The relationship between interpersonal conflict and workplace bullying: What roles do conflict management style and coping resources play in the prevention of workplace bullying?

A thesis presented in partial fulfilment of the requirements for the degree of

Doctor of Philosophy

in

Management

at Massey University, Albany, Auckland,
New Zealand.

Zagross Hadadian

2023

Abstract

Workplace bullying is a prevalent organizational problem with significant detrimental effects on individuals and organizations. While scholars have acknowledged that workplace bullying may stem from interpersonal conflict, little research has been conducted on the mechanism through which this occurs. Furthermore, there are few studies that have focused on identifying prevention strategies that could address workplace bullying caused by interpersonal conflict. Although scholars have recommended the use of problem solving as a means of preventing workplace bullying caused by interpersonal conflict, its importance as a preventive measure has not been fully acknowledged by scholars and practitioners. Specifically, there is a need for further research to determine how effective problem solving is in addressing various forms of interpersonal conflict in preventing workplace bullying. Moreover, there is a lack of investigation into how organizations can promote the adoption of problem-solving conflict management as a preventive strategy.

Drawing on stress theories and models (such as cognitive appraisal theory and the ARCAS model), this study tested the role of problem-solving conflict management as a coping mechanism and ethical leadership and psychological safety as coping resources in the relationship between task/relationship conflict as a work stressor and workplace bullying. Using structural equation modelling and survey data from 456 employees based in New Zealand, this study found that psychological safety through problem solving moderated the relationship between task conflict and exposure to/enactment of workplace bullying behaviors. However, psychological safety did not moderate the relationship between relationship conflict and the enactment of workplace bullying behaviors through problem solving. Additionally, ethical leadership through problem solving moderated the relationship between task conflict and exposure to/enactment of workplace bullying

behaviors. Ethical leadership through problem solving moderated the relationship between relationship conflict and enactment of workplace bullying behaviors. However, neither ethical leadership nor psychological safety moderated the relationship between relationship conflict and exposure to workplace bullying behaviors through problem solving. This study makes three important theoretical contributions. First, this study opens up a new theoretical line by investigating workplace bullying as a strain outcome of interpersonal conflict. Second, this study extends our knowledge about the development of workplace bullying caused by interpersonal conflict by examining the influential role of coping resources on the selection of problem-solving conflict management style as a coping mechanism. Third, by collecting data about exposure to workplace bullying behaviors and enactment of workplace bullying behaviors, this study contributes to a better understanding of how workplace bullying develops. Alongside these theoretical contributions, this study also makes a practical contribution. This study examines the influence of coping resources that can influence the selection of a potentially effective conflict management style to cope with interpersonal conflicts as antecedents of workplace bullying. Therefore, the adoption of any coping resources that significantly encourage an effective conflict management style can be used as a workplace bullying preventive measure by organizations.

Acknowledgement

Seven people without whom …

Bevan Catley, without whom I wouldn't find the right path

Kate Blackwood, Hamed Jafarzadeh, Daniel Duan, and Natalia D'Souza, without whom I wouldn't find what is important

Sarah Leberman, without whom I wouldn't find my way in research

Kazhal Mesbah, without whom I wouldn't have started and completed this PhD.

Table of Content

Figure List

Table List

Chapter 1:
Introduction and Background of Study

1.1. Introduction

Workplace bullying is a significant occupational problem in the 21st century (Rajalakshmi & Naresh, 2018). Workplace bullying not only causes detrimental effects such as depression, exhaustion, and burnout on individuals (Meliá & Becerril, 2007; Sa & Fleming, 2008; Tong et al., 2017), but also has negative consequences for the organization. For example, workplace bullying can negatively affect an employee's work engagement (Trépanier et al., 2015), concentration (Kline & Lewis, 2019), and productivity (Berry et al., 2012). Workplace bullying can also place a financial burden on the organization in the form of absenteeism and turnover (Nielsen & Einarsen, 2012). According to a recent survey of 2512 workers commissioned by the New Zealand Human Rights Commission (2022), 20% of participants reported experiencing workplace bullying in the last 12 months, with many of them also reporting feeling frustrated, anxious, insecure, and isolated.

Workplace bullying refers to various harmful behaviors that are continually experienced by a target (Baillien et al., 2009), who consequently feels trapped in the situation with no way to escape (Nielsen & Einarsen, 2018). According to Nielsen and Einarsen (2018), it is the frequency, persistency, and the systematic nature of workplace bullying behaviors that distinguishes the concept from other types of harmful workplace behaviors such as abusive supervision and toxic leadership. Workplace bullying is not a 'static' phenomenon (Nielsen & Einarsen, 2018); rather it is a result of a 'gradually evolving process' (Einarsen, 2000; Zapf & Gross, 2001), which in this study is referred to as 'workplace bullying development'.

Considering the harmful effects of workplace bullying on individuals and organizations, scholars have focused on the antecedents, consequences, and development of workplace bullying. Interpersonal conflict is a frequent phenomenon in organizations (Barki & Hartwick, 2004) that can play a role as an antecedent of workplace bullying (e.g., Ågotnes et al., 2018; Baillien et al., 2016; Leon-Perez et al., 2015; Leymann, 1996). Interpersonal conflict is defined as "a process that begins when an individual or group perceives differences and opposition between itself and another individual or group about interests and resources, beliefs, values, or practices that matter to them" (De Dreu & Gelfand, 2008, p. 6). There are two broad types of interpersonal conflicts with significant differences: cognitive (task), and affective (relationship) conflict (De Dreu, 1997). These two forms of conflict have been widely studied in workplace bullying research as a contributory factor (Keashly, Minkowitz, et al., 2020).

Although scholars have accepted interpersonal conflict as an antecedent of workplace bullying (e.g., Leon-Perez et al., 2015), little research has investigated the process of workplace bullying development caused by interpersonal conflict (Baillien et al., 2016). In particular, few studies have explored this process with a focus on investigating effective prevention strategies in the relationship between interpersonal conflict and workplace bullying. Prevention studies are vital because they seek to identify effective measures for preventing and managing workplace bullying and its negative consequences (Zapf & Vartia, 2020).

Furthermore, attempts to study the role of interpersonal conflict in the development of workplace bullying have mostly been conducted from the targets' perspective (e.g., Ågotnes et al., 2018; Arenas et al., 2015; Leon-Perez et al., 2015). A focus on the targets' perspective is a common feature in workplace bullying research, with the perpetrators' perspective relatively unexplored

(Neall & Tuckey, 2014; Nielsen & Einarsen, 2018; Vandevelde et al., 2020). Considering the perspective of both potential targets and potential perpetrators, this study investigates the process of workplace bullying development caused by interpersonal conflict with a focus on problem-solving conflict management as a potential preventive strategy.

1.2. Statement of the problem and research question

Utilizing conflict escalation theory (Glasl, 1982), scholars such as Zapf and Einarsen (2005) have provided evidence for the role of interpersonal conflict in the development of workplace bullying while others have studied the effectiveness of different conflict management styles as prevention measures (e.g., Leon-Perez et al., 2015). Conflict management refers to an individual's behavior and responses to a situation of interpersonal conflict (Paul et al., 2004). In situations involving interpersonal conflict, an individual can potentially draw upon several different management styles to respond to that conflict ('conflict management styles') (Chung-Yan & Moeller, 2010). Rahim (1983) differentiated conflict management styles according to two dimensions: 'concern for self' and 'concern for other'. These two dimensions form the basis of five conflict management styles: (1) 'problem-solving' (high concern for self, high concern for other), (2) 'dominating' (high concern for self, low concern for other), (3) 'avoiding' (low concern for self, low concern for other), (4) 'obliging' (low concern for self, high concern for other), and (5) compromising (moderate concern for self and for others) (Rahim, 1983).

Of the five styles identified by Rahim (1983), the problem-solving conflict management style is likely to be more effective than the other four in resolving conflict and thus hindering the process of conflicts escalating into workplace bullying behaviors (Einarsen et al., 2020). The problem-solving conflict management style is a polite, prosocial strategy that can play a role as an

appropriate and effective style in resolving an interpersonal conflict (Gross & Guerrero, 2000). Problem-solving conflict management is a constructive (Einarsen et al., 2020), win-win strategy aimed at solving the conflict in an optimized way (Van de Vliert, 1997). Several studies examining the role of problem-solving conflict management in preventing workplace bullying have supported its effectiveness (Baillien et al., 2014; Baillien & De Witte, 2009; Leon-Perez et al., 2015).

Despite the research-based recommendations by scholars such as Baillien and De Witte (2009) that organizations should use problem solving to prevent workplace bullying, the significance of problem solving in stopping workplace bullying has not been adequately recognized by scholars and practitioners. Specifically, further investigation is needed to determine the extent to which problem solving can be used to address different types of interpersonal conflicts in preventing workplace bullying. Additionally, there is a lack of research on how organizations can support the use of problem-solving conflict management as a preventive approach.

The conflict escalation model (Glasl, 1982) is the dominant perspective for investigating the relationship between interpersonal conflict and workplace bullying. The conflict escalation model (Glasl, 1982) offers a framework for understanding workplace bullying as a form of escalated conflict and includes insights into the attitudes and characteristics associated with various stages of conflict escalation. However, this model does not incorporate factors that might prevent the escalation of interpersonal conflict into workplace bullying. To address this deficit, this study will draw on the work environment hypothesis (Leymann, 1996) and stress theories to investigate the role of problem solving and how it can be utilized as a preventive strategy.

According to the work environment hypothesis (Leymann, 1996), a negative psychosocial environment (Matthiesen & Einarsen, 2010) such as a stressful environment (Van den Brande et

al., 2016) may contribute to workplace bullying. Interpersonal conflict is a type of stressor present in the work environment (Ågotnes et al., 2018; Ilies et al., 2011), that can play a role as an antecedent of workplace bullying. In response to interpersonal conflict, a problem-solving conflict management style can play a role as a potential coping mechanism (Tidd & Friedman, 2002). Previous research into the development of workplace bullying indicates that efforts to cope are a crucial element in preventing conflict escalating to workplace bullying (Van den Brande et al., 2019). Coping refers to an individual's cognitive and behavioral efforts to control, reduce, or tolerate stressful situations (Folkman, 1984; Lazarus & Folkman, 1984). According to Van den Brande et al. (2018), coping can not only predict workplace bullying, but it can also act as a moderator to decrease the impact of the stressful working situation on the development of workplace bullying.

Additionally, available coping resources can influence individuals' inclination to select a particular coping style (Van den Brande et al., 2018). Based on cognitive appraisal theory (Lazarus & Folkman, 1984), individuals who face stressful situations will evaluate the stressful situation and assess the available resources that they can draw on to apply to a particular coping mechanism. These resources are called coping resources (Lazarus & Folkman, 1984). Coping resources include personal resources such as a stable personality and external resources such as organizational resources (Van den Brande et al., 2018). Van den Brande et al. (2018), drawing on Cartwright and Cooper (1996), have argued that resources such as organizational culture, organizational support, and empowerment are influential coping resources.

It follows that by considering conflict management styles as a type of coping mechanism (Tidd & Friedman, 2002), based on Lazarus and Folkman (1984), the availability of coping resources can

play a role in the adoption of certain types of conflict management style. Based on what I have discussed above, considering that the conflict management style selected by individuals has an influence on the development of workplace bullying (Baillien et al., 2016), I argue that coping resources may also influence the development of workplace bullying by influencing the selection of conflict management styles (i.e., problem solving) as a coping mechanism. To the best of my knowledge, no attempt has been made to investigate the role of coping resources in the selection of conflict management styles in response to workplace bullying caused by interpersonal conflict. This is an important issue to address because it may provide a new theoretical line of studying the influential factors in the development of workplace bullying and opens a new area of practical studies on the adoption of workplace bullying prevention strategies.

Considering the ability of a problem-solving conflict management style to prevent the development of workplace bullying, the use of coping resources that encourage individuals to select such a conflict management style can play a role as a pre-emptive action in preventing the occurrence of workplace bullying. Therefore, in the context of workplace bullying development caused by interpersonal conflict, this study will examine the role of coping resources in influencing individuals to select a problem-solving conflict management style. This study will also help us understand how such coping resources in their relationship with problem-solving conflict management can reduce the likelihood of workplace bullying. This is expressed as the following research questions:

> *What coping resources will influence targets' and perpetrators' selection of problem-solving conflict management as a response to workplace bullying caused by interpersonal conflict? And to what extent are those resources influential in the selection?*

1.3. Significance and contribution of the study

The theoretical contributions of this study are threefold. First, investigating interpersonal conflict as a work stressor contributes to instigating a new line of theoretical and empirical studies on 'workplace bullying as a strain outcome of interpersonal conflict as a stressor'. The conflict escalation model (Glasl, 1982) is widely used to explore the relationship between interpersonal conflict and workplace bullying. This model provides a framework for understanding workplace bullying as a type of escalated conflict and offers important insights into the attitudes and characteristics associated with different stages of conflict escalation. Nevertheless, the model does not address the factors that may prevent interpersonal conflict from turning into workplace bullying. In order to investigate preventive factors, this study implements stress theories. Considering interpersonal conflict as a stressor (Dijkstra et al., 2012) and workplace bullying as a strain outcome (Van den Brande et al., 2021) presents an opportunity to employ concepts such as coping and coping resources in the study of prevention strategies (Van den Brande et al., 2018). Furthermore, this theoretical perspective provides an opportunity to understand the process of workplace bullying caused by interpersonal conflict from another theoretical lens.

Second, this study expands our knowledge about the development of workplace bullying caused by interpersonal conflict by examining the influential role of coping resources in the selection of problem-solving conflict management style as a coping mechanism. This is an important contribution because, despite the significance of problem-focused coping mechanisms in weakening the relationship between stressors and workplace bullying (Van den Brande et al., 2016), there is a gap in the literature in this area (Van den Brande et al., 2016). Even in a systematic review of coping resources and coping mechanisms in workplace bullying, Van den Brande et al. (2016) had to utilize studies from work stressors and other strain outcomes, such as anxiety, to compensate

for the lack of research in the workplace bullying area. This study focuses on addressing the research gap relating to the role of problem-focused coping mechanism and coping resources in the relationship between stressors and workplace bullying. In particular, it applies the problem-solving conflict management style as a coping mechanism and investigates its effectiveness in the relationship between different interpersonal conflict and exposure/enactment of workplace bullying behaviors.

Third, studies on workplace bullying have primarily relied on reports from targets, with investigations from the perpetrators' perspective left relatively unexplored (Vandevelde et al., 2020). Specially, studies on the relationship between interpersonal conflict and enactment of workplace bullying are relatively rare. This research contributes to a better understanding of the workplace bullying process by collecting data from targets and perpetrators of workplace bullying behaviors.

Alongside these theoretical contributions, this study also makes several practical contributions. Considering the harmful effects of workplace bullying on individuals and organizations, the development of effective prevention measures to prevent workplace bullying is vital (Zapf & Vartia, 2020). Interpersonal conflict is a crucial antecedent of workplace bullying (Baillien et al., 2016). This study will examine the influence of coping resources that can influence the selection of a potentially effective conflict management style to cope with interpersonal conflicts as antecedents of workplace bullying. Therefore, the adoption of any coping resources that significantly encourage the adoption of an effective conflict management style can be used as a workplace bullying preventive measure by organizations.

Chapter 2:
Workplace Bullying: Concept and Dynamics

2.1. Chapter overview

In this chapter, I define the concept of workplace bullying, discuss its prevalence, and outline different parties' perspectives on workplace bullying (targets, perpetrators, and bystanders). Then, I list the consequences and antecedents of workplace bullying. I also talk about interpersonal conflict as an antecedent of workplace bullying and then I detail the theoretical frameworks that could explain the development of workplace bullying. This chapter provides the foundation for the theoretical and conceptual model provided in Chapter 4.

2.2. The concept of bullying at work

2.2.1. Defining workplace bullying

Workplace bullying is a rather new field of study that has gained attention during the last three decades. Workplace bullying entails the systematic, frequent and persistent exposure to negative acts in a way that the target feels unable to escape from the situation (Einarsen et al., 2020). Einarsen et al. (2020) define workplace bullying as follows:

> Bullying at work means harassing, offending, or socially excluding someone or negatively affecting someone's work. In order for the label bullying (or mobbing) to be applied to a particular activity, interaction, or process, the bullying behavior has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g., about six months). Bullying 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. A conflict cannot be

> called bullying if the incident is an isolated event or if two parties of approximately equal strength are in conflict. (p. 22)

Although bullying behaviors can emerge in different forms, they are mostly psychological rather than physical (Einarsen et al., 2020). Einarsen et al. (2009) categorize workplace bullying behaviors into three groups: (1) person-related, (2) work-related, and (3) physical intimidation. Work-related behaviors are bullying behaviors connected to work tasks (Einarsen et al., 2020): for example, assigning meaningless tasks or no task, or assigning unreasonable deadlines for task completion (Einarsen et al., 2009; Einarsen et al., 2020). Person-related bullying behaviors are not connected to work tasks and are behaviors such as spreading of gossip and rumors and playing pranks or making jokes (Einarsen et al., 2009; Einarsen et al., 2020). According to Einarsen et al. (2009), physically intimidating behaviors such as shouting and threatening physical violence are the third category of workplace bullying behaviors.

Workplace bullying is a unique construct whose specific features differentiate it from other forms of mistreatment such as incivility, social undermining and abusive supervision (D'Cruz & Noronha, 2021). These features are frequency, persistency, hostility, and power imbalance (D'Cruz & Noronha, 2021). Bullying is not a single isolated event; rather it is about exposure to repeated and persistent negative behaviors (Einarsen et al., 2020). According to Leymann (1996), "the distinction between conflict and mobbing [bullying] does not focus on what is done or how it is done, but on the frequency and duration of what is done" (p.168). According to Leymann (1990), in order to label an experience as bullying, the negative behaviors should be repeated 'almost every day' (frequency) over a period of at least six months (duration). Scholars refer to frequency as the occurrence of negative behavior 'at least once a week' (e.g., Hoel et al., 2001; Zapf et al., 2003), or

more often (Lutgen-Sandvik et al., 2007). According to Lutgen-Sandvik et al. (2007), in order to constitute workplace bullying, targets must be exposed to two or more negative acts weekly for six or more months. Researchers usually apply a duration of six months' exposure to negative acts as a duration criterion to differentiate workplace bullying from the other forms of harmful behaviors (Einarsen et al., 2020).

While some scholars (e.g., Olweus, 2003) believe that the perpetrator's intention behind the negative behavior is a definitional feature, others believe that intent is not an essential part of the definition of workplace bullying (Einarsen et al., 2020; Nielsen & Einarsen, 2018). According to Nielsen, Hoel, et al. (2016), there are several reasons for not including intent in the concept of workplace bullying: primarily that it is difficult for researchers to prove and measure intent. In addition, inept social behaviors may harm others even if there is no intention to harm (Nielsen, Hoel, et al., 2016) as when an individual claims they are 'just joking' (Søndergaard, 2018). In addition, much of the research on workplace bullying is conducted from the perspective of the targets (Vandevelde et al., 2020), which makes the perpetrator's intention rather irrelevant.

An imbalance of power between the two parties is one of the main features of the concept of workplace bullying (Einarsen et al., 1994; Leymann, 1996). A power imbalance concerns the relative difference between the power of the target and the perpetrator (Keashly, Tye-Williams, et al., 2020). According to Baillien et al. (2017), a power imbalance limits the possibility of coping for the less powerful person and makes it almost impossible for them to stop the systematic exposure to negative acts. Salin and Hoel (2020) have argued that formal power caused by organizational structure is a common source of a power imbalance. However, sources of power can

also be informal; gained from knowledge, experience or access to support from influential members of the organization (Hoel & Cooper, 2000).

2.2.2. Prevalence and measurement

Workplace bullying appears prevalent in many organizations. The results of a meta-analysis by Nielsen et al. (2010) indicate that on average, 15% of employees (on a global basis) are exposed to some level of workplace bullying. However, geographical, industrial, demographic, methodological, and sociocultural factors contribute to variations in prevalence rates (León-Pérez et al., 2021) and also make comparisons difficult.

Geographically, Scandinavian countries have lower rates of workplace bullying compared to other European and non-European countries (Nielsen et al., 2010). According to Salin et al. (2018), cultural factors such as power distance and contextual factors such as economy and legislation may influence the conceptualization and rates of workplace bullying in different nations. According to Van de Vliert et al. (2013), workplace bullying is higher in poorer countries with more demanding climates (very hot or very cold temperatures). As mentioned above, national culture plays an important role in the way employees perceive workplace bullying behaviors. For example, the severity of an unwanted behavior to employees depends on the cultural and societal norms (León-Pérez et al., 2021). While in some countries some behaviors may be perceived as managerial tools, in other countries the same behaviors are perceived as negative and 'unaccepted' acts (Giorgi et al., 2015). It has been claimed that workplace bullying is more tolerated and accepted in countries with high power distance (e.g., Singapore), and less accepted in countries with low power distance (e.g., Australia) (Loh et al., 2010), in which equal power among employees regardless of the hierarchy of an organization is a norm (León-Pérez et al., 2021).

Workplace bullying rates might be different in different industries and sectors because different sectors have different internal organizational cultures and processes (León-Pérez et al., 2021). For example, industry-specific norms tolerating certain negative behaviors may contribute to variations in workplace bullying rates (Mikkelsen & Einarsen, 2001). Salin (2001) has claimed that workplace bullying is more frequent in the public sector than in the private sector. Similarly, Hoel et al. (2001) have reported that the prevalence of workplace bullying is higher in the municipal sector than in the private and civil sectors. According to León-Pérez et al. (2021), sectors with more internal competition among members, compared to industries with higher collaborative environments, may report higher rates of workplace bullying. For example, in academia, the workplace bullying rate is higher than the rate for the general population (e.g., Miller et al., 2019; Zabrodska & Kveton, 2013). Industry sectors such as social services, health, public administration and education are among those with higher rates of workplace bullying (Zapf et al., 2020).

Prevalence rates of workplace bullying may vary based on demographic factors such as gender (e.g., Eriksen & Einarsen, 2004; Salin, 2003a). While some studies showed no difference between men and women in prevalence rates of exposure to workplace bullying (e.g., Giorgi et al., 2015; Notelaers et al., 2011), some studies showed that prevalence rates of exposure to workplace bullying were higher for women (e.g., Fevre et al., 2009; Giorgi et al., 2013). In New Zealand, Gardner et al. (2020) reported that more women than men identified themselves as having been bullied (21% vs 13%). As New Zealand women are occupying lower positions in organizations (Ministry for Women [MFW], 2022) due to lower social power (Miner & Eischeid, 2012), they may feel less able to defend themselves against negative behaviors and they may become more vulnerable to workplace bullying behaviors (Salin, 2021).

The organizational status of employees may also contribute to variance in the rate of workplace bullying. While the findings of Hoel et al. (2001) showed few differences in the experience of self-reported bullying between employees from different hierarchies (e.g., workers, supervisors, and middle and senior managers), a study in Denmark indicated that unskilled workers reported a higher prevalence rate of workplace bullying compared to managers and supervisors (Ortega et al., 2009). Ortega et al. (2009) also argued that employees working with things (male-dominated occupations), compared with employees working with clients/patients, reported more exposure to workplace bullying.

In terms of the status of bullies, the literature showed that employees from different levels of an organizational hierarchy may engage in workplace bullying. For example, in British studies, perpetrators were mostly from superior positions (Cowie et al., 2000; Hoel et al., 2001), and in Scandinavian studies the peers and superiors were equally likely to enact workplace bullying behaviors, with only a small number of subordinates reported to have engaged in bullying (Einarsen & Skogstad, 1996b). A report by New Zealand Human Rights Commission (2022) revealed that 53% of workplace bullying perpetrators in New Zealand were in superior positions (managers/supervisors/directors).

Apart from factors such as demographic ones, organizational status and industries affect prevalence rates due to their different risk profiles, methodological differences in sampling and measurement also contribute to variation in bullying rates (Nielsen et al., 2020). Workplace bullying has been assessed using a number of different measures and study designs. Therefore, in order to interpret and make meaningful comparisons, the measurement method needs to be taken into account (Nielsen et al., 2020). Generally, there are two common approaches to measuring the exposure to

workplace bullying: the self-labelling approach and a behavioral inventories approach. Behavioral inventories measure an individual's perceived exposure to workplace bullying behaviors (Escartín et al., 2011), whereas a self-labelling approach captures an individual's perception of victimization (Nielsen et al., 2010). As explained by Nielsen et al. (2020), in a self-labelling approach, participants are given a single question which asks them whether they have been bullied during a particular period of time (typically the last 6 months). In a variation to this procedure, some researchers provide participants with a definition of workplace bullying and ask whether they have experienced workplace bullying in accordance with the definition provided (Einarsen & Skogstad, 1996a). Overall, a self-labelling approach is easy to apply, but it has the limitations of subjectivity bias and not being able to provide the researcher with any information about the nature of the workplace bullying (Nielsen et al., 2020). In addition, some employees may not want to label themselves as being bullied, as the word "bullied" may imply self-blame and failure (Salin, 2001).

In the behavioral inventory approach, participants are presented with a list of negative behaviors and asked to report how frequently they have experienced those negative behaviors (Nielsen et al., 2020). As the need for cognitive and emotional processing of information in the behavioral inventory approach is lower than in the self-labelling approach, behavioral inventory methods are considered more 'objective' than self-labelling methods (Einarsen et al., 2009). The Negative Acts Questionnaire (NAQ) (Einarsen et al., 2009; Notelaers et al., 2019) is the most frequently used behavioral inventory approach in workplace bullying (Nielsen & Einarsen, 2018). The Short Negative Acts Questionnaire (S-NAQ; Notelaers et al., 2019) is a nine-item version of NAQ that consists of negative behaviors such as withholding information, spreading gossip and rumors, and practical jokes. The negative behavioral inventory approach has some limitations. For example, the

lists of negative behaviors are not exhaustive (Neuberger, 1999). In addition, items in the behavioral inventory do not necessarily have equal severity. While some behaviors are occurring more frequently with less severe future effects, other occasional negative behaviors have long enduring effects (Salin, 2001). Another problem with the behavioral inventory approach is that few respondents tend to report high levels of exposure to workplace bullying behaviors which may cause the problem of distribution skewness (Notelaers & van der Heijden, 2019). Moreover, researchers using a behavioral inventory approach cannot differentiate between situations that respondents can tolerate and those they cannot (Salin, 2001).

2.2.3. Targets, perpetrators, and bystanders

Targets, perpetrators, and bystanders are the main actors in a situation of workplace bullying. Bullying behaviors are targeted at individuals (targets), who typically report a range of negative outcomes as a result (Einarsen et al., 2020). Although the terms 'target' and 'victim' are sometimes used interchangeably, they are separate constructs (Nielsen et al., 2020). Targets of bullying are individuals who report having been exposed to bullying behaviors (Nielsen et al., 2020). On the other hand, victims may also report exposure to such behaviors but have a subjective perception of being bullied (Nielsen et al., 2020).

In the process of workplace bullying, the systematic exposure of the target to harassment, mistreatment and social exclusion is instigated by a perpetrator(s) (Zapf & Einarsen, 2005). Perpetrators can be in any level of the organizational hierarchy. An analysis of total of 17,917 victims from 60 samples revealed that 50% were bullied by supervisors, 42.5% by colleagues and 7.5% by subordinates (Zapf et al., 2020). Generally, supervisors are not bullied by subordinates,

and if it does happen, usually subordinates are collaborating with other supervisors (Zapf et al., 2020).

Individuals may witness workplace bullying. Researchers have termed these witnesses as 'bystanders' (Niven et al., 2020). Bystanders may respond to workplace bullying in different ways. They may show active constructive responses such as helping the victim (D'Cruz & Noronha, 2011) and formal reporting of the perpetrator (MacCurtain et al., 2018). Bystanders may show passive constructive responses such as emotional support for the victim (D'Cruz & Noronha, 2011), passive destructive responses such as ignoring the mistreatment (Hellemans et al., 2017), and active harmful reactions such as supporting the perpetrator (Namie & Lutgen-Sandvik, 2010). Paull et al. (2012) have outlined thirteen different types of bystanders such as bystanders who set up the actions of the bully (instigating bystanders), bystanders who take advantage of the existing situation (manipulating bystanders), bystanders who assist the bully (collaborative bystanders), bystanders who walk away (avoiding bystanders), bystanders who try to stop the bullying action (intervening bystanders) and defending bystanders who try to stand up for victims. Although bystanders play a role in the development of workplace bullying and tend to experience similar negative outcomes as targets (Hoel & Cooper, 2000), they are not within the scope of this research. The current research, without labelling individuals as targets or perpetrators, concentrates on exposure to workplace bullying behaviors and enactment of workplace bullying behaviors.

2.2.4. Workplace bullying consequences

Workplace bullying has detrimental physical and psychological effects on individuals. For example, workplace bullying has been associated with depression (Verkuil et al., 2015), anxiety (Verkuil et al., 2015), tiredness, exhaustion and burnout (Law et al., 2011; Meliá & Becerril, 2007;

Sa & Fleming, 2008; Tong et al., 2017). Research has also shown a relationship between workplace bullying and diabetes (Xu et al., 2018) and headaches (Tynes et al., 2013).

Workplace bullying also has negative consequences for the organization. Workplace bullying can negatively affect an employee's work engagement (Trépanier et al., 2015), concentration (Kline & Lewis, 2019), and productivity (Berry et al., 2012) and has been positively associated with an intention to leave the organization (Glambek et al., 2014). Workplace bullying can place a financial burden on the organization in the form of absenteeism and turnover (Nielsen & Einarsen, 2012). Moreover, workplace bullying can harmfully influence group norms in a way that encourages workplace bullying (Salin, 2003b; Samnani & Singh, 2016). For example, employees who see perpetrators rewarded for their behavior may imitate such behaviors in groups (Samnani & Singh, 2012).

Scholars have discussed societal and economic consequences of workplace bullying as well. For example, workplace bullying can lead to more medical costs and more need for welfare and social services (Hoel et al., 2001). In addition, workplace bullying can have detrimental effects on interpersonal relationships and unemployment levels (Vega & Comer, 2005). Studies have shown that the cost of workplace bullying in monetary terms can be huge. For example, Leymann (1990) claimed that the average cost of workplace bullying may be around US $30,000 to US $100,000. Similarly, Knott et al. (2004) reported that workplace bullying has cost Australian Correctional Services AUS $736,513. Hoel et al. (2003) claimed that a typical bullying case would cost about US $50,000. This cost includes costs related to factors such as absenteeism, investigation and turnover caused by exposure to workplace bullying, but does not include costs related to low productivity and potential costs related to observers.

2.2.5. Workplace bullying antecedents

2.2.5.1. Individual antecedents

Individual-level antecedents of workplace bullying can be studied from the perspective of targets and perpetrators. The individual disposition hypothesis (Zapf & Einarsen, 2011) asserts that an individual's characteristics such as individual traits can increase the risk of being exposed to workplace bullying (Nielsen & Einarsen, 2018). Some scholars also claimed that an individual personality might be the result of the bullying process rather than its antecedent (Nielsen & Knardahl, 2015). Considering all these scholarly arguments, there are some studies that show associations between personality and becoming a target of workplace bullying. For example, according to Persson et al. (2009) targets have higher neuroticism levels, extraversion, and aggressiveness compared to non-bullied persons. According to Einarsen et al. (1994), employees with low self-esteem are more likely to become a target of workplace bullying. From the perpetrators' side, Samnani and Singh (2016) have argued that characteristics such as anger, narcissism, and aggressiveness will stimulate individuals to act as workplace bullying perpetrators. Through an experimental study, Pallesen et al. (2017) contended that workplace bullies had lower levels of agreeableness and consciousness and higher levels of neuroticism compared to the control group. Samnani and Singh (2016) in their conceptual model claimed that individual characteristics may be an influential factor for perpetration of workplace bullying. A relatively recent study from the United States showed that moral emotional traits may reduce the probability of perpetrating workplace bullying behaviors (Jacobson et al., 2017). Researchers may be reluctant to examine the characteristics of targets as a predictor of workplace bullying, because researchers are afraid of a tendency to blame victims (Bowling & Beehr, 2006). In addition, it is difficult to 'intervene' in

personality to manage the workplace bullying, because it is not viable to manipulate an individual's personality (Persson et al., 2021).

2.2.5.2. Work-related antecedents

Scholars, such as Leymann (1990, 1996) have argued against the determining role of individual characteristics in the development of workplace bullying and claimed that organizational factors are the main antecedents of workplace bullying. Support for the role of organizational factors as influential antecedents of workplace bullying is mostly clearly expressed in the theoretical perspective known as the 'work-environmental hypothesis' (Leymann, 1996) (see also section 2.3.1).

Decades of empirical research have yielded evidence suggesting that deficiencies in the work environment may constitute the most important antecedent of workplace bullying (Bowling & Beehr, 2006; Salin & Hoel, 2020). In discussing the role of work environment factors, it has been established that workplace bullying is associated with negative and stressful working environments. These negative environments can cause frustration and consequently increase the enactment of workplace bullying and deplete the energy of individuals to make them 'easy' targets (Baillien et al., 2009). Based on the work environment perspective, studies have argued that high job demands, organizational change (Baillien et al., 2019), role ambiguity (Reknes et al., 2014), role conflict (Hauge et al., 2011), increasing pressure, and work dissatisfaction (Salin & Hoel, 2020) are specific work-related antecedents of workplace bullying. Low autonomy and low decision authority are also work environment characteristics that have been associated with a higher risk of workplace bullying (Lewis et al., 2017).

Research has demonstrated that some leadership styles of managers can also have an impact on the work environment and consequently increase the risk of workplace bullying (Salin & Hoel, 2020). For example, laissez-faire leadership, which is related to the abdication of responsibility by leaders, is associated with a high risk of workplace bullying (Tsuno & Kawakami, 2015). Workplace bullying is there expected to emerge when employees have contradictory expectations, demands and values in their job (Salin & Hoel, 2020). Interpersonal conflict has also been discussed as a potential work-related antecedent of workplace bullying (Ågotnes et al., 2018).

2.2.5.2.1. Interpersonal conflict as an antecedent of workplace bullying

Interpersonal conflict refers to a "process that begins when one party perceives that the other has negatively affected, or is about to negatively affect, something that he or she cares about" (Thomas, 1992, p. 653). Ågotnes et al. (2018) have discussed the relationship between interpersonal conflict and new cases of workplace bullying. Through their longitudinal study, they argued that interpersonal conflict can predict new cases of workplace bullying in the future.

Reviewing different perspectives and theories about interpersonal conflict, Barki and Hartwick (2004) concluded that the construct of interpersonal conflict is a single theme that involves three fundamental aspects: (1) disagreement; (2) negative emotion; and (3) interference. These three aspects respectively refer to the cognitive, affective, and behavioral elements of interpersonal conflict (Barki & Hartwick, 2004). In essence, disagreement is the cognitive part of interpersonal conflict, where an individual thinks that a divergence of values, ideas or goals exists between the parties (Barki & Hartwick, 2004). Negative emotions in interpersonal conflict reflect the affective nature of interpersonal conflict. Finally, interpersonal conflict has been linked to different behaviors such as debate, argument, competition, aggression, and destruction. According to Barki and Hartwick (2004), different combinations of these three fundamental properties would present

varying conflict situations. Barki and Hartwick (2004) also claimed that even in terms of antecedents and consequences, different types of interpersonal conflict should be distinguished from each other. Considering the discussions above on the different natures and characteristics of different variants of interpersonal conflict, I will use two different variants of interpersonal conflict in the present study.

It has been posited that interpersonal conflicts can be broadly categorized into two types: (1) cognitive (task) and (2) affective (relationship) (De Dreu, 1997; Jehn et al., 1999). Cognitive and affective conflicts exhibit distinct natures and elicit different responses to management strategies (Keashly, Minkowitz, et al., 2020). Cognitive conflicts are typically less emotionally charged, and revolve around work-related issues. Affective conflicts are characterized by personal discord, negativity, frustration, and friction (Keashly, Minkowitz, et al., 2020). Based on the findings reported in the literature reviewed below, the current research concentrated on task conflict and relationship as antecedents of workplace bullying.

Task conflict deals with the disagreement among co-workers about the ideas and opinions pertaining to a task (Jehn et al., 2008; Jehn & Mannix, 2001). Task conflict encompasses behaviors such as discussing the pros and cons, and considering the alternative courses of action (Jehn, 1995). Task conflict is related to the conflict of ideas and disagreement about the content and issues of the task (Jehn & Bendersky, 2003). Members of an organization may describe these conflicts as "work conflict," "work disagreement," and "task problems" (Jehn & Bendersky, 2003). An example of a task problem is: "The discussion was about how to correctly calculate relative capacity utilization. We couldn't agree. Everyone had his or her own viewpoint and argued for it." and "Some people were sure that the future strategy should be to focus on the super-premium market, while others felt

the focus should be the minority market. There were different interpretations of the key issues. We debated a long time." (Jehn, 1994, p. 224). According to Jehn and Mannix (2001), task conflict may be accompanied by discussions and personal excitement, but they lack severe negative emotions. Scholars have extensively used task conflict in workplace bullying research. For example, Baillien et al. (2016) and Leon-Perez et al. (2015) both showed how task conflict leads to exposure to workplace bullying. Baillien et al. (2016) also reported a positive association between task conflict and the enactment of workplace bullying.

While less evident in task conflict, emotions do play a prominent role in interpersonal conflict (Gayle & Preiss, 1998). Scholars have typically associated negative emotions in interpersonal conflict with a specific type of interpersonal conflict often labelled 'relationship conflict' (Barki & Hartwick, 2004). Relationship conflict can be conceptualized as an awareness of interpersonal incompatibilities including affective components such as tension and friction (Jehn & Mannix, 2001). Relationship conflict is about disagreements and incompatibilities among organizational members about personal issues that are not simply task related (Jehn et al., 2008). Compared to task conflict, relationship conflict is characterized by heightened emotional and interpersonal elements (De Dreu & Weingart, 2003). Relationship conflicts primarily entails situations in which employees encounter intense negativity, friction, frustration, personality clashes (Keashly, Minkowitz, et al., 2020), and a general sense of dislike among organizational members (Jehn & Mannix, 2001). As a result, relationship conflict is characterized by negative emotions, hostile behaviors, and challenges to one's identity (Kriesberg et al., 1989; McCluney & Cortina, 2017).

This type of conflict as an affective type of interpersonal conflict is perceived as non-negotiable and is more likely to create win-lose interactions (Keashly, Minkowitz, et al., 2020). According to

the literature, relationship conflict plays a role as an antecedent of workplace bullying. For example, Leon-Perez et al. (2015) showed that there is a positive relationship between relationship conflict and being a target of workplace bullying. Baillien et al. (2016) also reported a positive relationship between relationship conflict and the enactment of workplace bullying. However, due to the range and strength of negative emotions and behaviors, relationship conflict may be a more influential antecedent of workplace bullying than task conflict.

2.3. Theoretical explanations of workplace bullying

Decades of research on the phenomenon of workplace bullying has led to the development of a number of theories and models. These models and theories are mostly designed to explain how workplace bullying develops and leads an individual to become a perpetrator or a target of workplace bullying. Based on the research question and theoretical support needed to develop the conceptual model (section 3.2), several of these theories have been utilized in this study with the following subsections detailing each of these theories.

2.3.1. The work environment hypothesis

Since the start of workplace bullying research, scholars such as Leymann (1996) have discussed the idea that work environmental factors play an influential role in the development of bullying. Expressed as 'the work environment hypothesis', this approach to understanding workplace bullying emphasizes that the "stress and frustration caused by a negative psychosocial environment may lead to bullying of an exposed target, especially if management does not handle the situation in a firm and just way" (Matthiesen & Einarsen, 2010, p. 226). From this perspective, a stressful work environment plays a leading role as an antecedent of workplace bullying. In essence, task conflict and relationship conflict act as workplace stressors to create stress and frustration which

can consequently lead to workplace bullying. The work environment hypothesis therefore provides the foundational basis for my research.

2.3.2. Baillien's three way model

Based on an inductive qualitative analysis of 87 real-life bullying cases, Baillien et al. (2009) introduced a 'three way' model of bullying development. Baillien et al. (2009) argued that can three pathways can lead to bullying: (1) intrapersonal frustrations ('strains'); (2) interpersonal conflict; and (3) team and organizational characteristics.

For Pathway one, Baillien et al. (2009) argued that workplace bullying can result from intrapersonal frustration ('strains'), and the subsequent ways an individual copes with that frustration (i.e. how an individual fails to deal with these frustration). According to Baillien et al. (2009), in response to strains, individuals may be active and via a frustration-aggression process develop into a perpetrator of bullying behavior, or by being passive and violating norms, become a target of workplace bullying.

With Pathway two explain Baillien et al. (2009), workplace bullying develops as a result of interpersonal conflict and the way the individual manages that conflict (conflict management). Unresolved conflicts arising from work-related and/or personal issues may then lead to interpersonal conflict (Baillien et al., 2009). However, individuals may reach a resolution by using de-escalating conflict management strategies such as listening, compromising which may then decreasing the likelihood of bullying (Baillien et al., 2009). Conversely, a poor application of conflict management strategies and/or escalating levels of conflict may increase the likelihood of bullying (Baillien et al., 2009). In this latter situation, the formal or informal power differential between the parties is crucial. As Baillien et al. (2009), contend the individual who is able to exert

more power in the situation can become the perpetrator, while the individual who is less able to exert power can become the target.

In the final pathway, bullying can develop as a result of the negative interactions between individuals which are either tolerated, ignored or encouraged by organizational members, especially management (Baillien et al., 2009). For example, in an organization characterized by unaddressed behaviors such as gossip, backbiting, and mocking, it can develop into acceptable norms and, ultimately, bullying. Thus, an organizational culture that tolerates or is accepting of bullying as normal behavior can develop.

The 'three way' model argues that work-related characteristics can play a crucial role in forming the basis for frustration, conflict, and the organizational tolerance of bullying (Baillien et al., 2009). The model also highlights how work-related issues may influence the employee's ability to cope with frustrations and conflict (Baillien et al., 2009). In this study, this model is used to support the connection between workplace stressors and the emergence of individuals as targets and perpetrators of bullying behaviors.

2.3.3. Frustration-aggression hypothesis

The work environment hypothesis has served as a theoretical basis to study the work stressors as antecedents of workplace bullying and has provided the opportunity to apply other theories such as the frustration-aggression hypothesis (Berkowitz, 1989) to explain the process of workplace bullying development. According to the frustration-aggression hypothesis (Berkowitz, 1989), a high-stress work situation may lead to aggressive behavior through the production of negative affect such as anger (Einarsen, 2000). Einarsen (2000) has argued that "harassment and bullying may flourish in ill-conditioned work environments, most probably through environmental effects on

aggressive behavior" (p.391). Based on the frustration-aggression hypothesis, a stressful work situation (work stressor) may lead to enactment of workplace bullying behaviors. Based on the frustration-aggression hypothesis (Berkowitz, 1989) and the social interactionist perspective (Felson & Tedeschi, 1993), Einarsen (2000) explained the relationship between organizational factors and bullying.

2.3.4. General Strain Theory (Agnew, 1992)

According to the General Strain Theory (Agnew, 1992), individuals facing stressful situations may adapt to the associated strain in a negative way, such as by adopting delinquent behaviors (Hinduja, 2007). Based on the General Strain Theory (Agnew, 1992), an actual or anticipated negative stimuli in the workplace can induce strain in an individual. This strain can then result in negative affective responses, such as anger, depression, and anxiety (Hinduja, 2007). Anger and depression play mediating roles linking strains to deviance because emotionally angry and/or depressed individuals are more likely to engage in aggressive, self-destructive, or other deviant behavior as a way to alleviate negative emotions (Moon et al., 2012). According to Cullen et al. (2008), general strain theory can be used to explain a wide variety of deviant behaviors, including bullying.

This theory of strain has been employed to elucidate the process of workplace bullying development. For example, Baillien, Rodriguez-Muñoz, et al. (2011), drawing on the General Strain Theory (Agnew, 1992), argued that work stressors, through strain, could lead an individual to become a workplace bullying perpetrator. Workplace bullying scholars have utilized General Strain Theory (Agnew, 1992) to explain the process of exposure to workplace bullying. For instance, Van den Brande et al. (2018), based on General Strain Theory (Agnew, 1985), posited that a work stressor induces strain in an individual, rendering strained employees vulnerable and, consequently, an 'easy target' for potential perpetrators of workplace bullying. Based on the theoretical discussion

above, General Strain Theory (Agnew, 1992) has the capacity to explain how interpersonal conflicts, as a workplace stressor, can lead to exposure to and/or the enactment of workplace bullying behaviors.

2.3.5. The Cognitive Theory of Stress and Coping (Lazarus & Folkman, 1984) and the model of coping strategies and coping resources (Van den Brande et al., 2016)

The Cognitive Theory of Stress and Coping (Lazarus & Folkman, 1984) posits that an individual confronting a stressful event will assess the potential stress-inducing situation in terms of it being a threat or an opportunity. On the basis of that assessment, they will then evaluate strategies to manage the stressful situation, focusing on an assessment of the available resources to support the application of various specific coping mechanisms. These resources, utilized by an individual in coping, are termed coping resources (Lazarus & Folkman, 1984) and can pertain to the individual (internal resources) or the work environment (external resources) (Lazarus & Folkman, 1984).

The Cognitive Theory of Stress and Coping (Lazarus & Folkman, 1984) has been used as a influential theoretical framework to explain workplace bullying and the intervention process. For example, building upon Lazarus and Folkman (1984), Van den Brande et al. (2016) presented a model of coping strategies and coping resources that depicts the interplay of work stressors, coping strategies, and coping resources in the dynamics of workplace bullying. Van den Brande et al. (2016) demonstrated that the availability of specific coping resources encouraged the adoption of effective coping mechanisms to deal with work stressors, thereby reducing the probability of workplace bullying developing. Van den Brande et al. (2016) showed that the availability of personal coping resources (e.g., self-efficacy and optimism), social coping resources (e.g., co-worker and supervisor support), and environmental coping resources (e.g., autonomy) influenced the choice of coping strategies such as problem-focused coping mechanisms to create intervention

opportunities to prevent the development of workplace bullying. While Van den Brande et al. (2016) identified various work stressors, such as role conflict, workload, role ambiguity, job insecurity, and cognitive demand as antecedents, they did not incorporate interpersonal conflict as a prominent work stressor in their theoretical model predicting workplace bullying.

