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The Effects of the Psychosocial Work Environment on Bullying and Well-being

A thesis presented in partial fulfilment of the requirements for the degree of Master of Science (Psychology)

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Abstract

Workplace bullying is a significantly harmful issue within organisations all around the world with New Zealand showing high rates. While there have been New Zealand-based workplace bullying studies conducted, research is limited regarding how the psychosocial work environment influences workplace bullying. This study examined how work environment factors including co-worker support, perceived management competence and psychosocial safety climate are related to workplace bullying and well-being. In addition, the associations with gender and job role are also investigated. This study investigated this relationship by looking at data extracted from the 2021 New Zealand Workplace Barometer and using multiple regression analyses to test the hypotheses.

This study revealed the work environment is related to participants' reports of workplace bullying. The analysis found that co-worker support, perceived management competence and psychosocial safety climate have a negative relationship with workplace bullying, and workplace bullying has a negative relationship with well-being. Workplace bullying partially mediated the relationship between co-worker support and psychosocial safety climate with well-being. Finally, gender moderated the relationship between perceived management competence and psychosocial safety climate with bullying, while job role moderated the relationship between psychosocial safety climate and bullying. Overall, this study showcases the relationship between the psychosocial work environment and workplace bullying.

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Chapter One: Workplace Bullying

When visiting beautiful Aotearoa New Zealand, visitors often praise the warmth and friendliness of the locals they meet during their travels across the country. However, it is a different story when it comes to the workplace with studies showing New Zealand having considerably high levels of organisational workplace bullying (Bentley et al., 2012). Do New Zealanders' kind nature only extend outside of the workplace? Workplace bullying is an alarming issue interfering with workforces, causing destructive consequences for both the targets and the organisation as a whole.

Throughout previous research, there are varying definitions of workplace bullying. A common definition is when an individual is faced with negative acts carried out by colleagues, supervisors, or subordinates over an extended period of time, where the individual is unable to defend themselves (Einarsen, 2000). Notably most definitions of workplace bullying do not perceive a single incident of negative behaviour as bullying. One study states that two or more behaviours need to be experienced at least once a week for six months to be considered bullying (Alberts et al., 2007). This repetition distinguishes bullying from other harmful workplace acts such as harassment and discrimination (Einarsen et al., 2011). It is the repetition of negative acts that can cause bullying to have devastating impacts on the targets (Einarsen et al., 2011). These behaviours can entail humiliating the targets, spreading rumours about them, verbal abuse, continuous unproductive criticism of work performance, physical abuse or threats of violence, or withholding important information (Catley et al., 2011). Workplace bullying is a serious issue that can come in a variety of forms making it difficult to encapsulate a specific and universal definition.

Workplace Bullying Prevalence

Due to the broad nature of workplace bullying, there are many definitions and measures used around the world. As countries have differing ideas of what constitutes acceptable behaviour in the workplace, it can be difficult to compare workplace bullying rates (Bentley et al., 2009). Findings have revealed that at least one out of ten workers are exposed to workplace bullying on average worldwide (Nielsen et al., 2010). Previous research has found workplace bullying prevalence rates to be 28% in the USA (Lutgen-Sandvik et al., 2007), 6.2% in Norway (Nielson et al., 2009), and 4.8% in Denmark (Mikkelson & Einarsen, 2001). This supports prior research findings that Scandinavian countries have

a lower prevalence of bullying compared to other European and non-European countries (Nielsen et al., 2010). Scandinavian research also dominates the literature on workplace bullying, as there are more studies conducted with Scandinavian organisations compared to other European and non-European countries. This may be due to a significant part of the research originating from this geographical region (Nielsen et al., 2010).

When examining New Zealand workplace bullying statistics, the rates appear relatively high. For example, a study conducted on New Zealand workers identified 17.8% of participants as having been bullied at their workplace over the last six months (Bentley et al., 2012). Another study looking at four different industries within New Zealand had similar results with rates between 11-22%, with the health and education sectors having the highest prevalence (Bentley et al., 2009). It can be deduced that New Zealand has higher bullying rates than Scandinavian countries, but not as high as the United States. Overall, this states the seriousness of workplace bullying in New Zealand. The severity of New Zealand workplace bullying is also demonstrated in a report conducted by the New Zealand Human Rights Commission (2022) on the experiences of Workplace Bullying and Harassment. The report found that 40% of workers believed they had experienced workplace bullying in their lifetime, and 33.3% reported having experienced workplace bullying in the last 12 months. Out of those who had experienced workplace bullying, 86% of workers had been negatively impacted by their experience. The recency and significance of these results are alarming as they show New Zealand workers are experiencing high rates of workplace bullying. These findings reinforce the urgency to further investigate workplace bullying in New Zealand so strategies can be implemented to reduce these statistics.

Workplace Bullying Measurement

Given the considerable variation in workplace bullying prevalence between regions, it is important to review how workplace bullying has been measured. Self-labelling and behavioural questionnaires appear to be the most utilised methods to research workplace bullying. The self-labelling method requires participants to understand the concept of workplace bullying and evaluate whether they have been subjected to it (Einarsen et al., 2011). Alternatively, behavioural questionnaires allow participants to look over an inventory of workplace bullying behaviours and decide how often they have experienced each (Einarsen et al., 2011). Different methods may be the reason for disparities in

workplace bullying rates (Nielson et al., 2010), as each method's measurement accuracy is different. For example, the behavioural questionnaire method may be more accurate than self-labelling due to the examination of exposure to negative acts, instead of relying on the participant's understanding of what workplace bullying entails (Nielson et al., 2010). Another reason the methods may result in disparities could be that different features of workplace bullying are being measured (Nielson et al., 2010). For example, the self-labelling method asks participants if they believe they have been exposed to workplace bullying. Whereas the behavioural questionnaire asks participants about specific unwanted behaviours, so it is for researchers to decide who has been bullied and who has not. Accounting for the differences in each approach, it may be wise to utilise both approaches if a study can afford it. Using both methods allow for an assessment of whether the participants perceive themselves to have been bullied in the workplace, while also gaining insight into the nature and frequency of negative behaviour associated with workplace bullying. If a study does not have the funds, it may be more beneficial to prioritise using behavioural questionnaires over self-labelling to investigate workplace bullying. A behavioural questionnaire produces more reliable data by minimising the influence of a participant's personal view concerning whether they have been a target.

Negative Effects of Workplace Bullying on the Individual

Bullying in the workplace has been described as one of the most harmful sources of stress within organisations (Hauge et al., 2010). The pernicious consequences of workplace bullying on the target can be exhibited through negative mental outcomes, physical outcomes, and self-efficacy at work. Being exposed to repeated negative acts in the workplace can cause psychological disruption in the form of anxiety (Nauman et al., 2019), depression (Gullander et al., 2014), increased negative emotions (Vie et al., 2011), post-traumatic stress disorder (PTSD) (Nielsen & Einarsen, 2012) and increased risk of suicide (Routley & Ozanne-Smith, 2012). A qualitative study on bullying in hospitals conducted by Wech et al. (2020, p. 80) gathered statements from targets of workplace bullying. One participant stated "it definitely affects my mood because there's always that feeling of dread when I know they're coming in." Another respondent claimed they "had some issues with a nurse manager and [they] went into a little mini-depression for a few weeks. Not like clinical, need to be treated kind of thing, but just questioned [themself], like what was wrong with [them] that he would be singling [them] out like this?" These statements demonstrate how bullying in the workplace can negatively impact mood and psychological well-being Additionally, negative physical symptoms can arise from the strain workplace

bullying can place on an individual. Negative symptoms may include a greater risk of musculoskeletal complaints (Vie et al., 2012), cardiovascular disease (Xu et al., 2019), sleep disturbances (Kostev et al., 2014), headaches and migraines (Tynes et al., 2013) and higher levels of alcohol and drug use (Van Heugten, 2010). Self-efficacy at work can also be impacted by being a target of workplace bullying. When faced with continual negative acts in the workplace, it can erode an individual's self-identity, self-esteem, and self-confidence (Bryant, 2020). In turn, it can lead to doubt in their professional competence and ability to cope with job tasks (Tuckey et al., 2012). These negative consequences may not only affect the target, but the target's family due to mental, physical, or work-related consequences affecting the individual to the point where they are no longer themselves at home (Ciby & Raya, 2014).

Negative Effects of Workplace Bullying on the Organisation

In addition to harming individuals, bullying can have detrimental effects on the organisation. An organisation with high workplace bullying is more likely to have reduced productivity and increased absenteeism (Einarsen et al., 2011). This will reduce the success of the organisation as workers are taking more time off work and for those workers who are present, their output is less than they are capable of. Organisations with workplace bullying may be at risk of reducing productivity and commitment levels, due to decreased motivation by targets of workplace bullying. For example, a study conducted by Trépanier et al. (2015) found that the work engagement of employees was negatively correlated with workplace bullying. This is likely attributed to reduced employee dedication increasing the risk of substandard functioning (Trépanier et al., 2015). Organisations with workplace bullying behaviour may be more at risk of absenteeism as targets of bullying want to avoid their perpetrator. The bullied employee may consider leaving the organisation as it achieves permanent separation from the bully and therefore the problem (Macintosh, 2012). As a result of high absenteeism and turnover, organisations have to invest resources into training new employees to replace staff, while also dealing with the disruption of normal work due to unexpected absenteeism (Hoel et al., 2020).

The Current Legal Context in New Zealand

In New Zealand, organisations must adhere to the 2014 Health and Safety at Work Act to ensure a safe working environment. The purpose of the Act is to protect employees against harm to their health, safety, and welfare by reducing risks that may arise in the workplace (Worksafe New Zealand, 2014). When health and safety issues like workplace bullying occur, consequences may arise if an

organisation fails to meet the obligations stated in the Act. Examples of potential consequences include compliance notices, infringement fees, or criminal proceedings (Health and Safety at Work, 2015). Due to the complexity surrounding what constitutes workplace bullying, it can be difficult to provide adequate evidence of the negative acts experienced to take legal action. Organisations must take the necessary steps towards cultivating a positive work environment that has zero tolerance for workplace bullying to provide a safe working environment for everyone.

Chapter Two: Job Demands and Resources

There is evidence supporting the notion that the work environment of an organisation influences the prevalence of workplace bullying. Previous research has conceptualised this phenomenon as the work environment hypothesis (Einarsen et al., 1994). This perspective proposes a poor work environment increases the likelihood of workplace bullying, whereas a positive work environment decreases the likelihood (Salin & Hoel, 2011). A poor work environment may influence workplace bullying through three potential reasons (Baillien et al., 2009). The first possible reason could be that a negative work environment causes frustrations that provoke target and bully behaviour (Baillien et al., 2009). The second possible reason is that in such an environment conflict may fail to be addressed appropriately leading to bullying behaviour (Baillien et al., 2009). The final possible reason is that a negative work environment cultivates a culture within the organisation which may foster poor interpersonal behaviour (Baillien et al., 2009). Therefore, workplace bullying is likely to decrease through the minimising of work environment stressors that contribute to a poor work environment.

Job Demands and Resources Model

The Job Demands and Resources Model (JD-R model) shows the perspective that a variety of job characteristics, including job demands and resources, can influence the well-being of workers which translates into positive organisational outcomes (Van den Broeck et al., 2011). Job demands are the physical, psychological, social, or organisational aspects of the job that require a level of physical and/or psychological effort (Van den Broeck et al., 2011). Examples of job demands include high work pressure, a poor work environment and undesirable working hours. Alternatively, job resources are the physical, psychological, social, or organisational aspects of the job that either assist in achieving work goals, reduce job demands and the costs that come with these and/or promote personal growth, learning and development (Van den Broeck et al., 2011). According to the literature, job resources can help individuals cope with the physical and psychological load of job demands (Bakker & Demerouti, 2007). For example, if demands were high and resources were low, there is a higher chance of strain occurring. However, if resources are equal to the demands at hand, the individual may feel more equipped and increasingly engaged.

Workplace bullying is an example of a job demand that has been found to be related to low levels of job resources, therefore causing strain on the individual in the workplace (Law et al., 2011). Based on the JD-R framework, this study intends to investigate the connection between the psychosocial work environment, workplace bullying and well-being (Figure 1). The main hypotheses of this study are as following:

H1: Workplace bullying will have a negative relationship with well-being.
H2: Co-worker support will have a negative relationship with workplace bullying.
H3: Perceived management competence will have a negative relationship with workplace bullying.
H4: Psychosocial safety climate will have a negative relationship with workplace bullying.
H5: Workplace bullying will mediate the relationship between the work environment (H5a: co-worker support; H5b: perceived management competence; H5c: psychosocial safety climate) and well-being.
H6: Gender will moderate the relationship between the work environment (H6a: co-worker support; H6b: perceived management competence; H6c: psychosocial safety climate) and workplace bullying, such that the relationship between work environment variables and bullying will be stronger for female participants.
H7: Job role will moderate the relationship between the work environment (H7a: co-worker support; H7b: perceived management competence; H7c: psychosocial safety climate) and workplace bullying, such that the relationship between work environment variables and bullying will be stronger for non-managers.

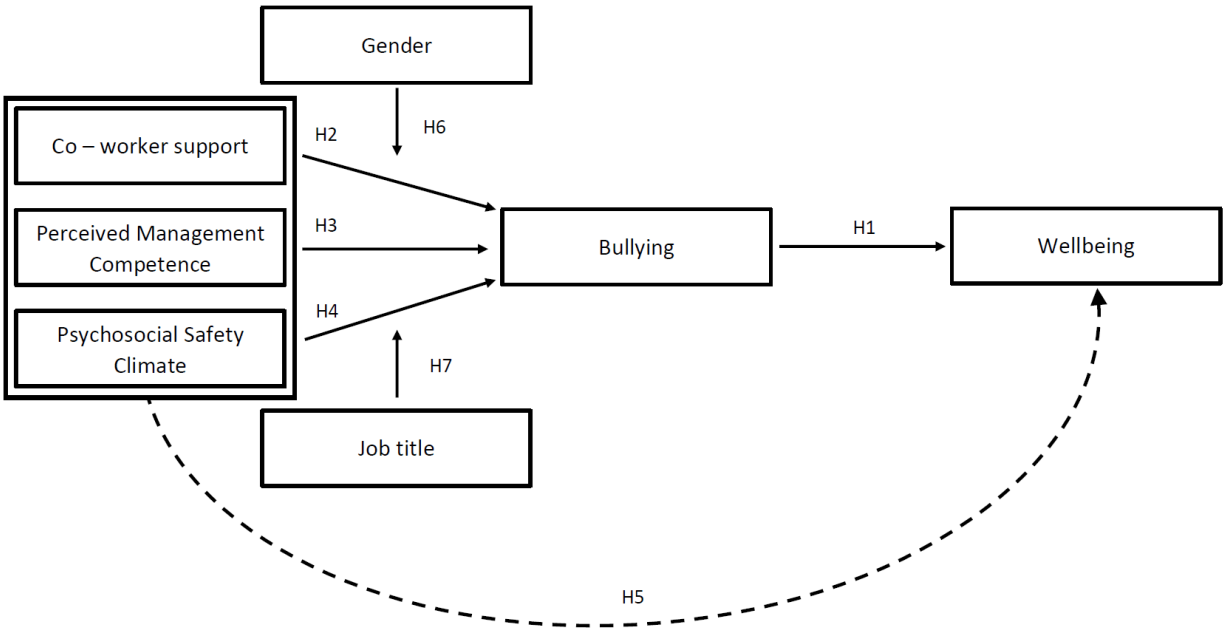


Figure 1: Conceptual framework with hypothesis numberings

The variables representing the psychosocial environment at work include co-worker support, perceived management competence and psychosocial safety climate. These psychosocial environment variables were selected from the 2021 Workplace Barometer, based on prior research indicating their association with lower rates of workplace bullying. These variables reflect a supportive, safe, and comfortable working environment (Balducci et al., 2011; Bond et al., 2010; Hauge et al., 2011).

