “eight years of college,” “don’t know,” and “no answer.”

REGION is a categorical variable and is automatically coded based on the location in which the interview took place. The choices are New England, Middle

Atlantic, East North Central, West North Central, South Atlantic, East South Central, West South Central, Mountain, and Pacific.

ATTEND is a categorical variable and is operationalized with the question "How often do you attend religious services?" The answers include (0) "Never," (1) "Less than once a year," (2) "About once or twice a year," (3) "Several times a year," (4) "About once a month," (5) "2-3 times a month," (6) "Nearly every week," (7) "Every week," (8) "Several times a week," and (9) "Don't know, no answer."

OCC80 is a categorical variable and is operationalized with the question "What kind of work do you normally do? What (is/was) your job called?" The respondent's occupational code is identified by the 1980 Census Occupational Code. In addition, prestige scores were assigned to occupations in this study were taken from rating systems developed at National Opinion Research Center (NORC) in 1963-1965 in a project on occupation prestige directed by Robert W. Hodge, Paul S. Siegel, and Peter H. Rossi and updated for the 1989 GSS. The 1989 update scale was prepared by Robert W. Hodge, Judith Treas, and Keiko Nakao (Nakao et al., 1990). Prestige is defined as the respondents' estimation of the social standing of occupations. The prestige scores in the Hodge-Siegel-Rossi and GSS studies were generated by asking respondents to estimate the social standing of occupations and ranges from low (9) to high (82) (GSS, 2008). When the prestige scores are assigned to the categorical variable it becomes at least ordinal.

This study will examine lower level occupations within the Managerial and Professional Specialty Occupations category. I expect that the lower the prestige score is the higher reported incidents of experiencing workplace bullying will be.

Data Analysis

The secondary data used in this study are gathered by the National Opinion Research Center for the GSS. The four dependent variables used identify bullying behaviors. Approximately 825 women responded to the questions about workplace bullying.

All four of the dependent variables, SPACEPER, UPSETACT, TOSHOUT, and, DOWNPUT are ranked from (1) "often" to (4) "never" in the 2004 data. I re-coded each of these to (1) "never," (2) "rarely," (3) "sometimes, and (4) "often." This way as the numbers increase so do the reported frequencies of the occurrences. Because this particular study will focus entirely on women's experiences with workplace bullying, the data are limited to only those coded as "1" for female. The PRESTG80 variable was re-coded into a new variable called OCCUPAT, which is coded where 60 through 100 equals "1", 30 through 59 is "2" and 1 through 29 is "3." There was no particular reason for establishing these parameters, but it did create groupings similar to what we really see in society with most people falling in mid-level occupations. I then created dummy variables based on the perceived prestige score of the occupations where Professional (1) included those 60 and over, Mid-Level (2) for 30 through 59, and Lower-Level (3) for 1 through 29. Region in the original data represent 9 different areas of the country. To make it easier to conduct the analysis, areas (5) South Atlantic, (6) East South Central, and (7) West South Central were coded into (1) "SOUTH," and all other areas were coded (0). The last variable I re-coded was marital status. This coding reduces the

number of dummy variables from five to three. Married and widowed were coded into the variable "Married," divorced and separated were coded into "Divorced" and those having never been married were coded into "Single" at the advice of Dr. David Gay. All responses of (9) "Don't know, No answer" for the variable ATTEND were coded as "missing" so that a true average attendance rate could be calculated.

Findings

The descriptive statistics in Table 1 below include the frequencies, means, modes, variance, and standard deviations for all variables used in this study. The mean of respondents' reported income and education are consistent with 2004 national averages. According to the Census Bureau in 2004 female householder median income was \$19,792; female householder with no spouse present was \$14,009. Respondents participating in this survey reported an average \$14,000 annual salary, with a standard deviation of \$6,110, which is quite substantial, but consistent with national averages. Educational attainment for those participating in the survey was 13.6 staying consistent with the average American having some college education during that year (Census Bureau 2004). The average age of respondents is 46.26 with a standard deviation of 17.14 meaning that the age of participants ranged from about 29 to about 63. The average religious attendance is 4.14, indicating that the respondents attended religious services 1-2 times a month.

Table 1 - Statistics of Variables Used in Study

	Mean	Median	Std. Deviation	Variance
SPACEPER	1.451	1	0.775	0.601
UPSETACT	1.168	1	0.511	0.261
TOSHOUT	1.260	1	0.621	0.386
DOWNPUT	1.555	1	0.821	0.674
BLACK	0.161	0	0.367	0.135
MARRIED	0.615	1	0.486	0.237
DIVORCED	0.190	0	0.392	0.154
PROF	0.189	0	0.391	0.154
MIDLEVEL	0.580	1	0.493	0.244
LOWLEVEL	0.162	0	0.369	0.136
AGE	46.260	44	17.140	293.9
EDUCATION	13.60	13	2.778	7.716
ATTENDANCE	4.140	4	2.691	7.242
SOUTH	0.397	0	0.4895	0.240
INCOME	13.790	14	6.114	37.370

Looking at the descriptive statistics for each of the variables allowed me an opportunity to gain an overview of the data, as well as the opportunity to check the data for possible easily-identified errors.