2.3.6. The ARCAS model

The Activity Reduces Conflict-Associated Strain (ARCAS) model integrates insights from both the stress literature and conflict literatures (Dijkstra et al., 2012). The ARCAS model concentrates on interpersonal conflicts as workplace stressors and argues that being active at the time of facing an interpersonal conflict may weaken the relationship between interpersonal conflict and employee strain (Dijkstra et al., 2012). According to the ARCAS model, proactivity is indicative of one's personality or outlook on the world and influences the conflict-strain relationship through the selection of coping behaviors such as active conflict management strategies, e.g., problem solving (Dijkstra et al., 2012). For example, in an empirical study, Dijkstra et al. (2012) demonstrated that organization-based self-esteem moderates the relationship between task conflict and psychological strain through its relationship with the active conflict style of problem solving.

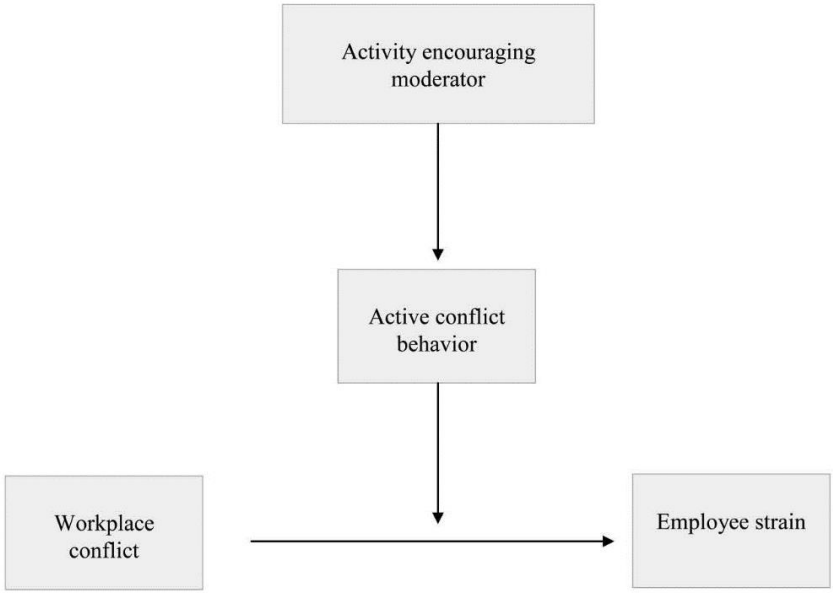


Figure 2.1. ARCAS model (Dijkstra et al., 2012)

As problem solving is an active conflict management behavior (Dijkstra et al., 2012), the ARCAS model may provide an opportunity to find activity-encouraging factors that can encourage such active behavior in the relationship between interpersonal conflict as a stressor and workplace bullying as a strain outcome. In the present study, I employ this model in the development of the conceptual framework and hypotheses (Section 3.2, conceptual model development).

2.4. The strengths, limitations and level of incorporation of each theory in the present study

While various theories and models are employed in this study, the work environment hypothesis (Leymann, 1996) stands as the predominant guiding framework. This hypothesis addresses limitations in the conflict escalation model (Glasl, 1982), which fails to incorporate the role of work environment and opportunities for prevention of the escalation of interpersonal conflicts into workplace bullying. To address this deficit, the present study leverages the work environment hypothesis (Leymann, 1996) alongside stress theories to scrutinize the role of problem-solving as a preventive strategy. From this combined perspective, interpersonal conflict is identified as a

significant work-related stressor (Ågotnes et al., 2018) that can lead to the emergence of workplace bullying behaviors.

Alongside the work environment hypothesis, this study employs stress theories, including the cognitive appraisal theory (Lazarus & Folkman, 1984), the frustration-aggression hypothesis (Berkowitz, 1989), and the ARCAS model (Dijkstra et al., 2012), as the primary theoretical foundations for developing the conceptual model. While the work environment hypothesis provides a framework for discussing the relationship between work stressors and workplace bullying, it does not specifically address how individuals become targets or perpetrators of workplace bullying behaviors. Therefore, to explore the process of exposure to/enactment of workplace bullying, General Strain Theory (Agnew, 1985) is employed. In addition to General Strain Theory (Agnew, 1985), which has the capacity to explain the developmental process from work stressor to the enactment of workplace bullying, the frustration-aggression hypothesis (Berkowitz, 1989) is also utilized to explain the process of workplace bullying enactment.

While theories such as General Strain Theory (Agnew, 1985) and the frustration-aggression hypothesis (Berkowitz, 1989) can explain the relationship between work-stressor and workplace bullying, they do not offer discussions on leveraging coping and coping resources as opportunities for testing interventions. In order to cover this deficit, cognitive appraisal theory (Lazarus & Folkman, 1984) is used to delineate the role of coping and coping resources in the process of workplace bullying development.

While cognitive appraisal theory (Lazarus & Folkman, 1984) provides a theoretical foundation to discuss the role of coping resources and a conflict management style as a coping mechanism, it does not offer insights into why the problem-solving conflict strategy could be the optimal choice.

Therefore, the ARCAS model (Dijkstra et al., 2012) is employed to bolster the relationship between different coping resources and problem-solving conflict management. The ARCAS model also serves as the foundation and support for creating the conceptual model of the present study. Additionally, it provides a framework to guide the analysis.

While theories discussed above serve as basis for constructing the conceptual model used in this study, additional theories and models such as the three way model (Baillien et al., 2009) and model of coping strategies and coping resources in the process of workplace bullying (Van den Brande et al., 2016) are also employed as supplementary evidence to support discussions and arguments. The three way model (Baillien et al., 2009) is used to support the process of becoming a target/perpetrator of workplace bullying behaviors. However, although this model talks about coping strategies, this model does not have the capacity to strongly delineate the role of coping and coping resources. Therefore, as a support for the role of coping and coping resources in the process of workplace bullying, the model of coping strategies and coping resources in the process of workplace bullying (Van den Brande et al., 2016) is used. The model developed by Van den Brande et al. (2016) has some deficits. For example, it only considers exposure to workplace bullying and does not consider enactment of workplace bullying in the model. In the Table 2.1, the models and theories used in this study are summarised.

Table 2.1 Summary of theories and models used in this study

Theory/ Model name	Level of incorporation	Strength	Limitations

The work environment hypothesis (Leymann, 1996)	Main-guiding framework	A framework to investigate the relationship between interpersonal conflict as a work stressor and workplace bullying.	It does not explain the role of coping and coping resources It does not explain the process of becoming a target of workplace bullying behaviors. It does not explain the process of enactment of workplace bullying behaviors.
General Strain Theory (Agnew, 1985)	Main	It explains the process of becoming a target of / enactment of workplace bullying behaviors.	It does not explain the role of coping and coping resources
Frustration-aggression hypothesis (Berkowitz, 1989)	Main	It explains the process of enactment of workplace bullying behaviors.	It does not explain the role of coping and coping resources It does not explain the process of becoming a target of workplace bullying behaviors.

Cognitive appraisal theory (Lazarus & Folkman, 1984)	Main	It delineates the role of coping and coping resources	It does not explain the process of becoming a target of workplace bullying behaviors. It does not explain the process of enactment of workplace bullying behaviors.
The ARCAS model (Dijkstra et al., 2012)	Main	It is a framework to integrate stress theories and conflict management theories. It provides insights into why the problem-solving conflict strategy could be the optimal choice. It serves as the foundation and support for creating the conceptual model of the present study. Additionally, it guides how to conduct the analysis part.	It does not explain the role of coping and coping resources. It does not explain the process of becoming a target of workplace bullying behaviors. It does not explain the process of enactment of workplace bullying behaviors.

The three way model (Baillien et al., 2009)	Supportive	It explains the process of becoming a target of workplace bullying behaviors. It explains the process of enactment of workplace bullying behaviors.	It does not explain the role of coping and coping resources
The model of coping strategies and coping resources in the process of workplace bullying (Van den Brande et al., 2016)	Supportive	It delineate the role of coping and coping resources and the process of becoming a target of workplace bullying behaviors.	It does not explain the process of enactment of workplace bullying behaviors.

2.5. Managing and preventing workplace bullying

So far in the literature review, I have explained the nature and negative consequences of workplace bullying on individuals and organizations. Then I listed the antecedents of workplace bullying, especially interpersonal conflict (the focus of the present study). In the current section I will discuss how workplace bullying can be prevented and managed. First, I will provide an overview about the prevention and treatment of workplace bullying. Next, I will describe coping and coping resources as potential mechanisms of intervention in workplace bullying. After that, I will talk about conflict

management styles as a potential coping. Then, I will define ethical leadership and psychological safety as coping resources and potential intervention opportunities in workplace bullying. Finally, I will discuss the gaps in the literature, which provide the basis for developing the conceptual model in the next chapter.

2.5.1. Prevention and treatment of workplace bullying

As workplace bullying is a severe work problem with harmful consequences for individuals, organizations, and society, it is vital that organizations develop and implement effective measures to prevent and manage workplace bullying (Zapf & Vartia, 2020). Measures that deal with psychological risks such as workplace bullying can be categorized into three groups of primary prevention, secondary prevention, and tertiary prevention (Zapf & Vartia, 2020).

Being proactive, primary prevention aims to prevent workplace bullying with its harmful effects before it occurs (Nielsen & Einarsen, 2018). Implementing laws/regulations against workplace bullying, anti-bullying policies/codes of conduct, development of organizational culture, and management training sessions are some primary prevention initiatives (Zapf & Vartia, 2020). Primary prevention can also happen at the individual level through alteration of unhealthy or unsafe behavior through education and training regarding bullying and conflict (Mikkelsen et al., 2011).

Referring to interpersonal conflict as an antecedent of workplace bullying, Salin et al. (2020) pointed out that effective conflict management systems can play a role as primary prevention and reduce the risk of conflict escalating to workplace bullying. Continuing their discussion, drawing on Baillien, Notelaers, et al. (2011) and Leon-Perez et al. (2015), Salin et al. (2020) added that problem solving compared with other conflict management styles can be more effective in reducing the emergence of workplace bullying. The current study through incorporating problem-solving

conflict management and some organizational factors concentrates on developing a conflict management system in the organization. This system aims to reduce the risk of conflict escalating to workplace bullying, preventing workplace bullying before it occurs. Therefore, the current study emphasizes primary prevention for workplace bullying.

Secondary prevention measures deal with detecting the problem at its early stages and trying to reduce or slow down the problem's negative impact. Applying this type of intervention is not easy as it is hard to describe workplace bullying at its early stages (Zapf & Vartia, 2020). Counselling, mediation, coaching and conflict management training are types of secondary prevention methods (Zapf & Vartia, 2020). Secondary interventions can be categorized into two groups of informal and formal approaches. Formal approaches comprise initial attempts to address the negative behavior, for example talking to the perpetrator or seeking reconciliation between parties (Salin et al., 2020). Formal secondary interventions deal with actions such as formal investigation by HR (Salin et al., 2020).

Based on Glasl (1982), Zapf and Vartia (2020) argue that conflict at its early stages of escalation can be viewed as the early stages of workplace bullying. According to Zapf and Vartia (2020), any action that tries to deal with conflict and prevent conflict escalation is a type of secondary prevention of workplace bullying. For example, at the time of a conflict which has not developed into workplace bullying, communication and conflict management training improves the relevant skills (Leon-Perez et al., 2016), and plays a role of a secondary intervention (Zapf & Vartia, 2020). Taking into account the argument presented by Zapf and Vartia (2020), that the presence of conflict serves as an indicator of the early stages of workplace bullying (signifying the existence of workplace bullying), the current study can also be considered as having secondary preventative focus.

Treatment is a term which is used when a problem (here, workplace bullying) has fully developed. Treatment tries to solve the problem and negative impacts of such problems through restoring the well-being of employees and restoring the healthy and safe work environment (Zapf & Vartia, 2020). According to Zapf and Vartia (2020), complaints investigation, counselling and psychotherapy of victims are among workplace bullying treatments. Tertiary prevention pertains to the sustainability of treatments (Zapf & Vartia, 2020). Tertiary prevention refers to any action that ensures the rehabilitation of targets and sustainability of treatments and helping people after their exposure to workplace bullying (Nielsen & Einarsen, 2018). For example, by changing the work situation, organizations make sure that the problem that led to workplace bullying will not happen again (Zapf & Vartia, 2020). Agreements with healthcare services (Salin et al., 2020), counselling, coaching, and stress management training are examples of tertiary prevention techniques (Zapf & Vartia, 2020).

2.5.2. Coping mechanisms and resources as primary interventions

2.5.2.1. Coping mechanisms in management of workplace bullying development

As discussed, the prevention of workplace bullying is an important part of workplace bullying literature and managing organizations. In this regard, there are many calls to study the possible factors that can moderate (attenuate) the development of workplace bullying (e.g., Nielsen & Einarsen, 2012; Vartia & Leka, 2011). In a comprehensive theoretical model of work stressors, coping strategies and coping resources in the process of workplace bullying, Van den Brande et al. (2016) have discussed that coping mechanisms can play a role in moderating (attenuating) the association between an antecedent of workplace bullying and workplace bullying.

Coping mechanisms are a natural tendency of an individual to express ways of dealing with stressful situations (Van den Brande et al., 2018). Lazarus and Folkman (1984) have defined coping as

"cognitive and behavioral efforts to manage specific external and/or internal demands that are appraised as taxing or exceeding the resources of the person" (p.141). According to the cognitive theory of stress and coping (Lazarus & Folkman, 1984), individuals who experience a stressful event start evaluating the stressful situation by considering the strength of the threat and the available opportunities to deal with the stressful situation. The available opportunities (resources) in the stressful situation support the tendency in an individual to adopt a particular coping mechanism (Van den Brande et al., 2018). These resources that an individual draws on to cope are called coping resources (Lazarus & Folkman, 1984). According to Van den Brande et al. (2021), organizations can stimulate coping resources that encourage potentially effective coping mechanisms (e.g., problem-focused coping mechanism) as a primary intervention in workplace bullying development.

In the next section (2.4.2.2), conflict management styles and problem-solving conflict management style as a potentially effective coping mechanism will be outlined in detail, and then in section (2.4.3) coping resources and potential coping resources that might encourage the adoption of problem solving to create an intervention opportunity will be discussed.

2.5.2.2. Conflict management style as a coping mechanism

What people intend to do, or actually do, at the time of experiencing a conflict is called conflict management (Van de Vliert, 1997). Although a number of conflict management strategies may exist (Pruitt and Rubin, 1986), Dual Concern Theory has frequently been used by scholars and researchers to study conflict management strategies. The Dual Concern Model (see Figure 2.2) shows that when handling a conflict, parties have two concerns: concern for self (own interest) and concern for others (Blake & Mouton, 1964; De Dreu et al., 2001; Rahim, 1983). These two concerns

define five potential conflict management behaviors strategies: forcing, avoiding, yielding, compromising, and problem solving (integrating).

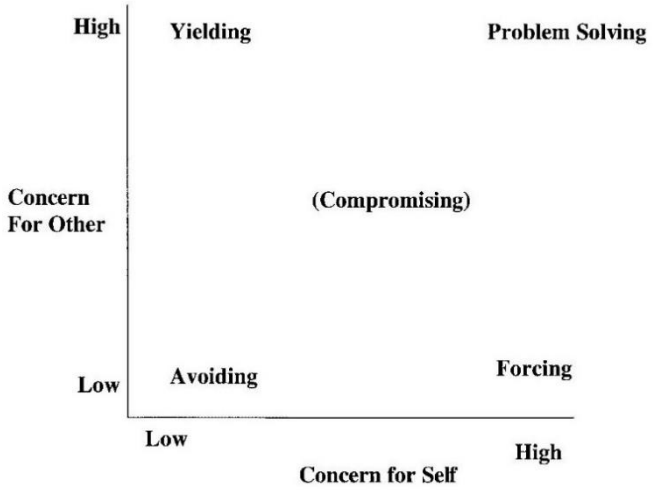


Figure 2.2. Dual-concern model (De Dreu et al., 2001)

Studies have shown that workplace bullying may develop due to the way a conflict is managed by the parties (Baillien et al., 2014). This process is discussed in the three way model developed by Baillien et al., 2009), in which conflict management strategies are linked to the process of becoming a perpetrator or target of workplace bullying. With a forcing strategy, for example, one party tries to achieve their goal by imposing a solution onto the other party with little attention and care for the interest and needs of that other party (Elgoibar et al., 2017). Consequently, a forcing strategy can cause a conflict to escalate and heighten an already strained relationship (Euwema & Van Emmerik, 2007). According to Baillien et al. (2014), forcing can seriously damage a relationship and contribute to workplace bullying.

Apart from forcing, the two other less assertive conflict management strategies of avoiding and yielding can also contribute to workplace bullying. A low concern for self and others results in an avoiding conflict management strategy, whereby to reduce the importance of the issue for themselves, one party tries to stop thinking about the issue (De Dreu et al., 2001) and avoids

confronting the other party (Elgoibar et al., 2017). This avoidance behavior prevents efforts to constructively negotiate and compete for one's own interest (Elgoibar et al., 2017). Avoiding is especially inappropriate when the issues are important to a party, or when an immediate action is required (Rahim, 2002). The result of using an avoiding conflict management strategy is unclear. While in one study, Baillien and De Witte (2009) showed that there was no relationship between an avoiding strategy and workplace bullying, other studies have shown an association between an avoiding conflict management strategy and being a target of bullying (e.g. Aquino, 2000; Baillien et al., 2014).

A low concern for self and a high concern for others leads to the use of a yielding conflict management strategy. A yielding strategy means accepting and going along with the other party's will (De Dreu et al., 2001; Elgoibar et al., 2017). Although the overall impact of a yielding strategy is also unclear (Baillien et al., 2014), there are some indications that the use of this conflict management style is associated with being a target of bullying (e.g Aquino, 2000; Baillien et al., 2014). Results regarding the relationship between the use of avoiding and yielding conflict management styles and being a perpetrator of workplace bullying are mixed (Baillien et al., 2014). For example, while Giebels and Euwema (2010) reported a positive relationship between the use of yielding and avoiding conflict management styles and the escalation of conflict, van Erp et al. (2011) have reported on the de-escalating effect of these same two strategies. Based on these mixed results, Baillien et al. (2014) decided to avoid formulating any hypothesis about these two conflict management styles in the development of workplace bullying.

Some authors, e.g., Pruitt and Rubin (1986), have suggested that an intermediate concern for self and intermediate concern for the other party may result in preference for compromising. To the best

of my knowledge, a compromising conflict management strategy has not studied or promoted as an effective conflict management strategy in workplace bullying studies. This might be a result of looking into literature that shows that compromising, as 'half-hearted problem solving' might not be an effective conflict management strategy in workplace bullying.

Finally, a problem solving conflict management strategy is a win-win strategy aimed at "optimizing rather than satisfying the parties" (Van de Vliert, 1997, p. 36). Problem solving involves integrating various ideas and interests to address disagreements and friction (Cheng et al., 2020). Applying a problem-solving conflict management style strategy entails being open, sharing information, exploring alternatives, and examining differences to reach a solution that is effective and acceptable to all the parties involved (Cheng et al., 2020).

According to Weitzman and Weitzman (2014), a problem-solving strategy comprises four key steps if conflict is to be resolved: (1) diagnosing the conflict, (2) identifying alternative solutions, (3) selecting a mutually acceptable solution, and (4) committing to and implementing the decision. These steps aim to improve cooperation among conflicting members and establish a foundation for proactive communication. As a result, a problem-solving strategy is likely to evoke a sense of achievement, heightened self-esteem, increased commitment to goals, and a stronger emphasis on positive outcomes for all involved members (Behfar et al., 2008). Typically, this cooperative approach ensures that opposing or different points of view are thoroughly addressed, thereby reducing the possibility of oversights in decision-making and leading to higher achievement (Jiang et al., 2014).

Through a combination of qualitative and quantitative examinations of workplace conflict and workplace bullying, Ayoko et al. (2003) reported that a productive reaction (solving the conflict)

might decrease workplace bullying. In another study focusing on conflict management styles in teams, Baillien and De Witte (2009), found that a high level of exposure to workplace bullying was associated with a low level of problem-solving. The problem-solving conflict management style is therefore an active and agreeable style that enhances the relationship between parties (Van de Vliert & Euwema, 1994) and is negatively associated with being a perpetrator of workplace bullying (Baillien et al., 2014).

Overall, based on the literature, a problem-solving strategy might be the best conflict management strategy to prevent the development of workplace bulling in organizations. In addition, a conflict management strategy is a coping mechanism (Tidd & Friedman, 2002) that can reduce the strain associated with the stressor of interpersonal conflict (Dijkstra et al., 2012). This provides an opportunity for intervention. In essence, a problem-solving conflict management strategy is a potentially effective coping mechanism that can be encouraged by some coping resources to create a primary prevention option to halt the development of workplace bullying.

To the best of my knowledge, no workplace bullying studies, have specifically evaluated the impact of coping resources on the utilization of problem-solving as a coping mechanism. This topic can be an important area of research, because based on the available studies about work stressors, coping mechanisms and workplace bullying, there is a gap regarding the role of problem-focused coping mechanisms in reducing the risk of workplace bullying (Van den Brande et al., 2016). Addressing this gap would not only expand our theoretical understanding of the role of coping mechanisms in the process of workplace bullying caused by interpersonal conflict (stress and coping), but it would also provide new intervention opportunities. Looking to conflict management styles as coping

mechanisms, organizations can promote coping resources in their organizations that can encourage the adoption of effective conflict styles.

But what coping resources can encourage such a coping mechanism? In the next section, I will provide an explanation about the role of coping resources in the development of workplace bullying. Finally, I will talk about the role of psychological safety and ethical leadership as problem-solving-encouraging coping resources.

2.5.3. Coping resources

Coping resources can be internal resources (related to the person), or external resources (related to the environment) (Lazarus & Folkman, 1984). Internal coping resources such as 'self-efficacy' (Bandura, 1982) and 'hardiness' (Kobasa, 1979) are types of coping resources that deal with stable personality traits (Van den Brande et al., 2018). On the other hand, external resources such as 'organizational culture', 'organizational support' and 'empowerment' (Cartwright & Cooper, 1996) refer to job-related and organization-level resources (Van den Brande et al., 2018).

Draw on the same discussions about the coping mechanisms and coping resources, Van den Brande et al. (2018) have argued that coping mechanisms may play a moderating role to decrease the impact of stressful situations on the development of workplace bullying. Van den Brande et al. (2018) also maintained that the availability of coping resources influences the tendency of individuals to apply certain coping mechanisms in the process of workplace bullying development (Van den Brande et al., 2018).

Van den Brande et al. (2016) in their theoretical model showed that personal coping resources (e.g., self-efficacy and optimism), social coping resources (e.g., co-worker and supervisor support), and environmental coping resources (e.g., autonomy) through influencing coping strategies such as problem-focused coping mechanisms create intervention opportunities in the relationship between stressful situations as an antecedent of workplace bullying and workplace bullying. Similarly, focused on problem-solving conflict management as a coping mechanism, the current study intends to find coping resources that encourage the adoption of problem-solving conflict management to create a primary prevention opportunity.

Concentrating on organizational coping resources as recommended coping resources for preventing workplace bullying (Van den Brande et al., 2018), I reviewed the literature on problem-solving conflict management and relevant theories to hypothesize the relationships between potential coping resources and applying problem solving as a coping mechanism and finally concentrated on ethical leadership and psychological safety constructs.

2.5.3.1. Ethical leadership as a coping resource

Ethical leadership is "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (Brown et al., 2005, p. 120). As a result, ethical leadership can decrease the potential for interpersonal conflict occurring in organizations (Mayer et al., 2012; Rahim, 2002). Ethical leadership, through improving the employees' resolution efficacy, reduces the likelihood of task conflict and relationship conflict occurring (Babalola et al., 2018). Ethical leaders, through their demonstration of ethical behavior and moral conduct in social interactions, as well as their encouragement of open communication,

enhance employees' sense of resolution efficacy. Consequently, individuals who possess a high level of resolution efficacy are less likely to engage in clashes or arguments related to differing perspectives and are less inclined to attack others' opinions regarding (Babalola et al., 2018). Instead, they are more likely to shift toward a cooperative mindset and develop improved listening skills (Tjosvold et al., 2014). This shift is attributed to their confidence in their ability to navigate challenging situations, which might otherwise escalate into task-related and interpersonal conflicts (Babalola et al., 2018).

According to Quade et al. (2019), ethical leadership behaviors—marked by support, encouragement, and fair interactions—provide resources for individuals to cope with stressful situations and alleviate associated strains. Ethical leaders, acting as role models, employ communication and discipline to motivate their followers to behave ethically (Brown & Treviño, 2006). Followers of ethical leaders therefore perceive their leaders as moral individuals (Treviño et al., 2003). Aligned with social learning theory, which posits that individuals learn appropriate behavior by imitating their role models (Bandura, 1986; Bandura & Walters, 1977), followers of ethical leaders adopt ethical attitudes, values, and behaviors by observing their leader's ethical conduct (Ko et al., 2018). This expectation stems from the belief that ethical leaders are credible models (Stouten et al., 2010). Empirical and conceptual studies have identified several outcomes associated with ethical leadership. For instance, research suggests that followers of ethical leaders are less likely to engage in organizational deviance actions (Neves & Story, 2015; Van Gils et al., 2015) and are less prone to immoral behaviors (Arel et al., 2012).

According to Quade et al. (2019), ethical leaders through role modelling and resource provision make followers less inclined to engage in organizational deviance. Ethical leadership can play a

role as a coping resource (Quade et al., 2019; Zheng et al., 2015). For example, Quade et al. (2019) have discussed that ethical leadership behaviors through support and positive, fair interaction can provide resources to individuals to cope with stress.

Ko et al. (2018) have also used social learning theory (Bandura, 1986; Bandura & Walters, 1977) to explain how ethical leaders influence their followers' behavior. Based on social learning theory (Bandura, 1986; Bandura & Walters, 1977), subordinates learn the appropriate ways to behave by imitating the behavior of their role models. For example, Babalola et al. (2018) have used social learning theory to discuss the relationship between ethical leadership and different types of interpersonal conflicts. According to Babalola et al. (2018), by observing the ethical behaviors of their ethical leaders, employees start imitating those behaviors and consequently learn to apply the appropriate ways of dealing with conflict situations. Based on this theory, having an ethical leader may increase the likelihood of applying problem solving as an appropriate way of dealing with conflict situations.

Ethical leaders show fairness and caring for their followers in their behaviors (Ko et al., 2018). Therefore, based on social learning theory, followers who see caring for others from their ethical leaders may imitate that behavior and when dealing with conflict situations they may apply conflict styles that care for others (problem solving and accommodative) (please see Figure 2.2, dual concern model). On the other hand, ethical leaders consider others in their behaviors (Ko et al., 2018). Employees through social learning look at them as role models and emulate them. At the result of this process, employees may engage in helping others (Eisenbeiss & Van Knippenberg, 2015) and instead of acting in self-interest, they may follow collective values (Pastoriza & Ariño, 2013), and become more interested in cooperation than competition with their colleagues (De

Hoogh & Den Hartog, 2008; Pastoriza & Ariño, 2013), which is aligned with adoption of problem-solving conflict management.

Studies have also showed that ethical leaders can encourage their followers to voice their opinions and ideas (e.g., Chen & Hou, 2016). Voice behavior is about presenting a constructive challenge to improve the situation (Van Dyne & LePine, 1998), and includes the expression of viewpoints which are not consistent with the status quo (Chen & Hou, 2016). This shows the activity promotion attribute of ethical leadership to encourage subordinates to share their ideas in a constructive way. In the context of conflict, Chen and Hou (2016) claimed that in such situations, ethical leadership behavior can encourage subordinates to voice their ideas and opinions. This is aligned with promotion of the use of a constructive active conflict management style of problem solving at the time of facing conflict.

Workplace bullying studies have shown that ethical leadership is negatively associated with workplace bullying behaviors in organizations (Ahmad & Umrani, 2019). Ethical leaders encourage employees to address workplace bullying promptly and provide additional social information about the consequences of instigating workplace bullying (Stouten et al., 2010; Van Gils et al., 2015). Empirical evidence has indicated that ethical leadership acts as a deterrent to workplace bullying (Ahmad, 2018; Freire & Pinto, 2022). According to Nguyen et al. (2023), the words and actions of ethical leaders are crucial in guiding employees to become familiar with performing fairly and behaving respectfully in workplace relationships, thereby reducing the likelihood of workplace bullying development. In Chapter 3, (3.2, developing the conceptual model), I will explain ethical leadership and its role in the current research in more detail.

2.5.3.2. Psychological safety as a coping resource

Nowadays, businesses encourage their employees to contribute to the improvement of processes, voice new ideas, and collaborate with their colleagues to experiment with new ways of doing things (Nembhard & Edmondson, 2012). Studies have shown that psychological safety is associated with behavioral outcomes such as more interpersonal communication (Leroy et al., 2012), more voice behavior among employees (Bienefeld & Grote, 2014), decreased employee silence (Brinsfield, 2013), and higher levels of feeling safe in relationships, which leads individuals to be direct and candid in their communication with others (Tynan, 2005). According to Edmondson (1999), in a psychologically safe environment employees feel safe to come up with ideas, speak up, collaborate, provide honest feedback, and create a sense of courage to take risks.

Social learning theory (Bandura & Walters, 1977) can offer a potential explanation for the influence of psychological safety on employees' behavior (Newman et al., 2017). Based on this theory, scholars have argued that leaders who listen, support, and provide consistent directions become a model for their subordinates, and consequently subordinates feel they are in a safe environment to take risks to participate in direct honest communication (Newman et al., 2017). The existence of psychological safety in a work environment can play a role as an external coping resource, which protects individuals from resource loss and consequently reduces the strain (Newman et al., 2017).

Research has shown that individuals who feel psychologically safe tend to experience lower levels of both relationship and task conflict (Newman et al., 2017; Wilkens & London, 2006). A psychologically safe environment fosters open-mindedness, and reduces defensive processing (Itzchakov & DeMarree, 2022). In a psychologically safe environment, people are unafraid of rejection for being authentic and expressing their thoughts (Itzchakov & DeMarree, 2022). This

atmosphere promotes positive intentions among parties and encourages constructive disagreements (Edmondson, 1999), ultimately reducing the likelihood of creating an interpersonal conflict (Itzchakov & DeMarree, 2022). Additionally, research indicates that environments with low psychological safety can trigger or facilitate negative behaviors and conflicts (Escartín et al., 2021).

In a psychologically safe environment, employees engage in open communication, voice their concerns, and are unafraid to take risks in their behaviors (Pearsall & Ellis, 2011). This behavior aligns with active conflict management, where employees employ responsive direct behaviors (Van De Vliert & Euwema, 1994). Active conflict management entails openly discussing ideas and exchanging information to solve problems while following one's side of disagreement (DeChurch & Marks, 2001). Given the capacity of psychological safety to encourage active behavior and considering that it can play a role as a coping resource, it can be a potential coping resource that encourages problem solving as an active coping mechanism. In Chapter 3, (3.2, developing the conceptual model), I will explain psychological safety and its role in the current research in more detail.

2.5.4. Summary of gaps in the existing literature

Based on the literature review, workplace bullying is recognized as a harmful organizational phenomenon. In response, scholars and practitioners have studied the antecedents and consequences of workplace bullying in order to prevent the development of workplace bullying and intervene once it has occurred. In order to decrease the likelihood of workplace bullying development, scholars and practitioners have concentrated on developing intervention measures.

Since interpersonal conflict is an established antecedent of workplace bullying exposure and enactment, an effective conflict management style such as problem solving as a coping mechanism

encouraged by coping resources can be a potential intervention lever. However, to date no study has specifically concentrated on the role of problem solving and coping resources that encourage problem solving in workplace bullying. Therefore, this study aimed at answering the research question of "what coping resources influence the targets' and perpetrators' selection of problem-solving conflict management as a response to workplace bullying caused by interpersonal conflict? And to what extent?"

As discussed, the identification of coping resources that encourage the tendency to conduct effective coping strategies to cope with work stressors provides a preventative opportunity to reduce the chance of development of workplace bullying (Van den Brande et al., 2016). In the next chapter, through proposing a conceptual model the research hypotheses of the current study are developed.

Chapter 3:
CONCEPTUAL FRAMEWORK AND HYPOTHESES DEVELOPMENT

3.1. Chapter overview

Drawing on the previous chapter, in this chapter, the conceptual model of workplace bullying caused by interpersonal conflict is developed. The conceptual model of the current research (Figure 3.1) shows how interpersonal conflict leads to workplace bullying, how problem solving moderates that relationship, and how coping resources such as ethical leadership and psychological safety can moderate the relationship between interpersonal conflicts through encouraging the adoption of a problem-solving conflict management style. In the following section, the theoretical arguments to develop the conceptual model and related hypotheses are discussed.

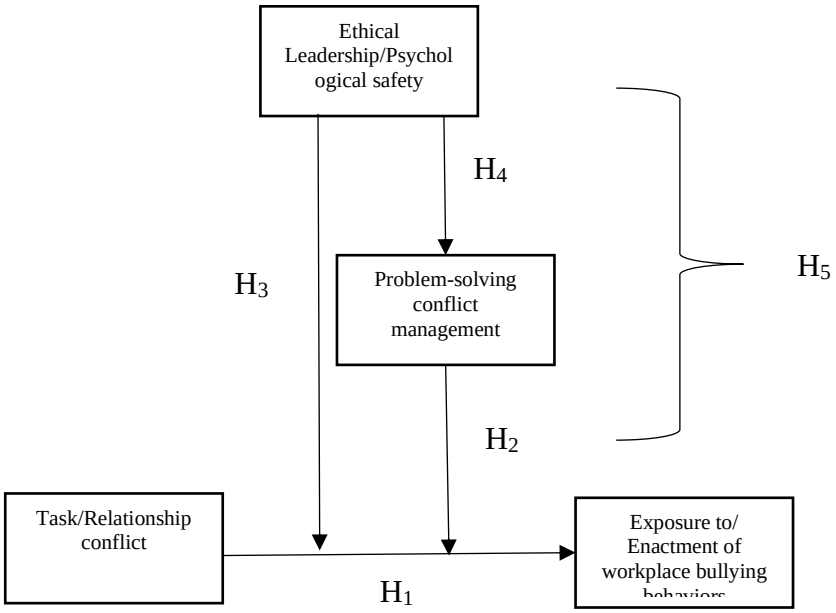


Figure 3.1. Proposed conceptual model

3.2. The conceptual model development

Many theories can explain the relationship between interpersonal conflict and workplace bullying. First, this relationship can be explained through work environment hypothesis (Leymann, 1996). According to the work environment hypothesis (Leymann, 1996), a negative psychosocial environment (Matthiesen & Einarsen, 2010) such as a stressful environment (Van den Brande et al., 2016) may contribute to workplace bullying. Interpersonal conflict is a common work stressor present in the work environment (Ågotnes et al., 2018; Ilies et al., 2011). Therefore, based on the work environment hypothesis that argues work stressors may lead to workplace bullying (Leymann, 1996), interpersonal conflict (as a stressor) may lead to workplace bullying.

Second, based on the three way model of Baillien et al. (2009), stressors can lead an individual to become a target. Accordingly, in response to a stressful situation, individuals may apply ineffective passive ways of coping and engage in behaviors that violate the norms of the group and organization, and consequently, based on a social interactionist perspective (Felson & Tedeschi, 1993) these behaviors cause aggression (punishment) from the other party (Salin & Hoel, 2020). Based on social interactionist theory (Felson & Tedeschi, 1993), an external factor (in this case, interpersonal conflict) affects the behavior of a potential target and they may breach a rule, consequently putting themselves in the situation of aggressive actions (punishment) from a potential perpetrator, who might see that punishment as an instrumental behavior to protect valuable social identities (Neuman et al., 2011).

Third, according to Baillien et al. (2016), interpersonal conflict can wear out the employees' resources and make them an 'easy target'. As discussed by Van den Brande et al. (2018), based on the General Strain Theory (Agnew, 1985), a work stressor causes strain in an individual, and

strained employees, because of their vulnerability to potential perpetrators, become an 'easy target' of workplace bullying. Therefore, based on the theoretical discussion above, I hypothesize that task/relationship conflict is positively related to exposure to workplace bullying behaviors.

According to the Frustration-Aggression Theory (Berkowitz, 1989), "a stressful work environment can lead to aggression towards others through negative affect" (Salin & Hoel, 2020, p. 309). Van den Brande et al. (2017) also argued that frustration aggression theory can explain enactment of workplace bullying. According to Van den Brande et al. (2017), frustration causes negative emotion that consequently may lead to negative actions such as aggression and enactment of workplace bullying. Drawing on this theory, Baillien et al. (2009) also suggested that a stressful environment through causing frustration may lead individuals to become perpetrators.

According to General Strain Theory (Agnew, 1992), individuals facing stressful situations may adapt to the associated strain in a negative way such as adopting a delinquent behavior (Hinduja, 2007). According to Hinduja (2007), some actual or anticipated negative stimuli in workplaces cause strain in employees that consequently results in negative affective responses such as anger by employees. Baillien, Rodriguez-Muñoz, et al. (2011), based on General Strain Theory (Agnew, 1992), and testing General Strain Theory in workplaces (Hinduja, 2007), argued that work stressors through strain could lead an individual to become a workplace bullying perpetrator. Based on this discussion, interpersonal conflicts as workplace stressors can lead to enactment of workplace bullying behaviors. Therefore, I hypothesize that: Task/relationship conflict is positively related to enactment of workplace bullying behaviors.

Overall, I hypothesize that:

Hypothesis 1 (H_1): Task/relationship conflict is positively related to exposure to/enactment of workplace bullying behaviors.

Referring to interpersonal conflict as an antecedent of workplace bullying, Salin et al. (2020) emphasized that effective conflict management can reduce the risk of conflicts escalating into workplace bullying. Scholars such as Notelaers et al. (2011), Leon-Perez et al. (2015), and Salin et al. (2020) have suggested that, when compared to other conflict management styles, problem-solving may be more effective in reducing the emergence of workplace bullying. The problem-solving conflict management style not only has the potential to reduce the occurrence of interpersonal conflict (Rahim, 2002), but can also weaken the relationship between interpersonal conflict and workplace bullying (Leon-Perez et al., 2015).

The role of coping mechanism in the relationship between work stressor and strain outcome (Van den Brande et al., 2021) can explain the moderation role of problem solving in the relationship between interpersonal conflict and exposure to workplace bullying. Coping mechanisms are potential moderators of the relationship between work stressors and workplace bullying (Van den Brande et al., 2016; Van den Brande et al., 2017; Van den Brande et al., 2018) because they decrease the strain associated with stressors and consequently reduce the impact of stressors in workplace bullying development (Van den Brande et al., 2018). Problem-solving conflict management as a coping mechanism (Tidd & Friedman, 2002) can reduce the strain associated with interpersonal conflict as a stressor (Dijkstra et al., 2012). Therefore, problem-solving conflict management can reduce (moderate) the relationship between interpersonal conflict (stressor) and exposure to workplace bullying (strain outcome) through reducing the strain associated with conflict.

Activity Reduces Conflict-Associated Strain (ARCAS) model can also support the moderating role of problem solving conflict management in the relationship between interpersonal conflict and

exposure to workplace bullying behaviors. ARCAS is a model that addresses the 'stress-outcome' of conflict (Dijkstra et al., 2012). According to ARCAS model, an active way of dealing with conflict can reduce the strain associated with conflict (Dijkstra et al., 2012). Problem-solving conflict management is an active type of conflict management (Tidd & Friedman, 2002). Therefore, based on ARCAS model, problem solving can reduce the strain associated with conflict. Exposure to workplace bullying can be viewed as a strain outcome of work stressors (Baillien et al., 2009). Therefore, I hypothesize that problem-solving conflict management can reduce (moderate) the relationship between interpersonal conflict (as a stressor) and exposure to workplace bullying (as a strain outcome) by mitigating the associated strain of conflict.

The moderation role of problem solving in the relationship between interpersonal conflict and enactment of workplace bullying can be discussed through frustration-aggression hypothesis (Berkowitz, 1989). According to the frustration-aggression hypothesis (Berkowitz, 1989), a high-stress work situation may lead to aggressive behavior through the production of negative affect such as anger (Einarsen, 2000). Building on this theory, Baillien et al. (2009) argued that a stressful environment, by inducing frustration may prompt individuals to become perpetrators of workplace bullying (Baillien et al., 2009).

Problem-solving conflict management as a coping mechanism (Tidd & Friedman, 2002) can reduce the strain associated with interpersonal conflict as a stressor (Dijkstra et al., 2012). Based on the frustration-aggression hypothesis (Berkowitz, 1989), a reduction in frustration (strain) caused by interpersonal conflict, may lower the likelihood of enactment of workplace bullying. This argument is further supported by literature. Longitudinal research by Baillien et al. (2014) has demonstrated a negative relationship between the use of problem solving during conflict and engaging in

workplace bullying behaviors. Therefore, I hypothesize that problem-solving conflict management can reduce (moderate) the relationship between interpersonal conflict (stressor) and enactment of workplace bullying.

> *Hypothesis 2 (H_2)*: Problem-solving conflict management moderates the relationship between task/relationship conflict and exposure to/enactment of workplace bullying behaviors.

As discussed in Chapter 2, according to cognitive appraisal theory (Lazarus & Folkman, 1984), individuals who face stressful situations will evaluate the stressful situation and assess the available coping resources that they can draw on to apply a particular coping mechanism. Conflict management styles such as problem solving can play a role as a coping mechanism (Tidd & Friedman, 2002). Therefore, based on cognitive appraisal theory (Lazarus & Folkman, 1984), coping resources can influence the adoption of problem-solving conflict management as a coping mechanism when facing interpersonal conflict as a stressor.

In addition, based on the ARCAS model (Dijkstra et al., 2012), an activity-encouraging factor can encourage the adoption of problem-solving conflict management. Therefore, combining the discussions of these two theories, I hypothesize that an activity-encouraging coping resource can be positively associated with an active coping mechanism of problem-solving conflict management. Based on the literature review, I have hypothesized that coping resources such as psychological safety and ethical leadership can play a role as activity-encouraging coping resources that can promote the use of problem-solving conflict management. The rationale behind proposing psychological safety and ethical leadership as activity-encouraging coping resources and their role in the model are discussed below.

3.2.1. Psychological safety as an encouraging coping resource

Psychological safety pertains to a shared belief by team members that they can safely take interpersonal risks (Bradley et al., 2012; Edmondson, 1999) and have a "sense of confidence that the team will not embarrass, reject, or punish someone for speaking up" (Edmondson, 1999, p. 354). According to Kahn (1990), psychological safety is a condition of work, in which individuals have the will to "engage or express and employ their personal selves" rather than "withdraw and defend their personal selves" (p. 692).

Low levels of psychological safety in workplaces have been considered as an indicator of unhealthy work conditions conducive to workplace mistreatments, such as workplace bullying (Tuckey et al., 2021). Conversely, a high level of psychological safety can foster resources that help employees mitigate stress-related risk factors (Tuckey et al., 2021). These risk factors, if not managed, can deplete personal resources, reducing individuals' ability to effectively handle demands. This reduction in stress risk factors, in accordance with Hobfoll's Conservation of Resources Theory (2001), leads to a decrease in bullying behaviors (Dollard et al., 2017; Tuckey et al., 2021).

Drawing on conservation of resources (COR) theory (Hobfoll, 2001), Newman et al. (2017) have discussed that psychologically safe environments through creating relationship networks help employees become less vulnerable to resource loss and more capable of gaining resources that consequently may help individuals experience lower levels of stress and strain. Van den Brande et al. (2021), using COR theory (Hobfoll, 2001), have argued that work stressors may threaten employees' valued resources and make them feel potential/actual loss. This feeling of a potential/actual loss may subsequently lead to strain and exposure to workplace bullying (strain outcome) (Van den Brande et al., 2021). Considering that psychological safety can help employees

employ available resources ('resource replacement'; Hobfoll, 1989) to deal with resource losses and cope with the stressful situation (Newman et al., 2017), psychological safety might reduce the strain and subsequent outcome of strain (workplace bullying).

As strained employees have difficulty in defending themselves against workplace bullying behaviors and show little resistance, they might become easy targets of workplace bullying behaviors (Van den Brande et al., 2017). Therefore, psychological safety, by making employees feel less strained in stressful situations (here interpersonal conflict) might reduce the probability of their exposure to workplace bullying behaviors. Therefore, I hypothesize that: Psychological safety moderates the relationship between task/relationship conflict and exposure to workplace bullying behaviors (see H_3 path in Figure 3.1).

Rai and Agarwal (2018), drawing on COR theory (Hobfoll, 2001), argued that work stressors can deplete employees' resources that can be used in maintaining the psychological safety level of employees and consequently cause workplace bullying. Therefore, the presence of psychological safety in the workplace can help individuals maintain their level of psychological safety to cope with stressful situations (in this case, interpersonal conflict) and consequently based on the frustration-aggression hypothesis (Berkowitz, 1989), reduce the probability of enactment of workplace bullying. In addition, employees in a psychologically safe environment experience respectful communications, positive intentions and constructive behaviors at the time of facing a conflict (Newman et al., 2017) which can reduce the probability of a conflict escalating to enactment of workplace bullying. Therefore, I hypothesize that: Psychological safety moderates the relationship between task/relationship conflict and enactment of workplace bullying behaviors (see H_3 path in Figure 3.1).

In organizations with a high level of psychological safety, team members openly participate in discussions about the processes and share their ideas (Bradley et al., 2012). In these organizations, individuals will not take disagreements individually and spend more time on problem solving rather than regulating interpersonal relationships (Bradley et al., 2012). “Broad ideas, new suggestions, and divergent perspectives are not only permitted in this climate, but encouraged” (Bradley et al., 2012, p. 152). Based on the above discussion, psychological safety may lead individuals to engage in conflict situations more openly and actively. This means that they will be more likely to apply an active conflict management style in cases of interpersonal conflict.

