THE EFFECTS OF MANAGERS' RACE AND GENDER ON PARTICIPANTS' PERCEPTIONS OF WORKPLACE BULLYING BEHAVIORS

By

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ABSTRACT

Bullying is a wide spread phenomenon affecting people regardless of age, gender, race, ethnicity, or employment status. No one is completely safeguarded from falling victim to or witnessing bullying behaviors. Bullying is generally defined as repeated aggressive behaviors where there is an imbalance of power favoring the aggressor, and there is an inability for the target to properly defend him or herself (Olweus, 1980). The particular variables of interest in this research study are perceptions of workplace bullying between interactions of managers and employees, and whether gender and race have an effect on these perceptions. The gender and race of the manager as well as the gender of an employee were experimentally manipulated and presented to participants. Each participant read two scenarios, one involving overt negative feedback and one involving covert information sharing. Participants then responded to surveys and questionnaires after reading each scenario. After subsequent analysis, the results indicate that work experience influences how hurtful a manager's behavior is perceived, feeling emotionally mistreated at work influences perceptions of workplace interactions as being inappropriate, hurtful, and correcting, and a manager's gender influences perceptions of his or her behavior.

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DEDICATION PAGE

I would like to dedicate this effort to my mum, Anna Mogan, my dad, Richard Mogan, my sister, Natalie Mogan, and my best friends Dan Smider and Mr. Lipton. You sent me kind words, happy thoughts, and love. You gave me peace, revelations, and reasons to smile. You encouraged me to do my best, be dazzling, and take a break if I needed one. You are the reasons that I was able to define my own path and chase my dreams on it. My gift is this publication, with our names forever attached to it. Thank you for the gifts, the strength, and the belief.

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CHAPTER 1: BULLYING – FROM SCHOOLS TO OFFICES

Origins of Bullying Research

Systematic research of bullying started with Olweus's survey of bullying in Norwegian schools (Olweus, 1980). The survey reached hundreds of thousands of Norwegian and Swedish students between the 2nd and 9th grades. Other contributions to bullying research came out of Australia (Rigby & Slee, 1991), Canada (Pepler et al., 1993), and the United States (Ross, 1996). According to two 2001 articles (Gaughan et al., 2001; Meloy et al., 2001), early research in the United States studied childhood violence and lethal school violence, but there was a shift towards also studying bullying in adulthood; namely, workplace bullying (Rayner & Hoel, 1997).

Conceptualization of Bullying: Categories and Differences in Gender and Settings

Bullying is the conceptualization of unequal power and repeated aggressions towards another person. These actions can often be demeaning, embarrassing, humiliating, and/or belittling. There are two main categories of bullying, overt (direct) and covert (indirect). Overt bullying is characterized by physical and verbal interactions, such as hitting, invasion of personal space, and taking things (Rivers & Smith, 1994). Covert bullying is characterized by emotional and verbal interactions in which there is often a relational feature such as manipulation, isolation, and information sharing (Crick & Grotpeter, 1995). Gender differences have been observed between the two categories of bullying behaviors. Literature suggests that males are not only more likely to themselves be bullies, but are also more likely to be bullied (Nansel et al., 2001). Additionally, males are more likely to engage in the overt, physical forms of bullying

(Bjorkqvist, 1994; Crick & Grotpeter, 1995; Lagerspetz & Bjorkqvist, 1994; Lagerspetz, Bjorkqvist & Peltonen, 1988). Females are more likely to engage in covert forms of bullying, such as spreading rumors and creating social isolation (Carins & Carins, 1994; Crick & Grotpeter, 1995; Putallaz et al., 2007). There have also been observed gender differences for witnesses of bullying behaviors. Female observers tend to have a more sympathetic attitude towards the victim and tend to be more willing to help the victim than are male bystanders (Menesini et al., 1997). This may be partially attributed to the male's interpretation of what constitutes bullying behavior; males generally have a more relaxed interpretation of when behaviors become inappropriate and can be considered bullying (Simpson & Cohen, 2004).

School and University Bullying

In a national survey of American students between the 6^{th} and 12^{th} grades, Nansel et al. (2001) reported that 13% of students reported being bullied and that nearly 11% of students had themselves bullied another student. Chapell et al. (2004) conducted a survey, with university and college students, analyzing and interpreting the frequency of bullying behaviors. The researchers found that around 13% of students bullied other students once or twice, and that 18.5% of students had been victimized once or twice. Considering age and maturity differences between school-aged children and college-aged young adults, the results of another study indicated that being a bully during one's childhood had a strong positive relationship with bullying reporting rates in university settings, signifying that young bullies may remain bullies as they age (Pontzer, 2009). Results showed that bullied university students were most likely to also have bullied in their childhoods, they were also impulsive, and tended to be male. Interestingly, victims analyzed in the study were likely to have been bullied in their childhood

but were also likely to have themselves been bullies during their childhood. One study of school bullying indicated that the fear of being bullied alone can be enough to make children wish to drop out of school (Sharp, 1995). There may be indications that wanting to drop out of school may transition into turnover intentions at work. University bullying research followed the study of bullying in schools. This research progression led into workplace bullying behavior research.

Workplace Bullying

Workplace bullying is generally categorized into five types of behaviors: threat to professional status, threat to personal standing, isolation, overwork, and destabilization. Some research has focused on the relationship between bullying and the quality of the work environment. The work environment is affected by the culture of the organization and this culture can impact the interpretation of these five categories of bullying behaviors and their acceptance (Pranjic et al., 2006). In certain organizational cultures, bullies can be perceived as manipulators of power, while in other organizations some positions may come with the privilege of harassing subordinates. Brodsky (1976) found that drill sergeants harass cadets and apply pressure as a means of testing whether learned skills are transferred to simulations and practice. Perceptions of bullying, therefore, depend on situational contexts.

There are discrepancies in research findings, which may be the result of data collection method, national comparisons, and underrepresented reporting of bullying. A 1997 study in the United Kingdom concluded that targets' supervisors were most often credited as bullies, and there were gender differences with only one-third of the bullies reported being females (Rayner & Hoel, 1997). In a 2002 sample specifically of prison officers, 20% of respondents perceived themselves as bullying victims, with no statistically significant difference between males and

female respondents. Males and females reported similar effects on stress levels, mental health states, and overall job satisfaction. Two interesting gender differences were that females reported higher levels of sexual harassment and higher rates of being victimized by coworkers while males reported equal victimization by coworkers and supervisors (Vartai & Hyyti, 2002). A more recent survey of employees through the Workplace Bullying Institute (2006) suggests that as much as 58% of bullies are females, and that females victimize other females as often as 90% of the time. Research has suggested that females are often not engaging in overt bullying behaviors with one another, rather behaving in socially manipulating ways, through gossiping, reputation sabotage, social isolation and exclusion, and by damaging social relationships of others (Crick et al., 2002).

Many definitions of leadership focus on the use of power or authority to influence others in order to achieve goals (Yukl, 2009). A team of researchers from the United Kingdom and Norway reviewed leadership styles and perceptions of bullying in preparation for developing a model for leadership styles based on self-report accounts of observed bullying behaviors and they reported some interesting past research findings. They state that managers are most frequently reported as bullies from the point of view of the target. Subordinates who perceive themselves as being bullied by their supervisor report low job satisfaction, low loyalty, low commitment, and many health problems. Abusive workplace relationships put high stress on targets and witnesses; targets may suffer from anxiety, depression, and gastrointestinal and circulation problems (Hoel et al., 2010). Researchers in Iceland assessed workers' reactions to being bullied and coping strategies. Statistical analyses resulted in four factors of coping strategies: assertive responses, seeking help, avoidance, and simply doing nothing. Researchers found that males seek help less frequently and avoid conflict less often than females, males were

also more likely to react assertively (Olafsson &Johannsdottir, 2004). This is consistent with the gender stereotypes regarding what constitutes inappropriate gender-related behavior at work (Simpson & Cohen, 2004).

A team of researchers, based out of Norway, studied the relationship between stress and bullying (Hauge et al., 2007). Their literature review also lists a large number consequences of bullying behaviors for the bully, the target, and the organizational climate. Targets of bullying reported less job control, unsatisfactory management style, excessive role ambiguity, less social interaction but more conflict with colleagues, lower perceived importance of tasks, and higher job dissatisfaction than employees who were not targeted with behaviors. Targets and witnesses reported negative perceptions of their working environment and a lack of communication, they did not find groups to be constructive, they felt that there were not sufficient opportunities for employees, and there were high turnover intentions. This team went on to analyze 2,539 Norwegian employees and found that bystanders to bullying behaviors reported that their work environment was almost as stressful as the employees who were being directly targeted. A government survey in Australia assessing the prevalence of workplace bullying found that 20% of employees had been bullied or harassed by supervisors or coworkers and 40% of workers reported witnessing someone being bullied in the workplace (Tomazin, 2006). Bullying not only affects those that are directly involved, the bully and the target, but it can also impact other people and the climate of the organization.

CHAPTER 2: THE PRESENT STUDY

Purpose

The purpose of this study is to examine differences in bullying behavior perception based on gender and race of the person engaging in the act, and whether the gender of the person in question and demographics of the witness elicit a change or perhaps acceptance of certain behaviors.

In the experimental conditions, participants read two scenarios, each time taking on the role of an employee witnessing a manager either giving negative feedback to a coworker or sharing speculative information with the manager of a company site where a coworker is transferring. The manipulations in the scenarios were to the gender of the manager, the race of the manager, and the gender of the coworker. Gender differences were between male and female, and the two races chosen for this study were Caucasian and African American. In order for each of these combinations to be experimentally represented, a total of sixteen scenarios were written, eight for negative feedback and eight for information sharing, or gossip. Gender was written into the scenarios by use of indicative pronouns and a stock photo corresponded with each scenario to present participants with the race of the manager. Appendix A begins with a table of the sixteen experimental conditions and their corresponding gender and race arrangements.

The photos presented and androgynous names written into the scenarios were selected by a panel of Master's students. Procedural details as to the selection of the photos and names can be found in Chapter 3: Methods. One set of names, manager and coworker, was used for the

negative feedback scenario and one set was used for the gossiping scenario, so that names were held constant within each condition but were different between each condition. Having two sets of names was chosen for two main purposes – to serve as a manipulation check and so that participants did not harbor feelings for the manager in the first scenario and apply them to the second scenario they read. The purpose was to assess the difference in perception so certain experimental circumstances were held constant.

Hypotheses

The following hypotheses have been prepared based on previous research and Social psychological principles. Each hypothesis is followed by a rationale expressing the conclusive formation of the hypothesis.

> Hypothesis 1: Male managers will be perceived to be bullies more often than females of either race.

A discrepancy in male leaders being reported as bullies may be a reflection of the unequal distribution of males in management positions. There is a disproportionate number of men in high leadership positions compared to their female counterparts. The 2011 Catalyst Census reported that females made up around 47% of the workforce but only held 14.5% of the Board of Directors seats of Fortune 500 companies (Soares et al., 2011).

Eagly and Carli (2007) discuss the leadership labyrinth, which is the uneven path of progression with which females are faced in organizations as they climb the command ladder. An important feature of the leadership labyrinth is that females must balance being both communal and "agentic", or self-reliant, the latter of which is generally considered a quality found in males as a sign of masculinity and assertiveness, while females are to be kind and caring. There is a bias to perceive males as controlling and females as collaborative and there

are social pressures to act in these roles. Females may struggle with balancing these characteristics, mainly with controlling the exhibition of their feminine, caring qualities and the masculine qualities of leaders. These stereotypes will likely frame how others judge behaviors based on whether or not they fit the expected role, and then the observer may ignore counter-stereotypical behaviors to protect the idea rather than adapting it (Eagly & Diekman, 2005). This can, in turn, affect leadership expectations since males are thought to hold the power roles and females the cooperative roles, based on the availability heuristic (Oppenheimer, 2004). The availability heuristic is the "mental rule of thumb" by which people can quickly judge a situation or behavior, based on other accounts that they can bring to mind, the majority of cases being powerful males and supportive females. Interestingly, in a female's trek to balance her feminine and masculine qualities, it is likely that she will be viewed as democratic and participative because employees may ignore her attempts at being assertive. Female leaders have also been perceived as using more positive executive decision making skills, and to reward good behavior more frequently than reproaching bad behavior (Eagly & Johnson, 1990; van Engen & Willenmsen, 2004). This may be based on the availability heuristic also because there is a tendency to categorize female behavior as helpful and male behavior in the workplace as authoritative. This may lend credence to bullying perceptions and offer a possible explanation as to why males represent the majority of the bullying demographic. This is interesting because of the illusory correlation that should be at play; as females are the statistical minority and bullying is probably less common than accommodation in the workplace, it should be doubly distinctive when a female bullies another worker and those negative actions should be seen as more common. One must consider that bullying is isolated to the organization in which it is occurring, but the female stereotype is comprehensive across situations and the workplace. Having

contemplated that, bullying at work most often occurs between people who know each other, who work directly for each other, who continue working together after the repeated incidents, and most commonly in a supervisor-subordinate relationship (Geen, 1990). As there is typically the supervisor-subordinate relationship between the manager or leader and the employee, males serve as the majority of the bullies in this dyad, and are more accessible in the availability heuristic.

> Hypothesis 2: African American male managers will be perceived to be bullies more often than other managers regardless of gender or race.

This hypothesis is grounded in the expectation that participants will react to behaviors based on stereotypes. Walter Lippmann, a noted journalist, introduced the term stereotype describing the notion as "the little pictures we carry around inside our heads" (1922). He commented that stereotypes are what we internalize, and may not accurately represent what is in the physical world. Gordon Allport (1954), a personality psychologist, observed that stereotypes are a way of organizing people and things around us. He described stereotyping as "the law of least effort," which is an elegant simplification of the overwhelming nature of the social universe around us.

There is a stereotypical tendency to expect nurturing behavior from females, outside and inside of the workplace as expressed within the justification for the first hypothesis. It is expected that these perceptions will carry over into the effects of this hypothesis that again males will be perceived more negatively when they are in the role of manager in the scenarios.

Using the availability heuristic, people draw from the information that they have become aware of; with racial issues there is a propensity to associate African American males with

negative behavior, however unfair or unfortunate. According to the Bureau of Justice Statistics, between the years of 2000 and 2008, the racial incarceration rates per 100,000 were staggeringly unbalanced, with 3,161 African Americans and 487 Caucasians being incarcerated (Sabol, West, & Cooper, 2009). The Pew Center on the States 2008 report noted that 1 in every 106 Caucasian American males over the age of 18 was incarcerated, while 1 in every 15 African American males in the same age range had been incarcerated (Warren, 2008). It is because of these statistics and dominance in media reporting that African American males are expected to be viewed more negatively than females in general and Caucasian males more specifically.