Next, I calculated the correlations among the variables that will be used in the models. If I were to find significant correlations among the independent variables in a model, it would lead me to believe that two or more of the independent variables could

be explaining the same thing or they may be too closely related to one another to produce independent effects.

Table 2 - Correlations of Variables Used in Study

Variables	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1 SPACERPER	1.000													
2 UPSETACT	0.285	1.000												
3 TOSHOUT	0.364	0.555	1.000											
4 DOWNPUT	0.580	0.304	0.383	1.000										
5 BLACK	0.086	0.044	0.019	-0.012	1.000									
6 MARRIED	-0.072	0.006	0.006	-0.103	-0.219	1.000								
7 DIVORCED	0.019	0.013	-0.019	0.051	0.026	-0.614	1.000							
8 PROF	-0.047	-0.054	-0.034	-0.024	-0.046	0.070	-0.031	1.000						
9 MIDLEVEL	-0.050	-0.067	-0.056	-0.089	0.017	0.002	0.039	-0.568	1.000					
10 LOWLEVEL	0.118	0.129	0.090	0.145	0.031	-0.096	0.034	-0.213	-0.518	1.000				
11 EDUCATION	-0.066	-0.112	-0.066	-0.055	-0.078	-0.016	-0.041	0.424	-0.072	-0.278	1.000			
12 ATTEND	-0.049	-0.040	-0.080	-0.046	0.183	0.162	-0.070	0.053	-0.010	-0.042	0.034	1.000		
13 SOUTH	0.018	0.063	0.059	-0.005	0.234	-0.033	0.044	-0.028	-0.069	0.098	-0.095	0.127	1.000	
14 INCOME	-0.130	-0.062	-0.072	-0.097	-0.051	0.116	-0.015	0.250	0.025	-0.319	0.334	0.014	-0.016	1.000

To further check for multicollinearity, I ran regression analyses and included a request for Variance Inflation Factors (VIFs). The classic 1981 article by Fisher and Mason (Fisher and Mason, 1981) indicates VIFs for all independent variables need to be below 4.0. The VIFs for all models verified that there was no collinearity among the variables with no results over 2.0. This means that the variables included in the models are each producing independent effects.

According to Allison, 1999, the assumptions related to regression analysis are:

- The variables are normally distributed
- The variables are free of error
- The relationship between the dependent and independent variables are linearly independent and
- All errors have the same variance (homoscedasticity).

Regression modeling is considered robust. It is normally argued that this type of analysis can handle categorical variables; multiple regression explains how well each independent variable predicts the dependent variable (Allison, 1999).

In all four models, the data show that employees in lower level positions experience bullying more than those in mid level and professional positions. The SPACEPER model indicates that Black women are more likely to have people get in their personal space to intimidate them. When examining the model for “UPSETACT,” those respondents having less education experienced this behavior more frequently. The “TOSHOUT” model shows that those reporting low church attendance are more

likely to have experienced being shouted at. The “DOWNPUT” model indicates that those with lower education levels are more likely to be bullied by putdowns.

Table 3 - Bullying Measured Against Respondents

Variables	Enters Personal Space			Acts Upset			Shouted At			Put Down		
	B	β	Sig.	B	β	Sig.	B	β	Sig.	B	β	Sig.
	n = 823			n = 825			n = 825			n = 824		
Professional	-0.020	-0.01	0.79	0.01	0.008	0.84	0.032	0.021	0.59	0.039	0.02	0.61
Lowerlevel	.176*	0.08	.031	.156*	0.106	.004	.164*	0.092	.012	.282*	0.12	.001
Black	.167*	0.08	.032	0.06	0.047	0.22	0.048	0.03	0.41	-0.07	-0.03	0.42
Marital Status												
Married	-0.076	-0.05	0.31	0.04	0.045	0.35	0.005	0.004	0.94	-0.13	-0.08	0.1
Divorced	-0.002	-0	0.98	0.04	0.034	0.45	-0.05	-0.03	0.49	0.017	0.01	0.86
Education	-0.010	-0.03	0.39	-.016*	-0.08	.047	-0.01	-0.04	0.34	-0.01	-0.03	0.39
South	-0.006	-0	0.92	0.04	0.041	0.25	0.055	0.043	0.24	-0.04	-0.02	0.51
Age	-0.002	-0.04	0.32	0	0.004	0.92	0.001	0.02	0.6	-.006*	-0.09	.017
Attendance	-0.017	-0.06	0.1	-0.01	-0.05	0.18	-.022*	-0.09	.012	-0.01	-0.02	0.63
Constant			1.75			1.33			1.39			2.00
R ²			0.03			0.03			0.02			0.04
F			2.65			2.7			2.06			3.72

*p < .05

CHAPTER FOUR: SUMMARY DISCUSSION AND CONCLUSION

Summary of Findings

In summation, women working in lower level jobs are more likely to experience being bullied. Education, age, and race are also factors; the younger you are, the lower your education, and the color of your skin may be determinates of becoming a victim.