Although the JD-R model is one of today's leading job stress models (Schaufeli & Taris, 2014), it is commonly utilised at the individual employee level instead of at the wider organisational level (Bakker & Demerouti, 2018). It is important to note that employee behaviour and well-being are outcomes of factors at both the individual and organisational level, despite the research on this being scarce (Bakker & Demerouti, 2018). For example, in a study conducted by Hall et al. (2013) the role of psychosocial safety climate as an organisational-level resource in the JD-R model was investigated. When an organisation has a high psychosocial safety climate this means a significant amount of the company's employees believe their management prioritises their

psychosocial health and safety. The researchers found that psychosocial safety climate moderated the effects of job demands on depression, suggesting that organisational culture can influence the effects of job demands and resources on an employees' outcomes (Lopez-Martin & Topa, 2019). Therefore, the current study will utilise the JD-R model, incorporating factors from the organisational level to gather a more in-depth understanding of their relationship between job demands (workplace bullying) and outcomes (well-being).

Well-being

Well-being is a broad concept with a wide range of inconsistent definitions throughout the literature. Within the bullying literature, two types of well-being commonly referred to include subjective well-being (also known as hedonic well-being) and psychological well-being (also known as eudaimonic well-being). Subjective well-being encompasses evaluating the quality of an individual's life from their own lens (Diener et al., 2018). Researchers in this field argue that this form of well-being should not be conflated with well-being as a whole. Instead, it should be regarded as a distinct aspect that encapsulates how people evaluate their lives (Diener et al., 2018). Psychological well-being refers to an individual who is healthy, well, functions optimally and can overcome life's inevitable challenges (Ryff & Singer, 2008). A model has been developed of psychological well-being which includes six factors (Ryff, 1989). These factors include self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth. Both the subjective evaluation of one's own life (subjective well-being) and the factors that contribute to a good life (psychological well-being) are important.

The concept of well-being in previous workplace bullying studies encapsulates both types of well-being. For example, the World Health Organisation Five Well-being Index (WHO-5) entails 5 items that can determine an individual's general well-being. These items include whether respondents have felt cheerful and in good spirits over the past two weeks, calm and relaxed, active and vigorous, have woken up feeling fresh and rested, and have had a daily life filled with things that interest them (Sischka et al., 2020). These items show a mix of both subjective and psychological well-being measures. It is useful for workplace bullying studies to examine well-being broadly through measures including subjective and psychological well-being such as the

WHO-5, instead of more specialised outcomes like mental health. Including both forms of well-being provides a more inclusive, well-rounded outcome measurement instead of focusing on just one element of well-being.

The literature on workplace bullying and well-being is generally consistent that workplace bullying decreases the well-being of individuals (Hayat & Afshari, 2021). For example, in Hsu et al. (2019) study on entry-level employees of international tourist hotels in Taiwan, the researchers found when faced with workplace bullying, employee well-being significantly reduced. These findings are consistent with the results of other workplace bullying studies focusing on well-being (Ariza-Montes et al., 2017; New Zealand Human Rights Commission, 2022; Sprigg et al., 2019). Low well-being has detrimental outcomes for both the individual and the organisation as a whole. According to the happy-productive worker hypothesis (Landy, 1985) workers who are satisfied and happy with their work-life will have enhanced job performance than those who are less happy. This concept claims unhappy people have a greater tendency towards emphasising negative aspects of work life (Cropanzano & Wright, 2007). Additionally, unhappy people tend to be more cautious in social situations and sometimes even hostile in nature. This hostility can result in people becoming less proactive at work and dealing ineffectively with stress (Cropanzano & Wright, 2007). Based on this hypothesis, the well-being of workers plays a pivotal role in their work performance. Therefore, workplace bullying negatively affecting well-being, can lead to decreased work performance.

H1: Workplace bullying will be negatively related to employee well-being.

Co-worker Support

Co-worker support is another example of a resource within an organisation that can reduce the impact of high job demands on an individual's overall health (Dollard et al., 2012). Social support can be defined as the assistance and protection provided by others (Velando-Soriano et al., 2020). This form of social support is known as co-worker support when support comes from colleagues (Velando-Soriano et al., 2020). Another definition of co-worker support is the belief of employees their co-workers would be willing to provide work-related assistance to help them with their responsibilities (Arora & Kamalanabhan, 2013). According to previous studies, co-

workers can improve an individual's work experience and perceptions of their workplace (Ng & Sorenson, 2008). For example, co-workers can be confidants, help assist with workloads, and can freely discuss new ideas, all of which can contribute to a more supportive and effective work environment (Arora & Kamalanabhan, 2013; Neves & Cunha, 2018). Support from co-workers can be one of the most important forms of support in the workplace (Whitebird et al., 2013) due to its ability to help alleviate stressful work demands.

How Co-worker Support can Effect the Organisation

Previous literature has informed us co-worker support can influence better work-family outcomes (Norling & Chopik, 2020), reduce stress-related disorders (Nieuwenhuijsen et al., 2010), reduce the effects of unfair supervisor treatment (Sloan, 2012) and improve job satisfaction and lower turnover intentions (Norling & Chopik, 2020). As a result, the workplace environment is increasingly positive which can lead to improved job performance. For example, Nicholson et al. (2014) carried out a longitudinal study investigating the relationship between depersonalisation, civility, and confidence. Depersonalisation refers to an attitude towards work characterised by a sense of indifference or detachment. It can be observed through negative, cynical and cold behaviours, as well as engaging with others in an impersonal way (Velando-Soriano et al., 2020). The researchers found that although confidence had no impact on depersonalisation, a lack of civility among co-workers correlated with high levels of depersonalisation. From this, the researchers concluded co-worker support prevents depersonalisation in the workplace which can reduce resignation rates and improve job performance. Sen and Yildirim (2023) also came to similar findings in their study on the relationship between nurses' perceived support from supervisors and co-workers, psychological well-being, and job performance. They discovered that co-worker support had a positive effect on job performance and increased communication within the workplace. Co-worker support is an advantageous workplace factor due to its positive effects on the workplace environment and job performance.

Co-worker Support Measure

The Social Support Scale has been successfully used by many studies to measure co-worker support (Bateman, 2009; Hoang, 2014; O'Driscoll et al., 2004). The scale focuses predominantly on co-worker support in the form of practical assistance with the work itself (Hoang, 2014) and has shown an acceptable internal reliability of 0.89 in past research (O'Driscoll et al., 2004). For example, O'Driscoll et al. (2004) utilised the scale in their study asking questions that revolved around helpful information or advice, sympathetic understanding and concern, clear and helpful feedback, and practical assistance.

Co-worker Support and Workplace Bullying

Most of the research regarding co-worker support and bullying investigated co-worker support as a moderating factor between workplace bullying and health outcomes (Attell et al., 2017; Blomberg & Rosander, 2020; García et al., 2021). The consensus is co-worker support within an organisation serves as a valuable resource, acting as a buffer against workplace bullying and mitigating its negative effects on the targets. For example, in Blomberg & Rosander's (2020) study on employees at a Swedish government institution, the authors concluded that negative effects of workplace bullying on health and well-being are lessened if targets believe they have co-worker support. This is likely due to instrumental support from colleagues reducing employee cynicism or emotional support from colleagues alleviating emotional exhaustion (Nielsen et al., 2020). Instrumental support (practical assistance) and emotional support (acknowledgement of others feelings) from colleagues are divisions of functional support (Declercq et al., 2007). Functional support is the belief from the individual that support is available (Cohen et al., 2000). Both forms of functional support from colleagues are beneficial to any employee.

Research regarding the direct correlation between co-worker support and workplace bullying is limited. However, the research that does exist suggests workers suffering from bullying in the workplace perceive themselves as having less social support from co-workers compared to non-bullied employees (Sigursteinsdottir & Karlsdottir, 2022). For example, Gardner et al. (2013) conducted a study of New Zealand workers from selected business sectors and discovered that participants with more supportive co-workers reported less workplace bullying. These results could be for a variety of reasons. One idea is that social support in the workplace can result in

high job satisfaction and improved communication between employees (Sigursteinsdottir & Karlsdottir, 2022), thus bullying is less likely. Another reason could be that cultivating a more unified community at work, through increased social support, could lead to improved self-worth and improved optimism (Nielsen et al., 2020) which could also reduce the likelihood of bullying occurring.

H2: Workplace bullying will have a negative relationship with co-worker support.

Perceived Management Competence

Leadership and the perceived competence of leaders are organisational factors that can influence the prevalence of workplace bullying. Competencies are a nuanced way of describing the knowledge, cognitive and practical skills, abilities, behaviours, attitudes, and values related to successful work performance (Lorber & Savič, 2011). Perceptions of management competence by employees can be heavily influenced by leadership (Schyns & Schilling, 2013). Destructive leadership refers to the recurring negative behaviours displayed by a manager, which undermine an organisation's objectives and disregard the well-being of subordinates (Einarsen et al., 2007). However, the concept of destructive leadership does not encompass individuals who occasionally show negative behaviour (Erickson et al., 2015). For example, if a manager had a one-off inappropriate incident where they acted with malice, it would be considered destructive behaviour rather than destructive leadership.

It is also important to note that clearly identifying what constitutes destructive leadership is difficult. A manager who is quite hands-on with their subordinates and monitors their work closely may be seen as an effective and attentive leader. When the oversight of subordinates becomes excessive, the manager is more likely to be seen as micro-managing which is an example of destructive leadership behaviour (Erickson et al., 2015). There are other examples that when committed once are considered examples of destructive leadership, these may include lying, stealing, or sexual harassment (Erickson et al., 2015). Another reason why destructive leadership is difficult to identify is that managers may portray good leadership in some areas, but destructive leadership in others (Erickson et al., 2015). For example, a manager may be great at acknowledging and rewarding those who perform well but abuse and belittle those who do not

meet the manager's expectations. This would be harder to identify as destructive leadership, especially when those who are praised are likely to only see the manager as a good leader. Although it can be a complex task to identify destructive leadership, Erickson et al. (2015) conducted a study with U.S. workers that identified targets and witnesses of destructive leadership. The researchers asked respondents about the most common destructive behaviours they have either experienced or witnessed by leaders. Targets of destructive leadership rated making significant decisions without information, playing favourites, and being ineffective at coordinating and managing as the most common destructive behaviours. Witnesses of destructive leadership rated making significant decisions without information, micro-managing, over-controlling, and playing favourites as the most common destructive leadership behaviours. It is apparent that making significant decisions without information and playing favourites are recognised as the most frequent destructive behaviours by both targets and witnesses. To understand why these behaviours occur, the components of destructive leadership need to be analysed. These include the leader themselves, the environment, and the followers of the destructive leader. Firstly, it is helpful to know the common traits of a destructive leader to help explain their behaviour in the workplace. Examples of common traits include exuberant self-promotion and self-interest, always aiming at self-advancement, lying and inconsistency, skirting rules, lack of morals, unwillingness to listen to feedback, and lack of value towards social justice, fairness, and humanism (Winn & Dykes, 2019). From this, it can be argued that an unwillingness to listen to feedback and a keen interest in self-promotion may contribute to making decisions without information. It could also be argued a lack of value toward fairness contributes to playing favourites.

The environment is another factor that may contribute to the occurrence of destructive leadership. Four environmental factors deemed to contribute to the likelihood of destructive leadership include instability, perceived threat, cultural values, and an absence of checks and balances (Padilla et al., 2007). Instability means leaders can exert their power during unstable times in the workplace when a desire for order and a leader that has perceived competence are at their peak (Conger & Kanungo, 1987). For example, perceived unstable times could come from internal or external stressors such as significant redundancies or market volatility (Thoroughgood et al., 2018). Similarly, when workers perceive threats in the workplace, they are more likely to

accept assertive leadership (Padilla et al., 2007). For example, a company facing bankruptcy may be more open to accepting assertive leadership (Padilla et al., 2007). Another environmental factor that may foster destructive leadership is cultural values. The cultural values of a society can influence the cultural values of a workplace which in turn impacts leadership (Padilla et al., 2007). For example, cultures that encourage individualism and which have high power distance may be more likely to produce destructive leaders (Luthans et al., 1998). Power distance is the disparity in authority between high and low-status individuals (Hofstede, 1991). An alternative perspective can be found in high power-distance cultures, followers of destructive leaders are more willing to put up with the power imbalances that come with destructive leadership (Padilla et al., 2007). Lastly, an absence of checks and balances is an environmental factor that may encourage the emergence of a destructive leader (Padilla et al., 2007). Authority which is not monitored properly provides the opportunity for destructive leaders to emerge due to the lack of scrutiny or checks and balances (Thoroughgood & Padilla, 2013). There are two types of checks, internal and external to the organisation (Thoroughgood & Padilla, 2013). Internal checks can include governing boards, ethics code committees, and fraud control systems. External checks can include government agencies and the media. Environmental factors such as instability, perceived threat, cultural values, and absence of checks and balances may be major contributors to the allowance of destructive leadership to predominate.

Workers are more likely to perceive their management as competent if their manager portrays good leadership as opposed to destructive leadership. There is a variety of research suggesting what good leadership may look like. In interviews, Ulrich and Smallwood (2012) discussed with recognised experts in the field of leadership whether effective leadership is the same among different industries, and if there are common rules that all effective leaders must abide by. The researchers found that somewhere between 50-85% of leadership characteristics are shared by effective leaders across different industries. Although a broad range, this statistic showcases that no matter the industry, at least half of effective leadership qualities are relevant in varying industries. Interestingly, they also found that 60-70% of leadership effectiveness is common rules that leaders abide by. Ulrich and Smallwood condense these common rules into five different categories. The first entails leaders ensuring they shape the future. This means having a direction for the future and communicating this direction with the organisation. The second rule

involves making things happen which involves the transformation of a plan into action. The third rule is engaging today's talent. This means leaders can identify and get on board talent that is beneficial to the organisation. The fourth rule is building the next generation which ensures the organisation attains the longer-term competencies needed for long-term success. The final rule entails the leader investing in themselves. This means effective leaders are constantly learning and growing and are not afraid to make bold decisions and deal effectively with situations. Although there is an abundance of factors that contribute to what constitutes good leadership, these five rules are a useful baseline as to what experts consider important in an organisation. If managers in the workplace embodied these five rules, workers are more likely to perceive their management as competent.

Competent managers are more likely to be able to prevent stress in those they manage while incompetent managers are more likely to cause stress. Yarker et al. (2008) created the management competencies for preventing and reducing stress at work (MCPARS) framework to reflect management behaviours/competencies which best prevent stress in the workplace. The researchers interviewed just under 400 employees and managers and conducted focus groups with more than 50 human resources professionals. The competencies derived from the research were categorised into themes which then created a framework of management competencies. The management competencies identified for reducing stress in the workplace include:

- Managing workload and resources
- Dealing with work problems
- Process planning and organisation
- Empowerment
- Participative approach
- Development
- Accessible/visible
- Health and Safety
- Feedback
- Managing conflict
- Expressing and managing own emotions

- Acting with integrity
- Friendly style
- Communication
- Taking responsibility
- Knowledge of job
- Empathy
- Seeking advice (Yarker et al.,2008).

Relationship Between Perceived Management Competence and Workplace Bullying

According to the previous studies, managers and supervisors are more likely than colleagues to be perpetrators of bullying (Oladopo & Banks., 2013; Tsuno & Kawakami., 2015; Zapf et al., 2011). For example, in Oladapo and Bank's (2013) study, it was revealed that from the 40% of bullied participants, 52% reported they were bullied by a manager, 29% reported they were bullied by another employee, and 18% reported they had been bullied by both a manager and an employee. The tendency for bullying to occur mostly from supervisors or managers is likely due to the power disparity between a supervisor and their employee (Bjorklund et al., 2019; Wright, 2020). For example, Rosenblatt (2012) explains that individuals in supervisory roles with control over others may devalue employees and use their power to suit their own interests. Magee and Smith (2013) point out that supervisors can view their employees as below them or too distant to be relevant which could contribute to the bullying of subordinates in supervisor-subordinate relationships. This leads to the conclusion that managers are the ones most likely to be perpetrators of workplace bullying given their influential power within an organisation,

The management competence of a leader in the workplace is a job resource related to the prevalence of workplace bullying. Prior research on management competence and bullying suggests the correlation may be due to the leader's ability to deal with workplace conflict (Hoel et al., 2010; Skogstad et al., 2011), the consequent work environment (Blackwood et al., 2019; Hoel et al., 2010; Skogstad et al., 2011), the leadership style used (Hoel et al., 2010; Skogstad et al., 2011) and through the leader demonstrating bullying behaviour themselves (Blackwood et al., 2019; Hoel et al., 2010; Skogstad et al., 2011). Although limited, more recent studies appear to investigate perceived management competencies over leadership. This may be because

perceived management competence is a more specific and reliable way to measure how employees quantify the effectiveness of their leaders. Despite this, prior studies regarding leadership and workplace bullying can prove helpful as good leadership usually implies higher perceived management competence. The consensus within these studies is that poor leadership and low perceived management competence result in more workplace bullying and vice versa.