Based on cognitive appraisal theory (Lazarus & Folkman, 1984), individuals who face stressful situations (interpersonal conflict) will evaluate the stressful situation and assess the available resources they can draw on to apply a particular coping mechanism. Considering that psychological safety can act as a resource in managing stress (Singh et al., 2018), psychological safety may encourage the individual to employ problem-solving conflict management to cope with their stress which could consequently prevent workplace bullying from happening.

Studies have shown that psychological safety prompts employees to help their colleagues rather than criticizing them for their ideas (Tu et al., 2019). Therefore, employees with higher perceptions of psychological safety may feel sufficiently secure to communicate more proactively when exposed to different ideas/disagreement (interpersonal conflict situation). As discussed, a psychologically safe environment provides employees with the opportunity to engage in open communication, voice their concerns, and not be afraid of taking risks in their behaviors (Pearsall & Ellis, 2011). This behavioral attitude is aligned with active conflict management, in which employees adopt responsive direct behavior (Van De Vliert & Euwema, 1994). Employees using

active conflict management openly discuss their ideas, and exchange information to solve the problem, but still follow their own side of disagreement (DeChurch & Marks, 2001). Given the capacity of psychological safety to encourage active behavior, and its potential to serve as a coping resource in stressful situations, it is hypothesized that psychological safety may foster the adoption of active conflict management strategies such as problem solving. Therefore, I hypothesized that: Psychological safety is positively related to problem-solving conflict management (see H_4 path in Figure 3.1).

As discussed, psychological safety as a potential coping resource encourages active behaviors in employees. Based on cognitive appraisal theory (Lazarus & Folkman, 1984) and the ARCAS model (Dijkstra et al., 2012), an activity-encouraging coping resource can be positively associated with an active coping mechanism such as problem solving and moderate the relationship between interpersonal conflict as a stressor and workplace bullying as a strain outcome through encouraging the active coping of problem solving. Therefore, I hypothesize that: Psychological safety through problem-solving conflict management moderates the relationship between task/relationship conflict and exposure to/enactment of workplace bullying behaviors (see H_5 path in Figure 3.1).

3.2.2. Ethical leadership as a coping resource

According to Brown et al. (2005), ethical leadership is conceptualized as "the demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making" (p. 120). Ethical leadership can play a role as a coping resource (Kalshoven & Boon, 2012; Quade et al., 2019). Quade et al. (2019), drawing on COR theory (Hobfoll, 2001) that employees try to retain, protect and build resources, argued that ethical leadership as a coping

resource provides individuals with sufficient resources to cope with stressful situations and consequently experience lower levels of strain.

Van den Brande et al. (2021), using COR theory (Hobfoll, 2001), have asserted that work stressors may threaten employees' valued resources and make them feel a potential/actual loss that subsequently leads to strain and exposure to workplace bullying (strain outcome). Van den Brande et al. (2021) have suggested that with the loss of valuable resources, employees may try to employ available resources to replace those resources ("resource replacement"; Hobfoll, 1989) to cope with the stressful situation and reduce the subsequent outcome of strain (workplace bullying). Considering that ethical leadership through help, care and support (Kalshoven & Boon, 2012) provides resources for individuals to experience lower levels of strain, ethical leadership as a coping resource might weaken the relationship between interpersonal conflict (stressor) and exposure to workplace bullying (strain outcome). Therefore, I hypothesize that: Ethical leadership moderates the relationship between task/relationship conflict and exposure to workplace bullying behaviors (see H_3 path in Figure 3.1).

As asserted before, the frustration-aggression hypothesis (Berkowitz, 1989) argues that as a work stressor can lead to aggressive behavior through negative affect (Salin & Hoel, 2020), interpersonal conflict as a work stressor may lead to enactment of workplace bullying. Based on COR theory (Hobfoll, 2001), ethical leadership as a coping resource (Kalshoven & Boon, 2012; Quade et al., 2019) might reduce the strain associated with the stressful situation of interpersonal conflict and consequently reduce the probability of enactment of workplace bullying.

Moreover, according to a review by Ko et al. (2018), social learning theory (Bandura, 1986; Bandura & Walters, 1977) can explain how ethical leaders influence their followers' behavior.

According to social learning theory (Bandura, 1986; Bandura & Walters, 1977), subordinates learn the appropriate ways to behave through imitating the behavior of their role models. It is logical that ethical leaders showing concern, care and support for their followers are "likely to engage in less bullying behaviors" (Salin & Hoel, 2020, p. 313). Therefore, based on social learning theory, followers may learn from their ethical leaders and engage in less bullying behaviors. Therefore, I hypothesize that: Ethical leadership moderates the relationship between task/relationship conflict and enactment of workplace bullying behaviors (see H_3 path in Figure 3.1).

Scholars have applied social learning theory to study conflict and workplace bullying. For example, Babalola et al. (2018) have applied social learning theory (Bandura, 1986; Bandura & Walters, 1977) to discuss the relationship between ethical leadership and different types of interpersonal conflicts. Babalola et al. (2018) argued that by observing the ethical behaviors of ethical leaders, employees start imitating those behaviors and consequently learn the appropriate ways of dealing with conflict situations. Therefore, having an ethical leader, who invests time and effort in appropriate management of a conflict situation (Salin & Hoel, 2020), may increase the probability of followers applying a problem-solving conflict management style.

Ethical leaders demonstrate fairness and take care of their followers (Ko et al., 2018). Thus, when individuals see their ethical leaders caring for others, based on social learning theory they may imitate that behavior. In terms of applying a conflict management style, they may apply conflict styles that care for others (problem-solving and accommodative) (please see Figure 2.2, dual concern model). Ethical leaders consider others in their behaviors (Ko et al., 2018). Employees through social learning look at them as a role model and emulate them. As a result of this process, employees may engage in helping others (Eisenbeiss & Van Knippenberg, 2015) and instead of

focusing on their own-interest, they will follow collective values (Pastoriza & Ariño, 2013), and consequently employees become more interested in cooperation than competition with their colleagues (De Hoogh & Den Hartog, 2008; Pastoriza & Ariño, 2013).

According to Rest (1986), to behave morally, an individual interprets the situation to find the available possible actions and considers the possible effects of those actions on others (Trevino, 1992). Based on this discussion, one can conclude that employees who have ethical leaders will try to behave morally. This behavior has commonalities with problem-solving conflict management, in which employees at the time of conflict management consider the other party as well (De Dreu et al., 2001). Cooperation (problem solving) is a moral mode of behavior in conflict resolution (Curry, 2016). Therefore, ethical leaders through producing moral behavior may influence their subordinates to act morally in interpersonal conflict situations and apply problem solving as a moral method of conflict resolution.

Finally, the social learning from the ethical leader who communicates they care about others (Ko et al., 2018), may lead individuals to choose problem solving as a conflict management style that indicates caring more about others. This argument may be supported by the claims of scholars that ethical leaders encourage the employees to act more cooperatively in their behaviors (e.g., Babalola et al., 2018). Therefore, I hypothesize that: Ethical leadership is positively related to problem-solving conflict management (see H_4 path in Figure 3.1).

Ethical leaders through their style of communication encourage followers to speak up and express their ideas (Avey et al., 2012); therefore, it is more likely that followers of ethical leaders may be interested in expressing themselves and showing active behaviors rather than passive behaviors. This inclination towards active behaviors in conflict management may lead employees to apply

problem-solving management as an active type of conflict management. Followers of ethical leaders feel free to talk and express themselves (Avey et al., 2012). They are even less likely to fear retaliation (Ko et al., 2018, p. 118). These characteristics might be good signs for adopting active behaviors.

Through discussions about the mechanisms by which ethical leaders influence their employees, many researchers have found that ethical leaders foster various psychological resources, including psychological safety, in their followers (Ahmad & Umrani, 2019; Ko et al., 2018). As discussed before, employees with the perception of psychological safety may be more willing to adopt active communication when confronting a disagreement (interpersonal conflict situation). In a psychologically safe environment, employees engage in open communication, voice their concerns, and are not afraid of taking risks in their behaviors (Pearsall & Ellis, 2011). This behavioral attitude towards conflict management is aligned with active conflict management, in which employees adopt responsive direct behaviors (Van De Vliert & Euwema, 1994). Therefore, ethical leaders through fostering psychological safety encourage active behaviors in their followers.

As discussed, ethical leadership as a potential coping resource encourages active behaviors in followers. Based on cognitive appraisal theory (Lazarus & Folkman, 1984) and the ARCAS model (Dijkstra et al., 2012), an activity-encouraging coping resource can be positively associated with an active coping mechanism such as problem solving and moderate the relationship between interpersonal conflict as a stressor and workplace bullying as a strain outcome through encouraging the active coping of problem solving. Therefore, I hypothesize that: Ethical leadership through problem-solving conflict management moderates the relationship between task/relationship conflict and exposure to/enactment of workplace bullying behaviors (see H_5 path in Figure 3.1).

Overall, based on the discussions above on the two different coping resources of psychological safety and ethical leadership and the hypotheses I made, Hypotheses 3, 4 and 5 of the current research are as follows (note: in the discussions above I developed some hypotheses and referred to them as paths H_3, H_4, and H_5 in Figure 3.1):

> *Hypothesis 3 (H_3)*: Ethical leadership/psychological safety moderates the relationship between task/relationship conflict and exposure to/enactment of workplace bullying behaviors.
>
> *Hypothesis 4 (H_4)*: Ethical leadership/psychological safety is positively related to problem-solving conflict management.
>
> *Hypothesis 5 (H_5)*: Ethical leadership/psychological safety through problem-solving conflict management moderates the relationship between task/relationship conflict and exposure to/enactment of workplace bullying behaviors.

Since interpersonal conflicts vary in their nature and consequences (Barki & Hartwick, 2004), I decided not to use just one scale (e.g., Spector & Jex, 1998) to measure interpersonal conflict; instead, I used different scales to cover each of the different interpersonal conflicts (i.e., task conflict and relationship conflict). I wanted to study these interpersonal conflicts separately. I also wanted to test the significance of applying problem-solving conflict management in different scenarios. For example, I wanted to know whether applying problem-solving conflict management at the time of facing relationship conflict could significantly reduce the probability of perpetrating/exposure to workplace bullying behaviors, and whether applying problem solving at the time of task conflict could significantly reduce the relationship between task conflict and enacting/exposure to workplace bullying.

Studying separate models would provide me with an opportunity to propose separate intervention recommendations for individuals in different scenarios (when employees are exposed to workplace

bullying behaviors or enacting such behaviors, or when they are dealing with task conflict or relationship conflict): for example, separate interventions for facing workplace bullying behaviors when the interpersonal conflict is highly emotional (relationship conflict), or interventions for potential perpetrators of workplace bullying behaviors when they face a task-related conflict (task conflict).

Considering that 'emotion' is an important factor in differentiating between different types of interpersonal conflict (Barki & Hartwick, 2004), I particularly examined task conflict (not emotional) and relationship conflict (highly emotional) to study different types of interpersonal conflict in this study. This selection is aligned with the suggested broad types of interpersonal conflict studies in workplace bullying — cognitive (task) and affective (relationship) (Keashly, Minkowitz, et al., 2020) — and provides the opportunity to compare the results of the current study with past studies. Variables of exposure to workplace bullying and enactment of workplace bullying have been adopted as dependent variables.

3.3. Chapter summary

In this chapter, based on the literature review, I developed the conceptual model and respective hypotheses. First, I hypothesized that task/relationship conflict is positively related to exposure to/enactment of workplace bullying behaviors. Then, I hypothesized that problem-solving conflict management moderates the relationship between task/relationship conflict and exposure to/enactment of workplace bullying behaviors. Next, I hypothesized that coping resources such as psychological safety and ethical leadership can encourage the use of problem-solving conflict management and can moderate the relationship between task /relationship conflict and exposure to/enactment of workplace bullying through problem-solving conflict management. In the

following chapter (Chapter 4), I discuss the research methodology used to test the current research hypotheses.

Chapter 4:
RESEARCH METHODOLOGY

4.1. Chapter overview

In the previous chapter, I developed the conceptual research model. In this chapter, I discuss how I conducted the research and analyzed the data. The chapter starts with the discussion of the research philosophy that the current study relies on (section 4.2), followed by the overall research design (section 4.3), participants (section 4.4), measurement instruments (section 4.5), data collection (section 4.6), and reliability and validity (section 4.7). Finally, I discuss the data analysis methods (section 4.8).

4.2. Research philosophy

A research philosophy is a set of beliefs and principles about knowledge development (Saunders et al., 2019). A research philosophy encapsulates the nature of the world according to the researcher and the researcher's relationship to the world (Guba & Lincoln, 1994). The main assumptions and beliefs of a research philosophy are the researcher's views about the nature of reality (ontology), acceptable knowledge and the way to get that knowledge (epistemology), and the role and influence of the researcher's values in the research process (axiology) (Saunders et al., 2019). According to Crotty (1998), these beliefs are crucial because they affect how a researcher shapes the research question, selects the method, and interprets the results. This research is based on objectivism and a positivist perspective. A deductive approach and survey strategy are used to answer the research questions.

Objectivism, as an ontology, assumes that social reality is external to social actors (Bryman, 2012). Based on objectivism, the social reality of a phenomenon is unique, universal, and independent of

the way individuals think about the social entities (Saunders et al., 2019). Objectivism contrasts with the subjectivist view that realities are multiple and are constructed socially (Saunders et al., 2019). Consequently, scholars who believe in objectivism will look at the social phenomenon in a similar way to natural scientists (Saunders et al., 2019). Positivism is an epistemological view that supports the application of natural science methods to the study of social science (Bryman, 2012). According to Bryman (2012), positivism follows several key principles. Firstly, theories are used to generate a hypothesis that can be subsequently tested. Secondly, the hypotheses are tested and knowledge is created through the gathering of facts. Third, researchers will conduct value-free research. In essence, the researcher will try to be morally neutral and will not let their values shape the research (Saunders et al., 2019).

This study uses theories to generate hypotheses that are going to be tested. Moreover, as a researcher, I believe in other positivism principles (i.e., creating knowledge through gathering of facts and conducting morally neutral research). This epistemological view is aligned with the work stress and coping literature on workplace bullying, which is predominantly focused on collecting data through quantitative surveys and testing hypotheses (Van den Brande et al., 2016; Van den Brande et al., 2019). This reflects the domination of a positive position in the field.

4.3. Research design

A research design outlines how a researcher will go about answering their research question (Saunders et al., 2019). A research design should demonstrate that a researcher has thoroughly thought about the elements of a study (i.e., sources of data collection, how to collect data and analyze it, etc.) (Saunders et al., 2019). The approach to the application of theory in a research project has a critical effect on the research design (Saunders et al., 2019). The current research

addresses the questions of "what coping resources influence employees to select a problem-solving conflict management style as a response to workplace bullying caused by interpersonal conflict? And to what extent?". This research does not aim to generate a new theory (inductive approach) or modify an existing theory (abductive approach). Instead, this study tries to test a set of hypotheses based on current theories and provide further evidence for the existing theory. Thus, unlike both inductive and abductive approaches which deal with identifying themes and patterns (Saunders et al., 2019), this research takes a deductive approach because based on theories, this approach provided me with an opportunity to deduce hypotheses, and through data collection and analysis, confirm or reject the hypotheses (Bryman, 2012). The deductive approach is aligned with positivism (Park et al., 2020).

A research method deals with data collection, data analysis, and interpretation of results (Creswell & Creswell, 2018; Saunders et al., 2019). According to Creswell and Creswell (2018), if a research problem requires identifying predictors of an outcome or studying an intervention's utility, quantitative research is the best option. Considering the research question of this study, which involves identifying predictors of workplace bullying, and taking into account the aim of this research to test an intervention process, the quantitative method suits this research. Quantitative methods are based on predetermined methods and instrument-based questions (e.g., questionnaires) that are statistically analyzed and interpreted (Creswell & Creswell, 2018). This study uses a quantitative method because it adheres to the positivist epistemological view and deductive approach (Saunders et al., 2019).

Consistent with a positivist epistemology that requires a quantitative analysis of large samples, data was collected via survey (Saunders et al., 2019). Moreover, the survey strategy is associated with a

deductive research approach (Saunders et al., 2019). A survey questionnaire is a common and economical way of gathering standardized data from a population or sample (Saunders et al., 2019) and was the data collection method used in this study.

An important thing to consider in designing a research project is 'choosing a time horizon', which involves conducting research at a particular time (cross-sectional) or over a given period of time (longitudinal). In this study a cross-sectional survey is used to test the study hypotheses. Longitudinal research could also be used in this study. However, due to uncertainty caused by the Covid pandemic, lack of sufficient research funds, and the nature of workplace bullying studies that require at least 6 months of duration, a longitudinal study was not conducted. In order to control the potential effects of common method bias in the current study, different measures such as applying high-level statistical analysis (Haar et al., 2014), including control variables (Spector, 2019), and applying suggestions from Podsakoff (2003) have been used (section 4.8.4).

4.4. Participants

The participants of the study were employees aged 18 or older who were working in New Zealand at the time of data collection, and who had worked in the same organization for at least 6 months. Using these criteria, in order to recruit a large sample, I recruited participants from online sources of survey respondents: internet panels and social platforms. Internet panels are made up of participants who have agreed to participate in online surveys in exchange for rewards such as money and/or gift cards (Boas et al., 2020). In internet panel data collection, a panel provider (a company) handles the recruitment and compensation and researchers pay the panel provider a predetermined amount for each successfully completed survey (Boas et al., 2020). Qualtrics is an internet panel known for high quality data and the most demographically representative sampling (Boas et al.,

2020). The panel data collection approach has become increasingly common (Haar et al., 2018) and provides samples comparable to other non-panel samples (Ng et al., 2019). Through a meta-analysis, Walter et al. (2019) found no significant differences between data from panels like Qualtrics and data collected conventionally. The use of panel data is a common and acceptable practice in workplace bullying studies (e.g., Gardner et al., 2020; Ng et al., 2022; Vranjes et al., 2021). Using my PhD research fund, I collected data from Qualtrics.

Social media platforms such as Facebook, LinkedIn or Twitter are internet-based applications that allow users to externalize their thoughts and personal experience through posting (Efthymiou & Antoniou, 2012). Social media platforms can be used to reach potential participants for surveys (Efthymiou & Antoniou, 2012). Using social platforms such as LinkedIn and Facebook is a common data collection method in workplace bullying studies (e.g., Goodboy et al., 2020; Petit et al., 2021).

Two survey links were created in Qualtrics that enabled data collection through social platforms without affecting panel data collection. One link served as the access point for participants from Qualtrics to collect panel data while the second link was placed on social media platforms such as LinkedIn (see appendix 1).

Unfortunately, the social media platforms did not generate the expected participants. Data collection (September to December 2021) coincided with a surge of Covid-19, and uncertainties, internet access and survey fatigue (Grandstaff, 2021) likely contributed to a low response. Other researchers have reported similar challenges during the pandemic (e.g., De Koning et al., 2021; Grandstaff, 2021). Without stopping the data collection from social platforms, I decided to collect more panel data to compensate. I continued data collection from social platforms for 3 months but

obtained a very low number of participants (fewer than 10 participants). Therefore, I decided to stop the data collection and continue the research process with available data from the panel of respondents sourced via Qualtrics.

In total, 471 participants were recruited. First, 32 responses were collected for the pilot study (section 4.6.2). As the items did not change from the pilot study to the main study, I decided to include the pilot study data in my data analysis. Among all participants, 14 participants (all from the pilot study) took less than 9 minutes to fill out the survey, so I eliminated the data of those participants (see sections 4.6.2 and 5.2) and one participant just answered two items (perhaps it was a test from the Qualtrics team that remained in the database!). I removed this data as well. Therefore, the final sample contained data from 456 participants.

4.5. Instrument development

Operationalizing a construct is a crucial part of any study that deals with relationships among constructs. Operationalizing a construct entails determining the set of items (indicators) that can measure the construct (Neuman, 2006). Researchers can either use existing scales directly or opt to develop new ones or modify existing ones. In any case, it is crucial for researchers to ensure that the measurement quality aligns with their study's objective for valid conclusions (Hair et al., 2019). The first stage in operationalizing a construct in a study is to find a good 'theoretical definition' of the construct (Hair et al., 2019). This is an important stage as it provides the basis for selecting or designing appropriate indicator items to measure the construct.

In determining the construct, and its appropriate definition for this study, I conducted an extensive literature review to identify available definitions relevant to my research objectives (Hair et al., 2019). I then engaged in expert consultations with experienced researchers in the field, seeking their

insights and recommendations regarding the constructs, definitions, and proper scale to operationalizing the construct. The theoretical definitions of the constructs are detailed in Table 4.1

Table 4.1 Constructs and their definition

Name of construct	Definition	Source
Task conflict	Task conflict exists when there are disagreements among colleagues about the content of the tasks being performed, including differences in viewpoints, ideas, and opinions	(Jehn, 1995)
Relationship conflict	Relationship conflict exists when there are interpersonal incompatibilities among colleagues, which typically includes tension, animosity and annoyance among colleagues	(Jehn, 1995)
Problem-solving conflict management	"Approach to conflict where individuals tend to have high concern for both self and others. The goal of the integrating style [problem-solving] is not to minimize organizational conflicts but rather to reduce them by using collaboration"	(Barbuto Jr & Xu, 2006, p. 4)
Exposure to workplace bullying behaviors	Experiencing negative acts during the last six months	(Baillien et al., 2016; Baillien, De Cuyper, et al., 2011)
Enactment of workplace bullying behaviors	Engaging in negative acts during the last six months	(Baillien et al., 2016; Baillien, De Cuyper, et al., 2011)
Ethical leadership	"The demonstration of normatively appropriate conduct through personal actions and interpersonal relationships, and the promotion of such conduct to followers through two-way communication, reinforcement, and decision-making"	(Brown et al., 2005, p. 120)
Psychological safety	The extent to which individuals believe that that they can safely take interpersonal risks and have a "sense of confidence that the colleagues will not embarrass, reject, or punish someone for speaking up"	(Bradley et al., 2012; Edmondson, 1999) (Edmondson, 1999, p. 354).

As discussed in section 2.2.2, workplace bullying can be measured in different ways. Notwithstanding the limits of the behavioral inventory approach, I have selected this approach

because it is a "more reliable or 'objective'" method to measure workplace bullying (Salin, 2001, p. 428). The behavioral inventory approach is aligned with objectivism and the quantitative approach used in the present study. Through the behavioral inventory approach, I could quantify the level of exposure to/enactment of workplace bullying behaviors, which gave me the opportunity to calculate the relationships between workplace bullying construct and other constructs.

For the exposure to workplace bullying, the Short Negative Acts Questionnaire (S-NAQ; Notelaers et al., 2019) was selected. The Negative Acts Questionnaire (NAQ) (Einarsen et al., 2009; Notelaers et al., 2019) is the most frequently used behavioral inventory approach in workplace bullying (Nielsen & Einarsen, 2018). For enactment of workplace bullying behavior, I modified the items of the Short Negative Acts Questionnaire (S-NAQ; Notelaers et al., 2019) and wrote them in active voice. This type of change has been applied in other studies (e.g., Baillien et al., 2016).

For problem solving conflict management, I used Dutch Test for Conflict Handling scale (De Dreu et al., 2001). This scale has been used in other worokplace bullying studies that concentrated on interperpersonal conflict (e.g., (Baillien et al., 2016; Leon-Perez et al., 2015) and showed a good reliability. For example, the Cronbach's alpha was 0.75 (Leon-Perez et al., 2015). Task conflict and relationship were adopted from conflict scale developed by Jehn & Mannix (2001). These scales have been used in (Baillien et al., 2014; Baillien et al., 2016; Baillien & De Witte, 2009). These scales showed good reliability. For example, Cronbach's alpha for task-related conflict was 0.89, and for relationship conflict was 0.92 (Baillien et al., 2016). For ethical leadership construct, ethical leadership scale (Brown et al., 2005) was used. This scale has been used in workplace bullying studies such as (Ahmad et al., 2020; Freire & Pinto, 2022) and showed a good reliability ($\alpha = 0.95$) (Freire & Pinto, 2022).

The role of psychological safety in workplace bullying has been highly studied with a focus on psychological safety climate. Researchers often employ a 12-item scale developed by Hall et al. (2010). In this scale, respondents are asked to indicate whether their organizations implement policies, procedures, and practices related to the psychological health and safety. However, since my study did not concentrate on the availability of policies and procedures, but rather on feeling of psychological safety among participants, I choose not to use psychological safety climate scale. Instead, I opted psychological safety scale developed by Liang et al. (2012). This scale showed a good reliability ($\alpha = 0.78$)(Liang et al., 2012). I seek expert opinions on the scales through the pre-test process (section 4.6,1). Based on the discussion above, the scales, their sources and modifications were finalized (Table 4.2).

Table 4.2. Constructs and their scales

Constructs	Scale	Response range	Source	Modifications in the present study
Problem-solving conflict management	Dutch Test for Conflict Handling	5-point Likert scale (1: not at all, to 5: very much)	(De Dreu et al., 2001).	No modification
Exposure to workplace bullying behaviors	Short Negative Acts Questionnaire	5-point Likert scale (1: “never”, to 5: “daily”)	(S-NAQ; Notelaers et al., 2019).	No modification
Enactment of workplace bullying behaviors	Short Negative Acts Questionnaire	5-point Likert scale (1: never, to 5: daily)	(S-NAQ; Notelaers et al., 2019)	Questions were written in active voice. The participants were asked about their engagement in bullying behaviors (not exposure to bullying behaviors). This type of change has been applied in other studies (e.g., Baillien et al., 2016).

Relationship conflict	Conflict Scale	5-point scale ranging from (1 = none, to 5 = a lot).	Jehn & Mannix (2001).	I revised questions in a way that they addressed the relationships between participants and their colleagues. In the items, instead of 'work unit', I used 'colleagues'. For example, 'There is tension between my colleagues and I'.
Task conflict	Conflict Scale	5-point scale ranging from (1 = none, to 5 = a lot).	Jehn & Mannix (2001).	I revised questions in a way that they addressed the relationships between participants and their colleagues. In the items, instead of 'work unit', I used 'colleagues'. For example, 'There are conflicts about ideas between my colleagues and I'.
Ethical leadership	Ethical Leadership	5-point scale (1 =strongly disagree, to 5= strongly agree)	(Brown et al., 2005)	As per Bonner et al. (2016), I added 'My supervisors' to the start of each item to measure the ethical leadership perception of participants gained from their supervisor.
Psychological safety	Psychological safety	5-point scale (1=strongly disagree, to 7=strongly agree)	(Liang et al., 2012)	Instead of 'In my work unit', I used 'In my workplace'.

Tables 4.3 to Table 4.9 present the final indicators used for measuring the constructs of this study.

The full version of the questionnaire is presented in appendix 2.

Table 4.3. Indicators for task conflict

Construct	Indicator code	Indicator
Task Conflict	Q6_1	My colleagues and I disagree about opinions regarding the work being done.
	Q6_2	There are conflicts about ideas between my colleagues and I.
	Q6_3	There is conflict about the work I do between my colleagues and I.
	Q6_4	There are differences of opinion between my colleagues and I.

Table 4.4. Indicators for relationship conflict

Construct	Indicator code	Indicator
Relationship conflict	Q7_1	There is friction between my colleagues and I.
	Q7_2	There are personality conflicts evident between my colleagues and I.
	Q7_3	There is tension between my colleagues and I.
	Q7_4	There is emotional conflict between my colleagues and I.

Table 4.5. Indicators for ethical leadership

Construct	Indicator code	Indicator
Ethical leadership	Q21_1	My supervisor listens to what employees have to say.
	Q21_2	My supervisor defines success not just by results but also by the way that they are obtained.
	Q21_3	My supervisor when making decisions, asks "what is the right thing to do?"
	Q21_4	My supervisor disciplines employees who violate ethical standards.
	Q21_5	My supervisor makes fair and balanced decisions.
	Q21_6	My supervisor can be trusted.
	Q21_7	My supervisor discusses business ethics or values with employees.
	Q21_8	My supervisor sets an example of how to do things the right way in terms of ethics.
	Q21_9	My supervisor has the best interests of employees in mind.
	Q21_10	My supervisor conducts their personal life in an ethical manner.

Table 4.6. Indicators for psychological safety

Construct	Indicator code	Indicator
Psychological safety	Q15_1	In my workplace, I can express my true feelings regarding my job.
	Q15_2	In my workplace, I can freely express my thoughts.
	Q15_3	In my workplace, expressing your true feelings is welcomed.
	Q15_4	Nobody in my workplace will pick on me even if I have different opinions.
	Q15_5	I'm worried that expressing true thoughts in my workplace would do harm to myself.

Table 4.7. Indicators for problem-solving conflict management

Construct	Indicator code	Indicator
Problem solving	Q10_1	I examine issues until I find a solution that really satisfies me and the other party.
	Q10_2	I stand for my own and other's goals and interests.
	Q10_3	I examine ideas from both sides to find a mutually optimal solution.
	Q10_4	I work out a solution that serves my own as well as other's interests as good as possible.

Table 4.8 Indicators for exposure to workplace bullying behaviors

Construct	Indicator code	Indicator
Exposure to workplace bullying behaviors	Q14_1	Someone withholding information which affects your performance
	Q14_2	Spreading gossip and rumours about you
	Q14_3	Being ignored or excluded
	Q14_4	Having insulting or offensive remarks made about your person, attitudes or your private life
	Q14_5	Being shouted at or being a target of spontaneous rage
	Q14_6	Repeated reminders of your errors or mistakes
	Q14_7	Being ignored or facing a hostile reaction when you approach
	Q14_8	Persistent criticism of your work and effort
	Q14_9	Practical jokes carried out by people you do not get along with

Table 4.9 Indicators for enactment of workplace bullying behaviors

Construct	Indicator code	Indicator
Enactment of workplace bullying behaviors	Q11_1	Withholding information which affects others' performance
	Q11_2	Spreading gossip and rumours about others
	Q11_3	Ignoring or excluding others
	Q11_4	Making insulting or offensive remarks about other people
	Q11_5	Shouting at or being an actor of spontaneous rage
	Q11_6	Repeatedly reminding of others' errors or mistakes
	Q11_7	Ignoring or giving a hostile reaction when others approach
	Q11_8	Persistent criticism of others' work and effort
	Q11_9	Practical jokes carried out by you against those who you do not get along with

Gender (male, female, another gender) and age (years) were controlled in this study (as per Baillien, De Cuyper, et al., 2011). Previous studies have shown that men are more likely to initiate bullying

(e.g., Einarsen & Skogstad, 1996a). An increase in exposure to workplace bullying with age has been reported in previous studies (Varhama & Björkqvist, 2004).

4.6. Data collection

The current study went through three phases of data collection: (1) pre-test, (2) pilot study, and (3) the main study. In this section the aim and the process of conducting each phase are discussed in detail.

4.6.1. Pre-test

Although the measures for the constructs are drawn from the literature, I tested and validated them in this study because a researcher has to evaluate the likely accuracy and consistency of response for every question before using them in their study (Hair et al., 2007). In the pre-test stage, I presented my questionnaire to a group of academics with knowledge of survey design, human resource management and workplace bullying. In this phase, I tested the face validity and content validity of the instruments (Neuman, 2006). In addition, based on the recommendations provided by Lietz (2010), grammar, simplicity, ambiguity of the questions, and question order were checked. In order to understand how the items in the questionnaire might be interpreted by participants, the questionnaire was peer-reviewed by a sample of general participants, i.e., I asked them to provide feedback on the clarity of items. At the end of the pre-test stage, I revised and improved the questionnaire based on suggestions and feedback. For example, the wording of some items of enactment of workplace bullying constructs were revised for more clarity.

4.6.2. Pilot study

After completing the pre-test, a pilot study was conducted. The purpose of this stage was to test the validity and reliability of the instruments and make sure that an accurate instrument would be used

in the main study (Straub, 1989). A pilot study should be conducted in an environment with similar characteristics to the main study but with a smaller number of participants than the main study (Hair et al., 2019). A pilot study aims to conduct the main survey on a small scale to check whether the research plan will go smoothly, and whether the analysis can be done appropriately (Ruel et al., 2015). The face validity of the scales was studied through getting feedback from the experts and the general audience in the pre-test phase. For the reliability of the scale, Cronbach's Alpha (Cronbach, 1951) and item to total and inter-item correlations (Piedmont, 2014) were used.

A quality check of data and time spent filling out the survey were considered for the panel data (Buchanan & Scofield, 2018). Following the recommendation by Kees et al. (2017), in order to maximize the data quality, attention check questions were used. A cut-off time for survey timing (the time spent by a participant completing a survey) was applied. Buchanan and Scofield (2018) referred to Trauzettel-Klosinski et al. (2012) for the cut-off time needed for participants to read aloud an English text (184 ± 29 words/min). The result was 11 minutes. I also asked some of my colleagues to fill out the survey and report the time they spent on the survey. The average result was 9 minutes. The Qualtrics Panel project manager also provided some suggestions about the needed cut-off time and the common practices among researchers (they suggested 7 minutes). Overall, considering all suggestions, 9 minutes was considered as a cut-off time for completing the survey and survey responses with a duration of less than 9 minutes were removed. The results of the pilot study are presented in section 5.2.

4.6.3. Main study

After conducting the pilot study and making sure that the scales work well, I conducted the main study. I did not do any further modifications to the scales, as the primary analysis from the pilot

study was satisfactory (section 5.2). Ultimately, 439 participants were recruited in the main run of the survey. Data provided by the 17 participants in pilot study was also used in the main analysis to total 456 responses (439+17=456). A description of the sample (e.g., distribution of age, ranks in the organization and the industry that participants come from) is provided in section 5.3.1.

4.7. Reliability and validity

4.7.1. Reliability

Reliability concerns the consistency of the results obtained from multiple measurements of the same variable (Hair et al., 2019). While there are several diagnostic measures to test the reliability, Cronbach's Alpha and composite reliability (CR) measures are the most common methods. Cronbach's Alpha is the most widely used reliability assessment measure that assesses the consistency of the entire scale (Hair et al., 2019). The generally accepted lower limit for the Cronbach's result is 0.7 (Robinson et al., 1991).

The other type of reliability measure is derived from confirmatory factor analysis (CFA). Composite reliability (CR) is one of these measures. Composite reliability – like Cronbach's Alpha – considers the whole scale. However, in contrast to Cronbach's Alpha, composite reliability does not assume equal weight for indicator loadings (Hair et al., 2019). In general, composite reliability should be above 0.60 (Hair et al., 2019). In the pilot phase of the current study, Cronbach's Alpha was tested. In the main run of the study, as well as Cronbach's Alpha, composite reliability was tested.

4.7.2. Validity

Validity refers to the ability of the measurement device to measure what it aims to measure. There are several ways to assess the validity of a construct. In this study, three validity techniques were

used: (1) face validity, (2) convergent validity, and (3) discriminant validity. Face validity was examined in the pre-test stage, and convergent validity and discriminant validity in the main study with the application of confirmatory factor analysis.

4.7.2.1. Face validity

Face validity – also known as content validity – assesses whether the items really represent the unobserved construct (Collier, 2020). Content validity is often an 'eyeball test' that tries to test whether the items of the construct really measure the intended unobserved variable or whether items are just a superficial assessment of the intended construct (Collier, 2020). Face validity was carried out during the pre-test phase.

4.7.2.2. Convergent validity

Convergent validity assesses the extent to which the items of a construct converge or share a proportion of variance in common (Hair et al., 2019). According to Fornell and Larcker (1981), the Average Variance Extracted (AVE) should be calculated for each construct and the result of the AVE should be above 0.50. A result above this number indicates that the items of constructs have a good convergent validity to measure the respective constructs. In this study, AVE was calculated for all constructs. AVE results are included in the tables of confirmatory factor analysis results (Tables 5.9, 5.15, 5.17, 5.19, 5.21, 5.22, 5.24, and 5.25).

4.7.2.3. Discriminant validity

When different scales are applied to measure a distinct construct, the researcher should make sure that there is no overlap (correlation) between the applied scales. The absence of an overlap indicates that the scales are distinct and overall they have a good discriminant validity (Saunders et al., 2019). There are several ways to test the discriminant validity. For example, Fornell and Larcker (1981)

recommended the calculation of the shared variance of constructs to test the discriminant validity. However, recent research has questioned the ability of this technique to capture discriminant validity (Henseler et al. 2015). Currently, the heterotrait-monotrait ratio of correlations (HTMT) technique is considered a more effective approach to test the discriminant validity among constructs (Collier, 2020). According to Kline (2011) a HTMT value above 0.85 indicates that there is a discriminant validity problem. In this study, HTMT is calculated for all constructs. HTMT results are provided in Table 5.9 in the main body of the thesis and Tables Ap.4.1.1, Ap.4.2.1., Ap.4.3.1., Ap.4.4.1., Ap.4.5.1., Ap.4.6.1., and Ap.4.7.1. in Appendix 3.

4.8. Data analysis

4.8.1. Structural Equation Modelling (SEM)

SEM is a collection of statistical techniques that enables researchers to examine the measurement properties of variables and the interrelationships among variables simultaneously. SEM is often explained as a combination of regression and factor analysis (Collier, 2020). SEM allows for the examination of a structure of interrelationships depicted in a series of equations similar to a series of regression equations (structural model) that show the interrelationships between different variables in the analysis (Hair et al., 2019).

While SEM partially originates from regression techniques (Collier, 2020; Hair et al., 2019), SEM models differ from regression models in several important ways. SEM involves defining a theoretical model to explain all the relationships, simultaneous estimation of multiple dependence relationships, and an ability to include unobserved variables in the relationships (Hair et al., 2019). In addition, the models in this study contained latent constructs. Latent constructs, or latent variables, are hypothetical unobserved variables that can be measured by observed (measured)

variables (Hair et al., 2019). SEM has the added advantage of being able to incorporate latent variables into an analysis. For these reasons, SEM was used in this study.

In this study, the steps and considerations for applying SEM (Hair et al., 2019) were followed. Accordingly, after conceptualizing and operationalizing the constructs, a measurement model was developed. All latent variables with their assigned indicators (items) were added to the model. In the measurement model, arrows linked constructs to their corresponding items to estimate the variable's loading (degree to which items are related to the constructs). Finally, based on Hair et al. (2019), in order to test the conceptual model, correlational relationships between constructs were created and the model was tested. In designing and implementing SEM research, a researcher must consider aspects such as missing data, sample size, data distribution, measurement model validity, and validity of structural model. These aspects are discussed in the following sections 4.8.1.1 to 4.8.1.5.

4.8.1.1. Sample size

SEM is sensitive to sample size if a robust model is to be developed (Collier, 2020). In the literature there are different suggestions about the minimum required sample size for running SEM. For example, Nunnally and Bernstein (1994) introduced the rule of 10 wherein the researcher should have 10 observations for each indicator. Likewise, Stevens (1996) claimed that for each indicator, at least 15 observations are required. Other scholars have provided simpler rules about the sample size. For example, according to Garver and Mentzer (1999), a minimum sample size of 200 is recommended for a SEM study. In discussions about determining the minimum sample size, other scholars have mentioned different parameters such as model complexity (Collier, 2020; Hair et al.,

2019), estimation technique, multivariate normality (Hair et al., 2019) and desired level of power (Kim, 2005).

Cohen (1988) studied the statistical power for statistical tests and provided guidelines for acceptable statistical power. According to Cohen (1988), studies should be designed in a way that achieves the alpha level of at least 0.05 with power levels of 80%. Based on the power of 80%, an alpha level of 0.05, and medium effect size of 0.5, a sample size calculated using G*Power software (Faul et al., 2007) indicated that the current research (each separate model) required a minimum sample of 250 participants. Overall, based on the discussions above, considering the recommendation of Garver and Mentzer (1999) and recommended sample size for the required statistical power, a minimum sample size of 250 was determined as sufficient for the current study.

4.8.1.2. Normal distribution

Normal distribution of data is one of the fundamental assumptions of conducting SEM (Collier, 2020). The best way of addressing any non-normal data is to use bootstrapping in the analysis. "Bootstrapping is a resampling procedure of the original data to determine if your estimated relationships fall within a confidence interval." (Collier, 2020, p. 166). In the current study, bootstrapping was used at the analysis level to address non-normal distribution of data.

4.8.1.3. Assessing the measurement model validity

According to Hair et al. (2019), measurement model validity depends on (1) the acceptable level of goodness-of-fit (GOF) of the measurement model, and (2) proof of constructs' validity. Measurement GOF shows how well the theoretical measurement model can mathematically reproduce the covariance matrix among indicator items (Hair et al., 2019): in other words, how well the theoretical measurement model represents reality as presented in the actual data.

Following Williams et al. (2009) regarding goodness-of-fit indices and thresholds, (1) the comparative fit index (CFI ≥0.95), (2) the root-mean-square error of approximation (RMSEA ≤0.08), and (3) the standardized root mean residual (SRMR ≤0.10) were calculated. In addition, Standardized Root Mean Square Residual (SRMR ≤0.05) (MacCallum et al., 1996), Chi-square (X2 >0.05), and Tucker Lewis Index (TLI ≥0.90) (Collier, 2020) were considered as GOF indicators in the current study.

4.8.1.4. Construct validity of the measurement model

After checking the good fit of the measurement model to the data and finding that each item is loading properly on its respective construct, the convergent and discrimination validity of the measures should be studied (Collier, 2020). According to Fornell and Larcker (1981), Average Variance Extracted (AVE) should be calculated for each construct. AVE should be more than 0.5 to conclude that items have a good convergent validity on their respective construct (Collier, 2020). The heterotrait-monotrait ratio of correlations (HTMT) technique is a recommended approach to test the discriminant validity between constructs. According to Kline (2011), a HTMT value of under 0.85 indicates that the two constructs are distinctively different from each other and there is no discriminant validity problem. HTMT was applied in this study.

4.8.1.5. Assessing the validity of the structural model

Structural models are models that are analyzed to test the research hypotheses. However, before testing the structural model, the validity of the structural model and proposed relationships between variables are examined (Hair et al., 2019). The overall structural fit can be conducted using the same criteria as measurement model (Hair et al., 2019).

4.8.2. Mediated moderation testing process

The structure of the conceptual model of this study (see Figure 3.1) is known as a Type II mediated moderation model (Kwan & Chan, 2018) and requires a certain procedure for analysis by statistical software. One of the widely used procedures for this analysis is proposed by Kwan and Chan (2018) which transform the conceptual model into a working model that can be analyzed by common statistical methods and tools. In the following, Kwan and Chan's procedure is explained in detail and is visualized in Figure 4.1.

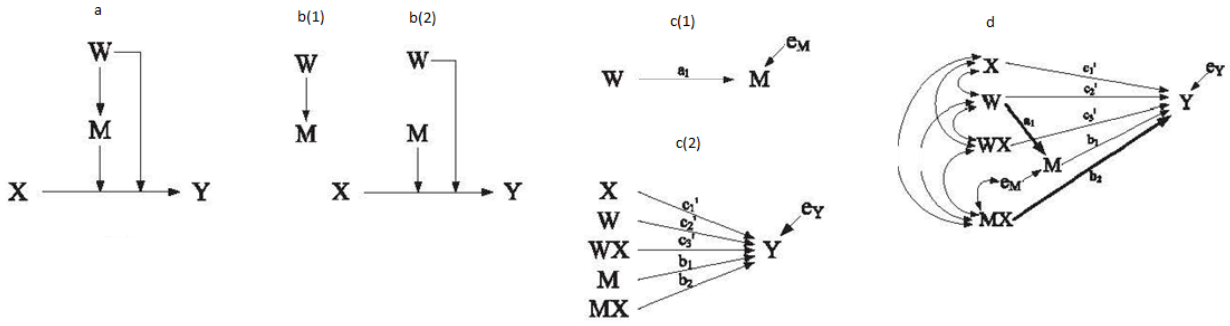


Figure 4.1. Type II mediated moderation: transformation of the conceptual model into the working model (adopted from Kwan and Chan (2018))

Part (a) in Figure 4.1 represents the structure of the conceptual model (which is similar to the conceptual model of this study). This structure is known as a Type II mediated moderation model. The Type II mediated moderation model tries to test whether M can partially mediate the moderation effect of W on the relationship between X and Y (Kwan & Chan, 2018).

As mentioned previously, such a model cannot be directly analyzed by statistical software and should be re-structured for the purpose of statistical analysis. According to the procedure outlined in Figure 4.1, Part (a) is the conceptual model and Part (d) is the working model that is tested by the software. Part (b) and Part (c) are used to discuss the process of developing the working model from the conceptual model.

As discussed above, Part (b) and Part (c) of Figure 4.1 detail how the working model can be developed from the conceptual model. Looking into the conceptual model in Part (a), M and Y are both dependent variables and Part (a) can be broken down into two parts demonstrated as b(1) and b(2). In Part (c), a separate working model has been created: c(1) is created from b(1) and c(2) is created from b(2). Finally, through consolidating of c(1) and c(2), the final working model is presented in Part (d). Based on the process explained by Kwan and Chan (2018), Part (d) is the working model that can be tested by software. According to Kwan and Chan (2018), when Part (d) is tested and the results of $W \rightarrow M$and $MX \rightarrow Y$are significant, the mediated moderation is accepted and shows that W can moderate the relationship between X and Y through M.

4.8.3. PROCESS Macro

According to Kwan and Chan (2018), mediated moderation exists only when the main moderation exists. Thus, before conducting the mediated-moderation analysis, the existence of the main moderation should be tested. In order to test the moderating role of moderators, the PROCESS macro (Hayes et al., 2017) has been used.

The PROCESS macro is a regression-based analysis that has simplified the sophisticated mediated and moderation analyses (Demming et al., 2017). This macro is available in SPSS and SAS (Hayes et al., 2017). The PROCESS macro has been tested with respect to SEM, and it has been shown that the results of the PROCESS macro and SEM are largely identical (Hayes et al., 2017). In the present study, in order to test the moderating role of ethical leadership and psychological leadership in the relationship between task/relationship conflict and exposure to/enactment of workplace bullying, following the guidelines provided by Demming et al. (2017) and current research published in a top journal (e.g., *Journal of Business Ethics*, McAllister & Perrewé, 2018), the

PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% biased corrected confidence intervals was applied. The significance of the moderation can be evaluated based on the results of the P-value and bootstrap confidence interval. When $P<0.05$ and upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI, UL95%CI] are entirely above or below zero (zero is not located in this range), moderation is supported (Hayes & Rockwood, 2017).

