

**DIGNITY AT
WORK**

**The Challenge
of Workplace
Bullying**

**Report of the Task Force
on the Prevention of
Workplace Bullying**

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DIGNITY AT WORK – THE CHALLENGE OF WORKPLACE BULLYING

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Chairman's Foreword



Work and vocational life are inextricably linked with a person's overall satisfaction and happiness. In a physical and a social sense work is an important component of most of our lives. The occupational existence of individuals should reinforce human dignity and the experience of work should also contribute to the individual's sense of being in personal, economic and community terms.

People work for various reasons and are motivated by intrinsic and external factors. Financial reward and remuneration are important as a means of ensuring a quality and standard of living. The intrinsic factors may play a significant role in choice of work and in motivating people to perform duties to the best of their ability. Job satisfaction, making a difference, maintaining a standard, clarity of purpose and ultimate aim are relevant to

personal constructs of work and give meaning to the daily struggles and joys in meeting deadlines, arriving on time and providing quality services.

Under the Terms of Employment (Information) Act, 1994, an employee is entitled to receive a written statement of terms of employment. In the context of the general terms and conditions of work, the individual has a right to have details about the place of work, any title and responsibilities, financial remuneration and yearly holiday allowance. Another less obvious contract often exists though it is not covered by legislation. This 'psychological contract' is an implied understanding that both parties will work for and with each other in a context of mutual respect and gainful employment. This 'contract' may reflect the human beliefs, values, expectations and aspirations of employer and employee. It may also encourage loyalty to an organisation because employees experience dignity at work.

Organisational roles, norms and values are crucial in determining the ethos or culture of the workplace, and employers, employees and unions have contributions to make. For the employer, bullying may incur considerable financial, personnel and image losses. Leadership and management styles are also relevant, as is 'power-distance' or the ways in which authority and control is perceived to be shared. Efforts to combat workplace bullying are often directed to the introduction of policies on dignity at work, to the re-design of jobs, towards more participative work practices and to programmes on stress reduction and management training. Effective implementation of anti-bullying initiatives may take considerable time and will necessitate collaboration and appropriate review of workplace policies.

There is evidence from international and national research that bullying and harassment at work are occupational hazards of considerable magnitude. The resultant personal distress may be immeasurable and sometimes unknown. The costs to organisations in financial losses, high staff turnover, impaired staff morale, absenteeism and loss of productivity are unquantifiable but undoubtedly considerable. A report from IBEC suggests that while employers cannot quantify the cost of harassment, 'there is little doubt that bullying poses a major indirect, unnecessary and unwanted cost to business, primarily in terms of low morale and productivity, poor work performance, absenteeism, labour turnover and minor illnesses' (1996).

Organisations incur less obvious though detrimental effects of workplace bullying in terms of high sickness/absenteeism rates, demands on human resource departments and a negative effect on corporate image. Indeed, public image may help to explain the reticence of many companies to provide

information about workplace bullying. One fear may be that the publicity surrounding proven cases of bullying tends to discourage prospective employees, thus jeopardising the future success and stability of the firm. The aim for 'an ethical workplace' and the need to ensure a supply of workers should be powerful incentives to management to examine the effectiveness of policies and procedures on workplace bullying. Failure to implement and review such policies may leave companies open to the accusation of disregard for employee welfare. Bullying will not occur in a corporate culture where it is not supported or allowed by management. Deprived of supportive or acquiescent colleagues, bullies will cease to exist.

Service to customers and clients can suffer too, with resulting losses in business. Quality service is more likely in a work environment where the needs of staff are also taken into consideration, where ongoing training is valued and where employees experience job satisfaction. High quality customer service is dependent on well-trained, capable and contented staff whose welfare is a priority for the employer.

The National Survey commissioned by the Task Force is explored at length in this Report. The research findings show cause for concern. The recommendations of this Report will go a long way towards addressing these concerns.

As Chairman, I acknowledge the enthusiasm and unrelenting work of the members of the Task Force. Their determination that the ministerial remits would be fulfilled was an inspiration and a challenge throughout the process.

The work of the Task Force was helped by many individuals and organisations including the Trade Unions, Board and Executive of the Health and Safety Authority, volunteers of the Campaign Against Bullying and the Anti-Bullying Centre, Trinity College. The individuals, groups and organisations that responded to the invitation for submissions on workplace bullying merit special mention. Their candour highlighted the suffering experienced in a variety of work situations.

The meticulous and persistent work of Suzanne Staunton, Project Co-ordinator, is recognised by the Task Force as significant in the completion of the work.

The decision of The Minister for Labour, Trade and Consumer Affairs, Mr. Tom Kitt T.D. to establish the Task Force on the Prevention of Workplace Bullying was courageous and indicative of a vision of a better Ireland. His continued interest and support is acknowledged.



Eileen Doyle, PhD
Chairman of the Task Force
March 2001

Executive Summary

On 21st September, 1999, the Minister for Labour, Trade and Consumer Affairs, Mr. Tom Kitt T.D. established a Task Force on the Prevention of Workplace Bullying. Speaking at the launch Minister Kitt said of the Task force "I am determined that it will not be a talkshop and that it will produce workable and realistic strategies to tackle workplace bullying and a streamlined approach to implementing these".

Terms of Reference

- **To identify the size of the problem and the sectors most at risk**
- **To develop practical programmes and strategies to prevent workplace bullying**
- **To produce a co-ordinated response from State Agencies and to report to the Minister**

The Task Force was chaired by Dr. Eileen Doyle and operated under the auspices of the Health and Safety Authority. It was comprised of members from Government Departments, various agencies and included representatives from bodies dealing with workplace welfare and equality issues. The group held 18 plenary meetings between the period September 1999 to March 2001 in addition to numerous sub-committee meetings.

The Task Force was faced with a challenging task. The first remit of the Task Force was to investigate the size of the problem of workplace bullying and to identify the sectors most at risk. To establish this, the Task Force commissioned an Independent National Survey, to ascertain the incidence, correlates and characteristics of workplace bullying in Ireland. A total of 7.0% of those currently in the workforce record themselves as having been bullied in the six months preceding the survey. The incidence rate among women is 1.8 times that among men and the rate among employees is 3.6 times that among the self-employed. (see Chapter IV)

The Task Force endeavoured to obtain as much information from the public as was feasible. A national advertising campaign was undertaken and the public were invited to make submissions to the Task Force on the subject of workplace bullying. Over 250 submissions were made to the Task Force and analysed by a consultant psychologist and are detailed in Appendix 2.

The National Survey, the submissions received and the explorations of existing research in Ireland and internationally were all carefully considered before final recommendations were agreed by the Task Force.

It was important for the Task Force to establish a definition of workplace bullying. The definition formed the basis for the National Survey on workplace bullying. A universal definition of bullying in the workplace does not currently exist and definitions abound. The Task Force sought a definition that was based on valid research. Aspects of definition as noted and developed through international research were viewed and discussed carefully by the Task Force. The concept of workplace bullying was analysed in detail in an attempt to present a practical and clear definition for use in the Irish context.

The central components in defining bullying in the workplace were investigated. Issues of frequency, duration, intent and power were explored in terms of their contribution to measuring the occurrence of workplace bullying. The findings were presented to members of the Task Force in an open forum of

debate and discussion. Following careful consideration of the information presented to them and their own expertise in the area of workplace welfare and equality issues, the Task Force recommends the following definition:

Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once off incident is not considered to be bullying.

The second remit required the Task Force to develop practical programmes and strategies for prevention of workplace bullying. The Task Force recommends a Dignity at Work Charter. This approach positively emphasises the importance of each individual in contributing to success in the workplace. It guarantees the optimal working conditions that allow individuals to freely maximise their role in the workforce. Sound management ethos is based on leadership styles that encourage individuals and continually strive to maintain a positive working environment.

The Task Force recommends a separate and specific anti-bullying policy tailored to suit each organisation's requirements. The Task Force is of the view that a formal policy on bullying will only be as effective as the genuine will that exists within the company to deal effectively with the matter. It is a great disservice to a worker's trust and confidence when a company offers hope of redress to an intolerable situation and then fails to pursue the issue because of bad faith, incompetent management and structures. (see Chapter V)

The third remit assigned to the Task Force was to produce recommendations for a co-ordinated response from State Agencies to the issue of workplace bullying. At present, there is no Government Department or Agency with overall or sole responsibility for working towards preventing workplace bullying. The Task Force believes that a co-ordinated State approach to offering appropriate prevention and advisory services will greatly help individual enterprises to tackle the issue of workplace bullying at an early stage.

The membership of the Task Force included a number of State Agencies involved in various employee and occupational equality and welfare matters. The Task Force is of the view that at present, the most appropriate agency to be assigned responsibility for providing a centrally co-ordinated response to the prevention of workplace bullying is the Health and Safety Authority because it has responsibility for the safety, health and welfare at work of employees.

The recommended role for the HSA in the context of its being designated as the central co-ordinating State Agency is discussed in Chapter VI.

To obtain an overall perspective of the legislation impacting on workplace bullying each State sector representative of the Task Force carried out an audit of its existing legislation. The result is detailed in Chapter III.

The Task Force examined the existing legislation on industrial relations, employment equality, protection and health and safety issues. Serious consideration was given to the need or desirability for new or amending dedicated anti-bullying legislation. The Task Force is of the view that the existing legislation is comprehensive in its application. Therefore, it would be premature, at this stage, to expand the already comprehensive code of labour law until one has been completely satisfied that it has been fully and properly utilised. The Task Force decided not to recommend that new or amending legislation be introduced.

However, there is a facility under a number of Acts to introduce Codes of Practice. As a general principle, Codes of Practice are designed to provide guidelines on arrangements, procedures and the promotion of best practice. Codes are also admissible in evidence and have been taken into consideration in relevant proceedings. While such codes are broadly viewed as voluntarist, they are developing a quasi-legal status. The Task Force believes that the drawing up of Codes of Practice under relevant pieces of legislation will be a practical and useful first step in tackling the issue of workplace bullying. Codes of Practice will offer business practitioners valuable guidance on establishing anti-bullying policies, while at the same time providing the various State Agencies with a reference point from which to offer advice and assistance. Codes can give practical guidance in relation to the meaning and implications of the relevant legislation.

The Task Force recommends that parallel Codes of Practice on workplace bullying be drawn up under the following pieces of primary legislation:

- Industrial Relations Act, 1990
- Safety, Health and Welfare at Work Act, 1989
- Employment Equality Act, 1998

Membership

In establishing the Task Force, Mr. Tom Kitt T.D., Minister for Labour, Trade and Consumer Affairs invited participation from a number of Government Departments and State Agencies with a statutory role in the area of industrial relations, employee welfare, equality and protection, in addition to seeking representation from the Social Partners. The following represents the membership of the Task Force:

Chairman	Eileen Doyle
Department of Enterprise, Trade and Employment	Áine de Bairtiséil
Department of Justice, Equality and Law Reform	Noreen Walsh
Employment Appeals Tribunal	Mary Faherty
Equality Authority	Barbara Cashen
Health and Safety Authority	Dan Murphy/Marie Rock (Board Member)
Irish Business & Employers' Confederation	Catherine Smith* and Freida Murray
Irish Congress of Trade Unions	Lenore Mrkwicka and Louise O'Donnell
Labour Court	Caroline Jenkinson
Labour Relations Commission	Liam Kelly

*replaced Neil McGuinness in May 2000

Consultant psychologists worked with the Task Force throughout its duration: Catriona Delaney from September 1999 – September 2000 and Mike Power from March 2000 - March 2001.

There were two people in attendance at meetings, Patricia Murray, HSA and Murray Smith, Anti-Bullying Centre, Trinity College.

CHAPTER I

Characteristics of Workplace Bullying

Bullying is a behaviour that is learned. Its aim is to achieve desired outcomes. Bullying occurs in many guises and reveals itself through obvious and direct methods as well as in less direct and subtle forms. People are generally familiar with the more overt forms of school bullying such as physical aggression and name-calling. Covert behaviours such as isolation and exclusion of a child or adolescent by peers also occur.

Adults who bully may have learned in childhood that such negative behaviour has pay-offs. In their working life they may use the same tactics to achieve desired results. Findings from international follow up studies of children who bully indicate that unless the behaviour is challenged and measures implemented to change it during the school years, these individuals will continue to bully as adults. The behaviour is learned and reinforced but can, with appropriate support and strategies be unlearned and replaced with more respectful and appropriate means of achieving desirable outcomes. Supportive measures in this regard have had positive outcomes in dealing with school bullying and may exert change in the work context. For the perpetrator this involves challenging assumptions and accepting responsibility for one's behaviour. The change involved therefore, is on the cognitive, attitudinal and behavioural levels.

The following list, though not exhaustive, indicates types of bullying behaviour:

- Undermining an individual's right to dignity at work
- Humiliation
- Intimidation
- Verbal abuse
- Victimisation
- Exclusion and isolation
- Intrusion by pestering, spying and stalking
- Repeated unreasonable assignments to duties which are obviously unfavourable to one individual
- Repeated requests giving impossible deadlines or impossible tasks
- Implied threats

Tim Field of the National Bullying Advice Line in the UK identifies five different types of bullying:

Pressure Bullying: when negative interaction is due to the stress of the moment but this does not constitute workplace bullying

Corporate Bullying: when the employer feels free to bully because measures of accountability are ineffective or absent

Serial Bullying: when the perpetrator targets one person after another

Pair Bullying: when the serial bully conspires with a colleague and one person usually becomes more dominant than the other

Gang Bullying: when a serial bully encourages others to join in the bullying over a period of time

Perpetrator and Target

There are no simple explanations as to what makes somebody a bully. There are only clues in the dynamics and processes underlying human relationships. Bullying may cross all professional boundaries and may occur in superior-subordinate relationships and in peer relationships. There is some evidence to suggest that most perpetrators of bullying are at managerial levels in organisations. A national sample¹ in the UK found that 75% of the respondents reported being bullied by managers. Another study² in the UK showed that 54% experienced bullying from a senior manager or line manager, 34% stated that the bully was on a similar level of seniority while 12% said that it was someone less senior.

Bullying is characterised by the misuse and abuse of power causing the target of bullying to be especially vulnerable. This power imbalance is pinpointed by researchers as a common feature of bullying. Being bullied is noted to be a traumatic and emotional experience for any individual. The bullied feel helpless, powerless and isolated. Reluctance to report is exacerbated by fear of the consequences. The target is afraid of being labelled a troublemaker, or of being accused of lying. In some cases it is difficult for the target to report bullying behaviour because the perpetrator may be the person to whom complaints should be made, for example, a supervisor or a senior manager. The target takes refuge in silence, convinced that any effort at redress would be met with an unsympathetic response.

A study of targets of workplace bullying in Ireland found that the individual perceived the perpetrator as having a difficult personality.³ 63.3% of the sample believed that the bully was envious of them. 30% of the sample felt they were bullied because they were better qualified. Envy, competition for job status and the inadequate self image of the perpetrator are suggested as the three main reasons for bullying, according to a survey of employees in a Finnish University. An investigation into the personality factor among a sample of Irish employees shows that targets tend to be submissive, non-controversial, introverted, reserved, traditional, organised and conventional.⁴ It is hard to distinguish whether some personality variables associated with targets might have been present before the bullying or whether they appeared as a consequence of the bullying. Most studies on the targets of bullying have taken place after its occurrence, so it is difficult to evaluate the significance of the personality factor. Individual personality may predispose a person to be a target of bullying.

Attribution theory relates to the way people make sense of life events. The theory may be helpful in understanding some of the thought processes experienced by targets of bullying. Negative relationships or situations may lead to fundamental attribution failure when people explain their own behaviour with reference to their environment. On the other hand, they explain the behaviour of others in terms of personality.⁵ This bias in explanation may be significant in the process of labelling and blaming.

Effects

The effects of bullying on the individual transcend physical and psychological health. Bullying impinges on job satisfaction, job opportunities, family life and general quality of living. UK studies have shown that as many as 25% of respondents who reported being bullied subsequently left their jobs.⁶ Such an outcome can have serious financial consequences and concerns for individual and family. Vocational and professional life may be adversely affected by bullying with possible loss of self confidence and self-esteem as well as a reluctance to return to the work environment. As a psychosocial stressor bullying can have devastating effects on the individual and a ripple effect on colleagues and families. According to the Manufacturing, Science and Finance Union (MSF) in the UK, if people are exposed to intolerable pressures with nothing done to alleviate the stress they are suffering, the long term effects on their health can be serious. The worst outcomes may include nervous breakdown, heart attack and suicide.⁷

The most commonly reported psychosomatic symptoms linked with workplace bullying are insomnia, stomach upset and muscular problems. One study found that cognitive effects and psychosomatic

symptoms were the main determinants in distinguishing bullied respondents from non-bullied respondents.⁸ In another study the main distinguishing effects related to depression and psychological strain including anxiety and nervous symptoms.⁹ On the cognitive level, bullying can affect an individual's thinking processes and result in mistakes, decreased problem solving ability, concentration difficulties and irrational judgement. On the behavioural level, an individual may become withdrawn, aggressive, irritable, increase consumption of alcohol and other substances, reduce work performance and show signs of mood changes. A study in Ireland showed that 80% of respondents who had reported bullying had psychological symptoms such as anxiety, irritability, angry thoughts, crying, feelings of depression and paranoia.¹⁰

UNISON found that 73% of respondents experienced stress because of witnessing bullying. Only 13% reported that their work improved as a result of witnessing such behaviour. A national study in the UK showed that those who witnessed bullying were negatively affected.¹¹ This group of witnesses, however, were not affected to the same extent as those who were being bullied. Nevertheless, Rayner (2000) describes bullying as having a ripple effect - the effects ripple to colleagues, families and friends.

Research shows evidence of individuals and groups being bullied. In the Cooper and Hoel (2000) study, 54% of respondents stated that they were bullied together with some of their colleagues. A further 14.8% stated that everyone in the group had been bullied. The Institute of Personnel and Development in the UK¹² found however, that 66% of their respondents reported that the bullying was aimed at one individual. Only a third of victims claimed to have been bullied as part of a group and this was reflected in a UNISON study (1997).

Finally, the National Survey of the Task Force (2001) provides unequivocal evidence that workplace bullying is a problem that has a serious effect on the quality of working life for many workers in Ireland. Furthermore, the experience of workplace bullying can have negative effects on the quality of life outside the workplace. (see Chapter IV)

CHAPTER I – FOOTNOTES

1. Hoel & Cooper, 2000a
2. Quinne, 1999
3. O'Moore, Seigne, McGuire and Smith, 1998
4. Seigne, Coyne and Randall, 1999
5. Jones and Davies, 1965; Kelly, 1972; Cooper, Hoel & Rayner, 1999
6. Rayner, 1998 and 2000
7. MSF, 1996
8. Leymann, 1992
9. Einarsen and Raknes, 1991
10. O'Moore, Seigne, McGuire & Smith, 1998
11. Hoel & Cooper, 2000
12. IPD, 1996

CHAPTER II

Definition of Workplace Bullying

Definition Recommended by the Task Force

The Task Force sought a definition that was based on valid research and therefore considered carefully aspects of definition as noted and developed through international research. The central components in defining bullying in the workplace were explored. Issues of frequency, duration, intent and power were discussed in terms of the contribution to measuring the occurrence of workplace bullying.

The Task Force recommends the following definition:

Workplace Bullying is repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

An isolated incident of the behaviour described in this definition may be an affront to dignity at work but as a once off incident is not considered to be bullying

A universal definition of workplace bullying does not currently exist and definitions abound. Researchers in Scandinavia and Germany were first to investigate the serious type of negative interaction and conflict at work which is called mobbing. Mobbing is an unethical communication, systematically used by one or more individuals against another. The primary focus was on how to measure frequency and duration as key components of bullying. In the 1980s, Leymann adopted the term and applied it to conflict and negative acts in the workplace and was the first to look at the phenomenon of mobbing in a scientific way. As a result, other researchers began to study the issue. The initial areas investigated were related to the frequency and duration of mobbing.

The term 'bullying' has evolved from the school environment. Inevitably, most of the extensive work on bullying in terms of definition, behaviour and causes is found in education literature. Bullying appears to be part of a developmental process, from acts of physical aggression in younger individuals to subtle and psychologically damaging acts of degradation, humiliation and isolation in adults.

A review of relevant research and literature shows that the issue of workplace bullying has not yet been the focus of major attention in Ireland. The range and depth of misery caused by adults bullying adults may not be recognised or even suspected among the general population.¹ The lack of focussed, published literature on bullying, particularly bullying in adult life, reflects not only the subjective and delicate nature of workplace bullying but also the difficulty in clarifying terminology and measurement.

Key Components

Defining bullying requires clarification of the necessary and key components that may constitute the behaviour. Some kind of measurement mechanism is needed to evaluate when bullying has occurred and when it has not occurred. Since the 1980s other components were introduced into definitions.

