

ASHESI UNIVERSITY COLLEGE

WORKPLACE BULLYING AND ITS IMPACT ON PRODUCTIVITY

By

CLAUDIA AKAABA AFFUL

Thesis submitted to the Department of Business Administration,

Ashesi University College

In partial fulfilment of the requirements for the award of Bachelor of

Science in Business Administration

APRIL 2010

DECLARATION

I hereby declare that this dissertation is the result of my own original work and that no part of it has been presented for another degree in this university or elsewhere.

Candidate's Signature:.....

Candidate's Name: Claudia Akaaba Afful

Date: 14th April, 2010

I hereby declare that the preparation and presentation of the thesis were supervised in accordance with the guidelines on supervision of thesis laid down by Ashesi University College.

Supervisor's Signature:.....

Supervisor's Name: Dr. Esi Ansah

Date: 14th April, 2010

ACKNOWLEDGEMENT

The encouragement and the support from my, supervisor, friends, colleagues, and family members made this thesis project possible. Firstly, I would like to thank and salute all participants who were bold and willingly admitted to being witnesses or targets of workplace bullying. Workplace bullying will continue to be a “silent epidemic” without them.

My greatest thanks and appreciation goes to my supervisor, Dr. Esi Ansah, who played an immense role in making this thesis a success. I am grateful for her undying support, tolerance, persistence, advice and invaluable contribution throughout the period of this study.

I also extend my gratitude to Aba Akcun of Barclays Bank Ghana Limited for her inspiration and encouragement towards the selection of my thesis topic. I am grateful to Mr. Olusina Oluwole Odeniyi of Loreal, Mr. Nii Teiko Okyne of Intercontinental Bank Ghana, Mr. Thomas Agbeve of TIGO, Mr. Micheal Adjei Adjetey of Teledata ICT, Winscon Layea Gandhi of Amal Plastics and Mr. Daniel Afari of KPMG

Finally, I send an endless thanks to my entire family, specifically my father, Mr. Albert Afful and friends for their valuable support and contribution to the completion of this research project. I appreciate their confidence in me and their help towards this milestone in my life. I hold you all in high esteem.

ABSTRACT

Workplace bullying has been identified as a major occupational and social problem that has been in existence for ages. It is considered damaging, continual and long lasting where one party exerts some negative influence and supremacy over the other party. This study examined the impact on workplace bullying on employee productivity which eventually affects the productivity of a firm. Specifically, this study addresses the impact that it has on a target's ability to perform through exploring bullying from the viewpoint of both targets and witnesses.

The study attempts to answer one key question. "Does workplace bullying have an effect on productivity?" Focusing on bullying in 7 Multinational Companies in Ghana, 29 targets and 21 witnesses to bullying formed the sample with the aid of self-administered questionnaires. Findings suggest that bullying does affect a target's productivity and ultimately an organisation's productivity as was noted by most of the respondents (86%). Moreover, most respondents reported that they were least productive (52%) due to bullying at work.

Also, findings indicate that as a result of bullying in the organisation, duties and responsibilities are not performed to maximum potential, hence leading to a loss in productivity. The study does not only establish these facts but provide in-depth knowledge, useful efforts to identify, prevent, reduce and combat workplace bullying in order to prevent loss in productivity.

Keywords: Workplace Bullying, Productivity, Multinational Companies in Ghana

TABLE OF CONTENTS

DECLARATION	i
ACKNOWLEDGEMENT	ii
ABSTRACT	iii
LIST OF TABLES.....	vi
LIST OF FIGURES.....	vii
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of Study.....	2
1.3 Definitions	4
1.4 Problem Statement.....	5
1.5 Research Objectives	6
1.6 Research Question and Proposition	6
CHAPTER TWO.....	9
LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK.....	9
2.1 Introduction and Historical Overview.....	9
2.2 Theoretical Framework.....	14
2.3 Bullying and Work	15
2.4 Workplace Productivity	18
2.5 Measurement of productivity.....	20
2.6 Types of Bullies	22
CHAPTER 3.....	25
METHODOLOGY	25
3.1 Introduction.....	25
3.2 Operationalization	25
3.3 Area of study	26
3.4 Research method	27
3.5 Data Collection Method and Instruments	27
3.6 Sampling Methods and Sample Size.....	29
3.7 Data Analysis Tools.....	29
3.8 Questionnaire Design	30
CHAPTER 4.....	31
ANALYSIS OF DATA AND DISCUSSION OF RESULTS.....	31
4.1 Introduction.....	31

4.2 Findings: Pilot Study	31
4.3 Findings: Main Study	33
4.3.1 Bullying and productivity	33
4.3.2 - Targets and witnesses to bullying behaviour	38
4.3.3 Bullies - The perpetrators	40
4.3.4 Kind of bullying behaviour in the organisation	41
4.3.5 Dealing with bullying behaviour	43
4.3.6 Demographic data	48
4.3.7 Perceptions on bullying at work	50
4.4 Limitations of the Study	52
CHAPTER 5.....	54
CONCLUSION AND RECOMMENDATION.....	54
5.1 Conclusion.....	54
5.2 Recommendations	55
REFERENCES	58
Appendix 1.....	63
APPENDIX 2	67
APPENDIX 3	68
APPENDIX 4	69
APPENDIX 5	70
APPENDIX 6	71

LIST OF TABLES

TABLE 4.1-	Target's and witnesses responses in relation to productivity factors.....	36
TABLE 4.2-	Demographic profile of targets on bullying in the selected organisations.....	49
TABLE 4.3-	Demographic profile of witnesses to bullying in the selected organisations.....	50

LIST OF FIGURES

FIGURE 4.1 Effect of bullying on productivity	33
FIGURE 4.2 Productivity factors.....	34
FIGURE 4.3 Target's and witnesses responses in relation to productivity factors.....	34
FIGURE 4.4 Rating the level of employee's productivity.....	36
FIGURE 4.5 End result of bullying behaviour in the organisation.....	38
FIGURE 4.6 Percentage of respondents who experienced bullying (targets).....	39
FIGURE 4.7 Percentage of respondents who witnessed bullying	39
FIGURE 4.8 Bully's position held in the organisation relative to the target's position.....	40
FIGURE 4.9 Kind of bullying behaviour.....	42
FIGURE 5.0 Relationship between kind of bullying behaviour and gender of Targets.....	42
FIGURE 5.1 Responses showing how bullying behaviour is handled.....	44
FIGURE 5.2 Responses showing how effective the specific bullying policy was.....	47

CHAPTER ONE

INTRODUCTION

1.1 Introduction

"The serial bully, who in my estimation accounts for about one person in thirty in society, is the single most important threat to the effectiveness of organisations, the profitability of industry, the performance of the economy, and the prosperity of society." (Field, 1999)

What this quote reveals are pictures of sour, devalued and ruined organisations and society as a whole. Nevertheless, does bullying always result in such threats? If not, then does bullying only reflect an inherent nature of humans as they interact? Individuals engage in both positive and negative social interactions whereby a positive interaction generates a positive psychological impact and a negative interaction generates a negative psychological impact. An intimidating behaviour develops as a result of a negative social interaction with bullying, aggression, harassment and violence being examples of such behaviours (Hadikin & O'Driscoll, 2000).

The phenomenon of bullying in that victims are being harassed, tormented and socially excluded is nothing new, but has probably been in existence since the beginning of time. 'Mobbing', 'harassment', 'victimisation' and 'psychological terror' are among the different concepts connoting bullying that have been used (Einarsen, Hoel, Zapf & Cooper, 2003). Bullying weakens, destroys and disempowers individuals; wreck families and becomes a cost to employers and the state as a whole (Field, 1996). As indicated by Randall (1997), "The bully wins something that he or she wants. Sometimes this is just the pleasure of watching someone else in pain or seeing their fear; often it is the extortion of

something valued like their property or giving up their rights to holiday leave or even parking lots” (Middleton-Moz & Zawadski, 2002, p. 4).

In addressing the issue of bullying, many people believe that the pendulum has swung too far in favour of employers than employees such that the employers get away with it. Hence, a better balance is needed due to the exponential rise of workplace bullying (Field, 1996). This study discusses the concept of workplace bullying and addresses the impact that it has on a target’s ability to perform through exploring bullying from the viewpoint of both targets and witnesses. Also, this study helps to intensify the understanding of the phenomenon of workplace bullying in order to increase interventions that will reduce or eliminate it in organisations in Ghana.

1.2 Background of Study

Several studies and growing literature have identified workplace bullying as a major occupational problem demonstrated by chronic stress, mental and emotional distress, physical ill health, career damage among others suffered by victims of such acts (Field, 1996; Rayner, Hoel & Cooper, 2002; Einarsen et al, 2003; Peyton, 2003; Namie & Namie, 2009). Other studies have also suggested the cost implications of workplace bullying to a firm (Rayner, 1999; Needham, 2003). The concept of bullying as a workplace phenomenon was first introduced in the mid-1980s when the Scandinavians (Norwegians and Swedish) commenced an investigation into this phenomenon, its scope, causes and consequences (Leymann, 1986, 1990; Matthiesen, Raknes & Røkkum, 1989).

International research (Hoel, Rayner & Cooper, 1999; Zapf & Leymann, 1996; Zapf & Einarsen, 2001; Sheehan, Barker & Rayner, 1999, Einarsen et al., 2003) in this field however, first began in the early 1990s (Einarsen, Hoel & Nielsen, 2004). Although there has been growing interest and awareness of workplace bullying backed by literature in countries such as Britain, Sweden and Norway and the United States (Rayner et al., 2002), interest and awareness in Ghana seem to be high though yet to be backed by enough research. However, there are some opinion articles, newspapers and journals (Joseph, 2008; Kobla, 2008; Ghana News Agency (GNA), 2009) which reveal the prevalence of workplace bullying. Among the limited academic literature in Ghana (Aryeetey, 2004), is mainly the identification of sexual harassment as a workplace phenomenon.

This form of workplace bullying is what has mainly generated much interest and has been identified as slowly destroying Ghana's economy (Quaye, 2010). In Ghana, there is credible evidence that many workers in both government and private sectors, especially women, often face series of harassment in the course of fulfilling their duties at the hands of their superiors (Quaye, 2010). Although there are many human rights groups such as the Commission on Human Rights and Administration Justice (CHRAJ) and the National Labour Commission in Ghana, such cruel treatment still continues to exist in workplaces (Quaye, 2010). This is not surprising, given that the work environment brings unaffiliated men and women into close proximity thus creating ample opportunities for sexual attraction, negotiation and bullying (Aryeetey, 2004).

1.3 Definitions

Though there are many definitions of workplace bullying, there is no single agreed definition since different stances are taken by researchers (Randall, 2001). Thus, this study highlights some of these definitions to help develop an in-depth understanding of the issue.

Bullying as defined by Hoel and Cooper (2000) *“is a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We will not refer to a one-off incident as bullying”* (Rayner et al., 2002, p. 24). This definition highlights the fact that bullying is damaging, continual and long lasting without having a source of protection. Similarly, the definition emphasises that one party exerts some negative influence and supremacy over the other party.

“Bullying occurs when one person, typically (but not necessarily) in the position of power, authority, trust, responsibility, management, etc feels threatened by another person, usually (but not always) a subordinate who is displaying qualities of ability, popularity, knowledge, skill, strength drive, determination, tenacity, success, etc” (Field, 1996, p. xxiii). Also, Keashly (1998), labels behaviours associated with workplace bullying as emotional abuse which is repetitive in nature, unwelcome, unsolicited and constitutes verbal and nonverbal modes of expression manifested in the position relative to the target (Randall, 2001).

According to Field (1996), the bully seeks to drive his own failings onto other people and at the same time actively give up responsibilities for the consequences of his behaviour on others to avoid having to face up to and tackle his own inadequacies and rise above them. If necessary, the bully abuses his position of power, or calls on those with power, to achieve these ends (Field, 1996). This shows that alliances can be formed to strengthen and promote the activities of the bully.

1.4 Problem Statement

The phenomenon of bullying behaviour at work is not a new development in Ghana. However, it has become a problem that needs a lasting solution since it could have an impact of making an organisation underperform (Field, 1996; Quaye 2010). Many employees of existing firms, face this problem but either endure it or ignore the negative influence of such behaviours. These negative influences go to the extent that, they affect the employer's credibility, reputation, financial performance and profitability (Field, 1996).

People choose to ignore, hide or suppress such experiences due to many reasons. Some of these include: embarrassment, stigmatisation, fear of dismissal, acculturation; such that bullying has become an integral part of the company's culture, thus considered as normal. Ignorance (not knowing what to do), lack of attention from employers and the absence of anti-bullying policy or climate are also among the reasons (Field, 1996; Aryeetey, 2004; Quaye, 2010) On the other hand, as people especially women, enter the job market they become potential targets to acts of bullying before granted jobs (Quaye, 2010).

1.5 Research Objectives

The main aim of this study is to identify the impact of workplace bullying on productivity. More specifically this study will:

- Examine the extent to which workplace bullying affects employee productivity, hence a firm's productivity.
- Raise the awareness of bullying behaviour such that it can be identified, understood and dealt with.

1.6 Research Question and Proposition

Based on the problem statement, this study seeks to find out whether workplace bullying has an effect on productivity. Thus, the research question established is:

"Does workplace bullying have an effect on productivity?"

Also, the proposition generated in this study is about the relationship between workplace bullying and its effect on productivity. As such, the following proposition was derived based on the problem statement and research objectives:

Proposition:

Bullying behaviours in the workplace affects employee productivity.

1.7 Significance of Study

The unfortunate aspect of bullying behaviours in Ghana is that, they are ignored and victims are reluctant to talk about their experiences and thus suffer the brunt (Leach, Fiscian & Hayford 2003). Also, such acts continue to exist because, some victims cannot identify where to seek redress; enough or no attention is given to their grievances and procedures in

making such grievances do not function effectively. As a result, retarding businesses in Ghana since victims are threatened with dismissals if they do not comply (Quaye, 2010).