4.8.4. Common Method Bias

Common method bias (CMB) recognizes that relationships among variables can be influenced by the same data collection method (e.g., same questionnaire format, same scale type) (Hair et al., 2019; Spector, 2006). For example, research has shown that answering questions about dependent and independent constructs at the same time can cause some bias in the estimate of constructs (Collier, 2020). Considering the potential concern for CMB in cross-sectional, self-reporting studies (Lindell & Whitney, 2001), some strategies have been implemented to reduce the possible negative effect of CMB in this study. Strategies that have been used to minimize issues related to CMB are as follows:

- Through a Monte Carlo simulation, Evans (1985) claimed that in the presence of significant moderation effects, CMB issues are less likely to happen. Therefore, if in the current study, the moderating effects become significant, the probability of CMB issues will be low.

- It has been claimed that the use of high-level statistical analysis such as CFA and SEM reduces the likelihood of CMB issues (Haar et al., 2014). In the current study, I have used CFA and SEM. Therefore, the use of these techniques may provide more confidence that CMB is less likely to happen in the current study.

- In order to optimize the use of cross-sectional design and rule out the other potential explanations for the relationships between the variables, based on Spector (2019), I included control variables (age and gender) in the current study.

- Following the suggestions by Podsakoff (2003) and Podsakoff et al. (2012), to reduce the possible impact of CMB on the results of the current study, I assured respondents that the responses are confidential and I did not ask any personal details, in order to ensure anonymity. I spent time improving scale items to eliminate ambiguity (Podsakoff et al., 2012). I also created psychological separation by putting instructions and a cover letter at the beginning of the survey (it weakens the linkage between predictor and dependent variables) (Podsakoff et al., 2012). Following the suggestion of Jordan and Troth (2020) to reduce common scale property (using the same type of scale; for example, just using 5-point Likert-type scale items), I included 7-point and 5-point Likert-type scales in my survey. I also used reversed coded items to break the possible patterns established by CMB (Jordan & Troth, 2020).

- Aside from the preventive approaches discussed above, following the suggestions by Podsakoff (2003), Harman's single factor test was applied to test the CMB. Implemented in top journals (e.g., *Journal of Business Ethics*, Lips-Wiersma et al., 2020), Harman's single factor is an exploratory factor analysis (EFA) test with all the items in the model to determine whether one single factor may emerge (Collier, 2020). If the single factor result does not show a single factor accounting for the majority of covariance among the variables, CMB is not an issue (Gardner et al., 2016; Podsakoff, 2003). For all models, Harman's single factor test was conducted and the largest factor accounts for less than 34% of overall variance, suggesting that it is less likely

that this study suffers from CMB (Gardner et al., 2016; Podsakoff, 2003; Podsakoff & Organ, 1986) (see appendix: Table Ap.4.2.5).

There are other procedural remedies proposed by Podsakoff et al. (2012) to control CMB: for example, collecting data for predictor and dependent variables from different sources and introducing a time lag between measuring dependent and independent variables. However, I did not, for example, ask an employee questions about experience of conflict and ask the supervisor/organization whether the supervisor engaged in some bullying behaviors against that particular employee as it would not be ethical.

Considering the concept of workplace bullying, a 6 month gap between two waves of data collection was required. I did not do this because of issues such as uncertainty caused by the Covid-19 pandemic and insufficient research funds. Testing my hypotheses using time lags is planned for future studies. To sum up, I acknowledge the possible negative impact of CMB on the study, and I believe through applying the strategies mentioned above, CMB is not a major concern in the current study.

4.9. Chapter summary

The objective of this chapter was to detail the research methodology and analytical techniques utilized in this study. The chapter started with a discussion of the underpinning research philosophy, followed by a detailed discussion of the research design and research method. Different phases of the current research and their associated statistical analysis techniques were also discussed.

Chapter 5:
DATA ANALYSIS RESULTS

5.1. Chapter overview

Building on Chapter 4 which discussed the process of data analysis, this chapter presents the results of the analysis. The data analysis was carried out with the aim of (1) testing the reliability and validity of the scales, (2) analyzing the measurement model parameters, (3) testing the models and hypotheses, and (4) evaluating the goodness of fit of the model.

This chapter comprises two main sections of 5.2 and 5.3., which present the results of the pilot study and the main study respectively. In section 5.3.1, the demographic information of the sample is discussed. The reliability test results are presented in 5.3.2. Finally, the results of hypotheses testing are presented in section 5.3.3 (Model Testing).

5.2. Pilot study

As discussed in section 4.7, in order to examine the reliability and validity of the instruments before running the main study, a pilot study was conducted. The total number of participants in the pilot study was 32. The average time to complete the survey was 13 minutes. The section below (5.2.1) summarizes the reliability results for the core constructs in the pilot study.

5.2.1. Reliability

Cronbach's Alpha is the most widely used reliability assessment measure that assesses the consistency of the entire scale (Hair et al., 2019). The generally accepted lower limit for the Cronbach's result is 0.7 (Robinson et al., 1991).

Table 5.1. Cronbach's Alpha

Construct	Number of items	Cronbach's Alpha
Task conflict	4	0.89
Relationship conflict	4	0.92
Problem solving	4	0.88
Ethical leadership	10	0.93
Psychological safety	5	0.85
Enactment of workplace bullying behavior	9	0.81
Exposure to workplace bullying behavior	9	0.88

The results in Table 5.1 suggest that the constructs have a good reliability, with a score of Cronbach's Alpha ranging from 0.81 for enactment of workplace bullying to 0.93 for ethical leadership, all above the 0.7 lower limit (Hair et al., 2019). The results of the pilot study were all within the accepted range. Therefore, there were no issues with the reliability of constructs in the pilot study.

5.3. The main study

After conducting the pre-test and pilot study, the main study was conducted. As discussed in section 4.4, all respondents spent more than 9 minutes filling out the survey. As the respondents were required to fill out all the items to reach the end of the survey, there was no issue with missing data. As discussed in section 4.4, after considering all the requirements, there were 456 usable responses.

5.3.1. Descriptive statistics

Tables 5.2 to Table 5.6 present the descriptive information relating to the participants. The tables depict the sample based on the responses to questions relating to gender, age, industry, size of the organization, organizational role, and the type of employment relationship.

Table 5.2 Age distribution of participants

N	Mean	Median	Mode	Std. Deviation	Variance	Minimum	Maximum
456	40.50	38.65	31.00	14.4277	208.15	18	81

According to Table 5.2, the range of the age of participants was 18 to 81. The average age of participants was 40.5 years.

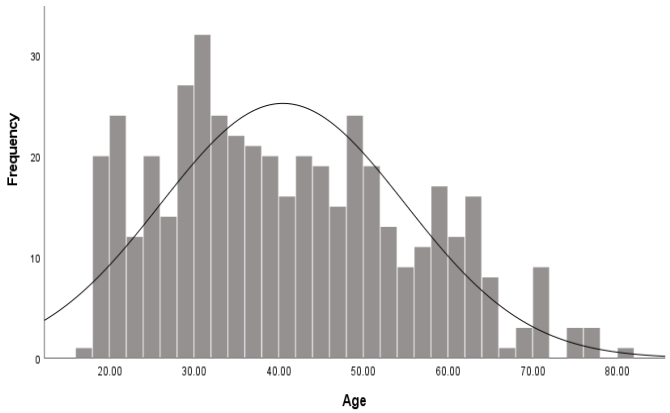


Figure 5.1. Age distribution of participants

According to estimated age distribution of the labor force in New Zealand (Stats NZ, 2022), 85% of employees are aged between 25 and 64. The distribution chart for age of the participants is similar to a normal distribution. Table 5.2 and Figure 5.1 show that overall, the data is representative of the age of New Zealand employees.

Table 5.3 Job title/role of respondents

Job title/role	Percentage
Employee/Contractor (Non-managerial)	65.6%
First-line supervisor/Team leader	14.3%
Mid-level manager	10.1%
Senior manager	5%
CEO	0.7%
Other	4.4%

As can be seen in Table 5.3, most of the participants had non-managerial positions (65.6%), followed by first-line supervisor/team leader (14.3%), and mid-level manager (10%). This distribution is consistent with other studies in New Zealand. For example, in the New Zealand workplace barometer, 63% of respondents were employees/non-managerial contractors (Tappin et al., 2020).

Table 5.4 Employment type of respondents

Employment type	Percentage
Permanent	77%
Fixed term	7.2%
Casual	12.1%
Contractor/self-employed	2.4%
Other	1.3%

Table 5.4 shows that the majority of the participants are permanent employees (77%) followed by casual employees who made up 12.1% of the total participants. In the New Zealand workplace barometer, 93% and 0.6% of respondents were respectively permanent and casual employees (Tappin et al., 2020). The result from the New Zealand workplace barometer (Tappin et al., 2020) showed that employees in casual positions reported significantly less bullying than permanent workers. Therefore, more casual workers with lesser probability of exposure to workplace bullying participated in this study.

Table 5.5 Number of employees in organization

Number of employees	Percentage
2 to 5	8.1%
6 to 19	16.2%
20 to 49	10.7%
50 to 99	14%
100 or more	50.9%

Table 5.5 shows the number of employees in the organizations in which the participants worked. Almost 35% of the respondents reported that they worked in an organization with fewer than 49 employees. As most New Zealand (NZ) enterprises are SMEs (Haar et al., 2021; Ministry of Business Innovation Employment [MBIE], 2022) with fewer than 49 employees (MBIE, 2019), a high proportion of respondents working in large organizations is not typical.

Table 5.6. Distribution of respondents based on industries

Industries	Frequency	Percentage
Healthcare and Social Assistance	58	12.70%
Education and Training	51	11.20%
Retail Trade	48	10.50%
Accommodation and Food Services	47	10.30%
Transport, Postal and Warehousing	30	6.60%
Manufacturing	27	5.90%
Other	25	5.50%
Agriculture, Forestry and Fishing	24	5.30%
Professional, Scientific and Technical Services	24	5.30%
Construction	20	4.40%
Information Media and Telecommunications	19	4.20%
Financial and Insurance Services	18	3.90%
Administrative and Support Services	17	3.70%
Public Administration and Safety	15	3.30%
Arts and Recreation Services	11	2.40%
Wholesale Trade	9	2.00%
Electricity, Gas, Water and Waste Services	7	1.50%
Rental, Hiring and Real Estate Services	5	1.10%
Mining	1	0.20%

As can be seen in Table 5.6, the current study represented a wide range of industries. Healthcare and social assistance (12.7%), education and training (11.2%), retail trade (10.5%), and accommodation and food services (10.3%) were the industries that most respondents worked in. Distribution of respondents in this study is consistent with the distribution of the NZ working population in different industries, where healthcare and social assistance, education and training, construction and manufacturing industries have the highest number of employees (Statista, 2020).

5.3.2. Reliability test

The generally accepted lower limit for the Cronbach's result is 0.7 (Robinson et al., 1991). The results of reliability tests are presented in Table 5.7.

Table 5.7. Cronbach's Alpha for the main study

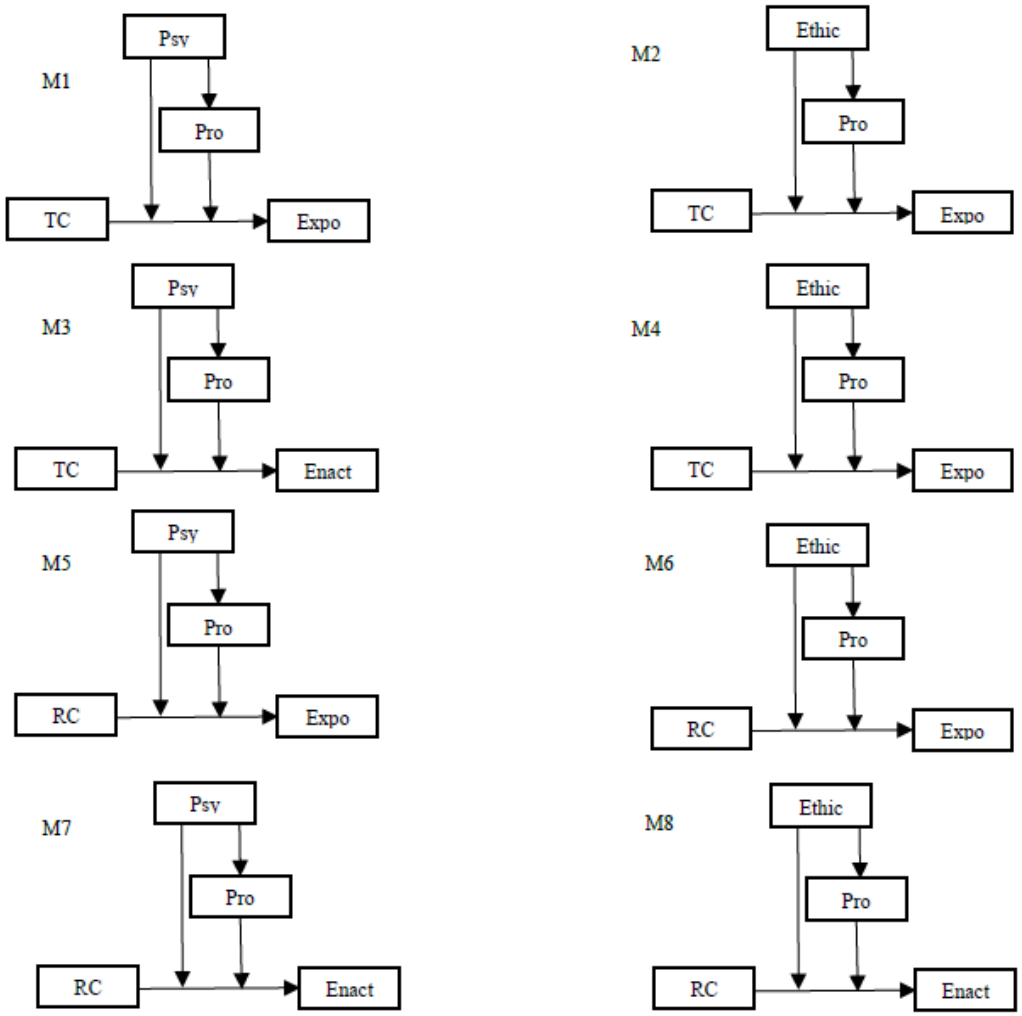
Construct	Number of items	Cronbach's Alpha
Task conflict	4	0.88
Relationship conflict	4	0.91
Problem solving	4	0.86
Ethical leadership	10	0.93
Psychological safety	5	0.83
Enactment of workplace bullying behavior	9	0.90
Exposure to workplace bullying behavior	9	0.92

Table 5.7 shows that the results of the Cronbach's Alpha for all constructs were above 0.7 (Robinson et al., 1991), indicating good reliability.

5.3.3. Analysis of structural equation model and hypothesis testing

As discussed earlier in section 4.8.2, the conceptual model of this study is in the form of a Type II mediated moderation model (Kwan & Chan, 2018). Such models require a specific procedure for analysis which is rather sophisticated. Due to this inherent sophistication, Type II models can only accommodate one dependent, one independent, one moderator and one mediator variable. Given that the present study has two dependent (i.e., exposure to workplace bullying behaviors, and enactment of workplace bullying behaviors), two independent (i.e., task conflict and relationship conflict), and two moderator (i.e., ethical leadership and psychological safety) variables, a total of eight 2 × 2 × 2 working models are required to be able to test all the hypotheses of the study (one

dependent, one independent, one moderator and one mediator variable in each model). The eight models are presented in Figure 5.2 (M1 to M8).



Psy=Psychological safety; Ethic=Ethical leadership; TC=Task conflict; RC=Relationship conflict; Pro=Problem solving; Expo=Exposure to workplace bullying behaviors; Enact=Enactment of workplace bullying behvaiors.

Figure 5.2. 8 tested models

For each model of M1 to M8, the GOF of the measurement model, GOF of the SEM model and convergent and discriminant validity were calculated. Consequently, the procedure of conducting mediated moderation (outlined in section 4.8.2) was used to analyze the models. In the following section, each model is analyzed.

5.3.3.1. Model M1

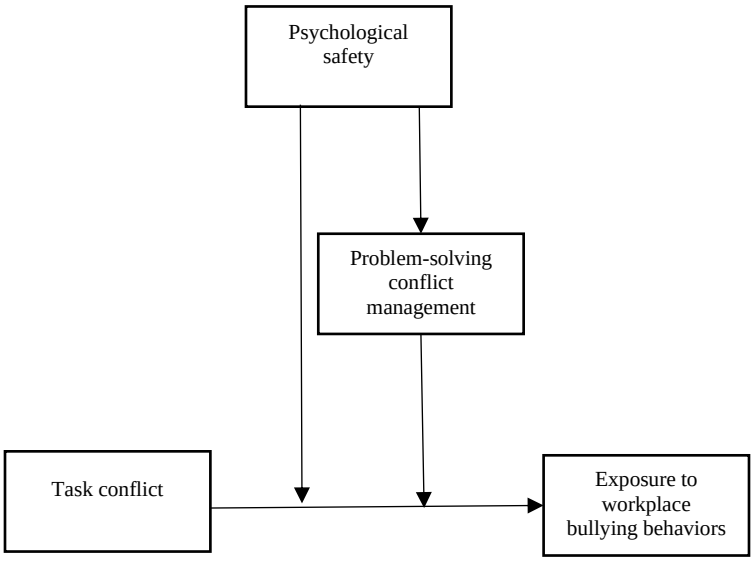


Figure 5.3. Model M1

Model M1 examines the role of problem-solving conflict management and psychological safety in the relationship between task conflict and exposure to workplace bullying behaviors. Based on this model, the following hypotheses were tested:

> *Hypothesis 1_ M1: Task conflict is positively related to exposure to workplace bullying behaviors.*
>
> *Hypothesis 2_ M1: Problem-solving conflict management moderates the relationship between task conflict and exposure to workplace bullying behaviors.*

Hypothesis 3_ M1: Psychological safety moderates the relationship between task conflict and exposure to workplace bullying behaviors.

Hypothesis 4_ M1: Psychological safety is positively related to problem-solving conflict management.

Hypothesis 5_ M1: Psychological safety moderates the relationship between task conflict and exposure to workplace bullying through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3., a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.8 shows the results of CFA. The factor loading of one of the items for psychological safety (Q15_5) was below 0.4 and thus was removed from the model. The factor loading of another item of psychological safety (Q15_4) was 0.6. Following Collier's (2020) suggestion about factor loadings of 0.6 (i.e., if other indicators are strongly loading on unobserved constructs and AVE is above 0.5, keep the indicator), Q15_4 was kept. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.938, RMSEA = 0.067, SRMR=0.05). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.8. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M1)

Constructs	Factor loadings	T-value	C.R.	AVE
Task conflict			0.884	0.657
Q6_4	0.757	**		
Q6_3	0.785	16.915		
Q6_2	0.888	19.135		
Q6_1	0.808	17.459		
Problem solving			0.868	0.623
Q10_4	0.824	**		
Q10_3	0.873	20.121		
Q10_2	0.729	16.580		
Q10_1	0.720	16.327		
Psychological safety			0.892	0.678
Q15_4	0.599	**		
Q15_3	0.856	13.942		
Q15_2	0.938	14.590		
Q15_1	0.862	14.001		
Exposure to WPB behaviors			0.928	0.590
Q14_7	0.828	**		
Q14_6	0.781	19.453		
Q14_5	0.774	19.187		
Q14_4	0.791	19.812		
Q14_3	0.734	17.792		
Q14_2	0.753	18.459		
Q14_1	0.712	17.091		
Q14_8	0.815	20.693		
Q14_9	0.716	17.220		

Model Fit Statistics (X^2=559; DF = 183; CFI = 0.938, RMSEA = 0.067, SRMR=0.05). ** = Values were not calculated because loading was set to 1.0 (fixed parameter). C.R. = Composite Reliability. AVE=Average Variance Extracted

Table 5.9. Results of HTMT Analysis for Model M1

	Task conflict	Problem solving	Psychological safety	Exposure to WPB behaviors
Task conflict				
Problem solving	0.049			
Psychological safety	0.453	0.243		

Exposure to WPB behaviors	0.578	0.112	0.468

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations (HTMT) <0.85 (Kline, 2011)). From Table 5.8, all AVE>0.5 and from Table 5.9, all HTMT<0.6. Thus, the constructs of the measurement model demonstrated acceptable validity.

A simple regression was then used to predict the exposure to workplace bullying from the experience of task conflict. Based on the result in Table 5.10, task conflict significantly predicted the exposure to workplace bullying, R^2 =0.298, F(3, 452) = 63.807, P<0.001, B=0.458. Therefore, there is a positive relationship between task conflict and exposure to workplace bullying.

Table 5.10. Regression of task conflict on exposure to workplace bullying behaviors

	DV=Exposure to workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
Constant	0.772	0.166	4.185	0.000
Task conflict	0.458	0.036	13.156	0.000
Gender	-0.034	0.056		0.543
Age	-0.007	0.002		0.000
Model summary				
F value	63.807			
R^2	0.298			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Standard error

In order to test whether problem solving could play a role as a moderator between task conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results of the PROCESS model are presented in Table 5.11.

Table 5.11. Simple moderation analysis (Problem solving as a moderator of task conflict and exposure to WPBB)

	dv = EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.45	0.04	0.00	0.38	0.52
PSCM	-0.08	0.03	0.02	-0.14	-0.01
TC× PSCM	-0.12	0.04	0.00	-0.19	-0.05
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.04	0.06	0.52	-0.15	0.07
Model summary					
F-value	11.21				
R^2	0.32				
R2 change	0.02**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=exposure to workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

As discussed in section 4.8.3, when P<0.05 and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI, UL95%CI] are entirely above or below zero (the value of zero should not fall within this range), moderation is supported (Hayes & Rockwood, 2017). The results show that the interaction of problem-solving conflict management and task conflict is significantly related to exposure to workplace bullying behaviors (β(SE)= -0.12 (.04), p= 0.00 [LL=-0.19, UL= -0.05]). This finding supports the argument that the adoption of problem-solving conflict management can significantly weaken the relationship between task conflict and exposure to workplace bullying behaviors.

In order to test the impact of psychological safety as a moderator between task conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5; Model 1; (Hayes, 2017)) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was used. The results of the PROCESS model are presented in Table 5.12.

Table 5.12. Simple moderation analysis (Psychological safety as a moderator of task conflict and exposure to WPBB)

			dv = EWPBB		
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.75	0.13	0.00	0.49	1.02
Psafety	0.09	0.01	0.365	-.010	0.28
TC× Psafety	-0.11	0.04	0.00	-0.19	-.045
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.05	0.05	0.40	-0.15	0.06
Model summary					
F-value	10.31				
R^2	0.037				
R2 change	0.01**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Psafety = Psychological safety, EWPBB=exposure to workplace bullying behaviors; TC=Task conflict; *** p<0.001, ** p<0.01, * p<0.05.

The results show that the interaction of psychological safety and task conflict is significantly related to exposure to workplace bullying behaviors (β(SE)= -0.11 (0.04), p= 0.00 [LL=-0.19, UL= -.005]). This finding supports the moderating role of psychological safety in the relationship between task conflict and exposure to workplace bullying behaviors. Given this relationship, the next step is to test whether such a moderation can be mediated by problem-solving conflict management.

The model was tested based on Type II mediated moderation (Kwan & Chan, 2018) (see section 4.8.2), with 5000 bootstrap sampling. The working model of M1 (Figure 5.4 (b)) was created based on the working model of mediated moderation (Figure 5.4 (a)). As can be seen in Figure 5.4 (a), the working model of mediated moderation has two interaction items (WX and MX). Here, in the

working model of M1, interaction items were: Psychological safety × Task conflict and Problem-solving conflict management × Task conflict[1] (Figure 5.4 (b)).

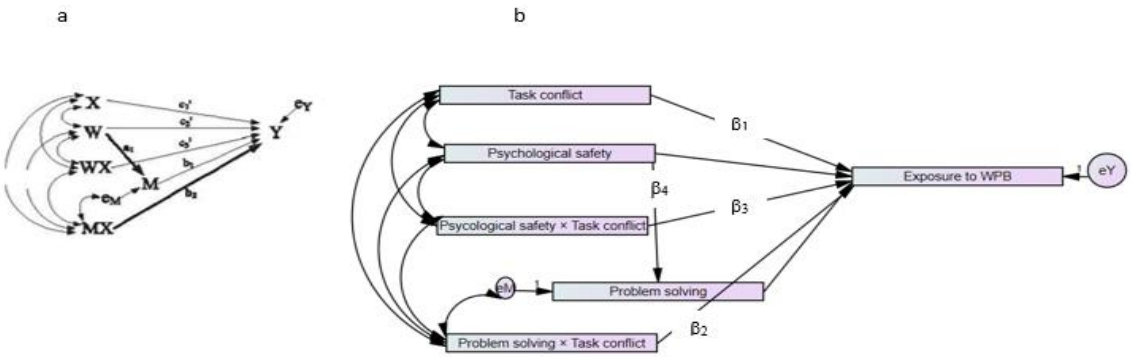


Figure 5.4. Mediated moderation working model (a) and working model of M1[2] (b)

In Figure 5.4 (b), β_1 shows whether the relationship between task conflict and exposure to workplace bullying is significant (Hypothesis 1_ M1), and β_2 shows whether problem-solving conflict management moderates the relationship between task conflict and exposure to workplace bullying behaviors (Hypothesis 2_ M1). β_3 shows whether psychological safety moderates the relationship between task conflict and exposure to workplace bullying behaviors (Hypothesis 3_ M1), and β_4 shows whether the relationship between psychological safety and problem-solving conflict management is significant (Hypothesis 4_ M1) (Kwan & Chan, 2018). As discussed in section 4.8.2, when the results of β_2 and β_4 are significant, the mediated moderation is accepted and psychological safety moderates the relationship between task conflict and exposure to workplace

[1] A problem that that may occur as a result of using interaction items is that the interaction items may have high collinearity with original constructs (Frazier et al., 2004). Mean-centering the variables can solve this problem (Dawson, 2014). Following the advice by Aiken et al. (1991), before forming the interaction items, independent variables and moderators were mean-centered.

[2] β_1, β_2, β_3 and β_4 in Figure 5.4 (b) are C'_1 ($X \rightarrow Y$), b_2 ($MX \rightarrow Y$), C'_3 ($WX \rightarrow Y$) and a_1 ($W \rightarrow M$)in Figure 5.4 (a), respectively.

bullying through problem solving (Kwan & Chan, 2018) (Hypothesis 5_ M1). The results of analysis of the working model of M1 (Figure 5.4, (b)) are presented in Table 5.13 and Figure 5.4.

Table 5.13. SEM results for the main model (Model M1)

	***dv* = PSCM**		***dv* = EWPBB**	
	B	***SE***	***B***	***SE***
Psafety	0.20 ***	0.043	-0.18 ***	0.03
Tconflict			0.36 ***	0.03
PSCM			-0.03	0.03
PSCM ×Tconflict			-0.09 *	0.03
Psafety ×Tconflict			-0.09 *	0.03
Age	-0.002	0.003	-0.007	0.002
Gender	0.038	0.078	-0.04 ***	0.05
R^2	0.05		0.38	

Notes: N=456. Unstandardized regression coefficient; SE= Standard error; *dv* = Dependent variable; PSCM=Problem-solving conflict management, EWPBB=Exposure to workplace bullying behaviors; Tconflict= Task conflict; *** p<0.001, ** p<0.01, * p<0.05.

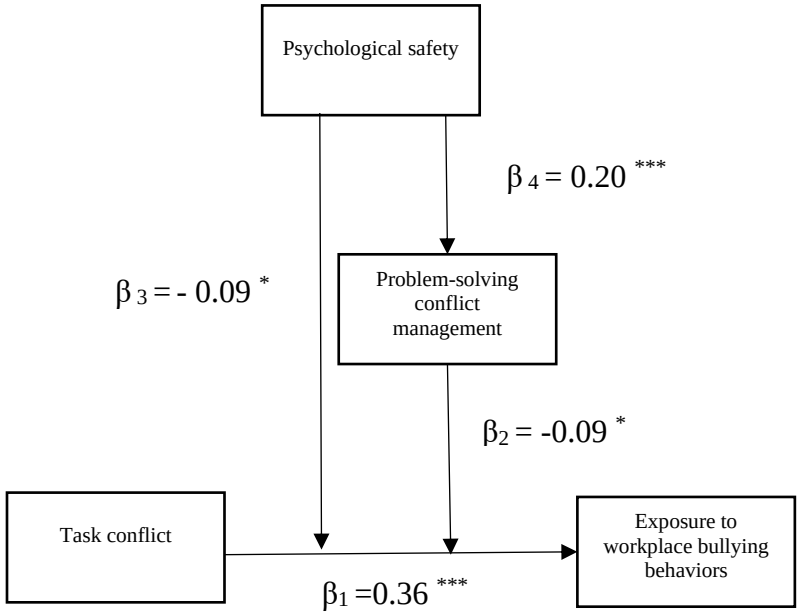


Figure 5.5. Study model with effects (Model M1)

Based on goodness-of-fit indices of CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009), SRMR ≤0.05 (MacCallum et al., 1996), and Chi-square X2 >0.05 (Collier, 2020), the model

showed a good fit for the data: $X^2(df)$ = 1.031 (2) (p = 0. 59), CFI = 1, RMSEA = 0.00, SRMR = 0.00.

The SEM results indicate that task conflict is positively related to exposure to workplace bullying behaviors (β(se) = 0.36(0.03), p < 0.001) (β_1 in Figure 5.5). This result supports Hypothesis *1_ M1* that task conflict is positively related to exposure to workplace bullying behaviors. Further, the results show that problem-solving conflict management moderates the relationship between task conflict and exposure to workplace bullying behaviors such that problem-solving conflict management weakens this relationship (β(se) = -0.09 (0.03), p < 0.05, β_2 in Figure 5.5). This result supports Hypothesis *2_ M1*.

The result for the moderating role of psychological safety revealed that psychological safety significantly moderates the relationship between task conflict and exposure to workplace bullying behaviors such that the relationship is weaker for those who perceived a higher level of psychological safety (β(se) = -0.09 (0.03), p < 0.001, β_3 in Figure 5.5). Therefore, Hypothesis *3_ M1* is supported. The results also indicated that there is a positive relationship between psychological safety and problem-solving conflict management (β(se) = 0.20 (0.043), p < 0. 001, β_4 in Figure 5.5) and therefore supports Hypothesis *4_ M1*.

Based on the results, β_4 is significant (showing psychological safety is positively related to problem solving) and β_2 is significant (showing problem solving moderates the relationship between task conflict and exposure to workplace bullying behaviors). As discussed, when the results of β_4 and β_2 are significant, the mediated moderation is accepted (Kwan & Chan, 2018). Therefore, psychological safety moderates the relationship between task conflict and exposure to workplace

bullying through its relationship with the active conflict management strategy of problem solving. Therefore, Hypothesis *5_ M1* is supported.

5.3.3.2. Model M2

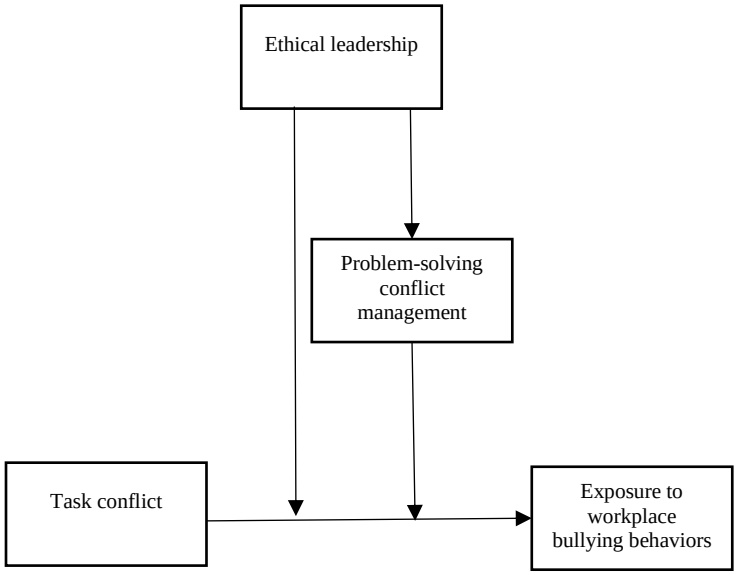


Figure 5.6. Model M2

Based on the model M2, the following hypotheses were tested:

Hypothesis 1_M2: Task conflict is positively related to exposure to workplace bullying behaviors.

Hypothesis 2_M2: Problem-solving conflict management moderates the relationship between task conflict and exposure to workplace bullying behaviors.

Hypothesis 3_M2: Ethical leadership moderates the relationship between task conflict and exposure to workplace bullying behaviors.

Hypothesis 4_M2: Ethical leadership is positively related to problem-solving conflict management.

Hypothesis 5_M2: Ethical leadership moderates the relationship between task conflict and exposure to workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3., a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.14 shows the results of CFA. The factor loading of one of the items for ethical leadership (Q21_4) was below 0.4 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.94, RMSEA = 0.05, SRMR=0.05). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.14. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M2)

Constructs	Factor loadings	T-value	C.R.	AVE
Task conflict			0.884	0.657
Q6_4	0.757	**		
Q6_3	0.785	16.983		
Q6_2	0.888	19.084		
Q6_1	0.808	17.512		
Problem solving			0.868	0.623
Q10_4	0.825	**		
Q10_3	0.874	20.050		
Q10_2	0.728	16.558		
Q10_1	0.719	16.317		
Exposure to WPB behaviors			0.928	0.590
Q14_7	0.831	**		
Q14_6	0.780	19.507		
Q14_5	0.774	19.277		

Constructs	Factor loadings	T-value	C.R.	AVE
Q14_4	0.790	19.849		
Q14_3	0.732	17.670		
Q14_2	0.753	18.419		
Q14_1	0.713	17.010		
Q14_8	0.815	20.708		
Ethical leadership			0.928	0.590
Q21_3	0.707	**		
Q21_2	0.778	16.099		
Q21_1	0.861	17.779		
Q21_5	0.842	17.389		
Q21_6	0.857	17.698		
Q21_7	0.708	14.660		
Q21_8	0.832	17.188		
Q21_9	0.862	17.797		
Q21_10	0.673	13.937		

Model Fit Statistics (X^2=738; DF = 293; CFI = 0.94, RMSEA = 0.05, SRMR=0.05). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations (HTMT) <0.85 (Kline, 2011). From Table 5.14, all AVE>0.5 and from appendix 4.1-Table Ap.4.1.1, all HTMT<0.6. Therefore, the constructs of the measurement model demonstrated acceptable validity. A simple regression was then used to predict the exposure to workplace bullying from the experience of task conflict. Based on the result, task conflict significantly predicted the exposure to workplace bullying, R^2 =0.298, F(3, 452)= 63.807, P<0.001, B=0.458 (see appendix 4.1- Table Ap.4.1.2). Therefore, there is a positive relationship between task conflict and exposure to workplace bullying.

In order to test whether problem solving could play a role as a moderator between task conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. As discussed in section 4.8.3, when $P<0.05$ and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI, UL95%CI] are entirely above or below zero, moderation is supported (Hayes & Rockwood, 2017). The results supported the moderating role of problem solving (β(SE)= -0.12 (0.04), p= 0.00 [LL=-0.19, UL= -0.05]) (see appendix 4.1-Table Ap.4.1.3). Therefore, the adoption of problem-solving conflict management can significantly weaken the relationship between task conflict and exposure to workplace bullying behaviors.

In order to test the impact of ethical leadership as a moderator between task conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The result supports the moderating role of ethical leadership in the relationship between task conflict and exposure to workplace bullying behaviors (β(SE)= -0.13 (0.03), p= 0.00 [LL=-0.20, UL= -0.07]) (see appendix 4.1- Table Ap.4.1.4). Given this relationship, the next step was to test whether such a moderation can be mediated by problem-solving conflict management.

The model was tested based on Type II mediated moderation (Kwan & Chan, 2018) (see section 4.8.2), with 5000 bootstrap sampling. I applied the same process of conducting Type II mediated moderation discussed in Model M1 to test Models M2 through M8. To avoid redundancy, I will not reiterate the steps for conducting Type II mediated moderation. Here, there were two interaction items: Task conflict × Ethical leadership and Task conflict × Problem-solving conflict management.

Table 5.15 SEM results for the main model (Model M2)

	***dv* = PSCM**		***dv* = EWPBB**	
	B	***SE***	***B***	***SE***
Eleadership	0.23***	0.046	-0.19 ***	0.03
Tconflict			0.34 ***	0.03
PSCM			-0.03	0.03
Tconflict × PSCM			-0.09 **	0.03
Tconflict × Eleadership			-0.11 ***	0.03
Age	-0.001	0.003	-0.007***	0.002
Gender	0.05	0.078	-0.05	0.05
R^2	0.05		0.38	

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=exposure to workplace bullying behaviors; Tconflict= Task conflict; Eleadership =Ethical leadership; *** p<0.001, ** p<0.01, * p<0.05.

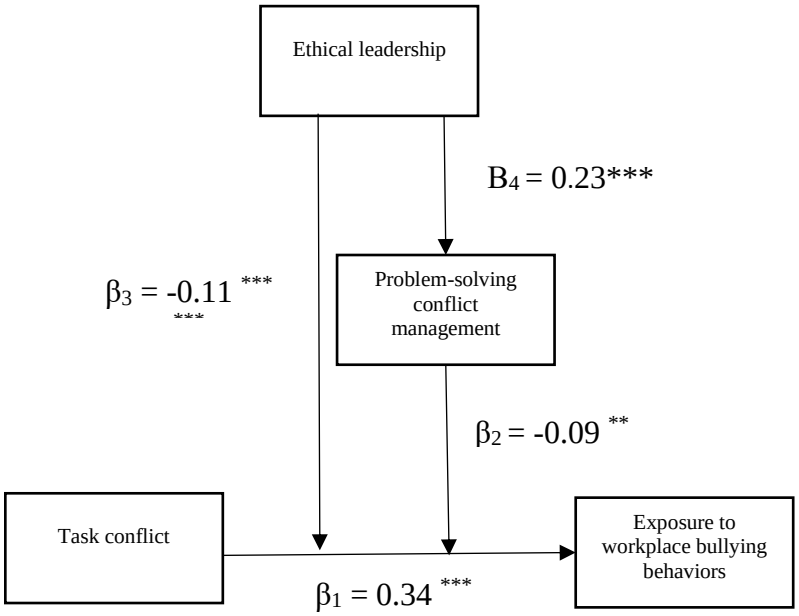


Figure 5.7. Study model with effects (Model M2)

Based on goodness-of-fit indices of CFI ≥0.95, RMSEA ≤0.08, SRMR ≤0.10 (Williams et al., 2009), SRMR ≤0.05 (MacCallum et al., 1996), and Chi-square X2 >0.05 (Collier, 2020), the model showed a good fit for the data: $X^2(df)$ = 1.662 (2) (p = 0. 43), CFI = 1, RMSEA = 0.00, SRMR = 0.0099.

The SEM results indicate that task conflict is positively related to exposure to workplace bullying behaviors (β(se) = 0.34(0.03), p < 0.001, β_1 in Figure 5.7). This result supports Hypothesis *1_M2*.

Further, the results show that problem-solving conflict management moderates the relationship between task conflict and exposure to workplace bullying behaviors such that problem-solving conflict management weakened this relationship (β(se) = -0.09 (.03), $p < 0.01$, β_2 in Figure 5.7). This result supports Hypothesis *2_M2*.

The result for the moderating role of ethical leadership reveals that ethical leadership significantly moderates the relationship between task conflict and exposure to workplace bullying behaviors such that the relationship is weaker for those who perceive higher levels of ethical leadership (β(se) =-0.11 (0.03), $p < 0.001$, β_3 in Figure 5.7). This result supports Hypothesis *3_M2*. The results also indicate that there is a positive relationship between ethical leadership and problem-solving conflict management (β(se) = 0.23 (0.046), $p < 0.001$, β_4 in Figure 5.7) and therefore supports Hypothesis *4_M2*.

Based on the results, β_4 is significant (showing ethical leadership is positively related to problem solving) and β_2 is significant (showing problem solving moderates the relationship between task conflict and exposure to workplace bullying behaviors). As discussed, when the results of β_4 and β_2 are significant, the mediated moderation is accepted (Kwan & Chan, 2018). Therefore, ethical leadership moderates the relationship between task conflict and exposure to workplace bullying through its relationship with the active conflict management strategy of problem solving (see discussions on mediated moderation analysis in section 4.8.2). Therefore, Hypothesis 5_M2 is supported.

5.3.3.3. Model M3

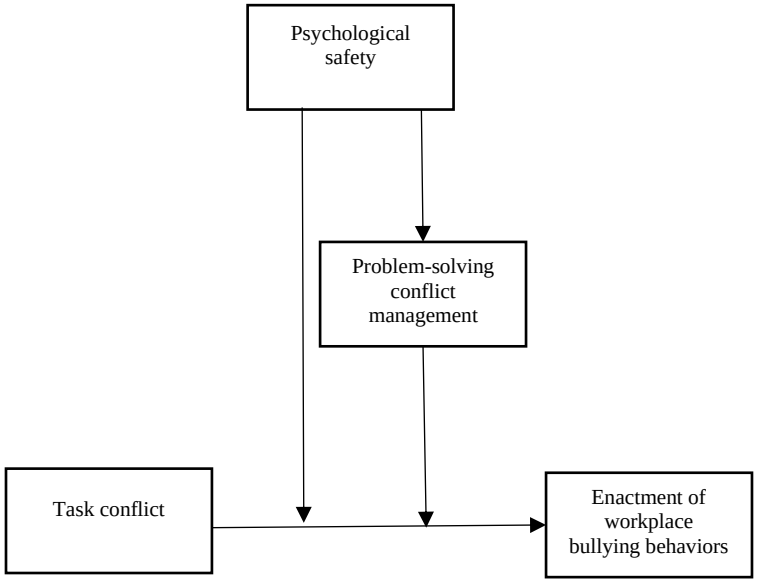


Figure 5.8. Model M3

Based on the model M3, the following hypotheses were tested:

Hypothesis 1_M3: Task conflict is positively related to the enactment of workplace bullying behaviors.

Hypothesis 2_M3: Problem-solving conflict management strategy moderates the relationship between task conflict and the enactment of workplace bullying behaviors.

Hypothesis 3_M3: Psychological safety moderates the relationship between task conflict and enactment of workplace bullying behaviors.

Hypothesis 4_M3: Psychological safety is positively related to problem-solving conflict management.

Hypothesis 5_M3: Psychological safety moderates the relationship between task conflict and enactment of workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3., a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.16 shows the results of CFA. The factor loading of one of the items for psychological safety (Q15_5) was below 0.4 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.94, RMSEA = 0.05, SRMR=0.041). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.16. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M3)

	Factor loadings	T-value	C.R.	AVE
Task conflict			0.884	0.657
Q6_4	0.759	**		
Q6_3	0.779	16.828		
Q6_2	0.891	19.232		
Q6_1	0.807	17.507		
Problem solving			0.868	0.623
Q10_4	0.824	**		
Q10_3	0.875	20.264		
Q10_2	0.728	16.577		
Q10_1	0.719	16.327		
Psychological safety			0.891	0.678
Q15_4	0.596	**		
Q15_3	0.853	13.842		
Q15_2	0.941	14.519		
Q15_1	0.861	13.920		
Enactment of WPB behaviors			0.910	0.531
Q11_7	0.787	**		
Q11_6	0.735	16.616		
Q11_5	0.677	15.051		
Q11_4	0.699	15.636		

	Factor loadings	T-value	C.R.	AVE
Q11_3	0.718	16.163		
Q11_2	0.713	16.015		
Q11_1	0.689	15.363		
Q11_8	0.754	17.159		
Q11_9	0.780	17.869		

Model Fit Statistics (X^2=417; DF = 183; CFI = 0.94, RMSEA = 0.05, SRMR=0.041). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations HTMT <0.85 (Kline, 2011). From Table 5.16, all AVE>0.5 and from appendix 4.2-Table Ap.4.2.1, all HTMT<0.6. Therefore, the constructs of the measurement model demonstrated acceptable validity. A simple regression was used to predict the enactment of workplace bullying from the experience of task conflict. Based on the result, task conflict significantly predicted the enactment of workplace bullying behaviors, R^2 =0.205, F(3, 452)= 38.767, P<0.001, B=0.288 (see appendix 4.2-Table Ap.4.2.2). Therefore, there is a positive relationship between task conflict and enactment of workplace bullying behaviors.

In order to test the impact of problem solving as a moderator between task conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. As discussed in section 4.8.3, when P<0.05 and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI , UL95%CI] are entirely above or below zero, moderation is supported (Hayes & Rockwood, 2017). The results support the moderating role of problem-solving conflict management (β(SE)= -0.17 (0.03), p= 0.00 [LL=-0.22, UL= -0.11]) (see appendix 4.2-Table Ap.4.2.3). Therefore, the adoption

of problem-solving conflict management can significantly weaken the relationship between task conflict and enactment of workplace bullying behaviors.

In order to test the impact of psychological safety as a moderator between task conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results support the moderating role of psychological safety in the relationship between task conflict and enactment of workplace bullying behaviors (β(SE)= -0.10 (.03), p= 0.00 [LL=-.17, UL= -0.04]) (see appendix 4.2- Table Ap.4.2.4). Given this relationship, the next step was to test whether such a moderation can be mediated by problem-solving conflict management.

The model was tested based on traditional Type II mediated moderation (Kwan & Chan, 2018) (see section 4.8.2), with 5000 bootstrap sampling. I applied the same process of conducting Type II mediated moderation as discussed in Model M1. Here, there were two interaction items: Task conflict × Psychological safety and Task conflict × Problem-solving conflict management.

Table 5.17. SEM results for the main model (Model M3)

	***dv* = PSCM**		***dv* = EWPBB**	
	B	***SE***	***B***	***SE***
Psafety	0.20 ***	0.043	-0.008	0.03
Tconflict			0.26 ***	0.03
PSCM			-0.166	0.03
Tconflict × PSCM			-0.154***	0.03
Tconflict × Psafety			-0.06 *	0.03
Age	-0.002	0.003	-0.006	0.002
Gender	0.038	0.078	-0.12 **	0.04
R^2	0.04		0.32	

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; Tconflict= Task conflict; *** p<0.001, ** p<0.01, * p<0.05.