These included, power imbalance, the intent of the perpetrator, the nature of bullying and the effects on the individual. The subjectivity of the issue and the perception of the target may be inferred in most definitions but the key components are frequency, duration, intent of the perpetrator, power imbalance and the perception of being bullied. Frequency and duration are the most common elements of definition. The perception of being bullied and the intent of the perpetrator are the weakest components and there are difficulties in measuring these aspects.

In its essence bullying is negative behaviour. All definitions of bullying reflect the fact that the activity is negative in deliverance and effects. Bullying is a behaviour that is exhibited in the realm of human existence. It is exhibited by an individual/individuals to another individual/individuals. It reveals itself as a conflict within the parameters of work and human interaction within work. This conflict stems from both personal and organisational factors and may escalate into severe negative interaction and behaviour in the workplace. Bullying presents as a dynamic relationship, though the relationship or dynamic may be unwanted, unreciprocated and may not exist within the parameters of mutual respect and dignity. It involves two main parties, a perpetrator and a receiver, though there may be many parties and factors involved in creating and maintaining bullying situations.

Brodsky (1976) and colleagues initiated interest in the area of workplace bullying. Scandinavian researchers subsequently identified and explored severe elements of negative interaction and conflict in the workplace. Legislation (1976) on work environment in Sweden encouraged interest in workplace relationships. Scandinavian researchers were the first to attempt to measure bullying in what they termed 'mobbing' - a severe form of negative interaction and conflict at work.

Leymann's Inventory (1996) was designed to put some measurement on the experience of negative behaviour at work. It was based on a critical incident procedure with recipients of the behaviour. The Leymann Inventory of Psychological Terrorism defined bullying as exposure to one of 45 predefined acts on a weekly basis for more than six weeks. These 45 acts related to a number of categories:

- effects on the target's social contacts, for example social isolation, colleagues no longer talking to the target, or being forbidden to do so
- effects on the target's personal reputation, for example gossiping and ridiculing
- effects on the target's occupational situation, for example being given meaningless tasks to perform
- effects on the target's physical health for example, being given dangerous work to do, being physically threatened or harmed

Researchers in Northern European countries introduced other relevant elements into the definition including an unequal power structure and a power imbalance between the parties. One definition states that 'it is not bullying, if two parties of approximately equal strength are in conflict, or the incident is an isolated event'. A later definition describes bullying as 'repeated aggressive' actions and practices directed at one or more worker(s) which are unwanted by the victim, may be done deliberately or unconsciously but cause humiliation, offence, distress, and may interfere with job performance and/or cause an unpleasant work environment.² A researcher in the UK described bullying as persistent, demeaning and cruel acts that undermine confidence and self-esteem.³ For another, bullying is behaviour which consistently undermines confidence and reduces feelings of self-worth and self-esteem.⁴ The effects of bullying behaviour as noted previously, may range across a multitude of emotions, physical health, behaviours and cognitions.

Other definitions refer to the nature and form of workplace bullying. The UNISON guidelines focused on the malicious, insulting, humiliating and intimidatory nature of bullying. Leymann's 45 negative acts highlight the types of acts that may be used in bullying, for example, social isolation, humiliation, demotivating tasks to do and gossiping. A study in Ireland defines bullying as aggression by verbal,

physical or psychological means,⁵ while others focus on the existence of ‘work abuse’ that is evident in scapegoating as a form of bullying.⁶ Bullying may occur in individual and group relationships and this is reflected in UNISON (1999).

Most current definitions emphasise negative acts or persistency of action, the negative response of the target of bullying to the behaviour, imbalance of power between the target of bullying behaviour and the perpetrator and the intent of action by the perpetrator of bullying.⁷ A leading researcher in the area, also notes the commonalties and concludes that most definitions of workplace bullying include a reference to the fact that bullying is about behaviours that one person exhibits to another. Such behaviours cover a broad range and can be both physical and psychological in means and effects. They may range from very negative acts such as physical intimidation to much more ambiguous actions such as isolation, the withholding of information needed to do one’s job and undermining trust. Rayner reiterates the persistency of these behaviours, stating that bullying is not about one negative act, but rather a series of them. These acts can ‘comprise of the same type of behaviour, such as being shouted at every week, or a set of different acts that in themselves might seem quite innocuous, but put together form a pattern’. The behaviours have a negative effect on the recipient and ‘there are no rules for the type or level of distress caused by such behaviours’.⁸

Definition and measurement of defined terms are central in both research and legal issues. Variations in aspects of a definition and in measurement properties mean that comparison across studies of bullying is difficult. This is particularly true of incidence and prevalence levels because the criteria for bullying used in one study may differ from those applied in another. As stated earlier, the concepts of frequency and duration are the most common elements in definitions of bullying behaviour, while the weakest aspects are imbalance of power and intent of the perpetrator. The inference is that different definitions may be more appropriate to different contexts, i.e. for research or for litigation.

Cooper, Hoel and Rayner (1999) contend that the period of six months is likely to be retained generally for purposes of ‘duration’. However, other measures are likely to emerge because of cross-cultural differences in countries. The importance of specifying a clear and measurable definition is vital for research purposes. It will also have local implications. One measure might be for legal purposes e.g. once a week in frequency terms. The other, for research and health purposes might put more emphasis on the reaction of the targets of bullying and their perceived state, with less emphasis on frequency.

Frequency

Many researchers have measured frequency in terms of how often the behaviour occurred. Leymann equated frequency with exposure to one of 45 negative acts once a week. Duration has been measured and suggests that bullying occurs within six months and for more than six months.

Workplace violence and resultant trauma is often perceived as being linked with one incident but in general, bullying has been defined as negative behaviour displayed persistently over a period of time.⁹ Bullying is ‘a situation where one or several individuals persistently over a period of time perceive themselves to be on the receiving end of negative actions from one or several persons, in a situation where the target of bullying has difficulty in defending him or herself against these actions. We will not refer to a one-off incident as bullying’.¹⁰ An isolated incident is therefore excluded.

Various researchers have measured the concept of persistence. Leymann (1996) in his Inventory highlighted the requirement of weekly acts as a determinate of persistence and thus of bullying. His definition is exact and precise in terms of measurement. He states that ‘exposure to acts weekly for at least six months constitutes bullying’ (1996). Einarsen presents a different requirement in terms of measurement, reflecting work done in the context of schools, where being bullied is judged on experiencing the behaviour ‘now and then’ or ‘weekly’.¹¹ The term ‘now and then’ would appear to be too vague to apply to workplace bullying. Findings from the National Survey of the Task Force (2001) suggest that the frequency of bullying can vary in relation to many other factors. (see Chapter IV, page 39)

Duration

The issue of duration is a component in determining bullying behaviour and most definitions present time requirements of approximately six months. There are, however, discrepancies in how this is measured. Leymann looks for the bullying behaviour to have occurred for at least six months.¹² Researchers in Norway look for the bullying behaviour to have occurred within the last six months.¹³ The Finnish researchers¹⁴ extended this six month limit and considered behaviour that had occurred repeatedly over the previous year. Other researchers identify no specific time requirements.¹⁵

Balance/Imbalance of Power between the Parties

The power imbalance between perpetrator and target has not been measured and operationalised to the same extent. The reality appears to be that one party has more professional or personal power than the other.

In almost all cases of bullying there is an implied issue of power and misuse of power and this notion is reflected in many definitions. Scandinavian researchers¹⁶ focus on the superior-subordinate relationship between the parties involved in a bullying relationship. The persons being bullied must have difficulty in defending themselves: 'It is directed in a systematic way by one or a few individuals mainly towards one individual, who due to mobbing, is pushed into a helpless and defenceless position, being held there by continuing mobbing activities'.¹⁷ Other researchers refer to the defencelessness of a target of 'work abuse'.¹⁸

Researchers differentiate between bullying and conflict at work where conflicts between people of equal strength do not constitute bullying.¹⁹ The concept of power includes 'status power' and 'personal power' - a power that exists for no obvious professional reason but is exerted by one person over another. 'Bullying exists when someone establishes power over someone else and is perceived to reinforce their superiority unnecessarily'.²⁰

The use and misuse of power may occur at any or all levels in an organisation. Thus, by misusing power the bully gains something that s/he wants. Power may be experienced in the 'pleasure of seeing fear in another, extortion of something valued e.g. holiday leave, or the pleasure in seeing the applause of onlookers'.²¹ The innate power of an individual can be slowly reduced and eroded in a situation of bullying and the victims may be 'pushed into an inferior position which limits their resourcefulness to defend themselves'.²²

Perception of being bullied

Bullying is a subjective experience. What one person may consider to be bullying behaviour may not accord with the view of another. Perception, however, is important because it is the individual's view of reality. Before people can be bullied, they must perceive themselves to be bullied. A person may comprehend that s/he has been bullied only after the effects of the behaviour have been realised. Some definitions include a reference to the perception of the target and state that in a bullying situation, the target of the negative behaviour must consider him/herself to be bullied. The perception of bullying also presupposes the ability of the target to communicate. In any population there will be people with particular needs in self-expression and communication. One aspect of perception relates to the individual's interpretation of a particular experience in the workplace. Another matter is the varying level of communication skills in a workforce. The National Survey of the Task Force (2001) found a clear connection between the risk of bullying and levels of educational attainment. On the face of it this seems paradoxical but it is the *perception* of working conditions that is relevant. Better educated and more articulate workers are more likely to distinguish between what is and what is not an acceptable working environment and to report this as a source of dissatisfaction. (see Chapter IV, page 28)

Intent of the Perpetrator

A number of definitions refer to the intention of the perpetrator implying an intention to cause harm to the recipient. Repeated aggression includes the intent to inflict pain on the target in whatever form the bully selects.²³ This type of definition is predominantly associated with school bullying. Intent is difficult to measure and may not be a useful criterion of bullying. Perhaps the intention of the perpetrator is of greater significance when the dynamic of the relationship between the bullied parties is being examined. Intent and its measurement pose particular difficulties when the legal ramifications of bullying are considered and there is disagreement as to the usefulness of including intent among the definition characteristics of bullying.²⁴

The Single Incident

Bullying is a severe form of conflict and negative interaction in the workplace. Many researchers and definitions focus on bullying as a behaviour that has to have a repetitive component in order to label it as 'bullying'.

Some researchers have noted that single incidents of negative interaction at work, can, if severe enough, have detrimental consequences for the individual, similar to those that would emerge after repetitive exposure to a series of negative acts. This concept of severity is linked with the individual's perception of the incident and of the negative effects that may ensue. Researchers have noted that a severe form of negative conflict/aggression at work can instil fear and terror in an individual that the incident may occur again. This fear of recurrence may trigger a range of severe negative behaviours, emotions and ways of thinking. There can be severe effects on the individual's self-esteem and perceived sense of competence. Moreover, the reaction of the individual to this incident may affect job performance.

'Bullies tend to operate over a period of time, often with minor actions, which accumulate to create a hostile work atmosphere. Bullies are rarely caught out by the bullying equivalent of a one off amorous advance'. It is noted how 'an incident in isolation may appear to be insignificant, however, when taken together with a number of other incidents it may constitute a fundamental breach of contract'.²⁵ In essence, such an isolated incident could be the breaking point.

Other Definitions

Some definitions are clear that isolated instances of serious aggression and interaction are damaging to the individual but do not constitute bullying. Such definitions include references to what is not bullying as well as what comprises the behaviour.

The **Irish Business and Employers Confederation (IBEC)** guideline on bullying states that "isolated incidents of aggressive behaviour while not to be tolerated should not be described as bullying. Only inappropriate aggressive behaviour which is systematic and ongoing is regarded as bullying".

The **Health and Safety Authority (HSA)** leaflet on bullying states 'that isolated incidents of aggressive behaviour, while to be condemned, should not be described as bullying and that many interpersonal conflicts at work are legitimate industrial relations issues and should not be regarded as bullying'.²⁶

The **Association of Secondary Teachers Ireland (ASTI)** represents approximately 17,300 teachers and is clear that 'isolated incidents of aggressive behaviour may be regarded as bullying but this definition emphasises repeated negative behaviour'.²⁷

The **Irish Congress of Trade Unions (ICTU)** does not include the isolated incident in the criteria of what constitutes bullying: 'An isolated incident of aggressive behaviour may constitute bullying if it is

seriously offensive, humiliating, or intimidating. In general, however, isolated incidents should not be regarded as bullying'.²⁸

The **Civil Service Bullying Policy** states that "Bullying can be defined as offensive abusive, intimidating, malicious or insulting behaviour, or abuse of power conducted by an individual or group against others, which makes the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress. Bullying is behaviour which is generally persistent, systematic and ongoing."

Valuable work on the topic of workplace bullying has been carried out within the nursing profession and it illuminates many different aspects such as definition, prevalence and procedures for redress. As far back as 1993, the **Irish Nurses Organisation (INO)** codified their response to bullying in terms of a 'Bill of Rights for Nurses and Midwives'. One section of this document recognised: 'the right to be treated with dignity and respect by fellow nurses, medical and ancillary colleagues'. The definition used referred to bullying as 'repeated aggression verbal, psychological or physical conducted by an individual or group against others' and emphasised the principle that 'everyone has the right to live a life free from violence'.

In the National Survey of the Task Force (2001) the risk of being bullied in the health and social worker sector is ranked third highest of all. This confirms the long held belief that workers in health related professions often encounter bullying during their careers, as shown in the INO Survey (1997). Workers in this area also report high levels of workplace stress.

Research findings published by the INO in November 1997 disclosed very high rates of workplace bullying in the nursing profession and clearly identified bullying as a significant occurrence in the working lives of many nursing staff. The findings indicate clearly that bullying has been a feature of many nurses' working lives throughout their careers.²⁹ Suggested solutions included educational programmes, a zero-tolerance attitude to bullying, a much greater input from employers and the creation of a partnership approach to the problem.

Health Service Employers Agency

One result of the INO research was that the Health Service Employers Agency (HSEA) set out a formal anti-bullying policy which was supported by the major health service unions, a cross section of employing authorities, IBEC and the HSEA. This document was aimed mainly at line managers, though it was recommended that employing authorities should prepare an abridged version for their employees. The main features of this approach were: a sophisticated definition of bullying which encompassed most 'negative behaviours' both overt and insidious, but which also maintained the right of management to provide feedback on employee performance. Bullying can be described as persistent, offensive, abusive, intimidating, malicious or insulting behaviour, abuse of power or unfair penal sanctions, which make the recipient feel upset, threatened, humiliated or vulnerable, which undermines their self-confidence and which may cause them to suffer stress.³⁰

The agreed policy promoted by the HSEA distinguished clearly between informal and formal procedures and outlined specific steps to be taken in any investigation of alleged bullying. It recommended the use of supportive procedures such as counselling to overcome the stressful effects of bullying incidents. Work from within the nursing profession has contributed to an understanding of the more general issues surrounding workplace bullying. One consistent theme is that employers need to take greater responsibility for employees' welfare. Healthcare professionals often complain of a stressful working environment. Confronting issues like workplace bullying and developing effective policies and procedures is an urgent need. It is also a responsibility for all those working in healthcare.

Clearly, isolated instances of negative behaviour may have a significant impact on an individual's life, both emotionally and vocationally. It is difficult to determine, however, whether a serious incident should

be equated with workplace bullying. The research indicates that the isolated incident could be a serious form of negative interaction. However, it needs to have been precipitated by other events, or to be repetitive, before it may be classed as bullying. This should not detract from the seriousness of a damaging and isolated incident. Appropriate measures should be introduced, reviewed and maintained in the workplace to prevent such occurrences and to deal with them if they occur. The fact that many definitions of workplace bullying have made reference to the existence of such negative behaviour reflects this concern and highlights the importance of organisational culture.

CHAPTER II – FOOTNOTES

1. Randall, 1997
2. Einarsen and Raknes, 1997
3. Adams, 1992
4. Tim Fields, 1996
5. O'Moore, Seigne, McGuire and Smith, 1998
6. Hare and Wyatt, 1997; Stephens, 1999
7. Hoel, 1999
8. Rayner, 2000
9. MSF, 1998; Hoel & Cooper, 2000
10. Hoel & Cooper, 2000
11. Olweus, 1993, Cooper, Hoel and Rayner, 1999
12. Cooper and Hoel, 1992; Rayner, 1999
13. Einarsen and Skogstad, 1996
14. Bjorkqvist, Osterman and Hjelt-Back, 1994
15. Adams, 1992; Randall, 1997; Hare and Wyatt, 1997
16. Einarsen and Leymann
17. Leymann, 1996
18. Wright and Smye, 1996; Hornstein, 1996; Hare and Wyatt, 1997
19. Einarsen and Skogstad, 1996
20. McCarthy 1996; Sheehan, 1996; Stephens, 1999
21. Randall, 1999; Hornstein, 1996
22. Zapf, Knorz and Kulla, 1996
23. Randall, 1997
24. Hoel, 1999
25. Edmunds, 1998
26. Guidelines, 1998
27. ASTI, 1999
28. ICTU, 1999
29. Mrkwicka, 1997
30. HSEA Report

CHAPTER III

Legal Context and State Agencies

In the National Survey of the Task Force (2001) respondents who indicated that they had experienced bullying within the past six months were asked if they were aware of any groups or agencies offering support or advice to targets of workplace bullying. Just 18% of those currently bullied responded that they were aware of such groups or agencies. Those who responded positively were then asked to indicate the groups or agencies that they were aware of and Table A shows the distribution of responses.

21 individuals nominated unions or staff associations and a further 10 nominated departments or individuals within the organisation where they were employed. 5 Individuals mentioned the Health and Safety Authority and several other public agencies, including the Equality Authority and the Department of Enterprise, Trade and Employment. The Labour Court was mentioned by 4 individuals. The Anti-Bullying Centre, Trinity College Dublin was also mentioned by 4 individuals. A total of 21 individuals who indicated awareness of supportive groups did not know or could not remember the names of the groups or agencies.

TABLE A
Agencies or groups offering support or advice to victims of bullying nominated by victims who were aware of such groups

Union or Staff Association	21	28.4%
Employer or Personnel Department	10	13.5%
Health and Safety Authority	5	6.8%
Anti-Bullying Centre, Trinity College Dublin	4	5.4%
Equality Authority	3	4.1%
Department of Enterprise, Trade and Employment	2	2.7%
Labour Court	2	2.7%
Other	5	6.8%
Do not know/Cannot Remember	22	29.7%
Total Number of Cases	74	100.0%

Only 16 Individuals, representing less than 5% of those in the sample who were bullied, approached any of these groups or agencies. About half of these indicated that this contact had been helpful. However, the number involved here is too small to support any further analysis.

Given that these questions were asked only of those currently experiencing bullying, it may be too early to ascertain whether these victims will seek out and make contact with support groups or agencies in the future.

Workers in Ireland may not be aware of the full range and scope of legislation that has a bearing on the topic of workplace bullying or the functions of existing State Agencies. Normally, where an employee alleges workplace bullying they may bring a case to the Rights Commissioner/Labour Court. An employee who resigns from his/her employment alleging workplace bullying may bring a case to the Employment Appeals Tribunal for constructive dismissal.

A flowchart illustrating the State Agencies dealing with workplace bullying and the Legal Institutional Framework can be seen on page 22.

Legal Context

Some employment and industrial relations statutes have a bearing on workplace bullying. However there is no specific legislation on the topic. The main statutes identified by the Task Force are:

- Industrial Relations Acts, 1946 to 1990
- Unfair Dismissals Acts, 1977 to 1993
- Employment Equality Act, 1998
- Safety, Health and Welfare at Work Act, 1989

Common Law Provisions also apply.

Existing remedies under statute and at Common Law are described below.

INDUSTRIAL RELATIONS ACTS, 1946 - 1990

The intention of the Industrial Relations Acts, 1946 to 1990 was to establish the basic institutional machinery of the Irish system of industrial relations, namely, the Labour Relations Commission, the Labour Court, the Rights Commissioners, Joint Labour Committees and Joint Industrial Councils.

The 1946 Act established the Labour Court, defined its functions and those of its various officers, specified the rules governing its procedures and provided for the registration of certain employment agreements. The 1969 Act enlarged the Court and created the office of Rights Commissioner. The 1976 Act brought agricultural workers within the scope of the two earlier Acts.

The 1990 Act reformed the institutional framework by establishing the Labour Relations Commission and redefining the role of the other bodies in relation to it. This Act regulates the right to take industrial action and the manner in which that right can be exercised. It lays down the legal provisions regarding picketing, details the protective immunities which apply during the taking of industrial action, sets out the rules governing secret ballots and the requirements necessary when seeking injunctions to restrain industrial action. The 1990 Act also empowers the Labour Relations Commission to draft Codes of Practice concerning industrial relations.

