A review of literature on mediators and moderators of workplace bullying: Agenda for future research

2 authors:

Arpana Rai
Indian Institute of Management Udaipur
22 PUBLICATIONS   **162** CITATIONS

SEE PROFILE

Upasna A Agarwal
NITIE-National Institute of Industrial Engineering
53 PUBLICATIONS   **920** CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:

CFP JGOSS (ABDC-B, Scopus) View project

Work-life balance of dual working parents View project

emerald**insight**

Management Research Review

A review of literature on mediators and moderators of workplace bullying: Agenda for future research
Arpana Rai, Upasna A. Agarwal,

Article information:

To cite this document:
Arpana Rai, Upasna A. Agarwal, (2018) "A review of literature on mediators and moderators of workplace bullying: Agenda for future research", Management Research Review, https://doi.org/10.1108/MRR-05-2016-0111
Permanent link to this document:
https://doi.org/10.1108/MRR-05-2016-0111

For Authors

If you would like to write for this, or any other Emerald publication, then please use our Emerald for Authors service information about how to choose which publication to write for and submission guidelines are available for all. Please visit www.emeraldinsight.com/authors for more information.

About Emerald www.emeraldinsight.com

Emerald is a global publisher linking research and practice to the benefit of society. The company manages a portfolio of more than 290 journals and over 2,350 books and book series volumes, as well as providing an extensive range of online products and additional customer resources and services.

Emerald is both COUNTER 4 and TRANSFER compliant. The organization is a partner of the Committee on Publication Ethics (COPE) and also works with Portico and the LOCKSS initiative for digital archive preservation.

*Related content and download information correct at time of download.

A review of literature on mediators and moderators of workplace bullying
Agenda for future research

Arpana Rai and Upasna A. Agarwal
Human Resource Management and Organizational Behavior,
National Institute of Industrial Engineering, Mumbai, India

Abstract

Purpose – During the past 26 years, there has been a phenomenal growth in the literature on workplace bullying. The purpose of this paper is to review and synthesize the extant empirical studies on underlying and intervening mechanisms in antecedents–bullying and bullying–outcomes relationships.

Design/methodology/approach – In total, 53 studies on mediators and moderators in antecedents–bullying and bullying–outcomes relationships (2001-2016) were selected from academic databases (Google Scholar, Research Gate, Emerald Insight, Science Direct, etc.)

Findings – The review suggests that while a reasonable number of studies examine the role of mediators and moderators in bullying–outcomes relationships, such efforts are meager in antecedents–bullying relationships. The paper concludes by proposing some potential variables that can explain the underlying mechanisms in the bullying phenomenon and alleviate/aggravate the antecedents–bullying–outcomes relationships.

Originality/value – To the best of authors' knowledge, this is the first review on mediators and moderators of workplace bullying.

Keywords Bullying, Antecedents, Outcomes, Moderators, Organizational theory and behaviour, Mediators, Underlying and intervening mechanisms

Paper type Research paper

Introduction

Workplace bullying is a form of interpersonal mistreatment characterized by persistency, power disparities and intent to harm (Einarsen *et al.*, 2011). Since the theoretical introduction of the workplace bullying construct by Leymann (1990), workplace bullying has emerged as an important area of research in management studies (Samnani and Singh, 2012). In the past two and a half decades, in particular, researchers have made considerable progress in developing conceptual clarity, frameworks, examining the prevalence, antecedents and outcomes of workplace bullying, which has helped to understand and explain the bullying phenomenon in detail. Surprisingly, although the research on workplace bullying has crossed the 26-year mark, a number of scholars still consider it to be an "oversimplified and misunderstood phenomenon" (Branch *et al.*, 2013, p. 280).

One of the prime reasons for misinterpreting workplace bullying as an oversimplified phenomenon is perhaps because the majority of studies on workplace bullying have focused on examining a linear relationship between antecedents, bullying and outcomes, allowing little understanding of the potential underlying and intervening mechanisms in these relationships. Human moods and attitudes or behaviors do not change in a linear fashion

and certain psychological mechanisms are involved (Rigotti, 2009). There are various underlying variables which can explain the process of workplace bullying, i.e. how workplace experiences get converted into perceptions of workplace bullying, which in turn are manifested as undesirable attitudinal and behavioral outcomes. Similarly, there could be boundary conditions in which hypothesized effects may or may not hold ground (Cortina, 2003). Though the onset of bullying research is marked back to 1990, the examination of mediators and moderators of bullying phenomenon started only in 2001. Although a considerable amount of literature is available on antecedents and outcomes of workplace bullying, limited research efforts have been dedicated toward examining the underlying mechanisms of bullying and factors which can alleviate or aggravate the impacts of bullying (Tuckey and Neall, 2014; Trépanier *et al.*, 2013; Nielsen and Einarsen, 2012; Rai and Agarwal, 2017a). A thorough understanding of the underlying and intervening mechanisms result in developing a rich and deep theoretical understanding of the phenomenon and is considered an indication of its maturity (Frazier *et al.*, 2004). However, lack of sufficient research efforts toward examining mediators and moderators in bullying phenomenon is a glaring gap which has potentially undermined the development of knowledge base on the subject that needs urgent attention (Samnani and Singh, 2012; Branch *et al.*, 2013).

Since 1990, there has been a tremendous growth in the body of literature on workplace bullying; therefore, to grab a summary of the extant literature, it is very necessary and advantageous to create regular reviews of recent literature. There has been several comprehensive reviews (Rayner and Hoel, 1997; Einarsen, 2000; Moayed *et al.*, 2006; Johnson, 2009; Bartlett and Bartlett, 2011; Samnani and Singh, 2012; Branch *et al.*, 2013; Ciby and Raya, 2015; Rai and Agarwal, 2016) and meta-analyses (Nielsen *et al.*, 2010; Nielsen and Einarsen, 2012) on workplace bullying. Therefore, to contribute beyond these systematic reviews and meta-analysis, we believe that there is a strong need for a review on mediators and moderators of workplace bullying. This, in turn, would help to identify the current empirical and theoretical status of the bullying literature and proposing avenues to guide further research on important mediators and moderators to strengthen the theoretical base and broaden the scope of bullying research. In this paper, we aim to extend Samnani and Singh's (2012) review on antecedents and consequences of workplace bullying by adding existing literature on mediators and moderators of the bullying phenomenon. We present a review of antecedents and outcomes of workplace bullying with a special focus on the mediators and moderators examined in the antecedents–bullying and bullying–outcomes relationships.

The structure of this paper is as follows. The paper begins with a general review of workplace bullying. This is followed by a section on the methodology. Next, the mediators and moderators in antecedents–bullying and bullying–outcomes relationships are summarized and tabulated. The paper concludes by proposing some potential variables which can act as mediators and moderators in the bullying phenomenon.

Workplace bullying: a general review of literature

Research into workplace bullying has emerged from Scandinavian investigations into schoolyard bullying in the late 1980s, which subsequently expanded to include bullying at work. Heinz Leymann (1990), a German-born physician and psychiatrist, is considered the pioneer in this field. Leymann initially studied aggressive behavior in school children when groups or packs of children singled out individuals for hostile treatment and termed this behavior as mobbing and later moved his research focus from the schoolyards to investigate similar behavior in the workplace, especially adult bullying. The topic surfaced in the UK in 1990 by a freelance journalist named Andrew Adams (1992), who in collaboration with the psychologist Neil Crawford brought the issue to public attention in Britain through a series

of BBC radio broadcasts and coined the term "bullying". Currently, although scholars from Scandinavia and the UK continue to lead in this area, bullying research now includes, among others, scholars and professionals from different nations. Stale Einarsen, Helge Hoel, Dieter Zapf, Pamela Lutgen-Sandvik, Premilla D' Cruz, Gary Namie, Michael James Sheehan and Denise Salin are few of the pioneers in the domain of workplace bullying.

One of the most widely used and approved definitions of workplace bullying has been proposed by European researchers who have defined workplace bullying as:

> Bullying at work means harassing, offending, socially excluding someone or negatively affecting someone's work tasks. In order for the label bullying to be applied to a particular activity, interaction or process, it has to occur repeatedly and regularly (e.g., weekly) and over a period of time (e.g. about six months). Bullying is an escalating process in the course of which the person confronted ends up in an inferior position and becomes the target of systematic negative social acts. A conflict cannot be called bullying if the incident is an isolated event or if two parties of approximately equal "strength" are in conflict (Einarsen *et al.*, 2011, p. 15).

As per this definition, there are three distinguishing features of workplace: bullying persistency, power disparities and intent to harm. First, persistency of the inappropriate behaviors in terms of repetition (at least once or twice a week), duration (at least for six months) and patterning (of a variety of behaviors involved) is one of the most salient features of bullying (Einarsen *et al.*, 2003), which distinguishes bullying from a "one-off clash" (Hoel and Cooper, 2001; Saunders *et al.*, 2007). Thus, workplace bullying is often subject to escalation over time (Zapf and Gross, 2001; Branch *et al.*, 2013). Second, a power imbalance must exist between the perpetrator and the target, whereby the target finds it increasingly difficult to defend himself or herself. Bullying involves the illegitimate use of the personal power and overstepping limits of appropriate behavior (Branch *et al.*, 2007, 2013). The power imbalance has been conceptualized as being derived from the perpetrator's organizational position, informal power, the target's dependency on the perpetrator or target and perpetrator personality traits (Hoel and Cooper, 2001; Aquino and Thau, 2009; Einarsen *et al.*, 2011; Samnani, 2013a, 2013b). Besides formal power, personal power, or power derived from a person's access to informal sources of power (e.g. expertise, information and networks of people; French *et al.*, 1959; Raven, 1993), can be used to gain sufficient power to bully others in the workplace (Hutchinson *et al.*, 2006; Branch *et al.*, 2007). Third, negative acts must be systematic and planned, and the presence of negative intent of the perpetrator is a feature of workplace bullying. However, there is no general agreement in bullying literature whether intent to harm should be a defining feature of workplace bullying.

The earlier definitions of workplace bullying suggest that "intent to harm" by the bullying perpetrator is a key feature of bullying (Einarsen, 1999; Saunders *et al.*, 2007; Keashly and Jagatic, 2003). Einarsen (1999) and Keashly and Jagatic (2003) have argued that bullying involves actual or perceived intent to harm, and according to these researchers, when there is no intention to cause harm, there is no bullying. More specifically, these researchers suggest that "intent to harm" is implicit in reference to deliberate and premeditated actions in most of the definitions of workplace bullying. The criterion of intent is also theoretically important in defining bullying, as it distinguishes bullying from accidental, unintended harm (Neuman and Baron, 1997; Anderson and Bushman, 2002; Goldsmid and Howie, 2014; Einarsen *et al.*, 2011), from episodes of thoughtlessness or from the misperception of innocent or even fairly legitimate behaviors (Einarsen *et al.*, 2011). Many of the current definitions of workplace bullying have commonly focused on the perceptions of the targets about the impact of negative behaviors (Mayhew *et al.*, 2004) and not on the intention of the bullying perpetrator (Sheehan, 2004). This line of research suggests that intent to harm is the weakest and controversial aspect of the definition, as the

two main protagonists of bullying dynamics (targets and bullies) differ on this dimension (Hoel *et al.*, 1999; Zapf and Einarsen, 2005). However, deliberate and premeditated nature of bullying acts and the importance of distinguishing bullying from accidental harm mean that this is an important criterion and must be retained (Goldsmid and Howie, 2014).

Bullying ranges from behaviors that are fairly subtle to those that are explicit and identifiable (e.g. violence, aggression, insults and threats) (Parzefall and Salin, 2010; Stouten *et al.*, 2010). These behaviors have been differentiated into three categories: work-related bullying (e.g. withholding information, unreasonable deadlines, excessive monitoring and unmanageable workload), person-related bullying (e.g. humiliated in connection with your work, repeated reminders of your errors, persistent criticism) and physically intimidating bullying (e.g. being shouted at, being the target of spontaneous anger and threats of violence) (Einarsen *et al.*, 2009; Rai and Agarwal, 2017c).

Like most academic studies, the growth of the research on workplace bullying was slow and gradual. From being a taboo in both organizational life and organizational research, the issue of bullying and harassment at work became what was called the "research topic of the 1990s" (Hoel and Einarsen, 1999). Over past decade and a half, literature on bullying has blossomed progressively to the extent that it is now firmly located within the lexicon of human resource management (HRM) discipline. The studies on mediators and moderators of workplace bullying are far less as compared to studies on antecedents and outcomes of workplace bullying. For any construct to achieve a degree of maturity of knowledge, efforts need to be made to examine the mediators that answer *why and how* workplace experiences get translated into undesirable attitudinal and behavioral outcomes. Similarly, efforts to explain the moderators which set the boundary conditions and explain *when* workplace experiences have more positive/negative impact on outcomes also need to be investigated (Frazier *et al.*, 2004). The objective of this paper is to review and synthesize the extant empirical studies on underlying and intervening mechanisms in antecedents–bullying and bullying–outcomes relationships concomitantly.

Methodology
Primary empirical studies on mediators and moderators in antecedents–bullying and bullying–outcomes relationships published in peer-reviewed journals over the 16-year period from 2001 to 2016 were included in the review. An information search was made on popular databases (e.g. Google Scholar, Research Gate, Academic.edu, Kinmbus, Scopus, PubMed, EBSCO, Proquest, Emerald Insight and Science Direct), together covering the majority of the literature in organizational and management research. The keywords (or a combination of keywords) used for the search were bullying, mediators, moderators, underlying mechanisms, process and intervening factors.

Inclusion criteria
The inclusion criteria were empirical studies, which had undergone a peer-review process and which focused on one of five themes:

(1) mediators in antecedents–bullying relationships;

(2) moderators in antecedents–bullying relationships;

(3) mediators in bullying–outcomes relationships;

(4) moderators in bullying–outcomes relationships; and

(5) or a combination of mediators and moderators in antecedent–bullying and bullying–outcomes relationships.

Moreover, we have strictly focused on studies that have been conducted from targets/
victims' perspective. Language was an important criterion; hence, we focused primarily on
studies that have been written in English. Among all the searched paper (42 papers), 36
papers met the strict inclusion criteria. Six papers were excluded as they were not published
in peer-reviewed journals.