Discussion

In all four models strongly support that females working in lower level positions are more likely to be bullied. Individual findings indicate that black females are more likely to have someone enter their personal space as a means of intimidation. This may be happening because persons of color have more protections and acts of intimidation are less visible than other forms of bullying. Female workers in lower level positions with low education levels are more likely to experience people throwing things, slamming doors, or hitting objects when they are angry with them. This action is more violent than the other three measured variables and may be occurring because men still do not consider women equal to them. Female workers reporting lower church attendance are prone to having someone shout or yell at them in a hostile manner. It may be that female workers in lower level positions who attend church more frequently forgive the abuser, or equate the behavior to the person just having a bad day. The last significant finding is that younger females working in lower level positions are more likely to have someone put them down or address them in unprofessional terms, either publicly or

privately. Here it is quite possible that the bully has more education and feels that the worker is inferior to them.

Little research has been conducted in the area of workplace bullying and little data exist to analyze. To conduct this study, the only data I had access to, was gathered from the 2004 GSS. The questions used represent only four ways a person might be bullied. They also do not address if the act was conducted by one or more people. The environment in which the incident occurred is also not indicated. Because all jobs in the managerial, professional and specialty categories were considered in this study, it is not clear if bullying is happening across all occupations or just a few. Furthermore, the questions did not allow for the respondent to indicate if the act was done by a male or female.

Conclusion

What Policy, Procedures or Protections Exist?

The last twenty years have seen a growth of research involving workplace bullying. Many countries are now asking governmental agencies to research and recommend policies and procedures to reduce the bullying and/or assist victims of bullying. The Bureau of Labor Statistics reports that over 70% of United States workplaces do not have a formal program or policy that addresses workplace violence (BLS, 2005: 3), even though it is recommended that management provide employees with recourse to stem occurrences of workplace bullying (Daniel, 2004). It is suggested that leaders must raise awareness of bullying to improve workplace communication, as

this will provide a foundation for improved reporting and program development and implementation (NIOSH, 2006). Currently, only eleven states in the U.S. have adopted legislation against workplace harassment; New York, Massachusetts, New Jersey, Vermont, Oklahoma, Utah, Illinois, Oregon, Connecticut and Nevada (WBI, 2009).

In cases where current state laws and organizational policies do not exist, it is suggested that employees should try to avoid the bully and not attempt to be-friend or help them. Workers must realize that the problem is not the victim's, it is the boss' and he/she needs to deal with the behavior. If necessary, time should be taken off to get emotions in check or to seek legal advice. All events should be actively recorded in a journal, indicating, who, what, where, when, and why. In the end, the bully must be exposed to keep this behavior from re-occurring; an unemotional business case needs to be made two levels above the bully, indicating the expense in keeping the bully employed. If the bully is the top person, it is suggested to move on to another job (MacDonald, 2004).

Suggestions for Future Research

This study only looked at females and not females and males together, or males alone. Future studies might look to see if bullying is more frequently male against female, male against male, or female against female. Additional studies need to look at individual occupations. Does bullying occur in all occupations, or is it more prevalent in just a few? The cultures associated with occupations should also be examined. Additionally, future work should focus on retrieving qualitative data. Quantitative data would provide more insight to the emotional affects experienced by individuals and third party witnesses. As research continues to grow in the area of workplace bullying, cooperative efforts between governmental agencies and businesses should continue to enact ramifications for those who bully. Legislation is needed to support managers for dealing with those who bully.

APPENDIX: PAMELA LUTGEN-SANDVIK'S SIX STAGES OF WORKPLACE ABUSE

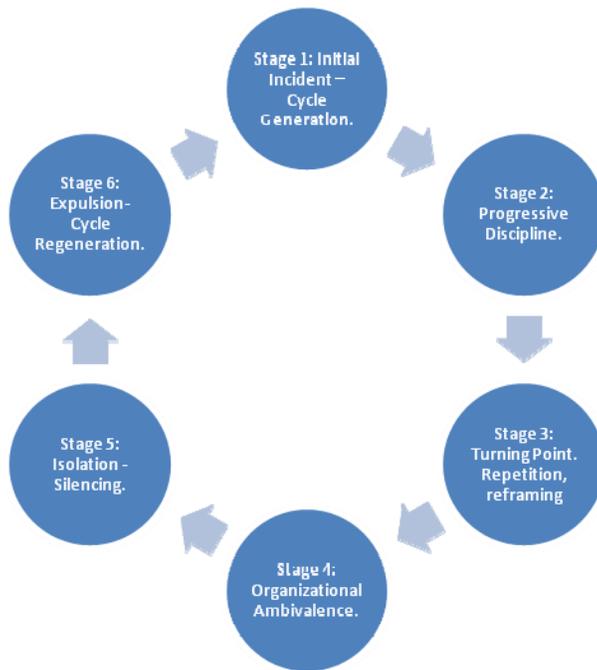


Figure 1 - Lutgen-Sandvik, 2003: 479 1

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