In a 1976 study, Duncan sampled Caucasian male college students having them code ambiguously aggressive behaviors of a Caucasian actor and an African American actor observed on a television monitor. Of the 48 participants who saw an African American actor shove another person, 35 coded the behavior as violent. Conversely, of the 48 participants who saw a Caucasian shove another person, only 6 coded the behavior as violent. The researcher argued that stereotypes associating African Americans with violence made the cognitive schema more accessible to those participants who saw an African American committing the shoving (Duncan, 1976). In a follow-up study, Sagar and Schofield (1980) showed 6th grade males, 40 Caucasian and 40 African American, various ambiguously aggressive behaviors performed by Caucasian and African American actors. The behaviors were rated as more threatening with the actor was African American than when the actor was Caucasian, regardless of the participant's race. Stereotypes are often assumed to apply to entire groups and affect impressions of all of the members within that group (Bringham, 1971), but there is also a concept of "category accessibility" which is the notion that while social categories are accessible, they are cognitively elicited only when they are relevant to perceived events (Brunner, 1957). This implies that an

African American acting in an ambiguously aggressive manner may be more voluntarily categorized as violent than a Caucasian committing the same act, but that a completely nonaggressive African American may not be perceived as any more violent than a Caucasian, because nothing has elicited a reason to recall the stereotype. A series of studies was conducted at Princeton University over 36 years, with the first in 1933 (Katz & Braly), the second in 1951 (Gilbert), and the third in 1969 (Karlins, Coffman, & Walters). Students were asked to match traits to various ethnic and national groups; the theme of the traits assigned to the African Americans was negative. Over time, the traits associated with the groups became less negative over time and participants more frequently voiced discomfort with the task in the later installments, citing that they were aware of the stereotypes, but that they themselves did not believe them. Years later in 1995, Devine and Elliot, showed that the stereotypes from the Princeton University series were not fading, and that participants were aware of the negative stereotypes associated with African Americans, even if they did not personally believe them.

> Hypothesis 3: Female managers in the information sharing scenario will be rated more negatively than male managers in the scenario.

The information sharing scenario has been written to represent gossiping, which is a covert form of bullying. As previously stated and based on past research findings, female bullies are most likely to engage in covert forms of bullying, such as gossiping and spreading rumors (Carins & Carins, 1994; Crick & Grotpeter, 1995; Putallaz et al., 2007). These results are predicted to carry over into perceptions and surface in the analysis of the vignette. The commonness of information sharing between females is also expected to have an impact based on the convenience sample. It was anticipated that the majority of participants would be female, so the availability heuristic again comes into play. Participants are expected to react to the

scenarios based on their own experiences as they were asked to take on the role of coworker. As participants read the vignette, they witnessed the manager's actions of gossiping with the coworker's supervisor. This is a social aggression that is consistent with gender-role expectations, rather than a violation of them.

> H4: Participants who have either witnessed or felt directly bullied will report bullying perceptions at a higher rate than participants who have not been bullied.

While there have been previously observed gender differences between bystanders who witness bullying behaviors, with females being more sympathetic and willing to help the victim (Menesini et at., 1997), gender is not part of this hypothesis. The focus is on participants who themselves have witnessed and/or felt personally mistreated compared to those participants who have not witnessed or felt as though they were mistreated and whether their feelings carry over to the coworker in the scenarios. In a university sample, 18.5% of students reported that they had been victimized either once or twice (Chapell et al., 2004). On the demographics survey that participants in the present study completed, there are questions geared toward assessing bullying and victim pervasiveness. Reporting rates to these items will be used to compare victims to non-victims, and the hypothesis will be tested for the negative feedback and gossip scenarios. It is predicted that those who have witnessed an act or been the victim of a bullying behavior will rate the managers in the scenarios more negatively. The availability heuristic expected to be at play with this hypothesis is the memory of the emotions associated with being a witness bystander or being the victim of bullying behaviors. Benevolence is expected to be the result of an empathetic response for the coworker victim. Witnesses, bullied participants, and the coworker have been the prey of mistreatment; this commonality bonds them into an "in-group". In-groups are formed often to boost self-esteem (Tajfel, 1982); being a member of an in-group comes with

positive feelings and special treatment among those associated with the group, and a heightened sense of the group's social standing. Here, victims of bullying behaviors most likely had a decrease in their self-esteem when someone attacked them, whether it was physically, verbally, mentally, or emotionally. Commiserating with other victims and through empathetically reciprocated feelings, victims can boost their self-esteem by knowing that they are not alone. The oppressor is then in the out-group and has less power over the band of victims.

Hypothesis 5: Participants will report bullying behaviors at a higher rate for managers opposite of their own gender.

In-group – out-group comparisons are part of social categorization and stereotyping, it is the notion of "us vs. them." This common point of comparison is a well-studied facet of social psychology, grounded on the tendency to group people into a category based on similar characteristics and others into a category based on dissimilar characteristics; this is the foundation of stereotypes and is a fundamental premise of social cognition (Brewer & Brown, 1998 ; Taylor, 1981). There is an inclination, as detailed with the fourth hypothesis, to offer special treatment to members of one's same group, and there is an opposite inclination to disfavor those outside of one's group, because of this, it is expected that participants will rate managers outside of their demographic group more negatively. In addition to lesser treatment towards out-group members, there is a bias called out-group homogeneity, this is the belief that "they" are all alike (Linville, Fischer, & Salovey, 1989). In-group members perceive people outside of their group as being more similar to each other than they probably really are, while attesting to diversity within their in-group. This perception and favor of one's own group is expected to lend to participants rating dissimilar demographic groups more negatively than managers within their group.

CHAPTER 3: METHODS

Participants

This study surveyed a convenience sample of undergraduate participants. Students were recruited to participate through the Psychology Department's SONA research system. Students voluntarily elected to participate, provided their consent, and were informed that they could end their participation at any time. By participating, students received credit that could be applied to their coursework. This study earned each participant two research points. Due to predicted power and correlations between variables, with there being 16 conditions, and with the planned analyses, it was planned to recruit at least 192 participants so there would be at least 12 participants per condition. A total of 324 participants signed up for the study and, either completing it or not, and a total of 255 participants' responses were used in statistical analysis. Reasons for not including participants are outlined in the data reduction section of this methods chapter. On the demographics questionnaire, participants were asked to indicate their age in a range of under 18, 18-24, and 25 or older. The age range of interest was that of traditional college-aged students, or the 18-24 year olds. Within that range, the mean age was 19.04 (*SD* = 1.28). There were 154 females, 99 males, and 2 participants who preferred not to answer. The majority of participants identified as Caucasian, with 196 respondents out of 255.

Materials

Materials used in this experiment include an informed consent form, two scenarios, one negative feedback and one information sharing, four stock photos, a 7-item manipulation check questionnaire, a 41-item post scenario questionnaire, and a 19-item demographic survey. All of

these items were uploaded to Qualtrics, an on-line survey platform, and a published link was available to students who elected to participate in the research study. These materials are outlined in the following sections and are followed by the experimental design and procedure.

Scenarios

This study examined two types of bullying situations, overt and covert, through two common manager-employee interactions, negative feedback (public display and overt) and gossip (attempted privacy and covert). The entire library of the scenarios are included in Appendix C**.**

A template paragraph was written for each of the two global interactions and experimental manipulations in the form of pronouns – he/she and his/her – were substituted to create the library of 16 scenarios total. These are the templates for each scenario, MGR represents places where the manager's corresponding pronoun was inserted while CW represents places for the coworker's gender corresponding pronoun.

Negative Feedback

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. MGR was very animated and appeared to be speaking with an elevated tone. Pat was looking down and did not appear to be speaking much. Later in your shift you asked Pat what they were talking about. Pat explained that Jordan was giving CW the annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized CW for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on CW paperwork. When you asked Pat how CW felt about the feedback CW said, "I don't think Jordan

knows what MGR is talking about. I work really hard to do a great job and I get along with the sales staff just fine! MGR expectations are just unreasonable."

Information Sharing

Jesse is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see CW supervisor, Rory, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Rory say of Jesse, "although CW is a decent worker, CW can be very frustrating because CW has the potential to do so much more." Rory then goes on to speculate that Jesse is probably having troubles at home, and CW performance is suffering because of it. Jesse hears about Rory's comments through many of the other workers in the cubicle area. CW then says, "Rory has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all MGR should really care about."

Stock Photos of Managers Presented

A photo intended to represent the manager was paired with each of the scenarios to frame the participant's mental image of the character involved. A total of 4 photos were used in the experimental conditions, one Caucasian male, one African American male, one Caucasian female, and one African American female. This reinforced the gender of the manager and provided the race of the manager. Photos were not presented for the coworker in each scenario, only their gender was indicated.

A library of stock photos was reviewed and rated by three Master's students to select the photos that would be used. This was a two part process for the students helping rate the photos. In the first step, the raters rated 4 photos, one Caucasian male, one African American male, one Caucasian female, and one African American female on 70 characteristics. The photos and

characteristics are presented in Appendix D. Raters were asked to rate each of the stock photos on the extent to which each of the adjectives described the person, using a scale of "1", not at all, to "5", very much. Intraclass correlations, reliability coefficients, and mean ratings per characteristic per photo were then analyzed and compared for the 70 characteristics. Reliability was high enough on the critical adjectives; therefore, no further rater training other than training on using the rating scale was needed. Also, the unnecessary adjectives that were serving as controls were removed as well as adjectives that had unsalvageable reliability scores and the list was slimmed down to 20 critical characteristics. The raters were then asked to rate 21 more photos, 6 Caucasian males, 6 African American males, 5 Caucasian females, and 4 African American females. Again, intraclass correlations, reliability coefficients, and mean ratings per characteristic per photo were analyzed and reviewed. The 4 photos with the highest reliabilities were considered the most equivalent photos, based on stance, facial expression, and demeanor. The following 4 photos were the ones selected to be used in the experimental manipulations (larger images are shown in Appendix B):

Process of Selecting Names to be Presented

The names used in this study were intended to be androgynous so that the names of the manager and coworker could be held constant within the scenarios, therefore four names in total needed to be selected, a manager and coworker for the negative feedback condition and a manager and coworker for the information sharing condition. It was decided to have different names between the two scenario situations for several reasons; to serve as a manipulation check, to help organize results, and to keep participants from remembering the name and judging behavior in the second condition with a negative perception from the first scenario. A list of names was presented to three Master's students as well as three undergraduate Psychology students. The students then ranked the names in terms of believability for being a name that any of the people in the stock photos may have had. The list of names was as follows: Cameron, Casey, Jamie, Jesse, Jordan, Morgan, Parker, Pat, Riley, Rory, and Taylor. The four names with the highest ratings were Jesse, Jordan, Pat, and Rory. For convenience, the two names beginning with "J" were used for the managers to simplify coding in SPSS, the statistical package used to analyze the results of this study.

Manipulation Checks

Once the participants viewed the photo and read through the scenario, they were directed to a manipulation check survey. They completed this survey a total of two times, once per condition. The survey consisted of seven questions that could have been correctly answered by reading the paragraph. The short questionnaire can be found in Appendix E. The items were not written to deceive the participants in any way; they were used to aid in screening through participants to eliminate those who may have been selecting their way to the end to receive

participation points without putting much effort in to the activity. The questions asked what the name, gender, and race of the manager were, what the name, gender, and race of the employee were (the race of the employee was not indicated, the correct response to this item was "unknown"), and what took place in the scene. Responses to these questions were thoroughly analyzed and participants with consistently incorrect answers were removed from further analysis. A total of 39 participants were removed from the analysis pool because of below expectation responses to this survey check point. Greater detail follows in the data reduction section of this Chapter.

Post-Scenario Questionnaire

Upon completion of the manipulation check, participants were directed to the post-scenario questionnaire, which appears in Appendix F. Likewise, participants completed this questionnaire a total of two times, once for each condition. The questionnaire consisted of 41 statements that participants rated their agreement on using a scale of "1", completely disagree, to "5", completely agree. The items were developed to assess a number of dimensions generally associated with bullying behaviors and a number of dimensions generally associated with leadership and personnel development. As neither of these constructs is concretely defined, 13 themes were selected from literature and a minimum of three items were developed to assess each. The post-scenario questionnaire consisted of 13 dimensions: *supportive* (helpfulness), *appropriate/inappropriate* (reasonable reaction), *hurtful* (unreasonable reaction), *intentionally/unintentionally hurtful* (purposeful intent), *assertive/intimidating/aggressive* (harshness), *correcting/directing/controlling* (rectifying) , *developing personnel* (promoting progress), *emotional support* (sensitivity) , *representing* (consistency of behavior), *motivating*

personnel (inspiring change) , *social problem-solving* (interpersonal relationship focused), c*onsulting* (confers with others before acting), and *actor's motives* (reason for behavior).

Reliability tests were conducted for the response dimensions. Dimensions with negative coefficients or alpha levels below 0.6 were removed, which resulted in the loss of three dimensions: intentionally/ unintentionally hurtful, representing, and actor's motives. These dimensions were removed for both negative feedback and gossiping. In addition to these three dimensions, three items were removed from analysis because without them, their dimensions' overall reliability coefficient increased to a salvageable level. An item was deleted from the assertive/intimidating/ aggressive dimension, one was deleted from correcting/directing/controlling, and one item was deleted from consulting. The differences between the original questionnaire and the measure used in analysis can be reviewed in Appendix F and G.

Demographics

After completing two scenarios, the manipulation checks, and post-scenario questionnaire, participants completed a demographics survey, which can be found in Appendix H. Participants were asked to indicate their age, gender, race, academic year, and current or planned major. The average age of participants was around 19.04 (*SD* = 1.28), which is to be expected in a University setting. Gender was split 60.4% female (N = 154) and 38.8% male (N=99), two participants indicated a preference in not responding to this item. The majority of participants, 76.9%, were Caucasian (N=196), 9.4% were African American (N=24), and the other racial groups each had less than 5% representation in the overall sample. The majority of participants were freshmen at 60.4% (N=154), 22.0% were sophomores (N=56), 8.6% were

juniors (N=22), and 7.8% were seniors (N=20). The most commonly selected major was ESHE, which is Exercise, Sport, and Health Education at 16.9% (N=43), the next most common major was Psychology at 13.3% (N=34), and then Criminal Justice and Nursing were tied for third most common majors at 12.9% each (N=33 and 33).