We also supplemented the electronic search with a manual search of reference lists of key
articles on the topic. Following the identification of this initially narrowed sample, a
"snowballing" technique was utilized, where the reference lists of the articles found through
the popular databases were searched for other articles that met the inclusion criteria. A
further 17 articles were identified as a result of this process, matching the inclusion criteria
and thereby yielding a final total of 53 articles for the review.

The complete methodology for papers selection is presented as flow chart in Figure 1.

Findings

Mediators and moderators in antecedents–bullying relationships

From the beginning of bullying research, causes of bullying have been a topic of interest in
the scientific community (Zapf and Einarsen, 2011). Etiologically, workplace bullying is
attributed to characteristics of the individual protagonists (bullies and victims) (Zapf and
Einarsen, 2011) and features of work organizations (Leymann, 1996; Salin et al., 2011). The
antecedents of bullying can be broadly classified as individual-level antecedents (big five
personality traits, conflict, gender and ethnicity), work-related antecedents (job
characteristics and psychosocial working conditions) and organization-related antecedents
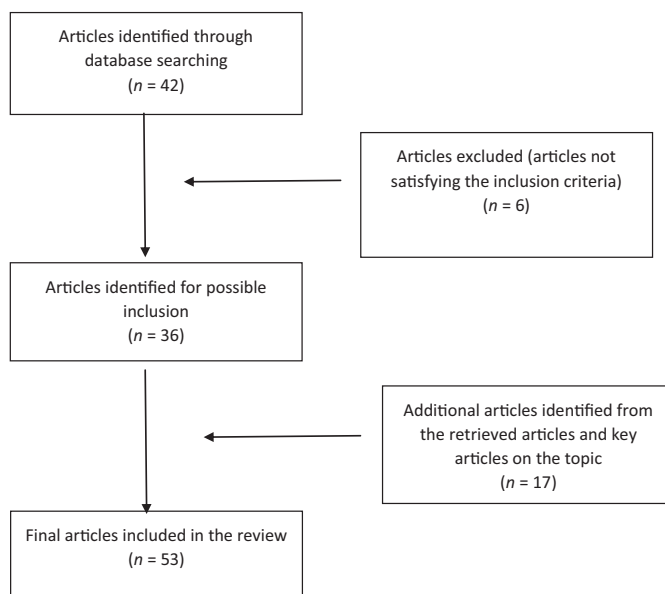
Note: Study selection process
source: Adapted from the PRISMA, 2009 Flow Diagram:Moher et al. (2009)

Figure 1.
Flow chart
methodologyfor
paper selection

(leadership, organizational culture, climate and change). This section covers the extant empirical work on the mediators and moderators in antecedents–bullying relationships. The details of the studies are presented in Tables I and II.

Big five personality traits. The Big five personality traits are one of the most studied individual-level antecedents of workplace bullying (Nielsen and Knardahl, 2015). However, much of the research on these personality traits remain inconclusive (Aquino and Thau, 2009), and researchers have reported mixed findings. No mediators and moderators have been examined in the personality–bullying relationships, as the relationships between personality traits and workplace bullying are assumed to be linear and examined in the same way (Samnani and Singh, 2012), and this may be one of the most potent reasons for the mixed findings. The relationships between certain personality traits and workplace bullying may not be linear, and this assumption needs to be challenged conceptually and empirically by examining moderators or mediators in the personality–bullying relationship, as research suggests that moderators/mediators can help to understand the inconclusive nature of the relationship between variables (Horwitz and Horwitz, 2007). Though personality traits are primarily examined as antecedents of workplace bullying, albeit limited studies have also examined personality traits as moderators in antecedents–bullying relationships. Personality traits such as *assertiveness and social anxiety* (workplace inequality–bullying relationship, Moreno-Jimenez *et al.*, 2007); *machiavellianism* (perceptions of adhocracy and hierarchy cultures–bullying relationship, Pilch and Turska, 2015); *neuroticism* (job demand–bullying relationship, Balducci *et al.*, 2011) and *Type A personality* (perceived organizational politics and perceived organizational support–bullying relationship, Naseer *et al.*, 2016) have been examined as moderators in antecedents–bullying relationships.

Conflict. Another well-studied antecedent of bullying is conflict (Ayoko *et al.*, 2003; Baillien and De Witte, 2010; Baillien *et al.*, 2011a, 2011b, 2014, 2016; Leon-Perez *et al.*, 2015). Research has proved a positive relationship between the occurrences of conflicts and bullying (Baillien *et al.*, 2016). Very little research efforts have been directed towards exploring the underlying mechanisms in the conflict–bullying relationship, except for two recent studies by Baillien *et al.* (2016) and Leon-Perez *et al.* (2015). Baillien *et al.* (2016) examined relationship conflict as a mediator between task conflict and bullying and yielding as a moderator in the relationship conflict–bullying relationship. The findings supported the proposed mediating and moderating roles, suggesting that relationship conflict contains strong negative emotions which mediate task conflict–bullying relationship and yielding strengthened the positive relationship between relationship conflict and bullying. In another study, Leon-Perez *et al.* (2015) also examined the mediating role of relationship conflict in task conflict–workplace bullying relationship and the extent to which this mediation is moderated by conflict management styles. The findings supported the proposed mediating and moderating roles suggesting that relationship conflict which encompasses a degree of emotionality mediates task conflict–bullying relationship, whereas problem-solving and forcing prevent task conflict to escalate into relationship conflict. In addition to being examined as a precursor of workplace bullying, role conflict has also been examined as a mediator in the relationship between antecedents (*laissez-faire* leadership and organizational change) and bullying (Skogstad *et al.*, 2007; Baillien and De Witte, 2009).

Regarding moderators in conflict–bullying relationship, Baillien and De Witte (2010) examined both the direct relationship between conflict, conflict management styles and bullying and the moderating role of *conflict management styles* in the conflict–bullying relationship. The findings revealed a positive association between conflict, fighting, problem-solving and bullying, no relationship was found between avoiding and yielding and no moderation was found. Conflict management styles have been examined both as an

Workplace
bullying

Year	Country	Antecedents	Mediators	Outcome	Studies and sample	Theoretical background
2016	Belgium	Task conflict	Relationship conflict	Workplace Bullying	Baillien et al. (2016); 2029 employees	Task conflicts contain elements that touch upon relationship conflict (Peterson and Behfar, 2003). Relationship conflicts contain strong negative emotions and increase strain (Dijkstra et al., 2005). Such conflict wear out the employee's resources, and employee may become an 'easy target' offering little resistance against workplace bullying (Baillien et al., 2011a, 2011b)
2015	Denmark	Quality of Leadership	Social community at work		Francioli et al. (2015); 3,363 employees from 90 companies	When the sense of belongingness is threatened, people are less likely to engage in prosocial behaviors and may develop a tendency to treat the others in a harsher and aggressive ways (Theory of belongingness, Baumeister and Leary, 1995)
2015	Spain	Task conflict	Relationship conflict		Leon-Perez et al. (2015); 762 employees	Conflicts are likely to lead to long-lasting relationship conflicts as they contain a high degree of emotionality, which may manifest itself in negative behaviors such as raised voices, hostility toward others, and threats and intimidation
2013	Norway	Leadership (laissez-faire, transformational and authentic)	Group cohesion and safety perception		Nielsen (2013); 817 crew members	When group cohesiveness begins to disintegrate, conflicts between group members may arise which may result into bullying (Theories on group dynamics, Duffy and Sperry, 2012) Lack of safety leads to fear, uncertainty and frustration among group member and this frustration is manifested behaviorally through acts of aggression and bullying (Frustration - Aggression hypothesis, Dollard et al., 1939)

(*continued*)

Table I.
Mediators in
antecedents–bullying
relationships

Table I.

Year	Country	Antecedents	Mediators	Outcome	Studies and sample	Theoretical background
2010	Belgium	Ethical leadership	Workload and poor working conditions		Stouten et al. (2010); 825 employees from consumer electronics factory	Feelings of normlessness and a lack of ethical awareness may result in conditions of excessive workload and poor working conditions, which may give rise to perceptions of bullying (Three-way model of workplace bullying, Baillien et al., 2009)
2011	Belgium	Job demands and job resources	Emotional exhaustion		Broeck et al. (2011); employees from 17 organizations	Job demands relate positively, and job resources relate negatively to work-related strain which in turn leads to employees perceptions of workplace bullying (Job Demands-Resources (JD-R) model, Bakker and Demerouti, 2007)
2007	Norway	Laissez-faire leadership	Role conflict and role ambiguity		Skogstad et al (2007); 2273 employees	A lack of adequate leadership may create frustration and stress within the workgroup, which may also result in interpersonal tensions and escalated conflict levels (Einarsen, 1999). Experienced frustrations with the work environment may result in antisocial behavior in the work arena (Fox and Spector, 1999)
2009	Belgium	Organizational change	Role ambiguity and role conflict		Baillien and De Witte (2009); 1263 blue and white collar workers	The organizational change appears as a highly stressful experience and may result in work-related stress and exposure to work-related stress, in turn, has been described as one of the main triggers of the bullying process (three-way model of workplace bullying, Baillien et al., 2009)
2007	Norway	Organizational change	Interpersonal conflicts with the immediate superior and with co-workers		Skogstad et al. (2007) 2408 employees	Frustration and aggression associated with organizational change may result in interpersonal conflicts between co-workers and between subordinates and superiors (Skogstad et al (2007)

Year	Country	Antecedents	Moderator	Outcome	Studies and sample	Theoretical background
2016	Pakistan	Perceived organizational politics and perceived organizational support	Type A personality	Workplace bullying	Naseer et al. (2016); 262 employees	When Type A individuals perceive high levels of politics, they might feel that their efforts may not be rewarded, increasing the likelihood of a reaction with anger and frustration, as well as with a heightened sense of felt unfairness and undue harsh treatment by those in authority. Low POS signals an un-protective environment where managers and co-workers might take advantage of the lack of policies and punishments against real and perceived bullying leading to greater incidences of bullying behaviors
2016	Belgium	Relationship conflict	Yielding		Baillien et al. (2016); 2,029 employees	Yielding may strengthen the employee's position as an easy target as such employee offer little resistance against workplace bullying
2015	Denmark	Job demand and control	SOC		Francioli et al. (2015); 3,046 employees	SOC mirrors a personal orientation to life demands and affects the way people appraise and cope with job stressors (Feldt, 1997)
2015	America	High psychological demands and low supervisor social support	High control		Goodboy et al. (2015); 315 employees	As per the buffering hypothesis of JDC model job control moderates the relationship between job demands on job strain (Job demand control (JDC) model, Karasek, 1979)
2015	Spain	Task conflict Relationship conflict	Conflict management styles		Leon-Perez et al. (2015); 762 employees	Managing conflicts in a cooperative and active way i.e. problem solving is related to conflict de-escalation, whereas using forcing, yielding or avoiding styles is related to conflict escalatio
2014	Poland	Perceptions of adhocracy and hierarchy cultures	Machiavellianism		Pilch and Turska (2014); 117 employees	If a culture is in favor of bullying behaviors (as it is in the case of hierarchy), non-aggressive and prosocial non-machiavellians may experience violence more often than manipulative and cynical Machiavellians. On the other hand, when the culture consists of features discouraging abuse from others (adhocracy), employees low in machiavellianism benefit more

Table II.
Moderators in antecedents'bullying relationships

MRR

Table II.

Year	Country	Antecedents	Moderator	Outcome	Studies and sample	Theoretical background
2011	Italy	Job demands	Job resources neuroticism		Balducci et al. (2011); 609 employees	Job resources are functional in reducing job demands and act as a buffering factor (JD-R model)
2011	Belgium	Conflict management styles	Conflict frequency		Baillien et al. (2011a, 2011b); 5,062 employees from manufacturing, service and non-profit organizations	Employees primarily use four conflict management styles: avoiding (low concern for own and for other as well); forcing (high concern for own and low concern for others); yielding (low concern for own and high concern for others); and problem solving (high concern for own and for others as well) (dual concern framework, De Dreu and Van de Vliert, 1997)
2010	Belgium	Work load	Job autonomy		Baillien et al. (2011); 320 employees	High workload and low job autonomy appear to wear out the employees' resources, and such employees become 'easy targets' who offer little resistance against workplace bullying
2009	Spain	Work stressors (Workload and role conflict)	Psychological detachment and thoughts of revenge		Moreno-Jiménez et al. (2009); 523 employees from three telecommunications companies	Being psychologically detached from work is a successful strategy in coping with work stressors. In physiological terms, switching off mentally from work-related issues may help to reduce arousal level and return to a pre-stressor level (Cognitive Activation Theory of Stress, Ursin and Eriksen, 2004)
2009	Belgium	Conflict	Conflict management styles		Baillien and De Witte (2010); 942 employees from manufacturing, service and non-profit organizations	Conflict management styles are social competency of employees and employees may adopt different conflict management styles across time (Dual Concern framework, De Dreu and Van de Vliert, 1997)
2007	America	Workplace inequality	Assertiveness and social anxiety		Moreno-Jimenez et al. (2007); 120 Latin-American immigrant workers	Certain personality variables moderate the process of workplace bullying (Einarsen, 2000)
2007	Norway	Job stressor	Leadership style		Hauge et al. (2007); 2,539 employees	Combination of poorly organized work conditions and inadequate leadership result in more frequent bullying and harassment

antecedent of workplace bullying and a moderator in antecedents–bullying relationship (Baillien and De Witte, 2010; Baillien *et al.*, 2014). In another study, Baillien *et al.* (2011a, 2011b) examined the moderating role of *conflict frequency* in conflict management styles–bullying relationship and found a stronger relationship between the conflict management styles and bullying with increasing levels of conflict frequency.

Situational antecedents. Among other explored individual antecedents are situational factors such as gender. There are two distinct approaches to gender in the bullying research – a gender-blind perspective (which primarily treats gender as a control variable) and a gendered perspective (which conceives of gender as a social status, Keashly *et al.*, 2012; Salin and Hoel, 2013). Lee (2002), Simpson and Cohen (2004), Salin and Hoel (2013) and Salin (2015) are few researchers who are involved with studying bullying as a gendered phenomenon, while others have focused on gender differences in prevalence rates and forms of bullying (Vartia and Hyytia, 2002; Jóhannsdóttir and Ólafsson, 2004; Lewis and Orford, 2005; Rodríguez-Muñoz *et al.*, 2010). Ethnicity (ethnic minorities are more likely to experience bullying) is another less studied situational antecedent of workplace bullying (Fox and Stallworth, 2005; Lewis and Gunn, 2007). However, the studies on situational factors have not been explored in light of mediators and moderators.