Labour Relations Commission

The Labour Relations Commission works to develop and improve Irish industrial relations through the provision of a range of services to employers, trade unions and employees. As part of this remit, the Commission assists in the prevention and resolution of industrial relations disputes through its Conciliation, Advisory Development and Research and Rights Commissioner Services.

Conciliation Service

Parties involved in a primarily collective dispute may refer the matter to the Conciliation Service for resolution under Section 26 of the Industrial Relations Act, 1990. In the event of the matter not being resolved the issue may be referred to the Labour Court under Section 26 of that Act for a recommendation.

Advisory Development and Research Service (ADRS)

This Service was established under Section 25 of the Industrial Relations Act, 1990. As part of its overall remit, the ADRS can help facilitate resolutions to internal problems within an organisation and has dealt with some bullying type issues.

Rights Commissioner Service

The Rights Commissioner Service was established under the Industrial Relations Act, 1969.

It provided for the establishment of Rights Commissioners to investigate and make a recommendation on any trade dispute (other than one connected with rates of pay, bonus or times of work, or annual holidays of a body of workers) (Section 13). This service accounts for the vast majority of bullying issues dealt with by the Labour Relations Commission.

Under Section 13 of the 1969 Act either party has the right to appeal a Rights Commissioner recommendation to the Labour Court where its determination is binding.

Labour Court

There are three sections of the Industrial Relations Acts, 1946 to 1990 under which a target of bullying may bring a claim to the Labour Court. The general basis for a claim is that a trade dispute must exist i.e. a dispute between employer and worker about the employee's terms and conditions of employment. The Court has always held the view that bullying, affecting as it does an employee's conditions of employment, falls within the definition of a trade dispute.

The three sections of the Acts which allow an employee to bring a claim for bullying before the Court are:

Section 13(9) of the Industrial Relations Act, 1969

The Labour Court has power to hear appeals from decisions of Rights Commissioners in relation to trade disputes. The parties to the dispute are bound by the recommendation of the Court. The recommendation, while binding on the parties, is not legally enforceable.

Section 20(1) of the Industrial Relations Act, 1969

This applies where a worker involved in a trade dispute may request the Court to investigate the dispute. The worker must agree to be bound by the recommendation. The recommendation is not enforceable against the employer. The vast majority of bullying cases taken to the Court are taken under this section.

Section 26(1) of the Industrial Relations Act, 1990

This section applies where the Labour Relations Commission has investigated a dispute and is satisfied that no further efforts on its part will advance a resolution and both parties to the dispute request the Court to investigate the dispute and issue a recommendation. The recommendation is not legally enforceable.

Codes of Practice

Section 42 of the Industrial Relations Act, 1990 makes provisions for the preparation of draft Codes of Practice by the Labour Relations Commission for submission to the Minister for Enterprise, Trade and Employment.

Before submitting a draft Code of Practice to the Minister, the Commission is obliged to seek and consider the view of the organisations representative of workers and such bodies as the Commission considers appropriate.

The Minister, upon receipt of the draft code by order, may declare the code a Code of Practice for the purposes of the Act.

Section 42(4) of the Industrial Relations Act, 1990 as amended by the Employment Equality Act, 1998, states:

In any proceedings before a court, the Labour Court, the Commission, the Employment Appeals Tribunal, the Director of Equality Investigations or a Rights Commissioner, a Code of Practice shall be admissible in evidence and any provision of the code which appears to the Court, body or officer concerned to be relevant to any questions arising in the proceedings shall be taken into account in determining that question

This section has been adopted by these bodies/officers and a number of recommendations and determinations have taken Codes of Practice into account in arriving at conclusions.

UNFAIR DISMISSALS ACTS, 1977 - 1993

The intention of the Unfair Dismissals Acts, 1977 to 1993, is to provide for redress for employees unfairly dismissed from their employment. For the Acts to apply there must be a dismissal.

Dismissal is defined in Section 1 of the 1977 Act and dismissal occurs, where

- the contract of employment is terminated by the employer, whether notice is given or not
- the employee has no option but to terminate the contract of employment because of the conduct of the employer (constructive dismissal) or
- a fixed term or fixed purpose contract was not renewed

It is through the mechanism of a claim for constructive dismissal that a target of bullying may seek to challenge the issue of bullying in the workplace. Where, as a result of bullying, an employee has no option but to resign his/her employment, a claim for constructive dismissal may be pursued under the Unfair Dismissals Act. It is for the employee to show that s/he was constructively dismissed within the meaning of Section 1 of the Act.

Depending on the facts of a particular case and the law to be applied, a Rights Commissioner or the Employment Appeals Tribunal may or may not find that an employee had no alternative but to terminate his/her contract of employment because of bullying in the workplace. In certain cases the Rights Commissioner or Tribunal may rule against an employee on the basis that the action that the employee took in resigning, without recourse to grievance procedure, was precipitous.

Protection of Employees (Part-Time Work) Bill, 2000

This Bill transposes the provisions of a European Union Directive. The purpose of the Directive is to prevent part-time workers from being treated less favourably than full-time workers. It aims to provide for the removal of discrimination against part-time workers and to improve the quality of part-time work. The Directive is also intended to facilitate the development of part-time work on a voluntary basis and to contribute to the flexible organisation of working time in a manner which takes into account the needs of both employees and employers.

For example, prior to this Bill, if an individual worked for less than eight hours a week s/he would not

be in a position to bring a constructive dismissals case if they alleged workplace bullying. One objective of the Bill is to bring part time-workers, previously excluded, into the ambit of protective legislation.

The National Survey of the Task Force (2001) identifies a link between employment tenure and the risk of being bullied. There is a clear trend here that permanent employees appear to have the lowest risk, followed by temporary/contract workers with casual workers having the highest risk of all. (see Chapter IV, page 31)

The Protection of Employees (Part-Time Work) Bill, 2000 was published on 15 December 2000 and passed Second Stage in the Dáil on 14 February 2001. The Bill is expected to pass all stages in the Dáil and Seanad in the first quarter of 2001.

Forum for Redress

A claim of constructive dismissal may be made to a Rights Commissioner or to the Employment Appeals Tribunal. It must be brought within six months of the date of dismissal. This time limit may be extended to twelve months where there were "exceptional circumstances" preventing the claim from being brought within the six months time limit.

Redress

Where an employee succeeds in a claim for unfair dismissal redress is by way of re-instatement, re-engagement or compensation, whichever the Rights Commissioner or Tribunal considers appropriate having regard to all the circumstances.

Compensation is awarded on the basis of financial loss whether actual loss or future loss. There is a ceiling on the amount of compensation that may be awarded in an unfair dismissals case, such compensation cannot exceed 104 weeks remuneration in respect of the employment from which the employee was dismissed.

EMPLOYMENT EQUALITY ACT, 1998

This Act replaced the Employment Equality Act, 1977 and the Anti-Discrimination (Pay) Act, 1974.

The intention of the Act is to make further provision for the promotion of equality between employed persons and to make further provision with respect to discrimination in, and in connection with, employment, vocational training and membership of certain bodies. It makes further provision in connection with Council Directives on Equal Pay (No. 75/117/EEC) and on Equal Treatment (No. 76/207/EEC) for men and women. It contains further provisions with respect to harassment in employment and in the workplace. It provides for the administration by the Equality Authority of various matters pertaining to the Act and establishes procedures for the investigation and remedying of various matters arising under the Act.

Relevant Provisions

Sections 23 and 32 respectively, contain provisions specifying that sexual harassment and harassment by reference to the individual's relevant characteristic, in the workplace or in the course of employment constitute discrimination by the employer, either on the gender ground or on whatever discriminatory ground is relevant to persons with the relevant characteristic. The characteristics covered are: marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.*

*Sexual harassment and harassment based on any discriminatory ground, of the customer by the service provider, is prohibited by Section 11 of the Equal Status Act, 2000.

Forum for Redress

Section 77 contains provisions on the forum for seeking redress for complainants who feel they have been discriminated against. Generally, claims for redress may be made to the Director of Equality Investigations or, in certain instances, to the Labour Court or to the Circuit Court. When cases are referred to these bodies, they are investigated (cases referred to the Director of Equality Investigations or to the Labour Court can, in certain circumstances, be referred for mediation rather than investigation) and decisions, determinations or judgements, as appropriate to each body are issued.

Redress Available

Section 82 provides for the following redress:

- Compensation for the effects of the acts of discrimination
- Equal Treatment
- A specified course of action
- Re-instatement or re-engagement, with or without compensation, as appropriate

Preventive Measures

Section 15 provides that an employer shall be liable for any act done by an employee in the course of his or her employment unless the employer had taken such steps as were reasonably practicable to prevent such an act occurring.

Sections 21 and 30 respectively provide that every contract of employment shall be deemed to include equality clauses relating to gender and non-gender issues.

Codes of Practice

Section 56 permits the Equality Authority to prepare draft Codes of Practice for submission to the Minister for Justice, Equality and Law Reform to further, either (or both)

- the elimination of discrimination in employment, or
- the promotion of equality of opportunity in employment

The Equality Authority is required to consult such other Minister of the Government or other person or body as it considers appropriate (or as Minister may direct).

The Minister may by order declare a draft code (either as submitted, or as amended by the Minister after consultation with the Authority) to be an approved Code of Practice for the purposes of the Act.

An approved code shall be admissible in evidence and, if any provision of the code appears to be relevant to any question arising in any criminal or other proceedings, it shall be taken into account in determining that question.

Proceedings include those before a court, the Labour Court, the Labour Relations Commission, the Employment Appeals Tribunal, the Director of Equality Investigations and a Rights Commissioner.

SAFETY, HEALTH AND WELFARE AT WORK ACT, 1989

The intention of the Safety, Health and Welfare at Work Act, 1989 is to provide protection for employees in all places of work. Prior to the enactment of this Act, statutory protection was piece meal, technical and

inflexible and covered only 20% of the working population. Section 6(1) of the Act states that *“it shall be the duty of every employer to ensure, insofar as is reasonably practicable, the safety, health and welfare at work of all employees”*. While stress in the workplace generally and bullying in particular, are not specifically addressed, the statutory provisions clearly impose a duty of care on employers with regard to the prevention of bullying at work. While breach of the provisions of the Act does not confer on an employee a right of action in civil proceedings (Section 60), the 1989 Act does provide for criminal sanctions where an employer has failed to prepare a safety statement as required by Section 12 of the Act or where there has been a failure on the part of the employer to identify hazards.

Relevant Provisions

Section 2 (interpretation)

“personal injury” includes any disease and any impairment of a person’s physical or mental conditions. Mental conditions include the state of distress which victims of workplace bullying suffer.

Section 6(1) on “the safety, health and welfare at work of all employees”.

Section 6(2)(d) on “the provision of systems of work that are planned, organised, performed and maintained so as to be, so far as is reasonably practicable safe and without risk to health”.

Section 6(2)(e) on the “provision of such information, instruction, training and supervision as is necessary to ensure, so far as is reasonably practicable the safety and health at work of his employees”.

Section 6(2)(i) on the “arrangements for the welfare of his employees at work”.

Section 12 on the preparation of safety statements.

Section 12(4) on the matters to be specified in safety statements.

The absence of a suitable workplace bullying prevention policy may be found as inadequate for the purposes of the safety statement by an inspector who may direct that the statement be revised in accordance with Section 12(5) within thirty days.

Relevant Regulations

The Safety, Health and Welfare at Work (General Application) Regulations, 1993, extend the requirements of the 1989 Act and these regulations impose general and specific obligations on employers with regard to occupational risks and hazards in the workplace. While many of the regulations and indeed the schedules attached to the regulations, are specific and relate to certain types of employment and industries, Article 5 of the regulations states that it shall be the duty of an employer in taking measures necessary for the safety and health protection of employees, to ensure that such measures take account of the general principles of the First Schedule. The provisions of this schedule require employers to develop “an adequate prevention policy in relation to safety, health and welfare at work, which takes account of technology, organisation of work, working conditions, social factors and the influence of factors relating to the working environment”.

Regulation 10(a) requires the employer to be in possession of an assessment in writing of the risks to safety and health at the place of work as required under Section 12(3) of the Act.

Regulation 11(a)(1) on the provision of information to employees.

“Adequate safety and health training” as outlined in Regulation 13(1)(a) on training.

The First Schedule (which related to the general duties of employers outlined in Regulation 5), specifies paragraph (g) “the development of an adequate prevention policy in relation to safety, health and welfare at work, which takes account of technology, organisation of work, working conditions, social factors and the influence of factors related to the working environment”.

Preventive Measures and Redress Available

The Safety, Health and Welfare legislation ensures safety, health and welfare of employees, and other persons in certain circumstances, at workplaces. Particularly relevant are the general duties contained in Section 6 of the main Act and the safety statement required by Section 12 of that Act. Of some importance also is Section 13 on consultation of employees on matters of safety and health. Section 30 allows the making of Codes of Practice by the Authority in certain circumstances.

The “General Application” Regulations extend the requirements of the Act in various ways, thus Regulation 10 requires that the risk assessment should be in writing and regulations 11 and 13 extend the requirements on information and training respectively. There are no regulations specifically covering the area of stress in the workplace generally or bullying in particular. The safety and health legislation does not provide any forum of redress for those who feel they have been bullied at the workplace. Those who feel they have been bullied in the workplace who feel that there is no system for the prevention of bullying in the workplace may make a complaint and the Authority may ask the employer to put such a mechanism in place, in the form of a written anti-bullying policy, related to the safety statement.

Codes of Practice

Codes of Practice are made under Section 30 of the Act. These are for “the purpose of providing practical guidance with respect to the requirements or prohibitions of any of the relevant statutory provisions”. Although the main Act is itself a “relevant statutory provision”, such Codes of Practice are normally made in technical areas, such as liquefied petroleum gas or other specific engineering requirements.

The Position at Common Law

At Common Law an employer owes a general duty of care to his/her employees. An employer must take reasonable care for the health and safety of the employee. The employer’s duty of care is discharged if the employer does what a reasonable and prudent employer would have done in the circumstances. Actions of negligence at Common Law are concerned with the duty of care as between a particular employer and a particular employee so, therefore, the duty of care may vary according to the particular circumstances of the case.

If an employee suffers personal injury as a result of bullying by his employer in the workplace, a claim for personal injuries based on alleged negligence or breach of duty of care on the part of the employer, may be brought by the employee within a period of three years from the date the cause of action accrued. Personal injuries include any disease and any impairment of a person’s physical or mental condition.

For an employee to succeed in a claim for personal injuries, an employer must be held liable for the bullying as a result of which the employee claims to have suffered injury.

Where the injury sustained by the employee is not perpetrated by the employer or someone in a management position but rather is perpetrated by a co-employee, the employer will be liable at Common Law for the acts of co-employees only if carried out in the course of employment.

At Common Law, the duty of care imposed on employers is to provide:

- competent staff
- a safe place of work
- safe and proper equipment, and
- a safe system of work

At Common Law, redress for successful personal injury claims is by way of an award of damages.

Proceedings are commenced in either the District Court, Circuit Court or High Court, depending on the extent of the injury sustained. The limit of the District Court jurisdiction is £5,000, the limit in the Circuit Court is £30,000 and the High Court is a court of unlimited jurisdiction.

EXISTING FUNCTIONS AND ACTIVITIES OF STATE AGENCIES

The State agencies have existing statutory duties and responsibilities and these are set out below.

Labour Relations Commission

The Labour Relations Commission, established in 1991 under the Industrial Relations Act, 1990, has general responsibility for the promotion of good industrial relations through the provision of a comprehensive range of services to help prevent and resolve disputes.

Advisory Development and Research Services (ADRS)

The ADRS works with employers, employees and trade unions in non-dispute situations to develop effective industrial relations practices, procedures and structures that best help them deal with the competitive challenges of the marketplace, implementing organisational change and managing, in a positive climate, employee expectations and concerns.

The work of the ADRS is carried out under a range of disciplines: Diagnostic Audits, Joint Working Parties, Preventive Mediation and Facilitation.

A small number of individual bullying grievances have been dealt with through mediation by the ADRS over the past number of years.

Conciliation Service

The Conciliation Service provides a central service to assist disputant parties towards an agreed and amicable resolution of their dispute. The service, provided under Section 26 of the Industrial Relations Act, 1990, is a continuation of the local negotiation process with the active assistance of an experienced Industrial Relations Officer as a chairperson and independent facilitator.

The process is not confined to the unionised sector; any employee or group of employees may avail of the service.

Given the collective nature of the conciliation process, parties rarely attempt to resolve bullying issues at this level.

Rights Commissioner Service

Rights Commissioners are independent adjudicators appointed by the Minister for Enterprise, Trade and Employment. They investigate disputes referred to the Labour Relations Commission by individuals or small groups of workers under specific industrial relations and employment rights legislation. Their findings are issued to the parties in the form of non-binding recommendations.

The Rights Commissioner Service under the Industrial Relations Acts, 1969 and 1990 deals with the vast majority of issues around bullying that are referred to the Labour Relations Commission.

Labour Court

The Labour Court provides a free, comprehensive service for the resolution of industrial relations disputes and deals also with matters arising under employment equality, organisation of working time, minimum wage and trade union recognition legislation.

The Labour Court when exercising its industrial relations function, is not a court of law. It operates as an industrial relations tribunal, hearing both sides in trade disputes and then issuing recommendations setting out its opinion on the dispute and the terms on which it should be settled. While these recommendations are not binding on the parties concerned, the parties are expected to give serious consideration to the Court's recommendation. However, responsibility for the settlement of a dispute rests with the parties.

When dealing with cases involving breaches of registered employment agreements, the Labour Court makes legally binding orders. The Court's determinations under the employment equality, pensions and organisation of working time Acts and minimum wage legislation are legally binding.

Employment Appeals Tribunal

The Tribunal was established under Section 39 of the Redundancy Payments Act, 1967. It was originally set up to adjudicate on disputes about redundancy. The scope of the Tribunal was extended over the years and now, it also deals with disputes under a number of other employment statutes including the unfair dismissals, maternity, adoptive and parental leave, young persons and payment of wages legislation.

The Tribunal is an independent body bound to act judicially and provides a speedy, fair, inexpensive and informal means for individuals to seek remedies for alleged infringements of their statutory rights.

Director of Equality Investigations

The Director of Equality Investigations is an independent statutory office established under the Employment Equality Act, 1998. The principal role of the Director is the investigation and mediation of complaints of discrimination (including harassment) in relation to employment and in relation to access to goods and services, disposal of property and certain aspects of education on any of the discriminatory grounds provided in both the Employment Equality Act, 1998 and the Equal Status Act, 2000. The discriminatory grounds are gender, marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

Equality Authority

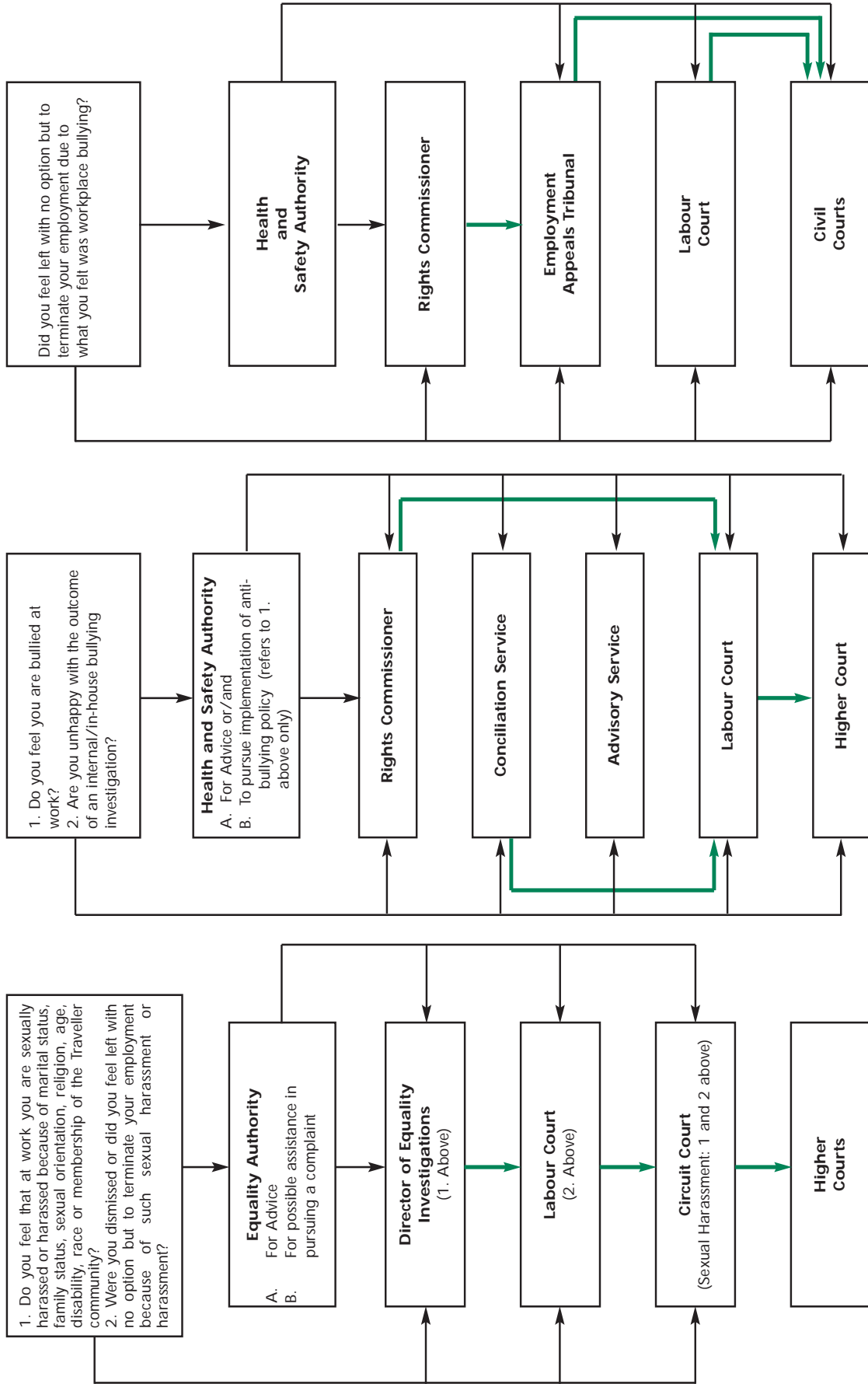
The Equality Authority set up in October 1999, replaced the Employment Equality Agency and took over its role and additional functions. The Equality Authority works towards the elimination of discrimination and promotes equality of opportunity in employment and in connection with the provision of services, property and other opportunities to which the public has access. Part of the Equality Authority's activities involves working to eliminate sexual harassment and harassment by reason of an individual's relevant characteristics. The relevant characteristics are: marital status, family status, sexual orientation, religion, age, disability, race and membership of the Traveller community.