The next item asked participants if they had ever had a job, if they indicated "yes" they continued on to work-related questions before progressing to school-related questions, if they replied "no" they moved on directly to the school-related questions. Interestingly, 93.7% of respondents selected that they have at some point had a job (N=239) while 5.1% have not (N=13). The job-related questions were about how many jobs they had had, how long they were in the position, how many bosses they had had, whether they enjoyed their job, and what their relationship was like with their supervisor. The two most common number of jobs were two jobs at 29.4% (N=75) and one job at 27.8% (N=71). Eighty-three participants, or 32.5% of respondents have held their position(s) for 1-2 years, 17.6% have been in a position for 5-7 months (N=45), 15.7% for longer than 2 years (N=40), and 15.3% for 2-4 months (N=39). The most frequent number of bosses was 2 at 25.9% (N=66), 20% have had 3 (N=51), and 19.6% have had only one (N=50). The vast majority of people specified that they did enjoy their job(s) at 89.4% (N=228), and 67.5% had a strong relationship with their supervisor (N=172).

The next 4 questions asked whether they had ever witnessed someone being physically mistreated, if they had ever felt physically mistreated, whether they had ever witnessed someone being emotionally mistreated, and if they had ever felt emotionally mistreated. These four questions were asked about work, and they were also asked regarding to witnessing or feeling

mistreated at school, physically and/or emotionally. Participants who have had jobs answered 19 questions, those who had not responded to 10 items, as nine of them were job specific.

The majority of employees, 85.5%, had never witnessed someone being physically mistreated (N=218) and 89.0% had never felt physically mistreated at work (N=227). While still the majority, but not nearly as vast as physical mistreatment, 63.1% had never witnessed emotional mistreatment (N=161) and 74.5% had not felt emotionally mistreated at work (N=190). Of the participants who felt comfortable responding to whether or not they had witnessed someone being physically mistreated at school, there was an even split of people who had to people who had not (N=124 and 124 respectively). Two-hundred-twenty-three people had never felt personally physically mistreated at school, which is the majority at 87.5%. Unfortunately, but not surprisingly, 69.8% of people had witnessed someone being emotionally mistreated at school (N=178), but 69.4% indicated that they had not felt personally emotionally mistreated (N=177).

Design

This study is a 2x2x2 design. The independent variables are manager's gender (2; male/female), manager's race (2; Caucasian/African American), and employee's gender (2; male/female). Tables of the experimental design are in Appendix A. The dependent variables are the dimensions that make up the post-scenario questionnaire: supportive, appropriate, hurtful, assertive, correcting, developing personnel, emotional support, motivating personnel, social problem-solving, and consultation.

Procedure

This study was set up to be completed on-line. Participants first read a consent form (Appendix I) and provided their consent to continue before they were presented with any research materials. They were informed that they could opt out of the study at any time without any penalty, and that they would be given research credits to be used towards a research requirement or as extra credit upon completion. Once consent was provided, participants were directed through the study materials.

Every participant completed one condition of each scenario. After being presented with a photo of the manager and scenario, participants were asked to complete a series of questionnaires. Participants were randomly directed to either a negative feedback scenario or a gossip scenario, then within the scenario they were randomly assigned to one of the 8 conditions. In the condition, participants viewed a stock photo representing the manager in the scene and read the interaction scenario. After reading the scenario, the first questionnaire completed was the manipulation check survey explained above, and included in Appendix E. The items on the manipulation check were always presented in the same order, as they are in the appendix. Next, participants completed the post-scenario questionnaire, which was written to assess participants' perceptions of the manager's actions and attitude. Items were written to fall under 8 dimensions of the managers' behaviors, and can be viewed in Appendix F. These 8 dimensions are: supportive, appropriate, hurtful, intentional, assertive, controlling, motivating, and what the managers' motives were. Items within this survey were presented in a completely randomized order to participants. After completing that survey, participants were then directed to the second condition that they were asked to complete. They were presented with the other scenario scene

this time, for instance if they completed negative feedback first, this time they completed the information sharing set, vice versa. They were again presented with a photo, a vignette, the manipulation check survey, and the post-scenario questionnaire. Once this set was completed, participants' final act was to fill out the 10-19 item demographic survey, included in Appendix H. Participants were then granted 2 research participation credits for their time and effort.

Participant and Data Reduction

The first round of reduction was on the sample. Initially, 324 participants entered into the on-line survey for this study, 30 of those participant did not complete enough of the study's materials for their responses to be included in analysis. For not completing both scenarios, 27 participants were removed, two were removed for not completing the negative feedback tasks, and one was removed for not completing the information sharing tasks. This left 294 participants whose manipulation check responses were closely analyzed. An additional 39 participants were removed for consistently providing incorrect responses to the items. With there being 7 items, participants were removed from the analysis sample for answering 4 or more questions incorrectly. This was decided because they got fewer items correct than by chance alone so it was assumed that they had not been paying close enough attention for their post-scenario questionnaire response to be valuable to the analysis. This left 255 participants from the initial 324 participant pool, which was greater than the set minimum goal of participation of 192 students.

Analysis

In addition to simpler, descriptive and univariate statistics, survey and questionnaire items were analyzed using multiple multivariate analysis of covariance (MANCOVA) tests of significance. This method of analysis was used as it allows for multiple variables to be tested at once. This study has 2 scenarios, 3 independent variables (manager gender, manager race, and employee gender) and 8 dependent variables (supportive, appropriate, hurtful, intentional, assertive, controlling, motivating, and motives ratings from the post scenario questionnaire). The MANCOVA allowed the covariates of participants' gender and race to be held constant across experimental manipulations to assess if the managers' gender and race had a statistical impact on participants' perceptions of workplace bullying behaviors. Likewise, interactions between gender of the manager, employee, and participant as well as race of the manager and participant were analyzed to test for interactions. Also assessed was whether participants who had experienced or witnessed bullying behaviors at school or work were more likely to perceive the managers' actions as bullying rather than leadership.

CHAPTER 4: RESULTS

To test the hypotheses, a multivariate analysis of variance (MANCOVA) was conducted for each of the experimental conditions, one for feedback and one for information sharing. An advantage of using MANCOVAs is the ability to incorporate covariates into the analysis. By removing the effects of the covariates, the true effects of the independent variables on the dependent variables are more evident. By including multiple covariates in each of the analyses, there was a reduction in error variance which results in a more sensitive significance test (Field, 2009). Wilks' Lambda is the test statistic used in the MANCOVAs conducted.

Feedback Condition Results

The independent variables in the MANCOVA analysis of the feedback condition were manager race and manager gender. The covariates used in the analysis were participant age, participant race, and participant work experience. The dependent variables from the post scenario questionnaire included were overall ratings of the managers' behavior as being inappropriate, hurtful, assertive, and correcting.

The interaction of manager race x manager gender was significant (Wilks' $\Lambda = 0.959$, $F(4, 232) = 2.493$, $p = 0.044$). While the interaction between the two independent variables was significant, the main effects were not. Manager race did not have a significant effect on the combined dependent variables (Wilks' $\Lambda = 0.985$, $F(4, 232) = 0.861$, $p = 0.488$). Manager gender did not have a significant effect on the combined dependent variables (Wilks' $\Lambda = 0.995$, $F(4, 232) = 0.300$, $p = 0.878$). Multivariate results for the feedback condition are presented in Table 1. (Tables and figures are presented in the text and are also located in Appendix J.)

Table 1. Multivariate Analysis of Covariance Results for the Feedback Condition

Variable	***F***	***df***	***p***	η^2
Covariates				
Participant Age	2.559	4.000	**0.039**	0.042
Participant Race	0.689	4.000	0.600	0.012
Participant Job Experience	2.568	4.000	**0.039**	0.042
Main Effects				
Manager Race	0.861	4.000	0.488	0.015
Manager Gender	0.300	4.000	0.878	0.005
Interactions				
Manager Race x Manager Gender	2.493	4.000	**0.044**	0.041

Note: F = F ratio; *df* = degrees of freedom; *p* = significance level using Wilks' Lambda; η2 = effect size. Bold *p* values denote significance at the $p < 0.05$ level.

Participant age, race and job experience were examined as covariates. Age and job experience did yield significant relationships with the combined dependent variables. Participant race was included in the analysis merely to report the significance level since race was a key factor in this research design. Participant age had a significant effect on the combined DV (Wilks' $\Lambda = 0.958$, $F(4, 232) = 2.559$, $p = 0.039$). Job experience indicates a significant effect on the combined DV (Wilks' $\Lambda = 0.958$, $F(4, 232) = 2.568$, $p = 0.039$). Participant race did not have a significant effect on the combined DV (Wilks' $\Lambda = 0.689$, $F(4, 232) = 0.988$, $p = 0.600$). Covariate results for the feedback condition are presented in Table 1.

Table 2 contains results from an analysis of variance (ANOVA) conducted comparing the main effects of the three covariates: participant age, participant race, and participant job experience, with the four dependent variables included in the analysis: inappropriateness,

Table 2.
Analysis of Variance for the Feedback Condition

Variable	Inappropriateness			Hurtfulness			Assertiveness			Correcting		
	F	***df***	***p***	***F***	***df***	***p***	***F***	***df***	***p***	***F***	***df***	***p***
Main Effects												
Participant Age	0.013	1.000	0.909	0.677	1.000	0.411	0.006	1.000	0.941	8.189	1.000	**0.005**
Participant Race	0.560	1.000	0.455	0.026	1.000	0.872	0.000	1.000	0.983	1.601	1.000	0.207
Participant Job Experience	0.097	1.000	0.756	5.156	1.000	**0.024**	0.170	1.000	0.681	0.178	1.000	0.674

Note: F = F ratio; df = degrees of freedom; p = significance level.
Bold *p* values denote significance at the $p < 0.05$ level.

hurtfulness, assertiveness, and correcting. For this analysis, the three covariates were used as independent variables. Inappropriateness and assertiveness did not yield any significant findings among the variables. Hurtfulness ratings were effected by participants' job experience $F(1, 235) = 5.156$, $p = 0.024$ and correcting was effected by participants' age $F(1, 235) = 8.189$, $p = 0.005$.

After the ANOVA, t-tests were analyzed for each of the significant independent variables that were initially covariates in the MANCOVA. Table 3 presents the comparison of participants who have work experience with participants who do not have work experience and ratings of hurtfulness. There was a significant effect for work experience, $t(248) = -2.392$, $p = 0.018$; participants without work experience rated managers' behaviors as more hurtful ($M = 4.077$, $SD = 0.611$) than participants who have had one or more jobs ($M = 3.466$, $SD = 0.909$). Figure 1 graphs the difference in mean hurtfulness ratings for the two groups of participants, those who have had jobs and those who have not.

Table 4 presents the comparison of participant age and ratings of managers' behaviors as being correcting. There was a significant effect for age between 18-year old participants and 21-year old participants, $t(132) = 2.557$, $p = 0.012$; 18-year old participants rated managers' behaviors as more correcting ($M = 3.039$, $SD = 0.626$) than participants who are 21-years of age ($M = 2.597$, $SD = 0.978$). The comparison between 18 and 21-years of age had the only statistically significant difference in age for ratings of correcting behaviors. Figure 2 graphs the difference in mean correcting ratings for the two age groups of participants.

Table 3.
t-test Results Comparing Participants With Work Experience and Participants With No Work Experience on Ratings of Managers' Behavior Being Hurtful in the Feedback Condition

Work Experience	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
Participant Has Work Experience	237	3.466	0.909	-2.392	248	**0.018**
Participant Has No Work Experience	13	4.077	0.611			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level.
Bold *p* values denote significance at the $p < 0.05$ level.

Table 4.
t-test Results Comparing Participants Age with Ratings of Managers' Behavior Being Correcting in the Feedback Condition

Participant's Age	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
18	116	3.039	0.626	2.557	132	**0.012**
21	18	2.597	0.978			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level. Bold *p* values denote significance at the $p < 0.05$ level.

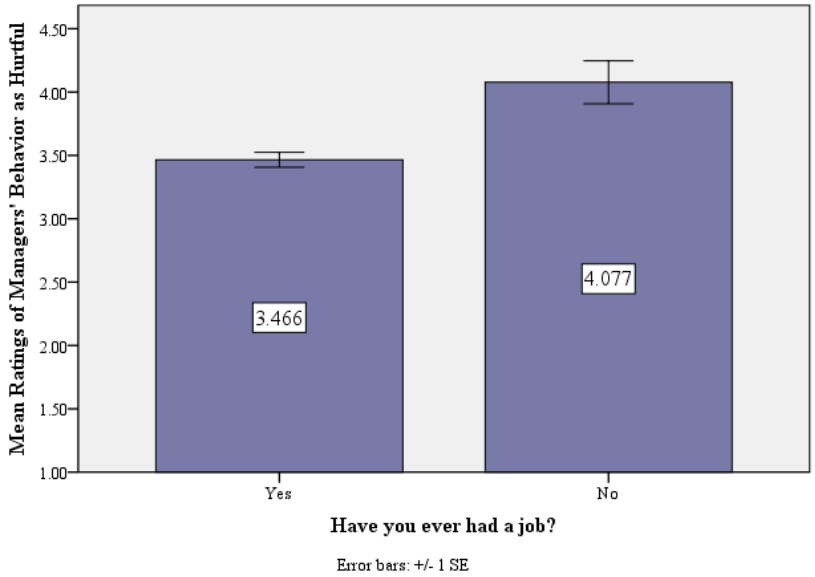

Figure 1. Participants' work experience and hurtfulness ratings of managers' behavior in the feedback condition.

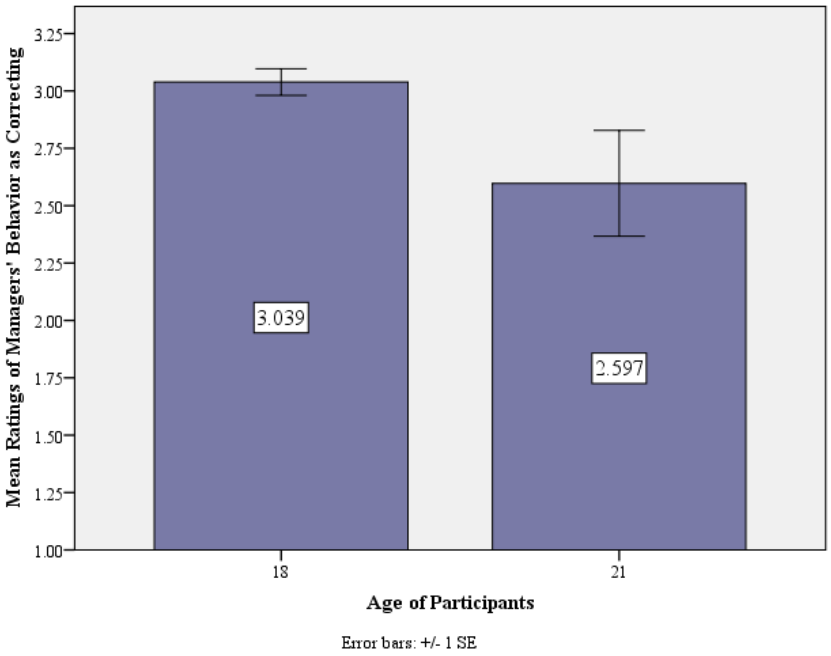

Figure 2. Participants' age and correcting ratings of managers' behavior in the feedback condition.