Job characteristics. Job characteristics are one of the most studied work-related antecedents of workplace bullying (Zapf, 1999; Notelaers *et al.*, 2010). However, the underlying mechanisms linking job characteristics and workplace bullying are completely missing from the literature. There are only three studies examining moderator in job characteristics–bullying relationship. Moreno-Jiménez *et al.* (2009) examined the moderating roles of *psychological detachment and thoughts of revenge* in job characteristics (work stressor)–bullying relationship, wherein psychological detachment was found to weaken and thoughts of revenge to strengthen the job characteristics–bullying relationship. In another study, Baillien *et al.* (2011) examined the moderating role of *job autonomy* in the workload–bullying relationship (as assessed through job demand-control (JDC) model, Karasek, 1979), suggesting that the relationship between workload and being a target of bullying is stronger under the conditions of low job autonomy. Hauge *et al.* (2007) also examined the moderating role of *laissez-faire leadership style* in job stressor and bullying relationship, suggesting that the combination of poorly organized work conditions and inadequate leadership, in particular, can create a fertile ground for bullying at work. In addition to being examined as antecedent of workplace bullying, *job characteristics* have also been examined as potential mediators in antecedent (*laissez-faire* leadership)–bullying relationship (Skogstad *et al.*, 2007).

Psychosocial working conditions. Another well-explored work-related antecedent of workplace bullying is psychosocial working conditions (Skogstad *et al.*, 2007; Tuckey *et al.*, 2009; Baillien *et al.*, 2011a, 2011b; Notelaers *et al.*, 2013). With respect to mediators in psychosocial working conditions–bullying relationships, Van den Broeck *et al.* (2011) examined the mediating role of *emotional exhaustion* in association between the perceptions of adverse psychosocial working conditions (as assessed through the job demand-resources [JD-R] model, Bakker and Demerouti, 2007) and being a target of workplace bullying. This study revealed that job demands relate positively and job resources relate negatively to work-related strain, mostly burnout (specifically emotional exhaustion as its main component), which in turn leads to employee perceptions of workplace bullying. Four studies have examined the moderators in psychosocial working conditions–bullying relationships. Francioli *et al.* (2015) found the moderating role of *sense of coherence (SOC)* in the relationship between psychosocial working conditions (assessed through JDC model, Karasek, 1979) and bullying. This study revealed that SOC, which is a reflection of a general

individual ability to select appropriate coping strategies in the face of stressors, has the potential to weaken the relationship between psychosocial working conditions and bullying. In another study by Jiménez *et al.* (2007), the personality trait of *assertiveness* has been found moderating the antecedent (workplace inequality)–bullying relationship. However, Balducci *et al.* (2011) study did not find the significant moderating role of the personal dimension "neuroticism" in the relationship between high job demands and workplace bullying (however, it found the moderating role of *job resources* in job demands and bullying relationship). In another study, Goodboy *et al.* (2015), drawing on JDC model, found the moderating role of *high control* in the relationship between high psychological demands (and low supervisor social support) and bullying.

Leadership. Target's dissatisfaction with leadership styles has been widely reported in workplace bullying literature (Einarsen *et al.*, 1994; Vartia, 1996). Different form of leadership styles such as autocratic/authoritarian, participative, non-contingent punishment (NCP), laissez-faire, transactional, transformational, constructive, authentic and ethical leadership have been examined as organizational level antecedents of workplace bullying (Skogstad *et al.*, 2007; Hoel *et al.*, 2010; Hauge *et al.*, 2011; Laschinger and Fida, 2013; Nielsen, 2013; Francioli *et al.*, 2015). Research suggests that compared to other forms of leadership, autocratic (Hoel *et al.*, 2010) and *laissez-faire* leadership styles (Skogstad *et al.*, 2007) are most often associated with the incidences of workplace bullying. Recent research has proved that supportive leadership styles such as authentic and ethical leadership tend to be associated with lower incidences of workplace bullying (Stouten *et al.*, 2010; Hauge *et al.*, 2011; Laschinger and Fida, 2013). However, to date, knowledge of the mechanisms linking quality of leadership and workplace bullying is scarce (Nielsen, 2013). Rare exceptions are the four studies, which have investigated mediators in leadership–bullying relationship.

Francioli *et al.* (2015) conducted a longitudinal study by investigating the role of perceptions of *low social community at work* as a mediator between poor quality of leadership and workplace bullying. In their study, they found that quality of leadership plays a role in establishing working conditions, i.e. social community at work, which in turn fully mediates the leadership–bullying relationship. Nielsen (2013) investigated the mediating roles of *group cohesion and safety perceptions* between three leadership styles (*laissez-faire*, transformational and authentic leadership) and workplace bullying. Their study revealed some very interesting findings: *laissez-faire* leadership was found to have no indirect effects on bullying; the relationship between transformational leadership and bullying was fully mediated by safety perceptions; the relationship between authentic leadership and bullying was partially mediated by safety perceptions; and group cohesion did not function as a mediator between any of the leadership styles and bullying. Stouten *et al.* (2010) investigated the mediating roles of *quantitative and qualitative work environment* (workload and poor working conditions) in ethical leadership–bullying relationship. The results of their study proved that by establishing a more favorable work environment, ethical leaders can prevent employees from being targets of bullying. Skogstad *et al.* (2007) investigated *job characteristics* as a potential mediator between leadership (*laissez-faire* leadership) and workplace bullying. Their study revealed that laissez-faire leadership style provides a fertile ground for bullying by creating a social climate characterized by poor job characteristics and interpersonal conflicts. Surprisingly, to the best of author's knowledge, no moderator has been examined in the leadership–bullying relationship. In addition to being examined as antecedent of workplace bullying, leadership style (*laissez-faire* leadership style) has also been examined as a moderator in antecedent (job stressor)–bullying relationship (Hauge *et al.*, 2007).

Organizational culture and climate. Other organization-level variables studied in workplace bullying literature are organizational culture and climate (Vartia, 1996; Zapf, 1999; Bulutlar and Öz, 2009; O'Farrell and Nordstrom, 2013). Research indicated that employees working in chaotic organizations (i.e. lacking transparency, accountability and appropriate rewards and guidelines) experienced more bullying (O'Farrell and Nordstrom, 2013). Bulutlar and Öz (2009) investigated ethical climate types as precursors of workplace bullying and found that caring climate and rules climate (an ethical climate dominated by rules where organizational rules and policies are strictly followed by employees) predicted lower levels of workplace bullying, whereas organizations with instrumental climates (which cause employees to act in their own self-interests) predicted increased bullying. However, no mediators and moderators have been so far theorized and examined in the organizational culture/climate and bullying relationship.

Organizational change. Researchers have empirically found that organizational change/restructuring (Skogstad *et al.* (2007); Baillien and De Witte, 2009) can predict workplace bullying. However, no moderator has been examined, and only two studies have examined mediators in organizational change–bullying relationship. Skogstad *et al.* (2007) investigated *interpersonal conflict with superior* as a mediator between organizational change and workplace bullying, arguing that frustration and aggression associated with organizational change may result in interpersonal conflicts between co-workers and between subordinates and superiors, which may result in bullying. Their study suggests that interpersonal conflicts with one's immediate superior are a stronger mediator than are interpersonal conflicts with co-workers. In another study, Baillien and De Witte (2009) investigated various *job and team-related stressors (role conflict, job insecurity, workload*, role *ambiguity, frequency of conflict, social support from colleagues and social leadership)* as mediators between organizational change and workplace bullying and the mediating roles of role conflict and job insecurity were established.

Mediators and moderators in bullying–outcomes relationships

From the onset of research on workplace bullying, much of the research attention has also been focused on examining the negative effects experienced by the victims of workplace bullying (Einarsen *et al.*, 2003). The outcomes of workplace bullying can be broadly classified as work-related outcomes (behavioral and attitudinal outcomes) and health-related outcomes. Intention to quit, job satisfaction and work engagement are the most studied work-related outcomes of workplace bullying, and psychological and psychosomatic health and stress are most studied health-related outcomes of workplace bullying. This section covers the extant empirical work on the mediators and moderators examined in bullying–outcomes relationships. The details of the studies are presented in Tables III and IV.

Intention to quit. Intention to quit is one of the most studied outcomes of workplace bullying. Research has shown that withdrawing from the organization can be an effective means to react to aversive work environments and avoid subsequent bad feelings (Chadwick-Jones *et al.*, 1982; Houshmand *et al.*, 2012). Several empirical studies have also revealed that workplace bullying positively correlates with intention to quit (Djurkovic *et al.*, 2004; Simons, 2008; Berthelsen *et al.*, 2011; Houshmand *et al.*, 2012). A few studies have examined the mediators and moderators in bullying–intention to quit relationship. Glasø *et al.* (2010) and Glasø and Notelaers, (2012) investigated the mediating role of *emotions* in bullying–intention to quit relationships and found that emotions partly mediate bullying–intention to quit relationship. In another study, Glasø *et al.* (2011) found mediating roles of *job engagement* and *job satisfaction* in the bullying–intention to quit relationship. Similarly,

Year	Country	Antecedent	Mediators	Outcome	Studies and sample	Theoretical background
2016	Korea	Workplace Bullying	Job security	Work engagement and mental health	Park and Ono (2016); 260 employees from different organizations	Individuals may perceive a prolonged bullying situation as a threat to the most important aspects of their jobs (cognitive appraisal process) and job insecurity in turn triggers negative outcomes (transactional model of stress and the meaning making model; Lazarus and Folkman, 1984)
2016	Italy		Psychological distress	Self-management ability	Giorgi et al. (2016); 138 employees	Psychological distress develops as a result of stressful experiences, such as workplace bullying (Finne et al., 2011), which then leads to increased irritability, impaired decision-making, lack of insight (Arnsten et al., 2015)
2015	Australia		Psychological distress	Sleep quality	Magee et al. (2015); 1,454 employees	Workplace bullying is a stressor that promotes sustained cognitive activation which is detrimental to health (CATS, Ursin and Eriksen, 2004)
2015	Italy and Spain		Job satisfaction	Mental health problems	Arenas et al. (2015); 705 employees from different organizations	Satisfaction with different job dimensions (such as the salary/wage or the relationship with workmates) may be also conceived as an emotional resource to deal with bullying that mediates the consequences of bullying at work on employees' health and well-being
2014	Australia		Emotional exhaustion	Coworker support, optimism, and self-efficacy	Tuckey and Neall, 2014; 221 retail workers (Study 1) and 45 workers (Study 2)	As the bullying continues, the strain of trying to cope increases and targets are likely to feel emotionally drained which is characterized by a lack of energy and the feeling that emotional resources have been used up (Conservation of Resources Theory, COR, Hobfoll, 2001)

(*continued*)

Table III.
Mediators in bullying-outcomes relationships

Year	Country	Antecedent	Mediators	Outcome	Studies and sample	Theoretical background
2014	UK		Psychological capital (PsyCap) and social support	Psychological distress, job satisfaction, work-related stress	Cassidy et al. (2014); 2,068 employees	The stress experienced is subjected to individual differences as well as resources available to individuals
2013	Caribbean region		Job satisfaction and work-related depression	Task performance; organizational citizenship behavior and counterproductive workplace behavior	Devonish, (2013); 262 employees across organizations	Workplace bullying can be considered a stressor that is likely to have indirect effects on employee performance via affective-based variables (Emotion-centered model of employee behavior, Spector and Fox, 2002 and Affective Events Theory, AET, Weiss and Cropanzano, 1996)
2013	Canada		Job autonomy, competence and relatedness	Burnout, work engagement	Trépanier et al., 2013; 1179 nurses	Workplace bullying undermines the psychological health of victims by thwarting the satisfaction of basic psychological needs (Job autonomy, competence, and relatedness (Self-determination theory, Ryan and Deci, 2000)
2012	Australia and Uganda		Negative affect as mediator and culture as moderator	Physical symptoms	Casimir et al. (2012); 335 Australia and 296 Uganda high school teachers	Persistency of workplace bullying is likely to develop negative affect in victims and victims who chronically experience high activation emotional states, such as negative affect, are prone to higher rates of physical illness (psychosomatic hypothesis, Watson, 2000) Individualism and collectivism and power distance dimensions of culture (Hofstede, 1980)
2012	Norway		Positive and negative emotions	Musculoskeletal complaints	Vie et al. (2012); 1,024 employees in different departments within a bus company	Due to the prolonged and uncontrollable nature of bullying, victims may be led into a state of long-lasting preparedness involving elevated levels of negative emotions and correspondingly a too high level of activation which over time may result in exhaustion and physical damage to bodily processes in victims (CATS; Ursin and Eriksen, 2004)

(continued)

Table III.

Table III.

Year	Country	Antecedent	Mediators	Outcome	Studies and sample	Theoretical background
2012	Belgium		Positive and negative emotions	Job satisfaction, organizational commitment, intention to quit	Glaso and Notelaers, (2012); 5,520 employees from manufacturing, service and public sectors	Work environment features (i.e., roles and job designs) influence attitudes directly through a cognitive route as well as indirectly through an affective route, the latter by determining the occurrence of positive or negative affective work events. Experiencing hassles and uplifts at work lead to negative and positive affective reactions, which in turn lead to affect-driven behaviors and work attitudes (AET, Weiss and Cropanzano, 1996)
2012	Canada		Emotional exhaustion	Job satisfaction	Laschinger et al. (2012); 342 nurses	Chronic job stress such as workplace bullying leads to emotional exhaustion, which is associated with low job satisfaction
2011	Spain		Worry and need for recovery	Low sleep quality	Rodríguez-Muñoz et al. (2011); 4068 blue and white collar employees	Cognitive activation, such as worry and need for recovery constitutes an important determinant of prolonged physiological activation, and a mediator of the relationship between work stressors and health problems (CATS; Ursin and Eriksen, 2004)
2011	China		Affective Commitment	Intention to quit	McCormack et al. (2009); 142 school teachers	Being bullied leads to a reduction in the target's affective commitment to the organization, which, in turn, increases the target's intention to leave the organization (No theory suggested)
2011	Norway		Job engagement and job satisfaction as mediators and trait anger as moderator	Intention to quit	Glaso et al. (2011); 1023 bus drivers	Affective responses are presumed to act as mediating factors between work events and behavioral outcomes (AET, Weiss and Cropanzano, 1996). Trait anger can affect the behavioral responses directly, but it can also moderate the relationship between frustrating events and the behavioral responses (Fox and Spector, 1999)

(continued)

Year	Country	Antecedent	Mediators	Outcome	Studies and sample	Theoretical background
2010	Norway		Positive and negative emotions as mediator and trait anxiety and trait anger as moderators	Job satisfaction and intention to quit	Glasø et al. (2010); 37 employees in a maritime transportation company	Work events result into employee attitudes, and behavior via the routes of emotions and this relationship is moderated by individual personality traits (AET, Weiss and Cropanzano, 1996)
2007	Canada		Coping	Burnout and health symptoms	Lee and Brotheridge (2006); 180 respondents	When individuals are forced to cope with unwanted social encounters like workplace bullying, their resources become overtaxed (Hobfoll, 1989). They can respond by either mitigating the emotional and physical impact of bullying (i.e., lowering the demands) or by seeking social support (i.e., increasing resources). When their coping responses are unable to rebalance demands and resources, burnout and strain are likely to occur (COR, Hobfoll, 2001)
2002	Denmark		Negative Affectivity as mediator and generalized self-efficacy as moderator	Psychological and psychosomatic health complaints	Mikkelsen and Einarsen (2002); 224 manufacturing company employees	The outcomes of a stressful transaction are mediated by individuals appraisal and coping (Transactional model of stress, Lazarus and Folkman, 1984)

Table III.

Table IV.
Moderators in
bullying–outcomes
relationships

Year	Country	Antecedent	Moderators	Outcomes	Studies and sample	Theoretical background
2016	Norway	Workplace Bullying	Climate for conflict management (CCM)	Work engagement	Einarsen *et al.* (2016); 312 employees from Norwegian transport company	A strong CCM indicates that employees perceive their management to be motivated and obliged to intervene in conflicts that arise and, thereby, perceive the conflict management procedures to be fair (Rivlin, 2001). Such certainty results in an increased experience of control and support which in turn weaken the negative relationship between bullying and work engagement
2015	Poland		Social support (supervisor or coworkers) and authentic leadership	Mental health	Warszewska-Makuch *et al.* (2015); 820 employees from 53 different Polish organizations	Support from supervisor or coworker would mitigate the negative effects of workplace bullying (no theory mentioned) The four dimensions of authentic leadership, i.e., transparency, self-awareness, moral and the balanced processing, lead to the supposition that authentic leadership can moderate the relationship between workplace bullying and employees' mental health (no theory mentioned)
2014	Canada		Social support	Job satisfaction	Carroll and Lauzier (2014); 249 employees	Buffering Hypothesis: Social support moderates the negative impact of high strain (Dormann and Zapf, 1999)
2013	New Zealand		Constructive leadership, perceived organizational support and organizational anti-bullying initiatives	Strain, well-being, performance, and organizational commitment	Cooper-Thomas *et al.* (2013); 727 employees from nine health-care organizations	POS may act as a buffer to reduce the impact of bullying by sustaining reciprocal positive attitudes and behaviors (SET, Blau, 1964) Organizational actions against bullying may act as a specific type of reciprocity within SET (Coyle-Shapiro and Conway, 2004)
2013	Sydney, Australia		Attribution style	Psychological distress	Goldsmid and Howie (2013); 127 university students	Individuals habitually explain events in their lives and facing workplace bullying on a regular basis may engender the expectation that similar negative events will reoccur, which in turn generates helplessness. This negative attributional style has been shown to be associated with depression anxiety, higher,

(*continued*)

Year	Country	Antecedent	Moderators	Outcomes	Studies and sample	Theoretical background
						negative affect and lower positive affect (Theory of learned helplessness, Abramson et al., 1978)
2013	Canada		Psychological capital (PsyCap) (efficacy)	PTSD	Spence Laschinger and Nosko (2015); 1,205 hospital nurses	PsyCap serves as a protective intrapersonal resource that equips individuals with the ability to buffer the negative effects of workplace bullying, thereby preventing the onset of serious mental health outcomes, such as PTSD (Spence Laschinger and Nosko, 2013)
2011	Australia		PSC	Health and work engagement	Law et al. (2011), 220 employees	PSC acts as an organization-based resource (Dollard and Bakker, 2010) that, over and above personal and job resources, can be harnessed to help affected workers cope with the social and emotional demands of bullying/harassment
2010	Australia		PSC	Post-traumatic stress	Bond et al. (2010); 139 police officers	PSC is likely to moderate the relationship between workplace bullying and posttraumatic stress symptoms by limiting the enabling factors present in the work environment
2010	Singapore and Australia		National culture (ethnicity)	Workgroup identification and job satisfaction	Jennifer et al. (2010); 165 Singaporean and 152 Australian employees	Bullying signal to employees that they did not have meaningful relationships in the workplace and as a result would be less satisfied with their jobs and identify with workgroups to a lesser degree (belongingness theory, Baumeister and Leary, 1995). Moreover, employees with low PDOs and would be less likely to see bullying as standard behavior (relational model of authority, Tyler and Lind, 1992)
2008	Norway		SOC	PTSD	Nielsen et al. (2008); 221 participants from two Norwegian support associations	People with a strong SOC are more resistant to stress as SOC enables individuals to react flexibly to demands and such individuals can activate the appropriate resources to cope up with a variety of stressful situations (Antonovsky, 1987)

Table IV.

Table IV.

Year	Country	Antecedent	Moderators	Outcomes	Studies and sample	Theoretical background
2008	Australia		Perceived organizational support	Turnover intentions	Djurkovic et al. (2008); 335 school teachers	POS is an important type of social exchange that occurs between an organization and its employees. POS cushions victims psychologically from the effects of bullying by conveying to them that the organization values them and cares about their well-being. Additionally, POS involves relational exchanges that create an obligation for employees to remain with the organization based on the reciprocity norm (SET, Blau, 1964)
2008	Istanbul		Supervisory Support	Commitment (affective normative continuance)	Bulutlar and Oz (2008); 197 employees	Social support 'buffers' individuals from the destructive effects of stress (Cummins, 1990). Bullied employees who take support from their immediate supervisor feel fewer emotional problems, which lead to a higher level of organizational commitment
2007	America		Social anxiety, external locus of control and assertiveness	Ill health effects	Moreno-Jimenez et al. (2007); 120 immigrant workers	Certain personality variables constitute vulnerability factors in the bullying process; some people with poorer social skills are more vulnerable to situations of bullying (personality hypothesis, Matthiesen and Einarsen, 2001)
2001	UK		Workplace resources (i.e. physical, intellectual, technical, financial and social)	Job satisfaction, depression and propensity to leave	Quine (2001); 1100 nurses	A supportive work environment can act as a coping strategy, helping to moderate the effects of work stressors such as bullying and protecting the individual from the harmful effects of stress (Payne, 1979)

McCormack *et al.* (2009) found the mediating role of *affective commitment* in the bullying–intention to quit relationship. These studies revealed that individual affective states play a central role in the bullying–intention to quit relationships. In terms of moderators, personality dispositions – *trait anxiety and trait anger* (Glasø *et al.*, 2010), *support-perceived organizational support* (Djurkovic *et al.*, 2008) and *workplace resources* (Quine, 2001) – have been found moderating the bullying–intention to quit relationship.

Job satisfaction. Another well-explored outcome of workplace bullying is job satisfaction. Rodríguez-Muñoz *et al.* (2009) in their longitudinal study found that targets of workplace bullying reported a lower level of job satisfaction compared to non-targets. Several other studies have also revealed that workplace bullying negatively correlates with job satisfaction (Quine, 2003; Nielsen and Einarsen, 2012, Giorgi *et al.*2015). However, only a handful of studies has examined the mediators and moderators in the bullying–job satisfaction relationship. *Emotions* (Glasø *et al.*, 2010; Glasø and Notelaers, 2012), *emotional exhaustion* (Laschinger *et al.*, 2012), *psychological capital* (PsyCap) and *social support* have been examined as mediators in the bullying–job satisfaction relationship (Cassidy *et al.*, 2014). With respect to moderators, Carroll and Lauzier (2014) examined the moderating role of *social support* in the bullying–job satisfaction relationship and found that social support appears to function as a buffer for targets of workplace bullying by providing them with resources to cope with difficult workplace situations. In another study, Quine (2001) found the moderating role of *workplace resources* in the bullying–job satisfaction relationship. Jennifer *et al.* (2010) found the moderating role of *national culture (ethnicity)* in the bullying–job satisfaction relationship (as well as in the bullying–workgroup identification relationship). In addition to being examined as a direct outcome of workplace bullying, job satisfaction has also been examined as a mediator in the bullying–outcomes relationship (e.g. bullying–mental health relationship, Arenas *et al.*, 2015; bullying–task performance; organizational citizenship behavior and counterproductive workplace behavior relationships, Devonish, 2013; and bullying–intention to quit relationship, Glasø *et al.*, 2011).

Work engagement. Work engagement is another well-explored outcome of workplace bullying. Previous research has shown that workplace bullying negatively relates to work engagement (Rodríguez-Muñoz *et al.*, 2009; Glasø *et al.*, 2011). With reference to mediators in the bullying–engagement relationship, Park and Ono (2016) examined the mediating role of *job security* in the bullying–engagement relationship and found that bullying may be perceived as threat to the most important aspects of jobs, which in turn may result in negative outcomes. In another study, Trépanier *et al.*, 2013 found the mediating roles of *autonomy, competence and relatedness* in the bullying–engagement relationship and revealed that bullying thwarts the satisfaction of basic psychological needs. In terms of moderators, *conflict management climate (CMC)* (Einarsen *et al.*, 2016) and *psychosocial safety climate (PSC)* (Law *et al.*, 2011) have been examined as moderators in the bullying–work engagement relationship. Einarsen *et al.* (2016) found that CMC reduces both the occurrence and the consequences of perceived demands, thereby reducing the connection demands might have with negative outcomes such as lowered work engagement. Law *et al.* (2011) found that PSC as an organization-based resource helps victims of workplace bullying to cope with the social and emotional demands of bullying and thereby help them to remain engaged to their jobs. In addition to being examined as a direct outcome of workplace bullying, work engagement has also been examined as a mediator in the bullying–outcomes relationship (bullying–intention to quit relationship, Glasø *et al.*, 2011).

Less studied outcomes of workplace bullying. In addition to the above-mentioned studies, there are five more studies which have examined the mediators and moderators between bullying and its less studied work-related outcomes such as job performance,

organizational commitment, task performance, individual-targeted citizenship behavior, interpersonal counterproductive work behavior relationships and job and personal resources. Tuckey and Neall, 2014 examined the mediating role of *emotional exhaustion* in bullying–outcomes (coworker support, optimism and self-efficacy) relationship and found that bullying at work erodes job and personal resources by depleting emotional energy. In another study, Devonish (2013) found the mediating roles of *job satisfaction* in bullying–task performance relationship; work-related depression in bullying–organizational citizenship leadership relationship; and both job satisfaction and work-related depression in bullying–counterproductive workplace behaviors relationship. Giorgi *et al.* (2016) found the mediating role of *psychological distress* in bullying–self-management ability relationship. In terms of moderators, Lee *et al.* (2013) found that by sustaining reciprocal positive attitudes and behaviors, *perceived organizational support and organizational initiatives* moderated bullying–performance; bullying–well-being and bullying–organizational commitment relationships. Bulutlar and Oz (2008) found that *supervisory support* dampens the negative relationship between bullying and commitment (affective, normative and continuance).

Psychological and psychosomatic health. Many studies on workplace bullying have found that victims of bullying experience a wide range of psychological and psychosomatic health complaints (e.g. psychological distress, low sleep quality, poor mental health, musculoskeletal complaints and physical illness) (Nielsen and Einarsen, 2012; Einarsen and Nielsen, 2015). A considerable amount of research has been devoted toward examining mediators and moderators in bullying–health relationships.

Emotions have been examined and established as a potential mediator in the bullying–health relationship (Vie *et al.*, 2012). A personality disposition of *negative affectivity* has also been examined and established as a potential mediator in the bullying–health relationship (Mikkelsen and Einarsen, 2002; Casimir *et al.*, 2012). These studies found that emotions, as well as negative affectivity, are central to understanding the detrimental effects of bullying on health. In another study, Lee and Brotheridge (2006) examined the mediating role of *coping* in the bullying–health relationship and found that targets' sense of mastery and control are diminished as a result of bullying, as they are unable to rebalance demands and resources and are more likely to experience stress and strain. In other studies, Rodríguez-Muñoz *et al.* (2011) and Magee *et al.* (2015) found the mediating roles of *need for recovery and worry and psychological distress* between workplace bullying and sleep quality and highlighted the relevance of cognitive activation in understanding bullying–health relationships. Arenas *et al.* (2015) found the mediating role of *job satisfaction* in the bullying–mental health relationship.

In terms of moderators, Jiménez *et al.* (2007) found the moderating roles of *social anxiety* and *assertiveness*, and Mikkelsen and Einarsen (2002) found the moderating role of *self-efficacy* in bullying–health relationships. Both these studies highlight the role of individual dispositions as an important determinant of individual differences in outcomes of workplace bullying. In another study, Warszewska-Makuch *et al.* (2015) found the moderating roles of *authentic leadership and social support* in the bullying–health relationship. Attributional style has also found to be moderating the bullying–psychological distress relationship (Goldsmid and Howie, 2013), as a tendency toward a negative attributional style may increase the risk of psychological distress in victims of bullying. *Culture* is also found moderating the bullying–health relationship (Casimir *et al.*, 2012). Law *et al.* (2011) found the moderating role of *PSC* in the bullying–heath relationship.

Stress. Another well-explored health-related outcome of workplace bullying is stress. There is considerable evidence that workplace bullying is associated with increased levels of stress (Hoel *et al.*, 2002; Tehrani, 2004; Balducci *et al.*, 2011). However, the extant workplace bullying literature lacks studies examining the underlying mechanisms linking bullying and stress, except for one study by Cassidy *et al.* (2014) in which *psychological capital (PsyCap) and social support* have been examined as mediators in the bullying–stress relationship.