The relevance of this study is that it intensifies the understanding of the phenomenon of workplace bullying as it adds to the limited academic literature in Ghana regarding bullying in the workplace. Hence, it becomes beneficial to leaders, managers, organizations, present and future generations and the country as whole. This is because, data gathered from the study will show the extent to which bullying can affect employee productivity which results in a firm's productivity. Also, this study provides insights into how workplace bullying can be identified, prevented, challenged and combated.

1.8 Data Sources

An exploratory study was carried out to gain a deeper understanding of the problem of workplace bullying and its effect on productivity in Ghana. With the use of convenience sampling, 7 Multinational Companies were selected in Accra. From these companies, a sample size of 50 employees was attained with the use of the snowball sampling technique. The survey was conducted with self-administered questionnaires which consisted of both open and close ended questions based on the research objectives. Moreover, self-administered questionnaires were used because they are easy to administer confidentially and ensures privacy. Hence, it increases the likelihood of receiving honest responses from participants (McNamara, 2008).

1.9 Organisation of the Study

Chapter 1: Introduction- This section entails the background to the study, definitions, problem statement, research objectives, significance of the study, research question and proposition, data sources and organisation of the study.

Chapter 2: Literature Review and Conceptual framework- This section of the study reviews existing literature which includes related articles, books, journals and other academic materials on workplace bullying. It also includes the conceptual framework from which the logic of reasoning for this study is based on.

Chapter 3: Methodology- This section looks at operational definitions, research methods and questionnaire design, data collection methods and instruments, sampling methods and sample size.

Chapter 4: Summary Analysis and broad discussion of results- this section looks at the analysis of data collected and links results to literature review and concepts.

Chapter 5: Conclusions and recommendations- the section includes final conclusion drawn based on data analysis and recommendations that would help identify, prevent, challenge and combat workplace bullying.

CHAPTER TWO

LITERATURE REVIEW AND CONCEPTUAL FRAMEWORK

2.1 Introduction and Historical Overview

The rationale behind this study as identified is to find the effect of workplace bullying on productivity. This chapter focuses on existing and relevant literature on the subject matter. Existing literature used includes the history of bullying, past studies done in relation to it, its health and work related effects. Workplace bullying is a phenomenon that is attracting increasing interest from researchers throughout the world (Vartiainen, 2003). Bullying at work existed a long time ago, but has suddenly become prominent with a wide range of popular academic books and articles published in many European Languages (Leymann & Zapf, 1996; Einarsen et al., 1994; Niedl, 1996; Field, 1996; Rayner et al., 2002).

Different concepts of bullying such as "mobbing", "harassment", "victimisation" and "psychological terror" have been used. However, they all seem to refer to the same phenomenon, which is the systematic mistreatment of a subordinate, a colleague, a superior, which, if continued, may cause social, psychological and psychosomatic problems in the victim (Einarsen et al., 2003). Workplace bullying is defined as "*a repeated, health-harming mistreatment of a person by one or more workers that take the form of verbal abuse; conduct or behaviours that are threatening, intimidating or humiliating; sabotage that prevents work from being done; or some combination of the three. Perpetrators are bullies; those on the receiving ends are the targets*" (Namie & Namie, 2009, p.3).

There has been growing interest and awareness of bullying backed by literature in European countries such as Great Britain, Sweden, Norway, and Finland (Rayner et al., 2002). The interest in workplace bullying originated in Scandinavia in the 1980s. Professor Heinz Leymann, a family therapist investigated the direct and indirect forms of conflict in the workplace and encountered the phenomenon of mobbing and wrote a book "Mobbing- Physiological Violence at Work" in 1986 (Einarsen et al., 2003). The new phenomenon of bullying or mobbing as was referred to attracted growing interest from those responsible for health and safety in the workplace, union representatives, researchers and the public (Einarsen et al., 2003).

In Britain, the identification and significance of bullying in the workplace and its negative influence on people was emphasized by Andrea Adams, a British broadcaster and journalist. Further awareness was attributed to her book "bullying at work" published in 1992. Although, there has been some research, documentaries and successful legal actions taken against employers, bullying and harassment still continue in the workplace (Peyton, 2003). The UK is much more advanced in their recognition of this problem and its negative impact on individuals and workplace productivity than the US (Institute for Management Excellence, 2009).

The Workplace Bullying Institute partnered with Zogby International conducted the first representative study on workplace bullying of all adult Americans, and its key findings proved to doubters that bullying was a silent substantial problem of epidemic proportions. The study also identified

that mostly bullying strongly affects women whereby women are targeted by the bullies more frequently, especially by other women (Workplace Bullying Institute, 2007). Earlier, there was no law against bullying in most countries although legal claims under race and gender can have bullying at their base. As such, the issue of bullying remained confined in workplaces with little attention from the media and the government (Rayner et al., 2002). Similarly, sexual harassment as a form of bullying has become rampant in Ghana with no law against such acts at the workplace (The Chronicle, 2008)

According to Andoh (2001), lack of public debate and investigation makes it difficult to know the extent to which workplace harassment occurs, although studies in Ghana and elsewhere have confirmed that workplace harassment is fairly widespread (as cited in Aryeetey, 2004). Ghanaian scholars and the general public have not paid much attention to non-rape forms of sex discrimination such as sexual harassment, since the concept is seen to suffer from ambiguity and often confused with courting or playful flirting. Nevertheless, it was seen almost exclusively as a workplace phenomenon when it received some attention (Aryeetey, 2004).

Labour Unions in Ghana have been well noted for their series of demonstrations against governments over salary increments for workers. Yet, they hardly demonstrate against cruel treatments from employers suffered by some of their members and call for action against them even though there are credible evidences of such treatments (Quaye, 2010). Based on the limited academic literature on workplace bullying in Ghana, Multinational Companies (MNCs) are mostly seen as harbouring bullying in

the workplace (Joseph, 2008; Kobla, 2008; GNA, 2009). These companies are large firms that operate in different countries at the same time extending their business activities across several geographical frontiers to contribute to economic growth. However, MNCs have been criticised as thieving, bullying, monsters whose only contribution to life is to exploit the inhabitants of the developing world and accumulate their profits for the sole benefit of its owners (Cudjoe, 2007).

Although there are averagely more than 600 workers' compensation claims due to workplace violence and bullying in Western Australia each year, there is a possibility that more of such incidents occur without being reported. Some of the reasons why they are not reported include: lack of knowledge about bullying behaviours and its effects, where to seek help and the procedure to follow, feelings of intimidation, feelings that promotion opportunities will be affected, fear of retribution from bully, belief that behaviour is integrated in workplace culture among others (Commission's Workplace Violence Code of Practice, 2006). Also, such behaviours expose the victim to stigma, shame and possible reprisals and thus many reports are treated informally (Aryeetey, 2004).

With reference to the fact that sexual harassment has been identified as a workplace phenomenon in Ghana, a study conducted on the issue revealed that people's reactions towards such acts suggest a tension between widespread traditional male-biased ideas that depict women as subordinate sex objects and sensitivity to the growing feminist campaign against the abuse and objectification of women and their rights (Aryeetey, 2004). The high level of unemployment and the low status of women at work also

make them vulnerable to such acts (Aryeetey, 2004). Study conducted by the Workplace Bullying Institute revealed that, 58% of the total respondents were women bullies' while 42% were men bullies'. However, women were targeted more than men since women bullies choose women targets 87% of the time and men targets 13% of the time whereas men bullies choose women targets 71% of the time and men targets 29% of the time (Namie, 2003).

Unwanted, offensive, humiliating, undermining behavior towards an individual or groups of employees is what constitutes workplace bullying. Such behavior can cause chronic stress and anxiety where people gradually lose belief in themselves, suffer physical ill health and mental distress, abuse of power or position (Rayner et al., 2002). According to Peyton (2003), the increasing effects of bullying and harassment both at the work and in people's private lives is due to the missing element of respect which is the key to improve interpersonal relationships.

Exposure to such treatment has been claimed to be a more devastating problem for employees than all kinds of work-related stress put together, and is seen by many researchers and targets alike as an extreme type of social stress at work (Zapf et al., 1996). The first representative study of all adult Americans on the topic revealed that 45% of targets suffer stress-related health problems (Workplace Bullying Institute, 2007). Other effects include anxiety, impaired ability to make decisions, concentration problems, sleep disturbance, physical injury, risk of suicide, reduced quality of home and family life, loss of self-confidence and self-esteem and so on (Commission's Workplace Violence Code of Practice, 2006).

2.2 Theoretical Framework

Previously, studies on bullying focused on the behaviour of the bully or the victim, or the bully-victim dyad. However, recent approaches often adopt an ecological perspective examining the broader context especially the many interrelated systems of the environment in which bullying occurs such as the impact the design of a school playground have on types of play and levels of aggression in studies done on school bullying (Jeffries & Goodwin, 2001).

Theoretical perspectives which have extended the scope of study beyond the bully-victim dyad are the dynamic systems theory and the systems theory. Pepler, Craig & O'Connell argue that bullying is best seen in the context of a social dynamic system, in which all parts of the system are involved and the bully and the victim are only parts of the system (as cited in Slater & Muir, 1999). In relation to bullying, the dynamic systems theory proposes that bullying is viewed as a process that unfolds within a social ecological context and not just the individual characteristics of the bully and the victim or the dyadic interactions between the two nor the result of environmental influences or circumstances (Slater & Muir, 1999).

While the dynamic systems theory describes the process, the systems theory indicates the context in which the process unfolds such as the family environment or influences from the peer system. These influences create behavioural and cognitive tendency to become an aggressor or victim within a bully-victim relationship (Slater & Muir, 1999). Also Thylefors (1987), argued there cannot be an escape from a systems perspective of

bullying as causes are to be found in interactions between individuals, their ways of relating to the surroundings, the workgroup as a whole, the organisation, its structure and the 'overall togetherness' (White, 2004).

This theoretical approach was adopted to determine not only the interaction that existed between bullies and their targets but also to examine the context in which such bullying occurred, that is the workplace and the processes that unfold by identifying bullying and its courses of action in the workplace. Hence, this study examined the behavioural characteristics of bullies, targets and witnesses to the act of bullying on the organisational level in order to determine the role of organisations as an environment in which bullying could occur.

2.3 Bullying and Work

Bullying and work performed have been put in a context of the theoretical framework that guides this study whereby the bullying process and the environment in which it occurs is discussed as follows:

Workplace bullying affects working conditions, health and safety, domestic life and right of an equal opportunity and treatment. It is a gradually wearing-down process which makes individuals feel demeaned and inadequate, that they can never do anything right and that they are hopeless not only within their work environment but also in their domestic environment (Rayner et al, 2002). According to Oppermann, (2008) bullying affects the overall 'health' of an organisation since it increases absenteeism, turnover, stress, risk of accidents, poor customer service, cost for employee assistance programs and recruitment whilst it decreases

productivity, motivation, morale, corporate image, customer confidence (Oppermann, 2008).

Furthermore, Namie & Namie (2009) described bullying as psychological violence seen as a mix of verbal and strategic assaults to prevent the target from working well and thus an employer's legitimate work is not met. They also assert that the bully controls the target through deliberate humiliation and withholding resources that is required to succeed in the workplace. According to the Canada Safety Council, over 72% of bullies are bosses, some are co-workers and a minority bully those ranked higher than them (PsychTests AIM Inc, 2009). In many cases bullying can be difficult to detect and often takes place where there are no witnesses. It can be subtle and devious and often difficult for those on the receiving end to confront their perpetrator (Rayner et al, 2002; Field, 1996).

One-off bullying behaviours, unless addressed can have the potential to harm or offend someone since they can develop into a repeated pattern and become part of the workplace culture (NT WorkSafe, 2009). A bullying culture is also associated with a resistance to innovation and risk taking because people feel they have to adhere to the existing ways of doing things. Thus, the impact of such a bullying culture on the organisation is that, it makes it unproductive since bullying behaviours require an enormous amount of energy that otherwise would be utilized in performing the actual work of the organisation (CIPD, 2004)

As such, a report by the London Chamber of Commerce on "Bullying and Harassment in the Workplace" revealed that 52% of bullying victims spend

company time worrying about their tormentor rather than working while 28% of them actually miss work to avoid their tormentor and 12% change jobs (Johnston, 2000). According to Burnes and Pope (2007), even negative and unwanted behaviours which may not necessarily be considered bullying also have implications on targets in terms of productivity, as targets may waste time in trying to avoid the perpetrator, worry about previous or new incidents and thus reduce their effort or commitment to their work (Giga, Hoel and Lewis, 2008)

The breakdown of trust in a bullying environment may mean that employees will fail to contribute their best work, give extra ideas for improvement, provide feedback on failures and may be less honest about performance (Washington State Department of Labor & Industries, 2008).

Knowing the reasons behind a bullying incident may be difficult to identify and there may be multiple reasons for such (Commission's Workplace Violence Code of Practice, 2006). The general workplace culture that tolerates and ignores behaviours such as prejudice due to cultural, religious or political differences between groups, workloads, mental health problems, poor communication and interpersonal skills are among the reasons behind bullying behaviours (Commission's Workplace Violence Code of Practice, 2006).

Young employees are likely to be susceptible to bullying especially in workplaces where older workers exert inappropriate power and influence. (Commission's Workplace Violence Code of Practice, 2006). On the other hand, "upward bullying" can occur where a group of employees exhibit bullying behaviours towards a manager, supervisor or person in authority.

When this occurs, line management may be perceived as inadequate or undermined. This is because: (i) line management is inadequately supported by more senior levels of management (ii) or the line manager is personally inadequate since he or she may lack of confidence, have a difficult temperament or poor insight in contributing to work due to problematic interactions in the workplace (Knox- Haly, 2008).

According to Aryeetey (2004), harassment tends to undermine career development and especially forces the female employee to withdraw from interaction with male colleagues which could have served as an opportunity to build career promotional networks, general influence and generate a sense of group belonging. The victims live with the stigma and lose the respect of their colleagues (Aryeetey, 2004). As competition increases, an organization will surely fail if it tolerates workplace bullying since bullies not only stifle productivity and innovation throughout the organization, but target an organization's best employees because they feel threatened by them. As a result, an organisation is robbed of its most important asset that is; its human capital in today's competitive economic environment (McCord & Richardson, 2001).

2.4 Workplace Productivity

Investments in buildings, equipment, technology, processes and procedures are insignificant unless the people who use and apply them are performing, since a business cannot exist without people. Nevertheless, it is easier to measure the return on these investments than it is to measure the productivity of people as this is the hardest thing to measure (The Insider,

2002). Generally, productivity refers to the relationship between the input provided and the output generated by a production or service system. Thus, productivity is defined as the efficient use of resources such as labour, land, capital, materials, energy and information in the production of various goods and services (Prokopenko, 1987).

It is often not effective to provide employees with the needed resources and expect that productivity will increase automatically. This is because; productivity will only increase when a further consideration or benefit has been given to that employee for which the assigned job will be performed (The Insider, 2002). Accomplishing more with the same amount of resources or achieving higher output in terms of volume and quality for the same input also depicts higher productivity (Prokopenko, 1987). Therefore, the use of variety of strategies that focus on employee satisfaction, health, and morale by companies could be used to address issues on productivity in order to maintain high worker productivity (Corporate Leadership Council, 2003).

Alternatively, productivity can be defined as the relationship between results and the time takes to accomplish them. Thus, the less time it takes to achieve desired results, the more productive a system is (Prokopenko, 1987). Then again, employee productivity depends on the amount of time an individual is physically present and the degree to which that individual is “mentally present” at a job or functioning efficiently while present at a job (Corporate Leadership Council, 2003). Bullying influences job satisfaction, which will have a direct effect on the productivity of those witnessing or experiencing bullying behaviour (PsychTests AIM Inc, 2009). For instance,

in a study among Norwegian union members, 27% claimed that it reduced the productivity of their organization (Einarsen, et al., 1994).

However, there is a difficulty in determining the direct effect of bullying on an organization's productivity, as this tends to be as a result of different factors such as health, dissatisfaction, sickness, absenteeism, turnover among others (Einarsen, Hoel & Nielsen, 2004; Giga, Hoel & Lewis, 2008). Thus, some researchers are of the view that bullying behaviours does not appear to undercut productivity since employees will still perform even when faced with bullying incidents. As such, little relationship is found between people's attitudes toward their jobs and their productivity, as measured by output and even the quality of their work (Carey, 2004). Similarly, Giga, Hoel and Lewis (2008) also assert that there is little doubt that bullying will affect performance and productivity.

2.5 Measurement of productivity

There is a rich body of literature (Solow, 1956; Griliches and Jorgenson, 1967) addressing the issue of how to measure productivity as a ratio of output to all types of inputs such as labour, capital, material which is referred to as total factor productivity(as cited in Dogramaci & Adam, 1985). The single or simple factor that is the ratio of output to a specific type of input such as sales per employee is the most common type of productivity measure (Anderson, Fornell & Rust, 1997). Throughout recorded history, there have been studies about what we call today as productivity, of which one of the first men to study the productivity of manual work was Frederick Winslow Taylor (Drucker, 1999).

Measurement within corporate environments followed the tradition of Frederick Taylor and his Principles of Scientific Management, which called for breaking down jobs into discreet behaviours or task elements, segmented and integrated optimally to minimize the time required to perform the overall activity (Brand, 2009). In recent years, evident in literature is the theme of knowledge work productivity, which was first described by Peter Drucker. According to Drucker, the rise in the productivity of manual work was one of the key events of the 20th Century whilst knowledge worker productivity is the most important challenge for management in this 21st Century (Drucker, 1999).

A notable characteristic of knowledge work productivity is that its result is often to a large extent intangible, partly reflecting the unstructured and creative aspects of knowledge work itself. Thus, the typical productivity measurement method which is based on the physical quantity of output is of no use to knowledge work organisations (Dogramaci & Adam, 1985). Among Drucker's six major factors that determine knowledge worker productivity are the facts that (i) "productivity of the knowledge worker is not - at least not primarily - a matter of the quantity of output. Quality is at least as important (ii) knowledge worker productivity requires that the knowledge worker is both seen and treated as an 'asset' rather than a 'cost'. It requires that knowledge workers want to work for the organization in preference to all other opportunities" (Drucker, 1999, p. 123).

Many productivity models developed as well as econometrics including the Return on Investment (ROI) and Return on Assets (ROA) have influenced

the measurement of productivity in early office environments. Unfortunately, most of these have assumed conceptual resemblance of what office workers produce to what factory workers produce (Brand, 2009). In measuring Knowledge work productivity, quality is regarded as the essence of the output. This means that to determine the volume of work that has been performed as it is with manual work, quality has to be obtained; not minimum quality but optimum quality if not maximum quality (Drucker, 1999).

According to a study by the United States (US) Bureau of National Affairs, the loss in productivity due to workplace bullying is 5 to 6 Billion dollars a year in the US, and that of the United Kingdom (UK) is 1.3 Billion pounds. For the purposes of this study, variables such as job dissatisfaction, decline in thinking and cognitive abilities (Namie & Namie, 2003), non-performance of duties and responsibilities to maximum potential, inability to meet deadlines, increase in the number of mistakes (Field, 1996) were drawn on as a sign of loss in productivity due to the impact on bullying in the workplace.

2.6 Types of Bullies

Hornstein (1997) is of the view that there are three types of bullies, namely the conquerors, performers and manipulators (as cited in McCord & Richardson, 2001).

Conquerors

They are only interested in power and control and thus make others feel less powerful. They are also interested in protecting their turf and can act

directly through words or gestures and indirectly through arranging battles and watching others eviscerate each other.

Manipulators

They are only interested in themselves, are vindictive and easily threatened. They are also professional liars, deceivers and betrayers. They never take the responsibility for their own "errors." But take credit for the work done by others.

Performers

They are those that suffer from low self-esteem, and so belittle targeted persons.

Namie & Namie (2009) also came up with some types of bullies and what they can be identified with. There are the Constant Critics, the Two Headed Snake, the Gatekeeper and the Screaming Mimi (as cited in McCord & Richardson, 2001).

Constant Critics

They constantly criticize the target's competence with insults and belittling comments, glares at them or deliberately avoid eye contact with them, negatively react to their contributions with sighs and frowns. They blame the target for fabricated errors and makes unreasonable demands for work with impossible deadlines.

Two-Headed Snakes

They pretend to be nice while the target is being sabotaged. They are cruel this minute and the next minute they are supportive and encouraging. They make sure that the target does not have needed resources to work and take credit for work done by targets. Privately, they make nasty, rude or hostile remarks to the target and publicly put up a friendly face.

Gatekeepers

Target is purposely cut out of the communication loop as they ignore the targeted individual or give them a "silent treatment". They create isolation or exclude the targeted person from others.

Screaming Mimi's

They interrupt the working environment with angry outbursts and intimidate through gestures. They purposefully interrupt the target during meetings and conversation and deny the targets thoughts or feelings.

From the various literature examined the prevalence of workplace bullying has been identified along with its costs to an organisation and the trauma of victimization on targets and its effect on work productivity. Although many studies have been done on this issue, more needs to be done on the targets since they are the most valuable human capital to an organisation. With reference to existing literature backed by the theoretical framework as the basis of this research, the relationship between the scopes of the actions of bullies, targets and the workplace environment in relation to bullying and productivity was determined.

CHAPTER 3

METHODOLOGY

3.1 Introduction

In view of the literature examined, this chapter discusses how the study was conducted focusing on research tools, techniques and procedures used in gathering data. It also describes the operational variables used in the study. The chapter examines and justifies the research questions and the methods that were used in the collection of the data. This study is based on a cross-sectional survey as data was collected at a particular point in time (Creswell, 2003) to determine the effect of workplace bullying on employee work productivity. With this objective and the use the dynamic and system theories as a base, this study explores workplace bullying from the viewpoint of employees who have been bullied and those who have witnessed it.

3.2 Operationalization

With reference to the academic literature reviewed, numerous definitions of “workplace bullying” have been identified. However, for the purposes of this study, one definition is adopted and stated in the survey instrument.

Workplace Bullying

Research suggests that “ it is a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions” (Rayner, Hoel & Cooper, 2002, p.24).

Productivity

Productivity is defined as the efficient use of resources such as labour, land, capital, materials, energy and information (input) in the production of various goods and services (output) (Prokopenko, 1999). Nevertheless, “productivity” as used in this study refers specifically to “knowledge work productivity” since the productivity of the companies selected from which the sample was drawn is based on knowledge work. Thus, the output of the selected respondents is to a larger extent intangible.

Multinational Companies (MNCs)

As adopted in this study, Multinational Companies (MNCs) are large firms that operate in different countries at the same time extending their business activities across several geographical frontiers to contribute to economic growth (Cudjoe, 2007).

3.3 Area of study

This study covered work productivity of employees in 7 Multinational Companies located in Accra. This presented an insight into workplace bullying and its impact on productivity from various organizational settings, thus providing better comparison and understanding of workplace bullying from diverse organisational cultures. The choice of MNCs was based on the knowledge acquired from existing literature in relation to workplace bullying in Multinational Companies in Ghana (Kobla, 2008; Joseph, 2008; Cudjoe, 2007). Moreover, MNCs have been criticised as thieving, bullying, monsters whose only contribution to life is to exploit the inhabitants of the developing world and accumulate their profits for the sole benefit of its owners (Cudjoe, 2007).

3.4 Research method

Studies that have been conducted on workplace bullying usually measured the respondents' exposure to predefined negative behaviours by using scales such as the Negative Acts Questionnaire. However, relatively few qualitative studies on bullying and hostile interpersonal behaviours have been conducted (Salin, 2003). Thus, in generating primary data, a survey research was conducted using a multi-method approach combining both quantitative and qualitative data (Salin, 2003).

A qualitative approach was adopted whereby respondents were encouraged to write down their own stories and perceptions of bullying to provide an in-depth knowledge about workplace bullying. Independent variables such as job dissatisfaction, decline in thinking and cognitive abilities (Namie & Namie, 2003), non-performance of duties and responsibilities to maximum potential, inability to meet deadlines, increase in the number of mistakes (Field, 1996) were drawn on as a sign of loss in productivity due to the impact on bullying in the workplace.

3.5 Data Collection Method and Instruments

Data collection was done in two parts: (i) a pilot study which consisted of 10 employees who do not necessarily work in a Multinational Company but were readily available and (ii) the main study which included 50 employees working in Multinational Companies. To test for content validity, the pilot study was conducted to determine whether the questions are measuring what it is intended to measure (Creswell, 2003). Through conducting a pilot

study, inaccurate measures were modified or eliminated to enhance data collection and analysis.

To obtain feedback and constructive criticism on the questionnaire designed for the study, a critique sheet (Appendix 2) was given to the 10 employees. Also, carrying out a pilot study tested reliability, which is a measure of internal consistency in that with no change made between evaluations, participants responded in the same way a second time the questionnaire was administered (Creswell, 2003). After obtaining feedback with the use of the pilot survey critique sheet, the questionnaire was improved to facilitate data collection for the main study.

In conducting the main study, primary data was collected from 50 employees from 7 different companies, with the aid of self administered questionnaires (Appendix 1) since they are easy to administer confidentially and ensures privacy. Hence, it increases the likelihood of receiving honest responses from participants since people generally feel uncomfortable or unwilling to discuss the issue.

The questionnaires were used to measure both quantitative and qualitative data with the use of both open and closed-ended questions based on the research objectives. A combination of open and closed ended questions were used because: open ended questions solicit subjective data, generate a wider variety of responses and better reflect the opinions of respondents since it is impossible to predict all forms of opinions. Also, closed ended questions make it easier to generate statistical analysis on a larger number of participants (McNamara, 2008).

3.6 Sampling Methods and Sample Size

The unit of analysis for the study constitutes companies in Ghana, specifically Multinational Companies in Accra. Convenience sampling; a non probability sampling technique was used to obtain 7 Multinational Companies. A convenience sampling technique was used because it allowed for the selection of companies that were easy to reach and willing to participate in this study (Schutt, 2006). Therefore, 10 Multinational Companies were solicited for. However, 7 out of the 10 companies expressed their willingness to participate, namely: Intercontinental Bank Ghana, L'Oreal, Vodafone, Barclays Bank Ghana Limited, Amal Plastics, Teledata ICT and TIGO.

In order to obtain individual respondents from the selected companies, snowball sampling was used. This sampling technique was used because of the difficulty in reaching the sampling frame which consists of employees who are being bullied or witnesses to bullying behaviour (Schutt, 2006). On the basis of a snowball sample, one employee from each of the selected companies served as a link to a few more respondents through referrals and suggestions. The other few respondents also suggested other employees (Babbie, 2008). This process of accumulating respondents was carried out until a sample size of 50 respondents which consisted of employees who have felt bullied or witnessed bullying was arrived at.

3.7 Data Analysis Tools

The data was analyzed with the use of Microsoft Excel and Statistical Program for Social Sciences (SPSS) software. The data was presented using tables, charts and graphs to assist in the data analysis.

3.8 Questionnaire Design

Data was collected using a questionnaire with 25 questions with an assurance of confidentiality and participant's anonymity guaranteed. The questionnaire had two sections, namely: section A and section B (Appendix 1). Specifically, the first 5 questions were in section A with the remaining questions in section B. This was necessary because it automatically disclosed the relevant responses that were needed for data analysis. Thus, the survey ended for respondents who selected 'No' as an option for both questions 4 and 5 (Appendix 1). Nevertheless, the duration of employment, job title of respondents and their relationship with co-workers were ascertained with question 1, 2 and 3 respectively.

The following were ascertained in section B: (i) the gender of the bully and the bully's position in relation to the target (Appendix 1, question 6 and 7 respectively) (ii) the kind of bullying behaviour (Appendix 1, question 8) (iii) a question regarding how long the bullying act has been going on (Appendix 1, question 9) (iv) questions on the type of action taken with regards to the bullying behaviour and the organisation's contribution towards addressing it (Appendix 1, question 10-17) (v) impact on the organization was measured with questions that were centred around a respondent's observation of the bullying behaviour and its effect on productivity (Appendix 1, Question 18-22) (vi) the gender of either the target or the witness (Appendix 1, question 23) (vii) further views on the subject matter (Appendix 1, question 24-25).

CHAPTER 4

ANALYSIS OF DATA AND DISCUSSION OF RESULTS

4.1 Introduction

Findings are examined and discussed based on the theoretical framework adopted and establishing a connection between such analysis and existing literature. Also, the data obtained helped in finding answers to the research question and to address the objectives of the study. In this chapter, a detailed analysis of data gathered from 50 employees in 7 Multinational Companies is presented. The chapter looks at the effect of workplace bullying on employees' productivity in the selected companies through the use of self-administered questionnaires. Specifically, data was gathered from employees who have been bullied or have witnessed bullying at their workplace.

4.2 Findings: Pilot Study

Firstly, validity and reliability issues in this study were assessed with the organisation of a pilot study after which the main study was conducted to investigate the proposition. The pilot study consisted of 10 employees who did not necessarily work in a Multinational Company but were readily available and willingly to participate upon request. In addition, all respondents were asked to critique the questionnaire by completing a survey critique sheet irrespective of whether they were targets of bullying or witnesses to bullying in the workplace. There was a 100% response rate for the pilot study since all 10 employees responded to the questionnaire. However, 4 employees out of 10 participated by disclosing that they have either been victims or witnesses to bullying in their workplace.

Nevertheless, the remaining 7 respondents who were neither victims nor witnesses still critiqued the questionnaire administered.

As a result of the critique given by the participants, the question that requested for the name of the organisation of the participant was excluded since it was regarded as unnecessary (Appendix 1). The demographic information on gender (Appendix 1, question 6), was also revised from "what is the sex of the bully?" to read "what is the gender of the bully?" This was to prevent any form of ambiguity. Also, a question requesting for the participant's organisational rank was excluded and replaced with questions on the participant's job title (Appendix 1, question 2) and the position held by the bully in relation to the person being bullied (Appendix 1, question 7). This is because some participants stated that it was unclear.

However, the inclusion of "other" as an option in the options provided to some questions and the request for further opinions from participants was regarded as appropriate. Generally, participants stated that it took them not more than 10 minutes to complete a questionnaire and the guidelines to complete the questionnaire were clear. Some participants stated that "the examples given in relation to the kind of bullying behaviour" properly defined the kind of bullying, thus prevented any ambiguity. "Decline in organisation's image and reputation" was suggested by a participant to be added to the other options in question 22 (Appendix 1). Hence, this addition was made since it was regarded as relevant to the study.

4.3 Findings: Main Study

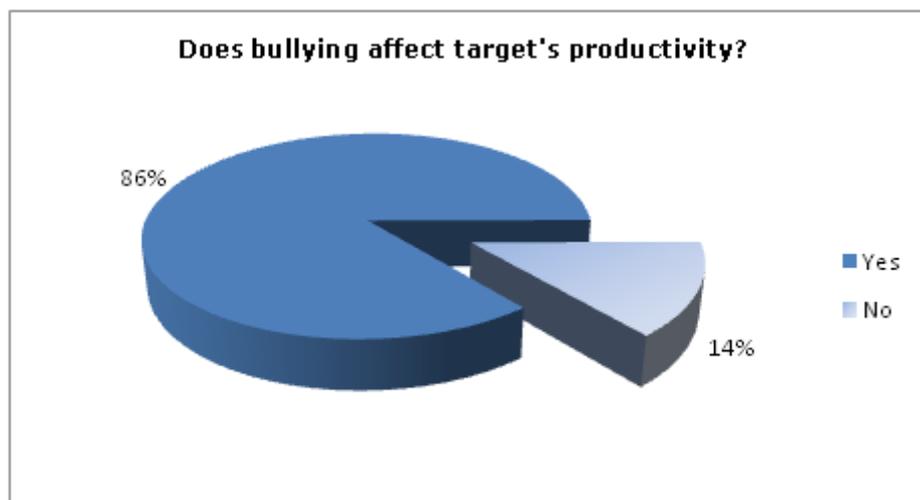
4.3.1 Bullying and productivity

Proposition:

Bullying behaviours in the workplace affects employee productivity.

One of the objectives of this study was to determine the impact of workplace bullying on employee productivity and hence an organisation's productivity. To ascertain the impact of workplace bullying on productivity, respondents were asked whether the bullying behaviour affected the bullied person's productivity or not. Most of the respondents noted that bullying affects the target's productivity. This represented 86% of the total number responses. Few respondents (14%) noted that bullying does not affect the target's productivity (Figure 4.1).

Figure 4.1- Effect of bullying on productivity



A follow-up question was asked giving respondents options to choose from certain factors that could occur and affect productivity due to the bullying behaviour. In figure 4.2, out of the 99 responses given, the option "duties and responsibilities were not performed to maximum potential" ranked highest (25%), "decrease in job satisfaction" represented 22%, "stifle

initiatives in accomplishing goals” represent 20%, “increase in the number of errors or mistakes on the job”, “inability to meet deadlines” and “other” represent 17%, 13%, 2% respectively.

Figure 4.2 - Productivity Factors

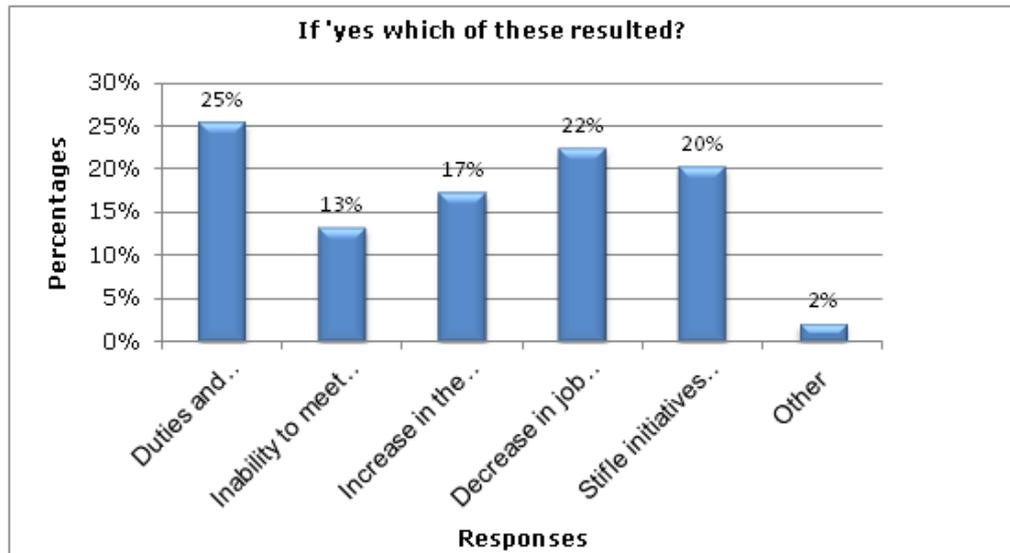
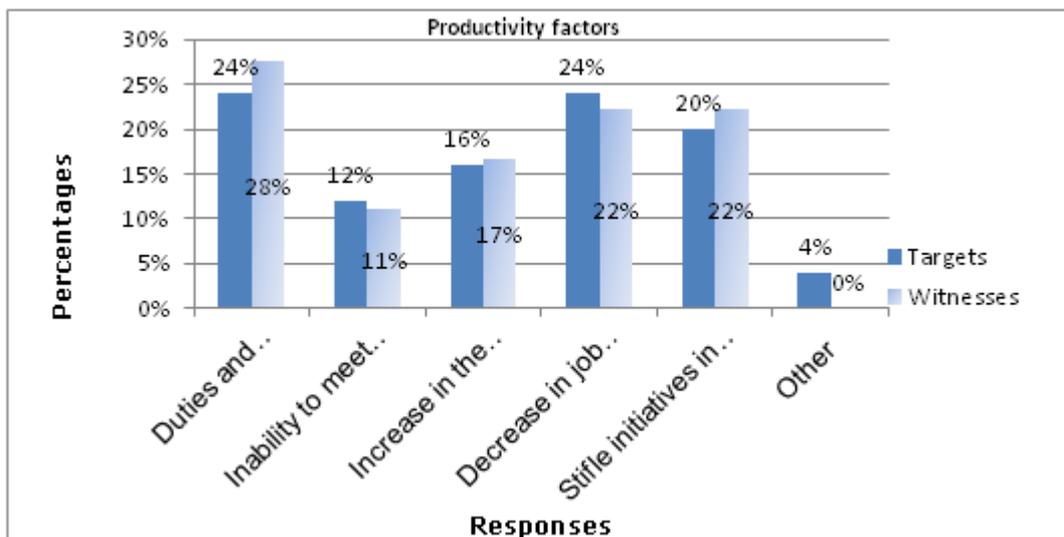


Figure 4.3 below, show the specific number of targets and witnesses who identified the factors that could occur and affect productivity due to the bullying behaviour. Mainly, both targets (24%) and witnesses (28%) were of the view that duties and responsibilities were not performed to maximum potential due to the bullying behaviour and hence affected productivity.

Figure 4.3- Target's and witnesses responses in relation to productivity factors



Also, targets (24%) and witnesses (22%) were of the view that job satisfaction decreased due to the bullying behaviour and hence affected productivity. The other factors were: "stifles initiatives in accomplishing goals" (targets-20% witnesses-22%), "increase in the number of mistakes or errors on the job" (targets- 16%, witnesses- 17%) and the least "inability to meet deadlines" (targets-12%, witnesses-11%). In measuring Knowledge work productivity, quality is regarded as the essence of the output (Drucker, 1999). Likewise, one target specified that the level of quality generated in performing work reduced due to the bullying behaviour, thus affected productivity.

Out of the 50 respondents, only 7 respondents (that is 5 targets and 2 witnesses) noted that bullying does not affect the bullied person's productivity. Therefore, respondents were asked why the bullying behaviour had not affected the bullied person's productivity. Some of the respondents stated that they simply ignored the bullying behaviour and went on with their work or ignored it because the bully felt intimidated by their skills and abilities. Some also reported that the bullying behaviour made them resilient and competitive. Others revealed that they were determined to remain focused and perform extraordinarily irrespective of such behaviours.

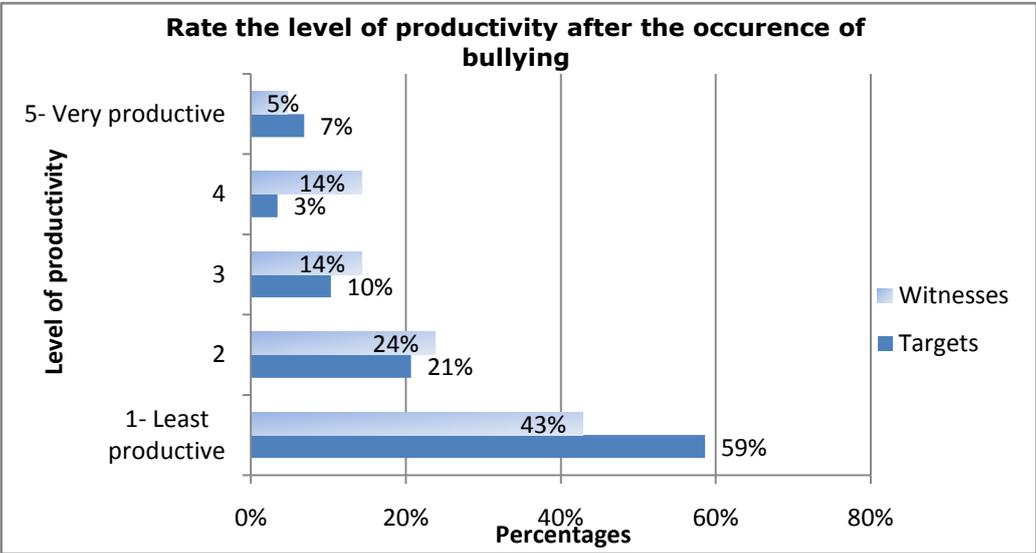
Using a rating scale, respondents were asked to rate the level of productivity after the occurrence of the bullying behaviour. As shown in table 4.1, most respondents reported that they were least productive (52%). Specifically, 59% of the targets reported that they were least productive. Interestingly, a relatively higher percentage of witnesses

(43%) reported that the bullying behaviour made the bullied person least productive (Figure 4.4). Perhaps, this goes to support research that has indicated that being a witness to bullying can be almost as stressful as being the target (CIPD, 2004). Hence, witnesses are likely to hold similar perceptions as the targets themselves. However, only 6% of the total number of respondents reported that they were very productive (Table 4.1). In general, most of the respondents are of the opinion that bullying reduces and individuals productivity. The analysis done on bullying and productivity in relation to proposition generated in this study proves that bullying does affect an employee’s productivity, particularly affecting it negatively.

Table 4.1: Rating the level of employee’s productivity

Level of productivity	Number of Targets	Percentage	Number of Witnesses	Percentage	Total Number of respondents	Percentage
1- Least productive	17	59%	9	43%	26	52%
2	6	21%	5	24%	11	22%
3	3	10%	3	14%	6	12%
4	1	3%	3	14%	4	8%
5- Very productive	2	7%	1	5%	3	6%
Total	29	100%	21	100%	50	100%

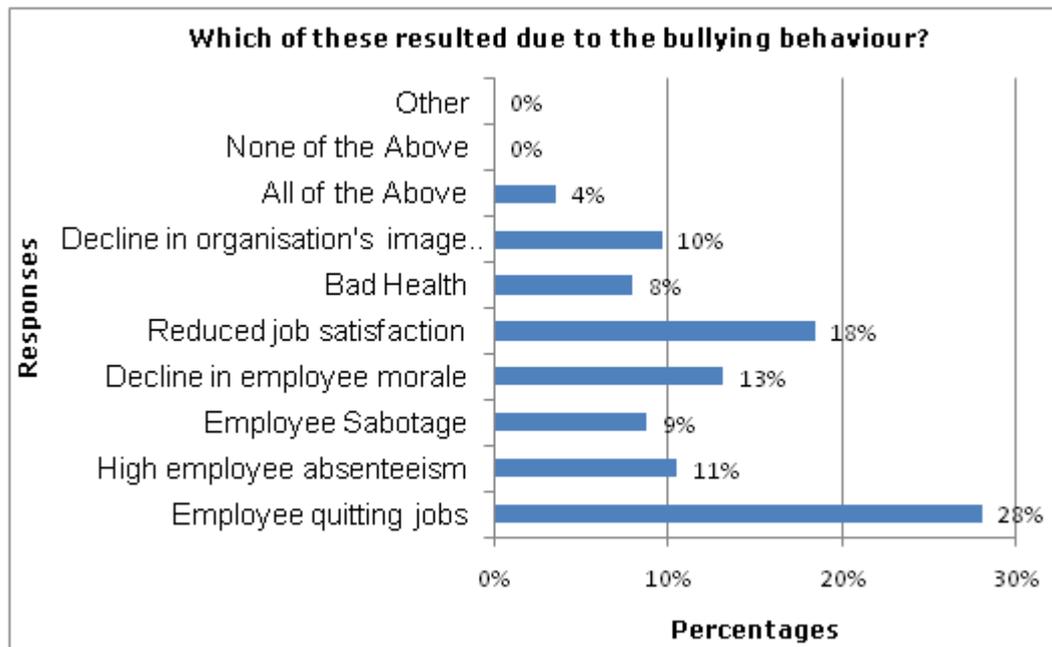
Figure 4.4 - Rating the level of employee’s productivity



To determine the impact of bullying on the organisation, respondents were asked to note what resulted due to the bullying behaviour (Figure 4.5). More specifically this was to determine whether bullying affects the overall 'health' of an organisation since it is regarded as increasing absenteeism, turnover, and morale and corporate image (Oppermann, 2008). For many targets of bullying, leaving the organisation is their chosen way to deal with the problem especially when there is a perception that the organisation is not dealing with the problem (CIPD, 2004). Perhaps, this could explain why the highest ranked consequence that resulted within the organisations selected was employees quitting their jobs (28%). Moreover, most respondents (65%) reported that although there was a specific policy that addressed bullying behaviour, the policy was never enforced.

In general, every respondent noted that one or more of the options provided in the study had resulted due to a bullying behaviour. With such acknowledgments from respondents in relation to what has resulted due to bullying in their workplace, it is evident that bullying is indeed retarding businesses in Ghana especially whereby recruitment costs could increase due a larger number of employees who quit their jobs. Other costs such as employee assistance programs are also likely to increase should employers ignore the enforcement of policies which address bullying. The findings in relation to bullying and productivity to a larger extent support the proposition generated in this study.

Fig. 4.5 – End result of bullying behaviour in the organisation



The theoretical frameworks that guided this study were the dynamic systems theory and the systems theory, thus the findings obtained in this study can be generalised to these theories. With reference to the systems theory, the findings discussed so far has linked bullying to the environment in which it unfolds; that is the selected organisations in this study. As a result, the impact of bullying on an organisation has been established. However, the process that unfolds in relation to bullying within the organisation where there are interactions between the bully and the target as the dynamic system indicates, were established in the following findings:

4.3.2 - Targets and witnesses to bullying behaviour

Research has indicated that being an observer of bullying can be almost as stressful as being bullied itself (CIPD, 2004). To arrive at the sample for the study the following questions were asked: "Have you ever felt bullied in

your workplace?” and “Have you ever witnessed someone being bullied at work?” Out of the 50 respondents, 29 respondents (58%) reported they had been bullied (targets) and 21 respondents (42%) reported that they have witnessed bullying behaviour at work as show in figure 4.6 and 4.7 below. The fact that 42% of co-workers were aware of the target's predicament may show to larger extent that bullying is not a workplace secret despite people’s unwillingness to publicly discuss it or effort to either suppress or hide it (Field, 1996; Aryeetey, 2004; Quaye, 2010).

Figures 4.6– Percentage of respondents who experienced bullying (targets)

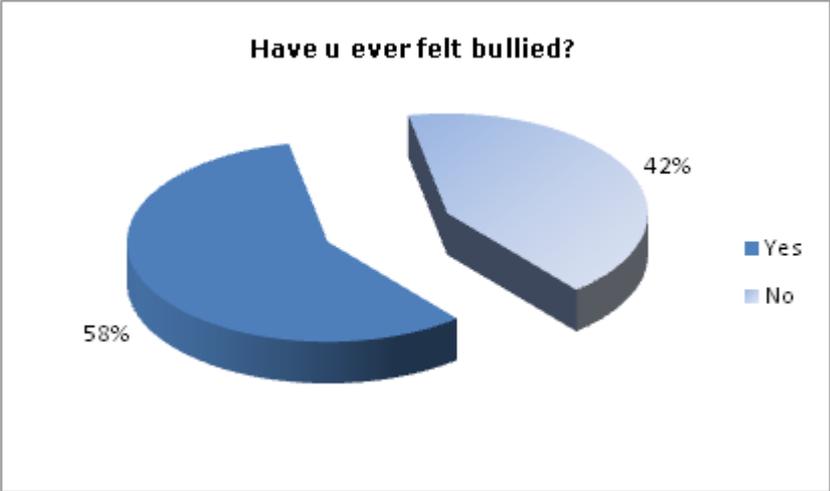


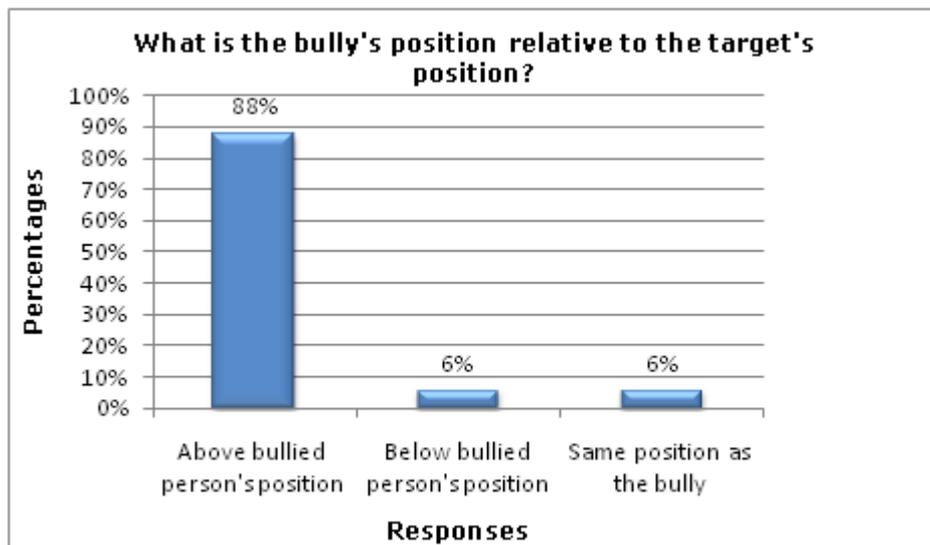
Figure 4.7 – Percentage of respondents who witnessed bullying



4.3.3 Bullies - The perpetrators

When asked about the gender of the bully, majority of the respondents who perceived themselves to be bullied or witnessed bullying reported that males were often the bullies. Out of the total number of respondents, 76% noted that the bully was a male and 24% noted that the bully was a female. Based on this, there is likelihood that males are often bullies as compared to females. On the contrary, with reference to the literature examined, a study conducted by the Workplace Bullying Institute generated a contrary view whereby women bullies were more than the men bullies since 58% of its total respondents were female bullies' whilst 42% were male bullies' (Namie, 2003).

Figure 4.8 – Bully's position held in the organisation relative to the target's position



Respondents were asked about the status of the person who was perceived as a bully. As shown in figure 4.8 above, 88% of the total number of respondents noted that the bully ranked higher relative to the target's position; 6% reported that the bully was the same rank as the target as well as ranked lower relative to the target's position in the organisation.

Similarly, the literature reviewed revealed that over 72% of bullies are bosses, some are co-workers and a minority are subordinates who bully those ranked above them (PsychTests AIM Inc, 2009).

4.3.4 Kind of bullying behaviour in the organisation

Figure 4.9 shows the description of the bullying behaviour towards persons who were bullied. "Impediment on work performance" was ranked highest as the type of bullying behaviour which existed most within the organisations selected (35%). As mentioned earlier, sexual harassment is mainly identified as a type of bullying in workplaces in Ghana and as such a much high percentage response rate was expected than what was found (13%). People choose to ignore, hide or suppress such experiences (Field 1996; Aryeetey, 2004). In Ghana, the concept of sexual harassment is seen to suffer from ambiguity and often confused with courting or playful flirting (Aryeetey, 2004).

This may be a confirmation that acts of sexual harassment are suppressed more than there are made known or perhaps the ambiguity in its definition makes it difficult to identify and thus reflecting in a lower response rate. Interestingly, the response "other" identified the kind of bullying behaviour to be actions of intimidation even though the bully held a position below the target's position. Specifically, such bullying behaviour was demonstrated to create awareness of the bully's devoted presence in the company long before the target became an employee.

Figure 4.9 - Kind of bullying behaviour

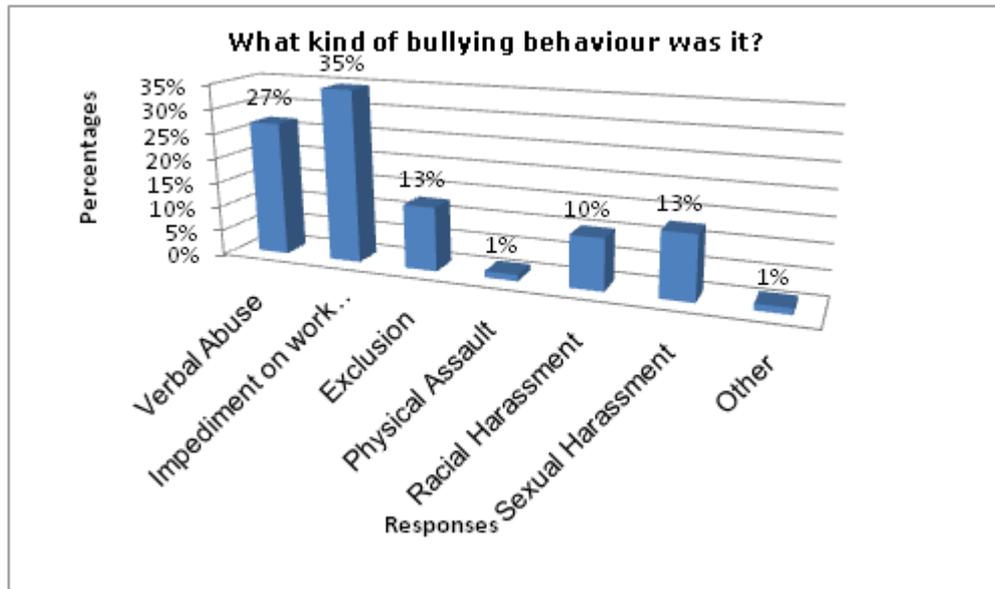
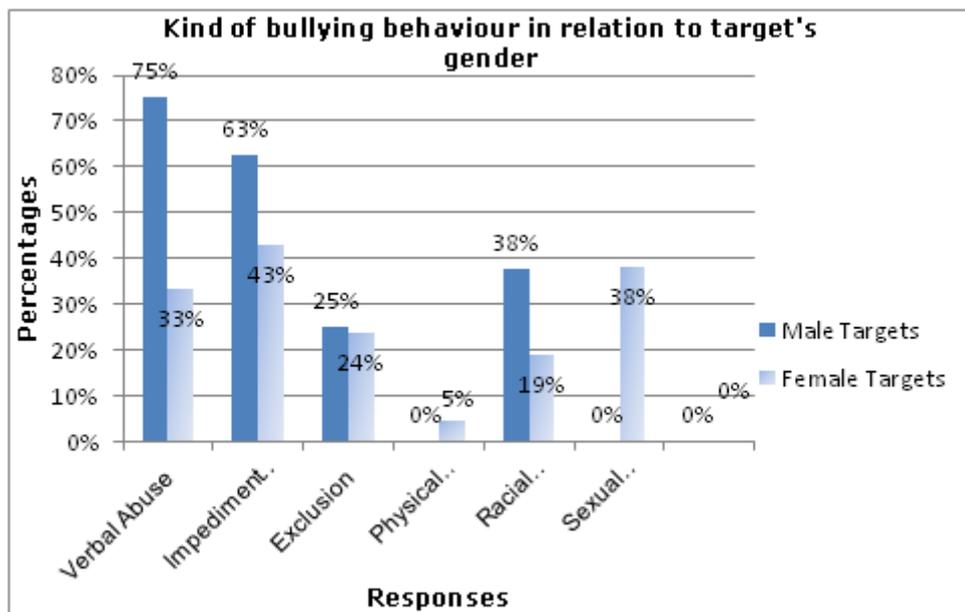


Figure 5.0- Relationship between the kind of bullying behaviour and gender of targets



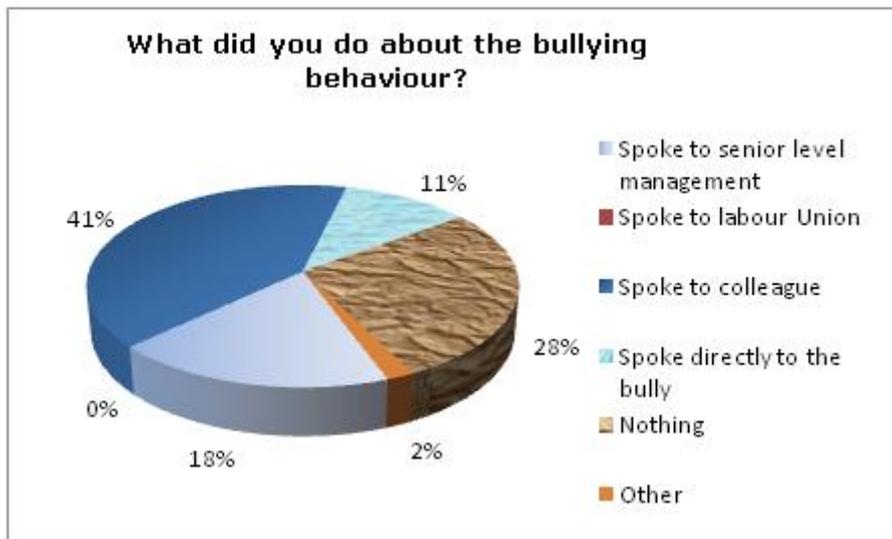
Furthermore, as shown in figure 5.0 above, most of the male targets noted that they had been verbally abused (75%) and none had either been physically assaulted or sexually harassed. However, even though fewer female targets as compared to male targets noted that they had been verbally abused (33%), 38% of them had been sexually harassed and 5%

physically assaulted. Sexual harassment as a form of bullying has become rampant in Ghana (The Chronicle, 2008). Possibly, this could mean that less attention has been given to other forms of bullying in Ghana such as “verbal abuse” which most males experience (75%) as compared to females and “impediment on work performance” which most females experience (63%) as compared to males. Hence, further research into other forms of workplace bullying other than sexual harassment could provide more insightful results on the issue of bullying in Ghana.

4.3.5 Dealing with bullying behaviour

The various responses in relation to dealing with bullying behaviours are presented in figure 5.1. Mainly, 41% of responses indicated that they spoke to a colleague about the bullying behaviour. On the contrary, none of the respondents spoke to a Labour Union. This could be based on the fact that Labour Unions in Ghana tend to advocate more for remuneration than show concern about issues in relation to bullying in the workplace (Quaye, 2010). The literature examined identified that although there are averagely more than 600 workers’ compensation claims due to workplace violence and bullying in Western Australia each year, there is a possibility that more of such incidents occur without being reported. Likewise, quite a larger number of respondents indicated that they did nothing about the bullying behaviour (28%). Therefore, Appendix 3 shows summary of responses of those who were either targets or witnesses to bullying but did nothing about it.

Fig. 5.1 - Responses showing how bullying behaviour is handled



Some of the common responses which were also evident when reviewing the literature on workplace bullying include the following: embarrassment, stigmatisation, fear of dismissal, ignorance; that is not knowing what to do, feelings of intimidation, fear of retribution from bully, acculturation such that bullying has become accustomed to the company's culture (Field, 1996; Aryeetey, 2004; Quaye, 2010; Commission's Workplace Violence Code of Practice, 2006).

For every incident of bullying, there are likely to be at least five colleagues, bystanders or witnesses who are aware of what is happening and interviews with witnesses show that their main reason for not acting is a fear of becoming a target of the bully (CIPD, 2004). Some reasons why witnesses did nothing about the bullying behaviour includes: (i) fear of being a target, (ii) fear of dismissal (iii) lack of procedures or channels through which the issue of bullying can be addressed (iv) fear of appropriate authorities taking sides when addressing the issue (v) target being in the position to take an action (Appendix 3).

Then again, it is worth noting that the “feeling of intimidation” was with reference to a target who held a position higher than that of the bully in the organisation (Appendix 3). However, the target could not take an action against the bully. The characteristic of the target which was identified was lack of self-confidence. This could be a clear case of upward bullying as identified in the literature. According to Knox-Haly (2008), when this occurs, the line manager may be perceived as personally inadequate due to lack of confidence, or have difficult temperament or poor insight in contributing to work due to problematic interactions in the workplace.

Also, some of the reasons why targets did nothing about the bullying behaviour include: (i) fear of dismissal (ii) stigmatisation (iii) having the ability to ignore the bullying behaviour (iv) being unable to achieve a positive resolution due to the bully’s power and influence (Appendix 3) Also, the specified response for the option “other” was that the target complained to the bully’s colleague to help address the act of bullying (Figure 5.1).

Nevertheless, in relation to those who did something about the bullying behaviour, a question was asked to determine whether actions were taken to solve it. Majority of the respondents (79%) revealed that no action was taken to solve the problem of bullying whereas a few of the respondents (21%) that noted that actions were taken to solve it.

Furthermore, the follow-up questions addressed: (i) the kind of action that was taken to solve the act of bullying if an action was actually taken (ii) why an action was not taken to resolve it. Appendix 4 shows the responses

given in relation to actions that were taken and why no action was taken to solve the bullying problem in the workplace. Few respondents noted that the bully's attitude remained unchanged although management had cautioned the bully. This could be that management is being undermined or inadequate in resolving issues such as this. Likewise, positive actions were taken in favour of the targets who reported the bullying problem to management.

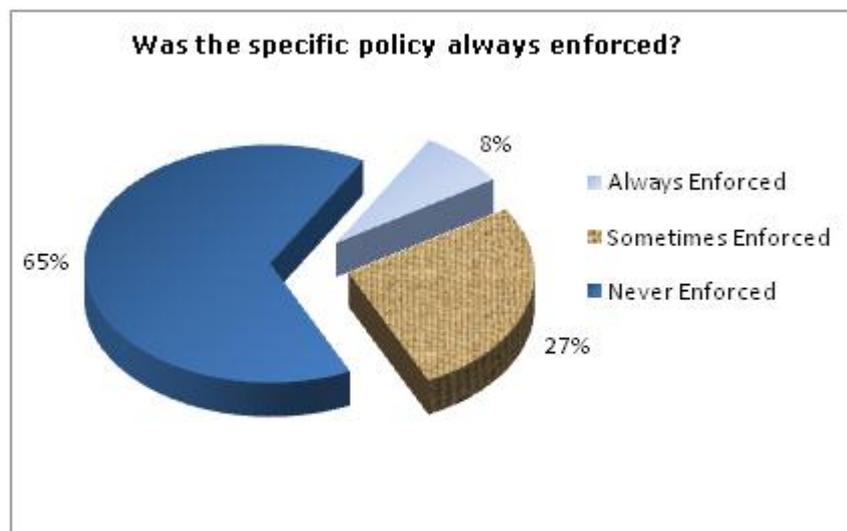
On the contrary, majority of the respondents disclosed that no action was taken to resolve the problem even though they made it known since most respondents (41%) noted that they spoke to a colleague about the bullying problem (Figure 5.1) but the colleague happened to hold the same position as the target and therefore could not do anything to solve the problem. Some reasons why an action was not taken to solve the problem include the following: (i) influence, power and control that the bully had could not make him or her accountable (ii) perception of bullying as a norm or inherent in the organisational culture (iii) issues on bullying being ignored during meeting among others (Appendix 4).

Studies on workplace bullying identify it as having costly implications on the employer (Rayner, 1999; Needham, 2003; Field, 1996; Oppermann, 2008). Hence, to determine an organisation's contribution towards managing bullying in the workplace in order to reduce cost, respondents were asked whether or not there was a specific policy that addresses workplace bullying. 52% of the total number of respondents noted that there was no specific policy that addressed bullying in their workplace and 48% of the

total number of respondents noted that there was a specific policy that addressed bullying in their workplace.

Nevertheless, out of the 26 respondents (52%) who noted that there was a policy that addressed workplace bullying, 17 respondents (65%) disclosed that the policy was never enforced, 7 respondents (27%) disclosed that the policy was sometimes enforced and only 2 respondents (8%) noted that it was always enforced (Figure 5.2)

Fig. 5.2 – Responses showing how effective the specific bullying policy was



Furthermore, some respondents (5%) skipped the question that asked why there was no policy that addresses bullying in the workplace. However, a summary of responses given in relation to that question include: (i) management's failure to identify bullying because of its Theory X approach¹ (ii) management showing less concern about employee welfare (iii) lack of

¹ Theory X- According to Douglas McGregor (1960), the average person dislikes work and prefers to be directed, therefore must be forced to work towards organisational objectives (as cited in Johnson,2006)

an organisational culture which embrace such policies (iv) management's assumption that bullying is non-existent in the organisation (Appendix 5).

These findings clearly show that it is one thing to have a policy that addresses such behaviours and it's another to implement such a policy. This is because although respondents noted that there was a specific policy that addressed bullying behaviour; most of them stated that it was never enforced. In addition, responses that indicated that management's Theory X approach resulted in bullying could mean that employees are actually lazy, hence being forced to work toward organisational objectives could connote bullying.

Many employees of existing firms' face the problem of bullying but either endure it or ignore the negative influence of such behaviours. These negative influences go to the extent that, they affect the employer's credibility, reputation, financial performance and profitability (Field, 1996). This study reveals that quite a large number of employees do nothing about bullying and endure it and even if they do, many speak to their colleagues who are most often not in the position to do deal with the problem. However, the few that do something about it by ignoring it, are of the opinion that either their productivity had not reduced in any way or not to reduced greatly.

4.3.6 Demographic data

Table 4.2- Demographic profile of targets on bullying in the selected organisations

Attribute	Category	Number of respondents	Percentage
Gender	Male	8	28%
	Female	21	72%
Duration of employment within the organization	Less than 6 months	3	10%
	Between 6-12 months	4	14%
	Between 1-2 years	9	31%
	Over 2 years	13	45%
Duration of Bullying Behaviour	Less than 6 months	9	31%
	Between 6-12 months	5	17%
	Between 1-2 years	8	28%
	Over 2 years	7	24%

Table 4.3- Demographic profile of witnesses to bullying in the selected organisations

Attribute	Category	Number of respondents	Percentage
Gender	Male	8	38%
	Female	13	62%
Duration of employment within the organization	Less than 6 months	1	5%
	Between 6-12 months	2	10%
	Between 1-2 years	4	19%
	Over 2 years	14	67%
Duration of bullying behaviour	Less than 6 months	3	14%
	Between 6-12 months	5	24%
	Between 1-2 years	8	38%
	Over 2 years	5	24%

Studies have indicated that more women are targeted by bullies more frequently (Workplace Bullying Institute, 2007; Hoel & Cooper, 2000). Similarly, the findings of this study prove this since there were more female targets of bullying than male targets (Table 4.3). Most of the respondents that is both targets and witnesses had been working for over two years (Table 4.2 and Table 4.3). However, most of the targets noted that the bullying behaviour had been going on for only less than 6 months and the

witnesses noted that they had observed bullying behaviours for over 2 years. A defining characteristic of workplace bullying is its persistent nature over a period of time which causes harm to the target (Rayner, Hoel & Cooper, 2002). Therefore, the findings clearly show the extent of the persistent nature of bullying.

4.3.7 Perceptions on bullying at work

To provide an in-depth knowledge about workplace bullying, respondents were encouraged to write down their own stories, opinions, perceptions, comments, observations, reactions, feelings and suggestions (Appendix 6). This was because people may probably not be willing to share their views if approached directly. Out of the 50 respondents, 21 respondents (42%) shared their views on the issue of bullying in the workplace. Also, out of the 21 respondents 12 were targets (57%) and 9 were witnesses (43%). Moreover, out of the 12 targets, 9 were females (75%) and 3 were males (25%). On the other hand, out of the 9 witnesses, 4 were females (44%) and 5 were males (56%). In as much as many of the respondents strongly opposed bullying at work, a few who did not feel strongly affected by bullying or felt that targets should be held responsible instead were also captured by the study.

According to Peyton, the increasing effects of bullying and harassment both at the work and in people's private lives is due to the missing element of respect which is the key to improve interpersonal relationships (Peyton, 2003). Similarly, some respondents identified the issue of mutual respect among superiors and subordinates to prevent bullying in the workplace. As such, when superiors respect their subordinates when assigning duties,

subordinates will be more compelled to deliver. It was also identified that bullying bosses lose their respect especially in cases of sexual harassment.

Furthermore, some respondents were more concerned about companies providing policies that will address bullying and the enforcement of those policies to prevent a reduction in productivity. Other respondents suggested that it was best if targets remain focused and do the best in discharging their duties irrespective of bullying behaviours especially in cases where addressing them at a higher level will be futile. A respondent was of the opinion that eliminating workplace bullying will be difficult due to lack of transparency in dealing with such cases and the end result which often make the target the villain.

Another opinion raised was that Corporate Ghana regards bullying as normal and people are expected to endure. As such, it has taken a cyclical pattern where people are bullied until they get into a high position and in turn bully their subordinates. Hence, this serves as a major source of slow growth in companies in Ghana. A further opinion raised was that, so far as individuals exhibit the trait of abusing power and influencing decisions, the issue of bullying cannot be eliminated but managed.

Furthermore, sexual harassment was considered to have been going on for a long time because: (i) the targets fail to report the perpetrators and (ii) individuals fail to identify some indicators such as sexual utterances and glances as sexual harassment although it is sexual harassment. Other reactions in relation to sexual harassment were that, it makes targets less confident and thus prevent them from opportunities for self-advancement. Sexual harassment as a form of bullying has become rampant in Ghana

with no law against such acts at the workplace (The Chronicle, 2008). Similarly, a respondent noted that bullies often get away with their acts since sexual harassment is not back by any specific law.

A suggestion by another respondent was that, distinct laws which can be implemented should be passed by the government, making it mandatory for all companies to provide anti-bullying policies that should be enforced. An observation from a respondent was that bullying is often exaggerated. This is because being forced to deliver or given a challenging job to an employee who is unwilling to work or a non-performer is termed as “bullying”.

According to another respondent, it may be difficult to classify some personal difficulties or challenges at work as “bullying” because they may not be bullying. “Upward bullying” can occur where a group of employees exhibit bullying behaviours towards a manager, supervisor or person in authority (Knox- Haly, 2008). An observation from a respondent was that issues on bullying often ignore targets who are bosses. Most often such bosses lack the ability to lead. Although this may be uncommon, it greatly affects organisations when that kind of bullying occurs.

4.4 Limitations of the Study

In this exploratory study like another other study, there were certain issues which were identified as constrains in collecting and analysing data. The following are the limitations that were identified:

- 1) The survey was a cross-sectional survey which measured data at a particular point in time, thus the survey findings could have been

different if it was a longitudinal whereby data is collected over time. Hence, a longitudinal survey could be conducted in future studies to provide richer perceptions on the issue of bullying.

- 2) With the use of the snowball technique, the initial respondents may have shaped the entire sample and automatically excluded other members of the population of interest (Schutt, 2006). The snowball technique is used primarily for exploratory research like this study and as such the procedure could result in samples that are not entirely reflective of the population of interest (Babbie, 2008). The sample size was sub-optimum, and would have to be increased in future studies to generate more useful insights.
- 3) Finding companies that were willing to participate in the survey was difficult. Some of the employees were reluctant to participate in the study even though their selection was based on a referral. Hence, significant responses which could have differently impacted conclusions drawn were not obtained. Perhaps in future studies, incentives may be offered to reduce an employee's reluctance to participate
- 4) The use of a convenience sampling was appropriate for such an exploratory research yet it gives rise to a limitation such that findings from the study could not be directly generalised to the larger population. However, the findings could serve as a basis for further exploratory studies.
- 5) Respondents used for the survey could have been biased in information disclosure in order to maintain a good corporate image or the fear of tarnishing their own images and losing their jobs.

CHAPTER 5

CONCLUSION AND RECOMMENDATION

5.1 Conclusion

This study sought to explore the impact of workplace bullying on employee productivity in an organisation. The study has confirmed that bullying to a larger extent is a persistent occupational hazard which cannot remain confined in workplaces. Based on the findings in this study, Multinational companies appear to be environments where bullying can occur. People in position of authority are more likely to be identified as perpetrators since 88% of the total number of respondents reported that the bully ranked higher relative to the targets position. However, very few perpetrators were reported to have been either in the same position as the target, or below the target's position in the organisation.

This study has been able to successfully meet its objective by showing sufficient evidence that workplace bullying does affect an employee's productivity which ultimately affects an organisation's productivity. Moreover, most respondents reported that productivity reduced so far as there was an act of bullying. The end result was an increase in employee turnover especially when there is a perception that the organisation is not dealing with the problem. Therefore, organisations are better off if they can treat their employees as assets rather than cost to be minimised.

Nevertheless, the few employees who used a strategy by ignoring the bullying behaviour and focusing on their job were those that noted that bullying did not affect productivity. They however claimed that it made

them more competitive and resilient. Further studies could therefore be conducted to determine the extent to which bullying positively affects productivity. Finally, this study has provided sufficient evidence to enable organisations in Ghana incorporate into their culture ways to deal with bullying since it has been established as slowly retarding businesses.

5.2 Recommendations

From the findings of this study, workplace bullying can not only be associated with the target but the environment in which the act occurs; that is the organisation. Hence, it is a problem to an employer in as much as it is to an employee. For this reason, the recommendations provided are in the bid to help both the employer and the employee address the issues of bullying in an organisation in order to prevent loss in productivity.

The fact that bullies are mostly ranked higher in position than their targets suggest that there is a need for management to critically examine the issue of bullying and develop a culture that is free of bullying. Firstly, an awareness of a bully-free environment needs to be created so that employees can easily identify bullying, its effects and how to address it. This can be done through undertaking employee training, encouraging informal group discussions between employees and management; developing stress management centres among others.

Bullying could occur in any organisation; hence organisations must also develop a policy which they should commit to. These policies should not just be documented but implemented by providing targets with ways by which bullying incidents can be reported. A better policy will also be

developed when employees are directly involved in its formulation as this will also create a commitment to the policy. Also, this will ensure that there are no doubts in the minds of employees about judgements that are passed in cases of bullying. Such a policy needs monitoring so that sanctions could be placed on employees who go contrary to the written policy.

Organisations also have to ensure that all employees clearly understand their role and responsibilities which should include a manager's right to manage and an ordinary employee's right to receive appropriate training and guidance. This will help employees to distinguish between what is bullying and what is not. Furthermore, constant monitoring of productivity either by looking at the employee's personal productivity or the productivity of the organisation as a whole could be beneficial. This can be done by setting up productivity improvement programs in order to identify lapses in performance which may be as a result of bullying.

Employees can also develop a personal productivity improvement checklist that will help monitor their progress on assigned tasks and identify lapses for further improvement. In Ghana, there is credible evidence that many workers in both government and private sectors, especially women, often face series of harassment in the course of fulfilling their duties at the hands of their superiors (Quaye, 2010). Therefore, extending the work to the government sector could provide some useful additional insights. As this study has identified "verbal abuse" and "impediment on work performance" as the highly ranked among other forms of bullying, further studies in this area maybe needed to add great value to academic literature on workplace bullying in Ghana.

From the aforementioned viewpoints, a collaborative action between an employee and an employer will be the best way to address bullying behaviours in the workplace. However, gaining support from the government through the provision of laws against bullying and its effective implementation will more than help reduce the incidence of bullying if not eliminate it.

REFERENCES

- Anderson, E. W., Fornell, C., & Rust, R. T. (1997). *Customer Satisfaction, Productivity and Profitability: Differences Between Goods and Services*. Retrieved January 10, 2010, from <http://bear.warrington.ufl.edu/centers/mks/articles/CustomerSatisfaction.pdf>
- Aryeetey, E. B.-D. (2004). *Coming to Terms with Sexual Harassment in Ghana*. Retrieved November 20, 2009, from Institute of Statistical, Social & Economic Research (ISSER) University of Ghana website: http://www.isser.org/images/stories/dec2008pubs/sex_harassment.pdf
- Babbie, E. R. (2008). *The Basics of Social Research* (C. Caldeira, S. Symington, & C. Ho, Eds.). Belmont, CA: Thomson Wadsworth.
- Brand, J. L., Ph.D. (2009). Rewarding Knowledge Worker Productivity Beyond the Corner Office. Retrieved January 20, 2010, from <http://www.haworth.com/enus/Knowledge/WorkplaceLibrary/Documents/Rewarding%20Knowledge%20Worker%20Productivity%20Beyond%20the%20Corner%20Office.pdf>
- Carey, B. (2004). *Fear in the Workplace: The Bullying Boss*. Retrieved January 4, 2010, from Leigh Thompson website: http://www.leighthompson.com/media/bullying_boss.htm
- CIPD. (2004). *Bullying at Work beyond Policies to a Culture of Respect*. Retrieved January 7, 2010, from <http://www.cipd.co.uk/NR/rdonlyres/D9105C52-7FED-42EA-A557-D1785DF6D34F/0/bullyatwork0405.pdf>
- Commission's Workplace Violence Code of Practice. (2006). *Code of Practice: Violence, Aggression and Bullying at Work*. Retrieved October 17, 2009, from http://www.docep.wa.gov.au/Worksafe/PDF/Codes_of_Practice/Code_violence.pdf
- Corporate Leadership Council. (2003). *Linking Employee Satisfaction with Productivity, Performance, and Customer Satisfaction*. Retrieved February 24, 2010, from http://www.keepem.com/doc_files/clc_articl_on_productivity.pdf
- Creswell, J. W. (2003). *Research Design Qualitative, Quantitative, and Mixed Methods Approaches* (2nd ed.). Thousand Oaks, CA: Sage Publishing Inc.
- Cudjoe, F. (2007). *Multinationals and Poverty Reduction*. Retrieved February 16, 2010, from AfricanLiberty.org website: <http://www.africanliberty.org/node/104>

- Dogramaci, A., & Adam, N. R. (1985). *Managerial Issues in Productivity Analysis* (A.Dogramaci & N. R. Adam, Eds.). Hingham, MA: Kluwer Academic Publishers.
- Drucker, P. F. (1999). *Management challenges for the 21st century*. Burlington, MA: Elsevier Ltd.
- Einarsen, S., Hoel, H., & Nielsen, M. B. (2004). *Workplace Bullying*. Retrieved December 29, 2009, from Norwegian Labour Inspection Authority website: <http://www.arbeidstilsynet.no/binfil/download2.php?tid=97307>
- Einarsen, S., Hoel, H., Zapf, D., & Cooper, C. (2003). *Bullying and Emotional Abuse in the Workplace*. New York, NY: Taylor & Francis
- Einarsen, S., Raknes, B.I. & Matthiesen, S.B. (1994). Bullying and Harassment at work and their Relationships to work Environment Quality. *European Work and Organizational Psychologist*, 4; 381-401.
- Field, T. (1996). *Bully in sight: How to predict, resist, challenge and combat workplace*. Oxfordshire, UK: Success Unlimited.
- Field, T. (1999). *Choose Who Can Do, Chose Who Can't Bully*. Retrieved February 16, 2010, from <http://www.bullyonline.org/workbully/quotes.htm>
- Ghana News Agency (GNA). (2009). *Vodafone workers reject compulsory redundancy programme*. Retrieved from <http://news.myjoyonline.com/business/200908/33465.asp>
- Giga, S. I., Hoel, H., & Lewis, D. (2008). *The Cost of Workplace Bullying*. Retrieved December 21, 2009, from Dignity at Work Partnership & Unite the Union and the Department for Business, Enterprise and Regulatory Reform website: www.unitetheunion.org/Docs/Research%20-%20cost%20of%20bullying.doc
- Hadikin, R., & O'Driscoll, M. (2000). *The Bullying Culture: Cause, Effect, Harm Reduction*. Jordon Hill, Oxford: Butterworth-Heinemann
- Hoel, H., & Cooper, C. (2000). *Destructive Conflict and Bullying at Work*. Retrieved November 17, 2009, from British Occupational Health Research Foundation (BOHRF) website: <http://www.workplacebullying.org/res/umist.pdf>
- Institute for Management Excellence (Ed.). (2009). *Bullying in the Workplace*. Retrieved from <http://www.itstime.com/jul2005.htm>
- Johnson, D. (2006). *Thinking government: public sector management in Canada* (2nd ed.). Ontario, Canada: Broadview Press Ltd.

- Johnston, J. (2000). *The Equal Opportunity Harasser Part 1 (workplace bully)* . Retrieved January 4,2010, from WorkRelationships, Incorporated website:<http://www.workplace-relationships.com/site/articles/workplacebully.htm>
- Joseph, M. (2008). *Teledata -Foreign Company Allowed to Victimise Young Ghanaian Workers*. Retrieved October 16, 2009, from GhanaWeb website: <http://www.ghanaweb.com/GhanaHomePage/features/artikel.php?ID=151811>
- Knox-Haly, M. (2008). *Managing Bullying at Work*. Retrieved December 5, 2009, from The Australian Psychology Society Ltd website: http://www.psychology.org.au/inpsych/bullying_work/
- Kobla, A. (2008). *The Brutal Rape of Ghanaian Staff by Intercontinental Bank of Nigeria*. Retrieved October 13, 2009, from GhanaWeb website: <http://www.ghanaweb.com/GhanaHomePage/features/artikel.php?ID=148548>
- Leach, F., Fiscian, V., & Hayford, L. C. (2003). *Gender Violence in Schools Ghana*. Retrieved January 14, 2010, from Department for International Development, UK website: http://www.sussex.ac.uk/education/documents/ghana_.pdf
- Leyman, H. (1986). *Adult Bullying Common Than We Think: Violence at Work - Costly and Tragic* Retrieved September 15, 2009, from Ralf Sundberg website: <http://translate.google.com/gh/translate?hl=en&sl=sv&u=http://users.utu.fi/inorri/vuxenmobbing.htm&ei=MBYS9KnA4X74Ab0mZnMAw&sa=X&oi=translate&ct=result&resnum=9&ved=0CCsQ7gEwCA&prev=/search%3Fq%3DHeinz%2BLeyman%2B1986%26hl%3Den>
- Leymann, H. (1990). *Mobbing and Psychological Terror at Workplaces* . Retrieve December 20, 2009,from Springer Publishing Company website: [http://www.mobbingportal.com/LeymannV&V1990\(3\).pdf](http://www.mobbingportal.com/LeymannV&V1990(3).pdf)
- Leymann, H., & Zapf, D. (1996). *Mobbing and Victimization at Work* (P. Herriot, Ed., Vol. 5) East Sussex, UK: Psychology Press
- Matthiesen, S. B., Raknes, B.I., & Røkkum, O. (1989). Mobbing at workplaces. *Tidskrift for Norsk Psykologforening*, 26, 761-774
- McCord, L. B., & Richardson, J. (2001). Are Workplace Bullies Sabotaging Your Ability to Compete? *Graziado Business Report*, 4(4). Retrieved from <http://gbr.pepperdine.edu/014/bullies.html>
- McNamara, C. (2008). *Basic Business Research Methods*. Retrieved December 23, 2009, from http://www.cc.gatech.edu/classes/cs6751_97_winter/Topics/quest-design/

- Middelton-Moz, J., & Zawadski, M. L. (2002). *Bullies: From the Playground to the Boardroom :Strategies for Survival*. Deerfield Beach, FL: Health Communications, Inc.
- Namie, G. (2003). *The Workplace Bullying Institute (WBI) 2003 Report on Abusive Workplaces*. Retrieved October 14,2009, from <http://www.workplacebullying.org/resN-N-2003C.pdf>
- Namie, R., & Namie, G. (2009). *The bully at work: What you can do to stop the hurt and reclaim your dignity*. Naperville, IL: Sourcebooks Inc.
- Needham, A. (2003). *Workplace bullying: The Costly Business Secret*. New York: Penguin Group.
- Niedl, K. (1996). Mobbing and well-being: economic an personnel development implications. *European Journal of Work and Organizational Psychology* , 5(2), 239-248.
- NT WorkSafe. (2009). *Prevention of bullying at work – employers*. Retrieved November 15, 2009, from http://www.worksafe.nt.gov.au/corporate/documents/15.01.12_001.pdf
- Oppermann, S. (Ed.). (2008). *Workplace Bullying: Psychological Violence?* Retrieved from <http://www.fedsmith.com/article/1780/workplace-bullying-psychological-violence.html>
- Peyton, P. R. (2003). *Dignity at work: eliminate bullying and create a positive working environment*. New York, NY: Brunner Routledge
- Prokopenko, J. (1987). *Productivity management: a practical handbook*. Geneva: International Labour Organisation
- PsychTests AIM Inc. (2009). *Workplace Bullying*. Retrieved December 14, 2009, from http://www.psychtests.com/pdf/bullying_article.pdf
- Quaye, S. (2010). *Comment: Workplace Sexual Harassment killing Ghanaian Economy Slowly*. Retrieved January 20, 2010, from Myjoyonline.com website: <http://news.myjoyonline.com/features/201001/40369.asp>
- Randall, P. (2001). *Bullying in Adulthood: Assessing the Bullies and their Victims*. New York, NY: Taylor & Francis Group
- Rayner, C., Hoel, H., & Cooper, C. (2002). *Workplace bullying: What we know, who is to blame, and what can we do?* New York, NY: Taylor & Francis.

- Salin, D. (2003). *Workplace Bullying among Business Professionals: Prevalence, Organisational Antecedents and Gender Differences*. Retrieved September 18, 2009, from <http://web2.shh.fi/biblio/papers/fulltextes/117-951-555-788-7.pdf>
- Schutt, R. K. (2006). *Investigating the Social World: The Process and Practice of Research* (J. Westby, K. Suarez, D. E. Axelsen, & S. Robinson, Eds., 5th ed.). Thousand Oaks, CA :Pine Forge Press
- Slater, A., & Muir, D. (1999). *The Blackwell reader in developmental psychology* (A. Slater & D. Muir, Eds.). Malden, MA: Blackwell Publishing Ltd
- Jeffries, P. W., & Goodwin, K. (2005). *Stop School Bullying*. Retrieved November 12, 2009, from Psychology Department Kalamazoo College website: http://www.kzoo.edu/psych/stop_bullying/
- The Chronicle. (2008). *Ghana Breaches Labour Standards*. Retrieved from <http://news.myjoyonline.com/news/200801/13076.asp>
- The Insider. (2002). *Measuring Productivity Business As If People Matter*. Retrieved February 18, 2010, from <http://www.networking.com/open/0210/Insider.pdf>
- Vartia-Väänänen, M. (2003). *Workplace bullying - a study on the work environment, well-being and health*. Retrieved October 7, 2009, from University of Helsinki website: <http://ethesis.helsinki.fi/julkaisut/hum/psyko/vk/vartiavaananen/workplac.pdf>
- Washington State Department of Labor & Industries. (2008). *Workplace Bullying: What Everyone Needs to Know*. Retrieved October 26, 2009, from <http://www.lni.wa.gov/Safety/Research/Files/Bullying.pdf>
- White, S. (2004). *A systems psychodynamic perspective of workplace bullying: boundary testing, vacuums and risk*. Retrieved October 18, 2009, from <http://www.interdisciplinary.net/wp-content/uploads/2009/10/White-paper.pdf>
- Workplace Bullying Institute. (2007). *Results of the WBI-Zogby U.S. Survey*. Retrieved October 11, 2009, from <http://www.workplacebullying.org/research/WBIZogby2007Survey.html>
- Zapf, D., & Leymann, H. (1996). Mobbing and victimization at work - Foreword. *European Journal of Work and Organizational Psychology*, 5(2), 161-164.

Appendix 1: Questionnaire



ID# _____

This questionnaire is to learn more about workplace relationships with regards to bullying. Any information you provide will be treated as confidential and used solely for academic purposes. Your name or identity will **NOT** be revealed in anyway. Your responses will be identified by a number

Definition of workplace bullying

Research suggests that workplace bullying "is a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself." (Rayner, Hoel & Cooper, 2002)

Section A

1) How long have you worked in your company?

- Less than 6 months Between 6 - 12 months
 Between 1 - 2 years Over 2 years

2) What is your job title?

.....

3) How will you define your relationship with co-workers?

- Friendly/Cordial Strained Neutral

4) Have you ever felt bullied in your workplace?

- Yes No

If 'Yes' go to question **6**. If 'No' go to question **5**.

5) Have you ever witnessed someone being bullied at work?

- Yes No

If 'Yes' answer all questions from question **6**. If 'No', then thank you for your time. We may have another opportunity to learn from you at a different time.

=====

Continue from here if you have felt bullied or witnessed bullying at work.

Section B

6) What is the gender of the bully?

- Male Female

7) What position does the bully hold in the organisation in relation to the person being bullied?

- Above bullied person's position Below bullied person's position
 Same position as bullied person

8) What kind of bullying behaviour was it? (Check all categories that apply)

- Verbal Abuse e.g. negative comments, constant insults, threats, shouts, malicious gossips
- Impediment on work performance e.g., sabotage, work overload, setting impossible deadlines, unfair punishments, cancelling entitled leave, holiday, promotion, awards, training with no reason
- Exclusion e.g., singled out for change in duties and removing responsibilities without notice, withholding necessary information, deliberate exclusion from work-related social events.
- Physical assault
- Racial harassment
- Sexual harassment
- Other (Please specify)

.....
.....

9) How long has the act of bullying been going on at your workplace?

- Less than 6 months
- Between 6 - 12 months
- Between 1 - 2 years
- Over 2 years

10) What did you do about the bullying behaviour in the workplace?

- Spoke to senior level management
- Spoke to labour union
- Spoke to colleague
- Spoke directly to the bully
- Nothing
- Other (Please Specify)

.....
.....

11) If the answer to question **10** is 'nothing', please provide the reason.

.....
.....

12) If you spoke about the bullying behaviour, were actions taken to solve it?

- Yes
- No

13) If 'yes', what action was taken? (Please specify)

.....
.....

22) Which of the following has resulted due to a bullying behaviour in your organisation? (Check all that apply)

- i) Employee quitting jobs
- ii) High employee absenteeism
- iii) Employee sabotage
- iv) Decline in employee morale
- v) Reduced job satisfaction
- vi) Bad Health
- vii) Decline in organisation's image and reputation
- All of the above
- None of the above
- Other (Please specify)

.....
.....

23) What is your gender?

- Male
- Female

24) Is there anything you would like to share? This can be further opinions, comments, suggestions, observations, reactions or feelings.

.....
.....
.....
.....
.....
.....
.....
.....
.....

25) Specific cases of workplace bullying are welcomed and could be attached on separate sheet of paper as this will provide more insight on the subject matter. (See additional sheet on the next page)

Thank You

APPENDIX 2: PILOT SURVEY CRITIQUE SHEET

This critique sheet is to provide a constructive criticism based on the questionnaire administered in this pilot survey so that corrections can be made to the questionnaire before it is used in actual data collection.

1. Time taken to complete a questionnaire was:

Less than 10 minutes 10 to 20 minutes More than 20 minutes

2. The clarity of guidelines for completing the questionnaire:

Very Clear Clear Somehow Clear Not clear

3. List words or sentences that were irrelevant, confusing, unclear or ambiguous.

.....

.....

.....

.....

.....

.....

.....

.....

.....

4. Please make any changes, additions, comments or suggestions that could improve the questionnaire.

.....

.....

.....

.....

.....

.....

.....

.....

.....

Thank you.

APPENDIX 3

Responses showing why witnesses or targets did nothing about the bullying behaviour

	Reasons	Bully's position relative to target
Witnesses	The target lacks self-confidence however he was part of middle management so it was expected that he would do something about it (Intimidation)	Below target's position
	Fear of losing job	Above target's position
	Fear of being a target	Above target's position
	No laid down procedures or channels available to address the issue and fear of appropriate authorities taking sides	Above target's position
	Not being in the position to do anything about the bullying behaviour	Above target's position
	Target did not perform his duties well irrespective of his qualification	Same as target's position
	Do not know what to do (ignorance)	Above target's position
Targets	Fear of losing job and the shame that comes with it	Above target's position
	To prevent other employees from knowing about it (Stigma)	Above target's position
	No tangible results will be achieved because of the bully's power and influence	Above target's position
	It is seen as normal in the organisation (acculturation)	Above target's position
	Target was able to deal with it and thus could not be bothered	Above target's position
	Target ignored it	Above target's position
	Bully's position in the organisation being higher than target position so the bully seek revenge easily	Above target's position

APPENDIX 4

Responses showing actions taken to resolve bullying behaviour

	Responses showing actions taken to resolve bullying behaviour
Yes	Senior level management called the bully to order
	Bullied was reprimanded by management
	Bully was advised by management to refrain from that conduct
	Bully was suspended
	Management claimed to have cautioned the bully, however the bully's attitude remained unchanged
	Responses showing why actions were not taken to resolve bullying behaviour
No	Colleague spoken to was below the bully's position so could not resolve the issue
	Sphere of influence and control could not hold the bully accountable
	Bully ignored the direct complain from the target
	Issue of bullying was ignored when raised at meetings
	Bullying is perceived as norm or become part of the organisational culture
	Management promised to resolve the issue but never did
	Colleague spoken to condemned and sympathise but could not do more than that
	No one in the organisation was concerned
	Do not know why no action was taken
	The person to resolve the issue is the bully
	The bully did not accept being regarded as a bully when spoken to by his colleague
	Both the target's colleague and the target were being circumspect of threats to job security

APPENDIX 5

Responses in relation to why there was no specific policy which addresses workplace bullying

Reasons	
	The organisation is less concerned about employee welfare
	Such policies have not been incorporated into the culture if the organisation
	Management is more interested in other issues
	The organisation has not decide on such a policy yet
	The company believes that employees have to be pushed hard to deliver. This results in bullying which management fail to identify
	No idea why there is no such policy
	Employee are looking forward to such a policy but decisions are solely taken by senior level management
	Management assumes that acts of bullying do not exist in the organisation
	Employees are already threatened of their job security therefore any instruction or decision from management is unquestionably accepted

APPENDIX 6

Perceptions on bullying at work from targets and witnesses

Targets	Philosophy of maximising labour output does not only come with "pushing" as it may always seem. People do what you measure that is coupled with respect for them. Respect is what will compel people to give out their maximum
	Bullying must stop in workplaces since it reduces productivity, morale and job satisfaction. Bullies must be severely dealt with to serve as a deterrent to others.
	Employees should always stay focused and put up their best when even they are being bullied at work. If bullying could be addressed at a much higher level in the organisation then the employee can forward his or her case for redress, if not the employee can advise him or herself
	It's important that all companies should have a body who will speak for the workers below since Human Resource are senior level management inclined
	It will be difficult to eliminate workplace bullying in our local setting due to the lack of transparency in dealing with such cases. The one who has been bullied will eventually become the villain. This happens in about 90% of the cases especially where the person who did it is your superior
	In corporate Ghana bullying is seen as normal and people are expected to endure bullying at work until they become managers and in turn bully their subordinates. This is a major cause of slow growth in Ghanaian companies
	Several policies or instructions from this institution are accompanied with sanctions or threatening notices. It feels as if one is in school rather than at work. One cannot utilize their own initiatives as a result
	Sexual harassment at work has been going on for too long. This is because the victims fail to give away the perpetrators. Also, people fail to identify the little sexual utterances and glances from the perpetrators as sexual harassment since these are the very indicators of the actual act
	Employers must operate according to what they promise employees of ensuring that grievances will be dealt with as and when they fall due
	People in high positions often abuse their power and influence decision in their favour. Therefore, so far as this trait is found bullying cannot be eliminated but managed.
	Sexual harassment make victims less confident and this may prevent them from gaining opportunities for self-advancement.
	Sexual harassment has not been backed by any specific law so the bullies often get away with.

Witnesses	Policies on bullying must be enforced in organisations because it will help check a lot of bad behaviour that is reducing productivity
	Managers should be trained or educated on human management; taking into account individual temperament of the subordinate and manage them accordingly. It would be appropriate if managers instruct subordinates based on policy and facts of the employee's job roles and not based on intimidation. Mutual respect should be ensured
	Companies have to enforce rules regarding bullying behaviours and stiffer punishments should be administered to such bullies.
	In as much as "bullying" is a real phenomenon at the workplace, it may be difficult to classify some personal difficulties or challenges at the workplace as "bullying" because they may not be bullying
	Workplace bullying is not a good thing and should be discouraged. People who fall victim to it at work should report to the appropriate authorities for appropriate action instead of suppressing it
	In order to grow as a country through the contribution from companies, the government must pass a distinct law that will make it mandatory for all companies to have policies that address bullying and enforce those policies. Before this can take place the government must also ensure such law is not just passes but implemented.
	Some employees fail to perform on the job because they are unwilling to work, hence when they are forced to work or given challenging task, they consider it as "bullying". Bullying does occur sometimes but its occurrence is exaggerated
	Issue in relation to bullying often ignore victims who are bosses. Such victims lack the ability to lead a group. Irrespective of how infrequent this is may occur, it greatly affects organisations since the leaders are being intimidated by the followers
	Bullying at the workplace must stop since it makes the victim feel uncomfortable and insecure whilst the bully loses his or her respect especially in cases of sexual harassment.

