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Workplace Bullying: A Validation Study

Brooke Christine Bengel

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WORKPLACE BULLYING: A VALIDATION STUDY

A Masters Thesis

Presented to

The Graduate College of
Missouri State University

In Partial Fulfillment

Of the Requirements for the Degree
Master of Science, Psychology

By

Brooke Bengel

May 2017

WORKPLACE BULLYING: A VALIDATION STUDY

Psychology

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Master of Science, Industrial-Organizational Psychology

Brooke Bengel

ABSTRACT

Bullying in the workplace is a difficult construct to define. Research has largely used questionnaires developed based upon the inclusion of self-reported incidents rather than a theoretical model of the construct. This study utilized a six dimension model (emotional abuse, professional discredit and denigration, control and manipulation of information, control-abuse of working conditions, isolation, and devaluation of the role in the workplace). Items from the most frequently used bullying and incivility scales were presented to participants and factor analyzed to determine if the model could be reproduced. Convergent validity was assessed by examining the relationship with known correlates, job satisfaction and stress. The model was largely supported. No items from any scale loaded on the isolation dimension, indicating a need for the development of items that tap into the dimension. All subscales had adequate reliability and significantly negatively correlated with job satisfaction and significantly positively correlated with stress. Linear regression analyses indicated four dimensions of the scale (emotional abuse, discredit and denigration, control and manipulation of information, and devaluation of roles predicting stress) explained unique variance in perceived stress. Only the emotional abuse subscales and the devaluation of the role in the workplace category explained unique variance in job satisfaction. A solid measuring tool allows for internal assessment that would trigger intervention

KEYWORDS: workplace bullying, psychological capital, stress, job satisfaction, scale validation.

This abstract is approved as to form and content

Carol F. Shoptaugh, PhD
Chairperson, Advisory Committee
Missouri State University

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Approved:

Carol F. Shoptaugh, PhD., Committee Chair

Michelle E. Visio, PhD., Committee Member

Charles Hoogland, PhD., Committee Member

Julie Masterson, PhD., Dean, Graduate College

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INTRODUCTION

Workplace bullying and its impact on employee emotions, attitudes and behaviors has been a research topic of interest since the 1990s (Einarsen & Raknes, 1997; Rayner & Hoel, 1997; Spurgeon, 1997). While there are many measures used in the literature, (Blau & Andersson, 2005; Cortina, Magley, Williams, & Langhout, 2001; Einarsen & Raknes, 1997; Ghosh, Reio, & Bang, 2013; Martin & Hine, 2005; Rospenda & Richman, 2004), to date, there is no workplace bullying scale that is based upon an empirical model of the construct. The current study used Rodriguez-Carballeira, Solanelles, Vinacua, Garcia and Pena's (2010) taxonomy of workplace bullying as the structure for examining items from key bullying scales in literature [Negative Acts Questionnaire (Einarsen and Hoel, 2001), Workplace Incivility Scale (Cortina, Magley, Williams, & Langhout, 2001), Uncivil Workplace Behavior Questionnaire (Martin, & Hine, 2005), Instigated Workplace Incivility (Blau, & Andersson, 2005), Supervisor and Co-Worker Incivility (Ghosh, Reio, & Bang, 2013), Generalized Workplace Questionnaire (Rospenda & Richman, 2004)]. Items from the most used scales were factor analyzed, to determine if the taxonomy could be reproduced with items assessing bullying. This allowed the development of a more theoretically useful, reliable, and valid measure of this construct. We established convergent validity by relating the new scale to measures of perceived stress (Cohen, Kamarck, & Mermelstein, 1983, Zapf, 1999) and job satisfaction (Kane & Tremble, 1994); outcomes known to correlate with bullying (Ayoko, Callan, & Hartel, 2003). Additionally, we examined the role of the individual difference

variable, Psychological Capital (Luthans, Morgan, & Avolio, 2007), in buffering individual outcomes, i.e., stress and job satisfaction, from bullying.

LITERATURE REVIEW

Workplace bullying is defined by the negative act (harassing, offending, isolating/socially excluding, affecting work tasks), the frequency of the act [repeatedly and regularly over a period of time (e.g., six months)], as the process escalates, the victim is in an inferior position and is the target of systematic negative acts (Einarsen, Hoel, Zapf & Cooper, 1997). Therefore, a one-time incident of verbal abuse from one worker to another is unlikely to be viewed as bullying and rather is considered to be workplace incivility (Lim & Cortina, 2005). While there is no exhaustive list of bullying behaviors, bullying can include exposure to verbal hostility, being the laughing stock of the department, having one's work situation obstructed, or isolation from the peer group (Nielsen & Einarsen, 2010).

Workplace bullying is a problem that an estimated 27% of workers are currently experiencing or have experienced (Bullying Workforce Institute, 2014). An additional 44% have personally witnessed or are aware of its occurrence in their workforce. This translates to an estimated 65 million workers either experiencing or witnessing workplace bullying (Bullying Workforce Institute, 2014). This mistreatment of workers can result in negative outcomes for the individual and the organization.

Consequences of Bullying

Individual level. Individual outcomes of bullying can be physical and/or psychological. Hallberg and Strandmark (2006) linked workplace bullying to increased stress (psychological) and disease (physical). They found that bullied individuals

developed psychological and psychosomatic symptoms when the targets were at work, and that these feelings became chronic.