In terms of the moderators in bullying–stress relationship, Nielsen *et al.* (2008) found the moderating role of *SOC* (personality traits) in bullying–stress relationship. Similarly, Laschinger and Nosko (2015) found the moderating role of another individual disposition of *psychological capital* (PsyCap) in bullying–post-traumatic stress disorder (PTSD) symptomology. However, both the studies found the moderating roles of personality dispositions at low levels of bullying and revealed that bullying is a traumatic experience for all those exposed, even those with comprehensive coping resources (SOC) or with high protective intrapersonal resources (PsyCap level), as the effects of these personality dispositions diminish as bullying becomes severe. In addition to personality dispositions, organizational resources, i.e. *PSC*, has also been found moderating the bullying–stress relationship (Bond *et al.*, 2010).

Discussion

The objective of this study was to review and synthesize the extant empirical studies on mediators and moderators in antecedents–bullying and bullying–outcomes relationships. Overall, the findings suggest that mediators and moderators in bullying–outcomes relationships are far well explored than mediators and moderators in antecedents–bullying relationships. We also propose few potential variables which can explain the underlying mechanisms in the bullying phenomenon and alleviate/aggravate the antecedents–bullying and bullying–outcomes relationships.

Mediators and moderators in antecedents–bullying relationships.

Overall studies suggest that limited research efforts have been directed toward examining the processes via which workplace conditions get translated into perceptions of workplace bullying. Similarly, there is a dearth of research examining boundary conditions impacting the antecedents–bullying relationship. An overview of all the studies suggests that workload and poor working conditions, conflict (role conflict, interpersonal conflict and relationship conflict), role ambiguity, group cohesion, safety perceptions, social community at work and emotional exhaustion have been examined as mediators in the antecedents–bullying relationships. Job resources, job autonomy, high control and individual personality traits and dispositions (SOC, psychological detachment and thoughts of revenge, assertiveness, social anxiety, machiavellianism and Type A personality), conflict frequency and conflict management styles have been found moderating the antecedents–bullying relationship.

However, the review of studies also suggests that no mediator and moderator has been examined in personality–bullying relationship and organizational culture/climate–bullying relationship; no mediator has been examined in job characteristics–bullying relationship; and no moderator has been examined in the leadership–bullying relationship and organizational change–bullying relationships. Therefore, we propose few variables (gender, personal resources, psychological safety and power distance orientation, PDO) which can act as potential mediators and moderators in the antecedents–bullying relationship.

MRR

Potential mediators and moderators in antecedents–bullying relationships

Gender as a moderator. Gender can play a very potential role in bullying research as a moderator. Treated as a personal characteristic, gender is not only relevant for the way bullying is expressed but also how people make sense of and appraise the negative behavior (Hoel and Salin, 2003). Although, there are two distinct approaches to gender in the bullying research – a gender-blind perspective and a gendered perspective (Lee, 2002; Keashly *et al.*, 2012; Salin and Hoel, 2013) – the extant literature has primarily adopted a gender blind/ neutral perceptive to study workplace bullying, and gender has been treated as a control variable signifying "biological sex", while ignoring the socially constructed aspects of gender (Salin and Hoel, 2013). In the domain of organizational behavior, studies have examined how gender might alter the relationship between constructs (Lee and Farh, 1999; Peterson and Hughey, 2004; Salguero *et al.*, 2012). Understanding the moderating role of gender in the antecedents–bullying relationships is a critical concern for theory, research and practice and can be a potential avenue for future research.

Personal resources as mediators or moderators. The bullying literature has primarily viewed the JD-R model (Bakker and Demerouti, 2007) from job demands and job resources perspective (Ariza-Montes *et al.*, 2016; Baillien *et al.*, 2011a, 2011b; Broeck *et al.*, 2011). Drawing on Kurt's (1936) proposition that behavior is a function of the person and the environment, the JD-R model has been extended to cover personal resources in addition to the characteristics of the work environment. Personal resources are defined as the psychological characteristics or aspects of the self that are generally associated with resiliency and that refer to the ability to control and impact one's environment successfully (Schaufeli and Taris, 2014). As per the JD-R model, personal resources (e.g. self-efficacy, optimism and self-esteem) can moderate/mediate the relation between job characteristics and employee's attitudes and behaviors and can influence the perception of job characteristics (Xanthopoulou *et al.*, 2007; Schaufeli and Taris, 2014). Borrowing this concept to workplace bullying research, we argue that the personal resources can play a crucial role (as moderators or mediators) in job characteristics–bullying relationship and can be a potential future avenue for research.

Psychological safety as a mediator. Another potential mediator in the antecedent–bullying relationships can be psychological safety. Psychological safety refers to individuals' perceptions of the consequences of taking interpersonal risks in their work environment (Kahn, 1990; Edmondson, 1999; Edmondson *et al.*, 2004). It describes the perception that "people are comfortable being themselves" (Edmondson, 1999, p. 354) and "feel able to show and employ one's self without fear of negative consequences to self-image, status, or career" (Kahn, 1990, p. 708). Drawing on conservation of resources theory (COR, Hobfoll, 2001) which suggests that people strive to obtain, retain and protect their resources (i.e. objects, personal characteristics and conditions), we argue that adverse workplace conditions can endanger the resources of employees that help them to maintain their perceptions of psychological safety and subsequently their good experiences at work.

Power distance orientation as a moderator. Though leadership is one of the most widely explored antecedents of workplace bullying, the factors aggravating/ attenuating the effects of leadership on perceptions of workplace bullying are not examined. We argue that one individual characteristic, PDO can moderate the leadership–bullying relationship (Hofstede and Hofstede, 2005; Kirkman *et al.*, 2009) and other antecedents–bullying relationships. PDO refers to the extent to which an individual accepts the unequal distribution of power in institutions and organizations (Farh *et al.*, 2007) and can address the individual-level variation in cultural value

relating to status, authority and leadership behavior in organizations (Loi *et al.*, 2012). Employees who are high on PDO perceive a wider range of behaviors as legitimate within the authority of a supervisor than those who are low on PDO (Hofstede, 1980). Such employees (high on PDO) may be more tolerant toward supervisory mistreatment and may be less likely to perceive negative acts as bullying, less complaining about incidences of workplace bullying, more tolerant toward bullying acts and even interpret bullying behaviors as a part of the culture without being negatively affected by them (Tyler *et al.*, 2000; Lian *et al.*, 2012; Samnani, 2013a, 2013b; Giorgi *et al.*, 2015; Agarwal and Rai, 2018). Thus, it can be argued that PDO provides a basis for the acceptability of authority that sensitizes subordinates to negative acts and thereby blunts the impact of negative events that may be perceived by the individual as workplace bullying.

Mediators and moderators in bullying–outcomes relationships. Overall studies suggest that reasonable research efforts have been directed toward examining mediators and moderators in the bullying–outcomes relationships. Individual affective responses, especially emotions, have been primarily examined and established as a potential mediator in bullying–outcomes relationships. Besides emotions, other individual affective states (emotional exhaustion, job satisfaction, work-related depression, job engagement, affective commitment, need for recovery and worry, psychological needs and psychological distress), cognitive state (job security), individual dispositions (coping, negative affectivity and psychological capital) and support have also been found mediating the bullying–outcome relationships. In terms of moderators, individual personality traits and dispositions (trait anger, trait anxiety, social anxiety, assertiveness, self-efficacy, SOC, attribution style and psychological capital), support (social support, perceived organizational support, authentic leadership and organizational anti-bullying initiatives), organizational climate (CMC and PSC) and culture have been found moderating the bullying–outcome relationships.

The research that so far exists suggests that affective states are central underlying mechanisms in explaining bullying–outcomes relationships (Glasø *et al.*, 2010; Glasø and Notelaers, 2012). One of a critical measure of employee's affective states is the psychological contract violation (PCV, Conway and Briner, 2005) which has not been thoroughly examined in the context of workplace bullying (Parzefall and Salin, 2010; Rai and Agarwal, 2017a; Salin and Notelaers, 2017). Moreover, researchers have primarily examined the individual dispositions and distal factors as moderators in bullying–outcomes relationships, and studies examining the proximal relationships such as workplace friendship are missing from the extant literature. To address these gaps, we propose PCV as a mediator and workplace friendship as a moderator in bullying–outcomes relationships.

Potential mediator and moderator in bullying–outcomes relationships
Psychological contract violation as a mediator. Psychological contract represents an important framework for understanding the employment relationship (Rousseau, 2001) and captures the implicit beliefs about the promises and commitments made in the exchange relationship (Rousseau, 1995).When an employee perceive that the quality relationship is poor, he may experience psychological contract breach (PCB) or PCV. While a discrepancy (PCB) may link to outcomes, it is fundamentally the strong negative emotions (PCV) arising as a consequence of the discrepancy that elicits direct changes in outcomes (Cassar and Briner, 2011). As per social exchange theory (SET, 1964), an implicit belief of an employee in an "employee–employer exchange relationship" may be that he should be treated with fairness, due respects and dignity in his professional and social interactions with others. As

noted by Parzefall and Salin (2010), being subjected to workplace bullying defies conventional expectations of fair treatment and violates the norm of reciprocity governing most employee–employer exchange relationships, which in turn may evoke deep negative emotions in the employees in the form of felt violation. This felt violation (negative emotions) in turn may get converted into undesirable attitudes and behaviors.

Workplace friendship as a moderator. Workplace friendship is defined as the voluntary, informal person-related interactions and reciprocal relations among employees in the workplace setting (Berman *et al.*, 2002) with support as their key defining feature and function (Sias, 2009). Drawing on social support theory (Lakey and Cohen, 2000), which suggests that support reduces the effects of stressful life events on outcomes through either the supportive actions of others (e.g. advice, reassurance or encouragement: emotional support) or the belief that support is available, we argue that workplace friendship can moderate bullying–outcome relationships. Qualitative studies have revealed the importance of workplace friendship in bullying dynamics (D'Cruz and Noronha, 2011; Rai and Agarwal, 2018).

To sum up the discussion, we argue that though workplace bullying is assumed to be a complex and multi-causal phenomenon that seldom can be explained by one factor alone (Zapf, 1999; Hoel and Salin, 2003), the extant literature has adopted a piecemeal approach to study workplace bullying, and limited research efforts have been directed toward examining mediators and moderators in antecedents–bullying–outcomes relationships. Drawing on "interactionist theory of behavior" (Chatman, 1989) and in line with Samnani and Singh (2015), we also suggest that to fully understand the dynamics of workplace bullying, researchers need to adopt a person-environment perspective and thoroughly examine the interaction of individual and work environment factors in antecedents–bullying–outcomes relationships. Approaching workplace bullying through an interactionist, multi-level approach by pulling together different sets of variables from different levels can help to get a better understanding of workplace bullying and can help to identify the key mediating and moderating conditions across multiple levels (Samnani and Singh, 2015). An understanding of how factors at multiple levels interact (interactionist, multi-level approach) can provide a more intricate and nuanced understanding of the bullying phenomenon and can broaden the scope of bullying research.

Managerial implications

Workplace bullying negatively affects nearly half of employees sometime during their working lives (Lutgen-Sandvik *et al.*, 2007), so preventing workplace bullying is a prime concern for the managers. Managers should ensure that the work environments are free of bullying behaviors, and this can be achieved through implementation of clear anti-bullying policies such as "zero tolerance bullying policy at work" and "managing with respect", as well as active monitoring of the same (Lewis and Rayner, 2003). In particular, a policy to deal with bullying and a clear procedure on how to handle complaints about bullying and consequences for not adhering to the norms of acceptable workplace behaviors should be established and communicated to all the employees (Vartia *et al.*, 2011). Many times, it is impossible to get a bullying-free environment (Vartia *et al.*, 2011); therefore, in addition to attempting to put a stop to the situation, by gaining a better understanding of bullying dynamics, managers may be able to limit its consequences.

As the present review illustrated, conflict is a potential precursor of workplace bullying. When conflict reaches a higher intensity, it produces negative emotional reactions which give rise to perceptions of workplace bullying; hence, steps should be taken to control conflict in initial stages. Job characteristics have also been examined as an important

antecedent of workplace bullying. Managers should focus on employees' job characteristics, for instance, reducing taxing job characteristics (e.g. workload, role conflicts, job demand and role ambiguity) and increasing favorable ones (e.g. feedback, job control, job autonomy and job resources) would prevent workplace bullying (Notelaers *et al.*, 2010; Skogstad *et al.*, 2011). Improving the psychosocial work environment may be particularly effective in reducing the risk of workplace bullying. Attention should be paid to promote supportive leadership styles (e.g. ethical, authentic and transformational leadership styles) and supportive and healthy workplace climate and culture, which may reduce the occurrence of workplace bullying. Organizations may benefit from implementing training programs that aim to increase leaders' awareness on appropriate workplace behaviors (Avolio and Gardner 2005; Rai and Agarwal, 2017b).

Bullying fosters negative states (negative emotions, psychological distress and emotional exhaustion) in employees as employees perceive bullying acts to be challenging and threatening, which over a period of time get converted into undesirable attitudinal and behavioral outcomes. Therefore, organizations should timely identify and intervene bullying situations and should focus on providing adequate resources to employees, as well as strengthening their personal resources as resources can buffer the negative effect of workplace bullying (Harvey *et al.*, 2007). Timely workshops and training should be conducted to build and strengthen the psychological/personal resources (psychosocial capital, emotional intelligence, psychological hardiness, coping skills, self-efficacy, optimism and conflict management styles) of employees (Xanthopoulou *et al.*, 2007). Moreover, it is the organization's obligation to give employees adequate social support, job enhancement opportunities, workplace resources and job security to cope with adverse workplace conditions (Duffy and Sperry, 2012). Interventions focusing on maintaining and promoting civility and social support at work such as CREW (civility, respect, and engagement at work) at workplaces (Leiter *et al.*, 2011) should also be implemented. In more severe cases of bullying, more formal resources may be provided to help the victims like counseling (Tehrani, 2013; Trépanier *et al.*, 2013).

Conclusion
Through our review of the literature, we make two distinct contributions to workplace bullying literature. First, we have gathered and organized extant research on mediators and moderators of workplace bullying. This review provides a source through which researchers can locate the extant research on mediators and moderators of workplace bullying (as well as antecedents and outcomes of workplace bullying) to gain an overview of it. Second, we propose some potential underlying and intervening variables anchored on strong theoretical explanations that can be examined in future studies investigating antecedents–bullying–outcomes relationships.