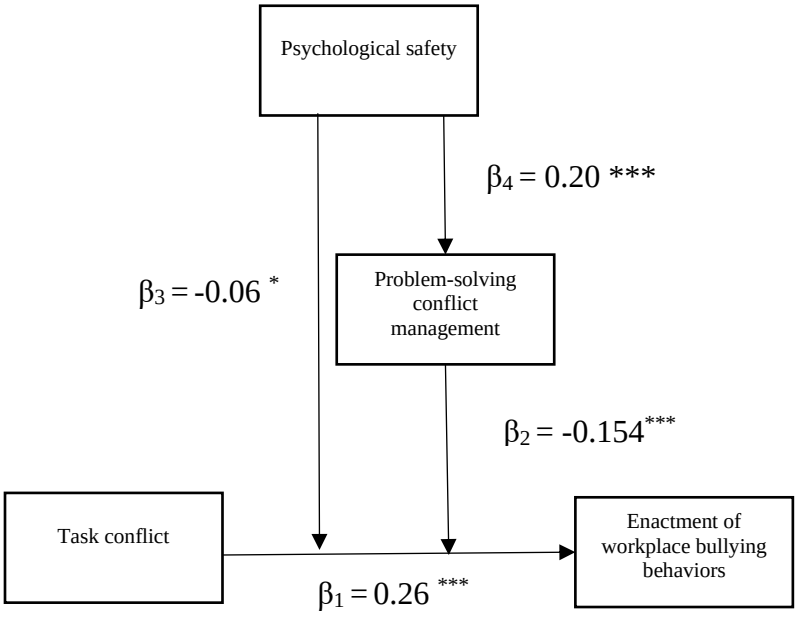


Figure 5.9. Study model with effects (Model M3)

Based on goodness-of-fit indices of CFI ≥0.95, RMSEA ≤0.08, SRMR ≤0.10 (Williams et al., 2009), SRMR ≤0.05 (MacCallum et al., 1996), and Chi-square X^2 >0.05 (Collier, 2020), the model showed a good fit for the data: $X^2(df) = 1.031$ (2) (p = 0.59), CFI = 1, RMSEA = 0.00, and SRMR = 0.007.

The results of direct, moderation and mediated-moderation regression analysis regarding the enactment of workplace bullying behaviors are presented in Table 5.17 and Figure 5.9. The SEM results indicate that task conflict is positively related to the enactment of workplace bullying behaviors (β(se) = 0.26(0.03), p < 0.001). This result supports the research Hypothesis *1_M3* (see β_1 in Figure 5.9). Further, the results show that problem-solving conflict management moderated the relationship between task conflict and enactment of workplace bullying behaviors such that problem-solving conflict management weakened this relationship (β(se) = -0.154 (0.03), p < 0.001, β_2 in Figure 5.9). This result supports Hypothesis *2_M3*.

The result for the moderating role of psychological safety reveals that psychological safety significantly moderates the relationship between task conflict and enactment of workplace bullying behaviors such that the relationship is weaker for those who perceive a higher level of psychological safety (β(se) = -0.06 (0.03), $p < 0.01$, β_3 in Figure 5.9). This result supports Hypothesis *3_M3*. Further, the results reveal that there is a positive relationship between psychological safety and problem-solving conflict management (β(se) = 0.20 (0.043), $p < 0.001$, β_4 in Figure 5.9). This result supports Hypothesis *4_M3*.

Based on the results, β_4 is significant (showing psychological safety is positively related to problem solving) and β_2 is significant (showing problem solving moderates the relationship between task conflict and enactment of workplace bullying behaviors). As discussed, when the results of β_4 and β_2 are significant, the mediated moderation is accepted (Kwan & Chan, 2018). Therefore, psychological safety moderated the relationship between task conflict and the enactment of workplace bullying behaviors through its relationship with the active conflict management strategy of problem solving (see discussions on mediated-moderation analysis in section 4.8.2. Therefore, Hypothesis *5_M3* is supported.

5.3.3.4. Model M4

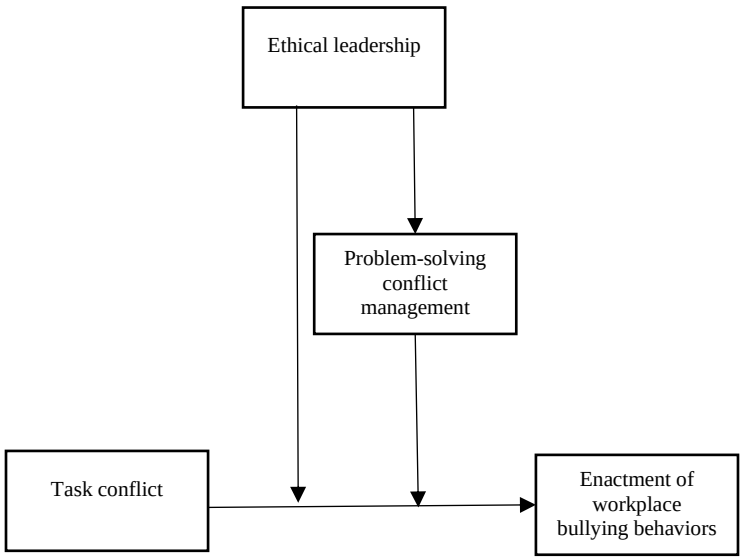


Figure 5.10. Model M4

Based on the model M4, the following hypotheses were tested:

Hypothesis 1_M4: Task conflict is positively related to the enactment of workplace bullying behaviors.

Hypothesis 2_M4: Problem-solving conflict management moderates the relationship between task conflict and enactment of workplace bullying behaviors.

Hypothesis 3_M4: Ethical leadership moderates the relationship between task conflict and enactment of workplace bullying behaviors.

Hypothesis 4_M4: Ethical leadership is positively related to problem-solving conflict management.

Hypothesis 5_M4: Ethical leadership moderates the relationship between task conflict and enactment of workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3., a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.18 shows the results of CFA. The factor loading of one of the items for ethical leadership (Q21_4) was below 0.4 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.95, RMSEA = 0.05, SRMR=0.037). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.18. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M4)

	Factor loading	S.E.	T-value	C.R.	AVE
Task conflict				0.884	0.657
Q6_4	0.759				
Q6_3	0.780	0.057	16.837		
Q6_2	0.890	0.059	19.218		
Q6_1	0.808	0.058	17.509		
Problem solving				0.868	0.623
Q10_4	0.825				
Q10_3	0.876	0.054	20.310		
Q10_2	0.727	0.056	16.565		
Q10_1	0.718	0.060	16.312		
Ethical leadership				0.939	0.631
Q21_3	0.707				
Q21_2	0.778	0.065	16.093		
Q21_1	0.860	0.065	17.761		
Q21_5	0.842	0.064	17.395		
Q21_6	0.856	0.071	17.679		
Q21_7	0.709	0.068	14.663		
Q21_8	0.832	0.071	17.190		
Q21_9	0.862	0.069	17.793		
Q21_10	0.673	0.062	13.939		

	Factor loading	S.E.	T-value	C.R.	AVE
Enactment of WPB behaviors				0.911	0.531
Q11_7	0.787				
Q11_6	0.735	0.058	16.601		
Q11_5	0.677	0.046	15.046		
Q11_4	0.699	0.058	15.642		
Q11_3	0.718	0.056	16.150		
Q11_2	0.713	0.058	16.018		
Q11_1	0.689	0.061	15.377		
Q11_8	0.754	0.056	17.154		
Q11_9	0.779	0.050	17.852		

Model Fit Statistics (X^2=628; DF = 293; CFI = 0.95, RMSEA = 0.05, SRMR=.0378). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations (HTMT) <0.85 (Kline, 2011). From Table 5.18, all AVE>0.6 and from appendix 4.3-Table Ap.4.3.1, all HTMT<0.6. Therefore, the constructs of the measurement model demonstrated acceptable validity. A simple regression was used to predict the enactment of workplace bullying from the experience of task conflict. Based on the result, task conflict significantly predicted the enactment of workplace bullying behaviors, R^2 =0.205, F(3, 452)= 38.767, P<0.001, B=0.288 (see appendix 4.3-Table Ap.4.3.2.). Therefore, there is a positive relationship between task conflict and enactment of workplace bullying behaviors.

In order to test the impact of problem solving as a moderator between task conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results supported the moderating role of problem-solving conflict management (β(SE)= -0.17 (0.03), p= 0.00 [LL=-0.22, UL= -0.11]) (see appendix 4.3-Table Ap.4.3.3). Therefore, the adoption of problem-solving conflict

management can significantly weaken the relationship between task conflict and enactment of workplace bullying behaviors.

In order to test the impact of ethical leadership as a moderator between task conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results supported the moderating role of ethical leadership in the relationship between task conflict and enactment of workplace bullying behaviors (β(SE)= -0.18 (0.03), p= 0.00 [LL=-0.24, UL= -0.13**])** (see appendix 4.3- Table Ap.4.3.4.). Given this relationship, the next step was to test whether such a moderation can be mediated by problem-solving conflict management.

The model was tested based on traditional Type II mediated moderation (Kwan & Chan, 2018) (see section 4.8.2), with 5000 bootstrap sampling. I applied the same process of conducting Type II mediated moderation as discussed in Model M1. Here, there were two interaction items: Task conflict × Ethical leadership and Task conflict × Problem-solving conflict management.

Table 5.19. SEM results for the main model (Model M4)

	***dv* = PSCM**		***dv* = EWPBB**	
	B	***SE***	***B***	***SE***
Eleadership	0.23 ***	0.046	-0.06*	0.03
Tconflict			0.22 ***	0.03
PSCM			-0.151 ***	0.03
Tconflict × PSCM			-0.138 ***	0.03
Tconflict × Eleadership			-0.160 ***	0.03
Age	-0.001	0.003	-0.006***	0.001
Gender	0.050	0.078	-0.127 **	0.04
R^2	0.05		0.37	

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; Tconflict= Task conflict; Eleadership=Ethical leadership; *** p<0.001, ** p<0.01, * p<0.05.

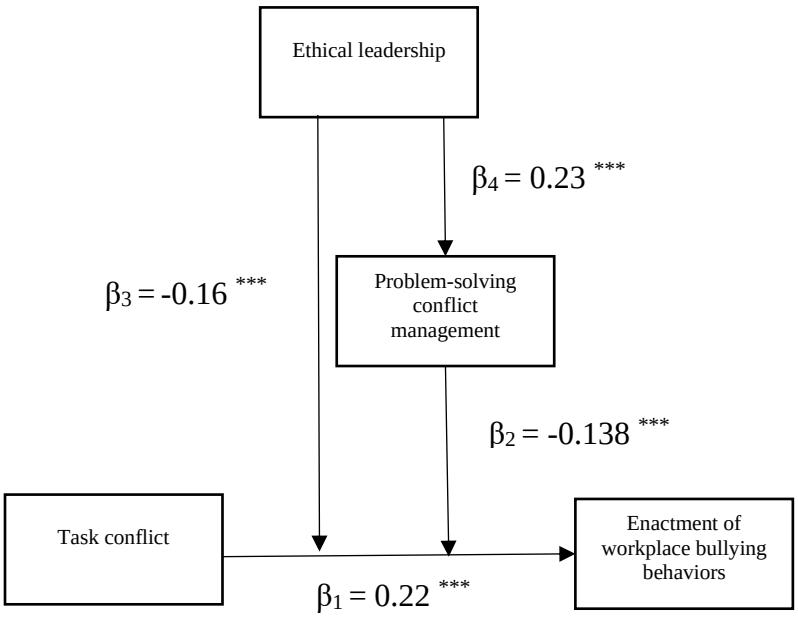


Figure 5.11. Study model with effects (Model M4)

Based on goodness-of-fit indices of CFI ≥0.95, RMSEA ≤0.08, SRMR ≤0.10 (Williams et al., 2009), SRMR ≤0.05 (MacCallum et al., 1996), and Chi-square X^2 >0.05 (Collier, 2020), the model showed a good fit for the data: $X^2(df)$ = 1.662 (2) (p = 0.43), CFI = 1, RMSEA = 0.00, and SRMR = 0.009.

The results of direct, moderation and mediated-moderation regression analysis regarding the enactment of workplace bullying behaviors are presented in Table 5.19 and Figure 5.11. The SEM results indicates that task conflict is positively related to the enactment of workplace bullying behaviors (β(se) = 0.22 (0.03), p < 0.001). This result supports the research Hypothesis *1_M4* (see β_1 in Figure 5.11). The results show that problem-solving conflict management moderates the relationship between task conflict and enactment of workplace bullying behaviors such that problem-solving conflict management weakens this relationship (β(se) = -0.138 (0.03), p < 0.001, β_2 in Figure 5.11). This result supports Hypothesis *2_M4*.

The result for the moderating role of ethical leadership reveals that ethical leadership significantly moderates the relationship between task conflict and enactment of workplace bullying behaviors such that the relationship is weaker for those who perceive higher levels of ethical leadership (β(se) = -0.16 (0.03), $p < 0.001$, β_3 in Figure 5.11). This result supports Hypothesis *3_M4*. Further, the results show that there is a positive relationship between ethical leadership and problem-solving conflict management (β(se) = 0.23 (0.046), $p < 0.001$, β_4 in Figure 5.11). This result supports Hypothesis *4_M4*.

Based on the results, β_4 is significant (showing ethical leadership is positively related to problem solving) and β_2 is significant (showing problem solving moderates the relationship between task conflict and enactment of workplace bullying behaviors). As discussed, when the results of β_4 and β_2 are significant, the mediated moderation is accepted (Kwan & Chan, 2018). Therefore, ethical leadership moderates the relationship between task conflict and enactment of workplace bullying behaviors through its relationship with the active conflict management strategy of problem solving (see discussions on mediated-moderation analysis in section 4.8.2). Therefore, Hypothesis *5_M4* is supported.

5.3.3.5. Model M5

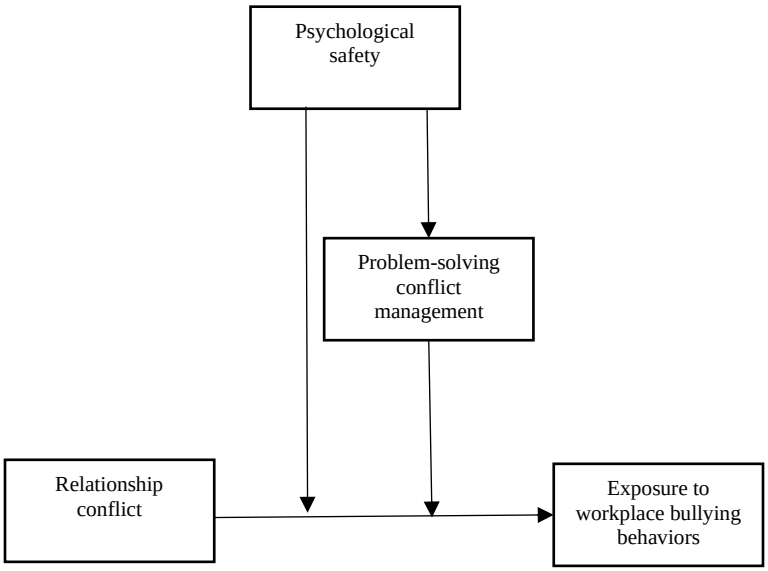


Figure 5.12. Model M5

Based on the model M5, the following hypotheses were tested:

Hypothesis 1_M5: Relationship conflict is positively related to exposure to workplace bullying behaviors.

Hypothesis 2_M5: Problem-solving conflict management strategy moderates the relationship between relationship conflict and exposure to workplace bullying behaviors.

Hypothesis 3_M5: Psychological safety moderates the relationship between relationship conflict and exposure to workplace bullying behaviors.

Hypothesis 4_M5: Psychological safety is positively related to problem-solving conflict management.

Hypothesis 5_M5: Psychological safety moderates the relationship between relationship conflict and exposure to workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3, a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.20 shows the results of CFA. The factor loading of one of the items for psychological safety (Q15_5) was below 0.4 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.93, RMSEA = 0.069, SRMR=0.05). Therefore, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.20. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M5)

	Factor loadings	T-value	C.R.	AVE
Relationship conflict			0.913	0.724
Q7_4	0.786	**		
Q7_3	0.927	22.418		
Q7_2	0.830	19.615		
Q7_1	0.854	20.348		
Problem solving			0.868	0.623
Q10_4	0.825	**		
Q10_3	0.873	20.134		
Q10_2	0.729	16.579		
Q10_1	0.720	16.328		
Psychological safety			0.892	0.678
Q15_4	0.598	**		
Q15_3	0.856	13.922		
Q15_2	0.938	14.572		
Q15_1	0.862	13.986		
Exposure to WPB behaviors			0.928	0.590
Q14_7	0.828	**		
Q14_6	0.777	19.306		
Q14_5	0.775	19.228		
Q14_4	0.793	19.870		

	Factor loadings	T-value	C.R.	AVE
Q14_3	0.736	17.859		
Q14_2	0.757	18.576		
Q14_1	0.713	17.118		
Q14_8	0.813	20.645		
Q14_9	0.714	17.159		

Model Fit Statistics (X^2=573; df = 183; CFI = 0.93, RMSEA = 0.068, SRMR=0.05). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations HTMT<0.85 (Kline, 2011)). From Table 5.20, all AVE>0.6 and from appendix 4.4-Table Ap.4.4.1, all HTMT<0.6. Therefore, the constructs of measurement model demonstrated acceptable validity. A simple regression was used to predict the exposure to workplace bullying from the experience of relationship conflict. Based on the result, relationship conflict significantly predicts the exposure to workplace bullying, R^2 =0.370, F(3, 452)= 88.48, P<0.001, B=0.50 (see appendix 4.4- Table Ap.4.4.2). Therefore, there is a positive relationship between relationship conflict and exposure to workplace bullying.

In order to test the impact of problem solving as a moderator between relationship conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. As discussed in section 4.8.3, when P<0.05 and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI , UL95%CI] are entirely above or below zero, moderation is supported (Hayes & Rockwood, 2017).The results show that there is no significant relationship between interaction of problem-solving conflict management and relationship conflict and exposure to workplace bullying behaviors (β(SE)= -0.05 (0.04), p= 0.22 [LL=-0.12, UL=0.03]) (see appendix 4.4- Table

Ap.4.4.3). This finding shows that the adoption of problem-solving conflict management could not weaken the relationship between relationship conflict and exposure to workplace bullying behaviors.

In order to test the impact of psychological safety as a moderator between relationship conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results show that psychological safety does not moderate the relationship between relationship conflict and exposure to workplace bullying behaviors (β(SE)= -0.06 (0.03), p= 0.06 [LL=-0.13, UL=0.00]) (see appendix 4.4- Table Ap.4.4.4). As conducting a mediated moderation is based on the significance of the moderator (see discussions on mediated-moderation analysis in section 4.9.1.2), and as the moderating effect of psychological safety is not significant, mediated-moderation cannot be conducted, and such mediated moderation does not exist. In addition, the result shows that problem solving cannot moderate the relationship between relationship conflict and exposure to workplace bullying (in this scenario, problem solving is not an effective coping mechanism). Therefore, psychological safety cannot moderate the relationship between relationship conflict and exposure to workplace bullying through its relationship with problem solving.

5.3.3.6. Model M6

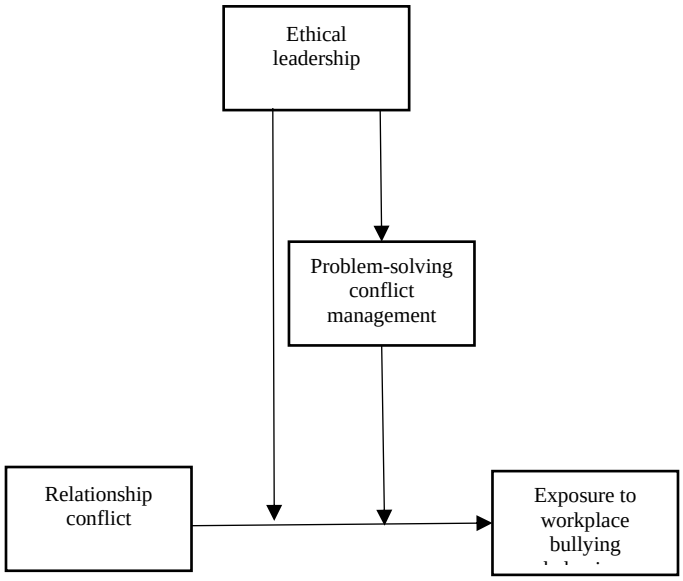


Figure 5.13. Model M6

In the model M6, the following hypotheses were tested:

Hypothesis 1_M6: Relationship conflict is positively related to exposure to workplace bullying behaviors.

Hypothesis 2_M6: Problem-solving conflict management strategy moderates the relationship between relationship conflict and exposure to workplace bullying.

Hypothesis 3_M6: Ethical leadership moderates the relationship between relationship conflict and exposure to workplace bullying behaviors.

Hypothesis 4_M6: Ethical leadership is positively related to problem-solving conflict management.

Hypothesis 5_M6: Ethical leadership moderates the relationship between relationship conflict and exposure to workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3, a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, (i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.21 shows the results of CFA. The factor loading of one of the items for ethical leadership (Q21_4) was 0.45 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.94, RMSEA = 0.061, SRMR=0.041). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.21. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M6)

	Factor loadings	T-value	C.R.	AVE
Relationship conflict			0.913	0.724
Q7_4	0.787			
Q7_3	0.926	22.441		
Q7_2	0.830	19.635		
Q7_1	0.854	20.375		
Problem solving			0.868	0.623
Q10_4	0.826			
Q10_3	0.874	20.201		
Q10_2	0.727	16.569		
Q10_1	0.719	16.314		
Ethical leadership			0.939	0.631
Q21_3	0.708			
Q21_2	0.778	16.110		

	Factor loadings	T-value	C.R.	AVE
Q21_1	0.861	17.801		
Q21_5	0.841	17.411		
Q21_6	0.857	17.735		
Q21_7	0.709	14.680		
Q21_8	0.831	17.206		
Q21_9	0.862	17.832		
Q21_10	0.673	13.941		
Exposure to WPB behaviors			0.928	0.590
Q14_7	0.831			
Q14_6	0.776	19.351		
Q14_5	0.775	19.321		
Q14_4	0.791	19.908		
Q14_3	0.734	17.867		
Q14_2	0.756	18.637		
Q14_1	0.714	17.200		
Q14_8	0.814	20.758		
Q14_9	0.715	17.224		

Model Fit Statistics (X^2=782; DF = 293; CFI = 0.94, RMSEA = 0.061, SRMR=041). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations (HTMT) <0.85 (Kline, 2011)). From Table 5.21, all AVE>0.5 and from appendix 4.5-Table Ap.4.5.1, all HTMT<0.6. Therefore, the constructs of the measurement model demonstrated acceptable validity. A simple regression was used to predict the exposure to workplace bullying from the experience of relationship conflict. Based on the result, relationship conflict significantly predicted the exposure to workplace bullying, R^2 =0.370, F(3, 452)= 88.48, P<0.001, B=0.500 (see appendix 4.5). Therefore, there is a positive relationship between relationship conflict and exposure to workplace bullying.

In order to test the impact of problem solving as a moderator between relationship conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000

bootstrap sampling and 95% bias-corrected confidence intervals was applied. As discussed in section 4.8.3, when P<0.05 and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI, UL95%CI] are entirely above or below zero, moderation is supported (Hayes & Rockwood, 2017). The results show that there is no significant relationship between interaction of problem-solving conflict management and relationship conflict and exposure to workplace bullying behaviors (β(SE)= -0.05 (0.04), p= 0.22 [LL=-0.12, UL=0.03]) (see appendix 4.5). Therefore, the adoption of problem-solving conflict management cannot weaken the relationship between relationship conflict and exposure to workplace bullying behaviors.

Although the result shows that the problem-solving conflict management could not play a role as a moderator, in order to follow the steps of conducting mediated-moderation analysis (see section 4.8.2), I continued the analysis. In order to test the impact of ethical leadership as a moderator between relationship conflict and exposure to workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results support the moderating role of ethical leadership in the relationship between relationship conflict and exposure to workplace bullying behaviors (β(SE)= -0.11 (0.04), p= 0.00 [LL=-0.19, UL= -0.04]) (see appendix 4.5-Table Ap.4.5.4). Given this relationship, the next step was to test whether such a moderation can be mediated by problem-solving conflict management.

The model was tested based on traditional Type II mediated moderation (Kwan & Chan, 2018) (see section 4.8.2), with 5000 bootstrap sampling. I applied the same process of conducting Type II mediated moderation as discussed in Model M1. Here, there were two interaction items:

Relationship conflict × Ethical leadership and Relationship × Problem-solving conflict management.

Table 5.22 SEM results for the main model (Model M6)

	***dv* = PSCM**		***dv* = EWPBB**	
	B	***SE***	***B***	***SE***
Eleadership	0.23***	0.046	-0.20 ***	0.03
Rconflict			0.40 ***	0.03
PSCM			-0.01	0.03
Rconflict × PSCM			-0.02	0.03
Rconflict × Eleadership			-0.11 ***	0.04
Age	-0.001	0.003	-0.01***	0.002
Gender	0.05	0.078	-0.05	0.05
R^2	0.05		0.43	

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=exposure to workplace bullying behaviors; Rconflict= Relationship conflict; Eleadership =Ethical leadership; *** p<0.001, ** p<0.01, * p<0.05.

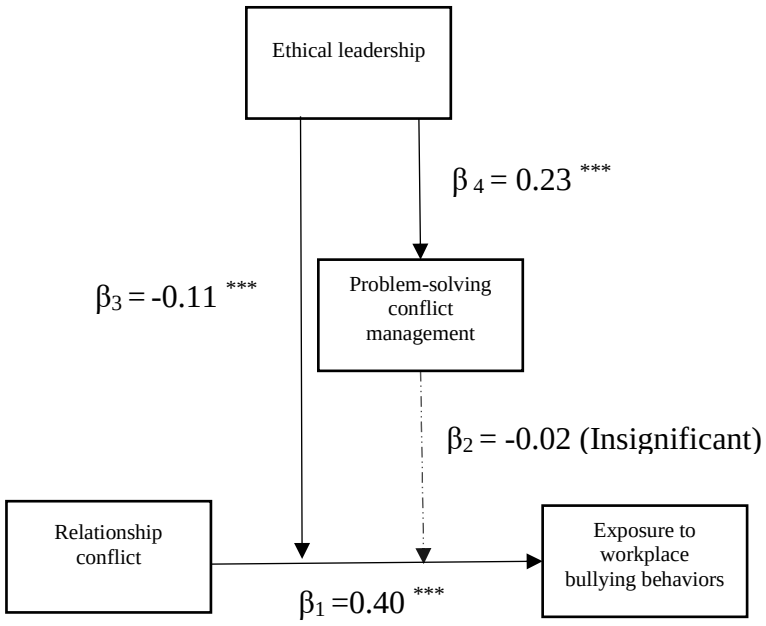


Figure 5.14. Study model with effects (Model M6)

The results of direct, moderation and mediated-moderation regression analysis regarding the exposure to workplace bullying behaviors are presented in Table 5.22 and Figure 5.14. The SEM

results indicate that relationship conflict is positively related to exposure to workplace bullying behaviors (β(se) = 0.40(0.03), $p < 0.001$). This result supports Hypothesis *1_M6* (see β_1 in Figure 5.14). The result for the moderating role of ethical leadership reveals that ethical leadership significantly moderated the relationship between relationship conflict and exposure to workplace bullying behaviors such that the relationship is weaker for those who perceive higher levels of ethical leadership (β(se) =-0.11 (0.03), $p < 0.001$, β_4 in Figure 5.14). Therefore, Hypothesis *3_M6* is supported.

However, based on the findings, problem-solving conflict management cannot play a role as a moderator of relationship conflict and exposure to workplace bullying behaviors (β(se) = -0.02 (0.03), $p = 0.61$, β_2 in Figure 5.14), therefore Hypothesis *2_M6* is rejected. The result reveals that there is a positive relationship between ethical leadership and problem-solving conflict management (β(se) = 0.23 (0.046), $p < 0.001$, β_4 in Figure 5.14) and therefore supports Hypothesis *4_M6*. As discussed, when the results of β_4 and β_2 are significant, the mediated moderation is accepted (Kwan & Chan, 2018). Based on the results, although β_4 is significant (showing ethical leadership is positively related to problem solving), β_2 is not significant (problem solving does not moderate the relationship between relationship conflict and exposure to workplace bullying behaviors). Therefore, ethical leadership cannot moderate the relationship between relationship conflict and exposure to workplace bullying through its relationship with the active conflict management strategy of problem solving (see discussions on mediated-moderation analysis in section 4.8.2. Therefore, Hypothesis *5_M6* is rejected.

5.3.3.7. Model M7

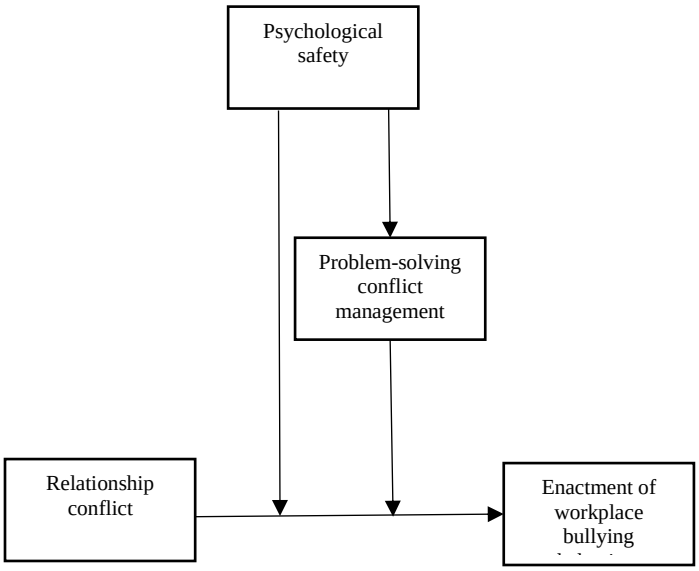


Figure 5.15. Model M7

Based on the model M7, the following hypotheses were tested:

Hypothesis 1_M7: Relationship conflict is positively related to enactment of workplace bullying behaviors.

Hypothesis 2_M7: Problem-solving conflict management moderates the relationship between relationship conflict and enactment of workplace bullying behaviors.

Hypothesis 3_M7: Psychological safety moderates the relationship between relationship conflict and enactment of workplace bullying behaviors.

Hypothesis 4_M7: Psychological safety is positively related to problem-solving conflict management.

Hypothesis 5_M7: Psychological safety moderates the relationship between relationship conflict and enactment of workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3., a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.23 shows the results of CFA. The factor loading of one of the items for psychological safety (Q15_5) was below 0.4 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.95, RMSEA = 0.05, SRMR=0.042). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.23. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M7)

	Factor loadings	T-value	C.R.	AVE
Relationship conflict			0.912	0.723
Q7_4	0.785			
Q7_3	0.931	22.418		
Q7_2	0.828	19.526		
Q7_1	0.851	20.221		
Problem solving			0.868	0.623
Q10_4	0.824			
Q10_3	0.876	20.283		
Q10_2	0.727	16.554		
Q10_1	0.719	16.319		
Psychological safety			0.891	0.677
Q15_4	0.595			
Q15_3	0.853	13.826		

	Factor loadings	T-value	C.R.	AVE
Q15_2	0.941	14.505		
Q15_1	0.862	13.911		
Enactment of WPB behaviors			0.911	0.531
Q11_7	0.788			
Q11_6	0.734	16.631		
Q11_5	0.676	15.063		
Q11_4	0.701	15.723		
Q11_3	0.720	16.235		
Q11_2	0.716	16.122		
Q11_1	0.689	15.396		
Q11_8	0.752	17.119		
Q11_9	0.775	17.770		

Model Fit Statistics (X^2=415; DF = 183; CFI = 0.95, RMSEA = 0.053, SRMR=0.042). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations (HTMT) <0.85 (Kline, 2011)). From Table 5.23, all AVE>0.5 and from appendix 4.6- Table Ap.4.6.1, all HTMT<0.6. Therefore, the constructs of the measurement model demonstrated accepted validity.

A simple regression was used to predict the enactment of workplace bullying from the experience of relationship conflict. Based on the result, relationship conflict significantly predicts the enactment of workplace bullying, R^2 =0.237, F(3, 452)= 46.72, P<0.001, B=0.303 (see appendix 4.6- Table Ap.4.6.2). Therefore, there is a positive relationship between relationship conflict and enactment of workplace bullying behaviors.

In order to test the impact of problem solving as a moderator between relationship conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. As discussed in

section 4.8.3, when P<0.05 and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI, UL95%CI] are entirely above or below zero, moderation is supported (Hayes & Rockwood, 2017). The result supported the moderating role of problem solving (β(SE)= -0.13 (0.03), p= 0.00 [LL=-0.19, UL=-0.07]) (see appendix 4.6-Table Ap.4.6.3). Therefore, the adoption of problem-solving conflict management can significantly weaken the relationship between relationship conflict and exposure to workplace bullying behaviors.

In order to test the impact of psychological safety as a moderator between relationship conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results do not support the moderating role of psychological safety in the relationship between relationship conflict and enactment of workplace bullying behaviors (β(SE)= -0.00 (0.02), p= 0.83 [LL=-0.06, UL=0.05]) (see appendix 4.6- Table Ap.4.6.4). As conducting a mediated moderation is based on the significance of the moderator (see discussions on mediated-moderation analysis in section 4.8.2), and as the moderating effect of psychological safety is not significant, mediated moderation cannot be conducted, and such mediated moderation does not exist. Therefore, psychological safety through its relationship with problem solving cannot moderate the relationship between relationship conflict and enactment of workplace bullying.

5.3.3.8. Model M8

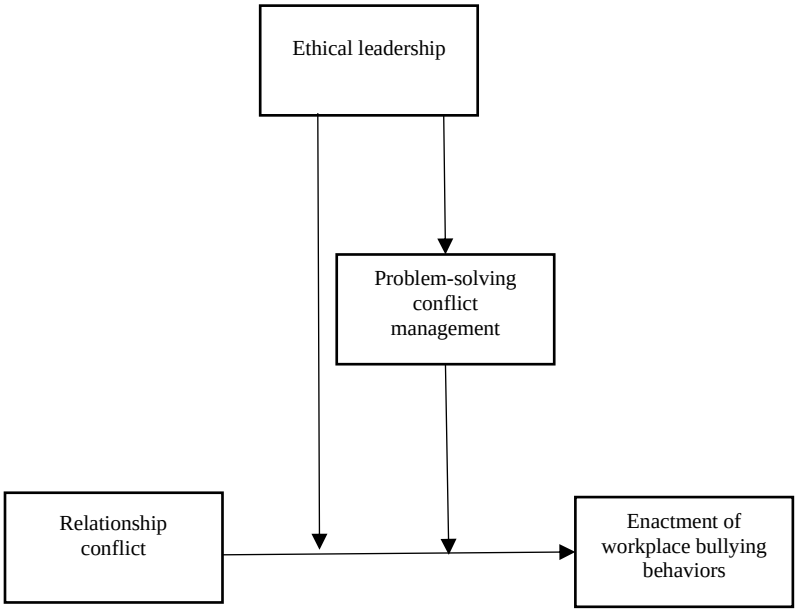


Figure 5.16 Model M8

Based on the model M8, the following hypotheses were tested:

Hypothesis 1_M8: Relationship conflict is positively related to enactment of workplace bullying behaviors.

Hypothesis 2_M8: Problem-solving conflict management strategy moderates the relationship between relationship conflict and enactment of workplace bullying behaviors.

Hypothesis 3_M8: Ethical leadership moderates the relationship between relationship conflict and enactment of workplace bullying behaviors.

Hypothesis 4_M8: Ethical leadership is positively related to problem-solving conflict management.

Hypothesis 5_M8: Ethical leadership moderates the relationship between relationship conflict and enactment of workplace bullying behaviors through problem-solving conflict management.

First, confirmatory factor analysis (CFA) was conducted in AMOS version 25 to test the measurement model. As discussed in sections 4.7 and 4.8.1.3., a measurement model is satisfactory if factor loadings are above 0.7 (Hair et al., 2019), Cronbach's Alpha is greater than 0.7 (Robinson et al., 1991), CR is at least 0.6 (Hair et al., 2019), and the goodness-of-fit indices are acceptable, i.e., CFI ≥0.95, RMSEA ≤0.08, and SRMR ≤0.10 (Williams et al., 2009).

Table 5.24 shows the results of CFA. The factor loading of one of the items for ethical leadership (Q21_4) was below 0.4 and thus was removed from the model. Apart from that, all other criteria were met (all Cronbach's Alpha > 0.7, all CR > 0.8, CFI = 0.95, RMSEA = 0.05, SRMR=0.037). Thus, the measurement model demonstrated acceptable reliability and goodness-of-fit.

Table 5.24. Results of confirmatory factor analysis (Standardized Regression Weights) (Model M8)

	Factor loadings	T value	C.R.	AVE
Relationship conflict			0.912	0.723
Q7_4	0.786			
Q7_3	0.930	22.448		
Q7_2	0.828	19.551		
Q7_1	0.851	20.255		
Problem solving			0.868	0.623
Q10_4	0.826			
Q10_3	0.876	20.321		
Q10_2	0.726	16.544		
Q10_1	0.717	16.306		
Enactment of WPB behaviors			0.911	0.531
Q11_7	0.788			
Q11_6	0.734	16.614		

	Factor loadings	T value	C.R.	AVE
Q11_5	0.677	15.062		
Q11_4	0.701	15.724		
Q11_3	0.720	16.213		
Q11_2	0.716	16.118		
Q11_1	0.690	15.410		
Q11_8	0.752	17.115		
Q11_9	0.775	17.764		
Ethical leadership			0.939	0.631
Q21_3	0.708			
Q21_2	0.778	16.105		
Q21_1	0.860	17.784		
Q21_5	0.842	17.422		
Q21_6	0.857	17.718		
Q21_7	0.709	14.690		
Q21_8	0.832	17.214		
Q21_9	0.862	17.834		
Q21_10	0.673	13.943		

Model Fit Statistics (X^2=649; DF = 293; CFI = 95, RMSEA = 0.052, SRMR=0.037). ** = Values were not calculated because loading was set to 1.0 (fixed parameter).

The construct validity of the measurement model was also tested. As discussed in sections 4.7.2.2 and 4.7.2.3, constructs of the measurement model have good validity if Average Variance Extracted (AVE)> 0.5 (Fornell & Larcker, 1981) and the heterotrait-monotrait ratio of correlations (HTMT) <0.85 (Kline, 2011)). From Table 5.24, all AVE>0.5 and from appendix 4.7- Table Ap.4.7.1, all HTMT<0.6. Therefore, the constructs of the measurement model demonstrated acceptable validity.

A simple regression was used to predict the enactment of workplace bullying from the experience of relationship conflict. Based on the result, relationship conflict significantly predicted the enactment of workplace bullying, R^2 =0.23, F(3, 452)= 46.72, P<0.001, B=0.30 (see appendix 4.7-Table Ap.4.7.2.). Therefore, there is a positive relationship between relationship conflict and enactment of workplace bullying behaviors.

In order to test the impact of problem solving as a moderator between relationship conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000

bootstrap sampling and 95% bias-corrected confidence intervals was applied. As discussed in section 4.8.3, when P<0.05 and the upper and lower bounds of the 95% bootstrap confidence interval [LL95%CI, UL95%CI] are entirely above or below zero, moderation is supported (Hayes & Rockwood, 2017). The results show that the interaction of problem-solving conflict management and relationship conflict is significant in relation to enactment of workplace bullying behaviors (β(SE)= -0.13 (0.03), p= 0.00 [LL=-0.19, UL=-0.07]) (see appendix 4.7- Table Ap.4.7.3). Therefore, the adoption of problem-solving conflict management can significantly weaken the relationship between relationship conflict and enactment of workplace bullying behaviors.

In order to test the impact of ethical leadership as a moderator between relationship conflict and enactment of workplace bullying behaviors, the PROCESS macro (v.3.5) (Hayes, 2017) with 5000 bootstrap sampling and 95% bias-corrected confidence intervals was applied. The results support the moderating role of ethical leadership in the relationship between relationship conflict and enactment of workplace bullying behaviors (β(SE)= -0.09 (0.03), p= 0.00 [LL=-0.16, UL= -0.03]) (see appendix 4.7- Table Ap.4.7.4). Given this relationship, the next step was to test whether such a moderation can be mediated by problem-solving conflict management.

The model was tested based on Type II mediated moderation (Kwan & Chan, 2018) (see section 4.8.2), with 5000 bootstrap sampling. I applied the same process of conducting Type II mediated moderation as discussed in Model M1. Here, there were two interaction items: Relationship conflict × Ethical leadership and Relationship conflict × Problem-solving conflict management.

Table 5.25. SEM results for the main model (Model M8)

	***dv* = PSCM**		***dv* = EWPBB**	
	B	***SE***	***B***	***SE***

Eleadership	0.23 **	0.046	-. 0.092 **	0.03
Rconflict			0.236 ***	0.03
PSCM			-0.142***	0.03
Rconflict × PSCM			-0.115 ***	0.03
Rconflict × Eleadership			-0.07 *	0.03
Age	-0.001	0.003	-0.007***	0.00
Gender	0.05	0.078	-0.196***	0.04
R^2		0.05		0.32

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; Rconflict= Relationship conflict; Eleadership=Ethical leadership; *** p<0.001, ** p<0.01, * p<0.05.

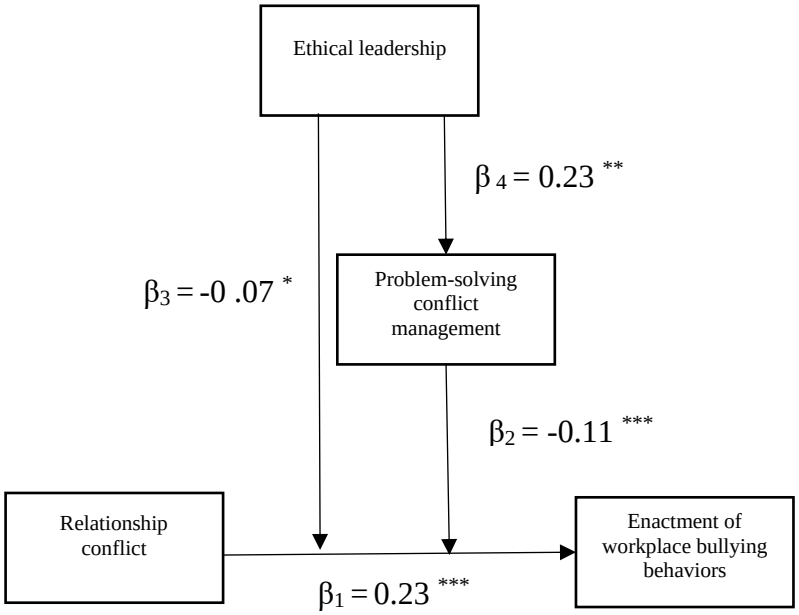


Figure 5.17. Study model with effects (model M8)

Based on goodness-of-fit indices of CFI ≥0.95, RMSEA ≤0.08, SRMR ≤0.10 (Williams et al., 2009), SRMR ≤0.05 (MacCallum et al., 1996), and Chi-square X^2 >0.05 (Collier, 2020), the model showed a good fit for the data: $X^2(df)$ = 0.191 (2) (p = 0.90), CFI = 1, RMSEA = 0.00, and SRMR = 0.0036.

The results of direct, moderation and mediated-moderation regression analysis regarding the enactment of workplace bullying behaviors are presented in Table 5.25 and Figure 5.17. The SEM results indicate that relationship conflict is positively related to enactment of workplace bullying behaviors (β(se) = 0.23(0.03), $p < 0.001$). This result supports the research Hypothesis *1_M8* (see β_1 in Figure 5.17). The results show that problem-solving conflict management moderates the relationship between relationship conflict and enactment of workplace bullying behaviors such that problem-solving conflict management weakened this relationship (β(se) = -0.11 (0.03), $p < 0.001$, β_2 in Figure 5.17). This result supports Hypothesis *2_M8*.

The result for the moderating role of ethical leadership reveals that ethical leadership significantly moderates the relationship between relationship conflict and enactment of workplace bullying behaviors such that the relationship is weaker for those who perceive higher levels of ethical leadership (β(se) =-0.07 (0.03), $p < 0.03$, β_3 in Figure 5.17). This result supports Hypothesis *3_M8*. The results reveal that there is a positive relationship between ethical leadership and problem-solving conflict management (β(se) = 0.23 (0.046), $p < 0.01$, β_4 in Figure 5.17). Therefore, Hypothesis *4_M8* is supported.

Based on the results, β_4 is significant (showing ethical leadership is positively related to problem solving), and β_2 is significant (showing problem solving moderates the relationship between relationship conflict and enactment of workplace bullying behaviors). As discussed, when the results of β_4 and β_2 are significant, the mediated moderation is accepted (Kwan & Chan, 2018). Therefore, ethical leadership moderates the relationship between relationship conflict and enactment of workplace bullying behaviors through its relationship with the active conflict

management strategy of problem solving (see discussions on mediated-moderation analysis in section (4.8.2). Therefore, Hypothesis *5_M8* is supported.

Chapter 6:
DISCUSSION of the RESEARCH FINDINGS

6.1. Chapter overview

In this chapter, I intend to detail the important points from the findings, link them back to the literature, theories, and my research questions, and discuss the significance and implications of the findings. I will discuss the limitations of the current study and the direction of future studies. Finally, I will finish the chapter with a conclusion section.

6.2. General discussion

This study concentrated on interpersonal conflict as an antecedent of workplace bullying and its relationship with exposure to/enactment of workplace bullying behaviors. Based on cognitive appraisal theory (Lazarus & Folkman, 1984), individuals who face stressful situations will evaluate the stressful situation and assess the available resources that they can draw on to apply a particular coping mechanism. Drawing on cognitive appraisal theory (Lazarus & Folkman, 1984), studies have shown that a coping resource that encourages an effective coping mechanism can play a role as a primary preventer of workplace bullying development (Van den Brande et al., 2021). By regarding interpersonal conflict as a stressor and conflict management styles as coping mechanisms and drawing on cognitive appraisal theory (Lazarus & Folkman, 1984), this research aimed to answer the research question: ‘What coping resources influence the targets’ and perpetrators’ selection of problem-solving conflict management as a response to workplace bullying caused by interpersonal conflict?’