The Equality Authority advises on anti-harassment policies and advises and assists victims of harassment. Such assistance may include representing victims in legal proceedings.

Health and Safety Authority (HSA)

The HSA promotes and enforces good standards in workplace health and safety across all sectors. Working with employer and worker representatives it seeks to ensure that those in control of workplaces adopt safe working practices as required by law. Advice and assistance is available from national and regional offices.

STATE AGENCIES AND LEGAL INSTITUTIONAL FRAMEWORK



Note: Referral → Appeal →

CHAPTER IV

National Survey on Workplace Bullying

The Size of the Problem of Workplace Bullying, Characteristics of Bullying and the Industrial Sectors Most at Risk

This Chapter outlines the main findings from the survey on workplace bullying which was undertaken by the Economic and Social Research Institute (ESRI). The survey was commissioned by the Task Force in September 2000 to ascertain the incidence, correlates and characteristics of workplace bullying in Ireland.

There has been considerable variation in the manner in which workplace bullying is measured in different studies and in different countries but some consistency in approaches to its definition have emerged. Most definitions of bullying are based on self reports of inappropriate or negative behaviour from the targets of bullying. This means that subjective assessment and self labelling are essential, resulting in some vulnerability to methodological problems. A number of studies have adopted an approach similar to that used in the Task Force study where respondents are presented with a description or definition of bullying and asked whether they would regard themselves as having experienced bullying (e.g. Hoel and Cooper, 2000; Unison, 1997). One of the elements of bullying entails persistence over time, and many definitions centre around six months, with several studies, including this one, focusing on experiences occurring within the last six months (e.g. Einarsen and Skogstad, 1996; Einarsen and Raknes, 1997).

Where similar approaches to measurement are adopted there appears to be some consistency in the international research regarding the incidence of workplace bullying. For example, as cited earlier in this Report, Einarsen and Skogstad (1996), compiled the results of union membership surveys of almost 8,000 employees in Norway. Some 8.6% of surveyed employees had been "subjected to bullying in the workplace during the last six months". Additional response categories allowed them to distinguish 4% who had been bullied "once or twice", 3.4% who had been bullied "now and then", and 1.2% who reported that they had been bullied on a weekly basis.

Hoel and Cooper (2000), in their UK survey of 5,228 employees found that 10.5% of employees reported that they had been bullied within the last six months, and that 1.4% were exposed to bullying on either a daily or weekly basis. There is strong evidence that the incidence of bullying varies substantially in different occupations and industries. Both of the above studies, based on large samples, make it possible to measure the scale of the bullying problem on a sound basis and to examine variation in bullying between occupations and economic sectors. In the Norwegian study, which is based on a series of surveys in trade unions, and Einarsen and Skogstad (1996) can show differences in the incidence of bullying across a range of occupations/sectors. In the UK study, the incidence of bullying can be disaggregated by fairly detailed occupation and industry, thus it possible to identify high risk occupations (e.g. prison officers) or economic sectors (e.g. teaching and post and telecommunications).

If the period of measurement is extended, the existing research shows much greater variation in bullying incidence. Hoel and Cooper (2000) estimate that 24% of employees had experienced bullying in the past five years. In the Irish case, the published literature on the extent of bullying is limited, although a survey of members of the INO (1997) reported that about 90% of nurses had experienced bullying at some stage in their working lives.¹

There is widespread evidence that bullying has negative effects on health, psychological well being and job satisfaction (Björkqvist, Österman and Hjelt-Bäck, 1994; Einarsen and Raknes, 1997). Research has also explored organisational responses as well as individual coping strategies with bullying.²

METHODOLOGY

Sample Size and Response Rates

The survey was conducted on a telephone basis by ESRI interviewers. The results presented in this Report are based on an analysis of the 5,252 questionnaires which were successfully completed. Interviewing took place in 189 randomly selected sampling points throughout the country between mid-October 2000 to early February 2001. The sampling points were selected on a random basis from the electoral register and were made up of clusters of District Electoral Divisions (DEDs). Telephone numbers were randomly selected from within each sampling point.

The target population for this survey consists of those who are in the labour force i.e. those who are at work outside the home. This may be as an employee/apprentice, non-agricultural self-employed person, farmer, community employment scheme or unpaid family worker.

Table 1 outlines the response rates to the survey. This shows that, in the first instance, a total of 27,653 calls were made as part of the survey. One can see from the table, for example, that these resulted in a total of 5,252 fully completed and usable questionnaires; a further 130 partially completed forms which were not used in the analysis; a total of 3,059 households in which there was someone working outside the home but where the household refused to participate in the survey and so on. From the table one can see that when one excludes the ineligible households we made contact with a total of 9,461 valid households i.e. those in which there was a member who was currently working outside the home. Fully completed and usable questionnaires were completed with 5,252 of these households. This gave an effective response rate of 55% of valid sample which was successfully contacted in the course of the survey.

Ensuring a Representative Sample

When interviewers are administering a telephone survey they will always find that it is easier to secure completed questionnaires with some types of respondents than with others. For example, it is always easier to complete surveys with females than males. With this in mind, one usually establishes a broad quota control on the sample when the telephone call is made so as to ensure that the completed sample is roughly in line with the population as a whole. Thus, in each cluster the interviewer was told to secure 30 interviews with persons who were at work outside the home, who were resident in the randomly selected household and who were classified by their gender, broad age cohort and broad principal economic status controls. When the interviewer had completed the required number within each cell in this 3-way classification s/he did not continue completing interviews with persons of that given set of characteristics so as to avoid undue biasing in the sample. The calls subsequently made to households which contained only persons of the characteristics of the completed quota are described in Table 1 as being 'out of quota'. Notwithstanding ex-post re-weighting of the data using standard statistical techniques, it is preferable to impose these sorts of quota controls at point of interview in random telephone surveys. By so doing one can help to ensure that the ultimate weights do not have to do undue work in adjusting the effective or completed sample used in the analysis in line with the population as a whole.

TABLE 1
Response Outcomes

	Supplement to consumer confidence survey	%
Completed	5,252	55
Partially completed	130	1
Refused	3,059	32
Out of quota	1,020	11
<i>Total Valid Calls</i>	<i>9,461</i>	<i>100</i>
Consistent no reply	6,697	–
Business Number	3,117	–
Non-existent	3,499	–
<i>Total</i>	<i>27,653</i>	<i>–</i>

The Questionnaire

The questionnaire was structured into 3 main sections (see Appendix 1). Section A, questions 1-20b, recorded details from *all respondents* on the nature and characteristics of their employment as well as general questions on their outlook on life, their sense of satisfaction with their job and general measures of their levels of stress and sense of control over their life.

Section B, questions 21-68, were administered only to those who say they have been bullied either currently or at some time in the past six months. Details are recorded on the nature of the bullying, the perpetrators of the bullying, the consequences of the bullying and the victims' responses to the bullying, questions 69-77. Section C records background or classificatory details from *all respondents*.

The survey was conducted by ESRI interviewers, on a telephone basis, with the respondent in his/her home (in contrast to, for example, their place of work). The respondents were selected using randomly generated telephone numbers.³ The questionnaire took approximately 15 minutes to administer for someone who had not been bullied while it took at least 40 minutes for those who had experienced some form of bullying in the workplace.⁴

For details of the **Sample Weighting** see Note A on page 53.

Definition of Bullying

The definition used in the survey is central to the results obtained. In administering the questionnaire any mention of bullying was avoided until Section A (which recorded background classificatory information, measures of stress levels etc.) had been completed with all respondents. In the introduction to the survey, the interviewer talked in terms of carrying out a survey of experiences in the workplace. The term 'bullying' was not mentioned until after all classificatory information was recorded as well as variables designed to measure levels of stress and views towards the workplace, management etc.

When these background details had been recorded the Task Force definition of bullying was presented to the respondent. All interviewers were instructed to ensure that the full definition was read to all respondents and that the respondent was given sufficient time to ensure that s/he fully understood what it entailed. The definition used was as follows:

By bullying I mean repeated inappropriate behaviour, direct or indirect, whether verbal, physical or otherwise, conducted by one or more persons against another or others, at the place of work and/or in the course of employment, which could reasonably be regarded as undermining the individual's right to dignity at work.

An isolated incident of the behaviour described in this definition may be an affront to dignity at work but is not considered to be bullying.

The Results

In this section are outlined some of the key results on the incidence, nature and characteristics of bullying in the Irish labour force as reported in the survey. In most of the tables details are in respect of males and females. In addition, many of the tables also present the figures in respect of employees and self-employed persons where it is felt that this substantially enhances the interpretation of the data.

Employment Status

Table 2 presents details on the overall incidence of bullying classified according to employment status of the respondent. In the course of the survey respondents were assigned to one of five employment categories as follows:

- Employee/apprentice
- Non-Agricultural Self Employed
- Farmer
- Community Employment Scheme
- Unpaid Family Worker

TABLE 2: Incidence of bullying classified according to employment status									
Employment Status	MALES			FEMALES			ALL PERSONS		
	Yes	No	Total	Yes	No	Total	Yes	No	Total
	%	%	%	%	%	%	%	%	%
Employee/CE	6.4	93.6	100.0	9.9	90.1	100.0	8.0	92.7	100.0
Self-Employed/Farmer	1.8	98.2	100.0	4.3	95.7	100.0	2.2	97.8	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0
(n)	(52,000)	(923,000)	(975,000)	(63,000)	(602,000)	(665,000)	(115,000)	(1,525,000)	(1,640,000)

For ease of discussion employment status has been collapsed to a dichotomy based on those who are working as,

- (a) an employee including apprentices; on Community employment schemes or as unpaid family workers
- (b) those who are self-employed agricultural and non-agricultural

In aggregate terms one can see from the table 2 that a total of exactly 7.0% of persons in the workplace in Ireland record that they are bullied. The incidence level is substantially higher among females than males (9.5% and 5.3% respectively). This means that females are approximately 1.8 times more likely to be bullied at work than their male counterparts.

These figures mean that in terms of absolute numbers of persons, approximately 115,000 persons are experiencing bullying in the workplace, either currently or in the last six months. A total of 52,000 of these are males, 63,000 are females.

As one might expect, the incidence level among employees is considerably higher than among the self-employed (8.0% compared with 2.2% respectively). This implies that an employee is more than 3.6 times more likely to be bullied in the workplace than is a counterpart who is self-employed. One can also see that females are relatively disadvantaged in both employment statuses.

For example, the risk of being bullied among female employees is 9.9%. The comparable figure for males is 6.4%. The average female employee is, therefore, 1.5 times more likely to self report as being bullied than is a male employee. The average female self-employed person is 2.4 times more likely to self report as being bullied than is her male counterpart.

Gender and Age

Table 3 summarises details on the incidence of bullying according to gender and age of respondent. In aggregate terms, there is only relatively limited evidence to suggest a relationship between age and incidence of bullying.

For example, table 3 shows that 6.4% of those aged 25 years or less in the work-place self report as being bullied; 8.5% of those aged 26-35 years indicate that they are bullied and so on. Overall, therefore, there would appear to be some slight evidence to suggest that the incidence of bullying is highest in the 25-45 age cohorts, thereafter declining somewhat with age. For example, only 3.3% of those aged more than 55 years of age report themselves to be bullied and this trend holds in respect of both men and women.

TABLE 3 Incidence of bullying classified by gender and age category (%)						
Bullied?	RESPONDENT' AGE					Total
	25 yrs or less	26-35 years	36-45 years	46-55 years	56 or more	
MALES						
Yes	5.0	6.0	6.2	4.8	2.6	5.3
No	95.0	94.0	93.8	95.2	97.4	94.7
Total	100.0	100.0	100.0	100.0	100.0	100.0
FEMALES						
Yes	8.2	11.6	10.4	7.6	5.3	9.5
No	91.8	88.4	89.6	92.4	94.7	90.5
Total	100.0	100.0	100.0	100.0	100.0	100.0
ALL PERSONS						
Yes	6.4	8.5	7.9	5.8	3.3	7.0
No	93.6	91.5	92.1	94.2	96.7	93.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
EMPLOYEES						
Yes	6.4	9.4	9.3	7.5	3.9	8.0
No	93.6	90.6	90.7	92.5	96.1	92.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
SELF EMPLOYED						
Yes	7.3	2.7	2.3	1.2	2.2	2.2
No	92.7	97.3	97.7	98.8	97.8	97.8
Total	100.0	100.0	100.0	100.0	100.0	100.0

From the lower two segments of table 3 one can see that this general trend is in evidence in respect of employees as well. Highest incidence levels of 9.3% - 9.4% are apparent for those aged 26-45 years. The trend for the self-employed appears to be highest (7.3%) among the youngest cohort in this economic status, falling substantially hereafter with age.

Level of Educational Attainment

Table 4 provides information on the incidence of bullying according to highest level of educational attainment completed. The risk or incidence level rises directly with level of attainment. 5.4% of those who have left the education system on completion of the Junior Certificate or lower qualifications consider themselves to be bullied. This compares with 6.1% of those who have completed the Leaving Certificate and 8.9% of those who have completed third level. This trend between level of attainment and risk of bullying is particularly clear among males. The percentage of males who report having been bullied rises directly and progressively with level of attainment.

TABLE 4
Incidence of bullying classified by level of educational attainment (%)

Bullied?	Inter/Junior	Leaving Cert	Third Level	Total
MALES				
Yes	4.2	5.3	6.5	5.3
No	95.8	94.7	93.5	94.7
Total	100.0	100.0	100.0	100.0
FEMALES				
Yes	8.3	7.2	11.6	9.5
No	91.7	92.8	88.4	90.5
Total	100.0	100.0	100.0	100.0
ALL PERSONS				
Yes	5.4	6.1	8.9	7.0
No	94.6	93.9	91.1	93.0
Total	100.0	100.0	100.0	100.0
EMPLOYEES				
Yes	6.6	6.7	9.9	8.0
No	93.4	93.3	90.1	92.0
Total	100.0	100.0	100.0	100.0
SELF EMPLOYED				
Yes	0.9	2.5	3.5	2.2
No	99.1	97.5	96.5	97.8
Total	100.0	100.0	100.0	100.0

A male who has completed third level is just over 1.5 times more likely to self report as being bullied than his counterpart who left school on completion of the Junior Certificate or less. Similarly, a male who leaves on completion of his Leaving Certificate is 1.3 times more likely to have reported being bullied than a male who leaves on completion of the Junior Certificate or less.

Table 4 shows that the same clear relationship is not so apparent among females. Although females who leave on completion of third level are 40% (i.e. 1.4 times) more likely to self report as being bullied than those who leave on completion of the Junior Certificate or less, those who exit the education system on completion of the Leaving Certificate are 13% *less* likely to self report as being bullied as compared to those who leave on completion of the Junior Certificate or less.

One interpretation of these figures may be that they reflect higher levels of expectations regarding treatment in the workplace among those with higher levels of education. They could further reflect higher levels of sensitivity to incidents in the workplace which tended to undermine their dignity and, further, a greater willingness among those with higher levels of attainment to record this view in the questionnaire. Accordingly, the reader may, at least to some degree, be inclined to discount the strength of the relationship with education on the basis that it may be interpreted as a function of differential perceptions as between those with higher and lower levels of attainment. One is reminded, however, that the *perception* of the respondent is the reality within which s/he has to operate in the workplace. Furthermore, as we will see below in discussion of Tables 14a and 14b on variations in levels of stress and feelings of empowerment and control of one's own life, the reality for those who report being bullied is characterised by higher stress levels than the rest of the workforce. In terms of outcomes, the data clearly demonstrates that self reporting of being bullied is strongly associated with negative levels of satisfaction and psychological well being.

One can further see from the lower segments of Table 4 that the relationship between level of educational attainment and risk of being bullied holds in respect of both the employed and also the self employed.

Social Class

Table 5 summarises the relationship between the incidence of bullying and social class. The aggregate results for all persons (male and female combined) are somewhat mixed. There would appear to be no evidence to suggest that the risk of bullying is confined to or concentrated within any one or a number of social class categories. In general, it would appear to be a pervasive problem presenting itself across the entire social spectrum. Contrary to much popular speculation, it is certainly not the preserve of the manual class categories. Indeed, in broad terms the risk of bullying is higher among the professional and 'other' non-manual groups than in other class categories.

When disaggregated in terms of gender, one can see that there is no systematic pattern in the risk among males according to social class. When the situation among females is considered the highest risk levels are clearly found in the top two class categories - 11.6% and 11.8% for the higher and lower professional groups respectively – although, overall, the percentage point differences between the professional and other groups are not substantial.

The figures in Table 5 suggest that the incidence of bullying in both broad groups is pervasive across all social classes.

TABLE 5 Incidence of bullying classified by social class and gender (%)							
Social Class							
Bullied?	Higher Professional	Lower Professional	Other Non-Manual	Skilled Manual	Semi-Skilled Manual	Unskilled Manual	Total
MALES							
Yes	5.0	5.4	6.4	4.3	4.8	7.4	5.3
No	95.0	94.6	93.6	95.7	95.2	92.6	94.7
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
FEMALES							
Yes	11.6	11.8	8.8	4.7	7.2	7.7	9.4
No	88.4	88.2	91.4	95.3	92.8	92.3	90.6
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
ALL PERSONS							
Yes	6.9	8.6	7.8	4.4	6.1	7.5	7.0
No	93.1	91.4	92.2	95.6	93.9	92.5	93.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
EMPLOYEES							
Yes	8.5	10.7	8.2	5.4	6.2	7.8	7.9
No	91.5	89.3	91.8	94.6	93.8	92.2	92.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0
SELF EMPLOYED							
Yes	3.3	1.2	4.0	0.7	4.3	2.9	2.2
No	96.7	98.8	96.0	99.3	95.7	97.1	97.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Industrial Sector

Information on industrial sector is outlined in Table 6 and it would appear that, at this broad level, the risk of being bullied is highest in Public Administration/Defence (12.6%), Education (12.1%) and Health/Social Work (10.5%).

Lower levels are reported in the Transport/Communications, Distributive Services (Wholesale/Retail) and Construction sectors. It should be noted that this trend is being largely driven by the educational structure of those working in these sectors. The discussion of Table 4 above on level of educational attainment showed that persons with lower levels of attainment reported lower incidence levels than their more highly educated counterparts. The Distributive Services and Construction have the highest concentration of persons with lower levels of attainment. This, in turn, manifests itself in lower risk levels in the sectors in question.

There would appear to be quite substantial gender differences in risk levels by sector. For example, females in the Construction, Business Services and Transport & Communications sectors experience three times the risk of being bullied at work as compared with their male counterparts.