This increase in workplace bullying when perceived management competence is low could be due to leaders lacking skills to deal with workplace conflict resulting in a work culture that fails to mitigate bullying. Previous literature has found individuals placed in leadership positions without the adequate skills to deal with conflict at work, are unable to effectively address conflicts early (Hoel et al., 2010; Skogstad et al., 2011). This means conflicts escalate into more serious issues such as workplace bullying. However, other studies propose that the poor working environment which results from poor leadership is what leads to increased workplace bullying (Blackwood et al., 2019; Skogstad et al., 2011; Vessey et al., 2010). This proposition falls in line with the frustration-aggression hypothesis (Fox & Spector, 1999) which states that a stressful work environment could provoke aggressive behaviour in individuals, encouraging perpetrators to bully others. It can be argued that having leaders with poor conflict management can directly contribute to a poor working environment, thus increasing the likelihood of workplace bullying occurring. These ideas regarding poor conflict management in leaders and a poor working environment demonstrate that leaders who are rated with low competence are more likely to create an environment conducive to workplace bullying.

Poor competence demonstrated by leaders in the workplace can also lead to workplace bullying through leaders enacting bullying themselves. The leadership style demonstrated in an organisation may negatively affect the work environment and the employees' perceptions of the leader (Hoel et al., 2010; Skogstad et al., 2011). Hoel et al. (2010) discuss autocratic and laissez-faire leadership and their correlation with bullying. The researchers state that laissez-faire leadership can be experienced by employees as neglectful and ignorant of their needs to the point where they feel abandoned. This form of leadership can lead to bullying by leaders turning a blind eye to conflict, or inappropriately leaving decisions to the group causing conflict, role conflict and lack of task clarity (Hoel et al., 2010). Autocratic leadership can create a controlling

work environment which can escalate into leaders participating in bullying behaviour toward their employees (Hoel et al., 2010). This idea is supported by a large portion of previous studies which contend that leaders are frequently the perpetrator of bullying through carrying out abusive and unfair leadership (Blackwood et al., 2019; Hoel et al., 2010; Skogstad et al., 2011). One could argue that a leader who is perceived as having low competence would be more likely to bully than a leader perceived as having high competence due to the assumption that respondents would not label a leader who bullies as competent. However, it is less straightforward as leaders may appear adequate in other areas of the workplace. Hoel et al. (2010) support this notion, claiming that a destructive leader, despite engaging in bullying behaviour towards employees, may excel in certain organisational tasks and consequently evade detection or even achieve success within an organisation. These ideas provide an alternative angle that depicts leaders as potential bullying perpetrators themselves.

H3: Workplace bullying will have a negative relationship with perceived management competence.

Psychosocial Safety Climate

The notion of psychosocial safety climate (PSC) demonstrates the importance of psychological and physical safety through a positive organisational climate (Bond et al., 2010). Research into psychosocial safety climate combines numerous research areas such as safety climate, organisational climate, work systems, work environment, and work stress theories. A psychosocial safety climate can be defined as the policies, practices, and procedures that are applied by managers and leaders with the intent of protecting their worker's health and safety within the workplace (Dollard & Kang, 2007). According to Dollard et al. (2017), a workplace's psychosocial safety climate is predominantly dictated by management and has four main aspects that connect to best practice principles. The first aspect is the support and commitment of senior management to psychological health, for example when senior management proactively acts to address issues that are detrimental to psychological health (Idris et al., 2012). The second aspect is the emphasis management places in psychological health and safety compared to productivity goals. For example, if an employee is suffering due to a heavy workload, an organisation could assist that employee by easing the workload or providing alternative resources. The third aspect

is the way an organisation communicates with employees regarding psychological health and safety issues. For example, whether management encourages employees to speak up if they are psychologically struggling. The final aspect is the organisation's contribution to stress prevention through all levels of the organisation by including employees, health and safety representatives and management in stress prevention strategies.

How Psychosocial Safety Climate Influences the Organisation

Previous research tends to agree that the psychosocial safety climate of an organisation is a reliable indicator of workplace psychological health and safety (Loh et al., 2020). Yulita et al. (2016) conducted a systematic review on psychosocial safety climate studies between 2010 and 2016 and found that 70% of these studies examined the psychological outcomes of psychosocial safety climate. In these studies, the primary focus was on emotional exhaustion, psychological distress or depression. Some studies concluded that psychosocial safety climate can predict changes in psychological health problems through its influence on job demands and resources (Dollard et al., 2012; Dollard & Bakker, 2010). In addition, high individual psychosocial safety climate also correlated with better individual health and high work engagement (Bailey et al. 2015; Dollard et al., 2017). Earlier studies conducted on psychosocial safety climate were based predominantly in Australia and Malaysia (Loh et al., 2020). As the field progressed, the psychosocial safety climate of organisations within other countries started to be investigated. Countries outside of Australia and Malaysia tended to have lower scores for psychosocial safety climate (Loh et al., 2020). For example, a study by Afsharian et al. (2018) examined psychosocial safety climate levels in Iranian hospitals and found lower scores compared to Australian hospitals. The literature indicates that psychosocial safety climate is an adequate predictor for psychological health issues and that levels can differ between different countries. The difference in psychosocial safety climate between countries is likely due to different macro factors such as labour market policies, societal values and norms (Loh et al., 2020), and union density (Dollard & Neser, 2013). Union density is the amount of trade union members who are employees as a percentage of all employees in a particular country. Dollard and Neser (2013) conducted a study which looked at how macro-level factors such as union density can influence psychosocial safety climate and worker health. The researchers predicted that social democratic countries (e.g. Sweden) would have more workplace protections and stronger trade unions than

either conservative or liberal countries. The study found that the highest levels of union density and psychosocial safety climate were in social democratic countries such as Sweden, Norway, Finland, and Denmark. Conservative countries such as Belgium, the Netherlands and Italy were ranked much lower in union density and psychosocial safety climate. This study demonstrates that a society and its specific policies and welfare regimes are shaped through that society's unions and management. These unions and management directly influence the protective structures in workplaces which affects both psychosocial safety and worker health. Psychosocial safety climates in organisations can differ across countries due to macro-level factors like union density, which impacts the emphasis placed on workplace protection structures.

The Effects of Psychosocial Safety Climate through Job Design

In addition to being impacted by macro-level factors, psychosocial safety climate is influential on work stress and health through job design (Dollard & Bakker, 2010). Job design can be broken down into the job demands and resources provided to employees by an organisation (Bakker & Demerouti, 2016). If an organisation prioritises the psychological health of employees, then consideration of this is expected during the job design process when deciding job scopes, tasks and the provision of resources and reduction of demands (Loh et al., 2020). For example, Idris et al. (2011) found that the psychosocial safety climate has a negative relationship with burnout due to an increase in job demands such as role conflict and emotional demands. This study also revealed that managers who prioritised employee psychological health, provided sufficient job resources for workers which increased employee engagement and performance. Psychosocial safety climate impacts employee psychological health through job design which can be translated to the job demands and resources provided to workers through the organisation.

The PSC-12

The PSC-12 was developed by Hall et al. (2010) as a shortened version of the original 26 item psychosocial safety climate assessment instrument. The condensed version includes a 12 item scale which covers the four domains of psychosocial safety climate: organisation participation, organisation communication, management priority and management commitment. Hall et al. (2010) evaluated the refined instrument with 398 working participants in the Australian Workplace Barometer project. The researchers discovered the PSC-12 scale successfully

accounted for all four factors. The researchers also confirmed that the 12 item scale produced slightly better internal consistency (0.81-0.95) and construct validity than the original 26 item scale. Factorial validity of the scale revealed that the 12 item scale fit the data better than any other model. Since the development of the PSC-12, many studies measuring psychosocial safety climate have utilised the scale successfully (Havermanns et al., 2017; Pien et al., 2019; Potter et al., 2017).

The Relationship Between Psychosocial Safety Climate and Workplace Bullying

The majority of prior studies examining the relationship between psychosocial safety climate and workplace bullying have demonstrated a negative relationship between the two variables (Afsharian et al., 2021; Bond et al., 2010; Dollard et al., 2017; Escartin et al., 2021; Yulita et al., 2014). In workplaces where workers consider their psychosocial safety a priority of the organisation there are likely to be lower rates of workplace bullying, compared to those workplaces where psychosocial safety is not an organisational priority. For example, Dollard et al. (2017) conducted a study with 1,062 Australian employees to determine if organisational psychosocial safety climate reduces workplace bullying and psychological health problems. The researchers implemented specific procedures which increased psychosocial safety climate and found psychosocial safety climate could predict bullying over four years, suggesting that an increase in psychosocial safety climate can decrease workplace bullying rates. Furthermore, the study concluded that psychosocial safety climate was associated with a reduced likelihood of psychological health issues. This is likely due to its influence on decreasing workplace bullying.

High psychosocial safety climate workplaces are more likely to have less workplace bullying due to a commitment from managers to take action to prevent bullying (Dollard & Baker, in press) and workers having more involvement and voice in the organisation (Bond et al., 2010). When the psychosocial safety climate of an organisation is high this means managers view employees' psychological safety as a top priority. It is important to highlight the difference between psychological safety and psychosocial safety. Psychological safety refers to the mental health of the individual (Lee at al., 2016), whereas psychosocial safety focuses on the mental processes that support connections between the individual and their social world (Newman & Newman, 2020). High psychosocial safety climate means managers are more prone to have policies and

procedures in place to discourage workplace bullying that can threaten psychological safety (Escartin et al., 2021). Managers would also be more likely to quickly and effectively deal with any cases of workplace bullying if they were to arise (Bond et al., 2010). These policies and procedures can have a widespread influence on the organisation for targets of bullying, perpetrators and bystanders (Zapf & Vartia, 2020). Additionally, high psychosocial safety climate cultivates an environment where employees are encouraged to participate in decisions and speak out about any threats they feel to their psychological safety (Bond et al., 2010). As a result of this, employees are more likely to have higher opinions of their management and power imbalances are less likely to be present (Bond et al., 2010). Thus, the environment of the organisation is less likely to foster bullying.

In contrast, low psychosocial safety climate workplaces are more likely to have workplace bullying due to tolerance and reinforcement of bullying (Bond et al., 2010) and through a negative climate, work design and management (Dollard et al., 2017). If an organisation has a low psychosocial safety climate this means the workers believe that management does not have their psychological safety as a priority compared to other organisational factors such as productivity. This can create a workplace environment where workers feel frustrated due to stressful working conditions which can increase the likelihood of bullying (Bond et al., 2010). This lack of prioritisation of employee psychological health can also give the impression that bullying is overlooked and even tolerated which can also lead to an increase in bullying (Escartin et al., 2021). For example, Dollard et al. (2017) propose three pathways in which psychosocial safety climate can influence workplace bullying. The first is a mistreatment climate, where a low psychosocial safety climate can directly cultivate a climate where bullying is tolerated by providing information to employees about behaviour-outcome expectancies. In other words, employees gauge how important it is to not bully in the workplace and based on that analysis decide whether bullying would be accepted. Another way which psychosocial safety climate can affect bullying is through work design. The work design hypothesis states that job design can influence bullying through factors such as role conflict, workload, role ambiguity, job insecurity and cognitive demands (Van den Brande et al., 2016). The final mechanism through which psychosocial safety climate can affect workplace bullying is through conflict escalation. Conflict escalation encapsulates the idea that unclear roles in an organisation can create competition and

foster low trust which can lead to workplace bullying. It is clear that a low psychosocial safety climate can create an environment which is more conducive to workplace bullying.

H4: Workplace bullying will have a negative relationship with psychosocial safety climate.

The Psychosocial Work Environment

A positive psychosocial work environment is related to lower rates of bullying occurring in the workplace. The psychosocial environment of a workplace is produced through the interplay between the organisational environment, structures, work content, and employees' abilities and needs (Jain & Leka, 2010). Jain and Leka explain that the psychosocial environment can be impacted by psychosocial risks which can cause issues such as workplace bullying. Examples of psychosocial risks include disparities between job content, workload, work schedule, environment, organisational culture, interpersonal relationships at work and career development. There have been numerous international studies that have looked at the associations between the psychosocial environment and bullying (Einarsen et al., 2011; Salin, 2015). The consensus is that a poor psychosocial environment increases the likelihood of psychosocial issues such as bullying, whereas the improvement of the psychosocial environment leads to a reduction in bullying. For example, Salin's (2015) study conducted with 4,392 Finnish employees found that employees with a poor psychosocial environment were more likely than others to have reported being subjected to or a witness to workplace bullying. This study confirmed the consensus throughout the previous research that the psychosocial environment of a workplace influences workplace bullying.

Rather than workplace bullying being a result of a poor social environment, a poor social environment might be a product of bullying (Hauge et al., 2011). For example, providing employees with cramped workspaces and poor ergonomics may be a bullying act in itself instead of a factor resulting in workplace bullying. Regardless of whether the psychosocial environment causes workplace bullying or is the result of workplace bullying, it is evident the two are closely linked. Despite the prevalence of research conducted on the effects of the psychosocial environment on workplace bullying, there is limited research conducted in New Zealand. This is alarming considering the plentiful evidence that supports workplace bullying existing throughout

New Zealand workplaces (Bentley et al., 2012). This study aims to address this gap to examine how the psychosocial environment is related to workplace bullying in New Zealand workplaces.

H5: Workplace bullying will mediate the relationship between the work environment (H5a: perceived management competence; H5b: psychosocial safety climate; H5c: co-worker support) and well-being.

Chapter Three: Moderator Variables

Gender and the Work Environment

Within an organisation, there are often power differentials and gender dynamics at play which can combine to present females with challenging hurdles (Eagly and Carli, 2007). Gender equality is deemed one of the top five sustainable development goals (SDGs) adopted by the United Nations (U.N Women, 2020), and is considered a significant challenge in management. The definition of gender equality in the workplace encapsulates the equal rights, responsibilities, and opportunities of women and men in employment (Ali, 2022). Currently, gender inequality exists in many workplaces. For example, studies reveal that across all sectors women experience more negative behaviour at work than men (Miner & Eischeid, 2012), and the gender pay gap in New Zealand is 9.2% (Public Service Commission, n.d.). In addition, another study showed that over 80% of respondents reported that the highest-ranking person in their workplace was male and over 60% reported that their line manager was male (Hays New Zealand, 2017). These forms of gender inequality are influenced by power imbalances which are underpinned by stereotypical expectations of how men and women should behave in the workplace (Heilman, 2012). For example, the gendered stereotype that dictates men should always display assertiveness while women should always display warmth has negative consequences, particularly for women who may face repercussions for exhibiting dominant and assertive behaviours (Vial et al., 2016). These restricting gendered stereotypes in conjunction with inequality regarding leadership and pay could be reinforcing power and gender dynamics. As a result of men holding more organisational power than women (Miner & Eischield, 2012), women are at higher risk of being treated negatively at work than men.

Gender and Work Environment Factors

In addition to this, work environment factors such as perceived management competence, psychosocial safety climate, and co-worker support can vary depending on gender. There seems to be no prior research regarding whether men or women report higher perceptions of management competence in an organisation. However, there is research regarding whether men or women in management roles receive different perceived management competence scores. While research findings on this topic vary, the prevailing tendency in studies suggests that male

managers are often perceived as more competent compared to their female counterparts (Samuel & Mokoaleli, 2017). This may be due to a variety of reasons such as prejudice towards female leaders due to features of the leadership context or biases from the evaluators (Samuel & Mokoaleli, 2017).