In order to answer this research question and as part of this study, the relationship between interpersonal conflict and workplace bullying has been studied. In the next step, the effectiveness of problem solving in the relationship between task/relationship conflict and exposure to/enactment of workplace bullying was tested. Consequently, I tested whether coping resources through their relationship with problem solving could moderate the relationship between task/relationship conflict and exposure to/enactment of workplace bullying.

Based on the explanation above, I will discuss the significance and implications of the results in three steps. First, I will discuss the results of the relationship between task/relationship conflict and exposure to/enactment of workplace bullying (section 6.3). Then, I will discuss the moderating role of problem solving in the relationship between task/relationship conflict and exposure to/enactment of workplace bullying (section 6.4), and finally, I will discuss the results of the role of ethical leadership and psychological safety as coping resources that encourage the adoption of problem solving in the relationship between task/relationship conflict and exposure to/enactment of workplace bullying (section 6.5).

6.3. Interpersonal conflict and workplace bullying

The results from this study demonstrate that both task conflict and relationship conflict are positively related to exposure to workplace bullying behaviors. This means that experiencing interpersonal conflict, regardless of the type of conflict (i.e. whether it was task-related or relationship conflict), increases the likelihood of exposure to workplace bullying. This finding aligns with the work environment hypothesis (Leymann, 1996) that a negative psychosocial work environment comprised of stressors (in this case, interpersonal conflict) can contribute to the risk of an individual being exposed to workplace bullying (Matthiesen & Einarsen, 2010). The literature

also supports this result. For instance, Leon-Perez et al. (2015) reported a positive relationship between task conflict and exposure to workplace bullying, while Baillien et al. (2016) argued that relationship conflict had a positive relationship with being a target of workplace bullying.

Although task conflict and relationship conflicts are both positively related to exposure to workplace bullying behaviors, this relationship is stronger between relationship conflict and exposure to workplace bullying. This suggests that relationship conflict might be a more influential work stressor that leads to stronger strain outcome (exposure to workplace bullying). This finding can be explained by the characteristics of relationship conflict, which is marked by negative emotions, hostile behaviors, and challenges to one's identity (McCluney & Cortina, 2017). In the context of relationship conflict, individuals may encounter direct threats, a lack of respect, and win-lose situations accompanied by a high level of negative emotion (Keashly et al., 2020). This may render relationship conflict a more potent antecedent of workplace bullying when compared to task conflict.

The results of this research also show that task conflict and relationship conflict are positively related to the enactment of workplace bullying behaviors. This indicates that exposure to interpersonal conflict, whether it is task-related or relationship conflict, may incline individuals to exhibit workplace bullying behaviors. The positive relationship between task conflict and relationship conflict and enactment of workplace bullying behaviors is also consistent with previous studies conducted based on the conflict escalation model (Glasl, 1982). For example, Baillien et al. (2016), confirmed a positive relationship between relationship conflict and being a perpetrator of workplace bullying. This result is consistent with the frustration-aggression hypothesis (Berkowitz, 1989), which argues that a high-stress work situation may lead to aggressive behavior through the

production of negative affect such as anger (Einarsen, 2000). Considering that interpersonal conflicts such as task and relationship conflicts are stressful situations, they can lead to the enactment of workplace bullying behaviors. Results also show that the inclination to engage in workplace bullying behaviors is stronger when individuals are experiencing relationship conflict. This result might indicate that, in comparison to task conflict, relationship conflict is a more potent work stressor.

As discussed, the development of workplace bullying caused by interpersonal conflict has only been examined using the conflict escalation theory (Glasl, 1982). Even in the relatively new model of stress and workplace bullying developed by Van den Brande et al. (2016), where bullying is a strain outcome, the authors did not include interpersonal conflicts as a potential workplace stressor. Examining interpersonal conflict as a work-related stressor may open up new area of investigation For example, scholars and practitioners can use stress theories to gain a more in-depth understanding about the development of workplace bullying caused by interpersonal conflict and test potential prevention measures through stress theories and models such as cognitive appraisal theory (Lazarus & Folkman, 1984) and the model of stress and workplace bullying as a strain outcome (Van den Brande et al., 2016).

6.4. The role of problem-solving conflict management in the relationship between interpersonal conflict and workplace bullying

The research question for the study is: 'What coping resources influence the targets' and perpetrators' selection of problem-solving conflict management as a response to workplace bullying resulting from interpersonal conflict?' This question distinctly indicates the study's focus on assessing the effectiveness of problem-solving conflict management strategies in the relationship between interpersonal conflict and workplace bullying. Consequently, the study explores the

moderating role of problem-solving conflict management strategies in the association between interpersonal conflicts and workplace bullying. The findings from the current study indicate that the effectiveness of problem-solving conflict management varies across different situations. The results are summarized as follows:

Table 6.1. Effectiveness of problem-solving conflict management in the relationship between interpersonal conflict and workplace bullying.

	Exposure to workplace bullying	Enactment of workplace bullying
Task conflict	• Problem solving moderates the relationship between task conflict and exposure to workplace bullying.	• Problem solving moderates the relationship between task conflict and the enactment of workplace bullying.
Relationship conflict	• Problem solving <u>does not</u> moderate the relationship between relationship conflict and exposure to workplace bullying.	• Problem solving moderates the relationship between relationship conflict and the enactment of workplace bullying.

Overall, the results indicate that, during instances of task conflict involving work-related disagreements, the implementation of problem-solving conflict management can mitigate the

likelihood of exposure to workplace bullying. Task conflict, characterized by disagreements or conflicts arising from work-related decision-making, is an inevitable occurrence that may, at times, prove beneficial for organizational outcomes (De Dreu & Weingart, 2003; De Wit et al., 2012). Problem-solving conflict management emerges as an effective approach for resolving such conflicts, enabling individuals to engage in respectful communication with the involved parties for productive problem resolution (Jehn, 1997). Importantly, during task conflict, the disagreement has not yet escalated to a level where active problem solving would be rendered unsuccessful (Zapf & Gross, 2001).

From a theoretical perspective, this finding means that exposure to workplace bullying as a strain outcome of task conflict will be weaker if the potential target of workplace bullying uses a problem solving conflict management style. This result is also consistent with studies conducted by Baillien, Notelaers, et al. (2011), Leon-Perez et al. (2015), and Salin et al. (2020), which all argue that the use of problem solving conflict management can be effective in reducing the chance of exposure to workplace bullying. However, finding from this study also show that during relationship conflict, problem-solving conflict management strategies cannot reduce the probability of exposure to workplace bullying. This implies that when disagreements between parties become personal and involve a high level of negative emotions, the use of a problem-solving conflict management style cannot prevent the potential target from being exposed to workplace bullying behaviors. According to Keashly, Minkowitz, et al. (2020), 'it is not surprising' that task conflict and relationship conflict respond differently to conflict management strategies, because they have different natures.

In the context of relationship conflict, the primary focus is typically not on resolving work-related issues (Jehn et al., 2008). It is a condition in which employees experience intense negativity,

friction, frustration, and personality clashes (Keashly, Minkowitz, et al., 2020). During such instances, people may openly blame the other party for the situation they all find themselves in (Edmondson & Smith, 2006). According to Edmondson and Smith (2006), in situations characterized by relationship conflict, the presence of intense negative emotions impedes individuals from engaging in slow and logical thinking. Consequently, this difficulty hinders their ability to consider alternative perspectives, making it challenging to reach a conclusion that aligns with shared goals. This non-negotiable circumstance, which often results in win-lose interactions (Keashly, Minkowitz, et al., 2020), may lead both parties, particularly the potential target of workplace bullying with lower power, to avoid problem-solving as a viable conflict management strategy. Based on the findings of the current study, the adoption of a problem-solving conflict management style during relationship conflict is unlikely to be an effective coping mechanism for reducing the chance of exposure to workplace bullying behaviors and it is not recommended.

Findings from this study show that problem-solving conflict management can play a role as a moderator in the relationship between task and relationship conflict and the enactment of workplace bullying behaviors. This means that the use of problem-solving conflict management by a potential perpetrator can reduce the likelihood that they will engage in workplace bullying behaviors. These findings might be explained through the lens of a 'power imbalance' existing between potential targets and perpetrators (Keashly, Tye-Williams, et al., 2020), alongside consideration of the frustration-aggression hypothesis (Berkowitz, 1989). In a situation of interpersonal conflict, if a potential perpetrator (one who has more power in the power imbalance and engages in harmful behavior) applies problem-solving conflict management as an effective coping mechanism, based on the frustration-aggression hypothesis (Berkowitz, 1989) they will be less likely to enact

workplace bullying behaviors. According to the frustration-aggression hypothesis (Berkowitz, 1989), a high-stress work situation may lead to aggressive behavior through the production of negative affect such as anger (Einarsen, 2000). Drawing on this theory, Baillien et al. (2009) argued that a stressful environment through causing frustration may lead individuals to become perpetrators (Baillien et al., 2009). Based on the frustration-aggression hypothesis (Berkowitz, 1989), the adoption of problem solving by potential perpetrators, through reducing the frustration (strain) caused by interpersonal conflict, may reduce the likelihood of enactment of workplace bullying. Although longitudinal research by Baillien et al. (2014) has shown that there is a negative relationship between the use of problem solving at the time of conflict and being a perpetrator of workplace bullying behaviors, there is a notable gap in the literature. No study has explored the moderating role of problem solving between different types of interpersonal conflict and enactment of workplace bullying.

The current study, for the first time, examined the moderating role of problem-solving between task and relationship conflict and the enactment of workplace bullying. This is important because this study not only considered the different nature of distinct interpersonal conflicts in the study, but also applied a moderation study that is known for its capacity to introduce new intervention actions (Van den Brande et al., 2018). This presents a potential opportunity for organizations to promote the adoption of problem-solving as a preventive measure in certain circumstances.

6.5. The role of different coping resources

In the last section (section 6.4), I discussed the effectiveness of problem solving in weakening the relationship between interpersonal conflict and workplace bullying. As discussed, problem solving, except in the case of relationship conflict, attenuates the relationship between interpersonal conflict and exposure to workplace bullying behaviors. This section discusses the role of psychological

safety and ethical leadership as problem-solving-encouraging factors in the relationship between different types of interpersonal conflict and workplace bullying. It was hypothesized that these coping resources reduce the probability of interpersonal conflict escalating into workplace bullying through encouraging the use of problem solving among employees. The summary of the findings is presented in the table below (Table 6.2).

Table 6.2. The role of psychological safety and ethical leadership in the relationship between task/relationship interpersonal conflicts and exposure to/enactment of workplace bullying

	Exposure to workplace bullying behaviors	Enactment of workplace bullying behaviors
Task conflict	- Psychological safety through problem solving moderates the relationship between task conflict and exposure to workplace bullying behaviors. - Ethical leadership through problem solving moderates the relationship between task conflict and exposure to workplace bullying behaviors.	- Psychological safety through problem solving moderates the relationship between task conflict and enactment of workplace bullying behaviors. - Ethical leadership through problem solving moderates the relationship between task conflict and enactment of workplace bullying behaviors.
Relationship conflict	- Problem solving conflict management does not play a role as a moderator between relationship conflict and exposure to workplace bullying. Therefore, neither ethical leadership nor psychological safety moderates	- Ethical leadership through problem solving moderates the relationship between relationship conflict and enactment of workplace bullying behaviors.

	the relationship between relationship conflict and exposure to workplace bullying behaviors through problem solving.	- Psychological safety does not moderate the relationship between relationship conflict and enactment of workplace bullying behaviors through problem solving.

As discussed in Table 6.2, ethical leadership and psychological safety through problem solving moderate the relationship between task conflict and exposure to workplace bullying behaviors. It means that by fostering psychological safety and embodying ethical leadership within the organizational framework, there exists a heightened likelihood that employees will adopt problem-solving conflict management when confronted with task conflicts. Consequently, the probability of task conflict escalating into experiencing of workplace bullying behaviors may decrease.

According to cognitive appraisal theory (Lazarus & Folkman, 1984), this finding explains that when individuals experience task conflict as a work stressor, they seek available coping resources to select an appropriate coping strategy. Ethical leadership and psychological safety can serve as strong coping resources, encouraging individuals to choose problem-solving as a coping strategy. Consequently, the application of problem-solving conflict management by employees reduces the likelihood of exposure to workplace bullying behaviors.

This result is also consistent with the work-related stressor–workplace bullying (strain outcome) model of Van den Brande et al. (2016), in which coping resources through their relationship with coping mechanisms can reduce stress-associated strain and consequently reduce the chance of exposure to workplace bullying behavior. In their model, drawing on Lazarus and Folkman (1984);

Van den Brande et al. (2016) provided a model that discusses the roles of work stressors, coping strategies and coping resources in the process of workplace bullying. Van den Brande et al. (2016) showed that the existence of particular coping resources encourage the adoption of effective coping mechanisms to cope with work stressors and reduce the likelihood of workplace bullying development.

Although Van den Brande et al. (2016) listed different work stressors including role conflict, workload, role ambiguity, job insecurity, and cognitive demand, they did not incorporate interpersonal conflict as a salient work stressor in their theoretical model that predicts workplace bullying. My research advances Van den Brande's model by providing evidence that interpersonal conflict as a work stressor contributes to the exposure to/enactment of workplace bullying. In the same model, Van den Brande et al. (2016) concentrated on three categories of personal, social and environmental coping resources and their relationships to coping mechanisms. However, they did not mention psychological safety and ethical leadership as influential coping resources in their model. The results of this study advance Van den Brande's model by providing proof of the roles of psychological safety and ethical leadership as influential coping resources in the relationship between work stressors and workplace bullying.

In cases of relationship conflict, however, ethical leadership and psychological safety cannot help a potential workplace bullying target through encouraging problem-solving conflict management. Based on cognitive appraisal theory (Lazarus & Folkman, 1984), when employees are experiencing relationship conflict as a work stressor, they look for strong coping resources to select an appropriate coping strategy to deal with that highly emotional personal situation. The findings explain that the availability of ethical leadership and psychological safety as coping resources cannot encourage individual to select problem solving as a means to cope with relationship conflict

as a stressor and consequently cannot prevent the escalation of relationship conflict to exposure to workplace bullying.

According to Van den Brande et al. (2016), the presence of specific coping resources promotes the adoption of effective coping mechanisms to cope with work stressors and reduce the likelihood of workplace bullying development. As discussed before, the results from this study showed that problem-solving conflict management is not an effective conflict management style for helping a potential target stop a relationship conflict from escalating into a workplace bullying situation (see section 6.4). Therefore, in this situation, as problem solving is not an effective coping mechanism, psychological safety and ethical leadership through their relationship with problem solving cannot create a preventive measure.

The findings show that both ethical leadership and psychological safety through problem solving moderate the relationship between task conflict and enactment of workplace bullying. This suggests that, based on the relationship between coping resources and coping mechanisms (Van den Brande et al., 2021), the presence of psychological safety and ethical leadership in organizations can encourage individuals to select problem solving as coping strategy to deal with task conflict. This will reduce the strain and frustration associated with stressful situation (Van den Brande et al., 2021). Consequntly based on the frustration aggression hypothesis (Berkowitz, 1989), this leads to a reduction in the enactment of workplace bullying.

The results regarding the roles of psychological safety and ethical leadership in the relationship between relationship conflict and enactment of workplace bullying are rather different. While ethical leadership through problem solving can moderate the relationship between relationship conflict and enactment of workplace bullying behaviors, psychological safety does not moderate

the relationship between relationship conflict and enactment of workplace bullying behaviors through problem solving.

The result of analysis indicates that ethical leadership moderates the relationship between relationship conflict and enactment of workplace bullying. This suggests that, based on the relationship between coping resources and coping mechanisms (Van den Brande et al., 2021), the presence of ethical leadership within organizations can encourage individuals to adopt problem solving as coping strategy to deal with relationship conflict. Consequntly based on the frustration aggression hypothesis (Berkowitz, 1989), this inclination towards problem solving contributes to a decrease in the enactment of workplace bullying.

This result aligns with the literature, indicating that ethical leadership can serve as a coping resource (Quade et al., 2019; Zheng et al., 2015) to assist employees in dealing with stressful situations and their consequences. This finding also demonstrates that ethical leaders through social learning (Bandura & Walters, 1977) can promote their appropriate conduct (here, the use of problem-solving conflict management) to their followers (Brown et al., 2005), even if their followers are potential perpetrators, and consequently stop them from engaging in workplace bullying behaviors.

However, the result of the current study shows that psychological safety does not moderate the relationship between relationship conflict and enactment of workplace bullying. This suggests that, based on the relationship between coping resources and coping mechanisms (Van den Brande et al., 2021), the availability of psychological safety in organizations cannot encourage individuals to select problem solving as coping strategy to deal with relationship conflict. Consequently, it cannot stop the increase in frustration associated with stressful situation that consequntly based on frustrasion-agression hypothesis (Berkowitz, 1989) may lead to the enactment of workplace bullying. This finding contradicts those reported in prior studies. Drawing on conservation of

resources theory (COR), Hobfoll (2001) that argues people try to obtain, retain and protect their resources, Rai and Agarwal (2018) argue that 'adverse workplace conditions' can deplete employees' resources that help them maintain their psychological safety and consequently cause workplace bullying. Therefore, working in a psychologically safe environment could help an individual to maintain an adequate level of psychological safety as a coping resource and consequently, based on the frustration-aggression hypothesis (Berkowitz, 1989), reduce the probability of enactment of workplace bullying. In addition, employees in a psychologically safe environment experience respectful communications, positive intentions and constructive behaviors at the time of facing a conflict (Newman et al., 2017) which can reduce the probability of development of a conflict into enactment of workplace bullying. However, the result of this research contradicts those of previous studies.

The insignificant role of psychological safety in moderating the relationship between relationship conflict and enactment of workplace bullying may be attributed to the strong association of relationship conflict with negative emotions. Based on the frustration-aggression model (Fox & Spector, 1999), stressful situations through causing negative emotions lead individuals to behave aggressively. According to Desivilya and Yagil (2005), although both task conflict and relationship conflict situations create negative emotions, the negative emotion involved in relationship conflict is stronger than that of task conflict (Chen & Spector, 1992). Based on the finding from the current study, psychological safety is not a strong enough coping resource to moderate the relationship between a highly emotional personal level of conflict (relationship conflict) and enactment of workplace bullying.

Overall, these findings can enrich the work-related stressor–workplace bullying (strain outcome) model of Van den Brande et al. (2016), in which coping resources through their relationship with coping mechanisms can reduce stress-associated strain and consequently reduce the chances of exposure to workplace bullying behavior. The findings of the current study suggest that interpersonal conflict can be added to the list of work-related stressors and psychological safety and ethical leadership can be added to the list of coping resources to make the stressor–workplace bullying model of Van den Brande et al. (2016) more comprehensive. As this model only concentrates on targets of workplace bullying, findings from the current study can enrich the model of Van den Brande et al. (2016) by adding 'enactment of workplace bullying' as a strain outcome to the model and linking the coping resources of psychological safety and ethical leadership to the problem-solving coping mechanism in the relationship between interpersonal conflict and enactment of workplace bullying. This improvement in the model can highlight the new research path of concentrating on stressor–enactment of workplace bullying and using the relationship between coping resources and coping mechanisms as an intervention.

6.6. Implications

6.6.1. Theoretical implications

The present study yields four important contributions to the study of workplace bullying. These contributions encapsulating the enrichment of available workplace bullying models, the application of a new model in the study of workplace bullying process, and the investigation of workplace bullying stemming from interpersonal conflict from a new theoretical perspective, collectively serve to advance the field and to provide future lines of enquiry. Specific contributions to the literature are detailed below.

First, the current study extends our understanding of the development of workplace bullying by investigating interpersonal conflict as a stressor. The existing body of research concerning workplace bullying stemming from interpersonal conflict predominantly relies on the conflict escalation model proposed by Glasl (1982). This model explicates workplace bullying as an escalated conflict and delineates attitudes and characteristics across distinct stages of conflict escalation. In contrast, the present study uniquely explores interpersonal conflict and workplace bullying as a work stressor and a resultant strain outcome, respectively. Notably, this novel perspective represents an innovative discourse on interpersonal conflict as an antecedent workplace bullying. The significance of this lies in its potential to provide a new research line for investigations, specifically those pertaining to ‘workplace bullying as a strain outcome of interpersonal conflict as a stressor.' Within this nascent research domain, there exists an opportunity to scrutinize a broader spectrum of potential moderators (interventions).

Based on discussions within the broader conflict management disciplines (e.g., Ågotnes et al., 2018) and findings from the current study, interpersonal conflict should be added to the list of work-related stressors in the theoretical model proposed by Van den Brande et al. (2016). In a comprehensive theoretical model addressing coping strategies and resources in the process of workplace bullying, Van den Brande et al. (2016) have mentioned role conflict, workload, role ambiguity, job insecurity, and cognitive demands as the work-related stressors that result in workplace bullying as a strain outcome. However, they have overlooked the salient role of interpersonal conflict as a work-related stressor. Therefore, interpersonal conflict should be added to the list of work-related stressors that lead to workplace bullying. This will highlight the

opportunity of considering interpersonal conflict as a work stressor, and the potential to utilize stress theories in the study of workplace bullying arising from interpersonal conflict.

In addition, the model by Van den Brande et al. (2016) primarily focus on the relationship between work stressors and exposure to workplace bullying as a strain outcome. The results of this study lend support to the notion that this model should be augmented by incorporating the concept of the enactment of workplace bullying. This constitutes a significant contribution, as it enhances the comprehensiveness of the theoretical model by providing insight that both exposure to and enactment of workplace bullying which can be considered as strain outcomes of work stressors.

Second, this study extends contributions to the existing knowledge on the development of workplace bullying arising from interpersonal conflict by examining the influence of coping resources on the selection of a particular conflict management style as a coping mechanism. This is crucial due to a gap in the exploration of problem-focused coping strategies within the dynamic of stressors and workplace bullying, as noted by Van den Brande et al. (2016). Even in their model of coping resources and coping mechanisms in workplace bullying, Van den Brande et al. (2016) relied on studies investigating coping strategies in the context of work-related stressors and other strain outcomes, such as anxiety, due to the limited research specifically on workplace bullying. The present study addresses the research gap on the role of coping mechanisms and coping resources in the relationship between stressors and workplace bullying by applying a conflict management style as a coping mechanism and investigating its effectiveness in the relationship between different interpersonal conflicts and exposure to and enactment of workplace bullying behaviors.

This study also enriches the model of Van den Brande et al. (2016) by incorporating psychological safety and ethical leadership as additional coping resources. Drawing on Lazarus and Folkman (1984), Van den Brande et al. (2018) categorized coping resources into two groups: personal (related to stable personality) and work-related environmental resources (non-personal external resources that deal with physical, psychological, social, and organizational aspects of a job). Considering that social resources are part of the work-related environmental coping resources (Van den Brande et al., 2018) and acknowledging the nature of social support encompassing support from co-workers and supervisors (Hobfoll, 1989), this study suggests the inclusion of psychological safety and ethical leadership within the environmental coping resources.

Third, workplace bullying studies have predominantly relied on reports from targets with workplace bullying studied from the perpetrators' perspective left relatively unexplored (Vandevelde et al., 2020). The present study contributes to a better understanding of workplace bullying development by simultaneously examining exposure to workplace bullying behaviors and the enactment of such behaviors. To be more precise, to the best of my knowledge, no other study concentrates on the role of conflict management styles that may reduce the probability of enactment of workplace bullying behaviors.

Fourth, for the first time, the ARCAS model has been used as a theoretical perspective to discuss the process of workplace bullying development. Based on the ARCAS model (Dijkstra et al., 2012), the use of an active conflict management style of problem solving at the time of facing an interpersonal conflict could weaken the relationship between interpersonal conflict and employees' strain. This study, by examining the problem-solving conflict management style as an active conflict management style, applied this model in workplace bullying studies for the first time. The

findings underscore the potential for the ARCAS model to be further used in explicating the dynamics of workplace bullying stemming from interpersonal conflict. This novel theoretical orientation provides a fresh trajectory for scholarly inquiries on workplace bullying that combine conflict and stress concepts as articulated by Dijkstra et al. (2012).

6.6.2. Practical implications

Based on the findings from the current study, the following discussions identifies potential interventions at the individual and organizational levels. It is worth mentioning that these practical implications are not comprehensive and are only provided based on findings from the present study. Table 6.3 provides a summary of the practical implications.

Individual interventions are interventions that are initiated by individuals but can be supported by organizations (Zapf & Vartia, 2020). This study, based on the findings of the role of problem solving conflict management strategy in reducing the likelihood workplace bullying occurring provides intervention suggestions to potential targets and potential perpetrators. Based on these findings, if the disagreement revolves around ideas and opinions related to a task and or a disagreement about the content and issues of the task (Jehn & Bendersky, 2003), individuals should use problem-solving conflict management to lower their chances of becoming a target of workplace bullying behaviors. However, the findings also indicate that if the individual is facing a conflict unrelated to tasks and is more related to personal issues, and the disagreement encompasses negative emotional feelings such as tension and friction (Jehn & Mannix, 2001) the use of problem-solving conflict management will be less likely to be effective in reducing the chance of exposure to workplace bullying behaviors.

The current study also has suggestions for potential perpetrators. The result of the current study suggests that individuals can mitigate the likelihood of being accused of engaging in bullying behaviours by utilizing problem-solving conflict management strategies when confronted with interpersonal conflicts, whether it is a task conflict or relationship conflict. As a result, there is value in individuals – especially those in management roles- been given the opportunity to develop their problem solving conflict management strategies. This can be achieved through improving their conflict resolution abilities by consistent self-learning (Rahim & Katz, 2020), seeking more information about the concept of problem-solving conflict management style, and engaging in reading case studies and scenarios related to it.

The findings from this study lend support to implementing organizational-level interventions. Organizational-level interventions are those that are initiated and implemented by and within the organization (Zapf & Vartia, 2020). First, based on findings of the current study it is suggested that organizations promote psychological safety as a way to reduce the likelihood of workplace bullying developing. According to Van den Brande et al. (2021), organizations can stimulate coping resources that encourage potentially effective coping mechanisms (e.g., problem-focused coping mechanisms) as a primary intervention in workplace bullying development. Therefore, the current study provides organizations with a potential primary workplace bullying prevention measure: boosting psychological safety.

To foster psychological safety, organizations can implement a variety of strategies. For example, studies have shown that perceptions of organizational support can improve psychological safety in organizations (Carmeli & Zisu, 2009). Organizations can enhance perceptions by supporting employees' decisions and actions, valuing employees' contributions, and providing mentoring

(Chen et al., 2014). Organizations can also focus on team characteristics to enhance the level of psychological safety within the organization. For instance, organizations can promote characteristics such as shared team rewards and cooperative goals (Chen & Tjosvold, 2012) and formal team structure (Bresman & Zellmer-Bruhn, 2013) to improve the level of team psychological safety.

Organizations can also improve psychological safety by improving psychological safety climate. Psychosocial safety climate pertains to the shared perceptions of employees regarding an organization's practices, policies, and procedures designed to ensure the psychological health and safety of workers (Dollard & Bakker, 2010). In order to have a strong psychological safety climate, senior management should provide support and show commitment to address psychological issues promptly and effectively (Dollard and Bakker, 2010; Hall, Dollard, and Coward, 2010) and organizations should implement policies, procedures, and practices related to the protection of psychological health and safety (Hamre et al., 2023; Nguyen et al., 2017).

Second, the findings of the current study indicate the value of ethical leadership in mitigating the likelihood of workplace bullying. Enhancing ethical leadership can be achieved through different strategies. For example, organizations can promote ethical leadership through promoting an ethical climate (Victor & Cullen, 1988). Ethical climate has been defined as “the prevailing perceptions of typical organizational practices and procedures that have ethical content” or “those aspects of work climate that determine what constitutes ethical behavior at work” (Victor & Cullen, 1988, p. 101). Research has shown that ethical climate can positively influence managers' ethical decision-making intentions (Flannery & May, 2000). Organizations can also promote ethical leadership by implementing ethical leadership models and policies. According to Brown and Treviño (2006), if

organizations implement ethical leadership models, formal policies and informal norms that support ethical behavior, leader might ‘learn’ that ethical leadership is a desirable leadership style in the organizations, and they try to imitate ethical leaders.

Organizations can enhance ethical leadership within their entities through their selection and orientation process. Organizations can enhance ethical leadership by refining their employee selection process to identify individuals with a positive disposition towards ethical behavior (Rahaman et al., 2019). In the orientation phase, employees can be exposed to potential ethical challenges inherent in their roles. The orientation program can be designed to equip employees to adeptly navigate ethical dilemmas and apply acquired knowledge in practical job contexts (Kuenzi et al., 2020). In addition, organizations can create an effective training program within organizations to promote ethical leadership (Rahaman et al., 2019). For example, organization can promote ethical leadership through teaching employees’ values such as integrity, kindness and social justice and letting them apply those values in their daily life decisions and actions (Sharma et al., 2019).

Third, organizations can promote and adopt a problem-solving conflict management strategy as part of training and professional development programs to mitigate the likelihood of workplace bullying. For example, Nes et al. (2022) have discussed how they improved conflict management awareness in a surgical education context. According to Nes et al. (2022), through using instruments such as Thomas-Kilmann inventory (Shell, 2001) (a tool designed to assess and identify an individual's response to conflict), sessions on discussing different types of conflict management styles and case studies improved the participant awareness about their conflict management preference and how their conflict management preference could have positive and negative consequences.

Managers can promote the use of problem solving conflict management by implementing it more frequently in their own practice. Based on social learning theory (Bandura, 1986), subordinates learn the appropriate ways to behave through imitating the behavior of their role models. Consequently, other employees may engage in a greater use of problem solving conflict management by emulating their managers. Organizations can also incentivize members to improve their conflict-management skills through continuous self- learning (Rahim & Katz, 2020).

Table 6.3. Summary of practical implications

Focus of intervention	**Suggested intervention**
Individual level	Potential targets/perpetrators are recommended to improve conflict resolution abilities by consistent self-learning.
	Potential perpetrators are recommended to apply problem-solving conflict management when they face task/ relationship conflict.
	Potential targets are recommended to apply problem-solving conflict management when they face task conflict.
Organizational level	Organizations can offer training, assessment tools, lectures and cases studies to promote the adoption of a problem-solving conflict management style.
	Managers can promote the use of problem solving conflict management by implementing it more frequently.
	Organizations can incentivize members to improve their conflict-management skills through continuous self- learning. They can integrate the enhancement of conflict-management skills into appraisal and reward systems.
	Organizations can foster psychological safety by improving the perception of organizational support.
	Organizations can improve psychological safety by enhancing the psychological safety climate.

	Organizations can promote ethical leadership through promoting an ethical climate.
	Organizations can enhance ethical leadership selection and orientation process.
	Organizations can create an effective training program to promote ethical leadership.

6.7. Limitations and future directions

No research design is perfect. The current study also has some limitations. In this section, the limitations of the current study are explained.

According to Spector (2006), "It is quite widely believed that relationships between variables measured with the same method will be inflated due to the action of common method bias [CMB]" (p. 221). The present study is based on the data collected from a single source self-reported questionnaire from employees. Consequently, there is a possibility of CMB being introduced into the current study.

Based on a Monte Carlo analysis by Evans (1985), it is highly unlikely to have significant moderating effects when CMB is an issue. In the current study, in most of the models, the moderating effects were significant; therefore, the probability of having a CMB issue is low. According to Haar et al. (2014), the use of 'higher order statistical analysis such as CFA and SEM' reduces the likelihood of CMB issues. In the current study, CFA and SEM have been used. Therefore, the use of these techniques provides more confidence that CMB is less likely to happen in the current study. However, in order to reduce the chance of CMB, some measures were taken.

To start with, procedural and statistical recommendations by Podsakoff et al. (2012) were used in the current study. Although tests to check the CMB are post-hoc tests, I used Harman's single factor

test to check the CMB for all models. Harman's test resulted in four factors with eigenvalues of greater than 1.0. The single largest factor explained less than 50% of the variance for all models. In order to optimize the use of cross-sectional design and rule out the other potential explanations of the relationships between the variables, based on Spector (2019), I included control variables (gender and age) in the current study. To sum up, I acknowledge the possible negative impact of CMB on the current study; however, this impact is negligible.

Yang, Zhao, and Dhar (2010) have discussed the potential issues of under-reporting in panel data. Respondents of panel data may tend to under-report their true behavior because the mechanism of the data collection is tedious and difficult. However, this data collection approach has become increasingly common (Haar et al., 2018) and provided samples comparable to other non-panel samples (Ng et al., 2019). A meta-analysis by Walter et al. (2019) found no significant differences between data from panels like Qualtrics and data collected conventionally. In addition, the use of panel data in workplace bullying studies is a common, acceptable practice (e.g., Gardner et al., 2020; Ng et al., 2022; Vranjes et al., 2021).

The current study is based on cross-sectional data. Therefore, no causality conclusions can be made based on the empirical findings of this research. To avoid this limitation and take it further, it is suggested that future studies conduct longitudinal research.

Another limitation of this research is associated with the use of a behavioral inventory approach to collect data. In the behavioral inventory approach, participants are presented with a list of negative behaviors and asked to report how frequently they have experienced those negative behaviors (Nielsen et al., 2020). The negative behavioral inventory approach has some limitations. For example, the lists of negative behaviors are not exhaustive (Neuberger, 1999). In addition, items in

the behavioral inventory do not necessarily have equal severity. While some behaviors are occurring more frequently with less severe future effects, other occasional negative behaviors have long enduring effects (Salin, 2001). Another problem with the behavioral inventory approach is that few respondents tend to report high levels of exposure to workplace bullying behaviors which may cause the problem of distribution skewness (Notelaers & van der Heijden, 2019). Moreover, researchers using a behavioral inventory approach cannot differentiate between situations that respondents can tolerate and those they cannot (Salin, 2001).

Another limitation of this study is that the research is not considering the impact of the industry. As discussed in the literature review, workplace bullying rates might be different in different industries and sectors because different sectors have different internal organizational cultures and processes (León-Pérez et al., 2021). Consequently, the absence of considering a specific industry could limit the findings generalizability and applicability to a specific industry.

Finally, organizational status of employees is not included in the research model. Findings from Hoel et al. (2001) showed few differences in the experience of self-reported bullying between employees from different hierarchies (e.g., workers, supervisors, and middle and senior managers). In terms of the status of bullies, some studies showed that perpetrators were mostly from superior positions (Cowie et al., 2000; Hoel et al., 2001). Consequently, testing the model while considering the organizational status of employees could provide more precise results. Notwithstanding these limitations, this research is an initial step in understanding the roles of coping resources and conflict management styles in the relationship between interpersonal conflict and workplace bullying behaviors.

Chapter 7:
CONCLUSION

Workplace bullying is a recognized organizational problem with significant harmful effects on individuals and organizations. Considering the harmful effects of workplace bullying, scholars have studied antecedents and the development process of workplace bullying to find preventive measures. Interpersonal conflict is a known antecedent of workplace bullying. The research to date on the roles of interpersonal conflict and conflict management style have tended to use conflict escalation models such as the comprehensive escalation model of Glasl (1982). That escalation model (Glasl, 1982) explains how workplace bullying can be conceived as escalated conflict and explains attitudes and characteristics of different stages of conflict escalation. However, this model does not discuss how encouraging the use of conflict management styles can prevent the development of workplace bullying.

Conflict management, especially problem-solving conflict management, can effectively resolve conflict and thus prevent workplace bullying (e.g., Leon-Perez et al., 2015). However, problem-solving conflict management was rather underexplored from the perspective of potential perpetrators. This study collected data from potential targets and perpetrators and investigated whether the adoption of problem-solving conflict management can weaken the relationship between task/relationship conflict and exposure to/enactment of workplace bullying.

Although interpersonal conflict is a prominent work stressor, its impact depends on the individual's ability to cope with it. Therefore, this study incorporates coping mechanisms and coping resources into its theoretical development. In this research, for the first time in the workplace bullying studies, a problem-solving conflict management style was used as a coping mechanism that can reduce the

strain associated with interpersonal conflict as a stressor. In addition, as a new proposed intervention strategy, this research tested whether ethical leadership and psychological safety as coping resources could encourage the adoption of problem-solving conflict management.

Overall, using structural equation modelling and survey data of 456 employees in New Zealand, this study with a focus on stress theories tested the effectiveness of problem solving as a moderator in the relationship between task/relationship conflicts and exposure to/enactment of workplace bullying. Likewise, with the same theoretical perspective, the current study examined the effect of coping resources, including ethical leadership and psychological safety, on the adoption of problem-solving conflict management in the relationship between interpersonal conflict and workplace bullying.

The result shows that at the time of interpersonal conflict, whether it is a task or relationship conflict, problem-solving conflict management is an effective conflict management style that can be used by potential *perpetrators* to reduce the probability of enactment of workplace bullying behaviors. However, results for the effectiveness of problem solving were different for potential *targets*. The result shows that the use of problem-solving conflict management is only useful at the time of task conflict. In essence, when an individual faces a relationship conflict, the use of problem solving cannot reduce the probability of exposure to workplace bullying behaviors.

This study also examined the roles of psychological safety and ethical leadership in the relationship between different interpersonal conflicts and workplace bullying. The result shows that psychological safety and ethical leadership through problem solving moderate the relationship between task conflict and exposure to/enactment of workplace bullying behaviors. However, the results are different for relationship conflict. The results show that neither ethical leadership nor

psychological safety moderates the relationship between relationship conflict and exposure to workplace bullying behaviors through problem solving. Moderation results for the relationship between relationship conflict and enactment of workplace bullying were also different for ethical leadership and psychological safety. While ethical leadership through problem solving moderates the relationship between relationship conflict and enactment of workplace bullying behaviors, psychological safety does not moderate the relationship between relationship conflict and enactment of workplace bullying behaviors through problem solving.

These results confirm that different interpersonal conflicts with their different natures require different ways of coping. While at some level problem solving can be useful to reduce the probability of workplace bullying development, in another situation, problem solving is not useful. This also highlights the need for more studies in this research area using other interpersonal conflicts and conflict management styles.

The results of this study provide evidence that interpersonal conflict as an antecedent of workplace bullying can be investigated as a work stressor. This result not only enriches the model of coping strategies and coping resources in the process of workplace bullying (Van den Brande et al., 2016) by adding interpersonal conflict to the list of work stressors but also opens a new line of research on workplace bullying as a strain outcome of interpersonal conflict. This new line of study provides an opportunity to test new intervention measures based on stress theories.

The results of this study also provide evidence that in the process of workplace bullying, problem-solving conflict management can play a role as a coping mechanism that can reduce the strain associated with interpersonal conflict. Moreover, the results support the argument that in the process of workplace bullying, psychological safety and ethical leadership can play roles as coping resources. These results, by adding conflict management strategy (problem solving) to the list of

coping strategies and adding psychological safety and ethical leadership to coping resources, extend past studies on coping resources in the process of workplace bullying (Van den Brande et al., 2016). This study provides some practical implications. First, this study provides some suggestions on using problem-solving conflict management in different types of interpersonal conflict (task/relationship conflict) to reduce the likelihood of exposure to/enactment of workplace bullying caused by interpersonal conflict. According to the results, the use of problem-solving conflict management by employees at the time of task conflict reduced the likelihood of their exposure to workplace bullying behavior. This result suggests that if the disagreement is about the ideas and opinions pertaining to a task (Jehn et al., 2008), and disagreement about the content and issues of the task (Jehn & Bendersky, 2003), the use of problem-solving conflict management by employees could reduce the probability of their exposure to workplace bullying behaviors.

However, at the time of relationship conflict, where employees feel that the conflict is not task-related and more related to personal issues (Jehn et al., 2008), and the disagreement encompasses negative emotional feelings such as tension and friction (Jehn & Mannix, 2001), the use of problem-solving conflict management is less likely to stop the process of exposure to workplace bullying behaviors. The result of this study has a practical suggestion for employees to reduce the likelihood of acting as a perpetrator. According to the results, employees who use problem-solving conflict management when they face interpersonal conflicts, whether it is a task conflict or relationship conflict, are less likely to become a perpetrator of workplace bullying. This result can be useful, especially for employees who by self-evaluation (looking at a list of workplace bullying behaviors scales), or through performance appraisal meetings or feedback from the HR department come to realize that they are engaging in some workplace bullying behaviors.

This study provides potential primary workplace bullying prevention measures. According to Van den Brande et al. (2021), stimulation of coping resources that encourage potentially effective coping mechanisms (e.g., problem-focused coping mechanisms) can play a role as a primary intervention in workplace bullying development. The results from this study show that psychological safety and ethical leadership coping resources are effective in stimulating problem solving (as a coping mechanism), therefore boosting such coping resources can be used as a primary workplace bullying prevention measure.

This study has some limitations that offer opportunities for future research. The present study is based on the data collected from a single source self-reported questionnaire from employees. Consequently, there was a possibility of CMB being introduced into the current study. However, by implementing appropriate measures, the impact of CMB was minimized. In addition, the use of cross-sectional data does not provide an opportunity to infer causality among variables. Notwithstanding these limitations, this study is an initial step in testing the roles of coping resources and conflict management styles in the relationship between interpersonal conflict and workplace bullying behaviors. For future studies, it is recommended to conduct two-wave data collection to understand the roles of these moderators in a causality study. It is also recommended that scholars conduct more moderation studies in the area of workplace bullying as a strain outcome of interpersonal conflict. These moderation studies can explore new intervention opportunities in the area of workplace bullying caused by interpersonal conflict.

Reference

Agnew, R. (1985). A revised strain theory of delinquency. *Social forces*, *64*(1), 151-167.

Agnew, R. (1992). Foundation for a general strain theory of crime and delinquency. *Criminology*, *30*(1), 47-88.

Ågotnes, K. W., Einarsen, S. V., Hetland, J., & Skogstad, A. (2018). The moderating effect of laissez-faire leadership on the relationship between co-worker conflicts and new cases of workplace bullying: A true prospective design. *Human Resource Management Journal*, *28*(4), 555-568. https://doi.org/10.1111/1748-8583.12200

Ahmad, S. (2018). Can ethical leadership inhibit workplace bullying across East and West: Exploring cross-cultural interactional justice as a mediating mechanism. European Management Journal, 36(2), 223-234.

Ahmad, S., Sohal, A. S., & Wolfram Cox, J. (2020). Leading well is not enough: A new insight from the ethical leadership, workplace bullying and employee well-being relationships. *European Business Review*, *32*(2), 159-180.

Ahmad, I., & Umrani, W. A. (2019). The impact of ethical leadership style on job satisfaction: Mediating role of perception of Green HRM and psychological safety. *Leadership & Organization Development Journal*, *40*(5), 534-547. https://doi.org/https://doi.org/10.1108/LODJ-12-2018-0461

Aiken, L. S., West, S. G., & Reno, R. R. (1991). *Multiple regression: Testing and interpreting interactions*. sage.

Aquino, K. (2000). Structural and individual determinants of workplace victimization: The effects of hierarchical status and conflict management style. *Journal of Management*, *26*(2), 171-193.

Arel, B., Beaudoin, C. A., & Cianci, A. M. (2012). The impact of ethical leadership, the internal audit function, and moral intensity on a financial reporting decision. *Journal of Business Ethics*, *109*(3), 351-366.

Arenas, A., León-Pérez, J.-M., Munduate, L., & Medina, F. J. (2015). Workplace bullying and interpersonal conflicts: The moderation effect of supervisor's power/Acoso laboral y conflictos interpersonales: el papel moderador de las bases de poder del supervisor. *Revista de Psicología Social*, *30*(2), 295-322. https://doi.org/https://doi.org/10.1080/21711976.2015.1016753

Avey, J. B., Wernsing, T. S., & Palanski, M. E. (2012). Exploring the process of ethical leadership: The mediating role of employee voice and psychological ownership. *Journal of Business Ethics*, *107*(1), 21-34.

Ayoko, O. B., Callan, V. J., & Härtel, C. E. (2003). Workplace conflict, bullying, and counterproductive behaviors. *The International Journal of Organizational Analysis*, *11*(4), 283-301.

Babalola, M. T., Stouten, J., Euwema, M. C., & Ovadje, F. (2018). The relation between ethical leadership and workplace conflicts: The mediating role of employee resolution efficacy. *Journal of Management*, *44*(5), 2037-2063. https://doi.org/https://doi.org/10.1177/0149206316638163

Baillien, E., Bollen, K., Euwema, M., & De Witte, H. (2014). Conflicts and conflict management styles as precursors of workplace bullying: A two-wave longitudinal study. *European journal of work and organizational psychology*, *23*(4), 511-524.

Baillien, E., Camps, J., Van den Broeck, A., Stouten, J., Godderis, L., Sercu, M., & De Witte, H. (2016). An eye for an eye will make the whole world blind: Conflict escalation into workplace bullying and the role of distributive conflict behavior. *Journal of Business Ethics*, *137*(2), 415-429.

Baillien, E., De Cuyper, N., & De Witte, H. (2011). Job autonomy and workload as antecedents of workplace bullying: A two-wave test of Karasek's Job Demand Control Model for targets and perpetrators. *Journal of Occupational and organizational Psychology*, *84*(1), 191-208. https://doi.org/https://doi.org/10.1348/096317910X508371

Baillien, E., & De Witte, H. (2009). The relationship between the occurrence of conflicts in the work unit, the conflict management styles in the work unit and workplace bullying. *Psychologica Belgica*, *49*(4), 207-226.

Baillien, E., Escartín, J., Gross, C., & Zapf, D. (2017). Towards a conceptual and empirical differentiation between workplace bullying and interpersonal conflict. *European journal of work and organizational psychology*, *26*(6), 870-881. https://doi.org/https://doi.org/10.1080/1359432X.2017.1385601

Baillien, E., Griep, Y., Vander Elst, T., & De Witte, H. (2019). The relationship between organisational change and being a perpetrator of workplace bullying: A three-wave longitudinal study. *Work & Stress*, *33*(3), 211-230.