Interpretation of Results of the Feedback Condition

Age and work experience effected ratings of managers' behaviors but they were not formulated into the hypotheses of this study, therefore, the negative feedback scenario does not provide any support for hypothesized results. However, the implications of the significant findings are interesting and provide justification for including an extensive demographics survey in future studies planned to be conducted in this series.

Participants who have not had a job rated managers' behaviors as being more hurtful when giving feedback to an employee. While one can speculate many reasons for this finding, the current interpretation is that those participants who have had jobs have already received feedback from managers on a regular basis and are more likely to see the behavior of a manager as part of the job. Participants who have not had a job before may be more upset by negative feedback and deem the behavior as hurtful.

Eighteen-year old participants tended to rate managers' feedback as more correcting than 21-year old participants. The correcting dimension is comprised of items that assess two separate purposes of the manager's behavior: either to punish the employee and use their actions to teach others a lesson, or provide direction to correct behavior and provide developmental feedback. This dimension was designed with a dual purpose because performance appraisal systems in organizations can be designed for administrative and/or developmental purposes with the overarching goal of providing feedback to the employee. Further item level analyses are planned to be conducted to revise or possibly divide the dimension for future use. Nevertheless, younger participants perceived the actions as more correcting, directing, and controlling than slightly older participants.

Information Sharing Condition Results

The independent variables in the MANCOVA analysis of the feedback condition were manager race and manager gender. The covariates used in the analysis were participant race and participant reports of feeling emotionally mistreated at work. The dependent variables from the post-scenario questionnaire included were overall ratings of the managers' behavior as being inappropriate, hurtful, assertive, and correcting.

The interaction of manager race x manager gender was not significant (Wilks' $\Lambda = 0.987$, $F(4, 226) = 0.738$, $p = 0.567$). While the interaction between the two independent variables not was significant, the main effect of gender was. Manager race did not have a significant effect on the combined dependent variables (Wilks' $\Lambda = 0.981$, $F(4, 226) = 1.088$, $p = 0.363$). Manager gender did have a significant effect on the combined dependent variables (Wilks' $\Lambda = 0.941$, $F(4, 226) = 3.523$, $p = 0.008$). Multivariate results for the feedback condition are presented in Table 5.

Table 5.
Multivariate Analysis of Covariance Results for the Information Sharing Condition

Variable	***F***	***df***	***p***	η^2
Covariates				
Participant Race	1.412	4.000	0.231	0.024
Participant Felt Emotionally Mistreated at Work	6.503	4.000	**0.000**	0.103
Main Effects				
Manager Race	1.088	4.000	0.363	0.019
Manager Gender	3.523	4.000	**0.008**	0.059
Interactions				
Manager Race x Manager Gender	0.738	4.000	0.567	0.013

Note: F = F ratio; *df* = degrees of freedom; *p* = significance level using Wilks' Lambda; η2 = effect size. Bold *p* values denote significance at the $p < 0.05$ level.

Participant race and reports of feeling emotionally mistreated at work were examined as covariates. Participant race was not significant, but was included in the analysis to report the significance level since race was a key factor in this research design. Participant reporting of feeling emotionally mistreated at work was significant with the combined dependent variables (Wilks' $\Lambda = 0.897$, $F(4, 226) = 6.503$, $p<0.001$). Covariate results for the feedback condition are presented in Table 5. In addition to these variables, manager's gender had an effect on the combined dependent variables (Wilks' $\Lambda = 0.897$, $F(4, 226) = 6.503$, $p<0.001$).

Table 6 contains results from an analysis of variance (ANOVA) conducted comparing the main effects of the covariates: participant race and emotional mistreatment at work, with the four dependent variables included in the analysis: inappropriateness, hurtfulness, assertiveness, and correcting. The following rating dimensions were effected by treatment at work: inappropriateness, $F(1, 235) = 6.431$, $p = 0.012$, hurtfulness, $F(1, 235) = 16.387$, $p < 0.001$, and correcting, $F(1, 235) = 18.901$, $p < 0.001$. Also, managers' gender effected participants' ratings of assertiveness $F(1, 235) = 11.755$, $p = 0.001$.

Table 6.
Analysis of Variance for the Information Sharing Condition

Variable	Inappropriateness			Hurtfulness		
	F	***df***	***p***	***F***	***df***	***p***
Main Effects						
Participant Race	0.601	1.000	0.439	2.278	1.000	0.133
Participant Felt Emotionally Mistreated at Work	6.431	1.000	**0.012**	16.387	1.000	**0.000**

Table 6. continued
Analysis of Variance for the Information Sharing Condition

Variable	Assertiveness			Correcting		
	F	***df***	***p***	***F***	***df***	***p***
Main Effects						
Participant Race	0.003	1.000	0.958	0.814	1.000	0.368
Participant Felt Emotionally Mistreated at Work	0.177	1.000	0.214	18.901	1.000	**0.000**

Note: F = F ratio; df = degrees of freedom; p = significance level. Bold *p* values denote significance at the $p < 0.05$ level.

Table 7 presents the t-test comparison of participants who have felt emotionally mistreated at work and ratings of inappropriateness, hurtfulness, and correcting. There was a significant effect for mistreatment and appropriateness ratings, $t(237) = 2.756$, $p = 0.006$; emotionally mistreated participants rated managers' behaviors as more inappropriate ($M = 3.327$, $SD = 0.662$) than participants who have not been mistreated ($M = 3.034$, $SD = 0.671$). The differences in appropriateness means is presented in Figure 3; the higher the rating, the more inappropriate the participant perceived the behavior to be. There was a significant effect for mistreatment and hurtful ratings, $t(236) = 4.042$, $p < 0.001$; emotionally mistreated participants rated managers' behaviors as more hurtful ($M = 4.017$, $SD = 0.776$) than participants who have not been mistreated ($M = 3.527$, $SD = 0.744$). The difference in hurtfulness ratings is presented in Figure 4. There was a significant effect for mistreatment and correcting ratings, $t(234) = -3.877$, $p < 0.001$; participants who have never felt as though they were emotionally mistreated at work reported managers' behavior as being more hurtful ($M = 2.559$, $SD = 0.776$) than

participants who have felt mistreated (M = 2.075, SD = 0.776). The mean ratings of behaviors as correcting are presented in Figure 5.

Table 8 presents the t-test comparison of manager gender and ratings of managers' behaviors as being assertive. There was a significant effect between male and female managers, $t(250) = 2.820$, $p = 0.005$. Male managers' behavior were perceived as being more assertive (M = 2.667, SD = 0.855) than female managers in the same scenario (M = 2.358, SD = 0.880). Differences in manager gender and assertiveness ratings are presented in Figure 6.

Interpretation of Results of the Information Sharing Condition

Manager gender had an effect on ratings in the assertive dimension which includes items about intimidation and aggression. Males in this condition were rated more highly, meaning that they were more aggressive. In the original hypothesis, it was anticipated that female managers would be rated more negatively due to the availability heuristic. The opposite result was found, possibly because of exposure and novelty. If a person is exposed to females gossiping on a regular basis and is then presented with a vignette in which a male manager is gossiping, the latter is novel and seizes attention. A female gossiping about another coworker fits into the stereotype of females engaging in covert bullying (Crick et al., 2002) while a male gossiping is more of a novelty. Females gossiping may be a more accepted situation that is deemed more appropriate because it confirms the stereotype rather than challenging it. Hypothesis 1 was not supported because manager gender did not have an effect on the dependent variables in both of the scenarios. Hypothesis 3, that females would be perceived as bullies most often in the information sharing condition was disconfirmed – males were rated higher on items in the assertive dimension. Participant gender did not have a significant effect on

Table 7.
t-test Results Comparing Participants Who Felt Emotionally Mistreated at Work With Ratings of Manager Behavior as Inappropriate, Hurtful, and Correcting

Participant Has Felt Emotionally Mistreated at Work	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
Has Felt Emotionally Mistreated at Work						
Appropriate	50	3.327	0.662	2.756	237	**0.006**
Hurtful	49	4.017	0.776	4.042	236	**0.000**
Correcting	50	2.075	0.776	-3.877	234	**0.000**
Has Not Felt Emotionally Mistreated at Work						
Appropriate	189	3.034	0.671			
Hurtful	189	3.527	0.744			
Correcting	186	2.559	0.786			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level. Bold *p* values denote significance at the $p < 0.05$ level.

Table 8.
t-test Results Comparing Manager Gender with Ratings of Manager Behavior Being Assertive in the Information Sharing Condition

Manager's Gender	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
Male	132	2.667	0.855	2.820	250	**0.005**
Female	120	2.358	0.880			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level. Bold *p* values denote significance at the $p < 0.05$ level.

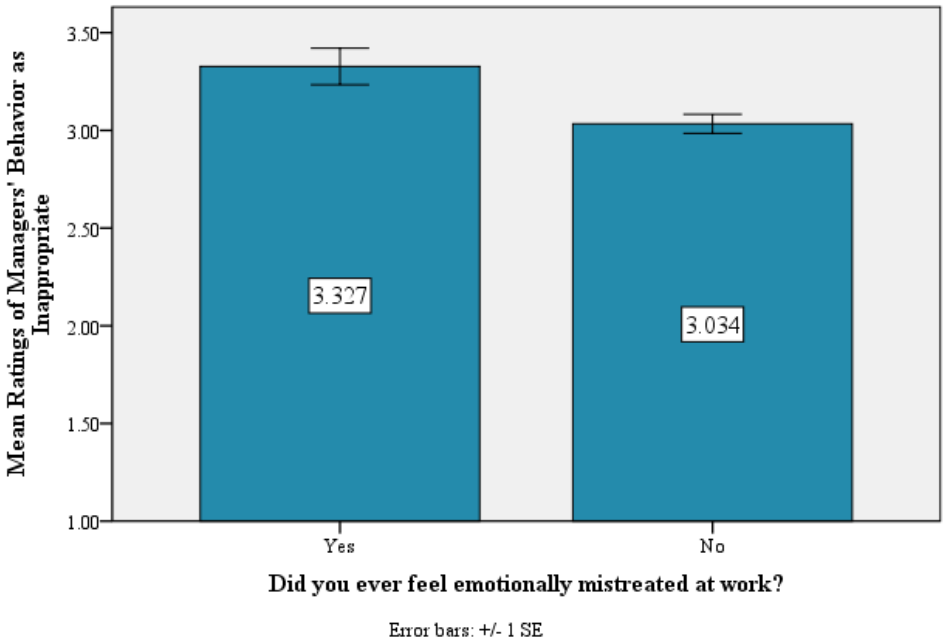

Figure 3. Participant report of emotional mistreatment at work and ratings of inappropriateness of managers' behavior in the information sharing condition.

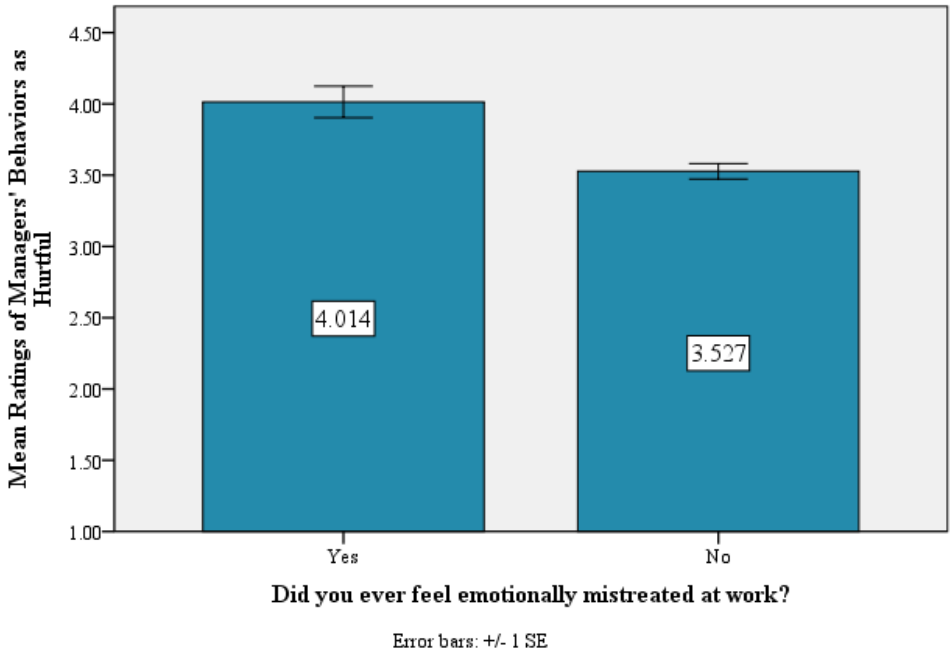

Figure 4. Participant report of emotional mistreatment at work and ratings of hurtfulness of managers' behavior in the information sharing condition.

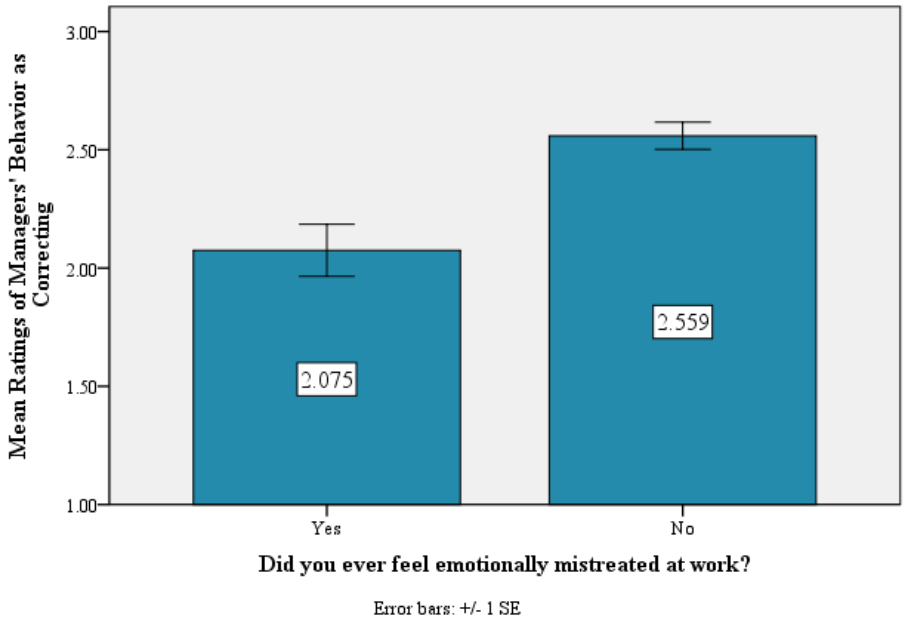

Figure 5. Participant report of emotional mistreatment at work and ratings of managers' behavior as being correcting in the information sharing condition.

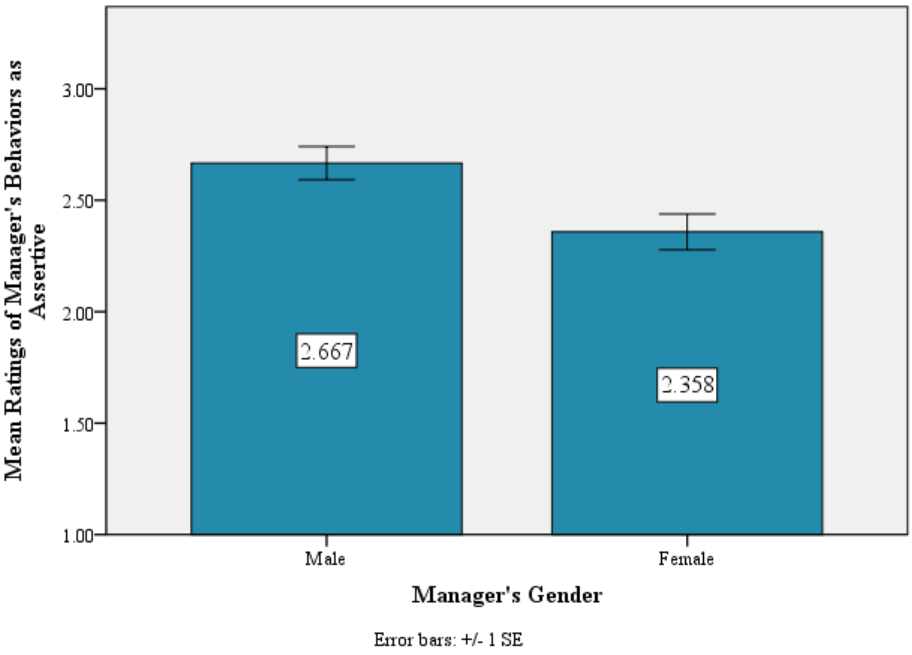

Figure 6. Manager gender and ratings of assertiveness in the information sharing condition.

ratings of the dependent variables, thus Hypothesis 5, or the expectation that participants would rate out group members as bullies more often, cannot be confirmed.

There were no manager or participant related racial effects in the results of this study. As a result, Hypothesis 2, regarding African American males being rated as bullies most often, could not be confirmed. This may seem promising for a changing population perception, but generalizations cannot be made on the current sample and future data collection and analysis is needed.

There is partial support for Hypothesis 4: *Participants who have either witnessed or felt directly bullied at work will report bullying perceptions at a higher rate than participants who have not been bullied.* There was an effect for emotional mistreatment at work and ratings on dependent variables in the information sharing condition. Participants who indicated that they had felt emotionally bullied at work tended to rate managers' behaviors as more inappropriate and more hurtful than participants who had not felt victimized. There is a tendency to treat in-group members with empathy and understanding to boost self-esteem (Tajfel, 1982). The findings of the current study could be due to heightened awareness of covert bullying and sensitivity towards other victims who are members of their in-group based on witnessing poor treatment.

CHAPTER 5: DISCUSSION

The purpose of this study was to assess the distinction between basic managerial leadership tasks and bullying, and whether demographics impact these perceptions of behavior. Strong leadership is not necessarily bullying, but it was predicted that certain features, situational characteristics, and behaviors can change a leadership opportunity into perceived bullying.

Much of workplace bullying research has focused on the relationship between bullying and the quality of work life of those who are bullied. Workplace bullying is divided into five encompassing categories of behavior and results: threat to professional status, threat to personal standing, social and organizational isolation, excessive workload, and destabilization. Organizational culture impacts how these categories are interpreted as well as the acceptance of the act that may be considered bullying. Even beyond that, individuals witnessing the same act may interpret it differently and the target's reaction has an impact on witnesses' perceptions as well (Einarssen, Raknes, & Matthiesen, 1994).

This study focused on perceptions of workplace bullying by presenting participants with scenarios and surveys. Demographics of the actors involved in the scenarios were manipulated to study differences between genders and race. After collecting and analyzing perceptions, there were indications that interpretations of behavior can depend on the gender of the person committing the actions. It was also discovered that work experience influences how one perceives behaviors in the workplace, suggesting that individuals who have experience become slightly more desensitized to the negativity and hurtfulness of feedback from a supervisor. Individuals are also more likely to accept a behavior when the behavior confirms gender stereotypes, finding the same act more assertive when it does not follow a stereotype. Finally,

witnesses rate other covert bullying behaviors as more inappropriate and hurtful when they themselves express feeling emotionally mistreated at work.

Bullying is a prevalent force in schools around the world and awareness needs to be raised of its manifestation into organizations and their climates. Children wish to drop out of school because of the fear of becoming a target and adults express turnover intentions at work because of bullying also. There is a difference between kid-to-kid bullying and supervisor-to-subordinate bullying, but it may only be the age of the people involved. The main distinction is the environment in which the bullying takes place, from a classroom to an office, the overt and covert behaviors are classified in the same basic way. Bullying is costly, from medical and therapy bills to low job satisfaction and turnover, and the behaviors hurt more than just the person being targeted. It is estimated that workplace bullying alone costs organizations over $180 million a year in loss of time used to counsel those involved, actual costs of counseling, and recruitment and hiring if employees leave the organization. The estimated cost of a workplace bully is around $83,000 (Sutton, 2010). There is not currently a nationwide law against workplace bullying but organizations, both business and political, are uniting in coordination to raise awareness and put into place the "Healthy Workplace Campaign" that operationally defines workplace bullying and offers solutions to those involved. The campaign is being led by Dr. Gary Namie who is a frontrunner in workplace bullying research. He has published three books on bullying at work and has founded the "Workplace Bullying Institute". This campaign seeks to not only raise awareness of bullying but also to help targets stand up against the behaviors (Namie, 2010).

Currently, males dominate upper management roles within organizations in the United States. As males hold the majority of positions of authority over subordinates, and the majority of reported bullying incidents are from a position of power to a worker, males are more often reported as bullies. Interestingly though, males are often more accepting of behaviors that may be considered bullying, so it would be interesting to study who is making the reports of the behaviors – the direct target or a witness. It has been shown that female bullies employ covert methods, which is counter to the perceived stereotype of warmth and cooperativeness, but perhaps the "Healthy Workplace Campaign" will help targets of these covert behaviors take a stand against being victimized. Take social isolation for instance, if a group of females from the office is going out to lunch but doesn't invite another female employee, the left out female may feel that she is being isolated, which is a bullying behavior. However, just because she feels that she is being isolated, doesn't necessarily mean that she actually is. The other females may not realize what they are doing; perceptions of events are not always consistent with their intent.

Limitations

Ideally, the post-scenario questionnaire could have been piloted with vignettes before is use in this experiment. Three full dimensions and several other items were removed from the original version. Piloting the questionnaire first could have allowed for items to be rewritten or categorized under different dimensions, or for new items to be developed. The current study used two scenarios of common workplace interactions, the two behaviors chosen may have been too common to allow for participants to make judgments, ambiguity in behaviors or settings may have yielded different results. Additionally, in the scenarios, the coworkers' races were not manipulated or even mentioned. Had there been more time to conduct this study, coworker race

would have been an additional manipulation, or would have been left unstated and participants would have been asked to guess what the coworker's demographics were to compare imagined perceptions of the interaction between the manager and the employee. Also, in regards to demographics manipulations, the four photos selected portray managers with a cheerful disposition as they are all smiling, this may have restricted initial perceptions of the manager and discounted perceptions of bullying because participants were presented with a photo of a calm, relaxed, pleased manager. Finally, the sample analyzed in this study was not incredibly diverse – the majority of participants were Caucasian, female, and in their early twenties. In future manipulations in this series, greater diversity will be recruited.

Future Directions

This study is the first in a planned series. Now that the idea has been piloted and a basis for future research has been established, the materials will be edited and conditions will be manipulated in future designs researching workplace bullying perceptions. A library of stock photos has been assembled to be rated; from it, more nondescript and less positively emotional managers will be selected and used. Manipulating the gender and race of the coworker is also planned through presentation of stock photos for the manager and the coworker as was done in this study for the manager. Planned regression analyses will be conducted to research whether experiences with bullying predict perceptions and ratings of bulling in survey based research. There are also plans to have participants view a video recording of interactions between manager and coworker rather than having the interactions presented in written scenarios. The thought behind this is that the interaction maybe more powerful if it is viewed rather than when it is imagined. Professional connections are also being established with universities with more

demographic diversity in their student bodies. These replications and future manipulations are designed to verify and supplement the findings of this initial report of the effects of managers' race and gender on participants' perceptions of workplace bullying behaviors.

Conclusion

Overall, bullying research is still being developed, especially in America. A good bit of what has been researched has come from Norway or is focused on childhood bullying in schools (Hoel et al, 2010; Gaughan, Cerio, & Myers, 2001; Menesini, et al., 1997; Olweus, 1980; Pepler, Craig, Zeigler, & Charach, 1993; and Putallaz et al., 2007). Research of many kinds needs to be done in America to better generalize, and consider common stereotypes, stigmas, and workplace differences. It would be interesting to look into which industries host the most bullies to perhaps then focus on countering stereotypes and foster acceptance and cooperation among employees in these settings. As the majority of reported cases cite the manager or supervisor as being the bully, there needs to be some research conducted on power and perceptions. It would be valuable to have a scale developed by which behaviors can be judged as appropriate or inappropriate. This scale could be a leadership-bullying continuum and could serve as an educational tool to employees. Workers must consider that leaders need to lead their employees, but managers also need to realize that sometimes actions will not be perceived as they are intended. For instance, negative feedback is a necessary part of management but what some people see as an appropriate way of delivering the feedback may be seen as harsh bullying behaviors by another person. The same feedback can be productive and well received or it can be misconstrued and tagged as bullying behavior. It depends on how it is delivered and how it is

received. Having a continuum on which managers can compare their reactions to measure appropriateness may help decrease incidents of bulling behaviors.

Unfortunately, results show that workplace bullying is a common event, but as the majority of cases involve a person of power, other employees should consider that leaders have to lead their people and this sometimes involves the tactic of force, but leaders need to realize that the force used should be both reasonable and appropriate.

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Appendix A: Scenario Study Design

Experimental Design for Manager and Employee Demographics by Scenario

Negative Feedback – Performance Appraisal – Experimental Conditions

Manager		Employee
Race	**Gender**	**Gender**
Caucasian	Male	Male
		Female
African American	Male	Male
		Female
Caucasian	Female	Male
		Female
African American	Female	Male
		Female

Information Sharing – Employee Transfer – Experimental Conditions

Manager		Employee
Race	**Gender**	**Gender**
Caucasian	Male	Male
		Female
African American	Male	Male
		Female
Caucasian	Female	Male
		Female
African American	Female	Male
		Female

Appendix B: Scenario Instructions, Photos Presented, and Scenario Templates

Instructions for Negative Feedback Scenario Presented to Participants

The following instructions were presented to participants before progressing to the negative feedback vignette and completing the experimental materials.

> "The following item will be a scenario involving common workplace activities and interactions. You will be presented with a photo of the manager, Jordan. Please read the scenario carefully. After reading the scenario, you will complete two surveys - one regarding information about the main characters and one dealing with your perceptions of the actions the manager took."
>
> "There will be a number at the top left corner of the scenario. You will be asked to select the number after reading the scenario. Please remember it."

Instructions for Information Sharing Scenario Presented to Participants

The following instructions were presented to participants before progressing to the information sharing vignette and completing the experimental materials.

> "The following item will be a scenario involving common workplace activities and interactions. You will be presented with a photo of the manager, Jesse. Please read the scenario carefully. After reading the scenario, you will complete two surveys - one regarding information about the main characters and one dealing with your perceptions of the actions the manager took."
>
> "There will be a number at the top left corner of the scenario. You will be asked to select the number after reading the scenario. Please remember it."

Photos Presented as Managers

Each scenario is marked with a number that corresponds with the study design key in Appendix B. Participants viewed the photo and scenario on the same page block. Scenarios 100-800 are negative feedback scenarios while 900-1600 are information sharing. Each was randomly assigned to read once interaction in each scenario type, reading and responding to 2 total.

Template Scenarios

A template paragraph was written for each of the two global interactions and experimental manipulations in the form of pronouns – he/she and his/her – were substituted to create the library of 16 scenarios total. These are the templates for each scenario, MGR represents places where the manager's corresponding pronoun was inserted while CW represents places for the coworker's gender corresponding pronoun.

Negative Feedback

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. MGR was very animated and appeared to be speaking with an elevated tone. Pat was looking down and did not appear to be speaking much. Later in your shift you asked Pat what they were talking about. Pat explained that Jordan was giving CW the annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized CW for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on CW paperwork. When you asked Pat how CW felt about the feedback CW said, "I don't think Jordan knows what MGR is talking about. I work really hard to do a great job and I get along with the sales staff just fine! MGR expectations are just unreasonable."

Information Sharing

Jesse is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see CW supervisor, Rory, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Rory say of Jesse, "although CW is a decent worker, CW can be very frustrating because CW has the potential to do so much more." Rory then goes on to speculate that Jesse is probably having troubles at home, and CW performance is suffering because of it. Jesse hears about Rory's comments through many of the other workers in the cubicle area. CW then says, "Rory has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all MGR should really care about."

Appendix C: Experimental Scenarios

Key for Manager and Employee Demographics Per Scenario

Negative Feedback – Performance Appraisal

Scenario Number	**Manager** *Jordan* **Picture Presented*		**Employee** *Pat*
	Race	**Gender**	**Gender**
100	Caucasian	Male	Male
200	Caucasian	Male	Female
300	African American	Male	Male
400	African American	Male	Female
500	Caucasian	Female	Male
600	Caucasian	Female	Female
700	African American	Female	Male
800	African American	Female	Female

Information Sharing - Employee Transfer

Scenario Number	**Manager** *Jesse* **Picture Presented*		**Employee** *Rory*
	Race	**Gender**	**Gender**
900	Caucasian	Male	Male
1000	Caucasian	Male	Female
1100	African American	Male	Male
1200	African American	Male	Female
1300	Caucasian	Female	Male
1400	Caucasian	Female	Female
1500	African American	Female	Male
1600	African American	Female	Female

100.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. He was very animated and appeared to be speaking with an elevated tone. Pat was looking down and he did not appear to be speaking much. Later in your shift you asked Pat what he and Jordan were talking about. Pat explained that Jordan was giving him his annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized him for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on his paperwork. When you asked Pat how he felt about the feedback he said, "I don't think Jordan knows what he is talking about. I work really hard to do a great job and I get along with the sales staff just fine! His expectations are just unreasonable."

200.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. He was very animated and appeared to be speaking with an elevated tone. Pat was looking down and she did not appear to be speaking much. Later in your shift you asked Pat what she and Jordan were talking about. Pat explained that Jordan was giving her her annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized her for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on his paperwork. When you asked Pat how she felt about the feedback he said, "I don't think Jordan knows what he is talking about. I work really hard to do a great job and I get along with the sales staff just fine! His expectations are just unreasonable."

300.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. He was very animated and appeared to be speaking with an elevated tone. Pat was looking down and he did not appear to be speaking much. Later in your shift you asked Pat what he and Jordan were talking about. Pat explained that Jordan was giving him his annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized him for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on his paperwork. When you asked Pat how he felt about the feedback he said, "I don't think Jordan knows what he is talking about. I work really hard to do a great job and I get along with the sales staff just fine! His expectations are just unreasonable."

400.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. He was very animated and appeared to be speaking with an elevated tone. Pat was looking down and she did not appear to be speaking much. Later in your shift you asked Pat what she and Jordan were talking about. Pat explained that Jordan was giving her her annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized her for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on her paperwork. When you asked Pat how she felt about the feedback she said, "I don't think Jordan knows what he is talking about. I work really hard to do a great job and I get along with the sales staff just fine! His expectations are just unreasonable."

500.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. She was very animated and appeared to be speaking with an elevated tone. Pat was looking down and did not appear to be speaking much. Later in your shift you asked Pat what they were talking about. Pat explained that Jordan was giving him his annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized him for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on his paperwork. When you asked Pat how he felt about the feedback he said, "I don't think Jordan knows what she is talking about. I work really hard to do a great job and I get along with the sales staff just fine! Her expectations are just unreasonable."

600.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. She was very animated and appeared to be speaking with an elevated tone. Pat was looking down and did not appear to be speaking much. Later in your shift you asked Pat what they were talking about. Pat explained that Jordan was giving her her annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized her for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on her paperwork. When you asked Pat how she felt about the feedback she said, "I don't think Jordan knows what she is talking about. I work really hard to do a great job and I get along with the sales staff just fine! Her expectations are just unreasonable."

700.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. She was very animated and appeared to be speaking with an elevated tone. Pat was looking down and did not appear to be speaking much. Later in your shift you asked Pat what they were talking about. Pat explained that Jordan was giving him his annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized him for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on his paperwork. When you asked Pat how he felt about the feedback he said, "I don't think Jordan knows what she is talking about. I work really hard to do a great job and I get along with the sales staff just fine! Her expectations are just unreasonable."

800.

It is the time of year for everyone's yearly performance appraisal. Early in your shift today you noticed your boss, Jordan, was speaking with Pat in front of the other employees. She was very animated and appeared to be speaking with an elevated tone. Pat was looking down and did not appear to be speaking much. Later in your shift you asked Pat what they were talking about. Pat explained that Jordan was giving her her annual performance appraisal and that much of the performance review was mostly negative. Jordan criticized her for being slow with paperwork, leaving salespersons waiting for long periods of time, and making 'sloppy' mistakes on her paperwork. When you asked Pat how she felt about the feedback she said, "I don't think Jordan knows what she is talking about. I work really hard to do a great job and I get along with the sales staff just fine! Her expectations are just unreasonable."

900.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see his supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although he is a decent worker, he can be very frustrating because he has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that his performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. He then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all he should really care about."

1000.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see her supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although she is a decent worker, she can be very frustrating because she has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that her performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. She then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all he should really care about."

1100.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see his supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although he is a decent worker, he can be very frustrating because he has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that his performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. He then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all he should really care about."

1200.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see her supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although she is a decent worker, she can be very frustrating because she has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that her performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. She then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all he should really care about."

1300.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see his supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although he is a decent worker, he can be very frustrating because he has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that his performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. He then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all she should really care about."

1400.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see her supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although she is a decent worker, she can be very frustrating because she has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that her performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. She then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all she should really care about."

1500.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see his supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although he is a decent worker, he can be very frustrating because he has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that his performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. He then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all she should really care about."

1600.

Rory is a candidate for transfer with one of the clothing departments that keeps more flexible hours. You are sitting at your desk when you see her supervisor, Jesse, walking through the cubicle area with the clothing department supervisor. You and many other workers in the cubicle area overhear Jesse say of Rory, "although she is a decent worker, she can be very frustrating because she has the potential to do so much more." Jesse then goes on to speculate that Rory is probably having troubles at home, and that her performance is suffering because of it. Rory hears about Jesse's comments through many of the other workers in the cubicle area. She then says, "Jesse has no right to say something like that. I have not been having trouble at home. I come in and do my job well and that is all she should really care about."

Appendix D: Stock Photos and Interrater Reliability

Three Masters Students rated 4 stock photos, 2 males and 2 females, on a list of 70 adjectives and characteristics. Their ratings were analyzed and found to be highly reliable on a number of the critically important characteristics. The superfluous adjectives were eliminated and no further rater training was necessary. The following sections present the 4 photos used to assess reliability and the 70 items that each rater rated each photo on.

Stock Photos Used for Practice and Initial Review of Interrater Reliability

Original Characteristics Raters Rated for 4 Practice Stock Photos

Raters were asked to:

Please rate each photo considering: To what extent does this adjective describe the person?

1= Not at all 2 3 = Somewhat 4 5= Very much

Angry	Experienced	Moral	Talkative
Agreeable	Extraverted	Nervous	Temperamental
Assertive	Fair	Organized	Thorough
Bold	Harsh	Practical	Timid
Careful	Happy	Pleasant	Touchy
Careless	Helpful	Quiet	Trained
Cold	Anxious	Relaxed	Trustful
Conscientious	Honest	Reserved	Uncooperative
Considerate	Impractical	Respectful	Undemanding
Competent	Inconsistent	Respectable	Undependable
Cooperative	Inefficient	Rude	Understanding
Daring	Inhibited	Selfish	Verbal
Dependable	Intellectual	Shy	Vigorous
Distrustful	Introspective	Skilled	Warm
Efficient	Introverted	Strict	Well-liked
Effective	Irritable	Supportive	Withdrawn
Emotional	Kind	Sympathetic	
Ethical	Moody	Systematic	

Characteristics Raters Rated for 21 Remaining Stock Photos

The same three Masters students rated the remaining 21 stock photos, 12 males and 9 females, on a list of 20 adjectives and characteristics. Again with this list, ratings were reliable between the three raters and no training intervention was necessary. From this list of characteristics and the library of ratings, 4 photos were selected for their similarity in ratings among the 3 raters. The 21 photos rated have been saved and converted into a zip folder, should any one request to view them.

Raters were asked to:

Please rate each photo considering: To what extent does this adjective describe the person?

1= Not at all 2 3 = Somewhat 4 5= Very much

Agreeable	Ethical	Respectful	Touchy
Careless	Happy	Respectable	Undependable
Competent	Irritable	Strict	Vigorous
Cooperative	Kind	Supportive	Warm
Distrustful	Moral	Sympathetic	Well-liked

Appendix E: Manipulation Checks

Description: These items were presented to participants before they completed the post-scenario questionnaire to verify that materials corresponded to the condition that the participant was supposed to have been randomly assigned to, and as a means to ensure that participants tuned into the specific contexts of the scenario they read and completed a questionnaire for.

Manipulation Check Questions

1. What was the manager's name?
    a. Jesse
    b. Jordan
    c. Morgan
    d. Unknown
2. What was the manager's gender?
    a. Male
    b. Female
    c. Unknown
3. What was the manager's race?
    a. Caucasian
    b. African American
    c. Other
    d. Unknown
4. What was the employee’s name?
    a. Pat
    b. Rory
    c. Taylor
    d. Unknown
5. What was the employee's gender?
    a. Male
    b. Female
    c. Unknown
6. What was the employee’s race?
    a. Caucasian
    b. African American
    c. Other
    d. Unknown
7. Which of the following best describes the scene you just read:
    a. A supervisor was providing feedback to an employee
    b. A supervisor was discussing an employee’s business to another employee
    c. A supervisor was threatening an employee

Appendix F: Post-Scenario Questionnaire Presented to Participants

Participants completed this after each scenario that they were presented and the manipulation checks were answered. Each participant completed the post scenario questionnaire a total of two times, once per condition. For review purposes, the items are categorized under their corresponding dimensions. They were, however, presented to participants in a random order. Participants rated how much they agreed to each item using the prompt and scale below.

Post-Scenario Questionnaire – presented to participants

"Please rate using the following 1-5 scale *how much you agree with each statement*."

1 = Completely Disagree
2
3 = Neither Agree nor Disagree
4
5 = Completely Agree

Supportive

1. The manager was supportive of the employee's performance.
2. The manager met the employee's needs.
3. The manager helped the employee reach goals.

Appropriate/Inappropriate

4. The manager acted too harshly in the situation.
5. The manager used an excessive amount of force.
6. The manager should not have said what they did to or about the employee.

Hurtful

7. The manager acted insensitively.
8. The manager probably caused the employee embarrassment.
9. The manager was mean to the employee.

Intentionally/Unintentionally Hurtful

10. The manager intended on hurting the employee's feelings.
11. The manager did not consider if the employee would be hurt.
12. The manager thought about how they were going to address the situation.

Assertive/Intimidating/Aggressive

13. The manager was appropriately assertive.
14. The manager meant to intimidate the employee.
15. The manager was unnecessarily aggressive towards the employee.

Correcting/Directing/Controlling

16. The manager was punishing the employee.
17. The manager was just trying to provide direction to the employee.
18. The manager used this employee's actions to teach other employees a lesson.
19. The manager was effective in giving developmental feedback.
20. The manager corrected the employee's behaviors.

Developing Personnel

21. The manager was concerned with the professional development of the employee.
22. The manager was addressing the employee's problem behaviors.
23. The manager evaluated the employee's performance.

Emotional Support

24. The manager considered the employee's needs.
25. The manager provided emotional support for the employee.
26. The manager attempted to console the employee.

Representing

27. The manager is likely to encourage good performance.
28. The manager is likely to brag about the employee's good performance.
29. The manager probably handles every situation in a similar way.

Motivating Personnel

30. The manager is likely to reward good performance.
31. The manager helped the employee perform better.
32. The manager motivated employees.

Social Problem-Solving

33. The manager was concerned with solving a problem.
34. The manager was effective at addressing the employee's actions.
35. The manager was proactive.

Consulting

36. The manager probably gathered information before addressing the situation.
37. The manager probably thought before acting.
38. The manager probably talked to other employees about this employee first.

Actor's Motives

39. The manager was watching out for the employee's future with the company.
40. The manager was pursuing a personal, political agenda.
41. The manager addressed the situation to cover their own back.

Appendix G: Post-Scenario Questions Used in Analysis

Due to reliability statistics, items and dimensions were not included. Specifically, the *Intentionally/Unintentionally Hurtful*, *Representing*, and *Actor's Motives* dimensions were not included, as well as items 13, 16, and 38. The following version of the questionnaire was used for analysis and comparison statistics. Conclusions and implications are based on this form of the post-scenario questionnaire.

Post Scenario Questionnaire – used in analysis

Supportive

1. The manager was supportive of the employee's performance.
2. The manager met the employee's needs.
3. The manager helped the employee reach goals.

Appropriate/Inappropriate

4. The manager acted too harshly in the situation.
5. The manager used an excessive amount of force.
6. The manager should not have said what they did to or about the employee.

Hurtful

7. The manager acted insensitively.
8. The manager probably caused the employee embarrassment.
9. The manager was mean to the employee.

Assertive/Intimidating/Aggressive

10. The manager meant to intimidate the employee.
11. The manager was unnecessarily aggressive towards the employee.

Correcting/Directing/Controlling

12. The manager was just trying to provide direction to the employee.
13. The manager used this employee's actions to teach other employees a lesson.
14. The manager was effective in giving developmental feedback.
15. The manager corrected the employee's behaviors.

Developing Personnel

16. The manager was concerned with the professional development of the employee.
17. The manager was addressing the employee's problem behaviors.
18. The manager evaluated the employee's performance.

Emotional Support

19. The manager considered the employee's needs.
20. The manager provided emotional support for the employee.
21. The manager attempted to console the employee.

Motivating Personnel

22. The manager is likely to reward good performance.
23. The manager helped the employee perform better.
24. The manager motivated employees.

Social Problem-Solving

25. The manager was concerned with solving a problem.
26. The manager was effective at addressing the employee's actions.
27. The manager was proactive.

Consulting

28. The manager probably gathered information before addressing the situation.
29. The manager probably thought before acting.

Appendix H: Demographics Questionnaire

Participants completed this survey last. The information was used in analyses to serve as independent variables that were not manipulated by experimental conditions and as covariates. Age, gender, and race were commonly used as independent variables and covariates. Items 12-19 assess participants' experiences with bullying, and responses were used as covariates in multivariate analyses of covariance.

Demographic Information

1. Age
   under 18 / 18 / 19 / 20 / 21 / 22 / 23 / 24 / 25 or older

2. Gender
   Male / Female / Prefer not to answer

3. Race
   Caucasian / African American / Pacific/Asian / Native American / Hispanic / Multiracial / Other / Prefer not to answer

4. Academic Year at Radford
   Freshman / Sophomore / Junior / Senior / Other

5. Current or Planned Major at Radford
   Accounting / Art / Biology / Business / Chemistry / Communications (Communication Studies or Public Relations) / Media Studies (Advertising, Journalism, or Production Technology) / Criminal Justice / Education / English / Exercise, Sport and Health Education / Foreign Language / History / Information Science and Systems / Interdisciplinary Studies / International Studies / Leadership and Military Science / Management / Marketing / Mathematics / Music / Nursing / Philosophy and/or Religious Studies / Physics / Political Sciences / Psychology / Sociology / Other

6. Have you ever had a job?
   Yes or No */**
   *If a participant responds "yes" they were directed to the following questions regarding their work experiences before they complete the items regarding experiences at school
   **If a participant responds "no" they were directed to item #15 regarding school

7. How many jobs have you had?
   1 / 2 / 3 / 4 / 5 or more

8. How long were you in each of your position(s)?
   Less than 1 month / 2-4 months / 5-7 months / 8-12 months / 1-2 years / Longer than 2 years

9. How many different bosses have you had?
   1 / 2 / 3 / 4 / 5 or more

10. Overall, did you enjoy your job?
    Yes / No

11. How was your relationship with your supervisor?
    Strong working relationship / Did not get along / Neither strong nor problematic

12. Did you ever witness someone being physically mistreated at work?
    Yes / No / Prefer not to answer

13. Did you ever feel physically mistreated at work?
    Yes / No / Prefer not to answer

14. Did you ever witness someone being emotionally mistreated at work?
    Yes / No / Prefer not to answer

15. Did you ever feel emotionally mistreated at work?
    Yes / No / Prefer not to answer

16. Did you ever witness someone being physically mistreated at school?
    Yes / No / Prefer not to answer

17. Did you ever feel physically mistreated at school?
    Yes / No / Prefer not to answer

18. Did you ever witness someone being emotionally mistreated at school?
    Yes / No / Prefer not to answer

19. Did you ever feel emotionally mistreated at school?
    Yes / No / Prefer not to answer

Appendix I: Informed Consent Form

Adult Informed Consent – survey research

Title of Research: A Day at the Office
Researcher(s): Sarah Mogan (advisor: *Jay Caughron, Ph.D*)

This research study is designed to measure views on common behaviors found in the workplace. If you decide to be in the study, you will be asked to read two scenarios describing common workplace situations. After reading each scenario, you will be asked to fill out a questionnaire regarding the situation you read.

This study has no more risk than you may find in daily life. No identifying information will be recorded, thus any information you provide cannot be linked to your identity.

Compensation for this study will be awarded in the form of possible extra credit for course credit. Such compensation will be given based on the courses for which you are enrolled. There are no direct benefits to you for being in the study.

It is your choice whether or not to be in this study. What you choose will not affect any current or future relationship with Radford University. You can choose not to be in this study. If you decide to be in this study, you may choose not to answer certain questions or not to be in certain parts of this study. If you decide to be in this study, what you tell us will be kept private unless required by law to inform someone of risk to yourself or others. If we present or publish the results of this study, your name will not be linked in any way to what we present.

If at any time you want to stop being in this study, you may stop being in the study without penalty or loss of benefits by contacting: *Jay Caughron, jcaughron@radford.edu, 540-831-2585.*

If you have questions now about this study, ask before you complete this form. If you have any questions after you complete this study, you may talk with Jay *Caughron, jcaughron@radford.edu, 540- 831-2585.*

If this study raised some issues that you would like to discuss with a professional, you may contact *Radford University Counseling Services at 540-831-5226.*

This study has been approved by the Radford University Institutional Review Board for the Review of Human Subjects Research. If you have questions or concerns about your rights as a research subject or have complaints about this study, you should contact *Dr. Dennis Grady, Dean, College of Graduate and Professional Studies, Radford University, dgrady4@radford.edu, 540-831-7163.*

Appendix J: Tables and Figures

Feedback Condition

Table 1. Multivariate Analysis of Covariance Results for the Feedback Condition

Table 2. Analysis of Variance for the Feedback Condition

Table 3. t-test Results Comparing Participants With Work Experience and Participants With No Work Experience on Ratings of Managers' Behavior Being Hurtful in the Feedback Condition

Table 4. t-test Results Comparing Participants Age with Ratings of Managers' Behavior Being Correcting in the Feedback Condition

Figure 1. Participants' work experience and hurtfulness ratings of managers' behavior in the feedback condition.

Figure 2. Participants' age and correcting ratings of managers' behavior in the feedback condition.

Information Sharing Condition

Table 5. Multivariate Analysis of Covariance Results for the Information Sharing Condition

Table 6. Analysis of Variance for the Information Sharing Condition

Table 7. t-test Results Comparing Participants Who Felt Emotionally Mistreated at Work With Ratings of Manager Behavior as Inappropriate, Hurtful, and Correcting

Table 8. t-test Results Comparing Manager Gender with Ratings of Manager Behavior Being Assertive in the Information Sharing Condition

Figure 3. Participant report of emotional mistreatment at work and ratings of inappropriateness of managers' behavior in the information sharing condition.

Figure 4. Participant report of emotional mistreatment at work and ratings of hurtfulness of managers' behavior in the information sharing condition.

Figure 5. Participant report of emotional mistreatment at work and ratings of managers' behavior as being correcting in the information sharing condition.

Figure 6. Manager gender and ratings of assertiveness in the information sharing condition.

Table 1.
Multivariate Analysis of Covariance Results for the Feedback Condition

Variable	***F***	***df***	***p***	η^2
Covariates				
Participant Age	2.559	4.000	**0.039**	0.042
Participant Race	0.689	4.000	0.600	0.012
Participant Job Experience	2.568	4.000	**0.039**	0.042
Main Effects				
Manager Race	0.861	4.000	0.488	0.015
Manager Gender	0.300	4.000	0.878	0.005
Interactions				
Manager Race x Manager Gender	2.493	4.000	**0.044**	0.041

Note: F = F ratio; *df* = degrees of freedom; *p* = significance level using Wilks' Lambda; η2 = effect size. Bold *p* values denote significance at the $p < 0.05$ level.

Table 2.
Analysis of Variance for the Feedback Condition

Variable	Inappropriateness			Hurtfulness			Assertiveness			Correcting		
	F	***df***	***p***	***F***	***df***	***p***	***F***	***df***	***p***	***F***	***df***	***p***
Main Effects												
Participant Age	0.013	1.000	0.909	0.677	1.000	0.411	0.006	1.000	0.941	8.189	1.000	**0.005**
Participant Race	0.560	1.000	0.455	0.026	1.000	0.872	0.000	1.000	0.983	1.601	1.000	0.207
Participant Job Experience	0.097	1.000	0.756	5.156	1.000	**0.024**	0.170	1.000	0.681	0.178	1.000	0.674

Note: F = F ratio; df = degrees of freedom; p = significance level.
Bold *p* values denote significance at the $p < 0.05$ level.

Table 3.
t-test Results Comparing Participants With Work Experience and Participants With No Work Experience on Ratings of Managers' Behavior Being Hurtful in the Feedback Condition

Work Experience	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
Participant Has Work Experience	237	3.466	0.909	-2.392	248	**0.018**
Participant Has No Work Experience	13	4.077	0.611			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level.
Bold *p* values denote significance at the $p < 0.05$ level.

Table 4.
t-test Results Comparing Participants Age with Ratings of Managers' Behavior Being Correcting in the Feedback Condition

Participant's Age	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
18	116	3.039	0.626	2.557	132	**0.012**
21	18	2.597	0.978			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level. Bold *p* values denote significance at the $p < 0.05$ level.

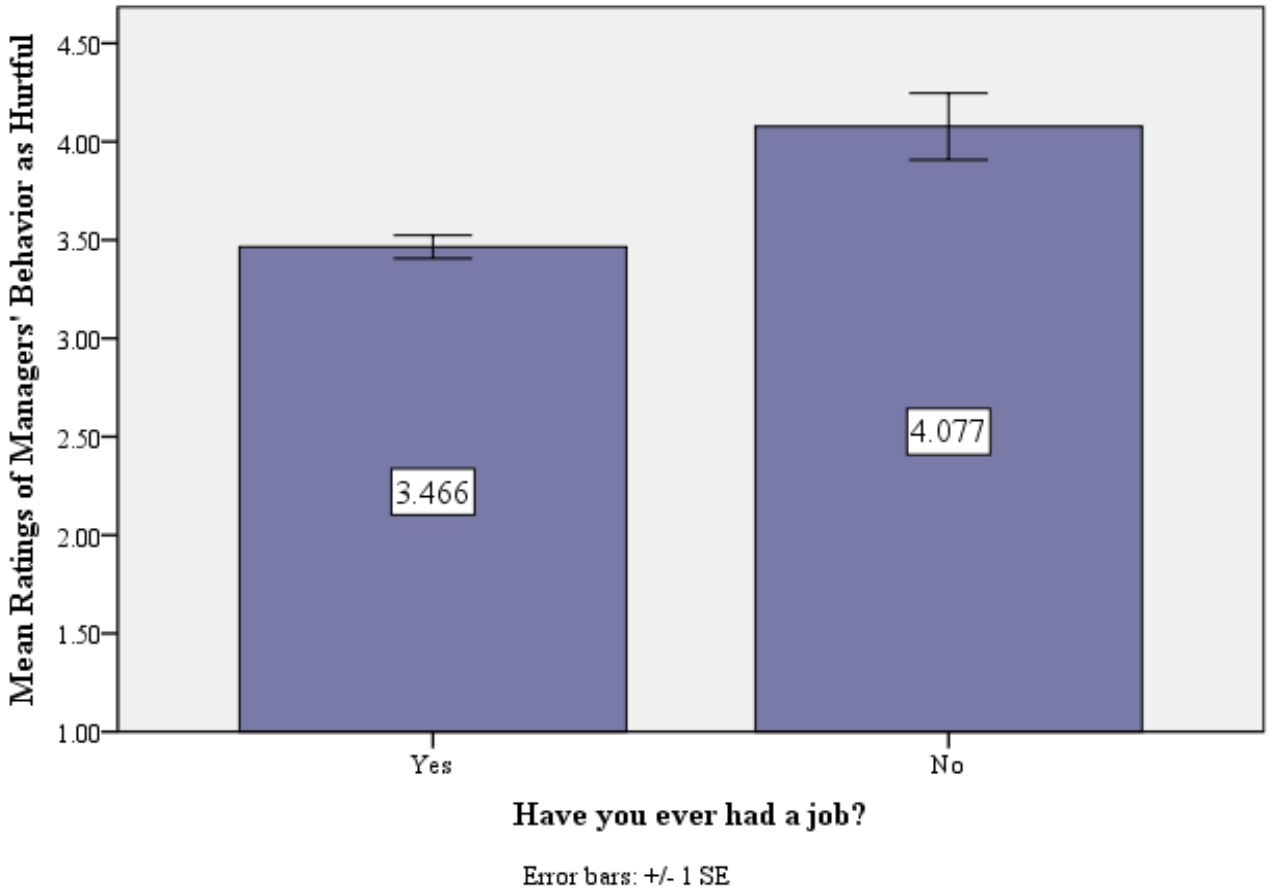

Figure 1. Participants' work experience and hurtfulness ratings of managers' behavior in the feedback condition.

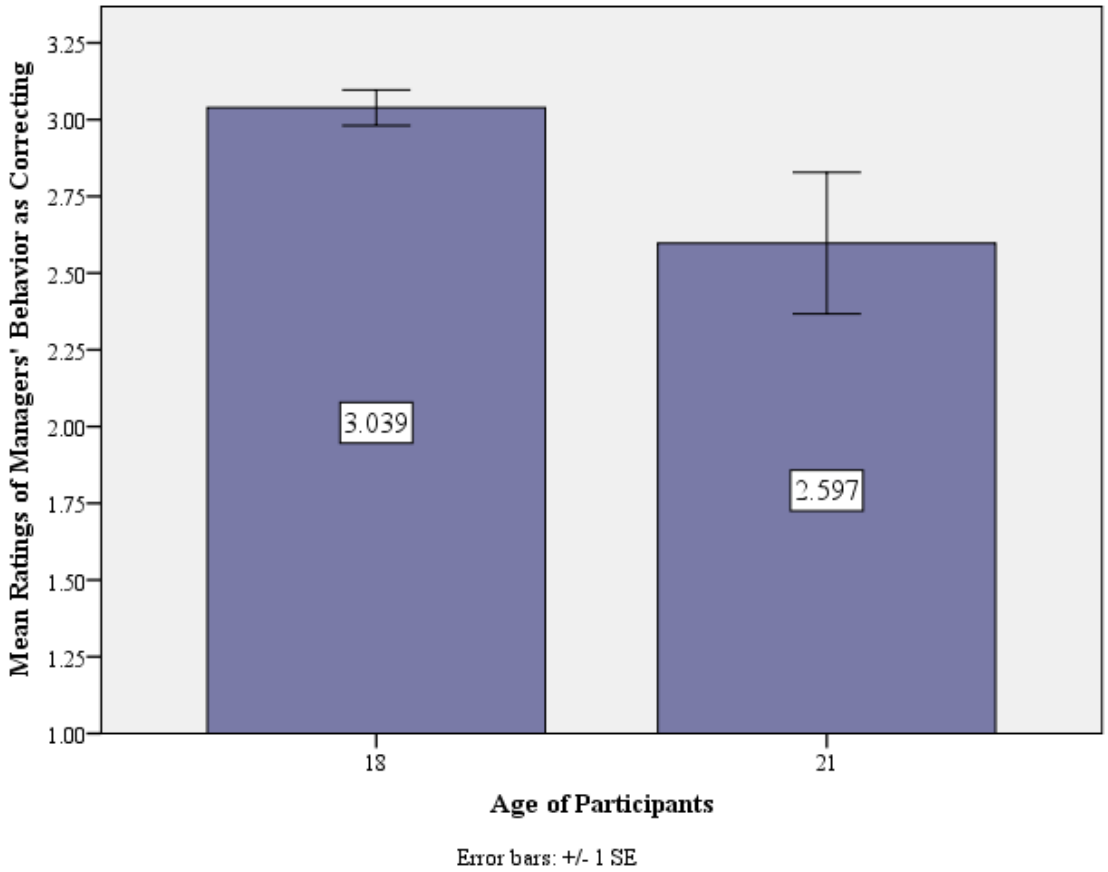

Figure 2. Participants' age and correcting ratings of managers' behavior in the feedback condition.

Table 5.
Multivariate Analysis of Covariance Results for the Information Sharing Condition

Variable	***F***	***df***	***p***	η^2
Covariates				
Participant Race	1.412	4.000	0.231	0.024
Participant Felt Emotionally Mistreated at Work	6.503	4.000	**0.000**	0.103
Main Effects				
Manager Race	1.088	4.000	0.363	0.019
Manager Gender	3.523	4.000	**0.008**	0.059
Interactions				
Manager Race x Manager Gender	0.738	4.000	0.567	0.013

Note: F = F ratio; *df* = degrees of freedom; *p* = significance level using Wilks' Lambda; η2 = effect size. Bold *p* values denote significance at the $p < 0.05$ level.

Table 6.
Analysis of Variance for the Information Sharing Condition

Variable	Inappropriateness			Hurtfulness		
	F	***df***	***p***	***F***	***df***	***p***
Main Effects						
Participant Race	0.601	1.000	0.439	2.278	1.000	0.133
Participant Felt Emotionally Mistreated at Work	6.431	1.000	**0.012**	16.387	1.000	**0.000**

Table 6.
continued

Variable	Assertiveness			Correcting		
	F	***df***	***p***	***F***	***df***	***p***
Main Effects						
Participant Race	0.003	1.000	0.958	0.814	1.000	0.368
Participant Felt Emotionally Mistreated at Work	0.177	1.000	0.214	18.901	1.000	**0.000**

Note: F = F ratio; df = degrees of freedom; p = significance level.
Bold *p* values denote significance at the $p < 0.05$ level.

Table 7. *t*-test Results Comparing Participants Who Felt Emotionally Mistreated at Work With Ratings of Manager Behavior as Inappropriate, Hurtful, and Correcting

Participant Has Felt Emotionally Mistreated at Work	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
Has Felt Emotionally Mistreated at Work						
Appropriate	50	3.327	0.662	2.756	237	**0.006**
Hurtful	49	4.017	0.776	4.042	236	**0.000**
Correcting	50	2.075	0.776	-3.877	234	**0.000**
Has Not Felt Emotionally Mistreated at Work						
Appropriate	189	3.034	0.671			
Hurtful	189	3.527	0.744			
Correcting	186	2.559	0.786			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level. Bold *p* values denote significance at the $p < 0.05$ level.

Table 8. *t*-test Results Comparing Manager Gender with Ratings of Manager Behavior Being Assertive in the Information Sharing Condition

Manager's Gender	**n**	**Mean**	**SD**	***t*-value**	***df***	***p***
Male	132	2.667	0.855	2.820	250	**0.005**
Female	120	2.358	0.880			

Note: n = number of participants; SD = standard deviation; *df* = degrees of freedom; *p*= significance level.
Bold *p* values denote significance at the $p < 0.05$ level.

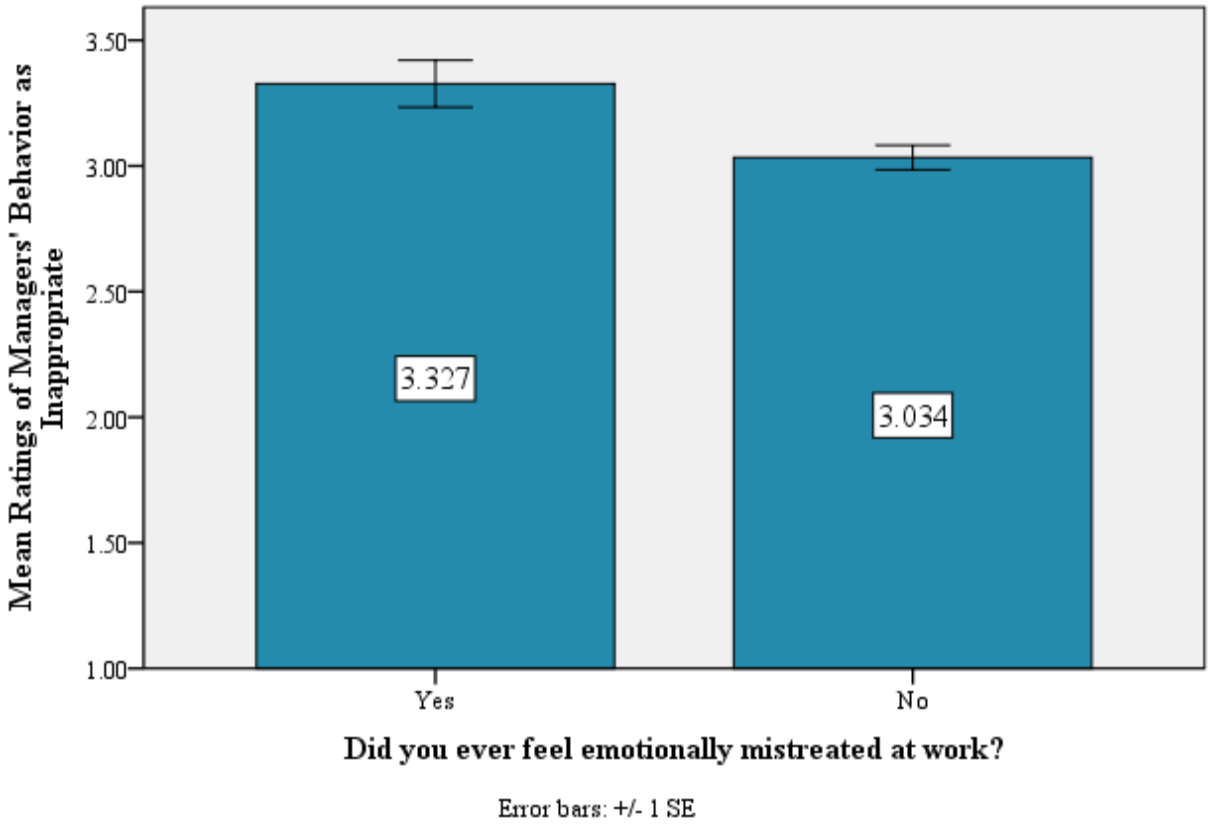

Figure 3. Participant report of emotional mistreatment at work and ratings of inappropriateness of managers' behavior in the information sharing condition.

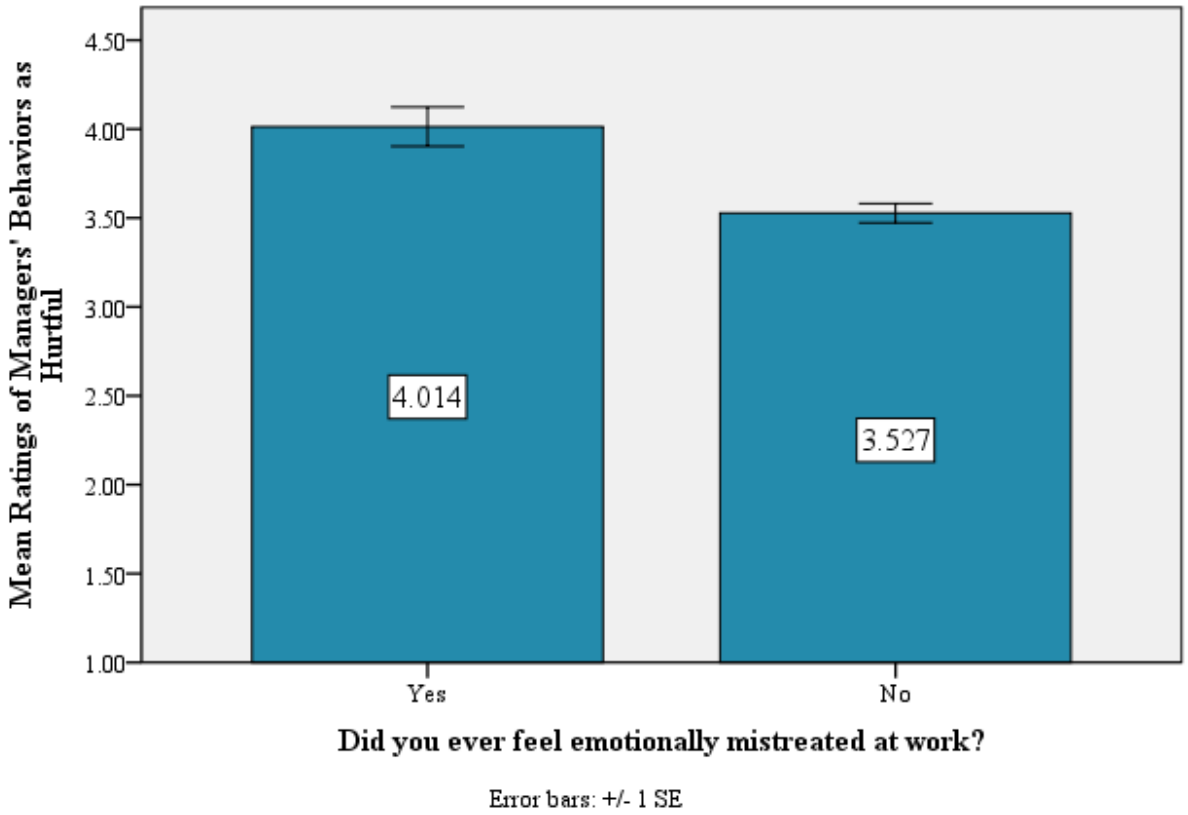

Figure 4. Participant report of emotional mistreatment at work and ratings of hurtfulness of managers' behavior in the information sharing condition.

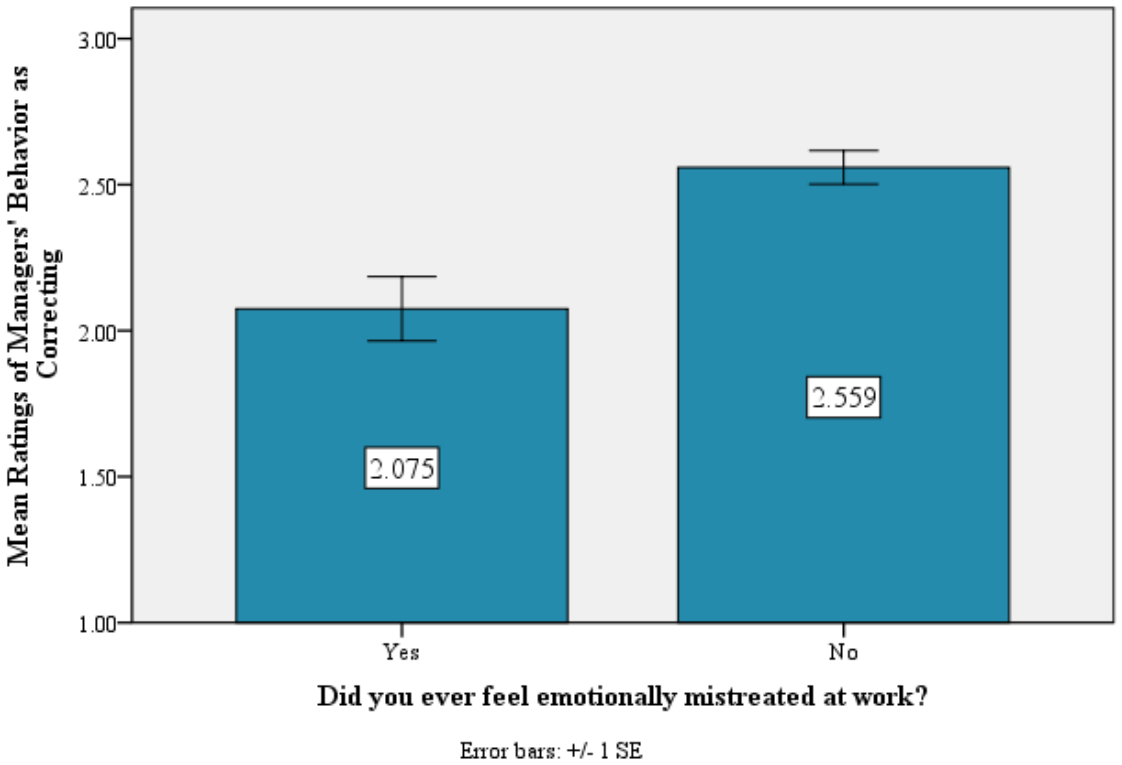

Figure 5. Participant report of emotional mistreatment at work and ratings of managers' behavior as being correcting in the information sharing condition.

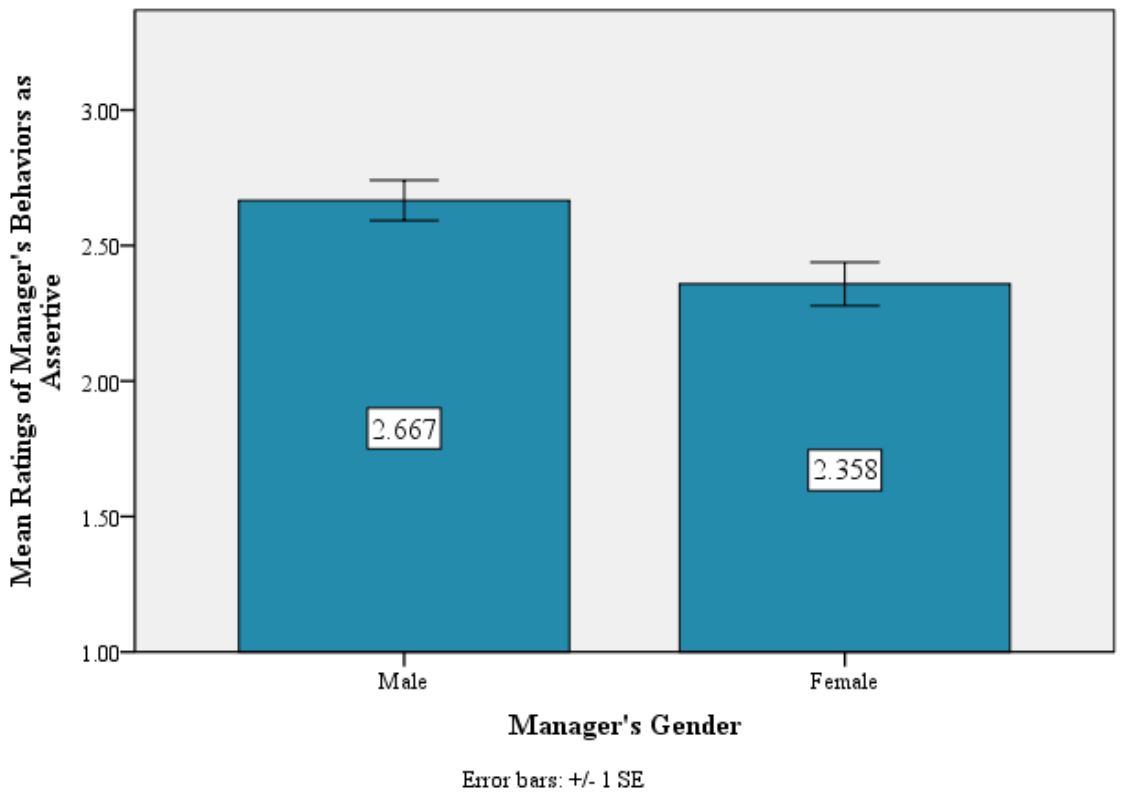

Figure 6. Manager gender and ratings of assertiveness in the information sharing condition.