TABLE 6
Incidence of bullying classified by industrial sector

SECTOR	MALES			Bullied? FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
Agricultural	1.9	98.1	100.0	3.1	96.9	100.0	2.0	98.0	100.0
Traditional Manufacturing	7.0	93.0	100.0	8.7	91.3	100.0	7.5	92.5	100.0
Hi-Tech Manufacturing	6.4	93.6	100.0	12.9	87.1	100.0	8.3	91.7	100.0
Construction	3.0	97.0	100.0	10.3	89.7	100.0	3.4	96.6	100.0
Wholesale/Retail	4.4	95.6	100.0	6.2	93.8	100.0	5.3	94.7	100.0
Business Services	4.0	96.0	100.0	10.9	89.1	100.0	7.0	93.0	100.0
Transport & Communications	3.5	96.5	100.0	11.2	88.8	100.0	5.4	94.6	100.0
Financial Services	9.3	90.7	100.0	10.4	89.6	100.0	9.9	90.1	100.0
Public Administration	12.1	87.9	100.0	13.5	86.5	100.0	12.6	87.4	100.0
Personal Services	4.6	95.4	100.0	4.8	95.2	100.0	4.7	95.3	100.0
Education	7.8	92.2	100.0	14.3	85.7	100.0	12.1	87.9	100.0
Health & Social Work	10.4	89.6	100.0	10.6	89.4	100.0	10.5	89.5	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0

SECTOR	EMPLOYEES			SELF EMPLOYED		
	Yes %	No %	Total %	Yes %	No %	Total %
Agricultural	3.1	96.9	100.0	1.8	98.2	100.0
Traditional Manufacturing	8.0	92.0	100.0	1.9	98.1	100.0
Hi-Tech Manufacturing	8.7	91.3	100.0	0.0	100.0	100.0
Construction	4.5	95.5	100.0	0.0	100.0	100.0
Wholesale/Retail	5.7	94.3	100.0	2.7	97.3	100.0
Business Services	7.4	92.6	100.0	5.0	95.0	100.0
Transport & Communications	6.1	93.9	100.0	2.4	97.6	100.0
Financial Services	10.1	89.9	100.0	7.9	92.1	100.0
Public Administration	12.9	87.1	100.0	0.0	100.0	100.0
Personal Services	5.4	94.6	100.0	1.3	98.7	100.0
Education	12.3	87.7	100.0	5.5	94.5	100.0
Health & Social Work	10.6	89.4	100.0	8.4	91.6	100.0
Total	8.0	92.0	100.0	2.2	97.8	100.0

Public/Private Sector

Following from our discussion of the previous table, it is not surprising to see from Table 7 that risk levels are 56% higher in the Public than the Private sector (9.5% compared with 6.1% respectively) and these Public/Private differentials are apparent for both males and females.

TABLE 7									
Incidence of bully classified by whether or not respondent works in the public or private sector									
Employment Status	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
Public Sector	7.0	93.0	100.0	11.7	88.3	100.0	9.5	90.5	100.0
Private Sector	4.9	95.1	100.0	8.2	91.8	100.0	6.1	93.9	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0
Employment Status	EMPLOYEES			SELF EMPLOYED					
	Yes %	No %	Total %	Yes %	No %	Total %			
Public Sector	9.8	90.2	100.0	0.0	100.0	100.0			
Private Sector	7.1	92.9	100.0	2.4	97.6	100.0			
Total	8.0	92.0	100.0	2.2	97.8	100.0			

Employment Tenure

The impact of employment tenure on risk of bullying is examined in Table 8. Incidence rates are very directly and positively related to nature of employment tenure. The is lowest for permanent staff (6.7%) rising to 9.2% for those employed on a Temporary/Contract basis reaching 10.2% for casual employees.

TABLE 8									
Incidence of bullying classified by employment tenure									
Employment Status	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
Permanent	4.9	95.1	100.0	9.6	90.4	100.0	6.7	93.3	100.0
Temporary/Contract	7.9	92.1	100.0	10.3	89.7	100.0	9.2	90.8	100.0
Casual	15.3	84.7	100.0	6.3	93.7	100.0	10.2	89.8	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0

When gender differentiated figures are considered, the relationship just outlined is very clearly apparent among males.

For example, the risk of bullying for a male employed on a casual basis is just over 3 times that for a male employed on a permanent basis and 1.9 times that for a male employed on a contract or temporary basis. The picture for females is not quite so clear. In general, there is little evidence to suggest that risk levels among females are related to status of tenure.

Number of Jobs Held in the Three Years Preceding the Survey

Respondents who were bullied were asked to record the number of jobs held by them in the three years preceding the survey. Our prior expectation was that bullying may be associated with a high job turnover rate. This higher turnover rate might be as a result of bullying or it could indicate something of the underlying characteristics of the individuals in question. The details of Table 9 would suggest that this hypothesised relationship does, in fact, exist. One can see from the table that the risk of having been bullied for those who have held only one job in the 3 years preceding the survey is just below 6%. This rises to 8.8% for those who have held 2 jobs in the relevant period and to 9.8% for those who have held 3 or more jobs.

As was the case with previous trends discussed above, this relationship appears to be stronger among men than women.

For example, 4.3% of males who have held only one job in the 3 years preceding the survey record that they have been bullied. This compares with 6.3% for males who have held 2 jobs and 8.8% for those who have held 3 or more jobs in the reference period. Thus a male who has held 3 or more jobs over the 3 years preceding the survey was just over twice as likely to be the victim of bullying than a male who holds only one job. The same strength of relationship is not apparent among females.

TABLE 9 Incidence of bullying classified by number of jobs held in the last 3 years									
No. jobs in last 3 yrs	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
One	4.3	95.7	100.0	8.4	91.6	100.0	5.9	94.1	100.0
Two	6.3	93.7	100.0	11.3	88.7	100.0	8.8	91.2	100.0
Three +	8.8	91.2	100.0	11.5	88.5	100.0	9.8	90.2	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0

Size of Firm

In the course of the survey the size of the firm in which the respondent worked was recorded. Table 10 outlines the incidence of bullying according to size of firm based on the number of persons engaged in the outlet or branch⁵ of the firm in which the individual worked. The table shows that, in aggregate terms, there is a clear relationship between size of firm and incidence of bullying. One can see, for example, that in the smallest size category (1-4 persons engaged) the risk of being bullied is 3.2%. This rises to 7.2% among firms with 5-99 persons engaged and to 10.3% for firms with 100 or more persons.

TABLE 10 Incidence of bullying classified by size of firm									
No. persons engaged in branch/outlet	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
1 – 4 persons	2.3	97.7	100.0	5.4	94.6	100.0	3.2	96.8	100.0
5 – 25 persons	5.3	94.7	100.0	9.6	90.4	100.0	7.2	92.8	100.0
26 – 99 persons	6.6	93.4	100.0	8.0	92.0	100.0	7.3	92.7	100.0
100+ persons	7.8	92.2	100.0	13.6	86.4	100.0	10.3	89.7	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0

Organisational Change in the Workplace

The degree to which several aspects of organisational change in the workplace are related to the incidence of bullying are examined in Table 11. This series of questions was included to assess differences in the risk of bullying as between those firms which were organisationally stable and those which were undergoing some type of substantial change or transition. Questions in respect of four different types of change were included as follows:

- (a) New manager or supervisor
- (b) Change in ownership
- (c) Re-organisation of the company
- (d) The introduction of new technology

The results are presented in Table 11.

(a) New Manger/Supervisor

In aggregate terms, the risk of bullying among persons for whom there had been a change in terms of a new manager or supervisor in the 12 months preceding the survey was just over twice the level recorded for their counterparts who had not experienced any such change. A total of 5.4% of those who had not experienced a new manager or supervisor said they experienced bullying. The comparable figure for the group who had experience of a new manager or supervisor was 11.7%. This trend is clearly apparent for both men and women.

(b) Change in Ownership of the Firm

An equally strong impact on risk of bullying was apparent with respect to a change in the ownership in a company in the year preceding the survey. The risk among persons employed in a company which has experienced a change in ownership is 12.2%. This compares with a figure of 6.7% for others. This trend is apparent for both males and females.

(c) Re-organisation of the Company

The same direction and strength of relationship is obvious in respect of risk of bullying and the re-organisation of a company. This trend is also clear for both males and females. The reader should note in interpreting the above three trends that there is a very high level of inter-relatedness or correlation between the above three types of company change.

(d) Introduction of New Technology

The final aspect of corporate change considered was the introduction of new technology in the workplace. The figures in Table 11 show that the risk of being bullied is higher among those whose job has recently witnessed the introduction of new technology or a new computer system. A total of 9.8% of the subset of respondents in question said that they were being bullied. The comparable figure for those who worked in companies which had not experienced the relevant technological innovations was 5.7%. It is clear, therefore, from these figures that the introduction of new technology has an effect on probability of self reporting being bullied in the workplace. The magnitude of this effect, however, would appear to be much weaker than that of the broader changes in corporate or management structures as outlined in the first three segments of the table. It is also noteworthy that the introduction of new technology seems to have a more substantial impact on male than on female risk levels. The risk of being bullied is 150% (2.5 times) higher among men who work in companies which have introduced new technology in the three years preceding the survey as compared with those which have not. In contrast, the risk of being bullied is only 25%

(1.25 times) higher among females who work in companies which have introduced new technology or software than in ones which did not.

TABLE 11
Incidence of bullying classified by indicator or organisational change in preceding 12 months

Type of change	BULLIED?								
	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
<i>New Manager/Supervisor?</i>									
Yes	9.1	90.9	100.0	14.9	85.1	100.0	11.7	88.3	100.0
No	4.1	95.9	100.0	7.3	92.1	100.0	5.4	94.6	100.0
<i>Change in ownership?</i>									
Yes	10.5	89.5	100.0	14.9	85.1	100.0	12.2	87.8	100.0
No	5.0	95.0	100.0	9.2	90.8	100.0	6.7	93.3	100.0
<i>Re-organisation of company?</i>									
Yes	10.2	89.8	100.0	13.9	86.1	100.0	11.7	88.3	100.0
No	4.1	95.9	100.0	8.3	91.7	100.0	5.8	94.2	100.0
<i>Introduction of new tech?</i>									
Yes	9.0	91.0	100.0	11.0	89.0	100.0	9.8	90.2	100.0
No	3.6	96.4	100.0	8.8	91.2	100.0	5.7	94.3	100.0
Total	5.3	94.7	100.0	9.5	90.5	100.0	7.0	93.0	100.0

Overall, therefore, it would seem that the impact of organisational change is substantial in determining the risk of being bullied. The impact of these changes is common to both males and females. The effect of the introduction of new technology seems to be much more muted than the management or corporate changes mentioned above. In addition, the introduction of technology seems to impact to a greater degree on males than on females in terms of risk of being bullied.

Relationships in the Workplace

Respondents were asked to record their perceptions of the nature of relationships between (a) staff and management and (b) different staff members in the workplace. The results are shown in Tables 12a and 12b.

Table 12 shows that relationships between staff and management are perceived in a more negative light by a substantially higher percentage of those who feel themselves to be bullied than by their counterparts who do not. One can see, for example, that as many as 22.7% of all those who are bullied in the workplace feel that relationships between staff and management are 'Bad' or 'Very Bad'. The comparable figure for these who are not bullied is just under 5%. In other words, persons who self report as being bullied are 4.6 times more likely than others to think that staff/management relationships are 'Bad' or 'Very Bad'. This trend holds equally in respect of both genders.

TABLE 12A
Incidence of bullying classified by respondents perceptions of relationships in the workplace between staff and management (%)

Staff/Management Relationship	Very Good	Good	Neither Good Nor Bad	Bad	Very Bad	Total
MALES						
Bullied	13.6	36.8	23.3	17.5	8.8	100.0
Not Bullied	35.4	46.2	12.9	4.2	1.3	100.0
Total	34.1	45.6	13.5	5.0	1.7	100.0
FEMALES						
Bullied	19.6	32.9	27.5	11.8	8.2	100.0
Not Bullied	39.9	44.7	11.2	3.2	0.9	100.0
Total	37.9	43.5	12.8	4.1	1.6	100.0
ALL PERSONS						
Bullied	16.9	34.7	25.6	14.3	8.4	100.0
Not Bullied	37.3	45.6	12.2	3.8	1.1	100.0
Total	35.8	44.8	13.2	4.6	1.7	100.0

Similarly, the incidence of bullying seems to be related to perceptions of the quality of the internal relationships between different staff within the workplace. One can see from Table 12b that a total of 10.1% of those who record that they have been (or are being) bullied in the six months preceding the survey say that intra-staff relationships are 'Bad or 'Very Bad'. The comparable figure among those who are not being bullied is only 1.3%. This means that those who are being bullied are almost 8 times more likely to see an internal staff problem than are other employees. This trend is clearly apparent among both men and women.

TABLE 12B
Incidence of bullying classified by respondents perceptions of intra-staff relationships in the workplace (%)

Relationships between staff	Very Good	Good	Neither Good Nor Bad	Bad	Very Bad	Total
MALES						
Bullied	20.3	54.9	16.9	6.2	1.7	100.0
Not Bullied	35.7	56.5	6.5	1.2	0.1	100.0
Total	34.8	50.4	7.1	1.5	0.2	100.0
FEMALES						
Bullied	24.0	51.9	14.8	8.4	0.9	100.0
Not Bullied	43.7	49.1	6.0	1.1	0.1	100.0
Total	41.8	49.4	6.9	1.8	0.2	100.0
ALL PERSONS						
Bullied	25.1	49.8	14.9	8.8	1.3	100.0
Not Bullied	40.4	52.2	6.2	1.2	0.1	100.0
Total	39.3	52.0	6.8	1.7	0.2	100.0

LEVELS OF STRESS AND CONTROL OVER ONE'S LIFE

Levels of Stress

It seems reasonable to assume that being the victim of bullying in the workplace is a stressful experience. To test the degree to which this is, in fact, the case a series of measures were included in the questionnaire to facilitate the construct of a crude index of the respondent's stress levels and also her/his sense of control over her/his life, general sense of self-empowerment etc.

The measure of stress derives from a 12-item index which is based on the following questions:

Have you recently:

- Been able to concentrate on whatever you are doing
- Lost much sleep over worry
- Felt that you are playing a useful part in things
- Felt capable of making decisions
- Felt under constant strain
- Felt that you couldn't overcome your difficulties
- Been able to enjoy your normal day-to-day activities
- Been able to face up to your problems
- Been feeling unhappy or depressed
- Been losing confidence in yourself
- Been thinking of yourself as a worthless person
- Been feeling happy with all things

The respondent was asked to say whether or not s/he was able to do each of the 12 items: More so than Usual; Same as Usual; Less than Usual; Much Less than Usual.⁶

The results of the relationship between this 'stress scale' and propensity to be bullied are outlined in Table 13 where it is clear that the experience of bullying is strongly associated with increased stress levels. For example, a total of 72.5% of all persons (male and female) who are *not* being bullied have a score of zero on the stress index used in the survey. The comparable figure for those who were being bullied is 46%. In contrast, at the other end of the distribution, one can see that a total of 5.7% of all persons who were *not* bullied had a stress score of 3 or more. The comparable figure for those who were being bullied was 21.6%. When used as a continuous score, the average on the stress scale for those who were *not* being bullied was 0.5. This compares with a figure of 1.3 for those who were being bullied.

TABLE 13
Levels of Psychological Stress Among Respondents Classified by Whether or Not They Are Bullied

Stress Score	BULLIED?								
	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
(Low Stress) 0	46.9	73.9	72.4	45.3	70.3	68.0	46.0	72.5	70.6
1	18.1	14.6	14.8	18.8	16.7	16.9	18.5	15.4	15.7
2	15.5	6.5	6.9	12.8	6.3	6.9	14.0	6.4	6.9
3-5	17.0	4.6	5.2	20.3	6.1	7.4	18.9	5.2	6.1
6-8	2.5	0.4	0.6	2.1	0.6	0.8	2.3	0.5	0.6
(High Stress) 9-12	0.0	0.0	0.0	0.7	0.0	0.1	0.4	0.0	0.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average score	1.3	0.5	0.5	1.4	0.6	0.6	1.3	0.5	0.6

Stress Score	EMPLOYEES			SELF EMPLOYED		
	Yes %	No %	Total %	Yes %	No %	Total %
(Low Stress) 0	45.3	73.3	71.1	57.8	68.4	68.2
1	18.5	15.3	15.5	17.9	16.1	16.2
2	14.2	6.0	6.6	10.0	8.4	8.4
3-5	19.6	4.9	6.1	6.1	6.3	6.3
6-8	2.0	0.5	0.6	8.2	0.8	1.0
(High Stress) 9-12	0.4	0.0	0.1	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0
Average score	1.3	0.5	0.5	1.1	0.6	0.6

The same general trends are clearly visible from the figures for males and females. The average stress score for males who were being bullied was 1.3% compared with 0.5% for their counterparts who were not. Similarly, females who recorded that they were being bullied had an average score of 1.4 compared with a score of 0.6 for those who were not.

From the comparable breakdown for employees and self-employed persons it is clear from Table 13 that the same general relationships between experience of bullying and stress holds for both categories of workers.

In summary, the figures in Table 13 would seem to indicate that this very crude index of stress displays the very real outcomes in terms of stress (as measured by the scale) for those who are being bullied in the workplace.

Level of Control Over One’s Life

In addition to a measure of stress a set of seven questions were included as indicators of the extent to which respondents felt themselves to be in control of their lives. Control is used in the sense that people can determine what happens to them and can, if necessary, change things in their lives for the better. The scores in question run from zero (for those who feel themselves to be in complete control) to 7 for those at the other end of the spectrum. This latter group feels largely helpless in directing what happens to them in their lives and appear more passive than active in determining how their future unfolds.

The seven items in question are as follows:

- I can do just about anything I set my mind to

- I have little control over the things that happen to me
- What happens to me in the future depends on me
- I often feel helpless in dealing with the problems of life
- Sometimes I feel that I am being pushed around in life
- There is a lot I can do to change my life if I wanted to
- There is really no way that I can solve some of my problems

As was the case for the stress index above a score of '1' was assigned to a respondent who gave either of the negative responses to each of the items in question. Thus, for example, if a respondent said either 'Disagree' or 'Strongly Disagree' to the statement 'I can do just about anything I set my mind to' s/he would be given a score of '1' on that item – otherwise s/he would receive a score of '0'. In this way the fatalism/life control scale varied from 0 to a maximum of 7 – the latter indicating that a respondent felt very little control over what happened to her/him. The relationship between this measure of empowerment or fatalism on the one hand and the experience of bullying on the other is summarised in Table 14.

TABLE 14 Levels of fatalism/control over life and situation among respondents classified by whether or not they are bullied									
Life Control Index	MALES			BULLIED?			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
(In Control) 0	12.5	31.7	30.7	18.4	29.6	28.6	15.7	30.9	29.8
1	22.2	24.7	24.6	23.9	25.3	25.2	23.1	24.9	24.8
2-3	43.0	31.5	32.1	37.4	32.5	32.9	39.9	31.9	32.5
4-5	17.5	10.5	10.9	18.4	10.8	11.5	18.0	10.6	11.1
(Not in Control) 6-7	4.8	1.5	1.7	1.9	1.8	1.8	3.2	1.6	1.8
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Average Score	2.3	1.5	1.6	2.0	1.6	1.6	2.1	1.6	1.6
Life Control Index	EMPLOYEES			SELF EMPLOYED					
	Yes %	No %	Total %	Yes %	No %	Total %			
(In Control) 0	15.3	31.5	30.2	23.7	27.8	27.7			
1	23.4	25.3	25.2	18.8	23.0	23.0			
2-3	40.2	31.8	32.4	35.6	32.6	32.7			
4-5	18.0	9.9	10.6	18.5	13.8	13.9			
(Not in Control) 6-7	3.2	1.4	1.5	3.5	2.8	2.8			
Total	100.0	100.0	100.0	100.0	100.0	100.0			
Average Score	2.1	1.5	1.6	1.9	1.8	1.8			

From the table 14 those who are bullied clearly feel themselves to be less in control of what happens to them than do their counterparts who are not bullied. For example, only 16% of those who record themselves to be bullied have a zero score on the fatalism or life control index. The comparable figure

for those who are not bullied is 31%. In contrast, 21.2% of those who are bullied have a score of 4 or more on the index. This compares with only 12.2% for those who do not consider themselves to be bullied. In terms of the actual scores, the average for those who are *not* bullied is 1.6. The comparable figure for those who are bullied is 2.1. The same strong patterns as between those who are bullied and those who are not are clearly apparent for both genders.

Frequency/Periodicity of Bullying

Table 15 presents a breakdown of the frequency or regularity with which the bullying takes place. This shows that in 39.1% of all cases the bullying takes place ‘only occasionally’. At the other extreme, however, one can see that in as many as 20% of cases the victim records that it takes place on an almost daily basis. There would seem to be relatively little difference in terms of the frequency of bullying as experienced by males and females.