Psychological symptoms included inability to concentrate, memory problems, poor judgment, viewing the world negatively, mood swings, anxiety, worrying and fear (Galanaki & Papalexandris, 2013; Hallberg & Strandmark 2006; Mayhew et al. 2004). Mayhew et al. (2004) found that the fear or dread of being bullied was almost as severe as physical assault. Moreover, emotional reactions are also considered psychological in nature and include anger, frustration, confusion, stress, and depression (Ayoko, Callan, & Hartel, 2003).

Psychosomatic symptoms included headaches, respiratory and cardiac complaints, hypertension, and hypersensitivity to sounds (Hallberg & Strandmark, 2006). Additionally, chronic workplace bullying can lead to hyper-reactivity in the target's autonomic nervous system, impaired cognitive functioning, and reduced functioning of the victim's auto-immune system (Mayhew et al. 2004). Bullying is most strongly related to post-traumatic stress symptoms and mental health issues (Nielsen & Einarsen, 2012).

In addition to psychological and psychosomatic symptoms, there are behavioral symptoms that should be noted. Behavioral symptoms include sleep problems (Hallberg & Strandmark, 2006) and even counter-aggression (Lee & Brotheridge, 2006).

Organizational level. Bullying does not just affect individual outcomes; it affects organizational outcomes as well. Individuals bullied may engage in counterproductive work behaviors and the stress they experience can impact their performance (Ayoko, Callan, Hartel, 2003), and in extreme cases lead to burnout (Allen, Holland, & Reynolds, 2015). Additionally, workplace bullying plays a key role in high

levels of intention to leave (Rayner, 2000) and low levels of both job satisfaction (Einarsen, Matthiesen, & Skogstad, 1998) and organizational commitment (Nielsen & Einarsen, 2012). Moreover, bullying negatively affects organizations through reduced levels of job performance, absenteeism (Nielsen & Einarsen, 2012), and organizational interpersonal aggression (Spector, 1978).

Assessing Bullying

Bullying is a challenging construct to define and accurately measure. Most measurement is in the form of questionnaires ranging from single items (e.g., Have you ever been bullied in the workplace) to more complex scales like the Negative Acts Questionnaire (Einarsen & Raknes, 1997), Work Harassment Scale (Bjorkqvist, Osterman & Hjelt-Back, 1994), Workplace Aggression (Baron et al. 1999) and others. These scales vary in length and inclusiveness, all tapping into different components of the construct.

A problem is most scales were built upon self-reported experiences of harassment, violence, incivility, or aggression rather than on a theoretical model of bullying. In fact, workplace bullying is given surprisingly little attention in general; business articles are anecdotal and in social sciences bullying focuses mainly on a school environment (Rayner & Hoel, 1997). Workplace bullying is considerably difficult to study, in part due to the methodology utilized (self-reports) and in part due to the wide diversity and breadth of behaviors that are considered to be bullying (Rayner & Hoel, 1997). It could be argued that, due to the breadth of behaviors considered to be bullying (e.g., bullying,

harassment, conflict, violence, and incivility) a measure based on a taxonomy could be beneficial in narrowing these behaviors into specific categories.

Rodríguez-Carballeira et al. (2010) developed a taxonomy containing six principle categories of bullying in the workplace. The first three categories relate to indirect aggressive behaviors in the work context: (1) Isolation refers to both physical isolation (physically separating their co-worker) and social isolation (preventing interaction between the worker and their co-workers), (2) Control and manipulation of information refers to selecting and altering information the worker receives, and (3) Control-abuse of working conditions refers to acting in ways that will upset the worker as they attempt to complete their job (e.g., obstructionism and dangerous work). The fourth category, emotional abuse, refers to offensive actions or expressions intended to affect the worker's feelings and emotions. This comes in the form of intimidation/threats (e.g., physical and psychological harm) and disrespect, humiliation, and rejection of the person (e.g., attacking the worker, taunts, and mockery). The fifth category, professional discredit and denigration, is considered to affect the worker's cognition by discrediting his/her reputation and standing, and belittling his/her abilities (e.g., knowledge, experience, efforts, performance, etc). Lastly, the sixth category, devaluation of the role in the workplace, relates to undervaluing the importance of the worker's role (e.g., assigning the worker to tasks that are useless, impossible, or clearly inferior to their role within the organization).

Rodríguez-Carballeira et al. (2010) found that emotional abuse was judged as the most severe form of bullying followed by professional discredit and devaluation of the role in the workplace. Control and manipulation of information, isolation, and control-

abuse of working conditions were the remaining categories of their taxonomy and were judged as least severe (Rodríguez-Carballeira et al. 2010).

Incivility

Workplace “bullying” can also include behaviors that are just rude or behaviors that are not repeated over time, and often not even considered bullying. This literature focuses on workplace incivility (Cortina, Magley, Williams, & Langhout, 2001; Martin, & Hine, 2005) which is arguably a form of bullying if occurring repeatedly. Incivility defined by Andersson and Pearson (1999) is “low-intensity deviant behavior with ambiguous intent to harm the target, in violation of workplace norms for mutual respect. Uncivil behaviors are characteristically rude and discourteous, displaying lack of regard for others” (p. 457). The only notable difference between this definition and the characteristics that define bullying is that bullying extends over a certain period of time. Combine these “low-intensity deviant behaviors” with them recurring over six months and it could be said that would encompass bullying. While the literature typically separates incivility from bullying, these behaviors can be long-term and pervasive, and likely are perceived by individuals as bullying. For these reasons, we believe that individuals could categorize incivility as a form of bullying.

Moderators of Bullying

Workplace bullying is a relatively new area of research interest despite its high impact on organizations. However, there are still many areas that have not been studied, such as potential moderators. Current research has examined burnout (Allen et al. 2015)

and leadership capability and emotional intelligence (Hutchinson & Hurley, 2013) as potential moderators, but few additional areas have been examined. One area that the current research will examine further is the potential for psychological capital (PsyCap) to play a moderating role in the relationship between workplace bullying and outcomes of bullying (i.e., job satisfaction and stress).

Luthans, Morgan, and Avolio (2007) define psychological capital (PsyCap) as the positive psychological state of an individual. PsyCap is categorized by four factors: (1) efficacy, (2) optimism, (3) hope, and (4) resiliency. Luthans et al. (2007) go further to define each of these factors; efficacy refers to having the confidence to take on and put in the necessary efforts to succeed at challenging tasks, optimism refers to making a positive attribution about succeeding now and in the future, hope refers to persevering toward goals and, when necessary, redirecting paths to goals in order to succeed, and resiliency refers to bouncing back and beyond to attain success when problems and adversity arise. All factors have one overarching theme – success and perseverance. One might, therefore, expect that individuals with high psychological capital will be focused on the long-term success and be able to persevere in the face of bullying. Studies have identified specific characteristics of a victim of bullying (Niedl, 1995; Matthiesen & Einarsen, 2001; Zapf & Einarsen, 2003) and thus, it is prudent to identify specific characteristics, such as PsyCap, that may mitigate some of the effects of bullying.

Hypotheses

Based on the current literature on bullying the following hypotheses are predicted:

Hypothesis 1: Rodriguez- Carballeira, Solanelles, Vinacua, Garcia and Pena (2010) taxonomy of workplace bullying will be supported by factor analysis. Specifically, a 6 factor model will be supported with each of the Rodriguez- Carballeira et al. (2010) taxonomy categories including: isolation, control and manipulation of information, control-abuse of working conditions, emotional abuse, professional discredit and denigration, and devaluation of the role in the workplace.

Hypothesis 2: Psychological capital will moderate the relationship between workplace bullying and consequences of bullying (stress and job satisfaction).

METHOD

Participants

This study was approved by the IRB prior to administration (IRB-FY2017-201; October 19, 2016). There were 658 participants in this study. Six-hundred and twenty individuals were from Amazon's Mechanical Turk and 38 individuals were recruited from Facebook. Participants were employed at various organizations. Since this study is examining behaviors at work (i.e., workplace bullying) it was required that individuals be currently employed full time (30 hours or more per week). The gender distribution of participants was relatively equal; 53% males (N = 344) and 47% females (N = 310). The majority of the sample was 25 to 34 years old (N = 326, 50%). Over half (65%) of the sample was Caucasian; 7% were Black or African-American, 2% American Indian or Alaska Native, 21% Asian, <.1% Native American or Pacific Islander, and 4% other (not listed).

Procedures

After agreeing to participate in this research, participants were asked to complete a survey questionnaire that included items from scales that tap into behaviors associated with bullying, its consequences and potential buffers. Specifically, the Negative Acts Questionnaire (Einarsen & Hoel, 2001), Workplace Incivility Scale (Cortina, Magley, Williams, & Langhout, 2001), Uncivil Workplace Behavior Questionnaire (Martin, & Hine, 2005), Instigated Workplace Incivility (Blau, & Andersson, 2005), Supervisor and Co-Worker Incivility (Ghosh, Reio, & Bang, 2013), Generalized Workplace

Questionnaire (Rospenda & Richman, 2004), Psychological Capital (Luthans, Avolio et al. 2007), Job Satisfaction (Palmer, 1981; Tremble & Alderks, 1992), and Perceived Stress (Cohen, Kamarck, & Mermelstein, 1983) were used. Amazon Mechanical Turk participants were compensated for their participation (\$0.25) and all participation was voluntary.

Measures

Bullying Measures. In order to validate Rodriguez-Carballeira et al.'s (2010) taxonomy of workplace bullying, items from key bullying scales in literature were utilized (Negative Acts Questionnaire, Workplace Incivility Scale, Uncivil Workplace Behavior Questionnaire, Instigated Workplace Incivility, Supervisor and Co-Worker Incivility, Generalized Workplace Questionnaire). All bullying items were assessed using a 5-point Likert-like scale (1 = *Never*, 2 = *Now and Then*, 3 = *Monthly*, 4 = *Weekly*, 5 = *Daily*) so there was consistency in rankings across the measures.

Negative Acts Questionnaire. The Negative Acts Questionnaire (Einarsen & Hoel, 2001) was developed to measure perceived exposure of bullying and victimization at work. The original version consisted of 29 items, but for this study we utilized a shortened 23-item version of the scale. Internal stability of the scale is high, ranging from .87 to .93 as measured by Cronbach's alpha. Sample items include "Someone withholding information which affects your performance," "Being humiliated or ridiculed in connection with your work", and "Being ordered to do work below your level of competence". Items were originally assessed using a 5-point Likert-like scale (1 = *Never*, 2 = *Now and Then*, 3 = *Monthly*, 4 = *Weekly*, 5 = *Daily*).

Workplace Incivility Scale. Cortina, Magley, Williams, and Langhout (2001) developed the seven item Workplace Incivility Scale (WIS) to examine the frequency of participants' experiences of disrespectful, rude, or condescending behaviors from superiors or coworkers within the previous five years. Sample items include "put you down or was condescending to you in some way" and "paid little attention to a statement you made or showed little interest in your opinion". The WIS has shown to be a reliable measure with a reliability of .89 as measured by Cronbach's alpha. Items were originally assessed on a 4-point Likert scale (1 = *never* to 4 = *most of the time*).

Uncivil Workplace Behavior Questionnaire. Martin, and Hine (2005) developed the Uncivil Workplace Behavior Questionnaire (UWBQ) as a four factor (hostility, privacy invasion, exclusionary behavior, and gossiping) measure of identifying the frequency that someone experienced uncivil acts in their organization. The UWBQ consisted of 17 items with sample items including: Factor 1 "Rolled their eyes at you," Factor 2 "Took stationary from your desk without later returning it," Factor 3 "Avoided consulting you when they would normally be expected to do so," and Factor 4 "Made snide remarks about you." This measure was reliable ($\alpha = .85$). Items were originally assessed on a 5-point Likert scale (1 = *never* to 5 = *very often*).

Instigated Workplace Incivility. The Instigated Workplace Incivility Scale, developed by Blau and Andersson (2005), measures three factors: experienced workplace incivility, instigated workplace incivility, and interpersonal deviance. For this study the only factor utilized was the interpersonal deviance subscale. The interpersonal deviance factor is a 7-item measure from Bennett and Robinson (2000) and was used to indicate how often individuals engaged in specific behaviors in the past year. Sample items

include: “Made fun of someone at work,” “Said something hurtful to someone at work,” and “cursed at someone at work.” Reliability analysis for was .80 for interpersonal deviance. Items were originally assessed on a 4-point Likert-like scale (1 = *hardly ever (once every few months or less)*, 2 = *rarely (about once a month)*, 3 = *sometimes (at least once a week)*, and 4 = *frequently (at least once a day)*).

Supervisor and Co-Worker Incivility. The supervisor and co-worker incivility scale is a 25 items scale with 12 items measuring supervisor incivility and 13 items measuring co-worker incivility. Ghosh, Reio, and Bang (2013) developed this scale to examine uncivil acts committed by both supervisors and co-workers. Both the supervisor and co-worker scales consisted of the same 12 items and the co-worker scale had an additional item that stated “snapped at you?” Seven items were taken from Cortina et al. (2001) Workplace Incivility scale and the remaining items consisted of items such as, “Cut you off in the middle of a conversation without regard for your feelings?”, and “Talked about you behind your back?” Both the supervisor and co-worker subscales were reliable measures ($\alpha = .94$ supervisor, $\alpha = .96$ co-worker). Items were originally assessed on a 5-point Likert scale (1 = *never* to 5 = *most of the time*).

Generalized Workplace Incivility Questionnaire. Rospenda and Richman (2004) developed a 22 item reliable measure of workplace incivility ($\alpha = .91, .92,$ and $.93$ from three different samples). The Generalized Workplace Incivility Questionnaire measured the frequency of uncivil acts experienced by a boss, co-worker, or client. It is a 20-item measure includes items such as “Told you insulting jokes,” “Gossiped about you or spread rumors about you behind your back,” and “sent you hostile e-mails or text messages.” In addition to the 20-items that individuals would respond to on a Likert-like

scale (1 = *never*, 2 = *once*, 3 = *more than once*), there were two additional items that stated “Thinking about those incidents, who did these things to you? (check all that apply)” responses included bosses/supervisors, coworkers, customers/clients, other (please specify) and “Did you consider any of these experiences at work to be bullying?” responses included yes, no, don’t know.

Psychological Capital. Psychological Capital (PsyCap) was used to measure individual’s positive psychological state. The Psychological Capital Questionnaire (PCQ-24), developed by Luthans, Avolio et al. (2007), is a 24 item scale with items being rated on a 6-point Likert scale (1 = *Strongly Disagree* to 6 = *Strongly Agree*). The PCQ-24 is composed of the four PsyCap components (hope, efficacy, resiliency, and optimism) with each component being represented by six items. The four factors were taken from other standardized measures of hope (Snyder et al. 1996), efficacy (Parker, 1998), resiliency (Wagnild & Young, 1993), and optimism (Scheier & Carver, 1987) and had the following reliabilities: hope (.82 - .95), efficacy (.96), resiliency (.91), and optimism (.76).

Job Satisfaction Scale. The Job Satisfaction Scale (JOBSAT) is a four-item measure developed by Tremble and Alderks (1992). Items were adapted slightly to fit into a 6-point Likert response scale (1= *strongly disagree* to 6 = *strongly agree*) and included the following: “The work I do is useful most of the time,” “My job is interesting,” “I like my job” and “Overall I am satisfied with my job”. Two items from the job satisfaction items in the Commander’s Unit Analysis Profile (CUAP) questionnaire (Palmer, 1981) were added with the JOBSAT items including: “My job makes use of my abilities” and “The skills I use in my job will be useful to me later on.”

Perceived Stress Scale. The 10-item Perceived Stress Scale (PSS) developed by Cohen, Kamarck, and Mermelstein (1983) measures global perceived stress experienced across the past 30 days. Items were adapted so individuals could respond on a 6-point Likert scale (1 = *strongly disagree* to 6 = *strongly agree*). Sample items include “been upset because of something that happened unexpectedly,” “felt that you were unable to control the important things in your life”, and “felt nervous and “stressed”. Cronbach’s alpha was .84.

RESULTS

All analyses were computed using SPSS V20 (IBM, 2011). The data was cleaned and checked for outliers and statistical assumptions were tested (linearity, homogeneity, homoscedasticity, and normality). One hundred and fifteen outliers were detected, based on mahalanobis distance analysis, and deleted from the data and all assumptions were adequate to conduct a factor analysis. Table 1 provides descriptive statistics to include means, standard deviations, scale reliabilities, and correlations of all study variables.

Consistent with previous findings, a significant positive relationship between stress and bullying (Ayoko, Callan, & Hartel, 2003) was found (see Table 1). Additionally, negative relationships were found between bullying and job satisfaction (Nielsen & Einarsen, 2012; Einarsen, Matthiesen, & Skogstad, 1998) and Psychological Capital (see Table 1).

Hypotheses Testing

Hypothesis 1. A maximum likelihood factor analysis with a direct oblimin rotation was conducted on the sixty-eight bullying items to test hypothesis one: Rodriguez- Carballeira, et al. (2010) taxonomy of workplace bullying will be supported by the factor analysis. Specifically, a 6 factor model will be supported with each of Rodriguez-Carballeira et al. (2010) taxonomy including: isolation, control and manipulation of information, control-abuse of working conditions, emotional abuse, professional discredit and denigration, and devaluation of the role in the workplace.

Table 1. Correlations between all scales and subscales

Variables	M	SD	1	2	3	4	5	6	7	8	9	10	11	12	13	14
1. Stress	3.20	.78	(.80)													
2. JobSat	4.7	.93	-.32**	(.91)												
3. Bullying	1.7	.72	.31**	-.17**	(.99)											
4. PsyCap	5.4	.74	-.41**	.57**	-.33**	(.91)										
5. Emotional Abuse (F1)	1.4	.75	.17**	-.10	.91**	-.28**	(.96)									
6. Prof Disc and Den (F2)	1.8	.98	.29**	-.17**	.79**	-.29**	.67**	(.93)								
7. Control of Info (F3)	1.8	.81	.32**	-.18**	.91**	-.26**	.77**	.69**	(.94)							
8. Control of Work (F4)	1.6	.86	.14**	-.06	.77**	-.21**	.78**	.59**	.68**	(.89)						
9. Emotional Abuse 2 (F5)	1.7	.86	.24**	-.17**	.83**	-.26**	.72**	.64**	.72**	.66**	(.86)					
10. Devaluation (F6)	2	.84	.35**	-.22**	.75**	-.32**	.61**	.57**	.68**	.50**	.56**	(.76)				
11. PsyCap Efficacy	5.90	1.01	-.24**	.40**	-.27**	.82**	-.27**	-.23**	-.19**	-.22**	-.21**	-.20**	(.87)			
12. PsyCap Hope	5.6	.83	-.37**	.57**	-.25**	.87**	-.19**	-.22**	-.22**	-.13**	-.20**	-.23**	.65**	(.84)		
13. PsyCap Resiliency	5.3	.81	-.29**	.38**	-.31**	.82**	-.32**	-.25**	-.22**	-.24**	-.25**	-.31**	.55**	.63**	(.75)	
14. PsyCap Optimism	4.7	.94	-.48**	.55**	-.26**	.81**	-.16**	-.25**	-.24**	-.11**	-.20**	-.32**	.46**	.64**	.59**	(.70)

** . Correlation is significant at the 0.01 level (2-tailed).

Note. N = 658; Cronbach's α appears along the diagonal in parentheses

PsyCap - Psychological Capital; JobSat - Job Satisfaction; Prof Disc and Den - Professional Discredit and Denigration;

Control of Info - Control and Manipulation of Information; Control of Work - Control-Abuse of Working Conditions;

Devaluation - Devaluation of the Role in the Workplace

Kaiser-Meyer-Olkin (.966) and Bartlett's Test of Sphericity ($p < .001$) indicated the sample was adequate for factor analysis. Items were forced to six factors based on the theoretical taxonomy used for this study (isolation, control and manipulation of information, control-abuse of working conditions, emotional abuse, professional discredit and denigration, and devaluation of the role in the workplace). Items that did not load at $\leq .40$ or that cross-loaded on multiple factors were removed. The final factor loadings indicated that 26 of the 68 bullying items loaded adequately (see Table 2). Further, reliability analyses were conducted on each of the factors to check if the simple solution was adequate. All factors had acceptable to excellent reliabilities; factor 1 ($\alpha = .96$), factor 2 ($\alpha = .93$), factor 3 ($\alpha = .94$), factor 4 ($\alpha = .89$), factor 5 ($\alpha = .86$), factor 6 ($\alpha = .76$).

Of the six factors found through factor analysis, only five of the six categories predicted in hypothesis one were identified. Factor one and factor five contained items that appeared consistent with the two dimensions of emotional abuse category described in the Rodriguez-Carballeira et al. (2010) taxonomy (i.e., Emotion 1 - intimidation and threat, and Emotion 2- disrespect, humiliation and rejection of the person). It should be noted that one item, *Offered you a subtle or obvious bribe to do something that you did not agree with?*, which loaded on factor one, emotional abuse appeared to fit the overall definition; "Offensive actions and expressions aimed especially at attacking, injuring and sneering at the worker's feelings and emotions", (Rodriguez-Carballeira et al. 2010, pp.302). However, it did not fit neatly into either of the two dimensions described. Additionally, some items that appeared to tap into disrespect and humiliation (e.g., (a) Publicly discussed your confidential personal information and (b) Read communications

addressed to you, such as e-mails or faxes.) loaded on the intimidation and threat dimension not the disrespect dimension. Making interpretation even more challenging, items on these two dimensions were independent of each other.

Factor two items were considered to be professional discredit and denigration, factor three fell under control and manipulation of information, factor four fit into the control-abuse of working conditions, and factor six was considered to be devaluation of the role in the workplace. Therefore, hypothesis one was mostly supported, but one component of Rodriguez-Carballeira et al. (2010) taxonomy – isolation – was not identified through factor analysis.

Table 2. Factor Loadings of Bullying and Incivility items

Scale Item	Factor					
	1	2	3	4	5	6
Emotional Abuse						
Posted offensive or hurtful comments about you on a social networking site, (e.g., Facebook, MySpace, or Twitter)?	.825					
Left notes, signs, or other materials that were meant to hurt or embarrass you?	.822					
Offered you a subtle or obvious bribe to do something that you did not agree with?	.793					
Threats of violence or physical abuse or actual abuse.	.763					
Sent you hostile e-mails or text messages?	.688		.137			
Made fun of you or threatened you for refusing to do something that you didn't want to do, or that you thought was wrong?	.677		.125		-.106	
Publicly discussed your confidential personal information.	.532	-.138	.144		-.108	
Practical jokes carried out by people you don't get on with.	.499	-.117		-.114	-.159	
Read communications addressed to you, such as e-mails or faxes.	.488			-.258		
Professional discredit and denigration						
Talked about you behind your back.		-.960				
Gossiped behind your back.		-.826				
Control and manipulation of information						
Intentionally failed to pass on information which you should have been made aware of.			.841			
Did not consult you in reference to a decision you should have been involved in.			.817			

Table 2. Continued

Scale Item	Factor					
	1	2	3	4	5	6
Avoided consulting you when they would normally be expected to do so.			.785			
Was excessively slow in returning your phone messages or e-mails without good reason for the delay.			.744			
Were unreasonably slow in seeing to matters on which you were reliant on them for, without good reason.	.106		.713			
Ignored you or your work contributions?			.628		-.213	
Did not give you credit where credit was due?		-.128	.559		-.104	.144
Failed to respond to your requests for help?	.175		.475		-.163	
Control and manipulation of working conditions						
Took items from your desk without prior permission.				-.857		
Took stationery from your desk without later returning it.	.183	-.100		-.669		
Opened your desk drawers without prior permission.	.261		.167	-.469	-.143	
Emotional Abuse – Disrespect, Humiliation, Rejection of the Person						
Raised their voice while speaking to you.	.125				-.789	
Used an inappropriate tone when speaking to you.		-.106			-.703	
Devaluation of the role in the workplace						
Having key areas of responsibility removed or replaced with more trivial or unpleasant tasks.	.125					.728
Being ordered to do work below your level of competence.	-.129					.667
Someone withholding information which affects your performance.	.209					.461

Hypothesis 2. Hayes (2013) PROCESS plugin for SPSS was used to test the moderating effect of psychological capital (Hypothesis 2) on bullying and bullying outcomes (job stress and job satisfaction). Composite scores were created by averaging all items for each scale (i.e, bullying, stress, job satisfaction, and PsyCap) and used to analyze the moderation effects. Hypothesis two stated *Psychological capital will moderate the relationship between workplace bullying and consequences of bullying (stress and job satisfaction)*. This hypothesis was partially supported in that PsyCap

moderated the relationship between bullying and job stress. However, there was no PsyCap moderation effect between bullying and job satisfaction.

PsyCap, Bullying, and Stress. The moderation model for psychological capital on bullying and stress was significant $F(3, 654) = 53.88, R^2 = .24, p < .001$ (see Table 3). There was a significant interaction effect for high and medium levels of PsyCap on the relationship between bullying and stress and no significant interaction effect for low levels of PsyCap (see Figure 1). In fact, low levels of PsyCap had higher levels of stress than medium and high levels of PsyCap at all levels of bullying.

Table 3. Predictors of Stress

Variable	Coeff.	SE	t	p	95% CI
Y-intercept	3.25	.03	118.28	< .001	[3.19, 3.30]
PsyCap (M)	-.39	.04	-8.75	< .001	[-.47, -.30]
Bully (X)	.25	.04	6.66	< .001	[.17, .32]
PsyCap*Bully (XM)	.23	.06	4.22	< .001	[.13, .34]

$R^2 = .24, F(3, 654) = 53.88^{***}$
 $\Delta R^2 = .03, \Delta F = 36.11$

Note. $N = 654$. CI = confidence interval. $***p < .001$.

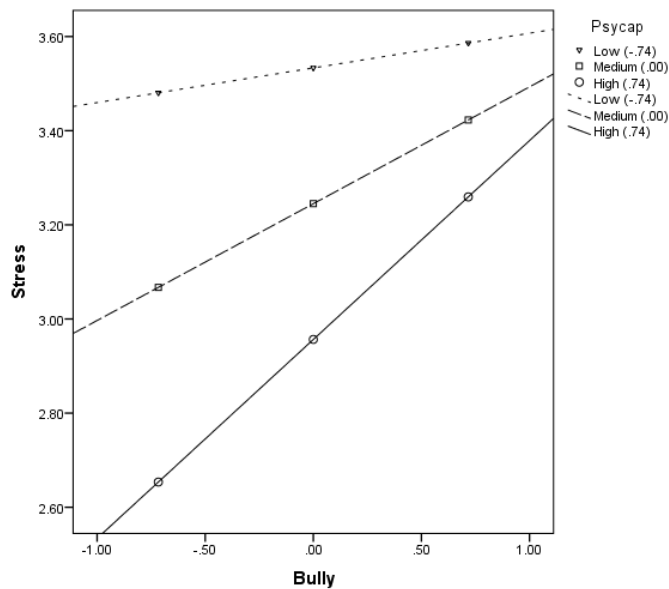


Figure 1. Interaction effects of bullying predicting stress for 1 SD below the mean of PsyCap, the mean of PsyCap, and 1 SD above the mean of PsyCap.

PsyCap, Bullying, and Job Satisfaction. While hypothesis two stated that PsyCap would moderate the relationship between bullying and job satisfaction, this was unsupported. However, through a post hoc analysis, it was determined that PsyCap played a mediating role between bullying and job satisfaction (see Figure 2).

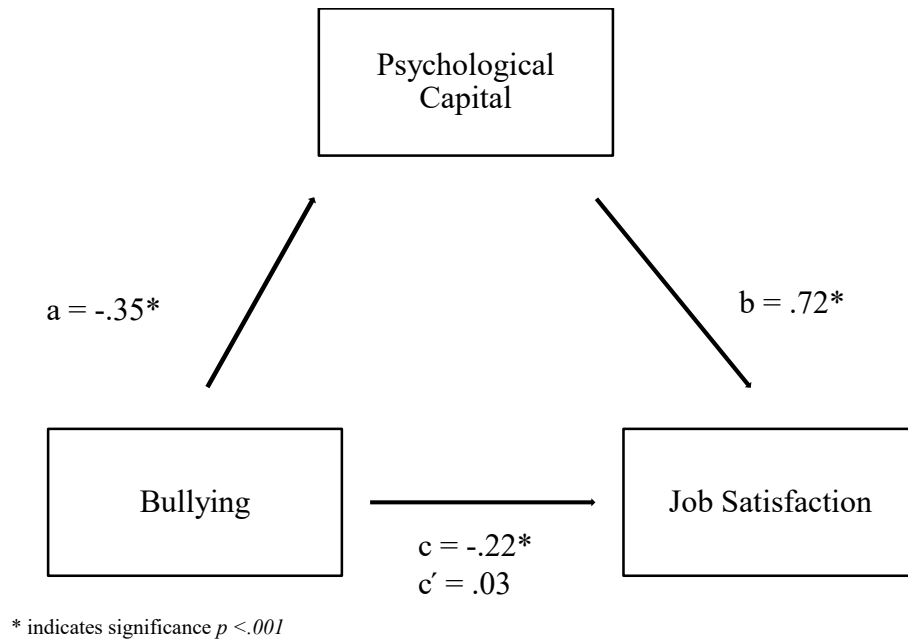


Figure 2. Psychological capital mediating bullying and job satisfaction

Exploratory Analysis. Post-hoc analyses were conducted to examine the correlations and multiple linear regressions of our new scale measure components and PsyCap subscales. Composite scores (average across items) were utilized for all scales and subscales. Correlations can be seen in Table 1. As was the case with the overall bullying measure, most factors correlated as expected with bullying outcomes (i.e., job satisfaction and stress). All factors were significantly positively correlated with stress, in accordance with the overall bullying measure. Additionally, all factors were negatively correlated with job satisfaction, only two factors (factor one – emotional abuse and factor four – control-abuse of working conditions) were not significant.

Multiple linear regressions were examined to determine the variance explained by each factor. Control-abuse of working conditions and the second emotional abuse scales failed to be predictive of workplace stress (see Table 4). Control-abuse of working conditions, control and manipulation of information and professional discredit were not significant predictors for job satisfaction, while emotional abuse and devaluation of the role in the workplace were significant predictors of job satisfaction (see Table 4).

Table 4. Summary of Multiple Regression Analysis for Variables Predicting Stress and Job Satisfaction

Variable	Stress			Job Satisfaction		
	<i>B</i>	<i>SE B</i>	β	<i>B</i>	<i>SE B</i>	β
Emotional Abuse 1	-.26	.07	-.25***	.29	.09	.23**
Professional Discredit and Denigration	.13	.04	.16**	-.10	.05	-.10
Control and Manipulation of Information	.25	.06	.27***	-.15	.08	-.13
Control-Abuse of Working Conditions	-.09	.05	-.10	.09	.07	.079
Emotional Abuse 2	.04	.05	.05	-.13	.07	-.12*
Devaluation of Role in the Workplace	.23	.05	.26***	-.21	.06	-.20***

* $p < .05$. ** $p < .01$. *** $p < .001$.

Note. $N = 657$

It should be noted that for emotional abuse 1 the predicted relationships are not in the appropriate directions as determined by past research for stress and job satisfaction. Therefore, a hierarchical regression analysis was conducted in order to determine if emotional abuse was being suppressed by another variable. Variables were entered based on the most predictive variables from the multiple linear regression and it was determined that control and manipulation of information was suppressing emotional abuse for both stress and job satisfaction (see Table 5).

Table 5. Summary of Hierarchical Regression Analysis for Variables Predicting Stress and Job Satisfaction

Step	Variable	Stress			Job Satisfaction		
		B	SE B	β	B	SE B	β
1	(Constant)	2.95	.06		4.84	.08	
	Emotional Abuse 1	.180	.04	.17***	-.09	.06	-.08
2	(Constant)	2.69	.07		5.04	.09	
	Emotional Abuse 1	-.19	.06	-.18***	.198	.08	.159**
	Control and Manipulation of Information	.44	.06	.46***	-.35	.07	-.30***
3	(Constant)	2.502	.08		5.22	.10	
	Emotional Abuse 1	-.25	.06	-.24***	.25	.08	.20***
	Control and Manipulation of Information	.30	.06	.32***	-.22	.08	-.19**
	Devaluation of Role in the Workplace	.26	.05	.28***	-.24	.06	-.21***
4	(Constant)	2.48	.08		5.24	.10	
	Emotional Abuse 1	-.30	.06	-.29***	.30	.08	.24***
	Control and Manipulation of Information	.25	.06	.26***	-.17	.08	-.15*
	Devaluation of Role in the Workplace	.24	.05	.26***	-.22	.06	-.20***
	Professional Discredit and Denigration	.13	.04	.16**	-.11	.05	-.11*
5	(Constant)	2.45	.08		5.25	.10	
	Emotional Abuse 1	-.26	.07	-.25***	.29	.09	.23**
	Control and Manipulation of Information	.25	.06	.27***	-.15	.08	-.13
	Devaluation of Role in the Workplace	.23	.05	.26***	-.21	.06	-.20***
	Professional Discredit and Denigration	.13	.04	.16**	-.10	.05	-.10
	Control-Abuse of Working Conditions	-.09	.05	-.10	.09	.07	.08
	Emotional Abuse 2	.04	.05	.05	-.13	.07	-.12*

* $p < .05$. ** $p < .01$. *** $p < .001$.

Note. N = 657

DISCUSSION

This research was conducted to determine if a single bullying scale based upon a theoretical model of bullying could improve the utility of the assessment of bullying. Most of the frequently used bullying scales were developed in a clinical manner, including items that appear to be related to victim scenarios. This research provides a solid foundation for a measure of bullying that is linked with a theoretical model. It was clear from the factor analysis that most of the items from previous bullying scales primarily fit into the emotional abuse category. Regardless of the lack of variety in the item pool, we were able to extract five factors that related to the six factors hypothesized by the Rodriguez-Carballeira et al. (2010) taxonomy. These factors, control and manipulation of information, control-abuse of working conditions, emotional abuse, professional discredit and denigration, and devaluation of the role in the workplace, have the potential to evaluate experiences beyond emotional abuse and perhaps lead to better interventions. It is important to note that no items from previous scales related to the isolation dimension discussed by Rodriguez-Carballeira, et al. (2010).

This bullying scale was associated, as expected, with stress, job satisfaction, and psychological capital. This provides additional support for the efficacy of the model and the new measure.

Additionally, this research examined moderating roles that have not been examined in the bullying literature. As predicted, psychological capital was found to play a moderating role in the relationship between bullying and stress. PsyCap is a relatively new construct that includes hope, resilience, self-efficacy, and optimism and is

believed, by Luthans et al. (2007), to be more useful than the four components examined independently. In fact, a linear regression with the four components of PsyCap explained less variability than when considered as a whole. This provides support for the PsyCap construct in stress research.

PsyCap mediated the relationship between bullying and job satisfaction, rather than operating as a moderator as predicted. The variability explained by bullying became non-significant when PsyCap was entered into the regression. Individuals high in PsyCap seem inoculated from the negative impact of bullying on job attitudes. Perhaps they are better able to separate the components of job satisfaction. It would be worthwhile to study the components of job satisfaction to determine if their dissatisfaction is more focused on the source (e.g., supervisor or coworker) and more generalized to overall job satisfaction. Future research could benefit from examining psychological capital further as both a moderator and a mediator between bullying and bullying outcomes.

An important finding in this study was the inability of current measures to tap into the isolation component proposed in Rodriguez-Carballeira et al. (2010). This suggests that items need to be developed to measure the isolation component that is fundamental to the definition of bullying. Future research should re-examine the bullying scale, with all six factors. Perhaps, this will lead to better predictive capabilities.

Control-abuse of working conditions and the second emotional abuse scales failed to be predictive of workplace stress. While both had an adequate alpha coefficient, they only contained a small number of items, three and two respectively. They items may not be comprehensive of the factors. Since current scales primarily focused on emotional

abuse, it would be wise to ensure that future research focuses on creating or identifying items that would fall into the remaining five categories.

Control-abuse of working conditions, control and manipulation of information and professional discredit were not significant predictors for job satisfaction, while emotional abuse and devaluation of the role in the workplace were significant predictors of job satisfaction, lending some support to the notion that individuals high in psychological capital are better able to separate sources (i.e., coworkers and supervisor behaviors versus the job itself) that impact job satisfaction.

Clearly, some individuals are better able to handle the assault of bullying in the workplace. However, it is also clear that bullying has a negative impact on all who experience it. Research needs to focus on how to best deal with each of the sources of bullying, and develop organizational interventions that address the actions. Individuals who are bullied need to know there are clear policies that prohibit such actions and are provided with procedures that allow safe reporting. Today, most bullying is addressed in organizations under the guise of harassment and violence, and the victim must endure the assault for an extended period of time before any actions are taken. It is the rare company that has an enforceable policy, and it is even rarer for companies to take action. This suggests a change in organizational climate toward this phenomenon is especially pressing for the 27% of workers who are currently or have experienced bullying (Bullying Workforce Institute, 2014). A solid measuring tool would allow for internal assessment that would trigger intervention.

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