In relation to psychosocial safety climate, prior studies point to women rating their climate lower than men (Berthelsen et al., 2020). One potential reason for this could be that women tend to have higher job expectations compared to men; thus their perceptions of the psychosocial safety climate are more likely to be lower (Chullen et al., 2015). When looking at co-worker support, research studies tend to agree that women experience more co-worker support than men (Ng & Sorensen, 2008; Wallace & Kay, 2012). For example, a study conducted on physicians revealed that male and female physicians vary in how they network (Buddeberg-Fischer et al., 2010). This study found that women looked for supportive and empathetic relationships while males looked to make ties with those who they deemed highly respected in the medical field. This example suggests that women may have higher co-worker support than men as they seek emotional support from colleagues more than men do. Overall, prior studies are unclear on how gender impacts perceived management competence. There is no research regarding the gender of the evaluators of management competence and mixed results for how the gender of the manager impacts perceived competence. However, research consistently indicates that women tend to report lower levels of psychosocial safety climate while also experiencing higher levels of co-worker support.

Gender and Workplace Bullying

The existing body of literature on gender and workplace bullying consistently supports the notion that male individuals are more frequently identified as perpetrators of workplace bullying compared to their female counterparts. For example, Naime (2017) found that in their US study, 70% of workplace bullying perpetrators were men. In line with this, a Spanish study concluded that 52% of workplace bullying was conducted by a man, 21% by a woman and 27% stated that they had been bullied by both men and women (Baguena et al., 2011). This could be due to a male's higher likelihood of exhibiting aggression in the workplace (Hershcovis et al., 2007). Aggressive acts in the workplace can be deemed as workplace bullying, therefore this may be

why males are more prone to bullying. Another potential reason males may bully more is that more men are in higher organisational roles than females. Given the power dynamics typically involved in workplace bullying, it is commonly observed that individuals in higher positions or roles tend to engage in bullying behaviour towards those in lower-ranking positions (Zapf et al., 2011). As a result, because men are more likely to occupy managerial positions, this may mean there is more opportunity and resources to carry out workplace bullying (Salin, 2021). The research consistently points to men being the more frequent perpetrators of workplace bullying compared to women. However, the underlying reasons for this disparity are not as clear.

Which Gender is more at Risk of Workplace Bullying?

Unlike prior research on gender and the perpetrators of bullying, evidence concerning which gender is at more risk of experiencing workplace bullying is a lot more mixed. On examination of prior studies, it appears there is a slight lean towards women reporting higher levels of workplace bullying than men. For example, in Salin's (2021) overview of the literature, the researcher found that studies conducted in Scandinavian countries (Sweden, Norway, and Denmark) tended to report no difference between genders (Arbetsmiljöverket, 2014; Einarsen & Hetland, 2016; Ortega et al., 2009). European studies produced mixed results with some countries (Belgium and Italy) producing no difference (Campanini et al., 2013; Giorgi et al., 2015), while other countries (Finland, Spain, Greece, and France) reported higher workplace bullying rates for woman (Baguena et al., 2011; Galanaki & Papalexandris, 2013; Kauppinen et al., 2013; Niedhammer et al., 2007). The United States and Japan produced mixed results with some studies finding no difference (Tsuno et al. 2015) and other studies finding women were more at risk (Giorgi et al., 2013; Namie 2014;). Alternatively, those from South Africa reported higher rates of bullying among men (Cunniff & Mostert, 2012). While the findings in prior research on this topic have been somewhat inconsistent, there is a slight tendency indicating that women are more likely to be targets of bullying compared to men.

Interestingly, studies employing self-labelling methods consistently reveal that women tend to report themselves as targets of workplace bullying more frequently than men. In other words, women may perceive negative acts in the workplace more severely than men do. For example, in a large-scale study conducted by Bentley et al. (2009) in female-dominated sectors in New

Zealand, the researchers found that although 20.9% of men and 16.9% of women reported being subjected to negative acts, more women (4.3%) than men (2.2%) reported being bullied. This example showcases that depending on what measurement is used, different bullying rates could be produced. The use of negative acts questionnaires may be considered a more reliable and objective method for measuring bullying due to its ability to provide a more objective assessment. On the other hand, self-labelling of workplace bullying requires a more subjective assessment as to whether that individual feels they have been bullied (Salin & Hoel, 2013). Consequently, despite women potentially reporting less workplace bullying than men, women may be more likely to perceive themselves as having been bullied than men. Therefore, it is important to consider whether a study has used a behavioural checklist or a self-labelled assessment to measure workplace bullying.

Gender Dynamics and Workplace Bullying

From the workplace bullying literature, it is evident that gender dynamics play a role in the perpetrator-target bullying relationship. It appears that while men bully both other men as well as women, women bully mostly other women and rarely men. For example, Namie (2017) found that 46% of the bullying cases in their study were from males towards females, 24% males towards males, 20% females to females and only 10% of bullying cases reported female-to-male bullying. This concept is echoed in a study conducted by Gardner et al. (2020) on gender and workplace bullying in New Zealand. The researchers identified that regardless of organisational level, men were more likely to carry out negative behaviour towards both men and women, while women were more likely to direct negative behaviour towards other women. These studies demonstrate that the least common perpetrator-target gender pairing is that of a female toward a male, while the most common is that of a male towards a female. Previous allegations suggest that female-to-female bullying is due to competitiveness and nastiness between female peers (Cowan et al., 1998). However, the fact that men bully women the most and females bully men the least, suggests that gender power dynamics are at play in the workplace. These gender power dynamics may also be causing female-to-female bullying.

Why do Women Bully Other Women and not Men?

One potential theory for female-to-female bullying is social identity theory (Tajfel, 1978). Social identity theory claims that the groups we associate ourselves and others with (e.g., gender) form a part of our identity and are a cause of between-group discrimination (Tajfel, 1978). This theory states that individuals from a minority group will feel that their identity is under attack if a low value is placed on the group (Derks et al., 2016). This could be at play concerning gender and the workplace. Generally, men tend to possess more power in society and therefore have better access to organisational power than women (Miner and Eischeid, 2012). Due to this, women may feel like they need to be accepted into the favoured (male) group to succeed in their careers. Bullying from women toward other women may be an act of disassociating from the "weaker" group to be seen as more aligned with the dominant (male) group (Gardner et al., 2020). This theory correlates with the "Queen Bee" phenomenon where women in managerial positions act negatively toward female subordinates to gain acceptance from their male counterparts (Derks et al., 2011).

Gender role socialisation theory (Mol, 1985) is another theory that may help explain females bullying other females in the workplace. This theory suggests that men and women should adhere to different ways of conducting themselves according to their gender group (Eagly, 2013). More specifically, men are expected to appear aggressive and assertive while women are expected to appear warm and accommodating towards others (Gardner et al., 2020). These gender stereotypes may explain why women are reported to bully other women more than men. When women perceive other women as engaging in bullying behaviour towards them, it can create a sense of threat and unease. This perception may arise from a mismatch between the behaviour exhibited and the societal stereotype that expects women to be warm and accommodating. According to this theory, if a male manager were to engage with a female subordinate in a manner similar to a female manager, the subordinate may perceive the interaction as less severe if it aligns with the expectation that males tend to be assertive or aggressive. In other words, gender stereotypes can influence how individuals perceive and interpret behaviours in the workplace. Another reason female-to-female bullying may be occurring is that gender stereotypes may be reinforcing the narrative in the workplace that men are more likely to confront bullies while women are more likely to use passive avoidance

strategies (Ólafsson and Jóhannsdóttir, 2004). Therefore, females with this belief may feel like females are easier targets than males due to their non-confrontational stereotype.

Gender as a Moderator Between the Work Environment and Bullying

After an extensive literature review, there seems to be no published research looking at gender specifically as a moderator of the relationship between the work environment and bullying. In saying this, there are some studies looking at gender as a moderator in workplace bullying research (Hayman, 2015). Studies can be differentiated by whether they view gender through a neutral lens as simply "biological sex" or whether they view gender through a socially constructed lens (Salin & Hoel, 2013). For example, workplace bullying researchers who have approached research through a gender-blind perspective may treat gender as a control variable, where the focus is on gender differences in prevalence rates and forms of bullying (Rodriguez-Munoz et al., 2010). Researchers who adopt a gendered perspective in the study of workplace bullying recognize gender as a significant factor influencing the expression of bullying behaviours and how individuals perceive, interpret, and evaluate negative behaviours in the workplace. They consider gender as a social status that impacts the dynamics of bullying (Salin & Hoel, 2013). According to Salin & Hoel (2013), many of the studies looking at gender concerning workplace bullying have reported the statistical difference between male and female experiences but failed to recognise the gender dynamics at play within the organisation.

There are limited studies on gender as a moderator between the work environment and bullying. However, as already mentioned there are certain studies that show women are at a higher risk of falling target to workplace bullying than men (Ling et al., 2016; Namie, 2017). This may be the case due to a higher likelihood of women being in the gender minority of a workplace (Berdahl & Moore, 2006). This is based on the idea that those in a gender minority of an organisation have less access to resources due to a power imbalance (Martin et al., 2002), which means being a target of negative bullying behaviour is more likely to occur. While females are more likely to be targets of workplace bullying, there are examples of female-dominant industries where workplace bullying is exceedingly high compared to other industries (Rutherford, Gillespie & Smith, 2018; Hollis 2015; Laschinger & Nosko, 2015). An example of such an industry is nursing, with a majority of the workforce being female (Boniol et al., 2019). For example, one

study conducted with 342 nurses showed that 24% of first year nurses had experienced workplace bullying, while 39% had witnessed it (Laschinger, 2012). In this same study, 27% of second-year nurses reported experiencing workplace bullying, while 51% had witnessed it. High workplace bullying prevalence is also evident within the teaching industry, another example of a workforce where a majority of workers are female (Matsela & Kirsten, 2014; Anjum & Muazzam, 2019). These industries displaying high bullying rates could be for an array of reasons such as poor remuneration, high workload, a lack of adequate resources, staffing shortages and organisational design (Wright & Khatri, 2015). Irrespective of the reason behind high bullying rates, it is undeniable female-dominated industries such as nursing and teaching are riddled with workplace bullying. This research suggests female workers bear the brunt of workplace bullying behaviour more often than men.

H6: Gender will moderate the relationship between the work environment (H6a: co-worker support; H6b: perceived management competence; H6c: psychosocial safety climate) and workplace bullying, such that the relationship between work environment variables and bullying will be stronger for female participants.

Job Role in the Workplace

Most organisations around the world operate with a hierarchy of some kind. A hierarchy can be defined as the tiers of authority throughout an organisation whereby different levels of management are prevalent (Anderson & Brown, 2010). According to Wright (2020), hierarchies can be linked back to Weberian Bureaucratic theory (Weber, 1947), where Weber created a way in which organisations were able to best manage their work advantageously amid changes to size and globalisation caused by rail, electricity, and other technologies. Wright explains the bureaucracy model, characterised by clear authority structures, establishes clarity in roles and responsibilities within an organisation. This clarity enhances operational organisation, overall efficiency, and work performance. While the bureaucratic model offers several advantages to organisations, such as clear roles and responsibilities, it also introduces challenges related to the hierarchical nature. Interactions between individuals with different levels of authority can create dynamics that impact the overall work environment. One way this model can impact the work environment is through cultivating a competitive environment. Employees who can secure a

higher position within a hierarchy are rewarded with more power and money irrespective of how that person managed to achieve this (Samnani & Singh, 2014). For example, an individual may have intimidated other workers to keep them out of the competition. Previous studies, such as Namie and Namie (2011), support the notion that human behaviour can be reinforced through positive or negative reinforcement. If individuals are rewarded with promotions for unethical behaviour, it can create a perception that such behaviour is necessary or unchallengeable by others. Therefore, the presence of a hierarchy within an organisation comes with many benefits for the organisation but also can come with some additional costs which can negatively affect the work environment.

Job Role and Work Environment Factors

Factors of the work environment such as perceived management competence, psychosocial safety climate, and co-worker support may also be influenced by the status of an individual in the workplace. Firstly, for perceived management competence, prior studies tend to agree that managers are more likely than employees or non-managers to rate management competence higher. For example, Lorber and Savic (2011) found that leaders perceived overall managerial competencies higher than employees did. Munyewende et al. (2016) came to similar results where most nursing managers saw themselves as competent in all domains of competencies, however, subordinates evaluated their manager's competencies as lower.

Secondly, for psychosocial safety climate, there seems to be limited research that examines specifically whether managers or employees report different psychosocial safety climate scores. There is research regarding the strong impact managers have on employees' psychosocial health (Biron et al., 2018). Research indicates that there needs to be consistency between what managers claim they will do for psychosocial safety and their actual actions in order to foster a high psychosocial safety climate among employees (Dollard et al., 2017). For example, if a manager claims that the organisation supports mental health but does not back this up with actual help when an employee comes forward with mental health issues, employee psychosocial health is at risk. From this, it may be that managers are more likely to report higher psychosocial safety climate scores than employees. If managers' words and actions do not align, employees are more likely to suffer from this. Finally, studies looking specifically at whether managers or non-

managers receive more co-worker support is also limited. In saying this, some studies found that managers are more likely to seek social support than employees (Haque & Oino 2019; Sackey & Sanda, 2011). Moreover, managers are more likely to receive higher levels of emotional support, whereas non-managers are more likely to receive moral support (Haque et al., 2016; Sackey & Sanda, 2011). Moral support is the provision of encouragement through interest as opposed to the provision of practical support (Haque et al., 2016). These findings could potentially be attributed to the competitive nature of managerial roles, which often makes it challenging for managers to find moral support from their peers. On analysis of these work environment factors, it appears job role can influence perceived management competence, however, the literature regarding job role and psychosocial safety climate and co-worker support is less clear.

Job Role and Workplace Bullying

There is little research concerning job role as a moderator of the relationship between the work environment and workplace bullying. Some studies do indicate that non-managers are more likely to experience workplace bullying than managers (Escartin et al., 2011; Oladopo & Banks., 2013; Tsuno & Kawakami., 2015). This could be due to a myriad of reasons. One possibility is that non-managers appear more vulnerable than managers (Ariza-Montes et al., 2014) meaning perpetrators may feel they are more likely to get away with their actions if their target is a non-manager. High risk factors such as low payment and a lack of autonomy are both associated with being the target of workplace bullying (Roscigno, 2007; Topa et al., 2007). This may be why managers who generally receive higher pay and have greater autonomy are less at risk than non-managers to be a target of workplace bullying. It can be assumed that when there are low levels of the work environment factors, those who are targets of bullying are more likely to be non-managers than managers.

H7: Job role will moderate the relationship between the work environment (H7a: co-worker support; H7b: perceived management competence; H7c: psychosocial safety climate) and workplace bullying, such that the relationship between work environment variables and bullying will be stronger for non-managers.

Value of this Study

Prior research internationally and in New Zealand has recognised the influence of workplace bullying on well-being. Improvements to the psychosocial environment of workplaces are necessary to allow the best chance for organisations to limit workplace bullying. This would not only benefit workers' well-being but would significantly improve the productivity and efficiency of the whole organisation. Prior research conducted in New Zealand has been limited and generally reduced to industry-specific studies (Bentley et al., 2012; Bentley et al., 2009). The purpose of this study is to identify whether factors of a good psychosocial environment (perceived management competence, psychosocial safety climate, and co-worker support) are related to bullying in varying organisations throughout the whole of New Zealand. This study is particularly necessary due to the high rates of workplace bullying in New Zealand (Bentley et al., 2012).

Chapter Four: Methods

Design

This study uses data from the 2021 New Zealand Workplace Barometer prepared by Massey Business School and the Massey University School of Psychology. The study obtained ethical approval by a Massey University Ethics committee (see Appendix B). The researchers took a quantitative approach which involved administering surveys to employees from 23 organisations throughout New Zealand via email. This type of study is suitable for the study's aims as it allows for all variables being investigated to be included in the survey. A survey also allows for clear numerical findings to be established which means relationships between psychosocial environment factors and workplace bullying can be examined. Prior research on the psychosocial work environment, bullying, and well-being has also used surveys as a means of measurement (Jain & Leka, 2010; Salin, 2015). To address the research questions, this study will look at the data including demographic information, bullying, well-being, perceived management competence, psychosocial safety climate and co-worker support.