TABLE 15 Frequency with which the bullying of the last 6 months has taken place (refers only to those bullied)			
Frequency of bullying	Males %	Females %	Total %
Only occasionally	37.9	40.2	39.1
Several times/month	23.3	20.3	21.7
Several times/week	20.9	17.3	18.9
About daily	17.9	22.2	20.2
Total	100.0	100.0	100.0

Nature of Bullying

In the course of the survey respondents were asked to spontaneously describe the nature of the bullying which they were experiencing or had experienced in the previous six months. This was recorded by the interviewer on a verbatim basis and was then “closed down” to 5 categorical response categories as follows:

- Exclusion
- Verbal Abuse/Insults
- Physical Abuse
- Sexual Harassment
- Other

When the interviewer had assigned the bullying experienced to these 5 categories s/he then read them back to the respondent for verification. If necessary, these were then amended by the interviewer to ensure that the nature of the bullying, which had been experienced, was accurately recorded. Table 16 summarises the results.

TABLE 16
Nature of the bullying (refers only to those bullied)

Nature of bullying	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
Exclusion	30.4	69.6	100.0	38.1	61.9	100.0	34.6	65.4	100.0
Verbal Abuse/Insults	78.2	21.8	100.0	84.3	15.7	100.0	81.5	18.5	100.0
Physical Abuse	3.2	96.8	100.0	0.6	99.4	100.0	1.8	98.2	100.0
Sexual harassment	1.6	98.4	100.0	4.8	95.2	100.0	3.3	96.7	100.0
Other	21.7	78.3	100.0	12.6	87.4	100.0	16.8	83.2	100.0

The most frequently experienced form of bullying was verbal abuse/insults. As many as 81% of victims of bullying cited this form as among the types of abuse which they were subjected to in the workplace. The next most frequently experienced form was exclusion, mentioned by 35% of victims. Physical abuse and sexual harassment are respectively mentioned by 1.8 and 3.3% of respondents. Quite a substantial proportion (16.8%) of victims of bullying mentioned some "Other" form of victimisation. Examples of this type of behaviour include persistent changing of work rostering, lying about the respondent, treating the respondent as if s/he were a child, general manipulation and psychological harassment.

Both exclusion and verbal abuse/insults were more frequently cited by females than males while physical abuse and, in particular, 'Other' forms of bullying were mentioned by higher proportions of males.

The Perpetrator

In the course of the survey victims of bullying were presented with seven pre-coded 'sources' of the bullying to indicate the nature of the relationship within the workplace between the victim and her/his perpetrator(s). The seven categories were as follows:

- One single colleague
- Several colleagues
- One single supervisor/manager
- Several supervisors/managers
- One single subordinate
- Several subordinates
- Client(s)/customer(s)

The respondent was asked to indicate whether or not each of the seven types or categories of co-worker was responsible for the bullying. In addition, the respondent was asked to indicate the gender of the person or persons involved in each category of co-worker. Several of the categories are mutually exclusive. For example, a respondent could not record 'one single colleague' and also 'several colleagues'. For each category of worker identified as being a source of bullying the interviewer recorded the gender of the bully(ies) in question. Where more than one perpetrator was involved within

a given category of co-worker the gender of the perpetrators in question could be recorded as a combination of males and females.

Table 17a begins by presenting some details on the responses to this set of questions on the perpetrators of bullying. The table outlines the percentage of victims who cite each of the sources in turn. One can see that, in aggregate terms across both genders, a total of 45.3% of victims cite one single supervisor/manager while 42.6% cite one single colleague. The next most frequently mentioned source of bullying is ‘several colleagues’ – mentioned by 13.3% of victims. In general, the response patterns of males and females are quite similar. There would appear to be some evidence to indicate that slightly lower percentages of females cite multiple colleagues or multiple supervisors than do their male counterparts. The differences, however, are slight.

TABLE 17A Sources of bullying						
Life Control Index	MALES		FEMALES		ALL PERSONS	
	Yes	No	Yes	No	Yes	No
	%	%	%	%	%	%
One single colleague	38.8	61.2	45.9	54.1	42.6	57.4
Several colleagues	16.3	83.7	10.7	89.3	13.3	86.7
One single supervisor/manager	46.1	53.9	44.6	55.4	45.3	54.7
Several supervisor/manager	11.8	88.2	4.5	95.5	7.9	92.1
One single subordinate	3.2	96.8	6.6	93.4	5.1	94.9
Several subordinates	0.4	99.6	2.3	97.7	1.4	98.6
Clients/Customers	6.2	93.8	4.3	95.7	5.2	94.8

A victim may, of course, be simultaneously subject to bullying from more than one source or category of worker. A respondent may, therefore, mention more than one of the seven categories in question. Table 17b explores the extent to which victims are subject to bullying from more than one source in the workplace. The table presents details on the number of different sources or types of bullies mentioned from the seven categories presented. The figures in the table indicate that 81% of victims record only one of the seven categories of bullies mentioned on the questionnaire. A further 18% mention two categories and just under 2% mention three categories.

TABLE 17B Number of different categories of perpetrator(s) experienced by victims			
No. of categories of perpetrators	Males %	Females %	Total %
One	77.9	83.0	80.7
Two	20.9	15.0	17.7
Three	1.2	2.0	1.6
Total	100.0	100.0	100.0

In an attempt to provide a flavour of the combinations of different categories of perpetrator mentioned by victims, Table 17c presents figures on the most frequently occurring combinations of responses from the question relating to the seven sources of bullying.

TABLE 17C
Combinations of different types or perpetrators or sources of bullying.

Combination of categories of perpetrators	Males %	Females %	Total %
Single supervisor or manager only	26.9	30.8	29.0
Single colleague only	24.9	31.9	28.7
Single colleague/single supervisor or manager	11.9	10.6	11.2
Several colleagues only	10.1	8.0	8.9
Several supervisors only	9.3	3.5	6.1
Clients/customers only	4.7	4.0	4.3
Single subordinate only	1.6	4.1	3.0
Several colleagues/Single supervisor or manager	4.1	0.7	2.3
Single colleague/single supervisor or manager	0.4	1.5	1.0
Other combinations	6.1	4.9	5.5
Total	100.0	100.0	100.0

This shows, for example, that 29% of victims mention both ‘Single supervisor only’ and ‘Single colleague only’. The next most frequently occurring combination of sources is ‘Single colleague/single supervisor’ – mentioned by just over 11% of victims. A total of 9% of victims mention ‘Several colleagues only’ while a further 6% cite ‘Several supervisors or managers only’, and so on.

Table 17d outlines the relationship between the gender of the victim and the gender of the perpetrator(s). This shows that in the case of 82% of male victims the perpetrator(s) is/are exclusively male; in 13% of male victims the perpetrator(s) are all females and in the remaining 5% of male cases the perpetrators are a mixture males and females. In contrast, the situation with female victims would suggest that in 55% of cases the perpetrator(s) is/are also female; in 41% of female victims the perpetrator(s) is/are male and in just over 4% the perpetrators are a mixture of both male and female.

TABLE 17D
Relationship between gender of victim and gender of perpetrator(s)

Gender of victim	Gender of perpetrator(s)			Total %
	Males %	Females %	Male & Female %	
Male	81.8	12.9	5.3	100.0
Female	40.9	54.9	4.2	100.0

Bullied as an Individual or Part of a Group

Respondents were asked whether or not they felt that they were being singled out as an individual for bullying or were being bullied as part of a larger group within their organisation. Table 18 shows that just under 44% of those bullied felt that they were being bullied as an individual. One can see that this view is held by a slightly higher percentage of males than females (46% and 42% respectively).

TABLE 18
Those who are bullied classified by whether or not they feel they have been bullied as an individual or part of a larger group in work

Nature of bullying	Males %	Females %	Total %
Individual	45.7	42.0	43.6
Group	54.3	58.0	56.4
Total	100.0	100.0	100.0

Response to Bullying

Different people cope with bullying in different ways. To assess the types of mechanisms which people used in dealing with the problem the respondent was presented with seven pre-coded responses to the bullying. Table 19 shows for example, that just over two-thirds of those bullied discussed the problem with their family; just under 71% discussed it with a friend(s); 77% with their colleague(s) at work and 51% with their supervisor. It is notable that higher percentages discuss the problem through informal networks of family or friends rather than by using a more formalised grievance procedure within the workplace. Only 13% of victims refer the problem to the personnel department while a further 15% refer the issue to a union/staff association and only 9% use a formal grievance procedure. In interpreting these figures the reader is reminded that the reference period in question is within the last six months. Given the lead time necessary for some of the procedures in question, it may not have been feasible for the victim to have fully accessed some of the mechanisms in question.

TABLE 19:
Respondents' responses to bullying

Responses	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
Discussed with family	58.2	41.8	100.0	74.9	25.1	100.0	67.3	32.5	100.0
Discussed with friend/friends	60.3	39.7	100.0	79.4	20.6	100.0	70.7	29.3	100.0
Discussed with colleague(s)	74.5	25.5	100.0	79.8	20.2	100.0	77.4	22.6	100.0
Discussed with supervisor	50.6	49.8	100.0	52.4	47.6	100.0	51.4	48.6	100.0
Referred to personnel depart.	12.6	87.4	100.0	13.3	86.7	100.0	13.0	87.0	100.0
Referred to Union/Staff assoc.	16.2	83.8	100.0	13.7	86.3	100.0	14.8	85.2	100.0
Used grievance procedure	11.3	88.7	100.0	7.5	92.5	100.0	9.2	90.8	100.0

When one considers the figures for males and females one can see that although there are some differences between the genders, on the whole their methods of responding to the problem are quite similar. There is some evidence to indicate that a higher percentage of females who are being bullied discuss it with family and friends outside the workplace.

Effect of Bullying on Quality of Life

Respondents were asked the direct question as to whether or not the bullying which they were experiencing was having a negative effect on their life outside of work and from Table 20a a total of almost 43% said it did. There was no difference in these rates between males and females. It is further notable that there was no difference in these rates between those who are employees and those who are self-employed.

TABLE 20A			
Self assessed impact of bullying on life outside work			
Negative effect?	Males %	Females %	Total %
Yes	42.3	42.8	42.6
No	57.7	57.2	57.4
Total	100.0	100.0	100.0
Negative effect?	Employees %	Self Employed %	
Yes	42.6	42.1	
No	57.4	57.9	
Total	100.0	100.0	

Relevant respondents were further asked to indicate a scale of 1 to 10 where they would place themselves in terms of the impact of bullying at work. A '1' indicated that it was having only a minor effect on their life outside work while a score of '10' indicated that it was having a very detrimental effect. From Table 20b summarises one can see that almost 28% of those bullied placed themselves at level 7-10 on the 10 point scale. There would appear to be some limited evidence to suggest that bullying has a more adverse effect on females than on males. One can see from the table that a total of 24% of men and 31% of women assigned a score of 7 or more to its impact on their lives outside their work.

TABLE 20B			
Score on scale of 1 to 10 for perceived impact of bullying on life in general			
Effect on life in general	Males %	Females %	Total %
1-2(Minor Effect)	12.7	20.0	16.8
3-4	36.7	24.7	30.0
5-6	26.5	24.7	25.5
7-8	15.0	22.5	19.2
9-10(Very Sig. Detrimental Effect)	9.0	8.1	8.5
Total	100.0	100.0	100.0
Effect on life in general	Employees %	Self Employed %	
1-2(Minor Effect)	17.0	13.8	
3-4	29.2	45.3	
5-6	25.2	30.3	
7-8	19.9	6.7	
9-10(Very Sig. Detrimental Effect)	8.7	3.9	
Total	100.0	100.0	

Actions Taken/Considered in Response to Bullying

Table 21 summarises actions taken or considered in response to bullying. Respondents were presented with 5 pre-coded potential actions or responses that they could take. From the figures one can see, for example, that just over one-half (54%) *considered* quitting their job as a result of the bullying, while 11% actually quit their job as a result of the bullying. A further 26% of persons being bullied *considered* seeking a transfer while 15% *actually* sought a transfer. As many as 14% of those bullied say they had considered withdrawing from the labour force entirely as a result of the bullying.

	MALES			FEMALES			ALL PERSONS		
	Yes %	No %	Total %	Yes %	No %	Total %	Yes %	No %	Total %
Considered seeking transfer	23.8	76.2	100.0	27.7	72.3	100.0	26.0	74.0	100.0
Sought transfer	18.4	81.6	100.0	12.1	87.9	100.0	14.9	85.1	100.0
Considered quitting job	54.1	45.9	100.0	53.8	46.2	100.0	54.0	46.0	100.0
Actually quit job	10.4	89.6	100.0	11.2	88.8	100.0	10.9	89.1	100.0
Considered withdrawing from workforce	13.6	86.4	100.0	14.3	85.7	100.0	14.0	86.0	100.0

A Multi-Variate Modelling Approach

So far in this Chapter the incidence of bullying in different sub-groups of the population and in different work settings has been examined. The bi-variate approach provides essential descriptive information about who is at greatest risk of bullying and in which work settings and organisations bullying is more prevalent. However, it does not allow us to assess the separate effects of different factors. For example, it has been shown that women are more likely to experience bullying than men, and that workers in Public Administration have comparatively high rates of bullying. However, it is not possible to tell from these bi-variate relationships whether the high incidence of bullying is a characteristic of the Public Administration sector *per se*, or the relatively high proportion of women working in the sector, or indeed, to some additional factor. In order to disentangle the separate effects of a series of potentially influential factors it is necessary to move to a multi-variate methodology within which the research methodology can control for the effect of each variable when assessing the effect of another.

Table 22 shows a series of simple logistic regression models of bullying as a function of the characteristics of individuals. The dependent variable in each of these equations is a dichotomous variable coded 1 if respondents indicated that they had been bullied either currently or at some point in the past six months. We are thus using the same measure of bullying as in the descriptive analysis presented above.⁷

TABLE 22
Logistic Model of Bullying Victimization - Individual Characteristics

<i>Equation:</i>	1		2		3	
	<i>All</i>		<i>All</i>		<i>Employees Only</i>	
	Coefficient		Coefficient		Coefficient	
Self Employed	-1.177	***	-1.178	***		
Female	0.444	***	0.413	***	0.429	***
<i>Age Group</i>						
<i>(Ref. Cat.: Age less than 25)</i>						
Age 26-35	0.310	*	0.251		0.337	*
Age 36-45	0.349	*	0.311	**	0.385	*
Age 46-55	0.105		0.067		0.168	
Age 56+	-0.364		-0.402		-0.484	
<i>Education</i>						
<i>(Ref. Cat.: Junior Cert. or less)</i>						
Leaving Certificate	-0.011		-0.004		-0.057	
Tertiary Education	0.373	**	0.317	~	0.326	*
<i>Social Class</i>						
<i>(Ref. Cat.: Other Non-manual)</i>						
Higher Professional			0.032			
Lower Professional			0.106			
Skilled Manual			-0.181			
Semi-Skilled Manual			-0.148			
Unskilled Manual			0.161			
Constant	-3.022	***	-2.948	***	-3.004	
N of Cases	5250		5221		4264	
-2 Log likelihood	2573.36		2548.01		2389.10	
~ p < .10, * p < .05, ** p < .01, *** p < .001						

Equation (1) shows the effects of being self-employed (versus an employee), gender and education on the likelihood of being bullied. The effect of self-employment is negative, mirroring the findings shown in Table 1 above, and the size of the coefficient suggests that, when gender, age-group and education are controlled for, the odds of a self-employed individual experiencing bullying are about one-third those of an employee – or that employees are about three times more likely than the self-employed to be victims of bullying. A greater incidence of bullying has clearly been shown among women. Equation (1) shows that this effect remains when account is taken of the other variables in the model. The size of the coefficient suggests that the odds of a woman experiencing bullying are about 1.5 times greater than those of a man, other things being equal. Those aged between 26-45 years are more likely to experience bullying than those aged less than 25 years (the reference category), but that the victimisation rate among those aged over 45 is no different than those aged less than 25. Those with third level education are more likely to experience bullying, when other factors are taken account of, reflecting the higher incidence among this group shown in Table 3 above. We can examine below whether this is an effect of education *per se*, or whether it is has something to do with the kinds of work settings in which those with higher education tend to be concentrated.

Equation (2) adds a series of dichotomous variables for social class to the variables specified in Equation (1). The addition of social class adds little to the predictive power of the model, although it does reduce the statistical significance of tertiary education, probably due to multi-collinearity (or

inter-relatedness) between education and social class, and eliminates the effect of the 26-45 year age group.

Given the sharp differences in the incidence of bullying between employees and the self-employed, shown in both Table 1 and in Equations (1) and (2), we estimate a separate Equation (3) confining the analysis to employees only. This is to ascertain whether the pattern of relationships differs among the employee sub-group from the rest of the sample. The pattern of effects in Equation (3) are very similar to Equation (1), with positive and significant effects for women, for those aged 26 to 45 years, and for those with tertiary education. So the findings in relation to the total sample are robust in respect of the employee sub-group.

The Nature of Jobs and Organisational Characteristics

Equation (4) in Table 23 confirms that the self-employed are less likely than employees to suffer bullying. Temporary and casual workers are more likely to be bullied than those with permanent contracts, but there is no difference between part-time and full-time workers. Neither is there any difference between the private and public sector. The Construction and Personal Services sectors show lower incidence of bullying than Traditional Manufacturing, (the reference category) while workers in Public Administration and Education are more likely to be victims of bullying. Bullying appears to increase with the size of establishment in which the individual works: the coefficients for the size variables increase with firm size, with the exception of the statistically non-significant effect of establishments with 26-49 employees. This suggests that bullying increases with establishment size, although not in a simple linear fashion.

TABLE 23						
Logistic Model of Bullying Victimization - Job and Organisational Characteristics						
Equation:	4		5		6	
Sample:	All		All		Employees Only	
	Coefficient		Coefficient		Coefficient	
Self Employed	-0.615	*	-0.513	~		
Temporary	0.287	~	0.338	*	0.272	
Casual	0.800	**	0.730	*	0.709	*
Part-time	0.033		0.115		0.112	
Public Sector	-0.162		-0.246		-0.217	
<i>Economic Sector:</i>						
<i>(Ref. Cat.: Trad. Manufacturing)</i>						
Agriculture	-0.541		-0.421		-0.765	
Hi-Tech Manufacturing	-0.069		-0.148		-0.132	
Construction	-0.633	*	-0.575	~	-0.446	
Distribution	-0.366		-0.389		-0.395	
Business Services	-0.082		-0.136		-0.234	
Transport/Communications	-0.312		-0.492		-0.518	
Finance	0.260		0.091		0.054	
Personal Services	-0.480	~	-0.427		-0.418	
Public Administration	0.665	*	0.765	**	0.740	*
Education	0.584	*	0.668	*	0.628	*
Health	0.365		0.441	~	0.398	

TABLE 23 — CONTINUED
Logistic Model of Bullying Victimization - Job and Organisational Characteristics

<i>Equation:</i>	<i>4</i>		<i>5</i>		<i>6</i>
<i>Sample:</i>	<i>All</i>		<i>All</i>		<i>Employees Only</i>
	<i>Coefficient</i>		<i>Coefficient</i>		<i>Coefficient</i>
Establishment Size: (Ref. Cat.: 1-4 Employees)					
No Employees	-1.194		-1.084		-3.389
5-19 Employees	0.356		0.256		0.227
20-25 Employees	0.640	*	0.528	*	0.525 ~
26-49 Employees	0.283		0.051		0.042
50-99 Employees	0.620	*	0.444	~	0.413
100-499 Employees	0.735	**	0.438	~	0.405
More than 500 Employees	0.835	**	0.510	~	0.481 ~
Organisational Change:					
New Management			0.426	***	0.443 ***
New Owner			0.209		0.143
Corporate Reorganisation			0.393	**	0.354 *
New Technology			0.223	~	0.243 *
Constant	-2.945	***	-3.135	***	-3.088 ***
N of Cases	5053		4939		4072
-2log likelihood	2480.75		2386.16		2230.55
~ p < .10, * p < .05, ** p < .01, *** p < .001					

Equation (5) adds four dichotomous variables, measuring aspects of organisational change, to the variables specified in Equation (4). Three of these variables have positive and significant effects. The risk of bullying was higher among persons for whom there had been a new manager or supervisor in the 12 months preceding the survey. When other factors are taken account of, however, a change in ownership of the company did not have any impact on bullying, contrary to the results presented in the bi-variate analysis above. Re-organisation of the company did, however, have a positive effect on bullying, as did the introduction of new technology. When these organisational change variables are added to the model, a very similar pattern of effects in the other variables is evident, with self-employment, temporary and casual work continuing their effects. However, when account is taken of organisational change, the negative effect of personal services is reduced to non-significance, but the effect of working in the health sector does achieve statistical significance, though only at the 10% level of confidence. These changes in the effects of industrial sectors suggest a complex relationship between organisational change and bullying in different economic sectors.

Equation (6) applies the previous model to employees only, again to check that the pattern of relationship in the total sample is maintained within this sub-group which is characterised by substantially higher overall rates of bullying. As Table 23 shows, the pattern of effects is very similar to that in Equation (5), although the effect of temporary working is reduced to non-significance among employees.

Having developed models for the individual and job/organisational correlates of bullying victimisation, the two sets of factors are combined in Table 24. Given the large number of variables in the two models, the general research strategy is to include only those variables that have been found to be statistically significant, or close to achieving significance, in the earlier models.

Equation (7) shows the combined model for the full sample, including employees and the self-employed. Gender remains significant and positive: women are more likely than men to experience bullying when all other relevant factors are taken into account. The other individual characteristics are eliminated by the inclusion of job/organisational variables. The effect of the 26-35 year age group is positive, but only at the 10% level of significance. Education has no discernible effect (and it has already been shown that social class has no effect either).

The nature of the job and of the organisation appear to be more influential, ie,

- (a) the self-employed are less likely than employees to be bullied
- (b) temporary and casual workers are more likely to experience bullying than those with permanent contracts
- (c) those working in Public Administration and Education are more likely to be bullied than those in any other economic sector
- (d) workers in larger organisations, with more than 20 employees, are more likely to be bullied than those working in smaller organisations
- (e) those who have experienced organisational change in the workplace, in terms of the appointment of new management, corporate reorganisation, or the adoption of new technology, are more likely to experience bullying.

Equation (8) replicates Equation (7) for employees only and shows a similar pattern of effects.

TABLE 24					
Logistic Model of Bullying Victimization Combining Individual and Job/Organisational Characteristics					
<i>Equation: Sample</i>	7		8		<i>Model</i>
	<i>All</i>		<i>Employees</i>	<i>Equation 7</i>	<i>Predictions from</i>
	<i>Coefficient</i>		<i>Coefficient</i>		<i>Bullying Incidence(%)</i>
Self-employed	-0.516	*			1.5
Female	0.386	**	0.381	**	3.6
Age 26-35	0.282	~	0.317	~	3.3
Age 36-45	0.230		0.273		2.5
Age 46-55	0.048		0.112		2.5
Age 56+	-0.413		-0.529		2.5
Tertiary Education	0.194		0.179		2.5
Temporary	0.331	*	0.273		3.4
Casual	0.764	**	0.747	*	5.2
Construction	-0.249		-0.082		2.5
Personal Services	-0.270		-0.226		2.5
Public Administration	0.654	**	0.674	**	4.7
Education	0.534	**	0.546	**	4.2
Health	0.279		0.272		2.5
5-19 Employees	0.186		0.163		2.5
20-25 Employees	0.515	*	0.531	*	4.1
50-99 Employees	0.415	*	0.401	~	3.7
100-499 Employees	0.419	*	0.404	*	3.7
500+ Employees	0.420	*	0.415	~	3.7
New Management	0.438	***	0.453	***	3.8
Corp. Reorganisation	0.401	**	0.348	**	3.7
New Technology	0.220	~	0.244	*	3.1
Constant	-3.670	***	-3.683	***	2.5
N of cases	5069		4161		
-2 Log Likelihood	2429.06		2256.19		

~ p < .10, * p < .05, ** p < .01, *** p < .001

The final column in Table 24 ‘translates’ the coefficients from Equation (7) into variable-specific rates of bullying incidence, expressed as percentages.⁸ The constant term captures the incidence of bullying among the reference category for the equation: thus, on average, 2.5% of male employees, aged less than 26 years or older than 35, with permanent contracts in establishments of less than 20 employees, and in sectors other than Public Administration or Education, experience bullying. Education makes no difference, on average. A woman with the same characteristics and in similar work settings would face a substantially higher risk of experiencing current bullying: 3.6%. If the male reference case changed from a permanent to casual working arrangement, his risk of bullying would increase to 5.2%, but if he were self-employed his risk would be only 1.5%. If he were in Public Administration his risk would increase to 4.7%, and if he worked in an enterprise with 50 employees or more his risk would increase to 3.7%. A change in management or introduction of new technology would also increase his exposure to bullying to about 3.7%.

In general, the multi-variate models eliminate the effects of personal characteristics, with the important exception of gender: women experience more bullying than men, all other things considered. On average, educational attainment does not affect bullying, so the earlier effect of bullying may have been largely due to the tendency for those with higher levels of education to work in particular sectors, particularly Education and Public Administration, and to work in larger and more complex organisations. Moreover, by and large, age matters little: there is not a higher level of victimisation among the 26-35 year age group, but this effect is statistically significant only at the 10%, so one cannot be certain that this age group is truly different from the younger age group. Beyond gender, if one wishes to develop a predictive model of workplace bullying, it is necessary to look not at the characteristics of the victims, but at the nature of the job and the workplace. Here a number of risk factors are evident. Two sectors are characterised by higher rates of bullying: Public Administration and Education. More generally, employees experience more bullying than the self employed, those with permanent contracts experience less, and those in large organisations, as well as in those undergoing change, are more likely to be bullied.

SUMMARY

The series of bi-variate results from the survey has shown how the risk of bullying varied as between different types of persons. The key findings from this section may be summarised as follows:

General Incidence Levels

A total of 7.0% of those currently in the workforce record themselves as having been bullied in the six months preceding the survey. The incidence rate among women is 1.8 times that among men and the rate among employees is 3.6 times that among the self-employed.

Age

There was some evidence to indicate that marginally higher percentages of persons in the 26-35 and 36-45 year cohorts are bullied with levels falling off slightly for persons aged 46 years or more.

Variations Within Level of Educational Attainment

Perhaps one of the more surprising findings to emerge from this bi-variate analysis is the degree to which incidence rates are positively related to level of educational attainment. In other words, the level of self-recorded bullying rises substantially with increases in levels of educational attainment. This relationship was particularly clear in respect of males. It was slightly less well defined for females. Men who left education on completion of third level had a 55% higher chance of being bullied than their counterparts who left with a Junior/Intermediate certificate or less. Women who left education on completion of a third level qualification had a 40% higher risk level than their counterparts who left on completion of the Junior Certificate or with no qualification.

Social Class

The analysis by social class showed that bullying was pervasive across all strata of society and was certainly not the preserve of any particular social group.

Trends by Industrial Sector and Public/Private Sectors

The highest risk of bullying was found in Public Administration/Defence (14%), Education (12%) and Health/Social Work (10%). Lowest levels were recorded in the Construction, Retail/Wholesale and Transport and Communications sectors. Levels in agriculture were particularly low. In interpreting these figures the ESRI cautioned that these trends may be driven by the structure of educational background of those working in the relevant sectors. Risk was strongly linked to level of attainment and the sectors with the highest risk level are those which have the highest concentrations of more highly qualified persons. Some quite substantial risk levels were noted according to gender within sector.

Following from the high risk in the Public Administration/Defence, Education and Health sectors, it is only to be expected that risk levels are higher in the Public than in the Private sector.

Size of Firm

The incidence of bullying was linked to the size of firm – measured in terms of the branch employment.

Nature of Employment Tenure

The incidence of bullying was generally found to be quite strongly related to the nature of the respondents' employment tenure, being lowest among permanent employees, rising for those employed on a temporary/contract basis and being highest for those employed on a casual basis. This relationship was particularly evident for males, being much weaker for females.

Corporate/Managerial Changes

The incidence of bullying was strongly related to changes in management or corporate structures. Respondents who had a new manager/supervisor or who worked in a company in which there was a change in ownership or other management re-organisation had a higher recorded incidence of bullying than their counterparts in other situations. This relationship held for both males and females. The effect of the introduction of new technology seems to be much more muted than the management or corporate changes mentioned above. In addition, the introduction of technology seems to have a greater degree of impact on males than on females in terms of risk of being bullied.

Frequency of Bullying

Just under 40% of those bullied said that it took place only occasionally; 22% said it occurred several times per month; 19% said it occurred several times per week and the remaining 20% said it happened almost daily. There was, in general, little difference between males and females in terms of the frequency of the bullying.

Nature of Bullying

By far the overwhelming majority of those bullied experienced some form of Verbal Abuse/Insults (81%) while 35% were the victims of exclusion. Physical Abuse and Sexual Harassment were recorded by 1.8 and 3.3% respectively. Physical abuse was recorded more frequently by males than females while verbal abuse, exclusion and sexual harassment were cited more frequently by females.

The Perpetrators of Bullying

In general, 45% of those bullied recorded that the bully was a single supervisor/manager while 43% said it was a single colleague. A total of 81% of victims record that the bullying derives from one type of perpetrator within the workplace from a total of seven categories presented in the questionnaire.

Bullied as an Individual or Part of a Group

A total of 56% of those bullied felt that they were victimised on the basis of being part of a larger group while the other 44% felt it was aimed at them specifically on an individual basis.

Responses to Bullying

In general, a high percentage (in excess of 67%) of persons who were bullied discussed the matter with family while 71% discussed it with a friend and 77% with a colleague(s). Formal approaches were recorded less frequently. Just over 51% of victims said that they had discussed it with a supervisor in work. Substantially lower percentages (10–15%) addressed the issue through more formal procedures such as personnel, Union/Staff Association or a grievance process. The figures suggest that females had a stronger tendency to discuss the problem with family and friends than did males.

The research found that 11% of those who had been bullied in the six months preceding the survey had actually quit their job as a result. A further 14% said that they had considered withdrawing from the labour force completely as a result of the bullying.

Relationships between Staff and Management

A clear relationship was found between incidence of bullying and perception of relationships in the workplace. A higher percentage who recorded themselves as having been bullied had a negative view of staff/management relationships than other respondents. This trend held equally for both men and women.

Levels of Stress and Sense of Control Over Life

A substantial difference was shown in the stress levels recorded by respondents who were bullied as compared with others. The average stress score as measured by the questionnaire was 1.3 for those who were bullied compared with a figure of 0.5 for those who were not.

Similarly, when using an index of fatalism or control over one's life, it was found that those who were bullied seemed to feel that they were less able to determine or control things which happened to them in the future as compared with their counterparts who were not bullied. These trends in terms of stress and a reduced sense of empowerment among those who were bullied was evident for both men and women.

The Multi-Variate Analysis

The multi-variate analysis used in the research focused, in the first instance, on the personal characteristics of the victims of bullying; in the second on the organisational or institutional characteristics of the firm in which the victim worked when bullied; and, in the third, on a combined analysis of personal and institutional attributes of the victim. The strength of the multi-variate approach lies in the extent to which it allows one to simultaneously consider the impact of each of the background variables.

By working progressively through the various models or equations presented in Chapter 4 of the Task Force Report it was possible to eliminate the effects of most of the personal characteristics of the victim

on her/his propensity to be bullied, with the notable exception of gender. Throughout all the models presented, gender remained a statistically significant characteristic in the determination of an individual's probability of being bullied. Women experience more bullying than men, all other things being considered. Notwithstanding, what is stated in Chapter 4 from the bi-variate analysis, the findings in the multi-variate analysis is that education does not have a statistically significant effect in determining being bullied when other factors are taken into account (in particular the institutional or organisational characteristics of the victim). This means that the observations in Chapter 4 on, for example, the relationship between bullying and educational attainment are a reflection of other factors such as, perhaps, a tendency for those with higher levels of attainment to cluster in particular sectors (particularly Public Administration and Education) or to work in larger or more complex organisations or those which have recently been characterised by substantial management or corporate re-organisation. The driver is the organisational context rather than level of attainment per se. The bottom line from the multi-variate analysis is that, notwithstanding some personal characteristics such as gender, employee/self-employed status, and temporary/casual vs. permanent status of the individual, the main drivers of risk of bullying are related to the institutional context of the victim. These include the Public Administration/Defence and Education sectors, size of organisation, and measures of recent corporate re-structuring or change. Although other personal attributes (especially age and education) are statistically significant, when modelled in the absence of the institutional characteristics, these effects diminish to statistical insignificance by the inclusion of the institutional characteristics mentioned.

Note A: Reweighting the data

The purpose of sample weighting is to compensate for any biases in the distribution of characteristics in the completed survey sample compared to the population of interest, whether such biases occur because of sampling error, from the nature of the sampling frame used or to differential response rates.

Whatever the source of the discrepancy between the sample and population distributions, the ESRI sought to adjust the distributional characteristics of the sample in terms of factors such as age, sex, economic status and so on to match that of the population. In the National Survey this was implemented using a standard statistical technique known as ratio weighting which involves comparing sample characteristics to external population figures, in this case derived from a special run of the Quarterly National Household Survey (QNHS) prepared for the survey by the Central Statistics Office (CSO).⁹ The QNHS is based on interviews conducted in over 33,000 households in each quarter. The most recently available data come from the second Quarter of 2000.

- Gender
- Age cohort (5 categories)
- Level of educational attainment (3 categories)
- Principal status of persons who are 'at work' – (2 categories -self-employed/farmers versus employees)
- Main industrial sectors (12 categories)

The weighting procedure involved constructing weights so that the distribution of each of the characteristics for the responding individuals was equal to the distribution of these characteristics for the population of persons working outside the home.

CHAPTER IV – FOOTNOTES

- 1 Costigan, 1999
- 2 Cox and Cox, 1993; Hoel and Cooper, 2000
- 3 Because the incidence of bullying was assumed to be relatively low when planning the survey the ESRI needed to have as large an initial sample as possible so that a reasonably large number of persons who had actually been bullied would be generated. Consequently, the decision was to interview at least 5,000 persons. This sample size meant that the survey had to be carried out on a telephone basis because a personally administered survey in the respondent's home with such a large sample would have been prohibitively expensive.
- 4 The time taken to administer the questionnaire to those who had been bullied varied substantially depending on the nature, intensity and outcome of the bullying.
- 5 The respondent was asked to record both the size of the outlet or establishment in which s/he worked as well as the size of the full enterprise. The figures presented in Table 10 relate to the numbers (10) in the branch or outlet. In circumstances where there is only one outlet or branch of a company the enterprise and branch figures will, of course, be the same.
- 6 In scoring the scale a '1' was assigned to an extreme negative response for each of the 12 items. If the respondent recorded anything other than the extreme a score of '0' was assigned to that item. For example, in the cases of 'Felt constantly under strain', the extreme negative response was 'More so than usual'. In respect of an item such as 'Been able to enjoy your normal day-to-day activities' the extreme negative response was 'Much less than usual'. In this way a score of 1 to 12 was developed for each respondent on the basis of his/her responses to the 12-items in question. A score of 0 indicates very low levels of stress while a score of 12 would indicate an extremely high level.
- 7 Tables 22 and 23 show the inter-relationship between the different factors that might determine the *likelihood of being bullied*. These predictive factors (coefficients) are useful because they highlight which particular characteristics of this group of respondents are definitely associated with workplace bullying. The greater the number (coefficient) the stronger the association with bullying. A negative (-) sign with the number suggests that the relationship with bullying is in the opposite direction. A positive sign (not shown) suggests a positive relationship with the occurrence of bullying. The asterisks (*) following each number simply provide evidence that this number is not a chance or random finding. The more asterisks there are, the stronger the finding. The $p < .10$, $*p < .01$, $**p < .01$ and $***p < .001$ symbols show increasing levels of statistical confidence, with $***$ showing that the chances of this relationship occurring by chance is only 1 in a thousand (.001) and $**$.01 one in a hundred and so on. For example, in table 22, Equation 1 examines specifically the effects of self-employment (versus employee), gender and age on the likelihood of being bullied. The score for self-employment is $-1.177***$ suggesting that being self-employed is very strongly negatively correlated with the likelihood of being bullied. Such a finding would only occur by chance in one case in a thousand ($p < .001***$). Conversely, being female is very strongly positively correlated with being bullied, $0.444***$.
- 8 Bullying incidence in respect of significant coefficients is calculated as $e(b-a) / (1+e(b-a))$ where $e(b-a)$ is the exponent of the difference between the constant and covariate coefficients – the change in bullying probability associated with any covariate, compared with the baseline or reference category. Non-significant coefficients do not differ from the baseline category.
- 9 CSO's assistance in providing the special analysis of its QNHS for the re-weighting procedure is duly noted.

Practical Programmes and Strategies to Prevent Workplace Bullying

Central to the concept of an effective workplace is the commitment of management and workforce to develop and maintain an atmosphere in which the dignity of each individual is respected. Integral to this employment value and in particular to the principle of mutual respect, is the commitment to provide a workplace free from bullying. Raising levels of awareness about an individual's rights to dignity at work is one way of ensuring a positive working environment.

Dignity at Work Charter

- Organisations and businesses should adopt a Dignity at Work Charter
- The Charter must have support from the highest levels in the organisation and the commitment of staff
- Trade Union support should be sought where appropriate
- The Charter should be publicised and made visible
- Ensure all individuals (permanent and temporary) receive a copy of the Charter
- Raise awareness of the issue by inclusion at recruitment stage, in staff bulletins, training and using any other appropriate method/forum
- Introduce specific company policy and procedures where appropriate on bullying

The objectives of the Dignity at Work Charter are:

- to create and maintain a positive work environment where the right of each individual to dignity at work is recognised and protected
- to contribute to preventing workplace bullying
- to ensure that all staff in each part or level of an organisation are aware of and committed to the principles set out in the Charter
- to put in place specific awareness raising and training initiatives for employers and employees, including the provision of a copy of this Charter to all staff
- to require employers to pursue the development of a specific workplace bullying policy to ensure that complaints of bullying are dealt with seriously, expeditiously and fairly, thereby providing a fair and effective procedure for resolving complaints.

SAMPLE 'DIGNITY AT WORK' CHARTER

Principles

A core employment value is the commitment to ensuring that each individual is guaranteed a working environment, which recognises that individual's right to be treated with dignity both by management and work colleagues.

This approach is a positive emphasis on the importance of each individual and the contribution s/he makes to the success of the workplace. It guarantees the optimal working conditions that allow individuals to freely maximise their role in the workforce. Sound management ethos is based on providing leadership that encourages individuals in this regard. This is best achieved through the creation and maintenance of a positive working environment.

Integral to this employment value and in particular to the principle of mutual respect is the commitment to provide a workplace free from bullying.

Objectives

- To create and maintain a positive working environment that recognises and protects the right of each individual to dignity at work
- To ensure that all individuals are aware of and committed to the principles set out in this Charter

Declaration

"We at commit ourselves to working together to maintain a workplace environment that encourages and supports the right to dignity at work. All who work here are expected to respect the right of each individual to dignity in their working life. All will be treated equally and respected for their individuality and diversity. Bullying in any form is not accepted by us and will not be tolerated. Our policies and procedures will underpin the principles and objectives of this Charter.

All individuals, whether directly employed or contracted by have a duty and responsibility to uphold this Dignity at Work Charter.

Supervisors, Managers and Trade Union Representatives where applicable in the workplace have a specific responsibility to promote its provisions"

Nothing in this Charter overrules a person's legal and statutory rights

This Charter is endorsed by.....

Anti-bullying Policy

The Task Force acknowledges that considerable progress has been made in recent years by a number of employer and employee organisations in Ireland. Among these are IBEC, the Joint Managerial Body and the Council of Management of Catholic Secondary Schools, INTO, ICTU, SIPTU, ASTI, TUI, INO, MSF, HSEA and the Civil Service. The general approach of such organisations has been to ensure that employees are made aware of the issue of workplace bullying and of the modes of redress available. The Task Force has received a number of excellent policy statements from such organisations as IBEC, Bank of Ireland, ESB and the INO. Personnel departments in organisations are already dealing with negative and bullying behaviour, though much remains to be done in small and larger workplaces.

It is the view of the Task Force that an effective anti-bullying policy requires a working environment where bullying is actively discouraged. This will involve the training of management in social skills including communication, conflict resolution, leadership, stress management and team building. Ongoing training and awareness programmes for all staff are essential. Regular auditing of the effectiveness of policies is an integral part of good management and leadership. New procedures should be introduced as necessary and circulated regularly to all staff. All organisations need clear and effective step by step procedures for dealing with complaints of workplace bullying.

The Task Force recommends that each organisation or workplace should immediately develop a separate and specific policy on workplace bullying. The effective use of policies on workplace bullying means that new employees must be apprised of company policy on bullying during their first induction. The policy should provide for prompt, fair, confidential and effective redress for targets of bullying.

A transparent and precise anti-bullying policy should be the result of a consultative process between staff and management, where possible. This policy should be in writing, dated and signed by those involved in the consultation process, or their representatives. The policy may be brief but should be comprehensive, easy to follow and designed to suit the individual requirements of the organisation.

The following should be reflected in the policy:

1. The ethical commitment of the employer and employee to fostering an environment free from bullying
2. Policy Statement – which includes a commitment to ensure ‘reprisal-free’ complaining
3. The Task Force definition on workplace bullying: this will involve clarifying and agreeing acceptable and non-acceptable behaviours in the workplace
4. The procedure for making a complaint should be outlined and the role of the manager, supervisor, contact/support colleague, trade union representative/official should be clearly defined. More than one person should be identified to whom a complaint may be made.
5. The involvement of human resource personnel, outside agencies and others should be clarified
6. Complaints should be dealt with as speedily as possible
7. The degree of confidentiality should be clarified
8. The step by step procedure to be followed in the case of an informal allegation
9. The step by step procedure to be followed in the case of a formal allegation
10. The sanctions involved

11. The re-training commitment, if necessary
12. The appeals procedure to be followed
13. Details of counselling available for target and perpetrator

Establishment of a Directory of Experts

A preventive approach to workplace bullying is central to the various recommendations of the Task Force. The recommendations and content of this Report point to the development of practical programmes and strategies that will assist enterprises in developing preventive approaches.

The establishment of a Directory of Experts - that is, a directory of people with professional expertise who would be in a position to offer independent third party intervention or assistance in cases of alleged workplace bullying, will offer small and medium-sized enterprises in particular, non-confrontational, non-State, third party intervention at local level. This is a matter that should be explored further by the Committee to be established under the auspices of the HSA.

The utilisation of any services located in the Directory of Experts would not preclude any individual from subsequently seeking advice and assistance from any State Agency.

CHAPTER VI

A Co-ordinated Response from State Agencies

1. The Task Force recommends the development and introduction by the appropriate State Agencies of three parallel Codes of Practice on workplace bullying/harassment. The Codes of Practice are to be made under the following pieces of primary legislation:
 - Safety, Health and Welfare at Work Act, 1989
 - Industrial Relations Act, 1990
 - Employment Equality Act, 1998

There is a facility under a number of Acts to introduce Codes of Practice. As a general principle, Codes of Practice are designed to provide guidelines on arrangements and procedures and on the promotion of best practice. Codes are also admissible in evidence and have been taken into consideration in relevant proceedings. While such codes are broadly viewed as voluntarist, they are developing a quasi-legal status.

The Task Force believes that the drawing up of Codes of Practice under relevant pieces of legislation will be a practical and a useful first step in tackling the issue of workplace bullying. Codes of Practice will offer business practitioners guidance on establishing anti-bullying policies. At the same time, the codes will provide the various State Agencies with a reference point from which to offer advice and assistance. Such codes can also give practical guidance in relation to the meaning and implications of the relevant statutes.

The Task Force considered whether or not one general code or individual codes under the relevant Acts should be recommended. However, separate codes are needed in order for them to have statutory effect under the relevant Acts.

2. The Task Force recommends that a single State Agency be assigned responsibility for providing a centrally co-ordinated response to the prevention of workplace bullying.
3. The Task Force recommends that the central co-ordinating State Agency should be the Health and Safety Authority (HSA)
4. The Task Force recommends that the role of HSA as the central co-ordinating State Agency should be
 - to provide general advice and assistance to complainants, including directing complainants to other State Agencies where and as appropriate; it should, however, be noted that the HSA is not in a position to provide arbitration services in cases of alleged bullying
 - to provide advice and assistance to employers and business practitioners on how to develop anti-bullying strategies and policies
 - to undertake, in association with the other relevant State Agencies, a publicity and awareness raising campaign on the prevention of workplace bullying
 - to produce, in association with the other relevant State Agencies, information and guidance literature and materials, videos for both employers and employees on strategies and policies to prevent workplace bullying and on every option available to deal with the issue

- to oversee, in association with the other relevant State Agencies and Social Partners, the promotion of the three Codes of Practice on the prevention of workplace bullying/harassment
 - to establish a Committee under the auspices of the HSA, composed of representatives of the other relevant State Agencies and the Social Partners to meet regularly and review experiences arising from the use of the three Codes of Practice
 - to design a website on workplace bullying. Note: the flowchart illustrating State Agencies and Legal Framework will form the basis for this website. (see Chapter III, page 22)
 - to carry out a follow up National Survey, to be completed within seven years, to ascertain the effectiveness of the recommendations proposed to deal with workplace bullying
5. The Task Force recommends, in support of the activities of the State Agencies, that the establishment of a Directory of Experts be explored. A directory of people with professional expertise who would be in a position to offer independent third party intervention or assistance in cases of alleged workplace bullying.
 6. The Task Force recommends that the HSA should be adequately and appropriately resourced to carry out its function as the central co-ordinating State Agency.

CONSIDERATIONS OF THE TASK FORCE IN ARRIVING AT THE RECOMMENDATIONS OUTLINED ABOVE

Specific Anti-Bullying Legislation ?

The establishment of the Task Force by the Minister for Labour, Trade and Consumer Affairs, Mr. Tom Kitt T.D. and the subsequent deliberations of the Task Force represented the first co-ordinated and joint State and Social Partner exploration of the issue of workplace bullying. The Task Force is convinced that workplace bullying is a matter to be dealt with at enterprise level, on a “self-regulatory” basis in the first instance, by those most directly involved i.e. employers and employees as opposed to direct initial State intervention, direction or control.

However, as outlined in detail in the preceding chapters the Task Force identified a number of statutes relevant to workplace bullying. The preceding chapters also detail the services offered by the State Agencies with responsibility for the administration of these various pieces of legislation.

In examining the existing legislation the Task Force gave serious consideration to the need or desirability for new or amending anti-bullying legislation. The Task Force is not recommending that new or amending legislation be introduced. Bearing in mind the existence of extensive legislation and the implementation of the recommendations in this Report, the Task Force is of the view that these structures and supports will represent a strong bulwark against bullying at work.

Co-ordinated Response from State Agencies

The third remit assigned to the Task Force was to produce recommendations for a co-ordinated response by State Agencies to the issue of workplace bullying. There is no Government Department or Agency with overall or sole responsibility for working towards preventing workplace bullying. The membership of the Task Force is composed of a number of State Agencies who are involved in various employee protection, industrial relations and occupational, equality and welfare matters. However, the Task Force is of the view that the HSA, as the State Agency with responsibility for the safety, health and welfare at work of employees is, at present, the most appropriate Agency to be assigned responsibility for providing a centrally co-ordinated response to the prevention of workplace bullying.

The Task Force believes that a co-ordinated State approach to offering appropriate prevention and advisory services will help individual enterprises to address the issue of workplace bullying at an early stage.

By establishing a co-ordinated approach amongst the relevant State Agencies, it will be possible, over a period of time, for these Agencies to identify gaps in the provision of State services and to identify where improvements can or should be made.

HEALTH AND SAFETY AUTHORITY : CENTRAL CO-ORDINATING STATE AGENCY

- Provide general advice and assistance to complainants
- Provide advice and assistance to employers and business practitioners on how to develop anti-bullying strategies and policies
- Undertake, in association with other relevant State Agencies, a publicity and awareness raising campaign on the prevention of workplace bullying
- Produce, in association with other relevant State Agencies, information and guidance literature and materials, videos etc.
- Produce, in association with other relevant State Agencies, a “website communications forum” on workplace bullying
- Promote, in association with other relevant State Agencies, the three Codes of Practice



ESTABLISH ADVISORY COMMITTEE ON WORKPLACE BULLYING UNDER THE AUSPICES OF THE HEALTH AND SAFETY AUTHORITY COMPOSED OF REPRESENTATIVES OF THE FOLLOWING:

- Health and Safety Authority
- Equality Authority
- Labour Court
- Labour Relations Commission
- IBEC
- ICTU
- Others as appropriate



ADVISORY COMMITTEE ON WORKPLACE BULLYING

- Oversee and direct the carrying out of the functions described above
- Explore the establishment of a Directory of Experts
- Arrange, in due course, a follow-up survey to the National Survey of the Task Force (2001)

APPENDIX 1 – SURVEY OF EXPERIENCES IN THE WORKPLACE, AUTUMN 2000

Area Code Respondent Code Phone No. _____ Interviewer No. _____

Hello. My name is _____ and I'm from the Economic and Social Research Institute – the ESRI. We are carrying out a survey which is being funded by a government department into peoples' experiences at work. It would be of great assistance to us if you could fill out a short survey for me over the phone. It should take about 10 – 12 minutes to complete. All the information collected will be treated in the strictest of confidence. Your phone number was selected by a random statistical procedure and, in fact, I do not know your name or address.

SECTION A: LABOUR MARKET DETAILS

I would like to begin by asking you some general questions about your present position regarding employment.

Q.1 How would you best describe your *present* situation regarding employment? Are you:

- | | |
|--|--|
| <p><u>At Work</u></p> <p>Employee/Apprentice <input type="checkbox"/>1 ⇒ go to Q.2</p> <p>Self-employed..... <input type="checkbox"/>2 ⇒ go to Q.2</p> <p>Farming..... <input type="checkbox"/>3 ⇒ go to Q.2</p> <p>Community Employment Scheme(CE) <input type="checkbox"/>4 ⇒ go to Q.2</p> <p>Unpaid family worker..... <input type="checkbox"/>5 ⇒ go to Q.2</p> | <p><u>Not At Work</u></p> <p>Unemployed..... <input type="checkbox"/>6 ⇒ end interview</p> <p>State training Scheme (e.g. FÁS)... <input type="checkbox"/>7 ⇒ end interview</p> <p>Student <input type="checkbox"/>8 ⇒ end interview</p> <p>Home Duties <input type="checkbox"/>9 ⇒ end interview</p> <p>Retired..... <input type="checkbox"/>10 ⇒ end interview</p> <p>Other (specify) <input type="checkbox"/>11 ⇒ end interview</p> |
|--|--|

Q. 2 I am going to read you out 12 statements about the way you may have been feeling over the last few weeks. For each statement I will read out 4 answers. I would like you to tell me which of the answers to each of the statements best describes the way you have been feeling in the last few weeks

HAVE YOU RECENTLY....

- | | | | | | | | |
|---|---|--|---|--|---|--|--|
| <p>(i) Been able to concentrate on whatever you're doing ?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(ii) Lost much sleep over worry ?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(iii) Felt that you were playing a useful part in things ?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(iv) Felt capable of making decisions about things?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(v) Felt constantly under strain ?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(vi) Felt that you couldn't overcome your difficulties?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(vii) Been able to enjoy your normal day-to-day activities ?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> | <p>(viii) Been able to face up to your problems ?</p> <p>More so than usual <input type="checkbox"/>1</p> <p>Same as usual <input type="checkbox"/>2</p> <p>Less than usual <input type="checkbox"/>3</p> <p>Much less than usual <input type="checkbox"/>4</p> |
|---|---|--|---|--|---|--|--|

- (ix) **Been feeling unhappy or depressed ?**
 More so than usual ₁ Same as usual ₂ Less than usual ₃ Much less than usual ₄
- (x) **Been losing confidence in yourself ?**
 More so than usual ₁ Same as usual ₂ Less than usual ₃ Much less than usual ₄
- (xi) **Been thinking of yourself as a worthless person ?**
 More so than usual ₁ Same as usual ₂ Less than usual ₃ Much less than usual ₄
- (xii) **Been feeling reasonably happy, all things considered ?**
 More so than usual ₁ Same as usual ₂ Less than usual ₃ Much less than usual ₄

Q.3 Now I'm going to read a list of seven statements on the way people feel about things. I would like you to tell me whether or not you strongly agree; agree; disagree or strongly disagree with each of the statements.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
(i) I can do just about anything I set my mind to	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(ii) I have little control over the things that happen to me	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(iii) What happens to me in the future depends on me.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(iv) I often feel helpless in dealing with the problems of life	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(v) Sometimes I feel that I am being pushed around in life	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(vi) There is a lot I can do to change my life if I want to.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(vii) There is really no way that I can solve some of my problems.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

Now I would like to ask you some questions about your present job or business.

Q.4 When did you begin your present job or business? _____ month _____ year

Q.5 Please describe as fully as possible the exact nature of your current job. (If farmer please state acreage farmed. If relevant, e.g. Civil Servant, Garda or Army, please state grade or rank)?

Q.6 What is the main activity of the business or organisation where you work. [Int. Record as fully as possible the activity of the *company* or *firm* where the respondent works.]

Q.7 Do you work in the Public or Private Sector

Public Sector.....₁ Private Sector₂

Q.8 How many people work in the branch or outlet of the business or organisation in which you work. [Int. If the organisation has more than one geographical outlet or branch employee numbers should relate to the local outlet, local office, branch etc. where the respondent works. Include the respondent if he/she is self-employed]

None₁ 5 – 19 ₃ 26 – 49..... ₅ 100 – 499..... ₇
 1 – 4.....₂ 20 – 25..... ₄ 50 – 99:..... ₆ 500+ ₈

Q.9 And now I'd like you to think in terms of the full enterprise or business in all its branches. How many people work, in all branches or outlets throughout the Republic of Ireland in the business or organisation in which you work? [Include respondent if self-employed].

None ₁ 5 – 19 ₃ 26 – 49 ₅ 100 – 499 ₇
 1 – 4 ₂ 20 – 25 ₄ 50 – 99 ₆ 500+ ₈

Q.10 Do you supervise or manage any personnel in your job?

Yes..... ₁ ⇒ **Q.11** How many? _____ No ₂

Q.12 Does the organisation in which you work have a separate personnel department?

Yes ₁ ⇒ go to Q.14 No..... ₂

Q.13a Does it have a Personnel Officer whose ONLY duties are related to personnel issues?

Yes ₁ No..... ₂

Q.13b Who is responsible for personnel issues in your company? _____
 [Int. Record the position of the relevant person in the company e.g. Managing director, Owner etc.]

Q.14 How many days do you normally work each week? _____ days per week

Q.15 How many hours do you normally work each week in your main job, including usual overtime?
 _____ hours per week

Q.16 Are you a member of a Trade Union?

Yes..... ₁ ⇒ since when 19 _____ No ₂

Q.17 Are you employed on (a) a permanent basis; (b) on a temporary/contract basis; (c) a casual basis?

Permanent..... ₁ Temporary/contract ₂ Casual ₃

Q.18 How many jobs have you held in the last 3 years? Please include all jobs including casual jobs etc.?

_____ jobs held in last 3 years

Q.19 I am now going to read out 16 statements about the way you feel about your work and various issues related to your work. For each statement I would like you to tell me whether or not you strongly agree; agree; disagree or strongly disagree.

	<i>Strongly Agree</i>	<i>Agree</i>	<i>Disagree</i>	<i>Strongly Disagree</i>
(i) In general, I am satisfied with my present job.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(ii) I am satisfied with my physical working conditions.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(iii) I am satisfied with my hours of work.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(iv) I am satisfied with the commuting time to my work.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(v) I am satisfied with my earnings from my current job.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(vi) I find my work interesting.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(vii) My job has been changed by the introduction of new technology over the last 12 months.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(viii) I now have more control over my work than I did a year ago.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(ix) The pace of work in my present job is too intense.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄
(x) In general, I get on well with my colleagues at work.....	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₃	<input type="checkbox"/> ₄

- (xi) In general, I get on well with my supervisors at work ₁ ₂ ₃ ₄
- (xii) In general, I get on well with those whom I supervise at work ₁ ₂ ₃ ₄
- (xiii) My supervisor is usually satisfied with my work..... ₁ ₂ ₃ ₄
- (xiv) My supervisor respects me ₁ ₂ ₃ ₄
- (xv) The nature of my work has changed over the past year or so ₁ ₂ ₃ ₄
- (xvi) The pace of work in my job has increased over the past year or so . ₁ ₂ ₃ ₄

Q.20a Have any of the following organisational changes taken place in your job over the last 12 months

- | | | | |
|-------|--|---------------------------------------|---------------------------------------|
| | | <i>Yes</i> | <i>No</i> |
| (i) | Appointment of new manager/supervisor..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) | Change in the ownership of the organisation | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) | Re-organisation of the company..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (vi) | Introduction of substantial new technology including computer systems etc..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q.20b Broadly speaking, how would you describe the relationship between:

- | | | | | | | |
|------|---|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---|
| | <i>Very Good</i> | <i>Good</i> | <i>Neither Good nor bad</i> | <i>Bad</i> | <i>Very Bad</i> | <i>Not Applicable</i> |
| (i) | staff and management in your workplace..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ <input type="checkbox"/> ₆ |
| (ii) | in general, between different staff members | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | <input type="checkbox"/> ₃ | <input type="checkbox"/> ₄ | <input type="checkbox"/> ₅ <input type="checkbox"/> ₆ |

SECTION B: WORKPLACE EXPERIENCES IN THE LAST 6 MONTHS

NOW I WOULD LIKE TO ASK YOU A FEW QUESTIONS ABOUT BULLYING AT WORK

[Int: Make sure to read the following to all respondents]

BY BULLYING I MEAN REPEATED INAPPROPRIATE BEHAVIOUR, DIRECT OR INDIRECT, WHETHER VERBAL, PHYSICAL OR OTHERWISE, CONDUCTED BY ONE OR MORE PERSONS AGAINST ANOTHER OR OTHERS, AT THE PLACE OF WORK AND/OR IN THE COURSE OF EMPLOYMENT, WHICH COULD REASONABLY BE REGARDED AS UNDERMINING THE INDIVIDUAL'S RIGHT TO DIGNITY AT WORK. AN ISOLATED INCIDENT OF THE BEHAVIOUR DESCRIBED IN THIS DEFINITION MAY BE AN AFFRONT TO DIGNITY AT WORK BUT IS NOT CONSIDERED TO BE BULLYING.

Q.21 Would you say that you have personally experienced bullying or any behaviour of this nature during the past 6 months at work?

- Yes ₁ No..... ₂⇒ go to Q.68

Q.22 Over approximately how many weeks or months has this bullying taken place? How long has it been going on for? [Int. Note that this can have been for longer than 6 months, provided the respondent has experienced the bullying within the last 6 months]

_____ weeks or _____ months

Q.23 Is this bullying currently taking place? Yes ₁ No ₂

Q.24a When did it stop? _____ mth _____ year

Q.24b Why did it stop? What made it stop? Please describe as fully as possible

Q.25 Were you in the same job as you have just described above when this bullying took place?

- Yes ₁⇒ go to Q.37 No ₂⇒ go to Q.26

Q.26 Please describe as fully as possible the exact nature of the job you were in when this bullying took place. If farmer, please state acreage farmed. If relevant, e.g. Civil Servant, Garda or Army, please state grade or rank?

Q.27 What was the main activity of the business or organisation where you worked when this bullying took place. [Int. Record as fully as possible the activity of the *company* or *firm* where the respondent worked when this incident took place].

Q.28 Did you work in the Public or Private Sector when this bullying took place.

Public Sector..... ₁ Private Sector ₂

Q.29 How many regular, paid employees were there in the branch or outlet of the business or organisation in which you worked when this bullying took place. [Int. If the organisation had more than one geographical outlet or branch employee numbers should relate to the local outlet, local office, branch etc. where the respondent worked at the time]. [Include respondent if self-employed].

None ₁ 5 – 19 ₃ 26 – 49 ₅ 100 – 499 ₇
 1 – 4 ₂ 20 – 25 ₄ 50 – 99 ₆ 500+ ₈

Q.30 And now I'd like you to think in terms of the full enterprise or business in all its branches. How many regular paid employees were there in all branches or outlets throughout the Republic of Ireland in the business or organisation in which you worked when this bullying took place?

None ₁ 5 – 19 ₃ 26 – 49 ₅ 100 – 499 ₇
 1 – 4 ₂ 20 – 25 ₄ 50 – 99 ₆ 500+ ₈

Q.31 Did you supervise or manage any personnel in your job when this bullying took place?

Yes ₁ No ₂

Q.32 How many? _____

Q.33a How many days did you normally work each week when this bullying took place?

_____ days per week

Q.33b How many hours did you normally work each week in your main job, including overtime when this bullying took place?

_____ hours per week

Q.34 Were you a member of a Trade Union when this bullying took place?

Yes..... ₁ ⇨ since when 19 _____ No ₂

Q.35 Were you employed on (a) a permanent basis; (b) on a temporary/contract basis; (c) a casual basis when this bullying took place?

Permanent ₁ Temporary/contract ₂ Casual ₃

Q.36a Why did you leave your previous job? Please describe as fully as possible.

Q.36b To what extent was your decision to leave your previous job due to the bullying?

Completely ₁ Partially ₂ Not At All ₃

Q.37 How regularly would you say that this bullying takes place or took place over the last 6 months?

Only Occasionally..... ₁ Several times per month..... ₂ Several times per week ₃ About Daily ₄

Q.38 What form does/did the bullying take? [Int. Please record as fully as possible]

Q.39 So do you think it is reasonable to say that the bullying took the form of:

- | | | | | | |
|---------------------------------|---------------------------------------|---------------------------------------|------------------------------|---------------------------------------|---------------------------------------|
| | <i>Yes</i> | <i>No</i> | | <i>Yes</i> | <i>No</i> |
| (i) Exclusion | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | (iv) Sexual Harassment | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) Verbal abuse/insults | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | (v) