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# Workplace Bullying and Work Wellbeing - An integrated review

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Työpaikkakiusaaminen ja työhyvinvointi - integratiivinen kirjallisuuskatsaus

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Tämän opinnäytetyön päämääränä oli integratiivisen kirjallisuuskatsauksen avulla löytää johtamisen keinoja, joilla voidaan kehittää työpaikkakiusaamistilanteiden ratkaisua työpaikoilla. Opinnäytetyön tavoitteena löytää keinoja, joilla voidaan ennaltaehkäistä työpaikkakiusaamistilanteiden syntymistä työpaikoilla. Tutkimusta varten koottiin laaja hakutietokantojen pohja-aineisto, josta saatiin sekä kokemusperäistä että teoreettista lähteaineistoa opinnäytetyön pohjaksi.

Euroopan työterveys- ja työturvallisuusviraston tutkimusten mukaan työpaikkakiusaaminen Suomessa on yleisempää kuin Euroopan maissa keskimäärin. Vuoden 2012 lukujen pohjalta 21% suomalaisesta työväestöstä ilmoittaa, että on kokenut työpaikkakiusaamista, kun vastava EU-tason keskiarvo on 14%. Vuoden 2017 päivitetystä tutkimuksesta tilanne on pysynyt ennallaan. Työ- ja elinkeinoministeriön tutkimuksissa 44,7% työväestöstä kertoo, että ei ole kokenut epäasiallista käytöstä työpaikallaan.

Opinnäytetyössä haettiin tietoja neljästä kokotekstitietokannasta, joista valituilla hakusanoilla löydettiin 5546 artikkelia. Näistä karsinnan jälkeen lopulliseksi opinnäytetyön aineistoksi analysoinnin jälkeen valikoitui 62 artikkelia. Näiden 62 artikkelin laatua arvioitiin PRISMA - työkalulla.

Johtopäätöksissä löydettiin kolmeen tutkimuskysymykseen vastaukset. Johtopäätöksenä voidaan todeta, että johtamisella voidaan sekä parantaa että heikentää organisaatioiden kykyä ratkaista työpaikkakiusaamistilanteita. Opinnäytetyössä havaittiin, että tietyt johtamismenetelmät saattavat edesauttaa työpaikkakiusaamista työpaikoilla joko kiusaamista ruokkimalla tai passiivisuuteen pohjautuen vaikeuttaa selvittämistä. Tulosten mukaan johtamismenetelmät vaikuttavat sekä positiivisesti että negatiivisesti työpaikkakiusaamisen kokemukseen. Opinnäytetyön tulosten mukaan voidaan osittain kyseenalaistaa työpaikkakiusaamisen tietoisuutta lisäävät koulutukset toimivina keinoina kiusaamisen ehkäisyssä tai ratkaisemisessa. Koulutus itsessään ei tiedon lisäämisessä ole toimiva ratkaisu, vaan vaatii uskottavan ja tarvittaessa myös toteutuvan uhkan ja rankaisukeinot uskottavuuden tueksi.

Tutkimuksen pohjalta organisaatiossa voidaan rakentaa omia johtamisprosessejaan uudelleen huomioiden esimerkiksi HR:n roolin organisaatorakenteessa, esimiesten johtamismenetelmät ja prioriteetit rekrytoinneissa sekä esimiesvalinnoissa. Opinnäytetyö esittää yhtenä vaihtoehtona, että organisaatioiden tulisi pyrkiä sovittelevan toiminnan lisäksi huomioida myös rankaisukeinot osana keinovalikoimaansa. Työn tulosten pohjalta organisaation tulisi huomioida myös rankaisukeinot sovittelevien keinojen ohessa, jotta organisaatio menestyisi ratkaisussa ja ennaltaehkäisyssä. Selkeät käytänteet ja linjaukset toimivat, mutta nämä vaativat tuekseen käytännön prosessit, jotka myös toteutuvat arkityössä. Työhön on oheistettu kehittämisehdotuksia organisaatioille sekä mahdolliseksi jatkotutkimusaiheiksi.

Asiasanat: työpaikkakiusaaminen, johtaminen, työhyvinvointi, kehittäminen, ennaltaehkäisy

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Workplace Bullying and Work Wellbeing - an Integrated Review

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This thesis used integrative review to find management and leadership solutions to help workplaces solve workplace bullying cases. This thesis also aimed to find ways to prevent workplace bullying. For the study, the author performed a multi-database search, which provided both empirical and theoretical source material for this study. This thesis was done as a part of Master's degree studies to Laurea University of Applied Sciences, and it had no other mandator.

Based on studies by European Agency for Safety and Health at work (EU-OSHA) workplace bullying in Finland is more common than in European countries in general. Based on figures from 2012 21 % of Finnish workforce claim, that they have experienced workplace bullying, when the corresponding average on EU-level is 14%. In the updated study from 2017 the situation has stayed the same. In the study by Finnish ministry of Economic Affairs and Employment only 44,7% of Finnish workforce claim, that they have not experienced socially adverse behavior in their place of work.

For the thesis four databases were picked and with chosen keywords the search showed 5546 articles. The final material for the thesis was 62 articles after analysis - these articles proved to answer the research question of this study. These 62 chosen articles were also analysed for their quality by using the PRISMA - tool.

This study found answers to all of its three research questions. The study showed that management can both help or hinder the organization's ability to solve workplace bullying. The study showed also that certain management styles can promote workplace bullying by either nurturing it or hinder with passivity the organization's ability to solve the cases. The study found that some management and leadership styles have a positive correlation on workplace bullying. This thesis also questions awareness trainings as a suitable and effective tool to solve or prevent workplace bullying. Based on this study it is possible for organizations to rebuild their own processes while taking into consideration HR's role within the organization, management leadership styles, and priorities in recruitment and in selecting managers. This thesis also speaks out for punitive measures to be taken into consideration alongside with reconciliatory measures. Based on the results of this study, an organization must note punitive measures with reconciliatory ones in order for the organization to succeed both in solving workplace bullying cases and preventing them. Policies as preventive method were found to have an effect, but in order to work they need action for support. Policies and trainings for raising awareness as their own showed little results in solving issues, but combining them with punitive management and credible threat of possible consequences showed more results.

This study also includes possible development ideas for organizations and possible future research topics.

Keywords: workplace bullying, management, work wellbeing, development, prevention

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## 1 Introduction

Based on studies by European Agency for Safety and Health at work (EU-OSHA) and Eurofound's published reports of European Working Conditions Survey, Finland is one of the leading countries in Europe when it comes to workplace bullying and harassment. (Eurofound 2012, 57-58.) At the time of the study, European Union had 27 member countries, which sums up the reference material of EU27. Later on in this thesis the reference material has expanded to EU28 with a new member country to the Union. On EU27 level in 2012, approximately 14% of workforce have reported adverse social behavior at their workplaces. In Finland, 21% of the workforce have reported adverse social behavior at their workplaces. (Eurofound 2012, 57-58.) In the most recent 2017 update of European Working Conditions Survey, the percentage has stayed the same. (Eurofound 2017, 69.) From the Finnish point of view the most worrying situation is, that in a national barometer by the Finnish ministry of Economic Affairs and Employment only 44.7% of the surveys stated that they haven't experienced any workplace bullying or adverse social behavior at their workplaces. (Työ- ja elinkeinoministeriö, 2017.)

This situation continues to stay well above EU27 averages, even though Finnish Institute of Occupational Health (FIOH) publishes guidelines and manuals, eg. Piinan loppu (2009), Työyhteisötörmäyksiä (2009) and Kateus työyhteisössä (2008) on how to manage or solve workplace bullying cases or issues within the working community (Vartia, Lahtinen, Joki & Soini 2008; Vartia, Lahtinen, Joki & Soini 2009; Lundell 2008. Based on the most recent the Workcondition barometer by the Finnish ministry of Economic Affairs and Employment, the number of reported workplace bullying incidents has risen in Finland from the year 2011 until the publication of the national barometer in 2017. (Työ- ja elinkeinoministeriö, 2017.) Eventhough these guidelines exist and are widely published, they are either not used or they do not provide results. Also, the Occupational Safety and Health Act requires both employers and employees to act in such fashion that there is no unbusinesslike conduct that can cause the wellbeing and health of coworkers (Duodecim, 2013). The reasons for workplace bullying have been explained with various reasons, by cultural differences in Finland and managers' knowledge and abilities in handling issues that involve workplace bullying. (Talentia-lehti 2018.)

Since the previously mentioned publications are done by FIOH, it is widely acceptable that the methods are usable. This why the thesis concentrates on the next step, the manager himself/herself, who is supposed to follow through the guidelines. Because Finland, according to barometers, stays at the top of the chart at a European level gathering questionable credit, these guidelines are obviously followed through all too seldom with success. Also in the most recent barometer by Eurofound (2017), some European countries, for example the Netherlands, Denmark, Estonia and Sweden have experienced an epidemic rise of workplace

bullying cases. (Eurofound 2017, 69.) In this way, this thesis can solve or help out other European countries to try to find working tools and measures to handle adverse social behavior in the working communities.

The goals of this study to find new ways on how to help managers to address workplace bullying cases, introduce relevant research from the field and to describe and explain what can managers and leaders do to help one's organization and an individual manager to cope and handle work environment problems. The Measuring the Dynamics of Organisations and Work (MEADOW)-report from the Finnish Institute of Occupational Health (FIOH) from year 2016 suggests that support and training is required for supervisors in order to better solve work place bullying cases (Puttonen, Hasu & Pahkin, 2016, 9).

## 2 Workplace bullying and work wellbeing

There is no single definition for workplace bullying, harassment or adverse social behavior, but most researchers and practitioners share some common criteria and phenomena (EU-OSHA, 2016). The definitions emphasize that harassment or bullying is a set of events, that takes place repeatedly in a period of time and causes the target to feel defenceless during the process. (EU-OSHA, 2016.) Einarsen, Hoel, Zapf and Cooper (2011) described workplace bullying as follows: "Bullying at work means harassing, offending, or socially excluding someone or negatively affecting someone's work. In order for the label bullying to be applied to a particular activity, interaction, or process, the bullying behaviour has to occur repeatedly and regularly (e.g. weekly) and over a period of time (e.g. about six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. A conflict cannot be called bullying if the incident is an isolated event or two parties of approximately equal strength are in conflict." (Einarsen et al. 2011, 22.) On a European level, workplace bullying and socially adverse behavior are experienced to much a greater extent by women than men. If looked in depth, the only exception are threats at work, where 60% of the people reporting being threatened at work were men. (Eurofound 2017, 68.)

The reported workplace bullying or adverse social behavior varies with a great magnitude from a European country to another. Only approximately 3% of Albanian workers reported incidents, while 26% of the workers from the Netherlands reported adverse social behaviour at their work. (Eurofound, 2017, 68.) These differences can be partly caused by cultural differences. The tolerance of unwanted behaviour differs between nations. Also, in some cases under-reporting can be an issue, due to the possible feelings of shame and guilt of reporting incidents. (Eurofound 2017, 68.)

Based on Eurofound's Survey (2012), workplace bullying has a significant impact on:

1. Work related risks for (mental) health

2. Work absenteeism (over 5 days)
3. Estimation on being able to work until retirement.

Eurofound's Fifth European Working Conditions Survey states that experienced adverse social behavior at work causes the risk of longer (over five days) work absenteeisms, and it also causes significant risks for both mental and physical health. Some correlation has also been found with elevated the risk of an accident at work and work place bullying. (Eurofound 2012, 121.)

Work absenteeism, sick leaves and impacted working careers have significant effect on the employers' costs and profits. It also has huge economic impact in disability retirements, especially in the Nordic welfare societies. Especially in Finland the government is under pressure to prolong work careers in order to sustain the pension system. Both Eurofound's Fifth and Sixth study are confirmed, that people who have been experiencing work place bullying or harassment do not think that they can continue working after the age of 60 years. (Eurofound 2012, 127; Eurofound, 2017, 123.) The EU 28 average in the most recent figures shows, that 75% of the workers who haven't experienced bullying or harassment think that they can work after the age of 60, but only 55% of that workers who have experienced bullying or harassment feel the same way.

According to FIOH, on average one day sickness leave costs approximately 350 euro to the employer. If work place bullying goes on for a longer period of time, the expenses of solving can cause up to 30 000 euro. (Työterveyslaitos 2018.) Some victims of workplace bullying have been diagnosed with symptoms of Post-Traumatic Stress Disorder (PTSD) and some cases have lead to social exclusion in the workplace. (Työterveyslaitos 2018.) The Finnish journal of Medicine, Duodecim (2013) the bullied use more psychoactive drugs then rest of the population (Duodecim, 2013).

## 2.1 Workplace bullying

Workplace bullying has multiple definitions and the scientists studying the phenomenon haven't always agreed on the definition. Some studies suggest that all aggressive behavior should be regarded as workplace bullying (Jacobson, Hood & Van Buren 2014, 59) and some studies see that only the victims perception about being bullied and the bullying being intentional is enough for it to classify it as bullying (Keashly & Nowell 2003, 339-340).

The need for the universal definitions of workplace bullying still persists. The American Workplace Bullying Institute has defined workplace bullying in 2011 as "repeated, health harming abusive conduct committed by bosses and co-workers". It can include "sabotage by others that prevent[s] work from getting done, verbal abuse, threatening to conduct, intimidation, and humiliation" (Workplace Bullying Institute, 2011). In the institutes, the most



recent study, the definition has changed slightly and defined as "repeated the mistreatment of an employee by one or more employees" who can present itself as "abusive conduct that is: threatening, humiliating, or intimidating, work sabotage, or verbal abuse". (Workplace Bullying Institute, 2017).

The first descriptions about negative behaviour at work were described to Finnish work life in early 1990's (Vartia, Lahtinen, Joki & Soini 2008, 7). In the beginning, the term used was "emotional violence in the workplace". From this, some thought that the word violence was too forceful. The ones, who had been victimized in the workplace, think that the word violence was totally on the spot (Vartia et al. 2008, 7). The word workplace bullying became more common in Finland in mid 1990's and since then these terms have been used as synonyms along with tormenting and harrassment. Also, the Finnish legislation speaks about "harrassment and other inappropriate behaviour" and the Finnish legislation doesn't - to this day - have a clear definition for workplace bullying. The use of multiple definitions is confusing and causes mix ups and errors of interpretation within the working communities (Vartia et al. 2008, 7).

FIOH (2018) has described workplace bullying as (freely translated by author): "Workplace bullying is repetitive, long lasting, systematic negative treatment, violating, oppression and nullification. Bullying advances as a process which causes the victim to end up in a defenceless position. Ordinary, every day mistreatment turns into bullying when inappropriate and insulting behavior is frequent, systematic and continuous (tional Health, 2018). This description of workplace bullying is the most accepted and most used versions of workplace bullying definitions in Finland.

Since 2011, the perceived workplace bullying has increased significantly in Finland (Ministry of Economic Affairs and Employment of Finland, 2017). The most recent barometer from 2016 showed that 37% of Finnish workforce stated that workplace bullying was present in their workplace. This doesn't mean that 37% of the workforce perceived bullying, but it means that they had either been part of it in some role or witnessed it. (Ministry of Economic Affairs and Employment of Finland 2017, 80). The most alarming fact in the same barometer is that only 44.7% of Finnish workforce feel, that workplace bullying didn't appear on their workplace to any extent. These numbers have stayed statistically stable since 2012 (Ministry of Economic Affairs and Employment of Finland 2017, 81).

## 2.2 Management and leadership approach in bulling

Edgar H. Schein (2004) describes the difference between management and leadership in his book "Organizational culture and leadership". Schein described the difference already in 1985, but has kept the descriptive distinction the same through decades. He states that the difference between these two words is ambiguous and they are often used as synonyms for

each other. Marian-Aurelian Bârgău (2015) agrees with the view, but continues to state that management and leadership are both two distinctive and complementary processes (Bârgău 2015, 197) Schein (2004) argues that if one wants to find a difference between management and leadership, from the perspective of work environment culture leadership creates and changes cultures when management and administration act within one (Schein 2004, 11). Also Capowski (1994) and Kotter (2001) have presented qualities that should be involved with management. Capowski (1994) sees that manager should be analytical, consulting, authoritative, deliberate and stabilizing. (Capowski 1994, 13) Kotter (2001) on the other hand sees management as a job which takes care of organizing, planning, coordinating and monitoring activities for organization (Kotter 2001, 104-105) and continues that managers should concentrate on formal directing and controlling of structures and systems. (Kotter 2001, 104-105.)

This differentiation is between the two terms relevant to this study via definition of search words. This study emphasizes finding tools for management so the search words for relevant studies should be management instead of leadership. As previously stated by Kotter (2001), because the main point of management is to control structures and manage crisis and conflict situations, the search term "management" is more relevant to this study than "leadership". Still, it is helpful to note, that leadership processes and leadership might later prove to be a solution or a part of a solution when discussing the research question of this study.

### 2.3 Work wellbeing

Work wellbeing does not mean the absence of mental discomfort or ill-health. Work wellbeing is the combination of work and work satisfaction, health, safety and wellbeing (Sosiaalija terveysministeriö 2019) and it is formed in daily routines at work (Finnish Institute of Occupational Health 2019). It requires the involvement of staff and management, the working community and it also requires the development of work processes and working culture (Finnish Institute of Occupational Health 2019; Puttonen et al. 2016, 6). The Better Work wellbeing report from FIOH in 2016 also notes that there is a need for the work to be fluent in order to qualify as supportive for good work wellbeing and many of the factors which provides good results for work wellbeing also influence profitability and productivity in a positive fashion (Puttonen et al. 2016, 6).

Good work wellbeing consists of multiple factors. The requirements for the position and possibilities to fulfill the expectations must meet each other. Also, individual workers' health, performance, knowledge and skills, values, attitudes and motivation must form a balanced combination. From the companies point of view management and leadership, the working community and working conditions must be obtained in order. There is also no distinction between the primary responsible - FIOH states that work wellbeing is a common

goal which needs effort from every single member of the working community. (Finnish Institute of Occupational Health. 2019.)

### 3 Goals, objectives and research questions

The goals of this study are to increase knowledge of the workplace bullying and work wellbeing and identify better ways or methods in solving workplace bullying. The objective of this study is to seek evidence facilitating the guidelines creation which means of management and leadership can help organizations to solve workplace bullying cases.

The aims for the integrative literary review are:

1. How does management influence (in positive or negative) in workplace bullying?
2. How does leadership influence (in positive or negative) in workplace bullying?
3. What kind of methods there are to prevent workplace bullying cases?

### 4 Data and methods

Integrative literature review was chosen as the research method for this paper because of its capability to get a broader view about the topic.

#### 4.1 Intergrative literature review as a research method

Literature is key part of research studies and it almost always is used as a part of a study. Literature can also be used as a main method for the entire paper. Literature review is often considered as a supportive method for research. It often completes other, methods for identifying, evaluate and interpret available research for an appropriate question (Holly, Salmond & Saimbert 2012, XV).

Systematic literature review has been argued to have only supportive role for other, primary methods of research. It has been seen that it would be mostly in use in introduction and other supportive parts of study paper. However several researchers suggest that the integrative, systematic literature review can be seen and can function as an independent method. (Cronin, Ryan & Coughlan 2008; Fink 2005; Bruce 1994.)

An integrative literature review is a summary of previous, relevant research which answer the research question(s) of the literature review. In systematic literature review the researcher observes and screens the scientific discussion for relevant studies from the scientific perspective (Petticrew 2001, 98; Kallio 2006, 19). A profound literature review of workplace bullying will contribute with a summary of available research results and therefore it will provide better validity than a single study.

The previous being said, literature review could be interpreted as a list of previous research findings. Literature review is more than that. It provides a compilation on how the topic has been studied previously and what kind of results these researches have produced (Holopainen, Hakulinen-Viitanen & Tossavainen 2008, 73). A well-done literature review requires a lot of work and it requires comprehensive search to describe and establish relevant issues. The research search process needs to be transparent and it must be documented correctly and as performed. This requirement is for evaluation and reproduction purposes (CRD 2009, 16). Merging the results of multiple source studies is a complex assignment. Basis of a well-done review are a) clearly defined problem(s), b) purpose and c) method. The quality of the chosen studies must be properly evaluated and integrated to the analysis and interpretations of findings (Whittemore 2005, 61). As mentioned previously in the introduction and presentation of research topics and -questions, there is slim to none evidence based guidelines to bullying in the workplaces in Finland. Bullies continue to roam around the workplaces despite the models and methods for solving issues. An efficient method to advance the field of study and to advance the tool development of solving workplace bullying issues can be a well done literature review. (Holly et al. 2012, XVI).

Integrative literature review is a specific form of review that generates new expertise about the topic of research. Well-done integrative review shows the current scientific condition of the chosen topic, works together with theory development, and has direct implementative purposes to practice and policy (Whittemore & Knafel 2005, 546). Of all types of research reviews integrative literature reviews are the most extensive types. These reviews can include both empirical and theoretical literature or just another type, depending on the function and the needs of the study. One of the biggest advantages of the integrative review approach is the potential to combine data from various research design types. Despite the fact that merging the data from several research designs can be difficult in the analysis phase, it has a great ability to develop the depth of conclusions (Stolt, Axelin & Suhonen 2015, 13; Whittemore 2005, 57).

Whittemore (2005, 58) introduced five stages of integrative review which was originally modified from Harris Cooper's paper (2008). The phases are: 1) a problem formulation phase 2) literature search phase 3) data evaluation phase 4) data analysis phase and finally 5) the presentation phase.

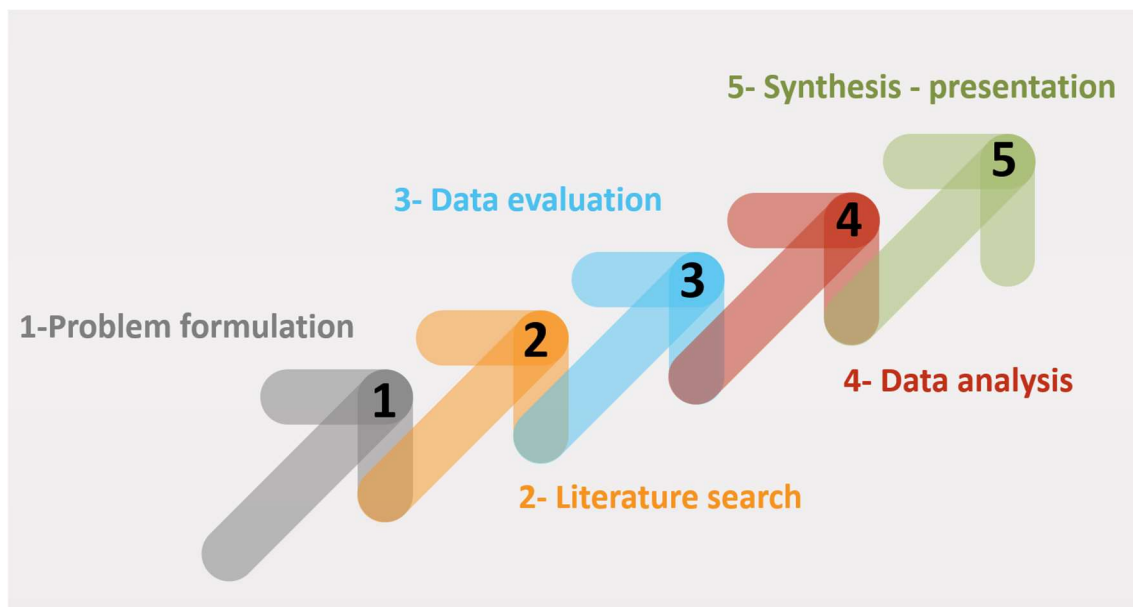


Figure 1: Five phases of integrative literature review from Whitemore (2005). Modified by author

In the first phase, it is vital to give a clear description of the problem and its association to the review objective. An accurate review problem and objective will expedite all other stages of the review (Whitemore & Knafelz 2005, 548). In the second phase, the relevance of well-defined literature search approaches becomes essential in conducting a quality literature review (Whitemore 2005, 58; Conn, Isaramalai, Rath, Jantarakupt, Wadhawan & Dash 2003, 178). Poorly made and biased searches will result in a faulty and defective database. Faulty database can possibly lead to faulty conclusions (Conn et al. 2003, 181, 182). In integrative literature review the researcher goes through the plethora of research material in a compact form while placing the research in contexts of history and the branch of science. This also helps the researcher to argue the significance of the study in progress. (Bearfield & Eller 2008, 61-72).

After compiling the relevant literature, the third phase is the data evaluation phase in which the researcher critically evaluates the principal studies. Because of the differing designs of the studies, the evaluation process in an integrative review is difficult and complicated. There is no primary norm for the evaluation and interpretation of quality research reviews. In an ideal case, the data evaluation in an integrative review is done in such fashion that it serves the purpose of the research. If the collected data includes both theoretical and empirical studies, two types of quality criteria mechanisms could be used for inclusion and exclusion (Whitemore & Knafelz 2005, 549-550). The reliability of the review evaluation is increased if there are two individual reviewers (Whitemore 2005, 59). Also, clear inclusion and exclusion criteria make it easier to recognise and include relevant literature. This

mechanism also prevents possible errors, while it ensures that the focus of the research stays uncompromised. (Niela-Vilén & Kauhanen 2015, 26.)

The fourth phase is the data analysis phase, which strives to organize, summarize and integrate an outcome about the research question. Data analysis mechanisms and processes are different depending on the type of the review in progress. All reviews use a narrative or qualitative analysis except meta-analysis and this means that the researcher must analyze the arranged data from the individual studies with all of the other included studies for connections or variety around themes of interest. Finally, the fifth phase is the writing of the synthesis of the findings. Synthesis is the highest level of abstraction. It aims to present a new model or framework for the problem (Whittemore 2005, 60; Whittemore & Knafl 2005, 550).

The final phase also includes the presentation of synthesis results. In the final report, the literature search process must be clearly presented. (Cronin et al. 2008, 39) The whole review process and results must be written down in detail so that the reader can without an effort evaluate the reliability of the work. This documentation also serves the needs of other researchers in order to be able to replicate the research (Torraco 2005, 361). The report should include the search terms, the chosen databases, the strategies for search, and the inclusion criteria for the determining of the compatible studies (Whittemore 2005, 59). In an ideal situation, the outcome will produce a new perspective of the reviewed topic and implications for practice. These should be pointed out for example in addition to implications for research and policy initiatives (Whittemore 2005, 61; Whittemore & Knafl 2005, 552).

One key aspect in the using of integrative literature review is evidence based decision making. This means bringing researched intelligence to support decision making. Evidence based decision making searches for the best procedures which means finding the most efficient and most successful procedures. It is involved in 'best practices' and 'benchmarking' -models and it aims to find the best processes with the means of research. (Metsämuuronen 2005, 578.) Need to acquire information for decision making combined with the rapid increase of the amount of researched information sets a good basis for utilizing literature review. The purpose of the study is to describe and synthesise scientific research to highlight how to help and alleviate managers work in solving workplace bullying cases.

#### 4.2 Inclusion and exclusion criteria

Inclusion and exclusion criteria were determined before the data search and tested twice before the actual search. Inclusion criterions were specified to be broad as possible in order to find all the relevant studies. Peer reviewed original studies with all study designs were accepted. The year of the publication was limited to approximately the last 10 years in order to find most recent studies possible. The publication language was limited to English or Finnish. The inclusion and exclusion criteria are seen on Table 1.

Inclusion criteria	Exclusion criteria
<ul style="list-style-type: none"> <li>• Publication language: English or Finnish</li> <li>• Full access to whole study</li> <li>• Data type: Peer reviewed original research (qualitative, quantitative or the mixed method, systematic or integrative literature review, peer reviewed case studies, peer reviewed conference abstracts, guidelines/processes/recommendations for human resources (HR), managers or leaders</li> <li>• Search words within the abstract and/or keywords</li> </ul>	<ul style="list-style-type: none"> <li>• Letters to editors, textbooks, book reviews, pro gradu thesis, work place bullying case studies with no incentive for management or leadership, the studies of management with no implications of workplace bullying</li> <li>• Limited access or access only to abstract</li> <li>• Other languages</li> </ul>

Table 1: Inclusion and exclusion criteria for the study

#### 4.3 Data search and review

The data search for the thesis was performed in December 2018. Data search terms were the same for every search engine. After careful consideration and discussion and guidance from Laurea information services, four databases were chosen for the data search (Figure 2).

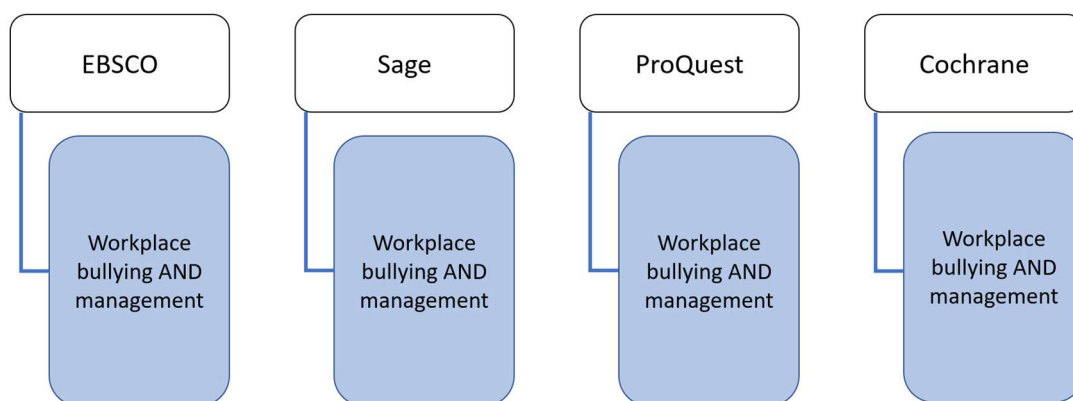


Figure 2: Data search from databases

All the references were stored for closer review. Firstly, all duplicates were removed. Secondly the title, abstract, possible key words and the study language were verified. This work was completed in January 2019, when relevant papers were chosen for full text review. In the last stage, the chosen articles were assessed against the inclusion criteria. Appropriate assessment tools for the references were chosen and the material was assessed and finally in February 2019 the final references were included.

#### 4.4 Quality assessment

The assessment of the validity of the included studies is an essential component of a literature review (Higgins & Greene 2011, 188). There are different assessment criteria methods for different study designs (Higging & Greene 2011, 187; ICMJE 2015). The function of assessment criteria tools is to help researchers to report the crucial points of the study methods, the context of the study, findings, analysis and interpretation in a clear way (ICMJE 2015; The Joanna Briggs Institute 2014, 13; Tong, Sainsbury & Craig 2007, 349).

According to Cochrane "A Handbook for Systematic Reviews of Interventions", the potency of studies may be considered to have two dimensions: external and internal validity. External validity means that the study is asking appropriate research questions and its assessment correlates with the purpose for which the study will be used. It is also linked with the generalizability of the findings of study. Internal validity means that the study answers its research questions in an unbiased manner. A bias can be characterized as a systematic error in the results of management means which can lead to either underestimation or an overestimation of the true efficacy of the results presented (Higgins & Greene 2011, 188).

The included studies were carefully assessed for their quality. It is typical for integrative literature review to have multiple study designs included which makes the evaluation challenging (Whittemore & Knafl 2005, 549). To conduct the best quality evaluation possible, the quality of the included studies was assessed by using PRISMA.

PRISMA is an evidence-based checklist for reporting in systematic reviews and meta-analyses. PRISMA seeks to improve the reporting of the reviews and it can also be useful for the critical appraisal of published systematic reviews but it is not an actual quality assessment tool for validating the quality of a systematic review (PRISMA 2015). However, the use of PRISMA can strengthen the methodological quality and reliability of systematic reviews (Moher et al. 2015, 8). A checklist (A) for quality assessment for these studies with the help of PRISMA (Appendix 1) was generated.

#### 4.5 Data analysis

Data analysis with integrative reviews means that the assorted data is compared item with item so that similar data is categorized, grouped and coded together. The coded data is further compared in the analysis and synthesis process. The data analysis stage is the most difficult aspect in the review and possibly prone to errors. Whittemore and Knafl (2005) have proposed an analysis method for integrative reviews to enhance the rigour of combining diverse methodologist data (Whittemore & Knafl 2005, 546-550). In the study the data analysis started after the final studies were included and assessed. The data analysis was



performed with the method applied from Whitemore & Knafl (2005, 549-551) as presented in Figure 3.

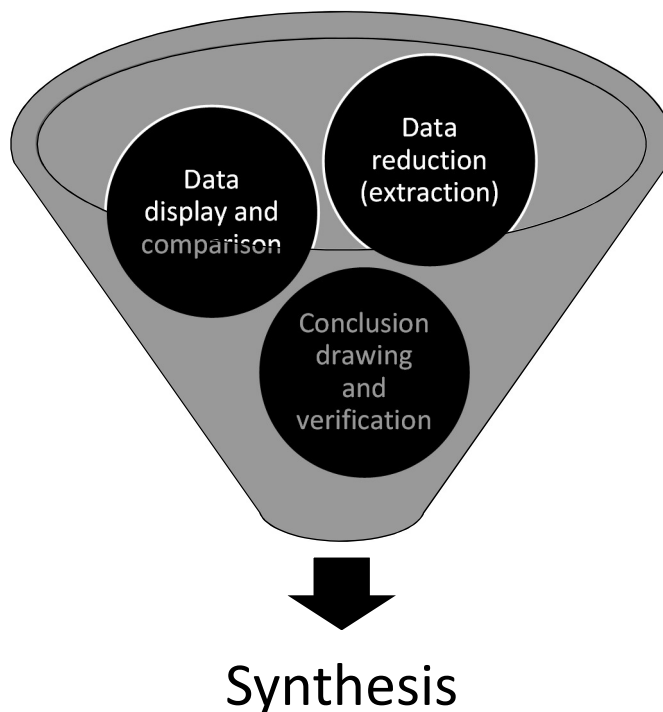


Figure 3: Integrative review data analysis process. Originally from Whitemore & Knafl (2005), modified by author.

In the first phase, all studies were read by the author seeking answers to research questions. Markings were done by underlining or highlighting the text. The characteristics of included studies were collected on the table (Appendix 2). That was followed by the data reduction as the evidence from the primary studies was extracted, and the data display spreadsheet was developed to facilitate appraisal and comparison. Data was organized, coded and categorized by themes. The rough theme categorization is presented in appendix 3. The next phase was data comparison in which the data display spreadsheet was examined to identify patterns and relationships. Primary sources were critically reviewed as the new data was integrated into the findings of this integrative review before to making synthesis. Descriptive data of the studies are presented in the table in Appendix 2. The results were written out and discussed on the basis of research questions and themes. The strenghts and limitations of this study were discussed and implications for practice and future research were suggested. The analysis process is presented in Figure 4.

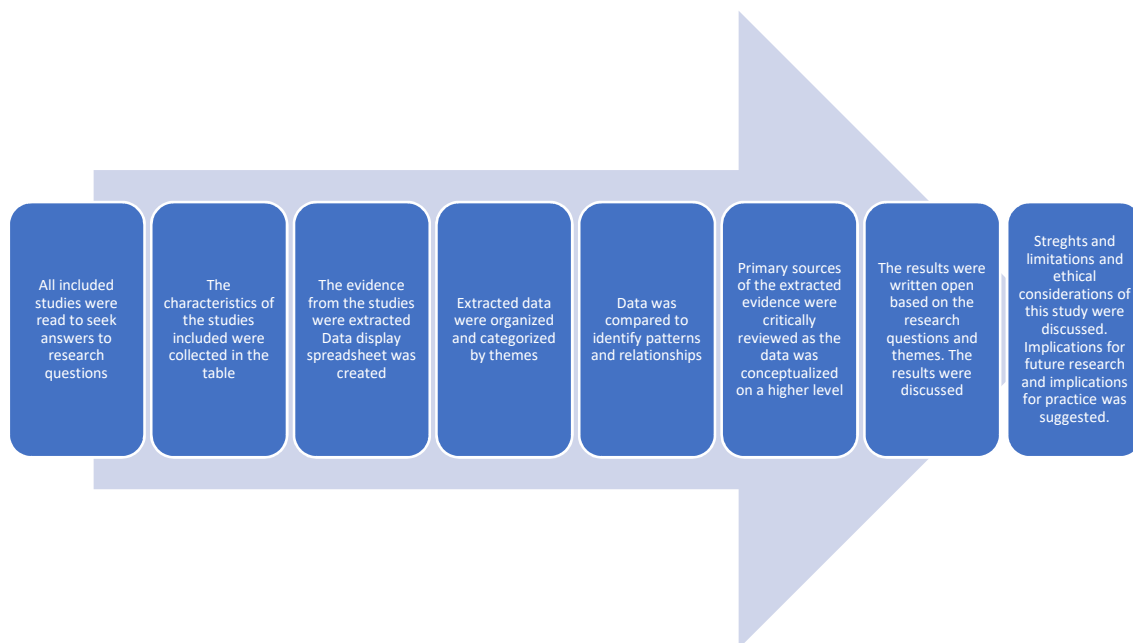


Figure 4: The data analysis process

## 5 Results

The data search output identified total of 5 546 references, of which the author had a full access to 5 409 references. After removing duplicates, 5 247 potential studies were included for closer screening. First, the abstract and the key words of the studies were screened for relevancy. This left total of 221 references for further, final screening. In the final phase, these references went through a full text analysis and analysis whether they answer the research questions. This left total of 62 studies to be included in the study. The review process is portrayed in Figure 5. The most frequent reasons for rejecting an article were that they were studies of magnitude of workplace bullying phenomenon or it concentrated on illustrating the experiences of the victims of workplace bullying or the study didn't suggest resolutions to the issue. In this study, no articles were removed due to the low quality of the article.

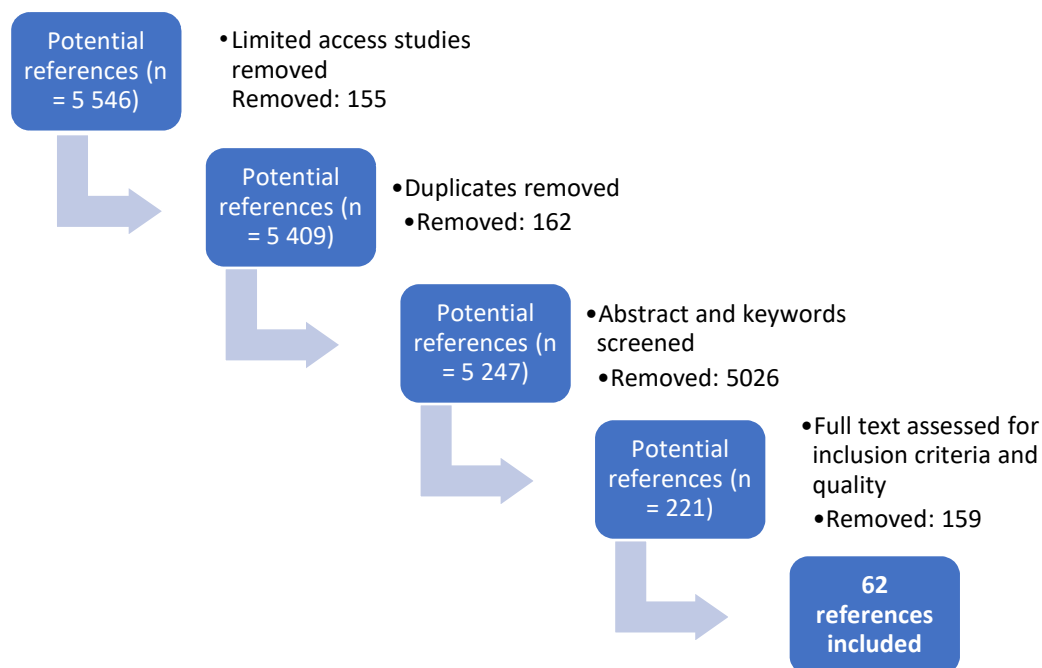


Figure 5: Data review process

### 5.1 Description of the included studies

Of 62 included studies, fifteen were systematic reviews and twenty-five quantitative (questionnaire) studies. Also nine evidence synthesis studies, seven case studies, five empirical studies and one narrative study were included. All of the studies were conducted from 2008 onwards, which was a set limiter in the database search. The included studies were quite evenly distributed to ten-year time period and the data included some (n=9) studies which were published either in 2017 or 2018, which provides new and accurate information for the study.

In coarse categorization, 25 of the studies answered the research question on the viewpoint of leadership, 39 studies answered the research question on the viewpoint of management and respectfully 36 on the question on the methods of prevention. The categorization was kept coarse in order to extract as much information from the studies as possible. Also, a single study can be included in more than one category and answer the research questions for example in the perspective of management and prevention.

The included studies were mostly from the United States (n = 21), United Kingdom (n = 7), Canada (n= 6) and Australia (n = 5). In total these four countries made up approximately 63% of the data material for the study. The study material included ten studies which were bi- or multinational collaboration studies. In total research, data reached nineteen different nations reaching from Nordic countries to Fiji and Korea. The included studies are presented in more detail in appendix 2.

## 5.2 Results overview

The results from the literature review are presented in the following chapters. In some themes, for example in policy making or policy guidelines the study results have been categorized into management due to it is a closer relationship to it. This does not mean that there would be strict distinctions between leadership and management. Also, in preventive measures some consideration has been made towards both management and leadership measures. Policies are discussed in two sub headings, in management part and in the prevention. In these cases author has tried to discuss policies for ongoing processes, solving workplace bullying cases under Chapter 5.3 and policies for prevention under Chapter 5.5. There is also notable amount of overlapping between the results for three research questions and in the chapter concerning the prevention of workplace bullying a couple of times some themes have already been discussed in the presentation of results earlier. In these cases, the reader is accessed back.

## 5.3 Managerial means to solve workplace bullying

Carden & Boyd (2011); Pate & Beaumont (2009) studied anti bullying programs and found results that they improved situation in their target organizations (Carden & Boyd 2011, 80; Pate & Beaumont 2009, 179), but Gillen, Sinclair, Kernohan, Begley and Luyben (2017) studied multiple intervention policies. The results showed that the included studies showed no actual results (Gillen et al. 2017, 27). Also, basically none of the policies took into consideration to measure indicators which have been correlated with workplace bullying (Gillen et al. 2017, 27). This basically shows, that either the results are inconclusive or provide results of some kind but measurement is difficult.

Policies must introduce clear roles for Human Resources Personnel (HRP) and senior management in handling these cases (Cowan & Fox 2013, 131) and Human Resources (HR) must have strategic authority over issues (Beirne & Hunter 2012, 604). If left alone or unmanaged in the policies, this will lead to role ambiguity and hinder HR's capability to act on issues. (Cowan & Fox 2013, 131-132) Contradictions must be addressed in order to ease possible distrust or dissatisfaction (Cowan & Fox 2013, 132). When bullying cases come up, fast responses and interventions prevent escalation, (Keashly & Neuman 2010, 61-62) but the intervention should be based on individual bully's behavior (McCleskey 2013, 47). Leon-Perez, Medina, Arenas & Munduate (2013) concludes that when it comes to solutions, even forced solutions with interpersonal conflicts are better than avoidance or waiting (Leon-Perez et al. 2013, 258). Also high quality social exchange works as a buffer for bullying. (Keashly & Neuman 2010, 59) This requires clear guidelines and policies for handling the issue. (Parzefall & Salin 2010, 772-773) Also, the more covert bullying is, the harder it is to handle on the basis of policies. (Jacobson et al. 2014, 60.)

When it comes to action, according to Klein & Martin (2011) are HR-policies held as a “holy grail”. Taking a neutral stance instead of action, allows the bully to bully more. (Klein & Martin 2011, 27) HR-personnel should be trained to ask questions and get to the bottom of behavioral traits to find the truth of the matter (Klein & Martin 2011, 26). Also, HR-personnel should promote the role of coworkers, when it comes to the attitude and HR-personnel’s own perception of the victim, it is basically always biased (Cowan 2012, 387) and more proof of bullying is needed. Gillespie, Gates & Fisher (2013) suggests that bystanders should be taking a bigger role in active listening and to acknowledge the effect of bullying on the whole working community (Gillespie et al. 2013, 69). Gillespie et al. (2013) also notes in the same study, that victim behavior should be addressed and discussed, because incivility can not be replied with incivility (Gillespie et al. 2013, 69).

Even though policies can’t answer every situation and case, they have mainly positive influence (Cooper-Thomas, Gardner, O’Driscoll, Catley, Bentley & Trenberth 2013, 389). Einarsen et al. (2017) adds to this that just mere policies have slim to none effect on workplace bullying and it needs forms of consequences in order to provide results (Einarsen, Mykletun, Einarsen, Skogstad & Salin 2017, 4). Guest & Woodrow (2012) continues that good policies can be hard to implement and often the contradiction between doing the right thing and company performance requirements are different from the previous (Guest & Woodrow 2012, 113) causing the problem to be more of a moral one. This point of view was also confirmed by Beirne & Hunter (2012), who state that basically all of the cases can be polarized to win/loss situations for the company (Beirne & Hunter 2012, 604).

Policies, which were found better were concentrated on anti bullying policies and open communication (Cooper-Thomas et al. 2013, 392). Meloni & Austin (2011) noted that it does not matter how great policies companies make, if the senior management is not committed to implement and commit themselves to the created policy (Meloni & Austin 2011, 94). This observation was also confirmed by Mikkelsen, Høgh & Puuggaard 2011, 94.

Policies must address the organization on all levels, because all levels have been found to have an influence on workplace bullying (positive or negative) (Lutgen-Sandvik & Tracy 2012, 28-34). Also policies and management must take into consideration the structures of the organization. It can prevent and limit the evolution of the organization. (McKay 2014, 565-566.) This can be addressed with policies to change the focus point from the individual factors of bullying to organizational and cultural structures. (Hutchinson 2012, 643; Mikkelsen et al. 2011, 91.) Beirne & Hunter (2012) warn that if policies concentrate too much on cultural issues, this might cause religions or cultures to polarize and the policy can turn on itself. (Beirne & Hunter 2012, 606-607) Yun & Kang (2018) concludes that for example relationship based organization and organizational culture is possible, when staff has enough positive psychological capital (Yun & Kang 2018, 32). Culture of incivility must be addressed

with zero tolerance policy and promoted by high management (Berry, Gillespie, Fisher & Gormley 2016, 339-340).

Carden & Boyd (2013) tested a risk management framework and found it to be helpful in solving work place bullying cases and building a workplace bullying policy up on the risk management basis (Carden & Boyd 2013, 8). Catley, Blackwood, Forsyth, Tappin and Bentley (2017) raised the question, that no matter how good the organizations policies are, but if the managers don't have the competence, time or trust to implement the policy, why the policy actually exists then? (Catley et al. 2017, 112) This questioning was also a conclusion from Cleary, Hunt, Walter and Robertson (2009) but warned that managers need to be extra careful with their own behavior (Cleary et al. 2009, 38). Ariza-Montez et al (2016) raises the topic of having the clear written guidelines of possible third party resolution, if the organization itself lacks the knowledge or skills. (Keashly & Neuman 2010, 62) Also the systematic use of informal processes helps the whole process and gives more leverage to the end (Keashly & Neuman 2010, 61).

Managers should be familiarized with these cultural differences and understand the cultural context (Jacobson et al. 2014, 60) and note that policies of workplace behavior have different effect on men and women. (Gilbert, Raffo, Sutarso 2013, 80) The cultural differences show significance both in the means of bullying (Jacobson et al. 2014, 59-60) and with the direction of bullying (Andersen, Aasland, Fridner & Lövseth 2009, 107). Andresen et al. (2009) found in a multinational study that even though the bullying was relatively common in all of the participant organizations, in Nordic countries bullying was more horizontal and for example in Italy more vertical (Andersen et al. 2009, 107). Over all, more effort should be put into identifying bullying. (Mikkelsen et al. 2011, 94) Gender distribution nor departmental size showed no significant correlation on workplace bullying (Hauge, Einarsen, Knardahl, Lau, Notelaers & Skogstad 2011, 316), but in an another study it showed differences in the behavior of men and women working in HR (Salin 2009, 17).

As presented before in second chapter of the thesis, workplace bullying has a correlation with multiple somatic symptoms. Workplaces should develop metrics to follow these issues, to follow work injuries, occupational illnesses and sick leaves, because these can be caused by psychological reasons (Berry et al. 2016, 339). Bowen et al. (2011) also verifies the conclusion and adds that the identification of such stressors is essential in solving workplace bullying cases (Bowen, Privitera & Bowie 2011, 192).

HR should have clear roles, separation and independence from general management. Harrington, Warren and Reyner (2013) found out in their study, that there is a power imbalance between general management and HR (Harrington et al. 2015, 376). In some cases clear bullying cases by managers have been interpreted by HR to be performance

management disliked by worker or management behavior is rationalized or neutralized. (Harrington et al. 2015, 378) These role obscurities lead to problems in solving workplace bullying cases involving a member of management. Catley et al. (2017) adds to this, that HR is prone to biases, on both sides, the management and workers (Catley et al. 2017, 108). Noteworthy is the Salin's (2009) note, that men in HR positions are more likely to take no action at all, when women in HR use reconciliatory measures (the discussions, talks, use of occupational health professionals) more often (Salin 2009, 35-37). Even though punitive measures were found the most effective (Einarsen et al. 2017, 48), they were the least used method (Salin 2009, 35-37). Scott (2018) completes the thought in her study, and states that "an abusive workplace environment is ultimately changed by strong leadership and management of abusers". (Scott, 2018, 449.)

Guest & Woodrow (2012) also criticize the HR for failing to significantly show their result and effort on worker well-being and performance. (Guest & Woodrow 2012, 113) More clear policies of the HR's role on workplace bullying will help with the power imbalance and aide them to do a better job (Harrington et al. 2015, 383; Cowan & Fox 2013, 131). These findings become more important, when Catley et al. (2017) stated in their study that cases they studied were significantly balanced towards the supervisor vs subordinate - situations (69% of the cases). (Catley et al. 2017, 104.)

#### 5.4 Leadership means to solve workplace bullying

Autocratic, constructive and laissez-faire leadership styles have been found to ineffective in solving workplace bullying (Cooper-Thomas et al. 2013, 393; Skogstad, Einarsen, Torsheim, Aasland & Hetland 2007, 88; Hoel, Glaso, Hetland, Cooper & Einarsen 2009, 464-465). On the contrary, all of the leadership styles had an opposite effect. Laissez-faire leadership was found to be in positive correlation with role conflict, role ambiguity and conflicts with coworkers. It was found that laissez-faire leadership is a form of destructive leadership. (Skogstad et al. 2007, 89) Also Hoel et al. (2009) found that laissez-faire leaderships negative effects were seen by the bystanders and victims of bullying in both observed bullying and perceived bullying. (Hoel et al. 2009, 457).

Transformational and supportive leadership was found to improve organizational health, which was seen in multiple studies (Skogstad et al. 2007, 87; Hauge et al. 2011, 319) as a cause for workplace bullying. This causes the employees to encounter less workplace bullying (Cemaloglu 2011, 504-506; Appelbaum, Semerjian & Mohan 2012, 342).

Constructive leadership as is, has no positive effect on bullying itself, but can buffer some if the influence caused by bullying. (Cooper-Thomas et al. 2013, 393) Fair and supportive leadership was identified in another study to have a positive effect on workplace bullying and these leadership traits significantly predicted the overall incidence of bullying in the

workplace. (Hauge et al. 2011, 319) Also in another multinational study done by Andersen et al. (2009), it was found that empowering leadership had a positive effect on bullying (Andersen et al. 2009, 103). Stouten et al. (2010) and Appelbaum et al. (2012) studied ethical leadership and came to the conclusion that it has a negative correlation with workplace bullying (Stouten, Baillien, Van der Broeck, Camps, De Witte & Euwema 2010, 24; Appelbaum et al. 2012, 342) and it also has negative correlation with poor working conditions and workload. Similar findings were also found by Valentine, Fleischman and Godkin (2015) in their study and they noted that building a working code of ethics to the workplace would help mitigate workplace bullying and improve work wellbeing (Valentine et al. 2015, 158). These factors have been studied to have a correlation with workplace bullying (Skogstad et al. 2007, 87). Appelbaum et al. (2012) also studied transformational leadership and found out that it has similar effects on the workplace bullying as ethical leadership. (Appelbaum et al. 2012, 342.)

Leaders' own personal negative behavior was more likely to be perceived as bullying when it concerned just one person and when it was done in the presence of others (Van Fleet & Van Fleet 2012, 201) and leaders should also be able and ready to evaluate their own leadership. (Riley, Duncan & Edwards 2010, 24) Bayramoglu & Toksoy (2017) studied multiple leadership styles and found that they all have their weaknesses when concerned with workplace bullying (Bayramoglu & Toksoy 2017, 7-8). Also in recruitment, more value should be given to the manager's ability to lead. Subordinates are there for the actual substance (Bayramoglu & Toksoy 2017, 8).

In some studies (Khan & Khan 2012, 87), the current training methods and trainings for identifying workplace bullying and to raise awareness, were suggested as possible solutions. (Riley et al. 2010, 24; Fox & Stallworth 2009, 234) That being said a study suggests that current training methods have been found as the least effective means (Lassiter, Bostain & Lentz. 2018, 13; Hauge et al. 2011, 319). In correlation with this, Fox & Stallworth (2009) presents, that anti bullying training should be constituted of multiple phases (Fox & Stallworth 2009, 234) and should be more audience tailored. Retrospectively this does not mean that training would be useless, but current methods are suggested not to work and trainings need to be developed from new perspectives.

As an example of new approaches-form Duluth model and domestic violence prevention that in the first researches seem to function as an educational and demonstrative tool (Scott, 2018, 449-450). Also Bowen et al. (2011) found that teaching replacement behaviors can be an effective tool in solving workplace bullying cases (Bowen et al. 2011, 195). Fields (2017) found in her study that there are five core themes that need to be considered in order to find success in solving workplace bullying cases. The themes were emotion focused solutions, self-awareness and situational awareness, the problem focused on solutions and future visions.



Also professional coaches should be used to help individual leaders and managers to solve these cases (Fields 2017, 19).

Trainings should concentrate on influencing the attitudes and behavior of both bystanders and victims (Parzefall & Salin 2010, 772-773), instead of concentrating on bystanders and/or bullies. One study found that organizational support has a positive effect on the victim performance (Cooper-Thomas et al. 2013, 387-388), and this can be adopted to trainings. Rousseau, Eddleston, Patel, Kellermanns (2014) found that the support itself does not play a key role, most significant factors roles, trust and workload (Rousseau et al. 2014, 306).

When concerning means on how to solve, giving the bully a warning or telling the victim to cope, were found to be ineffective and showed no results. (Oade 2018, 76) Also in the same study moving either, the bully or the victim showed no results. (Oade 2018, 76) The contradiction to this, multinational study conducted in Norway and Finland concluded that organizations need to broaden their perspective solving workplace bullying cases (Einarsen et al. 2017, 48). The same study also found that formal sanctions gave the best result in solving workplace bullying cases. The second and third most useful forms of influencing were formal surveillance and recurrent communication (Einarsen et al. 2017, 48). The study pointed out that a single measure is unlikely to work and multiple measures should be implemented simultaneously in order to provide results (Einarsen et al. 2017, 48).

#### 5.5 Prevention methods for workplace bullying.

Lassiter et al. (2018) studied workplace bullying and best methods for prevention. According to them, people involvement showed less available best practices, but training and leadership show more (Lassiter et al. 2018. 12-13). Studies showed, that while management training and certain types of management certainly help to resolve cases or prevent escalation, they show that close management, zero tolerance policies, worker co-operation, relation management (Hutchinson 2012, 649) and culture of civility show preventive measures (Strandmark & Rahm 2014, 71). In prevention mentor programs, learning culture and work environment inner workings have been studied to have an effect by improving co-operation and improving worker relations (Gillespie et al. 2013, 69).

As mentioned before, covert bullying is a hard issue to solve by using policies and guidelines. (Jacobson et al. 2014, 60). Another study concluded that bullying would be common among peers and in every day situations (Dumay & Marini 2012, 290). Due to this, especially covert bullying must be addressed via its indicators, such as occupational illnesses, use of sick leave or sudden changes in culture, attitudes and departmental situations (Berry et al. 2016, 339; Carden & Boyd 2010, 153). Unwanted behavior should be addressed with an intervention by first describing and then implementing a zero tolerance policy (Berry et al. 2016, 339). Blando, Ridenour, Hartley and Casteel (2015) also suggested a reporting system, that would

be open to anyone within the organization. (Blando et al. 2015, 7.) In every case, no matter where the data is received from, early action will work as the best prevention method for workplace bullying (Keashly & Neuman 2010, 61-62).

Policies should work double function. They should include enough guidelines and instructions for managers to prevent people from bullying right from start but they should also work as a manual and tool to resolve issues before and after escalation. Policies should not limit the solving of workplace bullying by giving too strict or limited descriptions for workplace bullying, for example by concentrating only on personal issues and at the same time overlook cultural issues. (Hutchinson 2012, 643; Tricco et al. 2018, 7.) Policies should also consider both the biological and cultural factors of workplace bullying in order to succeed (Harvey, Treadway, Heames & Duke 2009, 31; Tricco et al. 2018, 17). Solving cases should always be a multiprofessional group, instead of just one manager (Hutchinson 2012, 640).

Policies should also take into consideration that under the title workplace bullying the range of cases is really vast (Cowan 2012, 390) and policies should answer demands accordingly (Hutchinson 2012, 646). Because of the vast range, and multitude of possible alternatives in cases and solutions, every organization must develop their own model instead of standardized models or text book solutions. (Andersen et al. 2009, 108-109; Beirne & Hunter 2012, 610) Cowan (2012) noted that when it comes to proving workplace bullying, coworkers and bystanders need to find their own role and help in solving cases the way they can. This requires a culture of zero tolerance (Hauge et al. 2011, 319).

HR-personnel should be trained alongside of the managers (Cowan 2012, 399; Harrington et al. 2015, 385) and they should have both mutual and individual training. This means that the training should be tailored to answer the need for the profession and the organization. (Fox & Stallworth 2009, 234; Stagg & Sheridan 2010, 423) Also policies need for be trained to staff (Khan & Khan 2012, 86-87) and even bullies. Novak's model suggests that in essence bullying is learned behavior and it can be altered by providing more productive models of behavior (Altman 2010 28) and Shared Responsibility Approach has been applied to personnel trainings with success (Blum & Beck 2015, 90). Trainings should be focused on results and to drive responsibility, not to raise awareness. Trainings to raise awareness will not lead to results or influence unwanted behavior. (Tricco et al. 2018, 17.)

HR-personnel must be strategically and in policies given enough room and power to work also with managers when they have been accused of bullying. (Beirne & Hunter 2012, 610) If HR has no influence over management or has been seen as a horizontal part of management, this will hinder HR-personnel's capabilities to prevent workplace bullying by management (Harrington et al. 2015, 376; Cowan & Fox 2013, 131).

Policies should be introduced right in the recruitment process of a new manager and staff member. The failure of introducing procedures should also have consequences, because it will affect the company culture in a longer period of time. (Clardy & Beadle 2010, 300) As mentioned in previous chapters, certain leadership and management styles have been correlated with workplace bullying. While this continues to develop certain organizational culture, it has been suggested McCleskey (2013) that certain personality traits should not be recruited to organizations (McCleskey 2013, 45-47).

Working conditions have been proven to have a significant effect on workplace bullying in multiple studies. Role ambiguity and - conflict, work load and work autonomy, stress related factors, working conditions, lack of future perspectives at work, lack of management commitment and lack in trust towards management, perceived lack of trust in workers and perceived injustice has been all found to have relation with workplace bullying. (Hauge et al. 2011, 319; Rousseau et al. 2014, 290-291; Appelbaum et al. 2012, 205; Van Fleet & Van Fleet 2012, 210; Andersen et al. 2009, 100; Meloni & Austin 2011, 94; Stouten et al. 2010, 24; Ariza-Montes, Arjona-Fuentes, Law & Han 2016, 1127-1128) By addressing, eliminating and controlling these elements, organizations should be able to prevent workplace bullying. The means have been presented in the chapters before this, in 5.3 and 5.4. According to Rousseau et al. (2014), the most important factor is trust, it plays a role even over social support (Rousseau et al. 2014, 290-291). When it comes to perceived bullying, a sex, work experience, age and cultural background showed no correlation (D’Cruz & Noronha 2009, 110; Van Fleet & Van Fleet 2012, 210).

Since trust (in management) has been proven to be one key indicators with workplace bullying, for the organization it is crucial also to answer the need for building trust and follow up with possible policy requirements. As presented in the chapters before, if management does not follow management’s own personal guidelines, why should the personnel show trust towards management? (Einarsen et al. 2017, 47) This means, that even punitive measures should be in use. (Einarsen et al. 2017, 48) One study also noted that preventive anti-bullying program worked, but did not have an effect on trust towards management (Pate & Beaumont 2009, 178-179).

## 5.6 Discussion of the results

There should not be a question in anyone’s mind that workplace bullying is not a problem and that it seldom happens. It should not be discussed whether it is related to organizations size, the country of origin, or cultural issues. It is not even related to sex or distribution of sexes. The questions that should be addressed are, that where in organization this goes on, is it the short term or escalated, is it horizontal and/or vertical and how do address the issue beforehand and during the process. This thesis has shown the significant number of problems

in the current way of handling workplace bullying and it has also shown the direction on where to look for answers.

The thesis has shown leadership styles that might function well for every day life, but really are not the right approaches on how to address workplace bullying. This also means that leaders, who have adapted constructive leadership philosophy, must find and another way or another person to be concerned with the problem. Also, some suggestions found the studies might have, mostly national, legal concerns. For example bullying register (Riley et al. 2010, 24), might here in Finland be illegal due to privacy concerns.

Sometimes the clear results of certain styles of management or leadership and their effect on workplace bullying can be difficult to prove, but what has come through in this thesis, is that there is correlation with the certain leadership styles and evolution of working conditions which have been clearly linked with workplace bullying. Work places should work towards influencing these factors in every day life in order to prevent workplace bullying but also these factors help HR and managers to solve current issues. This might require significant cultural changes in an organization. To successfully implement a full cultural change can take a long period of time and must start from policies and possible organizational restructuring.

With workplace bullying the crucial thing is to collect enough information to provide decent results. Also this applies with studying it, single studies might argue with another, but when taken enough of the studies, even to authors surprise, a common ground can be found on big themes. The findings on big themes align with each other with slight deviation.

For future discussion, the role and location of HR in the organization needs to be rethought. In studies discussed in this thesis, the HR's dual role and role conflicts has been seen as a hindering cause to solve workplace bullying cases. I raise the question that, especially in bigger organizations, should there be a specific task team for solving these kinds of cases? The team should include members of management, occupational health services, security and safety unit and HR. This would dissolve the problems of role conflict within the organization and help individuals to work as a member of a team instead of individuals. If the idea of a task team is adapted to an organization, it also need to be given the mandate and strategic role to act on issues. If possible, the team should be a combination of both and all sexes. As mentioned previously, there is no difference in bullying based on sex. There is also no difference in identifying bullying, based on Van Fleet's study (2012). The noteworthy result is, that gender plays a role when it comes to choosing measures to act on bullying. Women are more ready to use reconciliatory measures, while with men, even though most men are drawn to no action at all, men are better with using punitive measures. When solving workplace bullying, both measures are needed, depending on a case at hand.

The author of this thesis studied in his previous study the connection between narcissistic personalities and workplace bullying (Lustig 2012, 7). In this study, he came to the conclusion that trying to prevent workplace bullying cases is more effective than efforts to try to eliminate them from working life altogether (Lustig 2012, 27). Based on this, the possibility of not recruiting certain personalities or personality types might be really something to consider. McCleskey (2013) came to the same kind of conclusion in his own study (McCleskey 2013, 45-47).

In recruitment, for example in Finland, many recruiters rely on psychological tests that test for example mathematical-, cognitive-analytical and language abilities and skills. Instead of testing these issues or alongside with it, it might be worthy of considering, that should there also be spots for psychiatric evaluation and testing. This idea conflicts largely with everyone's right to have a job, but it is also worthy of having a discussion on what is one's right to have a bullying free workplace? If one kind of organization culture is being built, then recruiting the wrong kind of person to the team can have a tremendous effect on the outcome of the team.

Organizations should strive to organize themselves first and to start by organizing roles and job descriptions within the organization. At least in Finland the current trend is to write as ambiguous descriptions to attract with great positions, but this can also lead role ambiguity within the organization itself. If the newly recruited sees, that the promises have not come true and expectations for the new position are not met, this can lead the perception of workplace bullying, lower job satisfaction and distrust towards seniors.

What also supports the idea of trying to prevent workplace bullying, is the fact which rose in some of the studies presented before: Trust towards senior management. Even though management would be able to act on bullying cases, the effects of action do not seem to have a huge impact on trust. This seems to suggest that in some way, when the trust towards management is lost, it is lost permanently or for a very long time - no matter how the management approaches the issues. Seems that way, that management needs to do a double work to regain the trust of staff after once losing it.

Especially starting an anti-bullying program as a consequence of emerging bullying cases can be seen as "just talk and no action". Tricco et al. (2018) also came to the conclusion, that increasing awareness are not effective or likely to work. The anti-bullying programs might prove results when used proactively, not reactively. When bullying cases emerge, the time of talk is over and as Einarsen et al. (2017) presented in their study, punitive measures should be considered right from the beginning and in use. They have also been proven to be the most effective tool in solving already established cases (Einarsen et al. 2017, 48).

Concentrating on the first part, anti-bullying programs and possible guidelines and policies can be easily drawn down the drain if no consequences raise from the already given reports.

Basically it is common sense, who would trust a manager who backs away when the action starts? This means, that best preventive measures for companies seem to be actually implementing punitive measures for unwanted behavior. These punitive measures need to be precise and they must also be based on organizational policy, because punitive measures on a single employee without written guidelines can be interpreted as bullying itself. Basically, policies also serve as a warranty for managers to justify their possible punitive action.

At the beginning of this thesis, the author presented the situation in Finland and how the perceived bullying has evolved in Finland over the years in the EU-level studies presented by Eurofound (Eurofound 2012, 57-58; Eurofound 2017, 69.). The Finnish numbers come from national studies done by Finnish Institute of Occupational Health (Työterveyslaitos, 2018). In previous chapter multiple studies came to the conclusion that bullying can have and has had situational relation. This might also show relevance when it comes to big changes within an organization or an industry.

What has been here said about management in general, HR and senior management, should also be applied to line management. These guidelines should not be valued only by seniors, but the value for line management is significant. As mentioned before, role ambiguity, distrust towards management, role conflict, unclear guidelines and policies, no-action by senior management in solving the workplace bullying cases, low job satisfaction and workplace bullying are positively correlated. Also certain management styles have either positive or negative correlation. All these factors should be in the top priorities for line management, because they are the first ones to note issues within the community and they are the first people that are required to act on issues. Line management is also the position which gets most of the negative or positive feedback and responses based on action.

Basically, situations where staff needs to adapt to big changes, can cause a notable raise in perceived workplace bullying. This being said, change management can play a key role in harnessing workplace bullying during periods of change. In modern working life, the change seems to be constant and continuous and this is new to Finnish, who are somewhat used to stable and static working environments.

Throughout this paper there has been the term perceived bullying. It is noteworthy that no matter how good our policies are, there is always a strong possibility of false positives. Organizations should not be afraid of false positives or they are more likely to take no action because of the fear of errors. As described before, taking no action will cause even bigger issues for the organization. In Finland, if managers have had knowledge of issues within the organization that can cause harm or endanger the safety of the workers, the issues must be addressed. No action has been penalized in the criminal code. False positives and investigating them is a lesser problem than having workplace bullying cases and not acting on

them. If the organization culture has been developed in such fashion that it promotes action against workplace bullying, everyone should be able to understand why cases are investigated - and sometimes they can be false positives. Instead of fearing false positives, organizations should take false positives into account and update their policies and possible metrics to adapt to changes.

## 6 Discussion

### 6.1 Strengths and limitations

This study had broad inclusion criteria and no study designs were excluded which enabled finding a relevant amount of existing studies. These are the biggest strengths of this study. The inclusion criteria were limited to studies published in Finnish, Swedish or English which can lead to publication bias. The bias may have resulted in as an exclusion of some evidence which could have further improved the quality of the review. Language limitations set aside, narrative literature reviews, letters to the editor and textbooks were excluded, in order to manage a literature review with high-quality.

In all reviews, the author is limited to the reported results. The quality of the included studies was assessed with the suitable assessment tool and this proves also as a big strength for the study. In general, the quality of the included studies was between moderate and high. In some studies, extracting the data proved to be challenging due to poor reporting and evidence interpretation. The majority of study designs included are either observational or qualitative studies. This is typical in the general context of the topic of this review. Some of the included study evidence was evaluated to be low-quality or biased. This led to cautious interpretation of the evidence and low-quality was also noted when judging the generalizability of the evidence presented in the study. Even so, this integrative literature review merges data from different types of study designs and it can be seen as a strength for the study. Generally observational or qualitative studies are not regarded as generalizable studies, the strength of these study designs lies in their potential to produce extensive understanding. Additionally, although the evidence left many identified gaps, the accessible evidence was able to provide answers to the research questions in many ways.

### 6.2 Ethical consideration

As a theoretical study, no ethical approval was needed. Nevertheless, in order to manage an ethical literature review, responsibilities must be taken into account. In order to do this, the author must conduct and report the study in a transparent fashion. The possible conflicts of interest and possible sources for funding must be declared, the data extraction has to be completed and presented accurately, unnecessary publications in the thesis should be circumvented, and no plagiarized material should not be used in the thesis. (Wager & Wiffen 2011,130-134).

The author has no conflict of interest nor funding for this study. This thesis contains accurate descriptions of the progress of the study and description is transparent for easy follow through for the reader. The author has previous experience on systematic literature review from several years ago. This can have both positive and negative influence on the thesis. A professional librarian assisted with the literature search. This assistance gave support in performing an accurate, high quality and up-to-date search. The author tried to make the assessment of the studies as unbiased as possible with the methods described previously. It is still possible, that different authors when duplicating the study with the same data may evaluate and interpret the findings differently. References were marked accurately and as precisely as possible. Also no plagiarized material was used. Neutrality was held as a top priority while reporting the results of the study.

### 6.3 Author's contribution and acknowledgement

Only one author worked on this thesis with the assistance from Laurea University of Applied Sciences. The author was responsible for preparing the theoretical background, data search, data evaluation and data interpretation. The author also wrote the process while making the actual data evaluation and interpretation. The finished report with discussion and reporting was made by the author. This study was a part of the author's Master studies in Laurea University of Applied Sciences.

### 6.4 Implications for practice and future research

This study has been a theoretical one to harmonize and sum up current research findings. For the future implications for research, a deeper study of workplace bullying trainings and their different conceptualizations should be taken into consideration. Also for future research case examples of implementing and describing organizational policies and their actual processes should be taken into consideration. New research topics can also include management style studies and correlation of work satisfaction, workplace bullying and role conflicts. One significant study point would be the universal metrics and analytics of workplace bullying cases.

The greatest implications for practice would be, that organizations need to both guide and to enforce. Enforcing also requires sanctions in some cases, but they are necessary for upholding the role of enforcement. Policies should serve both, the management and the workforce. Policies need to serve the management as a backbone and guideline on how to authorize their actions. Policies should also protect the workforce from the management and possible misdeeds. For practice, the training should be towards management and their ability to act as guided. The trainings should include the policies and their applications in different cases. The trainings should also include some basics of legislation that both helps managers on how to



make decisions (even the tough ones) and on how the management is sanctioned for no action.

Personalities should be taken more into consideration. More effort should be put to recruiting the right personalities to workforce and to management. Lack of knowledge can be replaced, but wrong personality or management style is more difficult to change.

This thesis was also presented in a seminar in Laurea University of Applied Sciences and it contains the summarized version of this thesis and of the contents. The presentation itself can be used as a checkpoint list for organizations as on its own.

## 7 Conclusion

As this thesis shows, workplace bullying is an evolving problem globally and especially in the western world. It can touch every workplace no matter the size and location. Workplace bullying can cause significant problems to the victims and big losses for the employer within a longer period of time. The conclusions of the study are as follows:

1. The study found that management can have both positive and negative influences in workplace bullying, depending on the style of management. Negative influences were either supportive towards workplace bullying or the management prevented the solutions from taking place.
2. The study found that leadership can have both positive and negative influences in workplace bullying, depending on the style of leadership. Negative influences were either supportive towards workplace bullying or the leadership prevented the solutions from taking place.
3. Several preventive methods were also found. Policies, punitive management and credible threat of possible consequences showed results. Also prevention of hiring certain personalities and choosing managers and supervisors based on their managerial capabilities were suggested from the data - managers and supervisors should be hired on the basis of their capabilities to lead and manage, not their capabilities of the actual substance of the work.

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Section/topic	#	Checklist item	Reported on page
<b>TITLE</b>			
Title	1	Identify the report as a systematic review, meta-analysis, or both.	
<b>ABSTRACT</b>			
Structured summary	2	Provide a structured summary including, as applicable: background; objectives; data sources; study eligibility criteria, participants, and interventions; study appraisal and synthesis methods; results; limitations; conclusions and implications of key findings; systematic review registration number.	
<b>INTRODUCTION</b>			
Rationale	3	Describe the rationale for the review in the context of what is already known.	
Objectives	4	Provide an explicit statement of questions being addressed with reference to participants, interventions, comparisons, outcomes, and study design (PICOS).	
<b>METHODS</b>			
Protocol and registration	5	Indicate if a review protocol exists, if and where it can be accessed (e.g., Web address), and, if available, provide registration information including registration number.	
Eligibility criteria	6	Specify study characteristics (e.g., PICOS, length of follow-up) and report characteristics (e.g., years considered, language, publication status) used as criteria for eligibility, giving rationale.	
Information sources	7	Describe all information sources (e.g., databases with dates of coverage, contact with study authors to identify additional studies) in the search and date last searched.	
Search	8	Present full electronic search strategy for at least one database, including any limits used, such that it could be repeated.	
Study selection	9	State the process for selecting studies (i.e., screening, eligibility, included in systematic review, and, if applicable, included in the meta-analysis).	
Data collection process	10	Describe method of data extraction from reports (e.g., piloted forms, independently, in duplicate) and any processes for obtaining and confirming data from investigators.	
Data items	11	List and define all variables for which data were sought (e.g., PICOS, funding sources) and any assumptions and simplifications made.	
Risk of bias in individual studies	12	Describe methods used for assessing risk of bias of individual studies (including specification of whether this was done at the study or outcome level), and how this information is to be used in any data synthesis.	
Summary measures	13	State the principal summary measures (e.g., risk ratio, difference in means).	
Synthesis of results	14	Describe the methods of handling data and combining results of studies, if done, including measures of consistency (e.g., $I^2$ ) for each meta-analysis.	

Section/topic	#	Checklist item	Reported on page #
Risk of bias across studies	15	Specify any assessment of risk of bias that may affect the cumulative evidence (e.g., publication bias, selective reporting within studies).	
Additional analyses	16	Describe methods of additional analyses (e.g., sensitivity or subgroup analyses, meta-regression), if done, indicating which were pre-specified.	
<b>RESULTS</b>			
Study selection	17	Give numbers of studies screened, assessed for eligibility, and included in the review, with reasons for exclusions at each stage, ideally with a flow diagram.	
Study characteristics	18	For each study, present characteristics for which data were extracted (e.g., study size, PICOS, follow-up period) and provide the citations.	
Risk of bias within studies	19	Present data on risk of bias of each study and, if available, any outcome level assessment (see item 12).	
Results of individual studies	20	For all outcomes considered (benefits or harms), present, for each study: (a) simple summary data for each intervention group (b) effect estimates and confidence intervals, ideally with a forest plot.	
Synthesis of results	21	Present results of each meta-analysis done, including confidence intervals and measures of consistency.	
Risk of bias across studies	22	Present results of any assessment of risk of bias across studies (see Item 15).	
Additional analysis	23	Give results of additional analyses, if done (e.g., sensitivity or subgroup analyses, meta-regression [see Item 16]).	
<b>DISCUSSION</b>			
Summary of evidence	24	Summarize the main findings including the strength of evidence for each main outcome; consider their relevance to key groups (e.g., healthcare providers, users, and policy makers).	
Limitations	25	Discuss limitations at study and outcome level (e.g., risk of bias), and at review-level (e.g., incomplete retrieval of identified research, reporting bias).	
Conclusions	26	Provide a general interpretation of the results in the context of other evidence, and implications for future research.	
<b>FUNDING</b>			
Funding	27	Describe sources of funding for the systematic review and other support (e.g., supply of data); role of funders for the systematic review.	

## Appendix 2: Included studies spreadsheet

Reference	Country	Purpose and aim of the study	Design and study sample	Data and methods	Results	Quality Assessment
Gillen et al. 2017. Interventions for prevention of bullying in the workplace	United Kingdom	To explore the effectiveness of workplace interventions to prevent bullying in the workplace.	Review of intervention studies, all that reviewed the effectiveness of interventions, RCT, iRCT, CBA and ITS studies	11 databases dated to 2014. Risks of bias assessed, assessment of heterogeneity and assessment of evidence produced	The studies included means for organizational society/policy level, Civility, Respect, and Engagement in the Workforce (CREW) means and individual/job interface levels. None of the included studies showed evidence of effective methods in workplace bullying. None of the studies studied the effect of interventions on sick	26/27 = 96%

					leaves, depression etc.	
Lutgen-Sandvik et al. 2012. Answering Five Key Questions About Workplace Bullying: How Communication Scholarship Provides Thought Leadership for Transforming Abuse at Work	United States	It aims to address and transform workplace bullying and provide tips to consultants and HR professionals	Hand picked studies, which are reviewed via communicative methods.	The study is a literature review and it studies macro, meso and micro level effects of bullying and solutions on same levels.	The study found issues on each level, macro, meso and micro that promote, sustain and allow workplace bullying. The study also found things to address and intervene workplace bullying.	8/27 = 30%
Lassiter et al. 2018. Best Practices for Early Bystander Intervention Training on Workplace	United States	The purpose of the study was to gain consensus from experts on the best practices that might	Expert questionnaire, nationwide panel n=17, qualitative 5 round survey,	The data was collected and circulated via the experts as a modified Delphi,	The data showed that the main issues involve leadership, training and people involved. In	20/27 = 74%

Intimate Partner Violence and Workplace Bullying		be taken into account when developing early bystander intervention training programs to reduce both workplace intimate partner violence and workplace bullying.	modified Delphi	qualitative survey.	total 24 best practices were valued over 3.5 in 1-5 scale. Notably, with workplace bullying, the people involved showed no best practices, and scale tipped to training and leadership. Awareness training was rated the worst of best practices.	
McKay, R. 2013. Confronting Workplace Bullying: Agency and Structure in the Royal Canadian Mounted Police	Canada	The paper examines the dynamic between agency (individual influence) and structure (organizational forces) as applied to	Case study, Royal Canadian Mounted Police	Court cases and public notations as a base, initiatives in the RCMP analyzed and envisioned for the future.	Organizational structures can prevent the evolution of the organization . Even though changes, culture and structures	21/27 = 78%

		workplace bullying in a public organization . The focus also on the even distribution of power.			(eg. hieararchy) limit the effect of changes and also prevent evolution in the organization .	
Strandmark et al. 2014. Development, implementation and evaluation of a process to prevent and combat workplace bullying	Sweden	To develop and implement an intervention program in collaboration with workplace personnel, to evaluate the process as a vehicle to prevent and combat bullying.	n = 26, group meetings with grounded theory methodology , from there intervention method was built.	The study emanated from a community based participatory approach. Data obtained from individual and focus group interviews. Grounded theory methodology , and a comparative analysis before and after the intervention .	Best people to prevent and combat workplace bullying are the imminent supervisors, needs collaboration from co-workers and management. Zero tolerance requires everybody to function, needs changes in value system (to a humanistic value system), etc. During the study implementa	17/27= 62%



					tion had some success, but intervention was not yet taken effort due to multiple reasons.	
Scott, H. 2018. Extending the Duluth Model to Workplace Bullying A Modification and Adaptation of the Workplace Power-Control Wheel	Canada	Application the Duluth model from Intimate Partner Violence to Workplace bullying	The Duluth model PCW was adapted to working community and then tested for assured parts.	PCW was extracted from IPV compounds and constructed again to meet WB criteria.	The PCW can be applied as an educational or demonstrational tool on WB cases. To build a therapy tool requires more research.	18/27 = 67%
Jacobson et al. 2013. Workplace bullying across cultures: A research agenda	United States	To study assertiveness, in-group collectivism and power distance and their influence in WB via total 9 assumptions.	Study used GLOBE framework and an empirical study of the factors in question.	Study used GLOBE framework and an empirical study of the factors in question.	National legislation should be harmonised internationally and create global definition of bullying. Managers should be	10/27 = 37%

					familiar with national differences in bullying and understand the cultural context. If the bullying is covert, it is hard to tackle on a basis of guidelines or policies.	
Hutchinson, J. 2012. Rethinking Workplace Bullying as an Employment Relations Problem	Australia	The study explores reasons for this apparent policy failure by reviewing workplace bullying literature and using data collected from interviews with policy actors in Australian public sector	Constructive specialist interview, n = 32, background studies from previous studies.	This article draws on data from a 2008 study into workplace bullying in Australian public service organizations and constitutes of multiple interviews, n = 32.	The prevailing theorizations and policy definitions emphasize the individual aspects of bullying and overlook the significance of organizational, employment and cultural factors. It also states that narrow explanation	24/27 = 88%

		organization s.			s of workplace bullying limit the capacity of policies to prevent or resolve the problem. Finally, the article concludes by suggesting that a multidiscipli nary approach to understandi ng workplace bullying as a work and employment relations issue is a fundamenta l step in its prevention.	
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<p>Berry et al. 2016. Recognizing , Confronting, and Eliminating Workplace Bullying</p>	<p>United States</p>	<p>The purpose of this article is to define WPB, differentiate between incivility and WPB, and recommend actions to prevent WPB behaviors.</p>	<p>Constructive literature review</p>	<p>N/A</p>	<p>Maintaining and developing metrics associated with work injuries, occupational illnesses, and use of sick leave. Somatic symptoms can have stress/psychology based background. Culture of incivility and disrespect should be addressed with interventions. Focus groups should be used as a tool to share experiences . Bad behaviour should be unlearned and zero tolerance</p>	<p>7/27 = 26%</p>
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					policy should be addressed. Hierarchy provides power imbalance and shared governance should be addressed.	
Parzefall et al. 2010. Perceptions of and reactions to workplace bullying: A social exchange perspective	Germany & Finland	The aim of the article was to introduce a social exchange perspective to the study of workplace bullying.	Systematic literature review	Social Exchange Theory (SET) concept applied for WB	The study highlights the importance of influencing the attitudes and behaviour of both target's and bystander's. Fast resolving and quick reacting is vital to organizational success and also to limit escalation. High quality social exchange can	18/28 = 67%

					work as a buffer for WB, proactive employee care and fast intervention between parties no matter the organization status.	
Cowan R. 2012. It's Complicated : Defining Workplace Bullying From the Human Resource Professional's Perspective	United States	Purpose of the study was to engage HR professionals and begin to understand their sensemaking on workplace bullying and investigate why they may hold this perspective.	Qualitative research, combination of purposive and snowball methods, structured interview (n=36)	Grounded theory approach and semistructured, narrative interview	HR-experts noted the cues of bullying in the workplace and confirmation of previous studies could be made. HR-experts did not act on these cues itself, but required more data of power imbalance, frequency and intentionality of behaviour	25/27 = 93%

					<p>presented. These issues must have outside confirmation, targets perception of intentionality is not valid. Study implies that many bullies don't know the effects of their actions and also do not bully intentionally. Also the target can be bully and interpret supervision as bullying. Variations and levels of severity make the whole collection also harder for HR to tackle.</p>	
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<p>Harrington et al. 2013. Human Resource Management practitioners' responses to workplace bullying: Cycles of symbolic violence</p>	<p>United Kingdom</p>	<p>How HRPs themselves interpret and respond to claims of bullying.</p>	<p>Interviews which are analyzed with CDA, n based on saturation value.</p>	<p>n =17 interviewed and analyzed with Bourdieu's theory of practice - framework and CDA</p>	<p>The study shows a power imbalance between managers and HR and also the role of HR is not suitable for solving WB with persons in managerial positions. Study shows that HR tends to interpret manager-worker disputes as performance management practices disliked by the worker. Also, cases are firstly addressed as "what else is going on" and managers behaviour is neutralized rationalized</p>	<p>21/27 = 78%</p>
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					or claimed to be inadequate management skill. HR is not as passive as seems, but tend to do as presented above. HR needs to be separate and independent part of organization with neutral officers. Training for HR is also supported.	
Gilbert et al. 2013. Gender, Conflict, and workplace bullying: Is civility policy the silver bullet?	United States	To investigate how men and women are differentially perceived when they are bullied at work, and whether the existence of a civility policy	Student survey on paper, with made up cases, students volunteered from the University.	Student surveys n =238 with mixed ethnicities. Survey with crossed manipulation and analysis was done with a multivariate analysis of variance (MANOVA).	Workplace "no bullying" seem to have harsher / selective effect on women. Policies seem to have an effect when concerning men but not	14/27 = 52%

		makes a positive difference.			with women.	
Cooper-Thomas et al. 2013. Neutralizing workplace bullying: the buffering effects of contextual factors	New Zealand & United Kingdom	To examine the direct and buffering effects of three workplace contextual factors - constructive leadership, perceived organizational support, and organizational anti-bullying initiatives - on bullying and its relationships with relevant criteria. Further, to investigate the effectiveness of organizational initiatives	Computer based combination survey NAQR, POS, measure of change-oriented leadership, HGQ-12	Data were collected from 727 employees in nine New Zealand healthcare organizations. Of these, 133 employees were classified as bullied, as they had experienced at least two negative acts per week over the last six months.	Constructive leadership does not prevent bullying, but it has direct effect on it. Organizational policies have various effects, mainly positive. Organizational support plays a key role, and seems to enhance victims work performance. The slightly better policies were concerned with open communication and	20/27 = 74%

		against bullying as perceived by targets and non-targets.			anti-bullying policies.	
Gillespie et al. 2013. Individual, relationship, workplace, and societal recommendations for addressing healthcare workplace violence	United States	To highlight the special issue authors' and guest editors' recommendations for protecting healthcare workers from being victimized and incurring the negative consequences of having experienced workplace violence	Recommendations from the special issue were categorized and discussed in relation to the Social-Ecological Model and the prevention efforts targeting individuals, relationships, communities, and society	Recommendations from the special issue were categorized and discussed in relation to the Social-Ecological Model and the prevention efforts targeting individuals, relationships, communities, and society	The victim should learn his/her ways of behaving and reacting when provoked by a bully. This way the victim can prevent him-/herself from behaving unprofessionally towards others. Co-workers should learn active listening, paraphrasing and	13/27 = 48%

					acknowledging the emotional impact of the discourse. Also team building exercises also work. Mentor programs help prevent bullying, also cross department mentorships should be considered to teach culture and job environment inner workings.	
Skogstad et al. 2007. The destructiveness of Laissez-Faire Leadership Behavior	Norway	The aim of the study is to test the assumption that laissez-faire leadership behavior is not a type of zero-leadership, but a type of	A survey of 2,273 Norwegian employees was conducted using Multifactor Leadership Questionnaire, answers were	A survey of 2,273 Norwegian employees was conducted and analyzed using AMOS 5.0	Laissez-faire leadership was positively correlated with role conflict, role ambiguity, and conflicts with	20/27 = 74%

		destructive leadership behavior that shows systematic relationships with workplace stressors, bullying at work, and psychological distress.	analyzed for results.		coworkers. Path modeling showed that these stressors mediated the effects of laissez-faire leadership on bullying at work and that the effects of laissez-faire leadership on distress were mediated through the workplace stressors, especially through exposure to bullying. The results support the assumption that laissez-faire leadership behavior is a destructive leadership behavior.	
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<p>Hauge et al. 2011. Leadership and Role Stressors as Departmental Level Predictors of Workplace Bullying</p>	<p>Norway</p>	<p>To find out if leadership practices and the presence of role stressors will predict the incidence of bullying within departments</p>	<p>Questionnaire with a large sample of some 10,000 employees distributed across 685 departments</p>	<p>Collected through standardized self-reporting questionnaires containing psychometrically validated instruments (QPS nordic) measuring psychological and social factors at work</p>	<p>The findings showed neither gender distribution nor departmental size to significantly correlate with bullying at the departmental level. Fair and supportive leadership and role conflict were both strongly related to bullying at the departmental level, while weaker, although significant association was identified for role ambiguity. Fair and supportive</p>	<p>22/27 = 81%</p>
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					leadership practices and the presence of role conflict significantly predicted the overall incidence of bullying within departments, accounting for close to 40% of the variation in bullying. After removing bullied ones, still 30% persisted.	
Blando et al. 2014. Barriers to Effective Implementation of Programs for the Prevention of Workplace Violence in Hospitals	United States	The aim of this study was to identify major barriers to implementation of effective violence prevention programs	Literature review + a qualitative study	Literature + group discussions n = 27	There must be a reporting system that holds all individuals, at any level in the structure of an organization, accountable.	12/27= 44%

<p>Cowan et al. 2013. Being pushed and pulled: a model of US HR professional s' roles in bullying situations</p>	<p>United States</p>	<p>The purpose of this paper is to clarify how human resource professionals (HRPs) in the United States (US) understand their roles in bullying situations and how they perceive others (targeted employees and senior management) understand their roles</p>	<p>Narrative and respondent in-depth interviews and Strauss &amp; Corbin's grounded theory, using interpretive and qualitative methods.</p>	<p>n = 36, face to face interviews and possibly telephone interviews if needed.</p>	<p>There is a role conflict between HRP and senior management, HRP see their role differently than senior management perceives. Five key roles were identified for HRP in their own perception. The contradiction of the expectation and actuality influence the HR's job performance. Need of more specific anti-bullying policies which would help HR to specify their role. Contradiction</p>	<p>19/27 = 70%</p>
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					ns need to be addressed, in order to ease possible distrust or dissatisfaction.	
Carden et al. 2013. WORKPLACE BULLYING: UTILIZING A RISK MANAGEMENT FRAMEWORK TO ADDRESS BULLYING IN THE WORKPLACE	United States	To provide employees and organizations with an overview of the workplace bullying phenomenon.	Structured literature review, co-authored article	N/A	Implementing Risk management framework to workplace bullying would improve and help organizations in a) preventing b) solving workplace bullying cases.	9/27 = 33%
Khan et al. 2012. Understanding and managing workplace bullying	New Zealand & Fiji	This paper aims to outline the nature of workplace bullying and its implications for	The paper draws on work carried out by the authors over the past two years, plus the HR literature.	Empirical data plus literature review	Proper training, in-house methods (ie policies), proper tools for handling issues and multi	14/27 = 52%

		employees and the organization , and strategies to handle such unwanted behavior			professional support for handling issues are needed for effective prevention and handling of cases.	
D'Cruz et al. 2009. The exit coping response to workplace bullying	India	Paper aims to describe the role of human resource management (HRM) in targets' coping with workplace bullying.	Paper draws on a study rooted in van Manen's hermeneutic phenomenology, conducted with agents working in international facing call centres in India.	Exploring targets' (n= 10) lived experiences, conversational interviews and sententious and selective thematic analyzes were undertaken	Being a victim didn't essentially harm long term (career) plans. Key factor was the time spent being a victim. Age or gender played no role. Sharing experiences , praying, meditation helped coping with experiences . The victims were forced to follow up with HR. HR presented	17/27 = 63%

					disbelief and blamed victims for the situation. In the study, HR's behaviour supported bullying.	
Oade, A. 2018. Responding to an Incident of Bullying at Work: An Opportunity to Create a Zero-Tolerance Culture	United Kingdom	The article describes a series of well-intentioned but ineffective responses to incidents of workplace bullying and it also describes suite of proven practices.	2 part case study with 25 years of empirical data.	Case study and 25 years of empirical data.	Giving the bully a warning, moving either the bully or victim and asking the victim to cope do not work. 12 steps identified to build a working process with solving and preventing bullying at work.	18/27 = 67%

<p>Rousseau et al. 2014. Organizational Resources and Demands Influence on Workplace Bullying</p>	<p>United States &amp; Germany</p>	<p>The focus in this study is on the individuals' subjective assessment of whether they have been the target of bullying behaviors.</p>	<p>Data was analyzed using multiple scales and methods, ie. Negative Actions Questionnaire, Conditions of Trust Inventory and Lickert - scale. Hypotheses (5 in total) were tested using OLS regression.</p>	<p>The data for the study are based upon the Fair Treatment at Work Survey, 2008. 6,995 potential respondents were classified as eligible and 57 percent of these responded. Due to missing data, however, the usable response rate was further reduced to 2,025 respondents, yet the response set is representative of the general employee population of Great</p>	<p>Trust in management has a significant impact in perceived workplace bullying. Role overload has a positive correlation with perceived workplace bullying. Employee participation moderates with both perceived workplace bullying and trust in management. Social support within the organization played no role in perceiving workplace bullying and trust in management. Key</p>	<p>25/27 = 93%</p>
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				Britain. This data was analyzed via multiple analysis methods.	factor is trust, job autonomy, role overload and social support play secondary role. Trust plays even bigger role with people who have low social support.	
Catley et al. 2015. Workplace bullying complaints: lessons for “good HR practice”	New Zealand	To provide a holistic model of the complaint management process in order to advance the theorising of HRP’s role in this important process, and the challenges they face in undertaking it	Case study and thematic analysis, with the aid of deductive theory analysis	Multiple legal cases (n=56) studied for issues identified for HR to tackle the issue.	Majority of the cases studied were supervisor vs subordinate (69%) and peer vs peer (26%) and rest were with multiple bullies. The case studies identified 5 mutual challenges which HR encounters	24/27 = 89%

					<p>in solving these issues. HR is prone to biases with both sides, management and workers. Also "push and pull" causes issues with HRP. Time and expertise seem to be outside the capabilities of an organization . Even though good policies exist, if managers don't have the competence , time or trust to implement the policy, why bother?</p>	
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Appelbaum et al. 2012. Workplace bullying: consequences, causes and controls (part one)	Canada	The aim is to examine what is workplace bullying and its consequences, causes and as well as to offer managers control systems on how to counter, reduce or eliminate it.	Literature review	Hand picked review studies	Part one presented definitions and descriptions for workplace bullying and also provided potential causes.	10/27 = 37%
Altman, B. 2009. Workplace Bullying: Application of Novak's (1998) Learning Theory and Implications for Training	United States	The purpose of the paper is to broaden the discussion of learning as it relates to workplace bullying by considering the implications of Novak's (1998) theory of learning to workplace bullying. Paper	Literature review, literature related to learning and workplace bullying.	Data from ABI/INFORM Global, Academic Search Elite, Business Source Elite, ERIC, PsycARTICLE S, and PsycINFO databases.	Novak's model suggests that in essence WB is "learned behaviour". The goal of training in workplace bullying should be to possibly alter behavior and to foster better choices of action	21/27 = 78%

		applies Novak's (1998) theory of learning to the problem of workplace bullying			related to workplace bullying. Meaningful learning will lead to altered behavior. Will not work if the learner finds no issue in oneself or has psychological issues. Training requires supportive arguments and motives for learners to alter their behaviour.	
Fox et al. 2009. BUILDING A FRAMEWORK FOR TWO INTERNAL ORGANIZATIONAL APPROACHES TO RESOLVING AND	United States	The paper describes alternative dispute resolution systems and workplace training.	Literature review	Hand picked literature, with supportive background research.	Workplace antibullying training constitutes of multiple phases. Definition of target audiences and assessment of their	15/27 = 55%



PREVENTING WORKPLACE BULLYING: ALTERNATIVE DISPUTE RESOLUTION AND TRAINING					needs in the matter, creation of training material prototypes, pilot trainings, publications and evaluation.	
Hoel et al. 2010. Leadership Styles as Predictors of Self- reported and Observed Workplace Bullying	Norway & United Kingdom	The aim of the study is to examine the relationship between subordinates' ratings of their immediate superiors' behaviours, and both perceived exposure and claims of observations of bullying at work.	Study sample from UK, from 70 volunteer organizations. Questionnaires for randomly selected people.	n = 5288 and tools used were Bergen Bullying Indicator, part of Leader Reward and Punishment Questionnaire Scale and also two tools to measure indifference and participative leadership, all measured with 5 point Lickert scale. Analysis with Pearson product- moment correlation	Workplace bullying, as seen by both observers and targets, is associated with the lack of participative leadership as well as the presence of autocratic leadership, laissez-faire leadership and non- contingent punishment. Both observed bullying and self- reported	21/27 = 78%

				and AMOS 7. Goodness fit analysed with RMSEA and CFI.	bullying were found to be correlated with the presence of autocratic, laissez-faire and what is referred to as NCP leadership, as well as the absence of participative leadership as embodied by one's immediate superior.	
Van Fleet et al. 2012. Towards a Behavioral Description of Managerial Bullying	United States	To present a first step to develop a behavioral description of managerial bullying that better distinguishes among (1) behavior that is bullying, versus (2) other	Quantitative , questionnaire study, with 8 hypotheses	N = 451, completed with Survey Monkey and statistical analysis	Negative managerial behaviour is more likely to be identified as bullying when it concerns just one person or when it occurs in presence of others. Approx 72%	19/27 = 70%

		<p>unacceptable behavior that is not bullying, and (3) aggressive but nevertheless acceptable managerial behavior</p>			<p>of bullies couldn't tell a reason why they bully. Females will NOT more likely identify bullying than males. Bullies feel the same when being bullies. Less (work) experience plays no role in experiencing bullying and different cultural background doesn't affect the experience either. Age and previous experiences of bullying show weak/no support.</p>	
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<p>Carden et al 2010. WORKPLACE BULLYING: AN ETHICAL CONTEXT APPLYING DUTY AND OUTCOME BASED APPROACHES TO HUMAN RESOURCE FUNCTIONS</p>	<p>United States</p>	<p>The authors present a model for workplace bullying based on ethics.</p>	<p>Literature review, qualitative study</p>	<p>Data hand picked, theoretical study</p>	<p>Duty-based and outcome-based processes should be built both for the work careers and should be considered already in the recruitment . Also policies and training should be in position. Also metrics and monitoring for performance and also need for communication.</p>	<p>16/27 = 59%</p>
<p>Fields A. 2017. A grounded theory study of how executive coaches help professional</p>	<p>United States</p>	<p>To close a gap in the research literature regarding effective solutions for targets of workplace</p>	<p>Qualitative grounding theory study</p>	<p>Individual interviews for 69-90 mins were conducted with ten participants, drawn from North</p>	<p>The study raised five core themes. Emotion-focused solutions, self and situational</p>	<p>17/27 = 63%</p>

s deal with workplace intimidation		intimidation , or how executive coaching may be used as an intervention in such circumstances		America, Australia and Europe. All ten were postgraduate educated practicing executive coaches.	awareness, problem-focused solutions, future vision and use of coaching relationship .	
Harvey et al. 2009. Bullying in the 21st Century Global Organization: An Ethical Perspective	United States & Australia	This article addresses the foundations of bullying by examining the ‘nature’ (i.e., bullying behavior influenced by the innate genetic make-up of an individual) and the ‘nurture’ (i.e., individuals learn to be bullies and environments allow the behavior to perpetuate)	Qualitative literature study	Systematic literature review with hand picked literature	Standardized Operational Procedures (ie. Policies) should take into consideration both biological perspectives and cultural (ie. Nurturing) effects of the working community. If not, workplace bullying cases will continue to thrive.	15/27 = 56%

		arguments for the occurrence of bullying behavior				
Salin D. 2009. Organisational responses to workplace harassment	Finland	The aim of this paper is to explore what kind of measures personnel managers have taken to intervene in workplace harassment and to explore how organisational characteristics and the characteristics of the personnel manager affect the choice of response strategies.	Exploratory study and used a survey design.	A web-based questionnaire was sent to the personnel managers of all Finnish municipalities and data on organisational responses and organisational characteristics were collected.	The use of reconciliatory (=sophisticated) measures (talks with parties, use of occupational health professionals) were the most common, transfer of either bully or victim were next. Female HRs used these measures more often, male HRs were more likely of no action.	21/27 = 78%

					Punitive measures were less used.	
Guest et al. 2012. Exploring the Boundaries of Human Resource Managers' Responsibilities	United Kingdom	The article addresses two challenges for HR managers; how far they can and should represent the interests of both management and workers and how they can gain the power to do so.	Qualitative review article	A framework developed by Legge to measure and illustrate possible outcomes.	HR fails to present their results and effect on worker well-being and performance. Even though organizations have good policies, they can be hard to implement. This is obvious when the need is basically a moral request and has no direct connection with performance.	18/27 = 67%

					e. The need for high performance and power to do "right" things doesn't go hand in hand.	
Clardy et al. 2009. A tight reign	United States	To depict an example of an abusive, bullying manager; suggest what effects abusive practices have on individuals and the organization ; note the potential ethical, legal and organizational issues involved; prompt analysis of organizational practices that allow such behavior; and promote	The paper is a case study based on interviews, observations and document analysis	Case study interviews and also literature review on the latter part of the study, for the manual.	HR leadership was not introduced in the training of managers and no responsibility to take cases into account (no punitive measures for failure to process WB).	12/27 = 44%



		consideration of preventive policies and practices				
Andersen et al. 2010. Harassment among university hospital physicians in four European cities. Results from a cross-sectional study in Norway, Sweden, Iceland and Italy (the HOUPE study)	Sweden & Norway	To identify work-related factors related to the prevalence of harassment, and identify potential similarities and differences in harassment levels and appointed perpetrators within the same professional group across four European cities	Quantitative study, with a questionnaire comprised items on direct and indirect experience of workplace harassment, appointed perpetrators, psychosocial work environment and basic socio-demographics.	N = 2078 in four cities, questionnaire of direct and indirect experience of workplace harassment, appointed perpetrators, psychosocial work environment and basic socio-demographics.	Harassment was found relatively frequent in all of the cities included in the study. Role conflict, human resource primacy, empowerment leadership, and control over work pace were all found to be significantly related to workplace harassment. Between cities	22/27 = 81%

					<p>differences were found, in Italy bullying was vertical as in Nordic countries more horizontal. The difference can be explained with different cultures and organizational structures. Due to this, all organizations must develop different tools and measures to address the issue.</p>	
Blum et al. 2015. Shared Responsibility Approach: How to resolve	Germany	The authors introduce the Shared Responsibility Approach as one of the most efficient tools to stop	Article based on empirical study	Article based on empirical study	SRA (Social Responsibility Approach) is a three step model, which approaches WB from	9/27 = 33%

bullying in three steps		bullying at the workplace.			social support point of view and builds support group around the victim.	
Meloni et al. 2011. Implementation and outcomes of a zero tolerance of bullying and harassment program	Australia	The paper describes the implementation of a zero tolerance of bullying and harassment program and its outcomes in an ACT hospital	Case study of a three year trial period and survey	Data was collected over a three year surveillance period.	Multiple processes were initiated to match the issues found within the working community and the processes were run for a longer period. The issues involved concerned low job satisfaction, low trust in management, relatively high occurrence of perceived bullying. The issues have taken	12/27 = 44%

					a turn for better in the period of surveillance . Keys to the success of the program were the executive's commitment to change and the involvement of employees.	
Tricco et al. 2018. Prevention and management of unprofessional behaviour among adults in the workplace: A scoping review	Canada	A scoping review was conducted to identify interventions to prevent and manage unprofessional behaviour in any workplace or professional setting.	Qualitative-quantitative study, with analysis of previous studies.	14 electronic databases, from which 23 studies with 11,025 participants were included. Experimental and quasi-experimental studies that reported on interventions to prevent or manage unprofessional behaviours	Most of the studies included were conducted with a single component, mostly in-person education to raise awareness. Strategies to raise awareness were not likely to take effect or influence unwanted	24/27 = 89%

				<p>were included. Studies that reported impact on any outcome were eligible. Two reviewers screened articles and completed data abstraction. Qualitative analysis of the definitions of unprofessional behaviour was conducted.</p>	<p>behaviour. Only a handful of studies showed interest in organization and cultural issues. These should be taken into account in future studies, also the need for working in-person strategies should be studied more.</p>	
<p>Valentine et al. 2015. Rogues in the ranks of selling organizations: using corporate ethics to manage workplace bullying and job satisfaction</p>	<p>United States</p>	<p>The purpose was to test the hypothesis of Corporate Ethical Values process in sales organizations and their effect on perceived</p>	<p>Quantitative questionnaire study, study of national and regional selling professionals.</p>	<p>N = 356, from four waves of mail in questionnaires and after those included multiple with personal request.</p>	<p>CEV was negatively correlated with workplace bullying and positively correlated with communication. CEV was also positively correlated</p>	<p>18/27 = 67%</p>

		incivility at workplace.			with job satisfaction. Also job satisfaction and bullying were negatively correlated. Code of communication is a necessary to ethical code to evolve, but doesn't suffice to foster it. Codes of ethics are needed to set the base, but the codes require clear communication.	
Cleary et al. 2009. Dealing with bullying in the workplace	Australia	The article examines interpersonal problems, particularly bullying, in the workplace and consider how mental	Research article, literature review	Hand picked studies, empirical data	Every staff member should as specified questions from oneself if they are part of bullying without	11/27 = 41%

		health staff can foster a culture of workplace respect and respond to the requirements of professional standards for workplace behaviors.			noticing it. The article also states that no matter how good policies are, they're worthless unless enforced. Managers need to be extra careful with their own behaviour so, that it won't be interpreted as bullying.	
Stouten et al. 2011. Discouraging Bullying: The Role of Ethical Leadership and its Effects on the Work Environment	Belgium	research argued that ethical leadership is negatively associated with being bullied through tackling one of its most important antecedents of bullying.	Questionnaire in Belgium, in a large electronics factory. Sent via e-mail and hardcopy.	N = 825 in Belgium, basic statement quiz, tested in cross sectional manner.	Ethical leadership has negative correlation with workplace bullying. It indicates also that the qualitative aspects of work life present influence in workplace bullying.	25/27 = 93%

					<p>Leaders need to act on bullying in a certain way. Ethical leadership has proven to be one of them. Also poor working conditions and workload are correlated with workplace bullying. Ethical leadership had a negative correlation also with workload and poor working conditions. Ethical leadership's causality with workplace bullying could not be proven, the link is not direct.</p>	
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Stagg et al. 2010. Effectiveness of Bullying and Violence Prevention Programs	United States	The purpose of this systematic review was to identify best practices for preventing and managing workplace bullying among staff nurses.	Systematic review	Multiple search engines + manual search, limited to english and last 5 years time.	No clear "one size fits all" solutions has been found. Based on literature, cognitive rehearsal seems to be the best alternative for the moment.	20/27 = 74%
Einarsen et al. 2017. Ethical Infrastructure and Successful Handling of Workplace Bullying	Norway & Finland	This study addresses the knowledge gap of best and working practices by exploring the role of ethical infrastructure in perceived successful handling of reported workplace bullying.	Quantitative study	N = 216, all respondents from Norwegian municipalities, their HR personnel (either - manager or - specialist)	37% of answers didn't have a policy for workplace bullying and its sidelines in place. Only 9,4 % had policies on five different domains. Formal sanctions were found to be the best way in solving workplace bullying cases.	23/27 = 85%

					<p>Formal surveillance and recurrent communication were 2nd and 3rd. Of informal measures conflict management climate (formal ethical system in broader sense) was almost as effective as formal surveillance.</p> <p>Organizations need to broaden their perspective in solving workplace bullying. Organizations should implement multiple elements simultaneously because they have</p>	
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					<p>been proven to be more effective. The mere existence of policies has slim to none effect, but if implemented with training and formal talk (and sanctions), they have more effect.</p>	
<p>Keashly et al. 2010. Faculty Experiences with Bullying in Higher Education</p>	<p>United States</p>	<p>The article discusses what is currently known about bullying in academia, with focus on faculty behavior, and apply empirical and conceptual findings from research on aggression and bullying</p>	<p>Literature review + empirical study</p>	<p>Empirical data plus literature review</p>	<p>Early action in form of policies etc provides backbone for action when needed. Conflict management skills and third party resolution options should be considered beforehand. Informal processes give more</p>	<p>14/27 = 52%</p>

		in other work settings and the significant literature on conflict management in higher education.			possibilities in action and more leverage in the end.	
Ariza-Montes et al. 2017. Incidence of workplace bullying among hospitality employees	Spain, Hong Kong and Republic of Korea	To the address the key factors of workplace bullying among hospitality employees	Quantitative study. Questionnaire from European Working Conditions Survey, literature review	N = 238, analyzed with logistic regression analysis.	The perception of bullying in the hospitality sector can be reduced by changing the working conditions of employees.	19/27 = 70%
Yun et al. 2017. Influencing Factors and Consequences of Workplace Bullying among Nurses: A Structural Equation Modeling	Republic of Korea	The purpose of this study was to build and test a model outlining the factors related to workplace bullying among nurses.	Qualitative study, methodological study without longitudinal survey.	Questionnaire data from 301 nurses working at hospitals in South Korea. Based on these data, the developed model was verified via a structural equation modeling	Results suggest that workplace bullying among nurses may be prevented by constructing a relationship-oriented organizational culture,	22/27 = 81%

				analysis using SPSS and AMOS program.	as long as employees have sufficient positive psychological capital. Workplace bullying among nurses should be addressed using a comprehensive strategy that considers both individual and organizational factors.	
Bayramoglu et al. 2017. Leadership and Bullying in the Forestry Organization of Turkey	Turkey	To reveal the correlation between leadership styles and perceived workplace bullying	Qualitative, face to face survey study with relevant literature study	N = 1189 in 25 different locations with forestry organization in Turkey.	Each of the leadership styles studied had its weaknesses, but they were all different and caused problems that have in other studies showed	21/27 = 78%

					correlation to workplace bullying. Managers should be appointed with the skill to manage, not with the substance skills to the job (because their subordinates can the job).	
Nekoranec et al. 2015. MOBBING IN THE WORKPLACE - ITS MANIFESTATIONS, CONSEQUENCES AND POSSIBILITIES OF ELIMINATION IN THE ARMED FORCES OF THE SLOVAK REPUBLIC	Slovakia	analyze the essence, manifestations and consequences of this socially undesirable phenomenon of interpersonal relationships in general, as well as in the specific conditions of the Armed	Research article, literature review added with two studies conducted in the Slovak military forces.	Research article, literature review added with two studies conducted in the Slovak military forces.	Clear directions were given for the a) victim b) supervisor c) organization how to resolve or help in resolving the issue.	19/27 = 70%

		Forces of the Slovak Republic.				
Mikkelsen et al. 2011. Prevention of bullying and conflicts at work	Denmark	This paper aims to prevent bullying and conflicts at work and to identify process factors associated with the implementation and effects of such interventions.	A quasi-experimental, process-oriented research design was used.	Data drawn from an intervention study done in two organizations.	Results indicated that participants had benefited from the interventions, in particular the dialogue meetings and the CPM courses. However, various factors such as poor identification with bullying, low management commitment and cultural aspects appeared to obstruct the	20/27 = 74%

					implementa tion and effects of intervention s.	
Cemaloglu N. 2008. Primary principals' leadership styles, school organization al health and workplace bullying	Turke y	The purpose of this paper is to determine the relationship s between leadership styles of primary school principals and organization al health and bullying	Three instruments were used - a multi-level questionnair e for measuring leadership, an Organization al Health Inventory (OHI-S), and a negative acts questionnair e (NAQ) for measuring workplace bullying.	The questionnair es were administere d to 500 teachers working in primary schools in Turkey. Path analysis was conducted using the AMOS programs; other statistical analyses were conducted via LISREL and EQS 6.1 programs.	Principals demonstrati ng transformati onal leadership characterist ics improve the organization al health of their schools, and accordingly, teachers experience less workplace bullying.	22/27 = 81%



Bowen et al. 2011. Reducing workplace violence by creating healthy workplace environments	United States & Australia	To help develop and apply integrated models and methods of best practice that can prevent and manage workplace incivility (WPI) and workplace violence (WPV)	The framework of the public health model to integrate neurobiological, behavioural, organisational, mental health, and educational theory into a holistic framework for the primary, secondary, and tertiary prevention of WPV.	Multiple case studies	The article provides with a model which suggests that understanding WPI as reaction to a combination of internal and external stressors is key to interrupting these responses. Responding requires that organisations first take responsibility for their own role in generating WPV and recognize the impact of organisationally generated trauma. In this	19/27 = 70%
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					behavioural model, WPV and WPI have functions which require the teaching of replacement behaviours. Thus, management must instruct staff how to teach and reinforce appropriate social and communicative behaviours.	
Riley et al. 2010. Staff bullying in Australian schools	Australia	To estimate the prevalence of staff bullying in Australian schools, to identify bullies and targets and to examine some implications for school leaders in	The quantitative research design	N = 802, survey instrument contained 11 demographic items, 44 questions of bullying experience, two lists of possible bullies and targets, plus three open-	99,6 % of respondents had experienced some sort of bullying, eg. Personal confrontation and professional diminishing. Australian legislation has proven to work for	16/27 = 59%

		dealing with staff bullying.		ended questions.	some sorts of bullying, but not all. Educational programs, raising awareness and a representative to go through the experiences of the victim. Authors suggest building a bullying register for the management. Management needs to evaluate their own ways of leadership. School leaders need to be trained to solve issues.	
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McCleskey J. 2013. The Dark Side of Leadership: Measurement, Assessment, and Intervention	United States	It addresses derailment, narcissism, and Machiavellianism individually, discusses the assessment of dark leadership, and describes various strategies intended to address dark leadership in organizational settings.	Multifaceted study of leaders and their behavior	Empirical data for five years plus seminar studies	Selection and screening should be used to avoid hiring such personality traits to organizations. Intervention strategies should be based on individual leader and their own behaviour.	18/27 = 67%
Leon-Perez et al. 2013. The relationship between interpersonal conflict and workplace bullying	Portugal & Spain	To examine the role that conflict management styles play in the relationship between interpersonal conflict and workplace bullying	Quantitative survey study	N = 761, different organizations in Spain.	Interpersonal conflicts and workplace bullying are not the same thing, but are connected. Interpersonal conflict can lead to workplace bullying.	20/27 = 74%

					<p>The best strategy seems to be early solving and even forcing - when avoidance leads to more issues and negative emotions. Problem solving provides good results in interpersonal conflicts. The aim should be to try to satisfy the needs of both parties.</p>	
<p>Klein et al. 2011. Two dilemmas in dealing with workplace bullies - false positives and deliberate deceit</p>	<p>United Kingdom</p>	<p>To highlight how workplace bullies manipulate services by presenting themselves as victims.</p>	<p>Discussive case study</p>	<p>two short case studies drawn from staff attending a workshop</p>	<p>Even big organizations are ill equipped to tackle out false positives. Taking a neutral stance is dangerous</p>	<p>18/27 = 67%</p>

					and often provides the time and space for the bully to bully more. Employee policies are held as an Holy Grail. The HR personnel should be trained to ask questions and question a bit more, in order to find out the truth. Also, an in-depth knowledge of one's behaviour trait is needed to find out the truth.	
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<p>Beirne et al. 2012. Workplace bullying and the challenge of pre-emptive management</p>	<p>United Kingdom</p>	<p>To take a critical look at anti-bullying initiatives at work. It questions current prescriptive thinking about effective ways of tackling workplace bullying, illuminating neglected contextual conditions and organizational constraints that affect attempts to develop and sustain pre-emptive management programmes .</p>	<p>Qualitative case study</p>	<p>Analysis of two antibullying initiatives with interviews.</p>	<p>HR-department has no strategic authority and all improvements can be polarized to profit/loss cases, which diminishes the effect. In case studies, if organization has provisions as a salary component, it can be difficult to motivate people to take part. Anti-bullying programs can cause different ethnicities or religions to polarize their own behaviour and might turn on</p>	<p>19/27 = 70%</p>
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					<p>itself. Goal setting and addressing problems are two different things. Goals and policies can have a demoralizing effect if not enforced by management. Effective action against bullying requires more than policies, guidelines and manuals.</p>	
<p>Appelbaum et al. 2012. Workplace bullying: consequences, causes and controls (part two)</p>	<p>Canada</p>	<p>This paper's aim is to examine workplace bullying - what it is and its causes, consequences - and to offer managers control</p>	<p>First part of the study concentrated on definitions and classifications, magnitude of the issue. Second part will present three</p>	<p>Hand picked review studies</p>	<p>It is found that transformational and ethical leadership are both very effective tools for managers to counter workplace</p>	<p>10/27 = 37%</p>



		systems on how to counter, reduce or eliminate it.	organizational strategies to solve issues. Quasi-qualitative study.		bullying and that the instauration of an ethical climate in the workplace appears to be the most effective in avoiding workplace bullying from forming.	
Carden et al. 2011. WORKPLACE BULLYING: PROJECT STRATEGY	United States	The authors present a workplace bullying framework for developing the business case to support examining the practices within organizations and determining whether there is a need to allocate resources to	Case study and model building based on a previous study	Previous studies tested and altered for organization needs.	Workplace bullying programs help to reduce employee turnover and increase morale and productivity .It also has a significant effect on employee health and moreover can improve shareholder image of the company.	14/27 = 52%

		execute a workplace bullying program.				
Pate et al. 2009. Bullying and harassment: a case of success?	United Kingdom	To examine an attempt by an organisation to address the significant problem of bullying and harassment. In doing so the paper particularly centres on the question of how the relative success of bullying and harassment policies might be measured.	quantitative longitudinal study	a single organisation questionnaire	Questionnaire from staff completed yearly provided significant results that anti bullying program worked in this case study. Surprisingly though, the program had no effect on the level of trust towards senior management.	17/27 = 63%

<p>Dumay et al. 2012. Bullying in context: a risk management perspective</p>	<p>Australia</p>	<p>The paper aims to outline the financial and human cost of bullying in the workplace.</p>	<p>Study uses an exploratory on-line survey, designed from a practice perspective</p>	<p>Based on sense-making research using open-ended questions, delving into life experiences to recall potential bullying incidences in their work life. Hypotheses are created on literature and compared with research data.</p>	<p>Most of the authors' findings contradict both academic and practitioner notions of bullying. They find that bullying happens mostly between peers rather than being perpetrated by people in positions of power over weaker colleagues, extends into all levels of the organisation, is perpetrated as part of the normal day-to-day interactions between people, rather than in special</p>	<p>17/27 = 63%</p>
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					circumstances, and is often perpetrated between peers in the presence of other peers.	
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## Appendix 3: Theme categorization

<b>LEADERSHIP</b>	<b>MANAGEMENT</b>	<b>PREVENTION</b>
4	2 POLI	2 POLI
7 PCW	3 POLI	4 PEOP
9	5 POLI	6 SUPER
11 INFLU	7 PCW	8 POLI
15 CONSTRU-	8 POLI	9 MULTI
17 LAISSE-	10 INTER	10
18 SUPPO	13 INFLU	12
20 ROLE	14 POLI	13 INFLU
24 !	18 ROLE	14 POLI
25 ROLE +	20 ROLE	16 SELF
30 LAISSE - AUTO -	21 RISK +	18 ROLE
31 BEHA	22 MULTI	19
32 DUTY	23 HRP !	20 ROLE
33	24 !	22 MULTI
38 EMPOWER	25 ROLE +	25 ROLE +
40 COMMIT	26 BIAS	27
44 !	29 TRAIN	28
46 POLI +	32 METRIC	29 TRAIN
50 ! SKILL	35 PUNITIVE - !	32 BASE
52 COMMIT	36 ROLE	34
53 TRANSFOR +	37 PUNITIVE + USE -	36 IMPL? -
54 ROLE ?	38 HR + ROLE -	38 DIFFE +
55 EVA ~	39 SUPPO	41 POLI - !
60 TRANSFOR + ETHI +	40 SATISF -	42 C.E.V.
61	42 SATISF -	43 ENFO- ALL-
	43 ENFO - ALL -	44 !
	44 !	45 ALL -
	46 PUNITIVE +	46 PUNITIVE +
	47	47
	49 STRATEG.	48 CONDIT.
	51	49 RELAT.
	52 CULTURE	52 CULTU -
	54 REPL BEHAV.	56 SELECT. +
	56 INDIC.	59 POLARI
	57 EVOL. ?	62 POLI? +
	58 BEHAV +	63 PRESE ?! +
	59 AUTHORIT -	
	61	
	62 TRUST? -	