Participants

The participants for this study were 2029 men and women currently employed within 23 New Zealand organisations who were willing to participate in the 2021 New Zealand Workplace Barometer study.

Measures

Workplace Bullying

The survey included measures based on previous studies that have been standardised and validated. Firstly, workplace bullying was measured using a self-report question asking participants if they had been subjected to bullying in the past six months. A definition of workplace bullying was provided to reduce the chance of variability affecting results due to different interpretations of what constitutes workplace bullying. It was defined as "a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target

of bullying has difficulty in defending him or herself against these actions." The participants were asked to respond by selecting from the following options: no; yes, but only rarely=1; yes, now and then=2; yes, several times a week=3; and yes, almost daily=4. Respondents who endorsed the response option "yes (rarely or more frequently)" were considered to have experienced workplace bullying. The higher the score the more frequently the participant experienced workplace bullying behaviours in the workplace.

The Short Negative Acts Questionnaire (S-NAQ) was used to measure the frequency of exposure, over a six-month period, to negative behaviours while at work. Participants were asked how often (1=never, 2=now and then, 3=monthly, 4=weekly or 5=daily) they had been subjected to negative acts at work, using nine items associated with negative behaviours found in bullying situations. The S-NAQ is another way to measure whether bullying behaviours have been experienced or witnessed at work without directly asking if participants have been bullied or witnessed bullying. It was presented in the survey before the measure and definition of workplace bullying so that the S-NAQ result did not rely on the participant's belief that they had been bullied. The measure included items encompassing work-related, person-related, and physical workplace bullying behaviours. An example of one of the questions is: "over the last six months, how often have you been subjected to 'someone withholding information which affects your performance?" (Appendix A). The higher the score the more frequently the participant experienced the negative acts associated with workplace bullying. The criterion of having experienced more than two negative acts more than weekly for at least six months was used to determine if someone was a target of workplace bullying.

Well-being

Well-being was measured using the World Health Organisation Five Well-being Index (WHO-5) to measure well-being over the past two weeks. Participants were asked how they had been feeling using a 5-point Likert scale ranging from 0 = "at no time" to 5 = "all the time". Five statements were asked, for example, "I have felt cheerful and in good spirits". The total score ranged from 0-25 and was multiplied by 4 to give a final score out of 100. The higher the score the more likely the participant had higher well-being.

Perceived Management Competence

Perceived management competence was measured using 12 statements asking to what extent participants agreed (1=strongly disagree to 5= strongly agree) that their current manager showed particular management qualities. The questions were based on the MCPARS framework (Yarker et al., 2008). Examples of these items include "my manager demonstrates integrity" and "my manager manages emotions." The overall perceived management competence score was calculated based on the sum of the twelve items. The higher the score the more likely the participant perceived their management as competent.

Psychosocial Safety Climate

Psychosocial Safety Climate was measured using the PSC-12 which includes 12 items over four domains with three items per domain. The first domain is management commitment and support for psychological health and safety (e.g "Senior management acts decisively when a concern about an employee and psychological status is raised"). The second domain is management prioritisation of psychological health and safety (e.g. Psychological well-being of staff is a priority for this organisation). The third domain is employee participation in psychological health and safety (e.g. There is good communication here about psychological safety issues which affect me). Finally, the fourth domain is organisational communication with employees about psychological health (e.g. In my organisation, the prevention of stress involves all levels of the organisation). Participants were asked to respond to questions from these four domains on a five-point Likert scale ranging from 1=strongly disagree to 5=strongly agree. The overall psychosocial safety climate score was calculated based on the sum of the twelve items. The higher the score the more likely the psychosocial safety climate will support psychosocial health and safety.

Co-worker Support

Co-worker support was measured by asking participants about the support they have had from co-workers over the last three months, which could include helpful information or advice, sympathetic understanding and concern, clear and helpful feedback, and practical assistance. Four statements were based on these four topics and the extent to which participants agreed was indicated using a 6-point scale where 1 was "never" and 6 was "all the time". An example of

one of the items associated with feedback was “my colleagues provide helpful information or advice about my work.” The overall co-worker support score was calculated based on the sum of the four items. The higher the co-worker support score the more likely the participant had supportive co-workers in their workplace.

Gender and Job role

Gender was determined by asking the participant to select a number that represents their gender (1= male, 2= female, 3= another gender). Gender was then recoded so that 0= male and 1= female. Similarly, participants’ job role was determined through asking the participant to select a number which most closely matched their job role (employee=1, team leader= 2, mid-level manager= 3, senior manager= 4 and other=5). Job role was then recoded so that 0= non-managers and 1= managers. If the respondent selected option 3 for gender or option 5 for job role, the data was removed from data analysis.

Procedure

To recruit participants, the survey was promoted through the Healthy Work Group’s network. Organisations were approached about their interest in the study, and those that wished to take part were provided with an email explaining the study and a link to the online survey, to distribute to their employees. The email explained that this was a Massey University study investigating work design and well-being, that all information would be anonymous and confidential, and that no information that could identify individual participants would be released.

Data Analysis

Scales were computed from individual items using mean values, except for the PSC which was the sum of all 12 items. Data was analysed using the Statistical Package for the Social Sciences version 28.0. Analysis included descriptive statistics and bivariate correlations. Between-group comparisons between gender and job role were calculated using independent samples t-tests. Multiple regression analyses testing mediation and moderation were conducted using Baron and Kenny’s (1986) procedures.

Moderation was tested using centred independent variables and centred moderators. A two-step regression analysis process tested for linear and moderator effects. The first step tested for linear effects between the centred independent variables (perceived management competence, psychosocial safety climate and co-worker support), the moderators (job role and gender) and the dependent variable (workplace bullying). Interaction effects were calculated by multiplying the centred independent variable with each moderator variable. In the second step of the regression analysis, the interaction effect was added.

The mediating effects of workplace bullying between the psychosocial work environment and well-being were tested using three steps. The first step made clear whether there was a relationship between the independent variables (perceived management competence, psychosocial safety climate and co-worker support) and the dependent variable (well-being). The second step established the relationship between the mediator (workplace bullying) and the independent variable. The third step tested mediation by regressing the dependent variable on the mediator and independent variable together. Full mediation was indicated if the significant relationship between the independent variable and the dependent variable apparent in step one became non-significant in the third step. Partial mediation was indicated if the regression was still significant but reduced. Sobel tests were also calculated to investigate whether the mediation was statistically significant.

Chapter Five: Results

Workplace Bullying

This study indicated that 6% of the participants were bullied according to the self-report measure and 11% of respondents were bullied according to the behavioural questionnaire (S-NAQ). The most frequently reported negative behaviour was "someone withholding information which affects your performance" (see Table 3). When looking at the self-reported measure for workplace bullying, 344 (6%) participants reported having experienced workplace bullying over the past 6 months.

Group Differences

Female participants reported lower well-being and psychosocial safety climate and higher co-worker support than males (Table 1). There were no gender differences of experiencing negative bullying acts or perceived management competence (Table 1). Due to differences between males and females in three of the five variables, gender was included in the regression analyses as a control variable.

Table 1: T-test Results Comparing Differences in Mean Scores between Male and Female Participants

	Males		Females		
Variables	Mean	SD	Mean	SD	t
1. Percieved Management Competence	3.91	0.88	3.86	0.95	1.16
2. Psychosocial Safety Climate	3.39	0.95	3.23	0.99	3.75*
3. Co-worker support	4.39	1.17	4.51	1.17	-2.43*
4. Negative Acts	1.4	0.55	1.45	0.59	-1.93
5. Wellbeing	2.83	1.1	2.45	1.13	7.72*

*Note: *= $p<0.05$*
df= 2012

As for job role, non-managers, as compared to managers, reported lower levels of well-being, perceived management competence and psychosocial safety climate (see table 2). There were no significant job role differences on negative acts as measured by the NAQ, or on co-worker support (Table 2). Due to the significant differences between non-managers and managers in three out of the five variables, job role was included in regression analyses as a control variable.

Table 2: T-test Results Comparing Differences in Mean Scores between Managers and Non-managers

	Managers		Non-managers		
Variables	Mean	SD	Mean	SD	t
1. Percieved Management Competence	3.98	0.81	3.81	0.99	- 4.03*
2. Psychosocial Safety Climate	3.46	0.91	3.19	1	- 6.03*
3. Co-worker support	4.49	1.19	4.49	1.19	1.68
4. Negative Acts	1.41	0.51	1.45	0.63	1.35
5. Wellbeing	2.75	1.06	2.53	1.17	- 4.22*

*Note: *= $p<0.05$*
df= 1909

Table 3: Mean scores of Negative Acts Questionnaire items

NAQ-9 Items	Mean
Somone withholding information which affects your performance	1.88
Spreading of gossip and rumours about you	1.41
Being ignored by people at work (being ignored, excluded)	1.69
Having insulting or offensive remarks made about you	1.34
Being shouted at or being the target of spontaneous anger	1.29
Repeated reminder of your errors and mistakes	1.38
Facing a hostile reaction when you approach others	1.43
Persistent criticism of your work and performance	1.34
Being the subject of unwanted practical jokes	1.14

Bivariate Correlations

Table 4: Means, standard deviations and Pearson's bivariate correlations

Variables	Mean	SD	1	2	3	4	5
1. Percieved Management Competence	3.88	0.92	1				
2. Psychosocial Safety Climate	3.31	0.98	0.60**	1			
3. Co-worker support	4.44	1.18	0.44**	0.44**	1		
4. Negative Acts	0.9	0.29	-0.47**	-0.42**	-0.39**	1	
5. Wellbeing	2.64	1.13	0.32**	0.43**	0.37**	-0.31**	1

*Note: **=p<0.01*
SD=Standard Deviation

Hypothesis Testing

Hypothesis 1: Workplace bullying will have a negative relationship with well-being.
Hypothesis 1 predicted that workplace bullying would show a negative relationship with well-being. As indicated in Table 4, our analysis suggests that workplace bullying (r=-.31, p<.01) had a negative significant relationship with well-being. Hence, hypothesis 1 was supported.

Hypothesis 2: Workplace bullying will have a negative relationship with co-worker support.
Hypothesis 2 predicted that workplace bullying will have a negative relationship with co-worker support. As indicated in table 4, our analysis suggests that workplace bullying (r=-.39, p<.01) had a negative significant relationship with co-worker support. Hence, hypothesis 2 was supported.

Hypothesis 3: Perceived management competence will have a negative relationship with workplace bullying.
Hypothesis 3 predicted that perceived management competence will have a negative relationship with workplace bullying. As indicated in table 4, our analysis suggests that perceived management competence (r=-.47, p<.01) had a negative significant relationship with workplace bullying. Hence, hypothesis 3 was supported.

Hypothesis 4: Psychosocial safety climate will have a negative relationship with workplace bullying.
Hypothesis 4 predicted that the psychosocial safety climate will have a negative relationship with workplace bullying. As indicated in table 4, our analysis suggests that the psychosocial safety climate (r=-.42, p<.01) had a negative significant relationship with workplace bullying. Hence, hypothesis 4 was supported.

Hypothesis 5: Workplace bullying will mediate the relationship between the work environment (H5a: perceived management competence; H5b: psychosocial safety climate; H5c: co-worker support) and well-being.

Table 5: Mediation analysis; workplace bullying as a mediator between the psychosocial work environment (perceived management competence, psychosocial safety climate and co-worker support) and well-being

DV	*IV*	*B*	*SE*	*β*	*Adj R2*	*Sobel*
1. Wellbeing	PMC	0.4	0.03	0.32**	0.01	
2. Bullying	PMC	-0.3	0.01	-0.47	0.22	
3. Wellbeing	PMC	0.28	0.03	0.23	0.14	
	Bullying	-0.39	0.05	-0.2	0.14	7.55**
1. Wellbeing	PSC	0.5	0.02	0.43**	0.18	
2. Bullying	PSC	-0.25	0.01	-0.42	0.18	
3. Wellbeing	PSC	0.42	0.03	0.36**	0.2	
	Bullying	-0.3	0.04	-0.16**	0.2	7.18**
1. Wellbeing	CWS	0.36	0.02	0.37**	0.14	
2. Bullying	CWS	-0.19	0.01	-0.39	0.15	
3. Wellbeing	CWS	0.29	0.02	0.30**	0.17	
	Bullying	-0.37	0.04	0.2**	0.17	8.32**

*Note: **=p<0.01, Bullying = (NAQ), PMC = Perceived Management Competence, PSC = Psychological Safety Climate, CWS = Co-Worker Support*

Hypothesis 5a predicted that workplace bullying would mediate the negative relationship between co-workers support and well-being. The results showed that there was a significant total effect between co-worker support and well-being ($\beta=0.37$, $p<0.05$). The effect of co-worker support on workplace bullying was not significant ($\beta=-0.39$, $p>0.05$), suggesting no direct influence of co-worker support on the suggested mediator workplace bullying. Alternatively, the effect of workplace bullying on well-being was significant ($\beta=0.2$, $p<0.05$). This indicates

workplace bullying is a significant predictor of well-being, even when controlling for co-worker support. Finally, when workplace bullying entered the relationship between co-worker support and well-being, the direct effect was slightly reduced and significant ($\beta = 0.3$, $p<0.05$), suggesting partial mediation by workplace bullying. In addition, a Sobel test was conducted to test the significance of the indirect effect. The test showed a z-value of 8.32 ($p<0.05$). The significant Sobel test result shows a significant indirect effect of co-worker on well-being through workplace bullying. Therefore, workplace bullying plays a part in explaining how co-worker support influences well-being.

Hypothesis 5b predicted that workplace bullying would mediate the negative relationship between perceived management competence and well-being. The results showed that there was a significant total effect between perceived management competence and well-being ($\beta=0.32$, $p<0.05$). The effect of perceived management competence on workplace bullying was not significant ($\beta=-0.3$, $p>0.05$), showing no direct influence of perceived management competence on the mediator. The effect of workplace bullying on well-being was also not significant ($\beta=-0.2$, $p>0.05$), suggesting workplace bullying was not a significant predictor of well-being. Finally, when workplace bullying entered the relationship between perceived management competence and well-being, the direct effect ($\beta=0.23$, $p>0.05$) was not significant. For mediation to occur the independent variable must relate to the moderator variable and the moderator variable must relate to the dependent variable. Hence, mediation did not occur.

Hypothesis 5c predicted that workplace bullying would mediate the negative relationship between psychosocial safety climate and well-being. The results showed that there was a significant total effect between psychosocial safety climate and well-being ($\beta=0.43$, $p<0.05$). The effect of psychosocial safety climate on workplace bullying was not significant ($\beta=-0.42$, $p>0.05$), indicating psychosocial safety climate had no direct effect on the mediator. However, the effect of workplace bullying on well-being was significant ($\beta=-0.16$, $p<0.05$), suggesting workplace bullying is a significant predictor of well-being, even when controlling for psychosocial safety climate. Finally, when workplace bullying entered the relationship between psychosocial safety climate and well-being, the direct effect was slightly reduced and significant ($\beta=0.36$, $p<0.05$). This indicates partial mediation as workplace bullying accounted for some of

the relationship between psychosocial safety climate and well-being, but not for all. In addition, the Sobel test for the indirect effect is z=7.18, p<0.05. The significant Sobel test result shows a significant indirect effect of psychosocial safety climate on well-being through workplace bullying. Therefore, workplace bullying plays a part in explaining how psychosocial safety climate influences well-being.

Hypothesis 6: Gender will moderate the relationship between the work environment (H6a: co-worker support; H6b: perceived management competence; H6c: psychosocial safety climate) and workplace bullying, such that the relationship between work environment variables and bullying will be stronger for female participants.

Table 6: Regression analysis- The effects of perceived management competence, psychosocial safety climate , co-worker support and gender on workplace bullying

Variable	*Beta*	*SE*	*β*	*t*	*P*
PMC	-0.23	0.14	-0.37	-23.36	<0.05*
Gender	0.21	0.09	0.18	2.71	0.01*
PMC*Gender	-0.04	0.02	-0.17	-2.54	0.01*
PSC	-0.25	0.01	-0.42	-20.41	<0.05*
Gender	0.02	0.02	0.02	1.16	0.25
PSC*Gender	-0.03	0.2	-0.02	2	0.05*
CWS	-0.2	0.01	-0.4	-19.3	<0.05*
Gender	0.09	0.02	0.08	4.1	<0.05*
CWS*Gender	-0.02	0.02	-0.02	-1.41	0.16

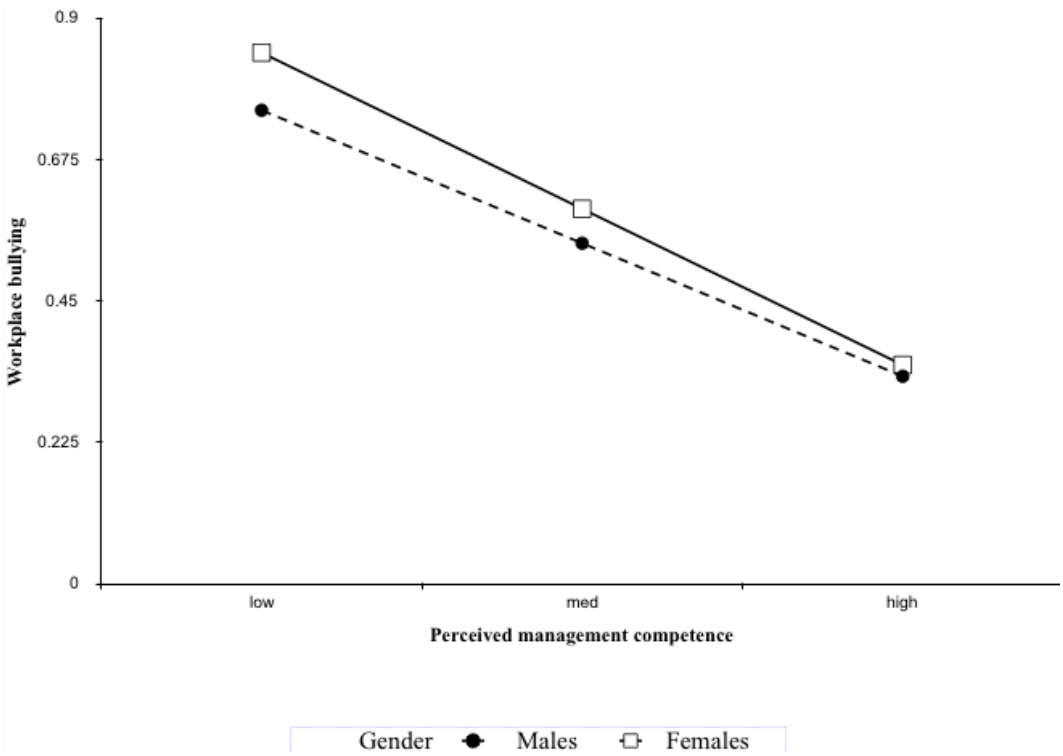
Note: PMC= perceived management competence, PSC= psychosocial safety climate, CWS= co-worker support
*p= *<0.05*

Hypothesis 6a predicted that gender would moderate the relationship between co-worker support and workplace bullying. The results indicate that both co-worker support and gender individually predicted workplace bullying, with co-worker support showing a negative association ($B = -0.2$, $SE = -0.02$, $p < 0.05$) and gender showing a positive association ($B = 0.09$, $SE = 0.02$, $p < 0.05$). However, gender did not act as a significant moderator in the relationship between co-worker support and workplace bullying, as evidenced by the non-significant interaction effect ($B = -0.02$, $SE = 0.02$, $p = 0.16$). Therefore, hypothesis 6a was not supported and gender did not moderate the relationship between co-worker support and workplace bullying.

A moderation analysis was conducted to examine the potential moderating effect of gender on the relationship between perceived management competence and workplace bullying. The main effect of perceived management competence was found to be significant ($B= -0.23$, $SE= 0.14$, $p=<0.05$). The main effect of gender was also significant ($B= 0.21$, $SE= 0.09$, $p=<0.05$). The interaction effect between perceived management competence and gender was found to be significant ($B= -0.04$, $SE= 0.02$, $p= <0.05$). The negative interaction effect suggests that the relationship between perceived management competence and workplace bullying differs depending on gender, such that the relationship between work environment variables and bullying is stronger for female participants.

Simple slope analysis revealed that high levels of perceived management competence were associated with lower workplace bullying for both male and female respondents. Conversely, low levels of perceived management competence were linked to higher workplace bullying for both genders. Although both slopes were significant, they did not exhibit substantial differences. Overall, these findings indicate that gender moderates the relationship between perceived management competence and workplace bullying. However, the slopes suggest that the main effect of perceived management competence on bullying is more influential than the moderation effect of gender (see Figure 2).

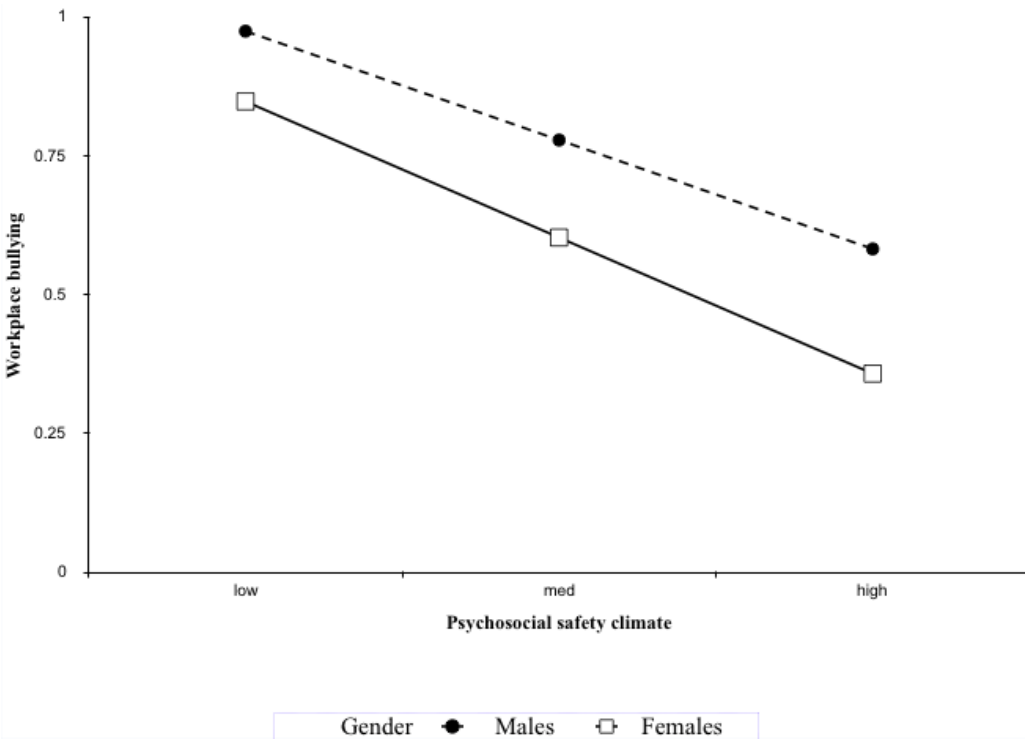
Figure 2: Moderation by gender of workplace bullying and perceived management competence (Hypothesis 6a)



A moderation analysis was conducted to examine the potential moderating effect of gender on the relationship between psychosocial safety climate and workplace workplace bullying. The main effect of psychosocial safety climate was found to be significant (B= -0.25, SE= 0.01, p=<0.05). The main effect of gender was not found to be significant (B=0.02, SE= 0.02, p=>0.05). However, the interaction effect between psychosocial safety climate and gender was found to be significant (B= -0.03, SE= 0.2, p= <0.05). The significant interaction effect indicates that the relationship between psychosocial safety climate and workplace bullying varies depending on gender, despite the lack of a significant main effect of gender.

According to Figure 3, the interaction of psychosocial safety climate, bullying, and gender is depicted. Male and female respondents reported lower workplace bullying when they perceived a high level of psychosocial safety climate. In contrast, both genders reported higher workplace bullying when the psychosocial safety climate was low. Although both slopes were statistically significant, there is only a small difference observed between the slopes. These results suggest that the main effect of psychosocial safety climate on bullying is more influential than the moderating effect of gender (see Figure 3). In summary, although the main effect of gender was not significant, the significant interaction effect suggests that gender still plays a role in moderating the relationship between psychosocial safety climate and workplace bullying.

Figure 3: Moderation by gender of workplace bullying and psychosocial safety climate (Hypothesis 6b)



Hypothesis 7*:* Job role will moderate the relationship between the work environment (H7a: co-worker support; H7b: perceived management competence; H7c: psychosocial safety climate) and workplace bullying, such that the relationship between work environment variables and bullying will be stronger for non-managers.

Table 7: Regression analysis- The effects of perceived management competence, psychosocial safety climate , co-worker support and job role on workplace bullying

Variable	*Beta*	*SE*	*β*	*t*	*P*
PMC	-0.29	0.01	-0.46	-23.32	<0.05*
Job role	0	0.02	0	0.06	0.95
PMC*Job role	0.02	0.02	0.02	0.7	0.49
PSC	-0.25	0.01	-0.42	-20.65	<0.05*
Job role	0.01	0.02	0.01	0.2	0.85
PSC*Job role	0.05	0.02	0.05	2.37	<0.05*
CWS	-0.2	0.01	-0.4	-19.4	<0.05*
Job role	-0.05	0.02	-0.05	-2.44	<0.05*
CWS*Job role	0.03	0.02	0.04	1.77	0.08

Note: PMC= perceived management competence, PSC= psychosocial safety climate, CWS= co-worker support
*p= *<0.05*

Hypothesis 7a set out to examine the potential moderating effect of job role on the relationship between co-worker support and workplace bullying The main effect of co-worker support was found to be significant (B= -0.02, SE= 0.01, p=<0.05). The main effect of job role was also significant (B=-0.02, SE= 0.02, p=<0.05). However, the interaction effect between co-worker support and job role was found to be not significant (B= 0.03, SE= 0.2, p=>0.05). The non-significant interaction effect suggests that the relationship between co-worker support and

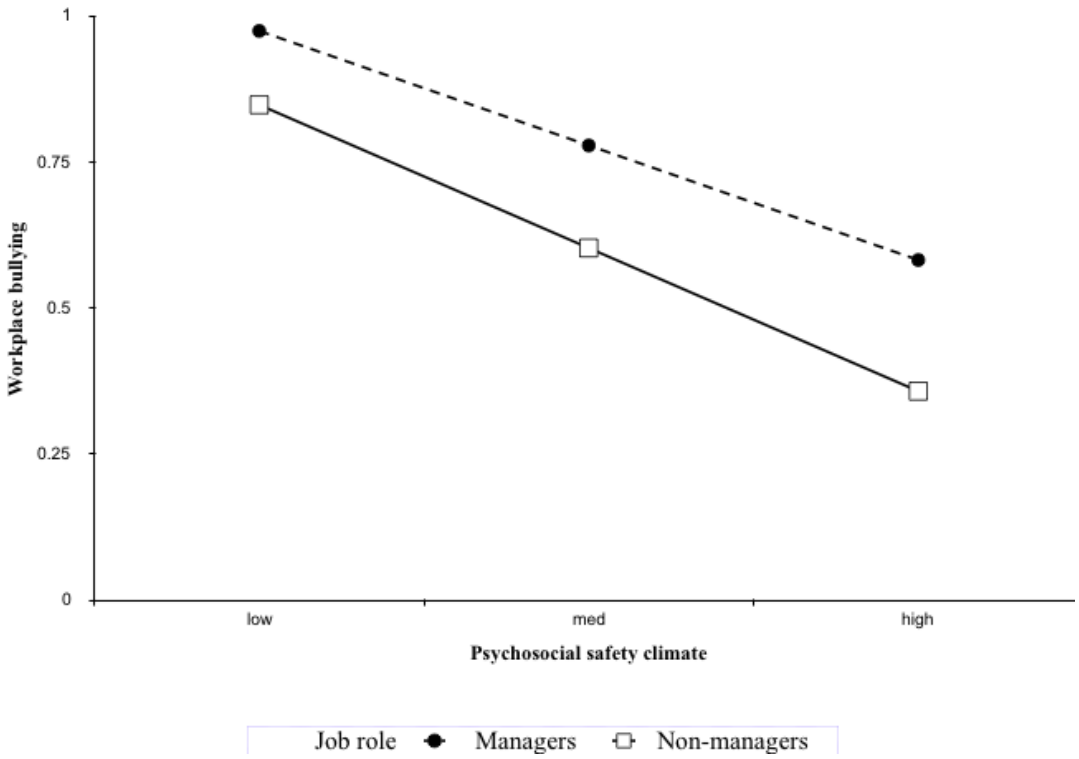
workplace bullying is not influenced by job role. It is possible that other factors not accounted for in this analysis may contribute to the relationship between co-worker support and workplace bullying, independent of job role. Further research is needed to understand the complex dynamics of this relationship.

The potential moderation of job role on the relationship between perceived management competence and workplace bullying was also examined (hypothesis 7b). The main effect of perceived management competence was found to be significant (B= -0.29, SE= 0.01, p=<0.05). The main effect of job role was not found to be significant (B=0, SE= 0.02, p=>0.05). The interaction effect between perceived management competence and job role was also found to be not significant (B= 0.02, SE= 0.2, p= >0.05). The non-significant interaction effects suggests that the relationship between perceived management competence and workplace bullying is not influenced by job role. It is possible that other factors not accounted for in this analysis may contribute to the relationship between perceived management competence and workplace bullying, independent of job role. Further research is needed to understand the complex dynamics of this relationship.

A moderation analysis was conducted to examine the potential moderating effect of job role on the relationship between psychosocial safety climate and workplace bullying (hypothesis 7c). The main effect of psychosocial safety climate was found to be significant (B= -0.25, SE= 0.01, p=<0.05). The main effect of job role was not found to be significant (B=0.01, SE= 0.02, p=>0.05). However, the interaction effect between psychosocial safety climate and job role was found to be significant and positive (B= 0.05, SE= 0.02, p= <0.05). The significant interaction effect indicates that the relationship between psychosocial safety climate and workplace bullying varies depending on job role, despite the lack of a significant main effect of job role. Specifically, the strength of the relationship between psychosocial safety climate and workplace bullying is amplified when job role is managerial compared to non-managerial.

According to Figure 4, the interaction of psychosocial safety climate, bullying, and job role is depicted. Managers and non-managers reported lower workplace bullying when they perceived a high level of psychosocial safety climate. In contrast, both job roles reported higher workplace bullying when the psychosocial safety climate was low. Although both slopes were statistically significant, there is only a small difference observed between the slopes. These results suggest that the main effect of psychosocial safety climate on bullying is more influential than the moderating effect of job role. In summary, although the main effect of job role was not significant, the significant interaction effect suggests that job role still plays a role in moderating the relationship between psychosocial safety climate and workplace bullying.

Figure 4: Moderation by job role of workplace bullying and psychosocial safety climate (Hypothesis 7b)



Chapter Six: Discussion

The purpose of this study was to gain a better understanding of the interplay between the psychosocial work environment and workplace bullying. It is clear from this study and the literature that workplace bullying is a pressing issue and is highly prevalent in New Zealand workforces (Bentley et al., 2012). The results from this study provide supporting evidence that the psychosocial work environment plays a part in influencing workplace bullying, which falls in line with prior research (Jain & Leka, 2010; Salin, 2015). The psychosocial variables including co-worker support, perceived management competence and psychosocial safety climate were all significantly and negatively correlated with workplace bullying. Furthermore, workplace bullying showed a significant negative relationship with well-being and mediated the relationship between co-worker support and psychosocial safety climate with well-being. Finally, gender moderated the relationship between perceived management competence and psychosocial safety climate with workplace bullying. While job role moderated the relationship between psychosocial safety climate and workplace bullying. Through identifying the impact of these work environment variables on bullying, organisations can implement strategies that utilise this knowledge to effectively combat workplace bullying. In this section, the results from chapter five are examined and discussed.

Measurement

When measuring workplace bullying, the Workplace Barometer utilised both self-labelling and a behavioural questionnaire. By utilising both, this meant responses that were more subjective (self-labelling) and behavioural based (behavioural questionnaire) were collated. Different prevalence rates were produced due to the difference in approaches. NAQ results showed nearly twice as many participants met the criterion for having experienced workplace bullying compared to the self-labelling approach. This finding may be a result of individuals who are exposed to negative behaviours at work being unaware they are experiencing workplace bullying. It is also possible that people who experience workplace bullying do not want to label themselves as a 'victim' of bullying. Deeming oneself as a 'victim' may come with connotations of weakness or powerlessness which are labels individuals may not want to identify with. This is concerning as it allows bullying perpetrators to fly under the radar and proceed with their

behaviour. Organisations must be aware of all types of bullying and encourage a transparent dialogue with all workers surrounding what workplace bullying may look like.

Gender Differences

This study set out to explore whether gender moderated the relationship between work environment factors (perceived management competence, psychosocial safety climate, and co-worker support) and workplace bullying. The results show that gender did moderate the relationship between perceived management competence and workplace bullying acts, such that the relationship between perceived management competence and bullying is stronger for female participants. Accordingly, workplace bullying exposure was highest for females compared to males when perceived management competence was low. This is an interesting finding considering there are limited previous studies looking at gender as a moderator in this relationship. One interpretation of these findings is that in organisations with low perceived management competence, leadership is more likely to be poor quality, which may result in ineffective monitoring of gender dynamics. Good leadership is more likely to ensure equal opportunity across all genders whereas destructive leadership correlates to a lack of value towards fairness and social justice (Winn & Dykes, 2019). With females historically possessing less organisational power (Miner & Eischield, 2012) alongside ineffective monitoring of gender fairness, this may be why females experience higher rates of workplace bullying when perceived management competence is low. In saying this, the rates of workplace bullying were not that much higher than males when there was low perceived management competence. Therefore, organisations should be aware that female workers are more at risk of workplace bullying when perceived management competence is low. However, the overall effect of perceived management competence on workplace bullying plays a more significant role than the moderating effect of gender which is what an organisation should focus on.

Results showed that gender moderated the relationship between psychosocial safety climate and bullying such that exposure to workplace bullying was highest for males at all levels of psychosocial safety climate. This was surprising considering men tend to hold more organisational power than women in the workplace (Miner & Eischield, 2012), so it was previously hypothesised that females were more at risk. Prior research is mixed regarding which

gender is more at risk of experiencing workplace bullying. The finding that males report higher workplace bullying at all levels of psychosocial climate is an avenue that warrants further exploration. Like the moderation of gender on perceived management competence and workplace bullying, the difference between male and female bullying rates is not as significant as the main effect of psychosocial safety climate. Therefore, although this finding is significant, organisations should prioritise perfecting their psychosocial safety climate as both genders experience less workplace bullying when psychosocial safety climate is high.

Managerial Differences

This study intended to investigate whether job role (manager or non-manager) moderated the relationship between work environment factors (perceived management competence, psychosocial safety climate, and co-worker support) and workplace bullying. Results indicated that job role moderated the relationship between psychosocial safety climate and workplace bullying. Workplace bullying was lowest for both managers and non-managers when the psychosocial safety climate was high. At all levels of reported psychosocial safety climate, bullying was higher for managers than non-managers. This was an unexpected finding due to prior studies suggesting non-managers were more likely to experience bullying due to having less power and autonomy (Ariza-Montes et al., 2014, Roscigno, 2007; Topa et al., 2007). This is a fascinating finding considering there are limited studies looking at the moderation of job role between the psychosocial safety climate and workplace bullying. Further research into why managers experience higher rates of workplace bullying than non-managers at all levels of psychosocial safety climate would be an interesting pursuit for future studies. This would allow organisations to identify why there is a disparity between different seniority levels so that strategies can be implemented to rectify these differences. Organisations need to be aware that managers are more likely to report bullying at all levels of psychosocial safety climate. Priority should be given to the significant overall effect of the psychosocial safety climate over the moderation of gender as this effect is much greater. A low psychosocial safety climate creates an overall poor workplace culture which means everyone is vulnerable to workplace bullying regardless of job role.

Co-worker Support

Co-worker support was found to have a negative relationship with workplace bullying, whereby as co-worker support increased, workplace bullying decreased. This finding has been replicated in previous studies where co-worker support was found to have a negative relationship with workplace bullying (Gardner et al., 2013; Sigursteinsdottir & Karlsdottir, 2022). Support from co-workers can act as a useful resource to counteract the negative impact of workplace bullying. This could be attributed to a variety of reasons, such as improving employee optimism through a more positive work environment (Nielsen et al., 2020). It may also be targets of bullying feel increased support by having colleagues they can talk to which may alleviate negative emotional consequences (Nielsen et al., 2020). Co-worker support is highly instrumental in either the prevention or reduction of negative bullying acts. Organisations should work towards promoting a type of environment that encourages workers to support each other so that workplace bullying is less likely to occur.

Furthermore, co-worker support showed a positive relationship with well-being, whereby as co-worker support increased, well–being increased. The partial mediation between co-worker support and well-being by workplace bullying indicates co-worker support was related to well-being directly and through workplace bullying. Accordingly, if co-worker support is high there is a greater possibility for higher levels of well-being. This was expected considering past literature depicts co-worker support as improving one's overall health through an improved perception and experience in the workplace (Ng & Sorenson, 2008). Armed with this knowledge, organisations should aim to promote co-worker support with the intent of improving general worker well-being.

Perceived Management Competence

Responses from participants revealed those who perceived their manager as competent reported experiencing less workplace bullying. This finding fits with previous studies indicating incompetent leaders are likely to either endorse or fail to address negative workplace behaviour (Hoel et al., 2010). This study does not provide evidence regarding whether leaders adopted a negligent approach allowing bullying to occur or engaged in bullying acts themselves. This could be an interesting distinction future studies could explore. Organisations need to ensure leadership

is effective and the style of leadership suits the needs of workers. When leaders are ineffective and thus perceived as incompetent, the likelihood of workplace bullying increases. It may originate from the leaders directly, or from employees feeling empowered to engage in bullying behaviour under the inattentive supervision of the leadership.

Perceived management competence was also related to the well-being of workers. Although workplace bullying partially mediated the relationship between perceived management competence and bullying, perceived management competence also had a direct negative effect on well-being. To clarify, an increase in perceived management is positively linked to higher well-being, both directly and indirectly through the reduction of workplace bullying. This finding aligns with previous research indicating that destructive leadership can have adverse effects on the well-being of subordinates (Einarsen et al., 2007). Workers who recognise incompetent leadership are more likely to experience lower well-being through the presence of workplace bullying or alternative factors. Therefore, this finding reinforces the push to invest in good leadership.

Psychosocial Safety Climate

The results from this study showed that organisations reporting higher psychosocial safety climates were less likely to experience negative workplace bullying. This finding aligns with previous studies which also suggest psychosocial safety climate has a negative relationship with workplace bullying (Afsharian et al., 2021; Bond et al., 2010; Dollard et al., 2017). This may be due to high psychosocial safety climate organisations possessing a strong commitment to taking action to prevent bullying (Dollard & Baker, in press). High psychosocial safety climate organisations foster open communication among workers in the workplace, resulting in fewer power imbalances which diminishes the likelihood of bullying occurring (Bond et al., 2010). Whereas a low psychosocial safety climate may promote stressful working conditions (Bond et al., 2010) and a lack of prioritisation of worker health (Escartin et al., 2021), thus presenting a breeding ground for workplace bullying. Organisations need to prioritise workers' psychological health so that workplace bullying acts are minimised.

This study also revealed that workplace bullying partially mediated the relationship between psychosocial safety climate and well-being, suggesting a poor psychosocial safety climate was related to poor well-being directly and indirectly through workplace bullying. This notion is supported by previous findings where psychosocial safety climate was a reliable indicator of employee psychological health (Loh et al., 2020). Employees are more likely to experience high well-being when their organisation prioritises and allocates resources towards enhancing well-being. For workers to have high well-being, organisations need to ensure employee psychological health and safety are a top priority so that workers feel supported by their organisation.

Well-being

The findings from this study echoed results from prior studies that suggest workplace bullying is negatively related to well-being in the workplace (Hayat & Afshari, 2021; Hsu et al., 2019; Sprigg et al., 2019). This was to be expected considering workplace bullying is one of the most harmful sources of stress within an organisation (Hauge et al., 2010). Furthermore, the results from this study identified that psychosocial environment factors (co-worker support, perceived management competence and psychosocial safety climate) were all positively related to well-being. Accordingly, when these psychosocial environment factors are high, employee well-being is more likely to increase. A work environment with adequate leadership where employees feel their psychological health is prioritised, alongside the support of colleagues can cultivate an environment where well-being is optimised. Maintaining an organisation with high employee well-being means the organisation is likely to produce better work performance (Landy, 1985) which benefits the organisation. Therefore, investing in employee well-being through the enhancement of the work environment is beneficial for employees and the organisation's output.

Practical Implications

It is crucial organisations knuckle down on workplace bullying behaviours. If left to fester, negative outcomes can result for the targets (Nauman et al., 2019; Gullander et al., 2014; Vie et al., 2011) and the organisation (Einarsen et al., 2011; Trépanier et al., 2015; Macintosh, 2012). This study points to the importance of the psychosocial work environment and how it is related to bullying and well-being. If antecedents to workplace bullying are identified, this means

adequate strategies and interventions can be applied by organisations to prevent workplace bullying and minimise its effects. Potential measures organisations could implement to improve perceived management competence include leadership training courses or increased communication with employees regarding what they expect in a good leader. For example, depending on the nature of the job, employees may want a leader who is supportive and hands-on. With this knowledge, leaders can know what employees value in leadership and work towards applying that form of leadership. This would mean leaders are able to display leadership that is suited to employees' needs, hence increasing the likelihood that employees perceive their management as competent (Schyns & Schilling, 2013).

To improve the psychosocial safety climate of an organisation, current policies that protect worker safety and health should be revised and new ones implemented. For example, a 'no-bullying' tolerance policy could be enforced by managers and employers to improve the psychosocial safety climate. This will influence psychosocial safety climate as it demonstrates that senior management are willing to provide support and commitment towards addressing issues that are detrimental to psychological health (Idris et al., 2012).

Finally, to improve co-worker support, team bonding and social events outside of work could be implemented for staff to increase team culture. For example, hosting Friday night drinks after work or pot-luck lunches in the office. According to previous studies, co-workers can improve an individual's work experience and perceptions of their workplace (Ng & Sorenson, 2008). If workers developed better relationships with their colleagues, co-worker support is more likely to occur resulting in improved culture and overall perceptions of the workplace.

Limitations/Future Research

The current study contributes to the existing research regarding workplace bullying in New Zealand. This research is particularly important considering New Zealand's high rates of workplace bullying and minimal research conducted concerning the psychosocial work environment and how it relates to bullying (Bentley et al., 2012; New Zealand Human Rights Commission, 2022). Despite this, some limitations should be considered, and directions for future research suggested. One limitation to the study is that all responses were self-reported

which meant responses may not be reliable as bias could be present. It is important to be aware that social desirability bias may be present where participants self-report in a way that makes them look more desirable to others instead of the actual truth of their experience. To reduce social desirability bias, future questionnaires could be conducted in person with an interviewer. This would mean participants are less likely to report inaccurate answers as it may be harder to be untruthful in person instead of through an online survey.

Finally, a potential limitation of this study was that it was quantitative. The results were numerical which meant detailed explanations could not be presented. Future research could explore the effects of the psychosocial environment and bullying through qualitative assessment such as getting respondents to say or type their answers to questions. This would mean more explanation could be given to questions which could give a richer insight into the reasons behind answers. For example, if respondents had low reported perceived management competence, qualitative assessment would allow participants to go more in-depth in their response. If asked about their manager's competence in an open format, the participant would be able to detail what their perceived management competence is and the specific reason behind this, instead of ticking a response that is most accurate to the individual's experience. This could allow for a deeper understanding of why that participant viewed their management as incompetent/competent.

Conclusion

The work environment plays a critical role in the prevention or promotion of workplace bullying. The findings of this thesis highlight relationships including co-worker support, perceived management competence, and psychosocial safety climate which are instrumental in the reduction of bullying and improving well-being. Gender moderates the relationship between perceived management competence and psychosocial safety climate and bullying. Whilst job role moderates the relationship between psychosocial safety climate and bullying. Organisations should focus on their work environment and be aware of gender and job role differences. This would be a positive preventative step in the pursuit of eradicating bullying in the workplace. Fostering a positive work environment benefits everyone within an organisation and is a goal every organisation should strive towards.

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Appendices

Appendix A

NZWB_2020

Q1 **Survey Information** This survey is part of the New Zealand Workplace Barometer programme. We are interested in your experience of the work environment and the impacts of this on your wellbeing and performance at work. We would like you to answer the following questions in relation to the organisation who sent you this survey link, even if you have other jobs. Please note your participant rights as set out in the information sheet (NZWB Participant information sheet 2020). Your participation is voluntary, and completing the questionnaire will be considered as consent to participate in the study. Your responses are confidential and will not be seen by your employer – they are delivered directly to our researchers. The survey should take 15 to 20 minutes to complete.

The research team thanks you very much for your participation.

Q2 What year were you born?

▼ 2005 (1) ... 1920 (86)

Q3 What is your gender?

- ○ Male (1)
- ○ Female (2)
- ○ Another gender. Please specify: (3)

_____

Q4 What ethnicity / ethnicities do you most identify with? Please tick all those that apply.

- [ ] NZ European (1)
- [ ] Māori (2)
- [ ] Samoan (3)
- [ ] Cook Island Māori (4)
- [ ] Tongan (5)
- [ ] Niuean (6)
- [ ] Chinese (7)
- [ ] Indian (8)
- [ ] Other, e.g Dutch, Japanese, Tokelauan. Please state: (9)

_____

Q5 How long have you been working for this organisation?

▼ 6 months - 12 months (2) ... More than 30 years (9)

Q6 On average, how many hours per week do you work in this current job?

_____

Q7 How do you feel about your usual hours of employment each week?

- ○ I am happy with the current working hours arrangement I have (1)
- ○ I would prefer to work more hours (2)
- ○ I would prefer to work fewer hours (3)

Q8 What is your current employment arrangement?

- ○ Permanent (1)
- ○ Fixed-term (2)
- ○ Casual (3)
- ○ Contractor/self-employed (4)
- ○ Other (5) _____

Q9 Is this your preferred employment arrangement?

- ○ Yes (1)
- ○ No (2)

Q9a What is your preferred employment type?

- ○ Permanent (1)
- ○ Fixed-term (2)
- ○ Casual (3)
- ○ Contractor/self-employed (4)
- ○ Other (5) _____

Q10 Which of the following most closely matches your job title / role?

- ○ Employee / Contractor (Non-managerial) (1)
- ○ First-line supervisor / Team leader (2)
- ○ Mid-level manager (3)
- ○ Senior manager (4)
- ○ Other (5) _____

Q11 The items below ask about Job Flexibility at your current workplace. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Disagree slightly (3)	Neither agree not disagree (4)	Agree slightly (5)	Agree (6)	Strongly agree (7)
I have the ability to determine my working hours (1)	○	○	○	○	○	○	○
I decide when my working day starts (2)	○	○	○	○	○	○	○
I plan my working hours myself (3)	○	○	○	○	○	○	○
I decide where I work (4)	○	○	○	○	○	○	○
I choose what times I work (5)	○	○	○	○	○	○	○
I choose which location I'm working from (6)	○	○	○	○	○	○	○
I determine the planning of my work (7)	○	○	○	○	○	○	○

I have the ability to determine my workplace myself (8)	○	○	○	○	○	○	○
I have the feeling of being in control over the communication I have for work (9)	○	○	○	○	○	○	○

Q12 The items below ask about the balance between your work and personal life. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
I have to miss family activities due to the amount of time I must spend on work responsibilities (1)	○	○	○	○	○
I am often so emotionally drained when I get home from work that it prevents me from contributing to my family (2)	○	○	○	○	○
The behaviours I perform that make me effective at work do not help me to be a better parent and spouse (3)	○	○	○	○	○
I have to miss work activities	○	○	○	○	○

due to the amount of time I must spend on family responsibilities (4)					
Because I am often stressed from family responsibilities, I have a hard time concentrating on my work (5)	○	○	○	○	○
Behaviour that is effective and necessary for me at home would be counterproductive at work (6)	○	○	○	○	○

Q13 The items below ask about the degree to which you feel a part of critical organisational processes. Please indicate the extent to which you agree or disagree with the following statements

	Strongly disagree (1)	Moderately disagree (2)	Somewhat disagree (3)	Somewhat agree (4)	Moderately agree (5)	Strongly agree (6)
I feel part of informal discussions in my work group (1)	○	○	○	○	○	○
I feel isolated from my work group (2)	○	○	○	○	○	○
Work group members don't share information with me (3)	○	○	○	○	○	○
People in my work group listen to what I say (4)	○	○	○	○	○	○
My judgement is respected by members of my work group (5)	○	○	○	○	○	○

Work group members make me feel a part of decisions (6)	○	○	○	○	○	○
I am able to influence organisational decisions (7)	○	○	○	○	○	○
I am able to influence work assignment decisions (8)	○	○	○	○	○	○
I am consulted about important project decisions (9)	○	○	○	○	○	○
I have a say in the way work is performed (10)	○	○	○	○	○	○
I am provided with feedback by my boss (11)	○	○	○	○	○	○
I don't have access to training I need (12)	○	○	○	○	○	○

I have all the materials I need to do my job (13)	○	○	○	○	○	○
I rarely receive input from my supervisor (14)	○	○	○	○	○	○

Q14 The items below ask how you feel about your job. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
Chances are, I will soon lose my job (1)	○	○	○	○	○
I am sure I can keep my job (2)	○	○	○	○	○
I feel insecure about the future of my job (3)	○	○	○	○	○
I think I might lose my job in the near future (4)	○	○	○	○	○

Q15

Have you at any time in the last 12 months had trouble (ache, pain, discomfort, numbness) in any part of your body?

- ○ Yes (1)
- ○ No (2)

Skip To: Q16 If Q15 = No

Display This Question:

If Q15 = Yes

Q15a Refer to the picture and tick to show which parts of the body you have had trouble (you can choose more than one option)

	Please indicate any areas you have had trouble (ache, pain, discomfort, numbness) in the last 12 months		Have had that trouble (ache, pain, discomfort, numbness) in the last seven days	
	No (1)	Yes (2)	No (1)	Yes (2)
Neck (1)	○	○	○	○
Shoulders (2)	○	○	○	○
Upper back (3)	○	○	○	○
Elbows (4)	○	○	○	○
Low back (5)	○	○	○	○
Wrists / hands (6)	○	○	○	○
Hips / thighs (7)	○	○	○	○
Knees (8)	○	○	○	○
Ankles / feet (9)	○	○	○	○

Display This Question:

If Q15 = Yes

Q15b To what degree has this trouble (ache, pain, discomfort, numbness) prevented you from carrying out your normal activities (e.g. your job, housework, hobbies) during the last 12 months?

	Not prevented at all 1 (1)	2 (2)	3 (3)	4 (4)	To a significant extent 5 (5)
To what degree has this trouble (ache, pain, discomfort, numbness) prevented you from carrying out your normal activities during the last 12 months? (35)	○	○	○	○	○

Q16 The following statements concern the Psychological Health and Safety in your workplace. Please indicate the extent to which you agree or disagree with the following statements.

	Strongly Disagree (1)	Disagree (2)	Neither agree or disagree (3)	Agree (4)	Strongly Agree (5)
In my workplace senior management acts quickly to correct problems/issues that affect employees' psychological health (1)	○	○	○	○	○
Senior management acts decisively when a concern about an employee's psychological status is raised (2)	○	○	○	○	○
Senior management show support for stress prevention through involvement and commitment (3)	○	○	○	○	○
Psychological well-being of staff is a priority for this organisation (4)	○	○	○	○	○

Senior management clearly considers the psychological health of employees to be of great importance (5)	○	○	○	○	○
Senior management considers employee psychological health to be as important as productivity (6)	○	○	○	○	○
There is good communication here about psychological safety issues which affect me (7)	○	○	○	○	○
Information about workplace psychological well-being is always brought to my attention by my manager/supervisor (8)	○	○	○	○	○

My contributions to resolving occupational health and safety concerns in the organisation are listened to (9)	○	○	○	○	○
Participation and consultation in psychological health and safety occurs with employees, unions and health and safety representatives in my workplace (10)	○	○	○	○	○
Employees are encouraged to become involved in psychological safety and health matters (11)	○	○	○	○	○
In my organisation, the prevention of stress involves all levels of the organisation (12)	○	○	○	○	○

Q17 Use the scale below to tell us the extent to which you agree that your immediate manager demonstrates the following:

	Strongly disagree (1)	Disagree (2)	Neither agree nor disagree (3)	Agree (4)	Strongly Agree (5)
My manager demonstrates integrity (1)	○	○	○	○	○
My manager manages emotions (2)	○	○	○	○	○
My manager has a considerate approach (3)	○	○	○	○	○
My manager manages work proactively (4)	○	○	○	○	○
My manager has good problem-solving skills (5)	○	○	○	○	○
My manager participates with and empowers others (6)	○	○	○	○	○
My manager manages conflict (7)	○	○	○	○	○

My manager uses the organisation's resources effectively (8)	○	○	○	○	○
My manager takes responsibility for resolving issues (9)	○	○	○	○	○
My manager is personally accessible (10)	○	○	○	○	○
My manager is sociable (11)	○	○	○	○	○
My manager uses empathetic engagement (12)	○	○	○	○	○

Q18 The following 9 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)	A few times a year or less (2)	Once a month or less (3)	A few times a month (4)	Once a week (5)	A few times a week (6)	Everyday (7)
At my work, I feel bursting with energy (1)	○	○	○	○	○	○	○
At my job, I feel strong and vigorous (2)	○	○	○	○	○	○	○
I am enthusiastic about my job (3)	○	○	○	○	○	○	○
My job inspires me (4)	○	○	○	○	○	○	○
When I get up in the morning, I feel like going to work (5)	○	○	○	○	○	○	○
I feel happy when I am working intensely (6)	○	○	○	○	○	○	○

I am proud of the work that I do (7)	○	○	○	○	○	○	○
I am immersed in my work (8)	○	○	○	○	○	○	○
I get carried away when I am working (9)	○	○	○	○	○	○	○

Q 19 The following question asks about your level of satisfaction with your current job. Please choose the point on the scale that best represents your satisfaction level.

	Extremely dissatisfied 1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	Extremely satisfied 7 (7)
Taking everything into consideration, how do you feel about your job as a whole? (1)	○	○	○	○	○	○	○

Q20 In the past 12 months, did you miss any entire work days because of problems with your physical or mental health?

○ No (1)

○ Yes: Number of days (2) _____

Q21

During the past 4 weeks, how often did you feel:

	None of the time (1)	A little of the time (2)	Some of the time (3)	Most of the time (4)	All of the time (5)
... nervous? (2)	○	○	○	○	○
... hopeless? (4)	○	○	○	○	○
... restless or fidgety? (5)	○	○	○	○	○
... so depressed that nothing could cheer you up? (7)	○	○	○	○	○
... that everything was an effort? (8)	○	○	○	○	○
... worthless? (10)	○	○	○	○	○

Q2 Thinking about your answers to the previous questions about how you have been feeling (Q21), how difficult have these feelings made it for you to do your work, take care of things at home, or get along with other people?

- ○ Not difficult at all (1)
- ○ Somewhat difficult (2)
- ○ Very difficult (3)
- ○ Extremely difficult (4)

Q23 Please indicate the extent to which you agree with the following statements about your work experiences in the past month.

	Strongly disagree (1)	Somewhat disagree (2)	Uncertain about my agreement (3)	Somewhat agree (4)	Strongly agree (5)
Because of my health and/or wellbeing problems, the stresses of my job were much harder to handle (1)	○	○	○	○	○
Despite my health and/or wellbeing problems, I was able to finish hard tasks in my work (2)	○	○	○	○	○
My health and/or wellbeing problems distracted me from taking pleasure in my work (3)	○	○	○	○	○

I felt hopeless about finishing certain tasks, due to my health and/or wellbeing problems (4)	○	○	○	○	○
At work I was able to focus on achieving my goals, despite my health and/or wellbeing problems (5)	○	○	○	○	○
Despite my health and/or wellbeing problems, I felt energetic enough to complete all my work (6)	○	○	○	○	○

Q24

On a scale of 1-10, indicate the amount of stress you feel in your job, where 1 is no stress and 10 is extreme stress.

	No stress 1 (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 (6)	7 (7)	8 (8)	9 (9)	Extreme stress 10 (10)
How stressful do you find your job? (1)	○	○	○	○	○	○	○	○	○	○

Q25 **Over the last six months**, how often have you been subjected to the following negative acts at work?

	Never (1)	Now and then (2)	Monthly (3)	Weekly (4)	Daily (5)
Someone withholding information which affects your performance (1)	○	○	○	○	○
Spreading of gossip and rumours about you (2)	○	○	○	○	○
Being ignored by people at work (being ignored, excluded) (3)	○	○	○	○	○
Having insulting or offensive remarks made about you (i.e. habits, background, attitude or private life) (4)	○	○	○	○	○

Being shouted at or being the target of spontaneous anger (or rage) (5)	○	○	○	○	○
Repeated reminders of your errors or mistakes (6)	○	○	○	○	○
Facing a hostile reaction when you approach others (7)	○	○	○	○	○
Persistent criticism of your work and performance (8)	○	○	○	○	○
Being the subject of unwanted practical jokes (practical jokes carried out by people you don't get on with) (9)	○	○	○	○	○

Q26

We define bullying as a situation where one or several individuals, persistently over a period of time, perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We do NOT refer to a one-off incident as bullying.

Please consider this definition in answering the questions below.

	No (0)	Yes, but only rarely (1)	Yes, now and then (2)	Yes, several times per week (3)	Yes, almost daily (4)
Do you consider yourself to have been bullied at your workplace over the past 6 months? (1)	○	○	○	○	○
Over the past 6 months, have you observed any bullying towards other people in your workplace? (2)	○	○	○	○	○

Q27 We define workplace cyberbullying as a situation where one or several individuals, persistently over a period of time, perceive themselves to be on the receiving end of negative actions conducted through technology (e.g. phone, email, websites and social media) which are related to their work context. In this situation, the target of workplace cyberbullying has difficulty defending themselves against these actions.

Please consider this definition in answering the questions below:

	No (0)	Yes, but only rarely (1)	Yes, now and then (2)	Yes, several times per week (3)	Yes, almost daily (4)
Do you consider yourself to have been cyberbullied with respect to your work over the past 6 months? (1)	○	○	○	○	○
Over the past 6 months, have you been aware of any work-related cyberbullying toward other people? (2)	○	○	○	○	○

Q28 We define sexual harassment as unwanted sex-related behaviours at work that are perceived as offensive, exceed your coping resources, or threaten your well-being. This includes unwelcome verbal and non-verbal sexual behaviours, as well as undesired physical behaviours.

Please consider this definition in answering the questions below.

	No (0)	Yes, but only rarely (1)	Yes, now and then (2)	Yes, several times per week (3)	Yes, almost daily (4)
Do you consider yourself to have been sexually harassed at your workplace over the past 6 months? (1)	○	○	○	○	○
Over the past 6 months, have you observed any sexual harassment towards other people in your workplace? (2)	○	○	○	○	○

Q29 The items below ask about the support that you receive from your colleagues at work. Please indicate how often over the last 3 months you received the support described in the statements.

	1 Never (1)	2 (2)	3 (3)	4 (4)	5 (5)	6 All the time (6)
My colleagues provide helpful information or advice about my work. (1)	○	○	○	○	○	○
My colleagues provide sympathetic understanding and concern. (2)	○	○	○	○	○	○
My colleagues provide clear and helpful feedback about my work. (3)	○	○	○	○	○	○
My colleagues provide practical assistance at work. (4)	○	○	○	○	○	○

Q30 The items below ask about your intention of quitting from your organisation. Please indicate the extent to which you agree or disagree 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 frequently think about leaving my current employer (1)	○	○	○	○	○	○	○
It is likely that I would search for a job in another organisation (2)	○	○	○	○	○	○	○
It is likely that I would actually leave the organisation within the next year (3)	○	○	○	○	○	○	○

Q31 The following questions are about your experience of fairness within your organisation

	Strongly Disagree (1)	Disagree (2)	Somewhat Disagree (3)	Neither Agree nor Disagree (4)	Somewhat Agree (5)	Agree (6)	Strongly Agree (7)
Overall, I'm treated fairly by my organisation (1)	○	○	○	○	○	○	○
In general, I can count on this organisation to be fair (2)	○	○	○	○	○	○	○
In general, the treatment I receive around here is fair (3)	○	○	○	○	○	○	○
Usually, the way things work in this organisation are not fair (4)	○	○	○	○	○	○	○

For the most part, this organisation treats its employees fairly (5)	○	○	○	○	○	○	○
Most of the people who work here would say they are often treated unfairly (6)	○	○	○	○	○	○	○

Q32 Please indicate the extent to which you agree with the following statements about the demands of your work:

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
My job requires working very fast 'mentally' (8)	○	○	○	○	○
My job requires working very hard 'mentally' (7)	○	○	○	○	○
I am not asked to do an excessive amount of work (11)	○	○	○	○	○
I have enough time to get the job done (12)	○	○	○	○	○
I am free from conflicting demands that others make (14)	○	○	○	○	○
My job requires lots of physical effort (4)	○	○	○	○	○

I am often required to move or lift heavy objects on my job (6)	○	○	○	○	○
My work requires rapid and continuous physical activity (5)	○	○	○	○	○
I am often required to work for long periods with my body in physically awkward positions (9)	○	○	○	○	○
I am required to work for long periods with my head or arms in physically awkward positions (10)	○	○	○	○	○

Q33 Have you experienced the following in the last six months?

	Never (1)	Once (2)	Two to four times (3)	More than five times (4)
Although you feel unwell, you force yourself to go to work (1)	○	○	○	○
Although you have symptoms such as headache or backache, you still force yourself to go to work (2)	○	○	○	○

Q34 The following questions ask about your ability to carry out routine tasks

	No difficulty (1)	Yes, some difficulty (2)	Yes, a lot of difficulty (3)	Cannot do at all (4)
Do you have difficulty seeing even if wearing glasses? (1)	○	○	○	○
Do you have difficulty hearing even if using a hearing aid? (2)	○	○	○	○
Do you have difficulty walking or climbing stairs? (3)	○	○	○	○
Do you have difficulty remembering or concentrating? (4)	○	○	○	○
Do you have difficulty with self-care (such as washing all over or dressing)? (5)	○	○	○	○

Using your usual language, do you have difficulty communicating (for example understanding or being understood by others)? (6)	○	○	○	○

Q35 Please indicate for each of the five statements which is closest to how you have been feeling over the last two weeks:

	At no time (0)	Some of the time (1)	Less than half of the time (2)	More than half of the time (3)	Most of the time (4)	All of the time (5)
I have felt cheerful and in good spirits (1)	○	○	○	○	○	○
I have felt calm and relaxed (2)	○	○	○	○	○	○
I have felt active and vigorous (3)	○	○	○	○	○	○
I woke up feeling fresh and rested (4)	○	○	○	○	○	○
My daily life has been filled with things that interest me (5)	○	○	○	○	○	○

Q36 **Thank you for participating in this survey.**

Would you like to receive a summary of the key findings & results of this research? If yes, enter your email address in the text box provided.

Please be assured that if you enter your email address here, it will not be linked to your answers and you will not be identified in any way.

○ Yes (1) _____

○ No (2)

Appendix B

Researcher: Prof Tim Bentley
Title:New Zealand Workplace Barometer

Dear Tim

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 26/04/2018.
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.

If you wish to print an official copy of this letter, Please logon to RIMS (http://rims.massey.ac.nz) , and under the Reporting section, View Reports you will find a link to run the Ethics Committee Report.

Yours sincerely
Associate Professor Tracy Riley, Dean Research
Acting Director (Research Ethics)