Reference

Abramson, L.Y., Seligman, M.E. and Teasdale, J.D. (1978), "Learned helplessness in humans: critique and reformulation", *Journal of Abnormal Psychology*, Vol. 87 No. 1, p. 49.

Adams, A. (1992), "The standard guide to confronting bullying at work", *Nursing Standard: Official Newspaper of the Royal College of Nursing*, Vol. 7 No. 10, pp. 44-46.

Agarwal, U.A. and Rai, A. (2018), "Exploring bullying among Indian managers: a grounded theory approach", *Journal of Asia Business Studies*.

Anderson, C.A. and Bushman, B.J. (2002), "Human aggression", *Psychology*, Vol. 53 No. 1, p. 27.

Antonovsky, A. (1987), *Unraveling the Mystery of Health: How People Manage Stress and Stay Well*, Jossey-Bass, San Francisco, CA.

Aquino, K. and Thau, S. (2009), "Workplace victimization: aggression from the target's perspective", *Annual Review of Psychology*, Vol. 60 No. 1, pp. 717-741.

Arenas, A., Giorgi, G., Montani, F., Mancuso, S., Perez, J.F., Mucci, N. and Arcangeli, G. (2015), "Workplace bullying in a sample of Italian and Spanish employees and its relationship with job satisfaction, and psychological well-being", *Frontiers in Psychology*, Vol. 6, available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC4678195/ (accessed 26 November 2016).

Ariza-Montes, A., Leal-Rodríguez, A.L., Leal-Millán, A.G. and others, (2016), "Workplace bullying among teachers: an analysis from the job demands-resources (JD-R) model perspective", *Journal of Occupational and Environmental Medicine*, Vol. 58 No. 8, pp. 818-827.

Avolio, B.J. and Gardner, W.L. (2005), "Authentic leadership development: getting to the root of positive forms of leadership", *The Leadership Quarterly*, Vol. 16 No. 3, pp. 315-338.

Ayoko, O.B., Callan, V.J. and Härtel, C.E. (2003), "Workplace conflict, bullying, and counterproductive behaviors", *The International Journal of Organizational Analysis*, Vol. 11 No. 4, pp. 283-301.

Baillien, E. and De Witte, H. (2009), "Why is organizational change related to workplace bullying? Role conflict and job insecurity as mediators", *Economic and Industrial Democracy*, Vol. 30 No. 3, pp. 348-371.

Baillien, E. and De Witte, H. (2010), "The relationship between the occurrence of conflicts in the work unit, the conflict management styles in the work unit and workplace bullying", *Psychologica Belgica*, Vol. 49 No. 4, available at: www.psychologicabelgica.com/articles/abstract/10.5334/pb-49-4-207/ (accessed 12 April 2016).

Baillien, E., Bollen, K., Euwema, M. and De Witte, H. (2014), "Conflicts and conflict management styles as precursors of workplace bullying: a two-wave longitudinal study", *European Journal of Work and Organizational Psychology*, Vol. 23 No. 4, pp. 511-524.

Baillien, E., Notelaers, G., De Witte, H. and Matthiesen, S.B. (2011b), "The relationship between the work unit's conflict management styles and bullying at work: moderation by conflict frequency", *Economic and Industrial Democracy*, Vol. 32 No. 3, pp. 401-419.

Baillien, E., Rodriguez-Munoz, A., Van den Broeck, A. and De Witte, H. (2011a), "Do demands and resources affect target's and perpetrators' reports of workplace bullying? A two wave cross-lagged study", *Work & Stress*, Vol. 25 No 2, pp. 128-146.

Baillien, E., Camps, J., Van den Broeck, A., Stouten, J., Godderis, L., Sercu, M. and De Witte, H. (2016), "An eye for an eye will make the whole world blind: conflict escalation into workplace bullying and the role of distributive conflict behavior", *Journal of Business Ethics*, Vol. 137 No. 2, pp. 415-429.

Bakker, A.B. and Demerouti, E. (2007), "The job demands-resources model: state of the art", *Journal of Managerial Psychology*, Vol. 22 No. 3, pp. 309-328.

Balducci, C., Fraccaroli, F. and Schaufeli, W.B. (2011), "Workplace bullying and its relation with work characteristics, personality, and post-traumatic stress symptoms: an integrated model", *Anxiety, Stress & Coping*, Vol. 24 No. 5, pp. 499-513.

Bartlett, J.E. and Bartlett, M.E. (2011), "Workplace bullying: an integrative literature review", *Advances in Developing Human Resources*, Vol. 13 No. 1, pp. 69-84.

Baumeister, R.F. and Leary, M.R. (1995), "The need to belong: desire for interpersonal attachments as a fundamental human motivation", *Psychological Bulletin*, Vol. 117 No. 3, p. 497.

Berman, E.M., West, J.P. and Richter Jr, M.N. (2002), "Workplace relations: friendship patterns and consequences (according to managers)", *Public Administration Review*, Vol. 62 No. 2, pp. 217-230.

Berthelsen, M., Skogstad, A., Lau, B. and Einarsen, S. (2011), "Do they stay or do they go? A longitudinal study of intentions to leave and exclusion from working life among targets of workplace bullying", *International Journal of Manpower*, Vol. 32 No. 2, pp. 178-193.

Blau, P.M. (1964), *Exchange and Power in Social Life*, Transaction Publishers, Piscataway, NJ.

Bond, S.A., Tuckey, M.R. and Dollard, M.F. (2010), "Psychosocial safety climate, workplace bullying, and symptoms of posttraumatic stress", *Organization Development Journal*, Vol. 28 No. 1, p. 37.

Branch, S., Ramsay, S. and Barker, M. (2007), "Managers in the firing line: contributing factors to workplace bullying by staff – an interview study", *Journal of Management & Organization*, Vol. 13 No. 3, pp. 264-281.

Branch, S., Ramsay, S. and Barker, M. (2013), "Workplace bullying, mobbing and general harassment: a review", *International Journal of Management Reviews*, Vol. 15 No. 3, pp. 280-299.

Bulutlar, F. and Öz, E.Ü. (2009), "The effects of ethical climates on bullying behaviour in the workplace", *Journal of Business Ethics*, Vol. 86 No. 3, pp. 273-295.

Carroll, T.L. and Lauzier, M. (2014), "Workplace bullying and job satisfaction: the buffering effect of social support", *Universal Journal of Psychology*, Vol. 2 No. 2, pp. 81-89.

Casimir, G., McCormack, D., Djurkovic, N. and Nsubuga-Kyobe, A. (2012), "Psychosomatic model of workplace bullying: Australian and Ugandan schoolteachers", *Employee Relations*, Vol. 34 No. 4, pp. 411-428.

Cassar, V. and Briner, R.B. (2011), "The relationship between psychological contract breach and organizational commitment: exchange imbalance as a moderator of the mediating role of violation", *Journal of Vocational Behavior*, Vol. 78 No. 2, pp. 283-289.

Cassidy, T., McLaughlin, M. and McDowell, E. (2014), "Bullying and health at work: the mediating roles of psychological capital and social support", *Work & Stress*, Vol. 28 No. 3, pp. 255-269.

Chadwick-Jones, J.J.K., Nicholson, N. and Brown, C. (1982), *Social Psychology of Absenteeism*, Praeger Publishers, Santa Barbara, CA.

Chatman, J.A. (1989), "Improving interactional organizational research: a model of person-organization fit", *Academy of Management Review*, Vol. 14 No. 3, pp. 333-349.

Ciby, M. and Raya, R.P. (2015), "Workplace bullying: a review of the defining features, measurement methods and prevalence across continents", *IIM Kozhikode Society & Management Review*, Vol. 4 No. 1, pp. 38-47.

Cortina, J.M. (2003), "Apples and oranges (and pears, oh my!): the search for moderators in meta-analysis", *Organizational Research Methods*, Vol. 6 No. 4, pp. 415-439.

Coyle-Shapiro, J.A. and Conway, N. (2004), *The Employment Relationship Through the Lens of Social Exchange*, Oxford University Press, Oxford.

D'Cruz, P. and Noronha, E. (2011), "The limits to workplace friendship: Managerialist HRM and bystander behaviour in the context of workplace bullying", *Employee Relations*, Vol. 33 No. 3, pp. 269-288.

De Dreu, C.K. and Van de Vliert, E. (1997), *Using Conflict in Organizations*, Sage, Thousand Oaks, CA.

Devonish, D. (2013), "Workplace bullying, employee performance and behaviors: the mediating role of psychological well-being", *Employee Relations*, Vol. 35 No. 6, pp. 630-647.

Dijkstra, M.T., van Dierendonck, D., Evers, A. and De Dreu, C.K. (2005), "Conflict and well-being at work: the moderating role of personality", *Journal of Managerial Psychology*, Vol. 20 No. 2, pp. 87-104.

Djurkovic, N., McCormack, D. and Casimir, G. (2004), "The physical and psychological effects of workplace bullying and their relationship to intention to leave: a test of the psychosomatic and disability hypotheses", *International Journal of Organization Theory and Behavior*, Vol. 7 No. 4, p. 469.

Djurkovic, N., McCormack, D. and Casimir, G. (2008), "Workplace bullying and intention to leave: the moderating effect of perceived organisational support", *Human Resource Management Journal*, Vol. 18 No. 4, pp. 405-422.

Dormann, C. and Zapf, D. (1999), "Social support, social stressors at work, and depressive symptoms: testing for main and moderating effects with structural equations in a three-wave longitudinal study", *Journal of Applied Psychology*, Vol. 84 No. 6, p. 874.

Duffy, M. and Sperry, L. (2012), *Mobbing: Causes, Consequences, and Solutions*, Oxford University Press, Oxford.

Edmondson, A. (1999), "Psychological safety and learning behavior in work teams", *Administrative Science Quarterly*, Vol. 44 No. 2, pp. 350-383.

Edmondson, A.C., Kramer, R.M. and Cook, K.S. (2004), "Psychological safety, trust, and learning in organizations: a group-level lens", *Trust and Distrust in Organizations: Dilemmas and Approaches*, Vol. 12, pp. 239-272.

Einarsen, S. (1999), "The nature and causes of bullying at work", *International Journal of Manpower*, Vol. 20 Nos 1/2, pp. 16-27.

Einarsen, S. (2000), "Harassment and bullying at work: a review of the Scandinavian approach", *Aggression and Violent Behavior*, Vol. 5 No. 4, pp. 379-401.

Einarsen, S., Hoel, H. and Cooper, C. (2003), *Bullying and Emotional Abuse in the Workplace: International Perspectives in Research and Practice*, CRC Press, Boca Raton, FL.

Einarsen, S., Hoel, H. and Notelaers, G. (2009), "Measuring exposure to bullying and harassment at work: validity, factor structure and psychometric properties of the negative acts questionnaire-revised", *Work & Stress*, Vol. 23 No. 1, pp. 24-44.

Einarsen, S., Hoel, H., Zapf, D. and Cooper, C.L. (2011), "The concept of bullying and harassment at work: the European tradition", *Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice*, pp. 3-39.

Einarsen, S. and Nielsen, M.B. (2015), "Workplace bullying as an antecedent of mental health problems: a five-year prospective and representative study", *International Archives of Occupational and Environmental Health*, Vol. 88 No. 2, pp. 131-142.

Einarsen, S., Raknes, B.I. and Matthiesen, S.B. (1994), "Bullying and harassment at work and their relationships to work environment quality: an exploratory study", *European Journal of Work and Organizational Psychology*, Vol. 4 No. 4, pp. 381-401.

Einarsen, S., Skogstad, A., Rørvik, E., Lande, A.B. and Nielsen, M.B. (2016), "Climate for conflict management, exposure to workplace bullying and work engagement: a moderated mediation analysis", *The International Journal of Human Resource Management*, pp. 1-22, available at: https://doi.org/10.1080/09585192.2016.1164216

Farh, J.-L., Hackett, R.D. and Liang, J. (2007), "Individual-level cultural values as moderators of perceived organizational support–employee outcome relationships in China: comparing the effects of power distance and traditionality", *Academy of Management Journal*, Vol. 50 No. 3, pp. 715-729.

Feldt, T. (1997), "The role of sense of coherence in well-being at work: analysis of main and moderator effects", *Work & Stress*, Vol. 11 No. 2, pp. 134-147.

Fox, S. and Spector, P.E. (1999), "A model of work frustration–aggression", *Journal of Organizational Behavior*, Vol. 20 No. 6, pp. 915-931.

Fox, S. and Stallworth, L.E. (2005), "Racial/ethnic bullying: exploring links between bullying and racism in the US workplace", *Journal of Vocational Behavior*, Vol. 66 No. 3, pp. 438-456.

Francioli, L., Conway, P.M., Hansen, A.M., Holten, A.-L., Grynderup, M.B., Persson, R., Mikkelsen, E.G., Costa, G. and Høghet, A. (2015), "Quality of leadership and workplace bullying: the mediating role of social community at work in a two-year follow-up study", *Journal of Business Ethics*, Vol. 147 No. 4, pp. 889-899.

Frazier, P.A., Tix, A.P. and Barron, K.E. (2004), "Testing moderator and mediator effects in counseling psychology research", *Journal of Counseling Psychology*, Vol. 51 No. 1, p. 115.

French, J.R., Raven, B. and Cartwright, D. (1959), "The bases of social power", *Classics of Organization Theory*, pp. 311-320.

Giorgi, G., Leon-Perez, J.M. and Arenas, A. (2015), "Are bullying behaviors tolerated in some cultures? Evidence for a curvilinear relationship between workplace bullying and job satisfaction among Italian workers", *Journal of Business Ethics*, Vol. 131 No. 1, pp. 227-237.

Giorgi, G., Perminienė, M., Montani, F., Fiz-Perez, J., Mucci, N. and Arcangeli, G. (2016), "Detrimental effects of workplace bullying: impediment of self-management competence via psychological distress", *Frontiers in Psychology*, Vol. 7, available at: www.ncbi.nlm.nih.gov/pmc/articles/PMC4753400/ (accessed 4 December 2016).

Glasø, L. and Notelaers, G. (2012), "Workplace bullying, emotions, and outcomes", *Violence and Victims*, Vol. 27 No. 3, pp. 360-377.

Glasø, L., Bele, E., Nielsen, M.B. and Einarsen, S. (2011), "Bus drivers' exposure to bullying at work: an occupation-specific approach", *Scandinavian Journal of Psychology*, Vol. 52 No. 5, pp. 484-493.

Glasø, L., Vie, T.L., Holmdal, G.R. and Einarsen, S. (2010), "An application of affective events theory to workplace bullying", *European Psychologist*, Vol. 16 No. 3, pp. 198-208.

Goldsmid, S. and Howie, P. (2013), "Mediating and moderating role of attributional style in the association between victimisation and wellbeing", *Emotional and Behavioural Difficulties*, Vol. 18 No. 4, pp. 423-434.

Goldsmid, S. and Howie, P. (2014), "Bullying by definition: an examination of definitional components of bullying", *Emotional and Behavioural Difficulties*, Vol. 19 No. 2, pp. 210-225.

Goodboy, A.K., Martin, M.M., Knight, J.M. and Long, Z. (2015), "Creating the boiler room environment the job demand-control-support model as an explanation for workplace bullying", *Communication Research*, Vol. 44 No. 2, pp. 244-262.

Harvey, P., Stoner, J., Hochwarter, W. and Kacmar, C. (2007), "Coping with abusive supervision: the neutralizing effects of ingratiation and positive affect on negative employee outcomes", *The Leadership Quarterly*, Vol. 18 No. 3, pp. 264-280.

Hauge, L., Skogstad, A. and Einarsen, S. (2007), "Relationships between stressful work environments and bullying: results of a large representative study", *Work & Stress*, Vol. 21 No. 3, pp. 220-242.

Hauge, L.J., Einarsen, S., Knardahl, S., Lau, B., Notelaers, G. and Skogstad, A. (2011), "Leadership and role stressors as departmental level predictors of workplace bullying", *International Journal of Stress Management*, Vol. 18 No. 4, p. 305.

Hobfoll, S.E. (2001), "The influence of culture, community, and the nested-self in the stress process: advancing conservation of resources theory", *Applied Psychology*, Vol. 50 No. 3, pp. 337-421.

Hoel, H. and Cooper, C.L. (2001), "Origins of bullying: theoretical frameworks for explaining workplace bullying", *Building a Culture of Respect: Managing Bullying at Work*, Vol. 3, p. 19.

Hoel, H. and Einarsen, S. (1999), "*Workplace Bullying*", Wiley Online Library, available at: http://onlinelibrary.wiley.com/doi/10.1002/9781118785317.weom050080/full (accessed 29 April 2016).

Hoel, H. and Salin, D. (2003), "Ways of explaining workplace bullying: a review of enabling, motivating and precipitating structures and processes in the work environment", *Human Relations*, Vol. 56 No. 10, pp. 1213-1232.

Hoel, H., Rayner, C. and Cooper, C.L. (1999), *Workplace Bullying*, John Wiley & Sons, Hoboken, NJ, available at: http://psycnet.apa.org/psycinfo/1999-02322-006 (accessed 23 May 2015).

Hoel, H., Zapf, D. and Cooper, C.L. (2002), "Workplace bullying and stress", *Historical and Current Perspectives on Stress and Health*, Vol. 2 No. 3, pp. 293-333.

Hoel, H., Glasø, L., Hetland, J., Cooper, C.L. and Einarsen, S. (2010), "Leadership styles as predictors of self-reported and observed workplace bullying", *British Journal of Management*, Vol. 21 No. 2, pp. 453-468.

Hofstede, G. (1980), "Culture and organizations", *International Studies of Management & Organization*, Vol. 14 No. 4, pp. 15-41.

Hofstede, G. and Hofstede, G.J. (2005), *Organisationer Och Kulturer*, Studentlitteratur, available at: http://library.wur.nl/WebQuery/wurpubs/349948 (accessed 14 April 2016).

Horwitz, S.K. and Horwitz, I.B. (2007), "The effects of team diversity on team outcomes: a meta-analytic review of team demography", *Journal of Management*, Vol. 33 No. 6, pp. 987-1015.

Houshmand, M., O'Reilly, J., Robinson, S. and Wolff, A. (2012), "Escaping bullying: the simultaneous impact of individual and unit-level bullying on turnover intentions", *Human Relations*, Vol. 65 No. 7, pp. 901-918.

Hutchinson, M., Vickers, M., Jackson, D. and Wilkes, L. (2006), "Workplace bullying in nursing: towards a more critical organisational perspective", *Nursing Inquiry*, Vol. 13 No. 2, pp. 118-126.

Jennifer, M.I.L., Restubog, S.L.D. and Zagenczyk, T.J. (2010), "Consequences of workplace bullying on employee identification and satisfaction among Australians and Singaporeans", *Journal of Cross-Cultural Psychology*, Vol. 4 No. 2, pp. 236-252.

Jiménez, B.M., Muñoz, A.R., López, Y.M. and Hernández, E.G. (2007), "The moerating role of assertiveness and social anxiety in workplace bullying: two empirical studies", *Psychology in Spain*, Vol. 11 No. 11, pp. 85-94.

Jóhannsdóttir, H.L. and Ólafsson, R.F. (2004), "Coping with bullying in the workplace: the effect of gender, age and type of bullying", *British Journal of Guidance & Counselling*, Vol. 32 No. 3, pp. 319-333.

Johnson, S.L. (2009), "International perspectives on workplace bullying among nurses: a review", *International Nursing Review*, Vol. 56 No. 1, pp. 34-40.

Kahn, W.A. (1990), "Psychological conditions of personal engagement and disengagement at work", *Academy of Management Journal*, Vol. 33 No. 4, pp. 692-724.

Karasek, R.A. Jr, (1979), "Job demands, job decision latitude, and mental strain: implications for job redesign", *Administrative Science Quarterly*, Vol. 24 No. 2, pp. 285-308.

Keashly, L. and Jagatic, K. (2003), "By any other name: American perspectives on workplace bullying", *Bullying and Emotional Abuse in the Workplace: International Perspectives in Research and Practice*, pp. 31-61.

Keashly, L., Fox, S. and Lituchy, T. (2012), "Workplace bullying and gender: it's complicated", *Gender and the Dysfunctional Workplace, Edward Elgar, Cheltenham Glos*, pp. 78-95.

Kirkman, B.L., Chen, G., Farh, J.-L., Chen, Z.X. and Lowe, K.B. (2009), "Individual power distance orientation and follower reactions to transformational leaders: a cross-level, cross-cultural examination", *Academy of Management Journal*, Vol. 52 No. 4, pp. 744-764.

Kurt, L. (1936), *Principles of Topological Psychology*, New York-London.

Lakey, B. and Cohen, S. (2000), "Social support theory and measurement", *Social Support Measurement and Intervention: A Guide for Health and Social Scientists*, pp. 29-52.

Laschinger, H.S. and Fida, R. (2013), "Longitudinal analysis authentic leadership on workplace bullying, burnout and turnover intentions", *Academy of Management Proceedings*, Vol. 2013, p. 10065.

Law, R., Dollard, M.F., Tuckey, M.R. and Dormann, C. (2011), "Psychosocial safety climate as a lead indicator of workplace bullying and harassment, job resources, psychological health and employee engagement", *Accident Analysis & Prevention*, Vol. 43 No. 5, pp. 1782-1793.

Lazarus, R.S. and Folkman, S. (1984), "Stress", *Appraisal, and Coping*, Vol. 725, available at: https://ccme.osu.edu/WebCastsFiles/562The%20Management%20of%20Stress%20-%202.pdf (accessed 27 October 2015).

Lee, C. and Farh, J.-L.L. (1999), "The effects of gender in organizational justice perception", *Journal of Organizational Behavior*, Vol. 20 No. 1, pp. 133-143.

Lee, D. (2002), "Gendered workplace bullying in the restructured UK civil service", *Personnel Review*, Vol. 31 No. 2, pp. 205-227.

Lee, R.T. and Brotheridge, C.M. (2006), "When prey turns predatory: workplace bullying as a predictor of counteraggression/bullying, coping, and well-being", *European Journal of Work and Organizational Psychology*, Vol. 15 No. 3, pp. 352-377.

Lee, R.T., Brotheridge, C.M., Salin, D. and Hoel, H. (2013), "Workplace bullying as a gendered phenomenon", *Journal of Managerial Psychology*, Vol. 28 No. 3, pp. 235-251.

Leiter, M.P., Laschinger, H.K.S., Day, A. and Oore, D.G. (2011), "The impact of civility interventions on employee social behavior, distress, and attitudes", *Journal of Applied Psychology*, Vol. 96 No. 6, p. 1258.

Leon-Perez, J.M., Medina, F.J., Arenas, A. and Munduate, L. (2015), "The relationship between interpersonal conflict and workplace bullying", *Journal of Managerial Psychology*, Vol. 30 No. 3, pp. 250-263.

Lewis, D. and Gunn, R.O.D. (2007), "Workplace bullying in the public sector: understanding the racial dimension", *Public Administration*, Vol. 85 No. 3, pp. 641-665.

Lewis, D. and Rayner, C. (2003), "22 Bullying and human resource management", *Bullying and Emotional Abuse in the Workplace*, p. 370.

Lewis, S.E. and Orford, J. (2005), "Women's experiences of workplace bullying: changes in social relationships", *Journal of Community & Applied Social Psychology*, Vol. 15 No. 1, pp. 29-47.

Leymann, H. (1990), "Mobbing and psychological terror at workplaces", *Violence and Victims*, Vol. 5 No. 2, pp. 119-126.

Leymann, H. (1996), "The content and development of mobbing at work", *European Journal of Work and Organizational Psychology*, Vol. 5 No. 2, pp. 165-184.

Lian, H., Ferris, D.L. and Brown, D.J. (2012), "Does power distance exacerbate or mitigate the effects of abusive supervision? It depends on the outcome", *Journal of Applied Psychology*, Vol. 97 No. 1, p. 107.

Loi, R., Lam, L.W. and Chan, K.W. (2012), "Coping with job insecurity: the role of procedural justice, ethical leadership and power distance orientation", *Journal of Business Ethics*, Vol. 108 No. 3, pp. 361-372.

Lutgen-Sandvik, P., Tracy, S.J. and Alberts, J.K. (2007), "Burned by bullying in the American workplace: prevalence, perception, degree and impact*", *Journal of Management Studies*, Vol. 44 No. 6, pp. 837-862.

McCormack, D., Casimir, G., Djurkovic, N. and Yang, L. (2009), "Workplace bullying and intention to leave among schoolteachers in China: the mediating effect of affective Commitment1", *Journal of Applied Social Psychology*, Vol. 39 No. 9, pp. 2106-2127.

Magee, C., Gordon, R., Robinson, L., Reis, S., Caputi, P. and Oades, L. (2015), "Distinct workplace bullying experiences and sleep quality: a person-centred approach", *Personality and Individual Differences*, Vol. 87, pp. 200-205.

Matthiesen, S.B. and Einarsen, S. (2001), "MMPI-2 configurations among victims of bullying at work", *European Journal of Work and Organizational Psychology*, Vol. 10 No. 4, pp. 467-484.

Mayhew, C., McCarthy, P., Chappell, D., Quinlan, M., Barker, M. and Sheehan, M. (2004), "Measuring the extent of impact from occupational violence and bullying on traumatised workers", *Employee Responsibilities and Rights Journal*, Vol. 16 No. 3, pp. 117-134.

Mikkelsen, E. and Einarsen, S. (2002), "Relationships between exposure to bullying at work and psychological and psychosomatic health complaints: the role of state negative affectivity and generalized self–efficacy", *Scandinavian Journal of Psychology*, Vol. 43 No. 5, pp. 397-405.

Moayed, F.A., Daraiseh, N., Shell, R. and Salem, S. (2006), "Workplace bullying: a systematic review of risk factors and outcomes", *Theoretical Issues in Ergonomics Science*, Vol. 7 No. 3, pp. 311-327.

Moreno-Jiménez, B., Rodríguez-Muñoz, A., Pastor, J.C., Sanz-Vergel, A.I. and Garrosa, E. (2009), "The moderating effects of psychological detachment and thoughts of revenge in workplace bullying", *Personality and Individual Differences*, Vol. 46 No. 3, pp. 359-364.

Naseer, S., Raja, U. and Donia, M.B.L. (2016), "Effect of perceived politics and perceived support on bullying and emotional exhaustion: the moderating role of type a personality", *The Journal of Psychology*, Vol. 150 No. 5, pp. 606-624.

Neuman, J.H. and Baron, R.A. (1997), "Aggression in the workplace", *Antisocial Behavior in Organizations*, Vol. 37, p. 67.

Nielsen, M.B. (2013), "Bullying in work groups: the impact of leadership", *Scandinavian Journal of Psychology*, Vol. 54 No. 2, pp. 127-136.

Nielsen, M.B. and Einarsen, S. (2012), "Outcomes of exposure to workplace bullying: a metaanalytic review", *Work & Stress*, Vol. 26 No. 4, pp. 309-332.

Nielsen, M.B. and Knardahl, S. (2015), "Is workplace bullying related to the personality traits of victims? A two-year prospective study", *Work & Stress*, Vol. 29 No. 2, pp. 128-149.

Nielsen, M.B., Matthiesen, S.B. and Einarsen, S. (2008), "Sense of coherence as a protective mechanism among targets of workplace bullying", *Journal of Occupational Health Psychology*, Vol. 13 No. 2, p. 128.

Nielsen, M.B., Matthiesen, S.B. and Einarsen, S. (2010), "The impact of methodological moderators on prevalence rates of workplace bullying. A meta-analysis", *Journal of Occupational and Organizational Psychology*, Vol. 83 No. 4, pp. 955-979.

Notelaers, G., De Witte, H. and Einarsen, S. (2010), "A job characteristics approach to explain workplace bullying", *European Journal of Work and Organizational Psychology*, Vol. 19 No. 4, pp. 487-504.

Notelaers, G., Baillien, E., De Witte, H., Einarsen, S. and Vermunt, J.K. (2013), "Testing the strain hypothesis of the demand control model to explain severe bullying at work", *Economic and Industrial Democracy*, Vol. 34 No. 1, pp. 69-87.

O'Farrell, C. and Nordstrom, C.R. (2013), "Workplace bullying: examining self-monitoring and organizational culture", *Journal of Psychological Issues in Organizational Culture*, Vol. 3 No. 4, pp. 6-17.

Park, J.H. and Ono, M. (2016), "Effects of workplace bullying on work engagement and health: the mediating role of job insecurity", *The International Journal of Human Resource Management*, pp. 1-24, available at: https://doi.org/10.1080/09585192.2016.1155164

Parzefall, M.-R. and Salin, D.M. (2010), "Perceptions of and reactions to workplace bullying: a social exchange perspective", *Human Relations*, Vol. 63 No. 6, pp. 761-780.

Payne, R.L. (1979), "Demands, supports, constraints and psychological health", *Response to Stress: Occupational Aspects*, pp. 85-105.

Peterson, N.A. and Hughey, J. (2004), "Social cohesion and intrapersonal empowerment: gender as moderator", *Health Education Research*, Vol. 19 No. 5, pp. 533-542.

Peterson, R.S. and Behfar, K.J. (2003), "The dynamic relationship between performance feedback, trust, and conflict in groups: a longitudinal study", *Organizational Behavior and Human Decision Processes*, Vol. 92 Nos 1/2, pp. 102-112.

Pilch, I. and Turska, E. (2015), "Relationships between Machiavellianism, organizational culture, and workplace bullying: emotional abuse from the target's and the perpetrator's perspective", *Journal of Business Ethics*, Vol. 128 No. 1, pp. 83-93.

Quine, L. (2003), "Workplace bullying, psychological distress, and job satisfaction in junior doctors", *Cambridge Quarterly of Healthcare Ethics*, Vol. 12 No. 1, pp. 91-101.

Rai, A. and Agarwal, U.A. (2016), "Workplace bullying: a review and research gaps", *South Asian Journal of Management*, Vol. 23 No. 3, pp. 27-56.

Rai, A. and Agarwal, U.A. (2017a), "Linking workplace bullying and work engagement: the mediating role of psychological contract violation", *South Asian Journal of Human Resources Management*, Vol. 4 No. 1, pp. 42-71.

Rai, A. and Agarwal, U.A. (2017b), "Workplace bullying among Indian managers: prevalence, sources and bystanders' reactions", *International Journal Indian Culture and Business Management*, Vol. 15 No. 1, pp. 58-81.

Rai, A. and Agarwal, U.A. (2017c), "Exploring nature of workplace bullying and psychometric properties of negative acts questionnaire- revised (NAQ-R) in Indian organizations", *Journal of Indian Business Research*, Vol. 9 No. 3, pp. 229-247.

Rai, A. and Agarwal, U.A. (2018), "Exploring the process of workplace bullying in Indian organizations: a grounded theory approach", *South Asian Journal of Business Studies*, Vol. 6 No. 3, pp. 247-273.

Raven, B.H. (1993), "The bases of power: origins and recent developments", *Journal of Social Issues*, Vol. 49 No. 4, pp. 227-251.

Rayner, C. and Hoel, H. (1997), "A summary review of literature relating to workplace bullying", *Journal of Community & Applied Social Psychology*, Vol. 7 No. 3, pp. 181-191.

Rigotti, T. (2009), "Enough is enough? Threshold models for the relationship between psychological contract Breachand job-related attitudes", *European Journal of Work and Organizational Psychology*, Vol. 18 No. 4, pp. 442-463.

Rodríguez-Muñoz, A., Notelaers, G. and Moreno-Jiménez, B. (2011), "Workplace bullying and sleep quality: the mediating role of worry and need for recovery", *Psicología Conductual*, Vol. 19 No. 2, p. 453.

Rodríguez-Muñoz, A., Moreno-Jiménez, B., Sanz Vergel, A.I. and Garrosa Hernández, E. (2010), "Post-traumatic symptoms among victims of workplace bullying: exploring gender differences and shattered assumptions", *Journal of Applied Social Psychology*, Vol. 40 No. 10, pp. 2616-2635.

Rodríguez-Muñoz, A., Baillien, E., De Witte, H., Moreno-Jiménez, B. and Pastor, J.C. (2009), "Cross-lagged relationships between workplace bullying, job satisfaction and engagement: Two longitudinal studies", *Work & Stress*, Vol. 23 No. 3, pp. 225-243.

Rousseau, D. (1995), *Psychological Contracts in Organizations: Understanding Written and Unwritten Agreements*, Sage, Thousand Oaks, CA.

Rousseau, D.M. (2001), "Schema, promise and mutuality: the building blocks of the psychological contract", *Journal of Occupational and Organizational Psychology*, Vol. 74 No. 4, pp. 511-541.

Ryan, R.M. and Deci, E.L. (2000), "Self-determination theory and the facilitation of intrinsic motivation, social development, and well-being", *American Psychologist*, Vol. 55 No. 1, p. 68.

Salguero, J.M., Extremera, N. and Fernández-Berrocal, P. (2012), "Emotional intelligence and depression: the moderator role of gender", *Personality and Individual Differences*, Vol. 53 No. 1, pp. 29-32.

Salin, D. (2015), "Risk factors of workplace bullying for men and women: the role of the psychosocial and physical work environment", *Scandinavian Journal of Psychology*, Vol. 56 No. 1, pp. 69-77.

Salin, D. and Hoel, H. (2013), "Workplace bullying as a gendered phenomenon", *Journal of Managerial Psychology*, Vol. 28 No. 3, pp. 235-251.

Salin, D. and Notelaers, G. (2017), "The effect of exposure to bullying on turnover intentions: the role of perceived psychological contract violation and benevolent behaviour", *Work & Stress*, pp. 1-20, available at: https://doi.org/10.1080/02678373.2017.1330780

Salin, D., Hoel, H., Einarsen, S., Hoel, H., Zapf, D. and Cooper, C. (2011), "Organisational causes of workplace bullying", *Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice*, pp. 227-243.

Samnani, A.-K. (2013a), "Embracing new directions in workplace bullying research a paradigmatic approach", *Journal of Management Inquiry*, Vol. 22 No. 1, pp. 26-36.

Samnani, A.-K. (2013b), "The early stages of workplace bullying and how it becomes prolonged: the role of culture in predicting target responses", *Journal of Business Ethics*, Vol. 113 No. 1, pp. 119-132.

Samnani, A.-K. and Singh, P. (2012), "20 years of workplace bullying research: a review of the antecedents and consequences of bullying in the workplace", *Aggression and Violent Behavior*, Vol. 17 No. 6, pp. 581-589.

Samnani, A.-K. and Singh, P. (2015), "Workplace bullying: considering the interaction between individual and work environment", *Journal of Business Ethics*, Vol. 139 No. 3, pp. 537-549.

Saunders, P., Huynh, A. and Goodman-Delahunty, J. (2007), "Defining workplace bullying behaviour professional lay definitions of workplace bullying", *International Journal of Law and Psychiatry*, Vol. 30 Nos 4/5, pp. 340-354. No

Schaufeli, W.B. and Taris, T.W. (2014), "A critical review of the job demands-resources model: implications for improving work and health", *Bridging Occupational, Organizational and Public Health*, pp. 43-68.

Sheehan, M. (2004), "Workplace mobbing: a proactive response", *Workplace Mobbing Conference*, *Citeseer*, pp. 1-11.

Sias, P.M. (2009), "Social ostracism, cliques, and outcasts", *Destructive Organizational Communication: Processes, Consequences, and Constructive Ways of Organizing*, pp. 145-163.

Simons, S. (2008), "Workplace bullying experienced by Massachusetts registered nurses and the relationship to intention to leave the organization", *Advances in Nursing Science*, Vol. 31 No. 2, pp. E48-E59.

Simpson, R. and Cohen, C. (2004), "Dangerous work: the gendered nature of bullying in the context of higher education", *Gender, Work & Organization*, Vol. 11 No. 2, pp. 163-186.

Skogstad, A., Torsheim, T., Einarsen, S. and Hauge, L.J. (2011), "Testing the work environment hypothesis of bullying on a group level of analysis: psychosocial factors as precursors of observed workplace bullying", *Applied Psychology*, Vol. 60 No. 3, pp. 475-495.

Skogstad, A., Einarsen, S., Torsheim, T., Aasland, M.S. and Hetland, H. (2007), "The destructiveness of laissez-faire leadership behavior", *Journal of Occupational Health Psychology*, Vol. 12 No. 1, p. 80.

Spector, P.E. and Fox, S. (2002), "An emotion-centered model of voluntary work behavior: some parallels between counterproductive work behavior and organizational citizenship behavior", *Human Resource Management Review*, Vol. 12 No. 2, pp. 269-292.

Spence Laschinger, H.K. and Nosko, A. (2015), "Exposure to workplace bullying and post-traumatic stress disorder symptomology: the role of protective psychological resources", *Journal of Nursing Management*, Vol. 23 No. 2, pp. 252-262.

Stouten, J., Baillien, E., Van den Broeck, A., Camps, J., De Witte, H. and Euwema, M. (2010), "Discouraging bullying: the role of ethical leadership and its effects on the work environment", *Journal of Business Ethics*, Vol. 95 No. S1, pp. 17-27.

Tehrani, N. (2004), "Bullying: a source of chronic post traumatic stress?", *British Journal of Guidance & Counselling*, Vol. 32 No. 3, pp. 357-366.

Tehrani, N. (2013), *Workplace Bullying: Symptoms and Solutions*, Routledge, Abingdon.

Trépanier, S.-G., Fernet, C. and Austin, S. (2013), "Workplace bullying and psychological health at work: the mediating role of satisfaction of needs for autonomy, competence and relatedness", *Work & Stress*, Vol. 27 No. 2, pp. 123-140.

Tuckey, M.R. and Neall, A.M. (2014), "Workplace bullying erodes job and personal resources: between-and within-person perspectives", *Journal of Occupational Health Psychology*, Vol. 19 No. 4, p. 413.

Tuckey, M.R., Dollard, M.F., Hosking, P.J. and Winefield, A.H. (2009), "Workplace bullying: the role of psychosocial work environment factors", *International Journal of Stress Management*, Vol. 16 No. 3, p. 215.

Ursin, H. and Eriksen, H.R. (2004), "The cognitive activation theory of stress", *Psychoneuroendocrinology*, Vol. 29 No. 5, pp. 567-592.

Van den Broeck, A., Baillien, E. and De Witte, H. (2011), "Workplace bullying: a perspective from the job demands-resources model", *South African Journal of Industrial Psychology*, Vol. 37 No. 2, p. 12.

Vartia, M. (1996), "The sources of bullying–psychological work environment and organizational climate", *European Journal of Work and Organizational Psychology*, Vol. 5 No. 2, pp. 203-214.

Vartia, M. and Hyyti, J. (2002), "Gender differences in workplace bullying among prison officers", *European Journal of Work and Organizational Psychology*, Vol. 11 No. 1, pp. 113-126.

Vartia, M., Leka, S., Einarsen, S., Hoel, H., Zapf, D. and Cooper, C.L. (2011), "Interventions for the prevention and management of bullying at work", *Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice*, pp. 359-379.

Vie, T.L., Glasø, L. and Einarsen, S. (2012), "How does it feel? Workplace bullying, emotions and musculoskeletal complaints", *Scandinavian Journal of Psychology*, Vol. 53 No. 2, pp. 165-173.

Warszewska-Makuch, M., Bedyńska, S. and Żołnierczyk-Zreda, D. (2015), "Authentic leadership, social support and their role in workplace bullying and its mental health consequences", *International Journal of Occupational Safety and Ergonomics*, Vol. 21 No. 2, pp. 128-140.

Watson, D. (2000), *Mood and Temperament*, Guilford Press, New York, NY.

Weiss, H.M. and Cropanzano, R. (1996), "Affective events theory: a theoretical discussion of the structure, causes and consequences of affective experiences at work", available at: http://psycnet.apa.org/psycinfo/1996-98665-001 (accessed 23 May 2015).

Xanthopoulou, D., Bakker, A.B., Demerouti, E. and Schaufeli, W.B. (2007), "The role of personal resources in the job demands-resources model", *International Journal of Stress Management*, Vol. 14 No. 2, p. 121.

Zapf, D. (1999), "Organisational, work group related and personal causes of mobbing/bullying at work", *International Journal of Manpower*, Vol. 20 Nos 1/2, pp. 70-85.

Zapf, D. and Einarsen, S. (2011), "Individual antecedents of bullying: victims and perpetrators", *Bullying and Harassment in the Workplace: Developments in Theory, Research, and Practice*, pp. 177-200.

Zapf, D. and Einarsen, S. (2005), "Mobbing at work: escalated conflicts in organizations", available at: http://psycnet.apa.org/psycinfo/2004-19514-010 (accessed 6 May 2015).

Zapf, D. and Gross, C. (2001), "Conflict escalation and coping with workplace bullying: a replication and extension", *European Journal of Work and Organizational Psychology*, Vol. 10 No. 4, pp. 497-522.

Further reading

Bjorkqvist, K., Osterman, K. and Lagerspetz, K.M. (1994), "Sex differences in covert aggression among adults", *Aggressive Behavior*, Vol. 20 No. 1, pp. 27-33.

Escartín, J., Zapf, D., Arrieta, C. and Rodriguez-Carballeira, A. (2011), "Workers' perception of workplace bullying: a cross-cultural study", available at: www.tandfonline.com/doi/abs/10.1080/13594320903395652 (accessed 6 May 2015).

Lambert, E. and Hogan, N. (2009), "The importance of job satisfaction and organizational commitment in shaping turnover intent a test of a causal model", *Criminal Justice Review*, Vol. 34 No. 1, pp. 96-118.

May, D.R., Gilson, R.L. and Harter, L.M. (2004), "The psychological conditions of meaningfulness, safety and availability and the engagement of the human spirit at work", *Journal of Occupational and Organizational Psychology*, Vol. 77 No. 1, pp. 11-37.

Zapf, D. (2004), "Negative social behavior at work and workplace bullying", *the Fourth International Conference on Bullying and Harassment in the Workplace*, p. 25.

About the authors

Arpana Rai is a Doctoral Student in Organization Behavior and Human Resource Management at National Institute of Industrial Engineering (NITIE), Mumbai.

Upasna A. Agarwal is an Associate Professor in Organization Behavior and Human Resource Management at NITIE. Upasna A. Agarwal can be contacted at: upasnaaagarwal@gmail.com

For instructions on how to order reprints of this article, please visit our website:
www.emeraldgrouppublishing.com/licensing/reprints.htm
Or contact us for further details: **permissions@emeraldinsight.com**