Baillien, E., Neyens, I., De Witte, H., & De Cuyper, N. (2009). A qualitative study on the development of workplace bullying: Towards a three way model. *Journal of Community & Applied Social Psychology*, *19*(1), 1-16. https://doi.org/https://doi.org/10.1002/casp.977

Baillien, E., Notelaers, G., De Witte, H., & Matthiesen, S. B. (2011). The relationship between the work unit's conflict management styles and bullying at work: Moderation by conflict frequency. *Economic and Industrial Democracy*, *32*(3), 401-419.

Baillien, E., Rodriguez-Muñoz, A., Van den Broeck, A., & De Witte, H. (2011). Do demands and resources affect target's and perpetrators' reports of workplace bullying? A two-wave cross-lagged study [Article]. *Work & Stress*, *25*(2), 128-146. https://doi.org/10.1080/02678373.2011.591600

Bandura, A. (1982). Self-efficacy mechanism in human agency. *American psychologist*, *37*(2), 122–147.

Bandura, A. (1986). Social foundations of thought and action. *Englewood Cliffs, NJ*, *1986*, 23-28.

Bandura, A., & Walters, R. H. (1977). *Social learning theory* (Vol. 1). Prentice-hall Englewood Cliffs, NJ.

Barbuto Jr, J. E., & Xu, Y. (2006). Sources of motivation, interpersonal conflict management styles, and leadership effectiveness: A structural model. *Psychological reports*, *98*(1), 3-20.

Barki, H., & Hartwick, J. (2004). Conceptualizing the construct of interpersonal conflict. *International journal of conflict management*, *15*(3), 216-244. https://doi.org/https://doi.org/10.1108/eb022913

Behfar, K. J., Peterson, R. S., Mannix, E. A., & Trochim, W. M. (2008). The critical role of conflict resolution in teams: A close look at the links between conflict type, conflict management strategies, and team outcomes. *Journal of applied psychology*, *93*(1), 170.

Berkowitz, L. (1989). Frustration-aggression hypothesis: examination and reformulation. *Psychological bulletin*, *106*(1), 59-73. https://doi.org/https://doi.org/10.1037/0033-2909.106.1.59

Berry, P. A., Gillespie, G. L., Gates, D., & Schafer, J. (2012). Novice nurse productivity following workplace bullying. *Journal of nursing scholarship*, *44*(1), 80-87. https://doi.org/10.1111/j.1547-5069.2011.01436.x

Bienefeld, N., & Grote, G. (2014). Speaking up in ad hoc multiteam systems: Individual-level effects of psychological safety, status, and leadership within and across teams. *European journal of work and organizational psychology*, *23*(6), 930-945.

Blake, R. R., & Mouton, J. S. (1964). The Managerial Grid (Houston, Texas. *Gulf Publicafion*.

Boas, T. C., Christenson, D. P., & Glick, D. M. (2020). Recruiting large online samples in the United States and India: Facebook, mechanical turk, and qualtrics. *Political Science Research and Methods*, *8*(2), 232-250.

Bonner, J. M., Greenbaum, R. L., & Mayer, D. M. (2016). My Boss is Morally Disengaged: The Role of Ethical Leadership in Explaining the Interactive Effect of Supervisor and Employee Moral Disengagement on Employee Behaviors. *Journal of Business Ethics*, *137*(4), 731-742. https://doi.org/10.1007/s10551-014-2366-6

Bowling, N. A., & Beehr, T. A. (2006). Workplace harassment from the victim's perspective: a theoretical model and meta-analysis. *Journal of applied psychology*, *91*(5), 998–1012. https://doi.org/https://doi.org/10.1037/0021-9010.91.5.998

Bradley, B. H., Postlethwaite, B. E., Klotz, A. C., Hamdani, M. R., & Brown, K. G. (2012). Reaping the benefits of task conflict in teams: The critical role of team psychological safety climate. *Journal of applied psychology*, *97*(1), 151–158.

Bresman, H., & Zellmer-Bruhn, M. (2013). The Structural Context of Team Learning: Effects of Organizational and Team Structure on Internal and External Learning. *Organization Science*, *24*(4), 1120-1139. https://doi.org/10.1287/orsc.1120.0783

Brinsfield, C. T. (2013). Employee silence motives: Investigation of dimensionality and development of measures. *Journal of organizational behavior*, *34*(5), 671-697.

Brown, M. E., & Treviño, L. K. (2006). Ethical leadership: A review and future directions. *The Leadership Quarterly*, *17*(6), 595-616.

Brown, M. E., Treviño, L. K., & Harrison, D. A. (2005). Ethical leadership: A social learning perspective for construct development and testing. *Organizational behavior and human decision processes*, *97*(2), 117-134.

Bryman, A. (2012). *Social Research Methods*. Oxford University Press.

Buchanan, E. M., & Scofield, J. E. (2018). Methods to detect low quality data and its implication for psychological research. *Behavior research methods*, *50*(6), 2586-2596.

Carmeli, A., & Zisu, M. (2009). The relational underpinnings of quality internal auditing in medical clinics in Israel. *Social Science & Medicine*, *68*(5), 894-902. https://doi.org/https://doi.org/10.1016/j.socscimed.2008.12.031

Cartwright, S., & Cooper, C. L. (1996). Handbook of coping: Theory, research, applications. In M. Zeidner & N. S. Endler (Eds.), (Vol. 195, pp. 202-220). John Wiley & Sons.

Chen, A. S.-Y., & Hou, Y.-H. (2016). The effects of ethical leadership, voice behavior and climates for innovation on creativity: A moderated mediation examination. *The Leadership Quarterly*, *27*(1), 1-13. https://doi.org/https://doi.org/10.1016/j.leaqua.2015.10.007

Chen, C., Liao, J., & Wen, P. (2014). Why does formal mentoring matter? The mediating role of psychological safety and the moderating role of power distance orientation in the

Chinesecontext. *The International Journal of Human Resource Management, 25*(8), 1112-1130. https://doi.org/10.1080/09585192.2013.816861

Chen, P. Y., & Spector, P. E. (1992). Relationships of work stressors with aggression, withdrawal, theft and substance use: An exploratory study. *Journal of Occupational and organizational Psychology*, *65*(3), 177-184.

Chen, G., & Tjosvold, D. (2012). Shared rewards and goal interdependence for psychological safety among departments in China. *Asia Pacific Journal of Management, 29*(2), 433-452. https://doi.org/10.1007/s10490-010-9201-0

Cheng, F.-F., Wu, C. S., & Chang, J. Y. (2020). Interproject conflict management through cooperation in an enterprise system implementation program. *Project Management Journal*, *51*(6), 582-598.

Chung-Yan, G. A., & Moeller, C. (2010). The psychosocial costs of conflict management styles. *International journal of conflict management*, *21*(4), 382-399.

Cohen, J. (1988). Statistical power analysis Jbr the behavioral. *Sciences. Hillsdale (NJ): Lawrence Erlbaum Associates*, 18-74.

Collier, J. E. (2020). *Applied structural equation modeling using AMOS: Basic to advanced techniques*. Routledge.

Cowie, H., Jennifer, D., Neto, C., Angula, J., Pereira, B., Del Barrio, C., & Ananiadou, K. (2000). Comparing the nature of workplace bullying in two European countries: Portugal and the UK. Transcending the boundaries: Integrating people, processes and systems. Proceedings of the 2000 Conference. Brisbane: Griffith University,

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches*. Sage publications.

Cullen, F. T., Unnever, J. D., Hartman, J. L., Turner, M. G., & Agnew, R. (2008). Gender, bullying victimization, and juvenile delinquency: A test of general strain theory. Victims and Offenders, 3(4), 346-364

Curry, O. S. (2016). Morality as cooperation: A problem-centred approach. In *The evolution of morality* (pp. 27-51). Springer.

D'Cruz, P., & Noronha, E. (2011). The limits to workplace friendship: Managerialist HRM and bystander behaviour in the context of workplace bullying. *Employee Relations, 33 No. 3*, 269-288. https://doi.org/https://doi.org/10.1108/01425451111121777

D'Cruz, P., & Noronha, E. (2021). Mapping "Varieties of Workplace Bullying": The Scope of the Field. In *Concepts, Approaches and Methods, Handbooks of Workplace Bullying, Emotional Abuse and Harassment, vol 1* (pp. 3-53).

Dawson, J. F. (2014). Moderation in management research: What, why, when, and how. *Journal of Business and Psychology*, *29*(1), 1-19.

De Dreu, C. K. (1997). Productive conflict: The importance of conflict management and conflict issue. In C. K. W. De Dreu & E. Van de Vliert (Eds.), *Using conflict in organizations* (Vol. 9–22). Sage Publications, Inc. https://doi.org/https://doi.org/10.4135/9781446217016.n2

De Dreu, C. K., Evers, A., Beersma, B., Kluwer, E. S., & Nauta, A. (2001). A theory-based measure of conflict management strategies in the workplace. *Journal of Organizational Behavior: The International Journal of Industrial, Occupational and Organizational Psychology and Behavior*, *22*(6), 645-668.

De Dreu, C. K., & Gelfand, M. J. (2008). *The psychology of conflict and conflict management in organizations*. Lawrence Erlbaum Associates New York.
De Dreu, C. K., & Weingart, L. R. (2003). Task versus relationship conflict, team performance, and team member satisfaction: a meta-analysis. *Journal of applied psychology*, *88*(4), 741–749. https://doi.org/https://doi.org/10.1037/0021-9010.88.4.741
De Hoogh, A. H., & Den Hartog, D. N. (2008). Ethical and despotic leadership, relationships with leader's social responsibility, top management team effectiveness and subordinates' optimism: A multi-method study. *The Leadership Quarterly*, *19*(3), 297-311.
De Koning, R., Egiz, A., Kotecha, J., Ciuculete, A. C., Ooi, S. Z. Y., Bankole, N. D. A., Erhabor, J., Higginbotham, G., Khan, M., & Dalle, D. U. (2021). Survey fatigue during the COVID-19 pandemic: an analysis of neurosurgery survey response rates. *Frontiers in Surgery*, *8*, 690680.
De Wit, F. R., Greer, L. L., & Jehn, K. A. (2012). The paradox of intragroup conflict: a meta-analysis. *Journal of applied psychology*, *97*(2), 360–390. https://doi.org/https://doi.org/10.1037/a0024844
DeChurch, L. A., & Marks, M. A. (2001). Maximizing the benefits of task conflict: The role of conflict management. *International journal of conflict management*, *12*(1), 4-22. https://doi.org/https://doi.org/10.1108/eb022847
Demming, C. L., Jahn, S., & Boztuğ, Y. (2017). Conducting mediation analysis in marketing research. *Marketing: ZFP–Journal of Research and Management*, *39*(3), 76-93.
Desivilya, H. S., & Yagil, D. (2005). The role of emotions in conflict management: The case of work teams. *International journal of conflict management*, *16*(1), 55-69.
Dijkstra, M., Beersma, B., & Cornelissen, R. A. (2012). The emergence of the Activity Reduces Conflict Associated Strain (ARCAS) model: A test of a conditional mediation model of workplace conflict and employee strain. *Journal of occupational health psychology*, *17*(3), 365–375. https://doi.org/https://doi.org/10.1037/a0028550
Dollard, M. F., & Bakker, A. B. (2010). Psychosocial safety climate as a precursor to conducive work environments, psychological health problems, and employee engagement. *Journal of Occupational and organizational Psychology*, *83*(3), 579-599.
Dollard, M. F., Dormann, C., Tuckey, M. R., & Escartín, J. (2017). Psychosocial safety climate (PSC) and enacted PSC for workplace bullying and psychological health problem reduction. *European journal of work and organizational psychology*, *26*(6), 844-857.
Edmondson, A. (1999). Psychological safety and learning behavior in work teams. *Administrative science quarterly*, *44*(2), 350-383.
Edmondson, A. C., & Smith, D. M. (2006). Too hot to handle? How to manage relationship conflict. *California management review*, *49*(1), 6-31.
Efthymiou, D., & Antoniou, C. (2012). Use of social media for transport data collection. *Procedia-Social and Behavioral Sciences*, *48*, 775-785.
Einarsen, S., Hoel, H., & Notelaers, G. (2009). Measuring exposure to bullying and harassment at work: Validity, factor structure and psychometric properties of the Negative Acts Questionnaire-Revised. *Work & Stress*, *23*(1), 24-44. https://doi.org/https://doi.org/10.1080/02678370902815673
Einarsen, S., Raknes, B. R. I., & Matthiesen, S. B. (1994). Bullying and harassment at work and their relationships to work environment quality: An exploratory study. *European journal*

of work and organizational psychology, *4*(4), 381-401. https://doi.org/https://doi.org/10.1080/13594329408410497
Einarsen, S., & Skogstad, A. (1996a). Bullying at Work: Epidemiological Findings in Public and Private Organizations. *European journal of work and organizational psychology*, *5*(2), 185-201. https://doi.org/https://doi.org/10.1080/13594329608414854
Einarsen, S., & Skogstad, A. (1996b). Prevalence and risk groups of bullying and harassment at work. *European journal of work and organizational psychology*, *5*(2), 185-202.
Einarsen, S. V. (2000). Harassment and bullying at work: A review of the Scandinavian approach. *Aggression and Violent Behaviour*, *5*(4), 379-401. https://doi.org/https://doi.org/10.1016/S1359-1789(98)00043-3
Einarsen, S. V., Hoel, H., Zapf, D., & Cooper, C. L. (2020). The concept of bullying and harassment at work. In Ståle Valvatne Einarsen, Helge Hoel, Dieter Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Theory, Research and Practice* (pp. 3-41). CRC Press.
Eisenbeiss, S. A., & Van Knippenberg, D. (2015). On ethical leadership impact: The role of follower mindfulness and moral emotions. *Journal of organizational behavior*, *36*(2), 182-195.
Elgoibar, P., Euwema, M., & Munduate, L. (2017). Conflict management. In *Oxford research encyclopedia of psychology*.
Eriksen, W., & Einarsen, S. (2004). Gender minority as a risk factor of exposure to bullying at work: The case of male assistant nurses. *European journal of work and organizational psychology*, *13*(4), 473-492.
Escartín, J., Dollard, M., Zapf, D., & Kozlowski, S. W. (2021). Multilevel emotional exhaustion: psychosocial safety climate and workplace bullying as higher level contextual and individual explanatory factors. *European journal of work and organizational psychology*, *30*(5), 742-752.
Escartín, J., Salin, D., & Rodríguez-Carballeira, Á. (2011). Conceptualizations of workplace bullying. *Journal of Personnel Psychology*. https://doi.org/https://doi.org/10.1027/1866-5888/a000048
Euwema, M. C., & Van Emmerik, I. H. (2007). Intercultural competencies and conglomerated conflict behaviors in intercultural conflicts. *International Journal of Intercultural Relations*, *31*(4), 427-441.
Evans, M. G. (1985). A Monte Carlo study of the effects of correlated method variance in moderated multiple regression analysis. *Organizational behavior and human decision processes*, *36*(3), 305-323.
Faul, F., Erdfelder, E., Lang, A.-G., & Buchner, A. (2007). G* Power 3: A flexible statistical power analysis program for the social, behavioral, and biomedical sciences. *Behavior research methods*, *39*(2), 175-191.
Felson, R. B., & Tedeschi, J. T. (1993). Social interactionist perspectives on aggression and violence: An introduction. In *Aggression and violence: Social interactionist perspectives.* (pp. 1-10). American Psychological Association. https://doi.org/10.1037/10123-011
Fevre, R., Nichols, T., Prior, G., & Rutherford, I. (2009). Fair treatment at work report: Findings from the 2008 survey. *Employment Relations Research Series No*, *103*.
Flannery, B. L., & May, D. R. (2000). Environmental ethical decision making in the US metal-finishing industry. *Academy of management journal*, *43*(4), 642-662.

Folkman, S. (1984). Personal control and stress and coping processes: a theoretical analysis. *Journal of personality and social psychology*, *46*(4), 839.
Fornell, C., & Larcker, D. F. (1981). Evaluating structural equation models with unobservable variables and measurement error. *Journal of marketing research*, *18*(1), 39-50.
Fox, S., & Spector, P. E. (1999). A model of work frustration–aggression. *Journal of organizational behavior*, *20*(6), 915-931.
Frazier, P. A., Tix, A. P., & Barron, K. E. (2004). Testing moderator and mediator effects in counseling psychology research. *Journal of counseling psychology*, *51*(1), 115.
Freire, C., & Pinto, M. I. (2022). Clarifying the mediating effect of ethical climate on the relationship between ethical leadership and workplace bullying. *Ethics & Behavior, 32*(6), 498-509.
Gardner, D., O'Driscoll, M., Cooper-Thomas, H. D., Roche, M., Bentley, T., Catley, B., Teo, S. T., & Trenberth, L. (2016). Predictors of workplace bullying and cyber-bullying in New Zealand. *International journal of environmental research and public health*, *13*(5), 448.
Gardner, D., Roche, M., Bentley, T., Cooper-Thomas, H., Catley, B., Teo, S., & Trenberth, L. (2020). An exploration of gender and workplace bullying in New Zealand. *International Journal of Manpower*. https://doi.org/https://doi.org/10.1108/IJM-02-2019-0067
Garver, M. S., & Mentzer, J. T. (1999). Logistics research methods: employing structural equation modeling to test for construct validity. *Journal of business logistics*, *20*(1), 33.
Gayle, B. M., & Preiss, R. W. (1998). Assessing emotionality in organizational conflicts. *Management Communication Quarterly*, *12*(2), 280-302.
Giebels, E., & Euwema, M. C. (2010). *Conflict management*. Groningen, Wolters Noordhoff.
Giorgi, G., Ando, M., Arenas, A., Shoss, M. K., & Leon-Perez, J. M. (2013). Exploring personal and organizational determinants of workplace bullying and its prevalence in a Japanese sample. *Psychology of Violence*, *3*(2), 185–197. https://doi.org/https://doi.org/10.1037/a0028049
Giorgi, G., Leon-Perez, J. M., & Arenas, A. (2015). Are bullying behaviors tolerated in some cultures? Evidence for a curvilinear relationship between workplace bullying and job satisfaction among Italian workers. *Journal of Business Ethics*, *131*(1), 227-237.
Glambek, M., Matthiesen, S. B., Hetland, J., & Einarsen, S. (2014). Workplace bullying as an antecedent to job insecurity and intention to leave: a 6-month prospective study. *Human Resource Management Journal*, *24*(3), 255-268. https://doi.org/10.1111/1748-8583.12035
Glasl, F. (1982). The process of conflict escalation and roles of third parties. In *Conflict management and industrial relations* (pp. 119-140). Springer.
Goodboy, A. K., Martin, M. M., & Bolkan, S. (2020). Workplace bullying and work engagement: a self-determination model. *Journal of interpersonal violence*, *35*(21-22), 4686-4708.
Grandstaff, M. (2021). *Survey Research During COVID-19: The Challenges Grow Even Larger* (IHE Research Projects Series 2021-001., Issue. https://ihe.uga.edu/sites/default/files/inline-files/Webber_SAIR_Survey_2021.pdf
Gross, M. A., & Guerrero, L. K. (2000). Managing conflict appropriately and effectively: An application of the competence model to Rahim's organizational conflict styles. *International journal of conflict management*, *11*(3), 200-226. https://doi.org/https://doi.org/10.1108/eb022840

Guba, E. G., & Lincoln, Y. S. (1994). Competing paradigms in qualitative research. In NormanK.Denzin & YvonnaS.Lincol (Eds.), *Handbook of qualitative research* (pp. 105-117). Sage.

Haar, J., Carr, S. C., Arrowsmith, J., Parker, J., Hodgetts, D., & Alefaio-Tugia, S. (2018). Escape from working poverty: Steps toward sustainable livelihood. *Sustainability*, *10*(11), 4144.

Haar, J., O'Kane, C., & Daellenbach, U. (2021). High performance work systems and innovation in New Zealand SMEs: testing firm size and competitive environment effects. *The International Journal of Human Resource Management*, 1-29.

Haar, J. M., Russo, M., Suñe, A., & Ollier-Malaterre, A. (2014). Outcomes of work–life balance on job satisfaction, life satisfaction and mental health: A study across seven cultures. *Journal of Vocational Behavior*, *85*(3), 361-373.

Hair, J., Black, W., Babin, B., & Anderson, R. (2019). *Multivariate Data Analysis (Eight edition)*. Cengage Learning EMEA.

Hair, J. F., Money, A. H., Samouel, P., & Page, M. (2007). *Research Methods for Business*. John Wiley & Sons, Ltd.

Hall, G. B., Dollard, M. F., & Coward, J. (2010). Psychosocial safety climate: Development of the PSC-12. *International Journal of Stress Management*, *17*(4), 353.

Hamre, K. V., Einarsen, S. V., & Notelaers, G. (2023). Psychosocial safety climate as a moderator in role stressor-bullying relationships: a multilevel approach. *Safety science, 164*, 106165.

Hansen, Å. M. (2017). *Workplace Bullying, Stress Response and Long-term Sickness Absence-Exploring Mechanisms: Results from Six Cohort Studies*. University of Copenhagen.

Hauge, L. J., Einarsen, S., Knardahl, S., Lau, B., Notelaers, G., & Skogstad, A. (2011). Leadership and role stressors as departmental level predictors of workplace bullying. *International Journal of Stress Management*, *18*(4), 305–323. https://doi.org/https://doi.org/10.1037/a0025396

Hayes, A. F. (2017). *Introduction to mediation, moderation, and conditional process analysis: A regression-based approach*. Guilford publications.

Hayes, A. F., Montoya, A. K., & Rockwood, N. J. (2017). The analysis of mechanisms and their contingencies: PROCESS versus structural equation modeling. *Australasian Marketing Journal (AMJ)*, *25*(1), 76-81.

Hayes, A. F., & Rockwood, N. J. (2017). Regression-based statistical mediation and moderation analysis in clinical research: Observations, recommendations, and implementation. *Behaviour research and therapy*, *98*, 39-57.

Hellemans, C., Dal Cason, D., & Casini, A. (2017). Bystander helping behavior in response to workplace bullying. *Swiss Journal of Psychology*, *76*, 135-144. https://doi.org/https://doi.org/10.1024/1421-0185/a000200

Hinduja, S. (2007). Work place violence and negative affective responses: A test of Agnew's general strain theory. *Journal of Criminal Justice*, *35*(6), 657-666. https://doi.org/https://doi.org/10.1016/j.jcrimjus.2007.09.002

Hobfoll, S. E. (1989). Conservation of resources: a new attempt at conceptualizing stress. *American psychologist*, *44*(3), 513–524. https://doi.org/https://doi.org/10.1037/0003-066X.44.3.513

Hobfoll, S. E. (2001). The influence of culture, community, and the nested-self in the stress process: Advancing conservation of resources theory. *Applied psychology*, *50*(3), 337-421.

Hoel, H., & Cooper, C. L. (2000). *Destructive conflict and bullying at work*. Manchester School of Management, University of Manchester.

Hoel, H., Cooper, C. L., & Faragher, B. (2001). The experience of bullying in Great Britain: The impact of organizational status. *European journal of work and organizational psychology*, *10*(4), 443-465. https://doi.org/https://doi.org/10.1080/13594320143000780

Hoel, H., Einarsen, S., & Cooper, C. L. (2003). Organizational effects of bullying. In S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and emotional abuse in the workplace: International perspectives in research and practice* (pp. 195–230). CRC press.

Ilies, R., Johnson, M. D., Judge, T. A., & Keeney, J. (2011). A within-individual study of interpersonal conflict as a work stressor: Dispositional and situational moderators. *Journal of organizational behavior*, *32*(1), 44-64. https://doi.org/https://doi.org/10.1002/job.677

Itzchakov, G., & DeMarree, K. G. (2022). Attitudes in an interpersonal context: Psychological safety as a route to attitude change. *Frontiers in psychology*, *13*, 932413.

Jacobson, R. P., Hood, J. N., & Jacobson, K. J. (2017). The effects of moral emotional traits on workplace bullying perpetration. *Ethics & Behavior*, *27*(7), 527-546.

Jehn, K. A. (1994). Enhancing effectiveness: An investigation of advantages and disadvantages of value-based intragroup conflict. *International journal of conflict management*, *5*(2), 223-238.

Jehn, K. A. (1995). A multimethod examination of the benefits and detriments of intragroup conflict. *Administrative science quarterly*, 256-282.

Jehn, K. A. (1997). *Affective and cognitive conflict in work groups: Increasing performance through value-based intragroup conflict*. SAGE.

Jehn, K. A., & Bendersky, C. (2003). Intragroup conflict in organizations: A contingency perspective on the conflict-outcome relationship. *Research in organizational behavior*, *25*, 187-242.

Jehn, K. A., Greer, L., Levine, S., & Szulanski, G. (2008). The effects of conflict types, dimensions, and emergent states on group outcomes. *Group Decision and Negotiation*, *17*(6), 465-495. https://doi.org/https://doi.org/10.1007/s10726-008-9107-0

Jehn, K. A., & Mannix, E. A. (2001). The dynamic nature of conflict: A longitudinal study of intragroup conflict and group performance. *Academy of management journal*, *44*(2), 238-251. https://doi.org/https://doi.org/10.5465/3069453

Jehn, K. A., Northcraft, G. B., & Neale, M. A. (1999). Why differences make a difference: A field study of diversity, conflict and performance in workgroups. *Administrative science quarterly*, *44*(4), 741-763.

Jiang, J. J., Chang, J. Y., Chen, H.-G., Wang, E. T., & Klein, G. (2014). Achieving IT program goals with integrative conflict management. *Journal of Management Information Systems*, *31*(1), 79-106.

Jordan, P. J., & Troth, A. C. (2020). Common method bias in applied settings: The dilemma of researching in organizations. *Australian Journal of Management*, *45*(1), 3-14.

Kahn, W. A. (1990). Psychological conditions of personal engagement and disengagement at work. *Academy of management journal*, *33*(4), 692-724.

Kalshoven, K., & Boon, C. T. (2012). Ethical leadership, employee well-being, and helping: The moderating role of human resource management. *Journal of Personnel Psychology*, *11*(1), 60-68. https://doi.org/https://doi.org/10.1027/1866-5888/a000056

Keashly, L., Minkowitz, H., & Nowell, B. L. (2020). Conflict, conflict resolution and workplace bullying. In Ståle Valvatne Einarsen, Helge Hoel, Dieter Zapf, & C. L. Cooper (Eds.), *Bullying and harassment in the workplace developments in theory, Research, and Practice* (pp. 331-362). CRC press.

Keashly, L., Tye-Williams, S., & Jagatic, K. (2020). By any other name: American perspectives on workplace bullying. In Ståle Valvatne Einarsen, Helge Hoel, Dieter Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Theory, Research and Practice* (pp. 49-79). CRC press.

Kees, J., Berry, C., Burton, S., & Sheehan, K. (2017). An analysis of data quality: Professional panels, student subject pools, and Amazon's Mechanical Turk. *Journal of Advertising*, *46*(1), 141-155.

Kim, K. H. (2005). The relation among fit indexes, power, and sample size in structural equation modeling. *Structural Equation Modeling*, *12*(3), 368-390.

Kline, R., & Lewis, D. (2019). The price of fear: estimating the financial cost of bullying and harassment to the NHS in England. *Public Money & Management*, *39*(3), 166-174. https://doi.org/https://doi.org/10.1080/09540962.2018.1535044

Kline, R. B. (2011). Principles and Practice of Structural Equation Modeling, 3rd edn (New York: Guilford).

Knott, V., Dollard, M., & Winefield, A. (2004). Workplace bullying: An assessment of prevalence/nature of bullying behaviours in a correctional services sample. *Adelaide: Work & Stress Research Group, The University of South Australia*.

Ko, C., Ma, J., Bartnik, R., Haney, M. H., & Kang, M. (2018). Ethical leadership: An integrative review and future research agenda. *Ethics & Behavior*, *28*(2), 104-132.

Kobasa, S. C. (1979). Stressful life events, personality, and health: an inquiry into hardiness. *Journal of personality and social psychology*, *37*(1), 1-11. https://doi.org/ https://doi.org/10.1037/0022-3514.37.1.1

Kriesberg, L., Northrup, T. A., & Thorson, S. J. (1989). *Intractable conflicts and their transformation*. Syracuse University Press.

Kuenzi, M., Mayer, D. M., & Greenbaum, R. L. (2020). Creating an ethical organizational environment: The relationship between ethical leadership, ethical organizational climate, and unethical behavior. Personnel Psychology, 73(1), 43-71.

Kwan, J. L. Y., & Chan, W. (2018). Variable system: An alternative approach for the analysis of mediated moderation. *Psychological methods*, *23*(2), 262-277.

Law, R., Dollard, M. F., Tuckey, M. R., & Dormann, C. (2011). Psychosocial safety climate as a lead indicator of workplace bullying and harassment, job resources, psychological health and employee engagement. *Accident Analysis & Prevention*, *43*(5), 1782-1793. https://doi.org/https://doi.org/10.1016/j.aap.2011.04.010

Lazarus, R. S., & Folkman, S. (1984). *Stress, appraisal, and coping*. Springer publishing company.

León-Pérez, J. M., Escartín, J., & Giorgi, G. (2021). The presence of workplace bullying and harassment worldwide. *Concepts, Approaches and Methods*, 55-86.

Leon-Perez, J. M., Medina, F. J., Arenas, A., & Munduate, L. (2015). The relationship between interpersonal conflict and workplace bullying. *Journal of Managerial Psychology*, *30*(3), 250-263.

Leon-Perez, J. M., Notelaers, G., & Leon-Rubio, J. M. (2016). Assessing the effectiveness of conflict management training in a health sector organization: evidence from subjective and objective indicators. *European journal of work and organizational psychology*, *25*(1), 1-12.

Leroy, H., Dierynck, B., Anseel, F., Simons, T., Halbesleben, J. R., McCaughey, D., Savage, G. T., & Sels, L. (2012). Behavioral integrity for safety, priority of safety, psychological safety, and patient safety: A team-level study. *Journal of applied psychology*, *97*(6), 1273.

Lewis, D., Megicks, P., & Jones, P. (2017). Bullying and harassment and work-related stressors: Evidence from British small and medium enterprises. *International small business journal*, *35*(1), 116-137.

Leymann, H. (1990). Mobbing and psychological terror at workplaces. *Violence and victims*, *5*(2), 119-126.

Leymann, H. (1996). The content and development of mobbing at work. *European journal of work and organizational psychology*, *5*(2), 165-184. https://doi.org/https://doi.org/10.1080/13594329608414853

Liang, J., Farh, C. I., & Farh, J.-L. (2012). Psychological antecedents of promotive and prohibitive voice: A two-wave examination. *Academy of management journal*, *55*(1), 71-92.

Lietz, P. (2010). Research into questionnaire design: A summary of the literature. *International journal of market research*, *52*(2), 249-272.

Lindell, M. K., & Whitney, D. J. (2001). Accounting for common method variance in cross-sectional research designs. *Journal of applied psychology*, *86*(1), 114.

Lips-Wiersma, M., Haar, J., & Wright, S. (2020). The effect of fairness, responsible leadership and worthy work on multiple dimensions of meaningful work. *Journal of Business Ethics*, *161*(1), 35-52.

Loh, J., Restubog, S. L. D., & Zagenczyk, T. J. (2010). Consequences of workplace bullying on employee identification and satisfaction among Australians and Singaporeans. *Journal of Cross-Cultural Psychology*, *41*(2), 236-252.

Lutgen-Sandvik, P., Tracy, S. J., & Alberts, J. K. (2007). Burned by bullying in the American workplace: Prevalence, perception, degree and impact. *Journal of Management Studies*, *44*(6), 837-862.

MacCallum, R. C., Browne, M. W., & Sugawara, H. M. (1996). Power analysis and determination of sample size for covariance structure modeling. *Psychological methods*, *1*(2), 130.

MacCurtain, S., Murphy, C., O'Sullivan, M., MacMahon, J., & Turner, T. (2018). To stand back or step in? Exploring the responses of employees who observe workplace bullying. *Nursing inquiry*, *25*(1), e12207.

Matthiesen, S. B., & Einarsen, S. (2010). Bullying in the workplace: Definition, prevalence, antecedents and consequences. *International Journal of Organization Theory and Behavior*, *13*(2), 202-248. https://doi.org/https://doi.org/10.1108/IJOTB-13-02-2010-B004

Mayer, D. M., Aquino, K., Greenbaum, R. L., & Kuenzi, M. (2012). Who displays ethical leadership, and why does it matter? An examination of antecedents and consequences of ethical leadership. *Academy of management journal*, *55*(1), 151-171.

McCluney, C. L., & Cortina, L. M. (2017). Identity matters: Contextualizing workplace aggression within a social structural framework. In N. A. Bowling & M. S. Hershcovis

(Eds.), *Research and theory on workplace aggression* (pp. 136–155). Cambridge University Press.
McAllister, C. P., & Perrewé, P. L. (2018). About to burst: How state self-regulation affects the enactment of bullying behaviors. *Journal of Business Ethics, 153*(3), 877-888.
Meliá, J. L., & Becerril, M. (2007). Psychosocial sources of stress and burnout in the construction sector: A structural equation model. *Psicothema, 19*(4), 679-686.
Mikkelsen, E. G., & Einarsen, S. (2001). Bullying in Danish work-life: Prevalence and health correlates. *European journal of work and organizational psychology, 10*(4), 393-413.
Mikkelsen, E. G., Hogh, A., & Puggaard, L. B. (2011). Prevention of bullying and conflicts at work: Process factors influencing the implementation and effects of interventions. *International Journal of Workplace Health Management, 4*(1), 84-100.
Miller, G., Miller, V., Marchel, C., Moro, R., Kaplan, B., Clark, C., & Musilli, S. (2019). Academic violence/bullying: Application of Bandura's eight moral disengagement strategies to higher education. *Employee Responsibilities and Rights Journal, 31*(1), 47-59.
Miner, K. N., & Eischeid, A. (2012). Observing incivility toward coworkers and negative emotions: Do gender of the target and observer matter? *Sex Roles, 66*(7), 492-505.
Ministry for Women [MFW]. (2022). *Women in leadership*. Manatū Wāhine Ministry for Women. https://women.govt.nz/leadership
Ministry of Business Innovation Employment [MBIE]. (2019). *Defining Small Business*. https://www.mbie.govt.nz/assets/defining-small-business.pdf
Ministry of Business Innovation Employment [MBIE]. (2022). *Small business*. https://www.mbie.govt.nz/business-and-employment/business/support-for-business/small-business/
Moon, B., Morash, M., & McCluskey, J. D. (2012). General strain theory and school bullying: An empirical test in South Korea. Crime & Delinquency, 58(6), 827-855.
Namie, G., & Lutgen-Sandvik, P. E. (2010). Active and passive accomplices: The communal character of workplace bullying. *International Journal of communication, 4*, 343-373.
Neall, A. M., & Tuckey, M. R. (2014). A methodological review of research on the antecedents and consequences of workplace harassment. *Journal of Occupational and organizational Psychology, 87*(2), 225-257. https://doi.org/https://doi.org/10.1111/joop.12059
Nembhard, I. M., & Edmondson, A. C. (2012). Psychological safety. In *The Oxford handbook of positive organizational scholarship*.
Nes, E., White, B. A. A., Malek, A. J., Mata, J., Wieters, J. S., & Little, D. (2022). Building communication and conflict management awareness in surgical education. *Journal of Surgical Education, 79*(3), 745-752.
Neuberger, O. (1999). *Mobbing. Ubel mitspielen in Organisationen. Schriftenreihe Organisation & Personal. Band 5. Verbesserte und wesentlich erweiterte Auflage*. München & Mering: Hampp Verlag.
Neuman, J. H., Baron, R. A., Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2011). Social antecedents of bullying: A social interactionist perspective. *Bullying and harassment in the workplace: Developments in theory, research, and practice*, 201-225.
Newman, A., Donohue, R., & Eva, N. (2017, 2017/09/01/). Psychological safety: A systematic review of the literature. *Human Resource Management Review, 27*(3), 521-535. https://doi.org/https://doi.org/10.1016/j.hrmr.2017.01.001

Neuman, W. L. (2006). *Social Research Methods: Qualitative and Quantitative Approaches* (6th ed ed.). Allyn and Bacon.
Neves, P., & Story, J. (2015). Ethical leadership and reputation: Combined indirect effects on organizational deviance. *Journal of Business Ethics*, *127*(1), 165-176.
New Zealand Human Rights Commission. (2022). *CommissionExperiences of Workplace Bullying and Harassment in Aotearoa New Zealand*. https://library.nzfvc.org.nz/cgi-bin/koha/opac-detail.pl?biblionumber=7822
Newman, A., Donohue, R., & Eva, N. (2017). Psychological safety: A systematic review of the literature. *Human Resource Management Review*, *27*(3), 521-535. https://doi.org/https://doi.org/10.1016/j.hrmr.2017.01.001
Ng, K., Franken, E., Nguyen, D., & Teo, S. (2022). Job satisfaction and public service motivation in Australian nurses: the effects of abusive supervision and workplace bullying. *The International Journal of Human Resource Management*, 1-30.
Nguyen, D. T., Teo, S. T., Grover, S. L., & Nguyen, N. P. (2017). Psychological safety climate and workplace bullying in Vietnam's public sector. *Public Management Review*, *19*(10), 1415-1436.
Nguyen, D., Tuckey, M., Teo, S., Le, T.-T., & Khoi, N.-V. (2023). Boundaries of ethical leadership in mitigating workplace bullying: the moderation effect of team power distance orientation. Public Management Review, 1-28.
Ng, T. W., Yam, K. C., & Aguinis, H. (2019). Employee perceptions of corporate social responsibility: Effects on pride, embeddedness, and turnover. *Personnel psychology*, *72*(1), 107-137.
Nielsen, M. B., & Einarsen, S. (2012). Outcomes of exposure to workplace bullying: A meta-analytic review. *Work & Stress*, *26*(4), 309-332. https://doi.org/https://doi.org/10.1080/02678373.2012.734709
Nielsen, M. B., Einarsen, S., Notelaers, G., & Nielsen, G. H. (2016). Does exposure to bullying behaviors at the workplace contribute to later suicidal ideation? A three-wave longitudinal study. *Scandinavian journal of work, environment & health*, *42*(3), 246-250. https://doi.org/10.5271/sjweh.3554
Nielsen, M. B., & Einarsen, S. V. (2018). What we know, what we do not know, and what we should and could have known about workplace bullying: an overview of the literature and agenda for future research. *Aggression and violent behavior*, *42*, 71-83. https://doi.org/https://doi.org/10.1016/j.avb.2018.06.007
Nielsen, M. B., Hoel, H., Zapf, D., & Einarsen, S. (2016). Exposure to aggression in the workplace. In *The Wiley Blackwell handbook of the psychology of occupational safety and workplace health* (pp. 205-227). Wiley-Blackwell.
Nielsen, M. B., & Knardahl, S. (2015). Is workplace bullying related to the personality traits of victims? A two-year prospective study. *Work & Stress*, *29*(2), 128-149.
Nielsen, M. B., Matthiesen, S. B., & Einarsen, S. (2010). The impact of methodological moderators on prevalence rates of workplace bullying. A meta-analysis. *Journal of Occupational and organizational Psychology*, *83*(4), 955-979. https://doi.org/https://doi.org/10.1348/096317909X481256
Nielsen, M. B., Notelaers, G., & Einarsen, S. V. (2020). Methodological Issues in the Measurement of Workplace Bullying. In Ståle Valvatne Einarsen, Helge Hoel, Dieter

Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Theory, Research and Practice* (pp. 235-258). CRC Press.
Niven, K., Ng, K., & Hoel, H. (2020). The bystanders of workplace bullying. *Bullying and Harassment in the Workplace: Theory, Research and Practice*, 385-408.
Notelaers, G., & van der Heijden, B. (2019). Construct validity in workplace bullying and harassment research. In *Concepts, Approaches and Methods* (Vol. 1, pp. 1-56). Springer.
Notelaers, G., Van der Heijden, B., Hoel, H., & Einarsen, S. (2019). Measuring bullying at work with the short-negative acts questionnaire: identification of targets and criterion validity. *Work & Stress*, *33*(1), 58-75.
Notelaers, G., Vermunt, J. K., Baillien, E., Einarsen, S., & De Witte, H. (2011). Exploring risk groups workplace bullying with categorical data. *Industrial health*, *49*(1), 73-88.
Nunnally, J. C., & Bernstein, I. H. (1994). *Psychometric theory (3rd ed.)*. NY: McGraw-Hill.
Olweus, D. (2003). Bully/victim problems in school: Basic facts and an effective intervention programme. In S. V. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and emotional abuse in the workplace* (pp. 80-96). Taylor & Francis.
Ortega, A., Høgh, A., Pejtersen, J. H., & Olsen, O. (2009). Prevalence of workplace bullying and risk groups: a representative population study. *International Archives of Occupational and Environmental Health*, *82*(3), 417-426. https://doi.org/10.1007/s00420-008-0339-8
Pallesen, S., Nielsen, M. B., Magerøy, N., Andreassen, C. S., & Einarsen, S. (2017). An experimental study on the attribution of personality traits to bullies and targets in a workplace setting. *Frontiers in psychology*, *8*, 1045.
Park, Y. S., Konge, L., & Artino, A. R., Jr. (2020). The Positivism Paradigm of Research. *Acad Med*, *95*(5), 690-694. https://doi.org/10.1097/acm.0000000000003093
Pastoriza, D., & Ariño, M. A. (2013). Does the ethical leadership of supervisors generate internal social capital? *Journal of Business Ethics*, *118*(1), 1-12.
Paul, S., Samarah, I. M., Seetharaman, P., & Mykytyn Jr, P. P. (2004). An empirical investigation of collaborative conflict management style in group support system-based global virtual teams. *Journal of Management Information Systems*, *21*(3), 185-222.
Paull, M., Omari, M., & Standen, P. (2012). When is a bystander not a bystander? A typology of the roles of bystanders in workplace bullying. *Asia Pacific Journal of Human Resources*, *50*(3), 351-366.
Persson, R., Hogh, A., Hansen, Å.-M., Nordander, C., Ohlsson, K., Balogh, I., Österberg, K., & Ørbæk, P. (2009). Personality trait scores among occupationally active bullied persons and witnesses to bullying. *Motivation and Emotion*, *33*(4), 387-399. https://doi.org/https://doi.org/10.1007/s11031-009-9132-6
Persson, R., Mikkelsen, E. G., & Høgh, A. (2021). The role of personality in workplace bullying research. *Pathways of Job-related Negative Behaviour*, 73-99.
Petit, J. N., Boyd, L. D., Vineyard, J., & Dominick, C. (2021). A survey of the prevalence and predictors of workplace bullying towards the dental hygienist. *International journal of dental hygiene*, *19*(3), 332-339.
Piedmont, R. L. (2014). Inter-item Correlations. In A. C. Michalos (Ed.), *Encyclopedia of Quality of Life and Well-Being Research* (pp. 3303-3304). Springer Netherlands. https://doi.org/10.1007/978-94-007-0753-5_1493

Podsakoff, N. (2003). Common method biases in behavioral research: a critical review of the literature and recommended remedies. *Journal of applied psychology*, *885*(879), 879–903. https://doi.org/https://doi.org/10.1037/0021-9010.88.5.879

Podsakoff, P. M., MacKenzie, S. B., & Podsakoff, N. P. (2012). Sources of method bias in social science research and recommendations on how to control it. *Annual review of psychology*, *63*, 539-569.

Podsakoff, P. M., & Organ, D. W. (1986). Self-reports in organizational research: Problems and prospects. *Journal of Management*, *12*(4), 531-544.

Pruitt, D. G., & Rubin, J. Z. (1986). *Social conflict: Escalation, stalemate, and settlement*. McGraw Hill.

Quade, M. J., Perry, S. J., & Hunter, E. M. (2019). Boundary conditions of ethical leadership: Exploring supervisor-induced and job hindrance stress as potential inhibitors. *Journal of Business Ethics*, *158*(4), 1165-1184.

Rahaman, H. S., Stouten, J., & Guo, L. (2019). Antecedents of ethical leadership: the theory of planned behavior. *Leadership & Organization Development Journal*, *40*(6), 735-746.

Rahim, M. A. (1983). A measure of styles of handling interpersonal conflict. *Academy of management journal*, *26*(2), 368-376.

Rahim, M. A. (2002). Toward a theory of managing organizational conflict. *International journal of conflict management*, *13*(3), 206-235.

Rahim, M. A., & Katz, J. P. (2020). Forty years of conflict: the effects of gender and generation on conflict-management strategies. *International journal of conflict management*, *31*(1), 1-16.

Rai, A., & Agarwal, U. A. (2018). A review of literature on mediators and moderators of workplace bullying: Agenda for future research. *Management Research Review*, *41*(7), 822-859. https://doi.org/https://doi.org/10.1108/MRR-05-2016-0111

Rajalakshmi, M., & Naresh, B. (2018). Influence of psychological contract on workplace bullying. *Aggression and violent behavior*, *41*, 90-97.

Reknes, I., Einarsen, S., Knardahl, S., & Lau, B. (2014). The prospective relationship between role stressors and new cases of self-reported workplace bullying. *Scandinavian journal of psychology*, *55*(1), 45-52.

Rest, J. R. (1986). *Moral Development: Advances in Research and Theory*. Praeger.

Robinson, J. P., Shaver, P. R., & Wrightsman, L. S. (1991). Criteria for scale selection and evaluation. In *Measures of personality and social psychological attitudes* (Vol. 1, pp. 1-16). Academic Press

Ruel, E., Wagner III, W. E., & Gillespie, B. J. (2015). *The practice of survey research: Theory and applications*. Sage Publications.

Sa, L., & Fleming, M. (2008). Bullying, burnout, and mental health amongst Portuguese nurses. *Issues in mental health nursing*, *29*(4), 411-426. https://doi.org/10.1080/01612840801904480

Salin, D. (2001). Prevalence and forms of bullying among business professionals: A comparison of two different strategies for measuring bullying. *European journal of work and organizational psychology*, *10*(4), 425-441.

Salin, D. (2003a). The significance of gender in the prevalence, forms and perceptions of workplace bullying. *Nordiske Organisasjonsstudier*, *5(3)*, 30–50.

Salin, D. (2003b). Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment. *Human relations, 56*(10), 1213-1232. https://doi.org/https://doi.org/10.1177/00187267035610003

Salin, D. (2021). Workplace Bullying and Gender: An Overview of Empirical Findings. In P. D'Cruz, E. Noronha, C. Caponecchia, J. Escartín, D. Salin, & M. R. Tuckey (Eds.), *Dignity and Inclusion at Work* (pp. 331-361). Springer Singapore. https://doi.org/10.1007/978-981-13-0218-3_12

Salin, D., Cowan, R., Adewumi, O., Apospori, E., Bochantin, J., D'Cruz, P., Djurkovic, N., Durniat, K., Escartín, J., & Guo, J. (2018). Workplace bullying across the globe: A cross-cultural comparison. *Personnel Review, 48*(1), 204-219. https://doi.org/https://doi.org/10.1108/PR-03-2017-0092

Salin, D., Cowan, R. L., Adewumi, O., Apospori, E., Bochantin, J., D'Cruz, P., Djurkovic, N., Durniat, K., Escartín, J., & Guo, J. (2020). Prevention of and interventions in workplace bullying: A global study of human resource professionals' reflections on preferred action. *The International Journal of Human Resource Management, 31*(20), 2622-2644.

Salin, D., & Hoel, H. (2020). Organizational Risk Factors of Workplace Bullying. In Ståle Valvatne Einarsen, Helge Hoel, Dieter Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Theory, Research and Practice* (pp. 305-329). CRC Press.

Samnani, A.-K., & Singh, P. (2012). 20 years of workplace bullying research: a review of the antecedents and consequences of bullying in the workplace. *Aggression and violent behavior, 17*(6), 581-589. https://doi.org/ https://doi.org/10.1016/j.avb.2012.08.004

Samnani, A.-K., & Singh, P. (2016). Workplace bullying: Considering the interaction between individual and work environment. *Journal of Business Ethics, 139*(3), 537-549. https://doi.org/https://doi.org/10.1007/s10551-015-2653-x

Saunders, M., Lewis, P., & Thornhill, A. (2019). *Research methods for business students*. Pearson education.

Sharma, A., Agrawal, R., & Khandelwal, U. (2019). Developing ethical leadership for business organizations: A conceptual model of its antecedents and consequences. *Leadership & Organization Development Journal, 40*(6), 712-734.

Shell, G. R. (2001). Bargaining styles and negotiation: The Thomas-Kilmann conflict mode instrument in negotiation training. Negotiation journal, 17(2), 155-174.

Singh, B., Shaffer, M. A., & Selvarajan, T. (2018). Antecedents of organizational and community embeddedness: The roles of support, psychological safety, and need to belong. *Journal of organizational behavior, 39*(3), 339-354.

Søndergaard, D. M. (2018). The thrill of bullying. Bullying, humour and the making of community. *Journal for the Theory of Social Behaviour, 48*(1), 48-65. https://doi.org/https://doi.org/10.1111/jtsb.12153

Spector, P. E. (2006). Method variance in organizational research: truth or urban legend? *Organizational research methods, 9*(2), 221-232.

Spector, P. E. (2019). Do not cross me: Optimizing the use of cross-sectional designs. *Journal of Business and Psychology, 34*(2), 125-137.

Spector, P. E., & Jex, S. M. (1998). Development of four self-report measures of job stressors and strain: interpersonal conflict at work scale, organizational constraints scale, quantitative workload inventory, and physical symptoms inventory. *Journal of occupational health psychology, 3*(4), 356–367. https://doi.org/https://doi.org/10.1037/1076-8998.3.4.356

Stats NZ. (2022). *Labour force projected to grow and grey*. Retrieved October 4 from https://www.stats.govt.nz/news/labour-force-projected-to-grow-and-grey

Statista. (2020). *Number of employees across New Zealand as of February 2020, by industry* Stats NZ. Retrieved October 12 from https://www.statista.com/statistics/975556/new-zealand-employee-count-by-industry/

Stevens, J. P. (1996). *Applied multivariate statistics for the social sciences*. NY: Routledge and Taylor & Francis.

Stouten, J., Baillien, E., Van den Broeck, A., Camps, J., De Witte, H., & Euwema, M. (2010). Discouraging bullying: The role of ethical leadership and its effects on the work environment. *Journal of Business Ethics, 95*(1), 17-27.

Straub, D. W. (1989). Validating Instruments in MIS Research. *MIS Quarterly*, *13*(2), 147–169.

Tappin, D., Forsyth, D., Gardner, D., Ashby, L., Bentley, T., Bone, K., Catley, B., D'Souza, N., Blackwood, K., & Port, Z. (2020). *The New Zealand Workplace Barometer: Psychosocial safety climate and worker health–findings from the 2019 NZ Workplace Barometer*. 2020. http://hdl.handle.net/10179/16852

Thomas, K. W. (1992). Conflict and conflict management: Reflections and update. *Journal of organizational behavior*, 265-274.

Tidd, S. T., & Friedman, R. (2002). Conflict style and coping with role conflict: An extension of the uncertainty model of work stress. *International Journal of Conflict Management*, *13*(3), 236-257. https://doi.org/https://doi.org/10.1108/eb022875

Tjosvold, D., Wong, A. S., & Feng Chen, N. Y. (2014). Constructively managing conflicts in organizations. *Annu. Rev. Organ. Psychol. Organ. Behav., 1*(1), 545-568.

Tong, M., Schwendimann, R., & Zúñiga, F. (2017). Mobbing among care workers in nursing homes: A cross-sectional secondary analysis of the Swiss Nursing Homes Human Resources Project. *International journal of nursing studies*, *66*, 72-81. https://doi.org/https://doi.org/10.1016/j.ijnurstu.2016.12.005

Trauzettel-Klosinski, S., Dietz, K., & Group, I. S. (2012). Standardized assessment of reading performance: The new international reading speed texts IReST. *Investigative ophthalmology & visual science*, *53*(9), 5452-5461.

Trépanier, S.-G., Fernet, C., & Austin, S. (2015). A longitudinal investigation of workplace bullying, basic need satisfaction, and employee functioning. *Journal of occupational health psychology*, *20*(1), 105-116. https://doi.org/https://doi.org/10.1037/a0037726

Trevino, L. K. (1992). Moral reasoning and business ethics: Implications for research, education, and management. *Journal of Business Ethics, 11*(5), 445-459.

Treviño, L. K., Brown, M., & Hartman, L. P. (2003). A qualitative investigation of perceived executive ethical leadership: Perceptions from inside and outside the executive suite. *Human relations*, *56*(1), 5-37.

Tsuno, K., & Kawakami, N. (2015). Multifactor leadership styles and new exposure to workplace bullying: a six-month prospective study. *Industrial health*, *53*(2), 139-151.

Tu, Y., Lu, X., Choi, J. N., & Guo, W. (2019). Ethical leadership and team-level creativity: Mediation of psychological safety climate and moderation of supervisor support for creativity. *Journal of Business Ethics*, *159*(2), 551-565.

Tuckey, M. R., Zadow, A., Li, Y., & Caponecchia, C. (2021). Prevention of workplace bullying through work and organizational design. *Dignity and Inclusion at Work*, 29-58.

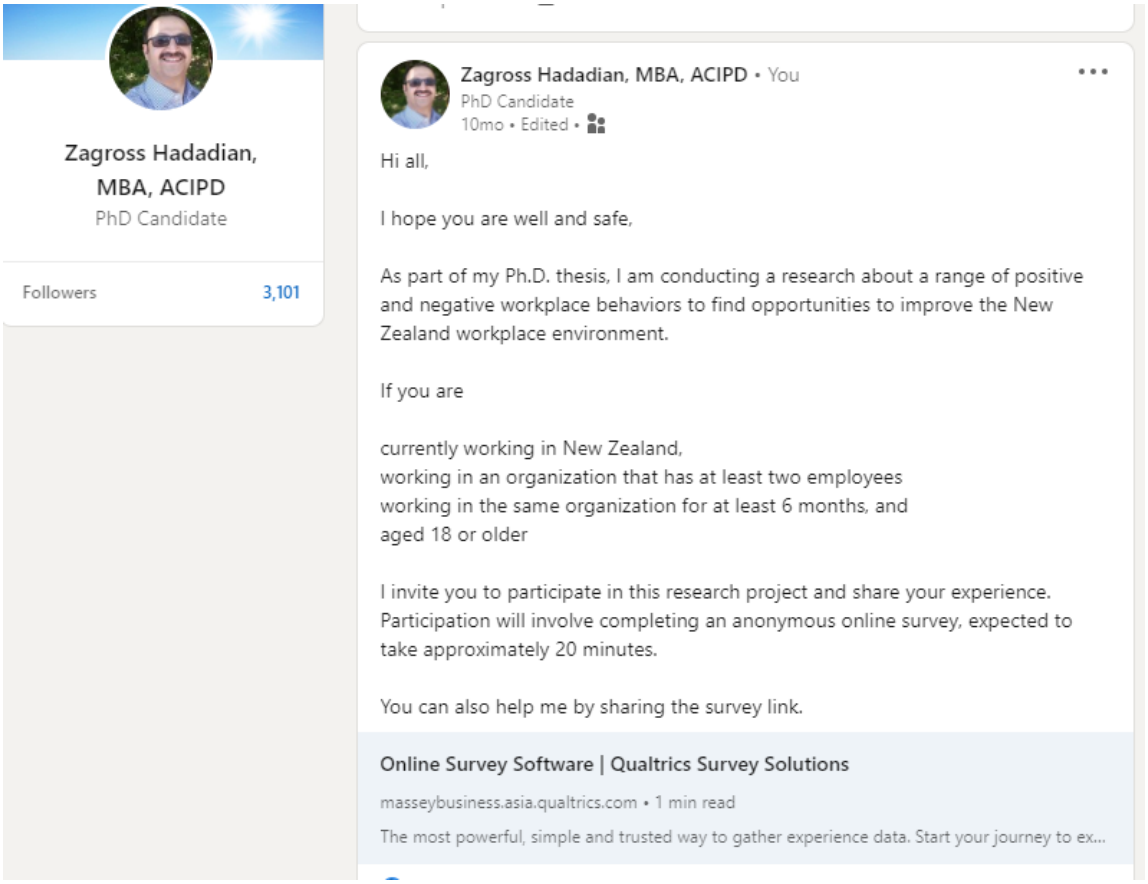
Tynan, R. (2005). The effects of threat sensitivity and face giving on dyadic psychological safety and upward communication 1. *Journal of Applied Social Psychology, 35*(2), 223-247.
Tynes, T., Johannessen, H. A., & Sterud, T. (2013). Work-related psychosocial and organizational risk factors for headache: a 3-year follow-up study of the general working population in Norway. *Journal of occupational and environmental medicine, 55*(12), 1436-1442. https://doi.org/10.1097/JOM.0b013e3182a7e678
Van de Vliert, E. (1997). *Complex interpersonal conflict behaviour: Theoretical frontiers*. Psychology Press.
Van de Vliert, E., Einarsen, S., & Nielsen, M. B. (2013). Are national levels of employee harassment cultural covariations of climato-economic conditions? *Work & Stress, 27*(1), 106-122. https://doi.org/https://doi.org/10.1080/02678373.2013.760901
Van De Vliert, E., & Euwema, M. C. (1994). Agreeableness and activeness as components of conflict behaviors. *Journal of personality and social psychology, 66*(4), 674–687. https://doi.org/https://doi.org/10.1037/0022-3514.66.4.674
Van den Brande, W., Baillien, E., De Witte, H., Vander Elst, T., & Godderis, L. (2016). The role of work stressors, coping strategies and coping resources in the process of workplace bullying: A systematic review and development of a comprehensive model [Article]. *Aggression & Violent Behavior, 29*, 61-71. https://doi.org/https://doi.org/10.1016/j.avb.2016.06.004
Van den Brande, W., Baillien, E., Elst, T. V., De Witte, H., & Godderis, L. (2019). Coping styles and coping resources in the work stressors–workplace bullying relationship: A two-wave study. *Work & Stress*, 1-19.
Van den Brande, W., Baillien, E., Vander Elst, T., De Witte, H., Van den Broeck, A., & Godderis, L. (2017). Exposure to workplace bullying: The role of coping strategies in dealing with work stressors. *BioMed research international, 2017*, 1-12. https://doi.org/https://doi.org/10.1155/2017/1019529
Van den Brande, W., Bernstein, C., Reknes, I., & Baillien, E. (2018). The Moderating Effects of Coping Mechanisms and Resources in the Context of Workplace Bullying, Emotional Abuse and Harassment. In P. D'Cruz, E. Noronha, E. Baillien, B. Catley, K. Harlos, A. Hogh, & E. G. Mikkelsen (Eds.), *Pathways of Job-related Negative Behaviour* (pp. 1-24). Springer Singapore. https://doi.org/10.1007/978-981-10-6173-8_7-1
Van den Brande, W., Bernstein, C., Reknes, I., & Baillien, E. (2021). The moderating effects of coping mechanisms and resources in the context of workplace bullying, emotional abuse and harassment. *Pathways of Job-related Negative Behaviour*, 153-176.
Van Dyne, L., & LePine, J. A. (1998). Helping and voice extra-role behaviors: Evidence of construct and predictive validity. *Academy of management journal, 41*(1), 108-119.
van Erp, K. J., Giebels, E., van der Zee, K. I., & van Duijn, M. A. (2011). Let it be: expatriate couples' adjustment and the upside of avoiding conflicts. *Anxiety, Stress & Coping, 24*(5), 539-560.
Van Gils, S., Van Quaquebeke, N., van Knippenberg, D., van Dijke, M., & De Cremer, D. (2015). Ethical leadership and follower organizational deviance: The moderating role of follower moral attentiveness. *The Leadership Quarterly, 26*(2), 190-203.
Vandevelde, K., Baillien, E., & Notelaers, G. (2020). Person-environment fit as a parsimonious framework to explain workplace bullying. *Journal of Managerial Psychology, 35*(5), 317-332. https://doi.org/https://doi.org/10.1108/JMP-08-2018-0342

Varhama, L. M., & Björkqvist, K. (2004). Conflicts, workplace bullying and burnout problems among municipal employees. *Psychological reports*, *94*(3_suppl), 1116-1124.
Vartia, M., & Leka, S. (2011). Interventions for the prevention and management of bullying at work. In S. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and harassment in the workplace: Developments in theory, research, and practice* (Vol. 2, pp. 359-379). Taylor & Francis Group.
Vega, G., & Comer, D. R. (2005). Sticks and stones may break your bones, but words can break your spirit: Bullying in the workplace. *Journal of Business Ethics*, *58*(1-3), 101-109.
Verkuil, B., Atasayi, S., & Molendijk, M. L. (2015). Workplace bullying and mental health: a meta-analysis on cross-sectional and longitudinal data. *PloS one*, *10*(8), e0135225. https://doi.org/https://doi.org/10.1371/journal.pone.0135225
Victor, B., & Cullen, J. B. (1988). The organizational bases of ethical work climates. *Administrative science quarterly*, 101-125.
Vranjes, I., Salin, D., & Baillien, E. (2021). Being the bigger person: Investigating the relationship between workplace bullying exposure and enactment and the role of coping in ending the bullying spiral. *Work & Stress*, 1-19.
Walter, S. L., Seibert, S. E., Goering, D., & O'Boyle, E. H. (2019). A tale of two sample sources: Do results from online panel data and conventional data converge? *Journal of Business and Psychology*, *34*(4), 425-452.
Weitzman, E. A., & Weitzman, P. F. (2014). The PSDM Model: Integrating problem solving and decision making in conflict resolution. In M.Deutsch, P. T. Coleman, & E. C. Marcus (Eds.), *The handbook of conflict resolution: Theory and practice* (pp. 197-223).
Wilkens, R., & London, M. (2006). Relationships between climate, process, and performance in continuous quality improvement groups. *Journal of Vocational Behavior*, *69*(3), 510-523.
Williams, L. J., Vandenberg, R. J., & Edwards, J. R. (2009). 12 structural equation modeling in management research: A guide for improved analysis. *Academy of Management Annals*, *3*(1), 543-604.
Xu, T., Hanson, L. L. M., Lange, T., Starkopf, L., Westerlund, H., Madsen, I. E., Rugulies, R., Pentti, J., Stenholm, S., & Vahtera, J. (2018). Workplace bullying and violence as risk factors for type 2 diabetes: a multicohort study and meta-analysis. *Diabetologia*, *61*(1), 75-83. https://doi.org/https://doi.org/10.1007/s00125-017-4480-3
Zabrodska, K., & Kveton, P. (2013). Prevalence and forms of workplace bullying among university employees. *Employee Responsibilities and Rights Journal*, *25*(2), 89-108.
Zapf, D., & Einarsen, S. (2005). Mobbing at Work: Escalated Conflicts in Organizations. In S. Fox & P. E. Spector (Eds.), *Counterproductive work behaviour. Investigations of actors and targets* (pp. 271-295). Washington, DC: American Psychological Association.
Zapf, D., & Einarsen, S. (2011). Individual antecedents of bullying: Victims and perpetrators. In S. Einarsen, D. Hoel, H. Zapf, & L. Cooper (Eds.), *Bullying and emotional abuse in the workplace* (pp. 177-200). CRC Press.
Zapf, D., Einarsen, S., Hoel, H., & Vartia, M. (2003). Empirical findings on bullying in the workplace. In S. V. Einarsen, H. Hoel, D. Zapf, & C. L. Cooper (Eds.), *Bullying and emotional abuse in the workplace* (pp. 103-126). Taylor & Francis.
Zapf, D., Escartín, J., Scheppa-Lahyani, M., Einarsen, S. V., Hoel, H., & Vartia, M. (2020). Empirical findings on prevalence and risk groups of bullying in the workplace. In Ståle

Valvatne Einarsen, Helge Hoel, Dieter Zapf, & C. L. Cooper (Eds.), *Bullying and Harassment in the Workplace: Theory, Research and Practice* (pp. 105-162). CRC Press.
Zapf, D., & Gross, C. (2001). Conflict escalation and coping with workplace bullying: A replication and extension. *European journal of work and organizational psychology*, *10*(4), 497-522.
Zapf, D., & Vartia, M. (2020). Prevention and Treatment of Workplace Bullying: An Overview. In *Bullying and Harassment in the Workplace* (pp. 457-495).
Zheng, D., Witt, L., Waite, E., David, E. M., Van Driel, M., McDonald, D. P., Callison, K. R., & Crepeau, L. J. (2015). Effects of ethical leadership on emotional exhaustion in high moral intensity situations. *The Leadership Quarterly*, *26*(5), 732-748.

Appendices

Appendix 1. Posting of survey link on social platforms



Appendix 2. Questionnaire

Workplace Behaviors in New Zealand

INFORMATION SHEET
Researcher Introduction
My name is Zagross Hadadian, and I am a Ph.D. candidate based in the School of Management at Massey University. This research will collect information about a range of positive and negative workplace behaviors to find opportunities to improve the New Zealand workplace environment.

Eligibility

If you are

currently working in New Zealand,

working in the organization that has at least two employees

working in the same organization for at least 6 months,
aged 18 or older

I invite you to participate in this research project and share your experience. Participation will involve completing an anonymous online survey, expected to take approximately 20 minutes.

Participant Rights

You are under no obligation to accept this invitation. Participation in this online survey is completely voluntary, and you will be able to exit and withdraw your data at any point during the survey prior to completion. Completion and electronic submission of the survey implies consent. Furthermore, your data will be anonymized and stored securely on a password-protected computer for a period of five years, after which the survey data will be deleted. Throughout this project, your information will remain anonymous and confidential to the survey platform (Qualtrics) and restricted to the researcher.

Help and Support

While participation in this survey is voluntary, there is the possibility that you may experience discomfort or distress as a result of participation, due to reliving the experience of negative behaviors in your workplace. If you or someone you know has experienced some of the negative behaviors described in this survey, then the following resources may be helpful in providing support and advice on this issue.
Lifeline Aotearoa
Lifeline Aotearoa has a free 24/7 safe and effective confidential helpline call 0800 LIFELINE (0800 543 354) text HELP (4357)

Human Rights Commission
The commission provides information about and protects the rights of all individuals in Aotearoa New Zealand. call toll-free on 0800 496 877 email infoline@hrc.co.nz text 021 0236 4253

Project Contact
If you have any questions or concerns, or would like further information about this project, please contact
Zagross Hadadian (Researcher)
Email: Z.hadadian@massey.ac.nz
or
Prof. Bevan Catley (Primary Supervisor)
Email: B.E.Catley@massey.ac.nz

Ethical Approval
This project has been reviewed and approved by the Massey University Human Ethics Committee: Southern B, Application SOB 21/32. If you have any concerns about the conduct of this research, please contact Dr Gerald Harrison, Chair, Massey University Human Ethics Committee: Southern B, telephone 06 356 9099 x 83570, email humanethicsouthb@massey.ac.nz

Page Break

Workplace Behaviors in New Zealand

CONSENT FORM

I have read the Information Sheet and I am aware of my rights as a participant, namely: I am under no obligation to participate in this survey.
I can exit the survey at any time and my responses will not be submitted until I click 'submit' on the final page.
My details will remain anonymous to Qualtrics and the researcher.
No identifying information about myself or my organization will be asked during the survey.
My data will be kept confidentially and securely by the researcher, for a period of five years.
I can contact the researcher should I wish to receive a summary of findings.

If you have any questions or concerns about this project, please contact:

Zagross Hadadian
Email: z.hadadian@massey.ac.nz

I consent to participate in this study under the conditions set out in the Information Sheet and the Consent Form. (1)

Page Break

Please answer the following questions

	Yes (1)	No (4)
Are you currently working in New Zealand?		
Have you been working in the same organization for at least 6 months?		
The organization that you work at has at least two employees (i.e. yourself plus one other employee).		
Are you aged 18 or older?		

If you have answered yes to **all** questions above, I invite you to participate in this research project.

Page Break

Q1 The following statements are about how you feel at work. Please read each statement carefully and decide if you ever feel this way about your job.

	Never (1)	Almost never (2)	Rarely (3)	Sometimes (4)	Often (5)	Very often (6)	Always (7)
At my work, I feel bursting with energy							
I am enthusiastic about my job							
I am immersed in my							

Page Break

Q2 Please indicate the level of your agreement/disagreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
My job allows me to make a lot of decisions on my own.							
On my job, I have a lot of freedom to decide how I do my work.							
I have a lot of say about what happens on my job.							

Page Break

Q3 Please indicate the level of your agreement/disagreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
I am actively looking for other jobs							
If I was completely free to choose, I would leave this job							
I feel that I could leave this job							

Page Break

Q4 Over the past 6 months, to what extent have you felt each of the following?

	Not at all (1)	No more than usual (2)	Rather more than usual (3)	Much more than usual (4)
Able to concentrate				
Loss of sleep over worry				
Playing a useful part				
Capable of making decisions				
Felt constantly under strain				
Couldn’t overcome difficulties				
Able to enjoy day-to-day activities				
Able to face problems				
Feeling unhappy and depressed				
Losing confidence				
Thinking of self as worthless (				
Feeling reasonably happy				

Page Break

Q5 If you are reading this question, thank you and please select "Agree".

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree

Page Break

Q6 When answering the following question, please consider ‘colleagues’ to be all employees you directly work with.
How often do you experience the following situations?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Almost always (5)
My colleagues and I disagree about opinions regarding the work being done.					
There are conflicts about ideas between my colleagues and I.					
There is conflict about the work I do between my colleagues and I.					
There are differences of opinion between my colleagues and I.					

Page Break

Q7 When answering the following question, please consider ‘colleagues’ to be all employees you directly work with.

How often do you experience the following situations?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Almost always (5)
There is friction between my colleagues and I.					
There are personality conflicts evident between my colleagues and I.					
There is tension between my colleagues and I.					
There is emotional conflict between my colleagues and I.					

Page Break

Q8 When answering the following question, please consider ‘colleagues’ to be all employees you directly work with.

How often do you experience the following situations?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Almost always (5)
There are disagreements about who should do what between my colleagues and I.					
There are conflicts about task responsibilities between my colleagues and I.					
I disagree about resource allocation with my colleagues.					

Page Break

Q9 When answering the following question, please consider ‘colleagues’ to be all employees you directly work with.

How often do you experience the following situations?

	Never (1)	Rarely (2)	Sometimes (3)	Often (4)	Almost always (5)
My colleagues frequently take sides (i.e., formed coalitions) during conflicts with me.					
I experience conflicts due to colleagues trying to assert their dominance.					
My colleagues and I compete for influence.					
My colleagues and I disagree about the relative value of members’ contributions.					

Page Break

Q10 In the case of an interpersonal conflict with my colleagues, I do the following

	Not at all (1)	Seldom (2)	Sometimes (3)	Often (4)	Very much (5)
I examine issues until I find a solution that really satisfies me and the other party.					
I stand for my own and other's goals and interests.					
I examine ideas from both sides to find a mutually optimal solution.					
I work out a solution that serves my own as well as other's interests as good as possible.					

Page Break

Q11 During the last six months, how often have you **done** the following behaviours at work?

	Never (1)	Occasionally (2)	Monthly (3)	Weekly (4)	Daily (5)
Withholding information which affects others performance					
Spreading gossip and rumours about others					
Ignoring or excluding others					
Making insulting or offensive remarks about other people					
Shouting at or being an actor of spontaneous rage					
Repeatedly reminding of others' errors or mistakes					
Ignoring or giving a hostile reaction when others approach					
Persistent criticism of others' work and effort					
Practical jokes carried out by you against those who you do not get along with					

Q12 Please indicate the level of your agreement/disagreement with the following statements

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
I am an important part of this place.					
I am trusted around here.					
I am helpful around here.					
I am taken seriously around here.					
There is faith in me around here.					
I can make a difference around here.					
I am a valuable part of this place.					
I am cooperative around here.					
I am efficient around here.					
I count around here.					

13 If you are reading this question, thank you and please select "Strongly agree".

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree

Page Break

Q14 During last 6 months, how often have you **experienced** the following behaviours at work?

	Never (1)	Occasionally (2)	Monthly (3)	Weekly (4)	Daily (5)
Someone withholding information which affects your performance					
Spreading gossip and rumours about you					
Being ignored or excluded					
Having insulting or offensive remarks made about your person, attitudes or your private life					
Being shouted at or being a target of spontaneous rage					
Repeated reminders of your errors or mistakes					
Being ignored or facing a hostile reaction when you approach					
Persistent criticism of your work and effort					
Practical jokes carried out by people you do not get along with					

Q15 Please indicate the level of your agreement/disagreement with the following statements

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
In my workplace, I can express my true feelings regarding my job					
In my workplace, I can freely express my thoughts.					
In my workplace, expressing your true feelings is welcomed.					
Nobody in my workplace will pick on me even if I have different opinions.					
I'm worried that expressing true thoughts in my workplace would do harm to myself					

Page Break

Q16 Please indicate the level of your agreement/disagreement with the following statements

	Strongly disagree (1)	disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	agree (6)	Strongly agree (7)
As a whole, I am satisfied with my life.							
Overall, I am satisfied with my job							

Page Break

Q17 This section contains some statements about you. Please read each item and decide whether the statement is true or false:

	True (1)	False (2)
It is sometimes hard for me to go on with my work if I am not encouraged.		
I sometimes feel resentful when I don't get my way.		
On a few occasions, I have given up doing something because I thought too little of my ability.		
There have been times when I felt like rebelling against people in authority even though I knew they were right.		
No matter who I'm talking to, I'm always a good listener.		
There have been occasions when I took advantage of someone.		
I am always willing to admit it when I make a mistake.		
I sometimes try to get even rather than forgive and forget.		
I am always courteous, even to people who are disagreeable.		
I have never been irked when people expressed ideas very different from my own.		
There have been times when I was quite jealous of the good fortune of others.		
I am sometimes irritated by people who ask favours of me.		
I have never deliberately said something that hurt someone's feelings.		

Q18 If you are reading this question, thank you and please select "Strongly agree".

Strongly disagree
Disagree
Neither agree nor disagree
Agree
Strongly agree

Page Break

Q19 When I experience stressful events:

	I usually don't do this at all (1)	I usually do this a little bit (2)	I usually do this a medium amount (3)	I usually do this a lot (6)
I take additional action to try to get rid of the problem.				
I concentrate my efforts on doing something about it.				
I do what has to be done, one step at a time.				
I take direct action to get around the problem.				

Page Break

Q20 Please indicate the level of your agreement/disagreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Somewhat disagree (3)	Neither agree nor disagree (4)	Somewhat agree (5)	Agree (6)	Strongly agree (7)
My supervisor cares about my opinions							
My supervisor really cares about my well-being.							
My supervisor strongly considers my goals and values.							
My supervisor shows very little concern for me.							

Page Break

Q21 Please indicate the level of your agreement/disagreement with the following statements.

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly agree (5)
My supervisor listens to what employees have to say					
My supervisor defines success not just by results but also by the way that they are obtained					
My supervisor when making decisions, asks “what is the right thing to do?”					
My supervisor disciplines employees who violate ethical standards					
My supervisor makes fair and balanced decisions					
My supervisor can be trusted					
My supervisor discusses business ethics or values with employees (					
My supervisor sets an example of how to do things the right way in terms of ethics					
My supervisor has the best interests of employees in mind					
My supervisor conducts their personal life in an ethical manner					

Page Break

Q22 What year were you born?

_____

Page Break

Q23 What is your gender?

Male
Female
Another gender

Page Break

Q24 How many employees currently work in your organisation? Please consider the whole organisation, even if there are different branches or locations.

Fewer than 2
2 to 5
6 to 19
20 to 49
50 to 99
100 or more

Page Break

Q25 What is your current employment arrangement?

Permanent
Fixed term
Casual
Contractor/self-employed
Other

Page Break

Q26 Which of the following most closely matches your job title / role?

Employee / Contractor (Non-managerial)
First-line supervisor / Team leader
Mid-level manager
Senior manager
CEO
Other _____

Page Break

Q27 Which of the following industries most closely matches the one in which you are employed? Please note: This refers to the industry within which the company that you work for can be classified, rather than your specific role.

Agriculture, Forestry and Fishing
Mining
Manufacturing
Electricity, Gas, Water and Waste Services
Construction
Wholesale Trade
Retail Trade
Accommodation and Food Services
Transport, Postal and Warehousing
Information Media and Telecommunications
Financial and Insurance Services
Rental, Hiring and Real Estate Services
Professional, Scientific and Technical Services
Administrative and Support Services
Public Administration and Safety
Education and Training
Health Care and Social Assistance
Arts and Recreation Services
Other. Please state _____

Page Break

In submitting my responses, I consent to participate in this study under the conditions set out in the Information Sheet.

If you would like to receive a summary of findings about this project, please contact:
Zagross Hadadian
Email: z.hadadian@massey.ac.nz

Submit

End of Block: Default Question Block

Appendix 3. Reliability results for the main study

Table Ap.3.1. Reliability Statistics (Task conflict)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.883	0.883	4

Table Ap.3.4. Reliability Statistics (Relationship conflict)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.910	0.910	4

Table Ap.3.7. Reliability Statistics (Ethical leadership)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.931	0.931	10

Table Ap.3.10. Reliability Statistics (Psychological safety)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.839	0.849	5

Table Ap.3.13. Reliability Statistics (Problem solving)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.865	0.867	4

Table Ap.3.16. Reliability Statistics (Enactment of WPB behaviors)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.909	0.910	9

Table Ap.3.19. Reliability Statistics (Exposure to WPB behaviors)

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
0.926	0.928	9

Appendix 4. Model testing

Appendix 4.1 (Model M2)

Table Ap.4.1.1. HTMT Analysis for model M2

	Task Conflict	Problem solving	Ethical leadership	Exposure to WPB behaviors
Task Conflict				
Problem solving	0.049			
Ethical leadership	0.457	0.256		
Exposure to WPB behaviors	0.578	0.112	0.455	

Table Ap.4.1.2. Regression of task conflict on exposure to workplace bullying behaviors

	DV=Exposure to workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	0.772	0.166	4.185	0.000
Task conflict	0.458	0.036	13.156	0.000
Gender	-0.034	0.056		0.543
Age	-0.007	0.002		0.000
Model summary				
F value	63.807			
R^2	0.298			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error

Table Ap.4.1.3. Simple moderation analysis (Problem solving as a moderator of task conflict and exposure to WPBB)

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.45	0.04	0.00	0.38	0.52
PSCM	-0.08	0.03	0.02	-0.14	-0.01
TC× PSCM	-0.12	0.04	0.00	-0.19	-0.05
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.04	0.06	0.52	-0.15	0.07
Model summary					
F-value	11.21				
R^2	0.32				
R2 change	0.02**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=exposure to workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.1.4. Simple moderation analysis (Ethical leadership as a moderator of task conflict and exposure to WPBB)

	dv **=** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.84	0.13	0.00	0.59	1.09
Eleadership	0.11	0.09	0.24	-0.08	0.30
TC× Eleadership	-0.13	0.03	0.00	-0.20	-0.07
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.06	0.05	0.28	-0.17	0.05
Model summary					
F-value	14.16				
R^2	0.035				
R2 change	0.02**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Eleadership =Ethical leadership, EWPBB=exposure to workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

Appendix 4.2 (Model M3)

Table Ap.4.2.1. HTMT Analysis for model M3

	Task Conflict	Problem solving	Psychological safety	Exposure to WPB behaviors
Task Conflict				
Problem solving	0.049			
Psychological safety	0.453	0.243		
Exposure to WPB behaviors	0.474	0.274	0.264	

Table Ap.4.2.2. Regression of task conflict on enactment of workplace bullying behaviors

	DV=Enactment of workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	1.091	0.140	7.764	0.000
Task conflict	0.288	0.031	9.414	0.000
Gender	-0.138	0.048	-2.855	0.005
Age	-0.006	0.002	-3.537	0.000
Model summary				
F value	38.767			
R^2	0.205			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error

Table Ap.4.2.3. Simple moderation analysis (Problem solving as a moderator of task conflict and enactment WPBB)

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.27	0.03	0.00	0.22	0.33
PSCM	-0.17	0.03	0.00	-0.22	-0.12
TC× PSCM	-0.17	0.03	0.00	-0.22	-0.11
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.12	0.04	0.01	-0.21	-0.04
Model summary					
F-value	37.01				
R^2	0.31				
R2 change	0.06**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.2.4. Simple moderation analysis (Psychological safety as a moderator of task conflict and enactment of WPBB)

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.62	0.12	0.00	0.39	0.85
Psafety	0.20	0.09	0.02	0.03	0.37
TC× Psafety	-0.10	0.03	0.00	-0.17	-0.04
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.13	0.04	0.01	-0.23	-0.04
Model summary					
F-value	10.31				
R^2	0.23				
R2 change	0.02**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Psafety=Psychological safety, EWPBB=enactment of workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.2.5. Harman's single factor test

Total Variance Explained						
	Initial Eigenvalues			Extraction Sums of Squared Loadings		
Component	Total	% of Variance	Cumulative %	Total	% of Variance	Cumulative %
1	8.834	33.976	33.976	8.834	33.976	33.976
2	3.837	14.759	48.735	3.837	14.759	48.735
3	2.815	10.827	59.562	2.815	10.827	59.562
4	1.712	6.585	66.146	1.712	6.585	66.146
5	.824	3.170	69.316			
6	.634	2.438	71.755			
7	.597	2.296	74.051			
8	.570	2.193	76.244			
9	.545	2.097	78.341			
10	.509	1.959	80.300			
11	.499	1.918	82.218			
12	.469	1.804	84.022			
13	.421	1.619	85.641			
14	.403	1.551	87.192			
15	.383	1.473	88.665			
16	.370	1.424	90.090			
17	.339	1.305	91.395			
18	.323	1.243	92.638			
19	.313	1.202	93.840			
20	.296	1.140	94.979			
21	.263	1.012	95.992			
22	.251	.965	96.957			
23	.215	.827	97.784			
24	.208	.799	98.583			
25	.193	.744	99.327			
26	.175	.673	100.000			

Appendix 4.3 (Model M4)

Table Ap.4.3.1. HTMT Analysis for model M4

	Task Conflict	Problem solving	Ethical Leadership	Enactment of WPBB
Task Conflict				
Problem solving	0.049			
Ethical leadership	0.457	0.256		
Enactment of WPBB	0.474	0.274	0.346	

Table Ap.4.3.2. Regression of task conflict on enactment of workplace bullying behaviors

	DV=Enactment of workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	1.091	0.140	7.764	0.000
Task conflict	0.288	0.031	9.414	0.000
Gender	-0.138	0.048	-2.855	0.005
Age	-0.006	0.002	-3.537	0.000
Model summary				
F value	38.767			
R^2	0.205			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error

Table Ap.4.3.3. Simple moderation analysis (Problem solving as a moderator of task conflict and enactment of WPBB)

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.27	0.03	0.00	0.22	0.33
PSCM	-0.17	0.03	0.00	-0.22	-0.12
TC× PSCM	-0.17	0.03	0.00	-0.22	-0.11
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.12	0.04	0.01	-0.21	-0.04
Model summary					
F-value	37.01				
R^2	0.31				
R2 change	0.06**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.3.4. Simple moderation analysis (Ethical leadership as a moderator of task conflict and enactment of WPBB)

	dv **=** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
TC	0.86	0.10	0.00	0.66	1.07
Eleadership	0.33	0.08	0.00	0.18	0.48
TC× Eleadership	-0.18	0.03	0.00	-0.24	-0.13
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.14	0.05	0.00	-0.23	-0.05
Model summary					
F-value	37.94				
R^2	0.30				
R2 change	0.06**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Eleadership =Ethical leadership, EWPBB=enactment of workplace bullying behaviors; TC=Task conflict*** p<0.001, ** p<0.01, * p<0.05.

Appendix 4.4 (Model M5)

Table Ap.4.4.1. HTMT Analysis for model M5

	Relationship Conflict	Problem solving	Psychological safety	Exposure to WPBB
Relationship Conflict				
Problem solving	0.089			
Psychological safety	0.430	0.243		
Exposure to WPBB	0.621	0.112	0.468	

Table Ap.4.4.2. Regression of task conflict on exposure to workplace bullying behaviors

	DV=Exposure to workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	1.141	0.141	8.078	0.000
Rconflict	0.500	0.033	15.133	0.000
Gender	-0.150	0.055	-2.744	0.006
Age	-0.009	0.002	-5.095	0.000
Model summary				
F value	88.487			
R^2	0.370			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error, Rconflict=Relationship conflict

Table Ap.4.4.3. Simple moderation analysis (problem solving as a moderator of relationship conflict and exposure to WPBB

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.49	0.03	0.00	0.43	0.56
PSCM	-0.05	0.03	0.10	-0.12	0.01
RC× PSCM	-0.05	0.04	0.22	-0.12	0.03
Age	-0.01	0.00	0.00	-0.01	-0.01
Gender	-0.15	0.05	0.01	-0.26	-0.04
Model summary					
F-value	54.02				
R^2	0.38				
R2 change	0.00				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=exposure to workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.4.4. Simple moderation analysis (Psychological safety as a moderator of relationship conflict and exposure to WPBB

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.63	0.11	0.00	0.40	0.86
Psafety	-0.05	0.08	0.47	-0.20	0.09
RC× Psafety	-0.06	0.03	0.06	-0.13	0.00
Age	-0.01	0.00	0.00	-0.01	-0.01
Gender	-0.15	0.05	0.01	-0.24	-0.04
Model summary					
F-value	65.24				
R^2	0.42				
R2 change	0.00				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Psafety=Psychological safety, EWPBB=exposure to workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Appendix 4.5 (Model M6)

Table Ap.4.5.1. HTMT Analysis for model M6

	Relationship Conflict	Problem solving	Ethical leadership	Exposure to WPBB
Relationship Conflict				
Problem solving	0.089			
Ethical leadership	0.412	0.256		
Exposure to WPBB	0.621	0.112	0.455	

Table Ap.4.5.2. Regression of task conflict on exposure to workplace bullying behaviors

	DV=Exposure to workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	1.141	0.141	8.078	0.000
Rconflict	0.500	0.033	15.133	0.000
Gender	-0.150	0.055	-2.744	0.006
Age	-0.009	0.002	-5.095	0.000
Model summary				
F value	88.487			
R^2	0.370			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error, Rconflict=Relationship conflict

Table Ap.4.5.3. Simple moderation analysis (Problem solving as a moderator of relationship conflict and exposure to WPBB)

	dv **=** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.49	0.03	0.00	0.43	0.56
PSCM	-0.05	0.03	0.10	-0.12	0.01
RC× PSCM	-0.05	0.04	0.22	-0.12	0.03
Age	-0.01	0.00	0.00	-0.01	-0.01
Gender	-0.15	0.05	0.01	-0.26	-0.04
Model summary					
F-value	54.02				
R^2	0.38				
R2 change	0.00				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=exposure to workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.5.4. Simple moderation analysis (Ethical leadership as a moderator of relationship conflict and exposure to WPBB)

	dv **=** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.80	0.13	0.00	0.54	1.06
Eleadership	0.01	0.08	0.89	-0.15	0.17
RC× Eleadership	-0.11	0.04	0.00	-0.19	-0.04
Age	-0.01	0.00	0.00	-0.01	-0.01
Gender	-0.15	0.05	0.01	-0.26	-0.05
Model summary					
F-value	68.52				
R^2	0.43				
R2 change	0.01				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Eleadership =Ethical leadership, EWPBB=exposure to workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Appendix 4.6 (Model M7)

Table Ap.4.6.1. HTMT Analysis for model M7

	Relationship Conflict	Problem solving	Psychological safety	Enactment of WPBB
Relationship Conflict				
Problem solving	0.089			
Psychological safety	0.412	0.256		
Enactment of WPBB	0.621	0.112	0.455	

Table Ap.4.6.2. Regression of relationship conflict on enactment of workplace bullying behaviors

	DV=Enactment of workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	1.345	0.123	10.968	0.000
Rconflict	0.303	0.029	10.512	0.000
Gender	-0.206	0.047	-4.399	0.000
Age	-0.007	0.002	-4.524	0.000
Model summary				
F value	46.7			
R^2	0.237			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error, Rconflict=Relationship conflict

Table Ap.4.6.3. Simple moderation analysis (Problem solving as a moderator of relationship conflict and enactment of WPBB)

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.28	0.03	0.00	0.23	0.34
PSCM	-0.16	0.03	0.00	-0.21	-0.11
RC× PSCM	-0.13	0.03	0.00	-0.19	-0.07
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.19	0.05	0.00	-0.28	-0.10
Model summary					
F-value	39.69				
R^2	0.31				
R2 change	0.03**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.6.4. Simple moderation analysis (Psychological safety as a moderator of relationship conflict and enactment of WPBB)

	***dv* =** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.30	0.10	0.00	0.96	2.02
Psafety	-0.03	0.06	0.58	-0.17	0.09
RC× Psafety	-0.00	0.02	0.83	-0.06	0.05
Age	-0.00	0.00	0.00	-0.01	-0.00
Gender	-0.19	0.04	0.00	-0.29	-0.10
Model summary					
F-value	28.33				
R^2	0.48				
R2 change	0.001				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Psafety=Psychological safety, EWPBB= enactment of workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Appendix 4.7 (Model M8)

Table Ap.4.7.1. HTMT Analysis for model M8

	Relationship Conflict	Problems solving	Ethical leadership	Enactment of WPBB
Relationship Conflict				
Problems solving	0.089			
Ethical leadership	0.412	0.256		
Enactment of WPBB	0.464	0.274	0.346	

Table Ap.4.7.2. Regression of relationship conflict on enactment of workplace bullying behaviors

	DV=Enactment of workplace bullying			
	Unstandardized coefficient	**SE**	**T-value**	**P**
constant	1.345	0.123	10.968	0.000
Rconflict	0.303	0.029	10.512	0.000
Gender	-0.206	0.047	-4.399	0.000
Age	-0.007	0.002	-4.524	0.000
Model summary				
F value	46.7			
R^2	0.237			
P-value	0.000			

DV=Dependent variable, IDV=Independent variable, SE=Std. Error, Rconflict=Relationship conflict

Table Ap.4.7.3. Simple moderation analysis (problem solving as a moderator of relationship conflict and enactment of WPBB

	dv **=** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.28	0.03	0.00	0.23	0.34
PSCM	-0.16	0.03	0.00	-0.21	-0.11
RC× PSCM	-0.13	0.03	0.00	-0.19	-0.07
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.19	0.05	0.00	-0.28	-0.10
Model summary					
F-value	39.69				
R^2	0.31				
R2 change	0.03**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; PSCM=problem-solving conflict management, EWPBB=enactment of workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Table Ap.4.7.4. Simple moderation analysis (Ethical leadership as a moderator of relationship conflict and enactment of WPBB

	dv **=** EWPBB				
	B	**SE**	**P**	**LL95%CI**	**UL95%CI**
RC	0.57	0.12	0.00	0.33	0.80
Eleadership	0.06	0.07	0.43	-0.09	0.20
RC× Eleadership	-0.09	0.03	0.01	-0.16	-0.03
Age	-0.01	0.00	0.00	-0.01	0.00
Gender	-0.20	0.05	0.00	-0.29	-0.11
Model summary					
F-value	34.14				
R^2	0.28				
R2 change	0.01**				

Notes: N=456. Unstandardized regression coefficient; SE= standard error; *dv* = dependent variable; Eleadership =Ethical leadership, EWPBB=enactment of workplace bullying behaviors; RC=Relationship conflict*** p<0.001, ** p<0.01, * p<0.05.

Appendix 5. Ethics

MASSEY UNIVERSITY
TE KUNENGA KI PŪREHUROA
UNIVERSITY OF NEW ZEALAND

2/08/2021

Dear: Zagross Hadadian

Re: Ethics Application - SOB 21/32 - The relationship between interpersonal conflict and workplace bullying - the role of conflict management style and situational factors

Thank you for the above application that was considered by the Massey University Human Ethics Committee:

Human Ethics Southern B Committee at their meeting held on **Thursday, 10 June 2021**

On behalf of the Committee I am pleased to advise you that the ethics of your application are approved.

Approval is for three years. If this project has not been completed within three years from the date of this letter, reapproval must be requested.

If the nature, content, location, procedures or personnel of your approved application change, please advise the Secretary of the Committee.

Yours sincerely

Professor Craig Johnson
Chair, Human Ethics Chairs' Committee and Director (Research Ethics)

Research Ethics Office, Research and Enterprise
Massey University, Private Bag 11 222, Palmerston North, 4442, New Zealand T 06 951 6841; 06 95106840
E humanethics@massey.ac.nz; animalethics@massey.ac.nz; gtc@massey.ac.nz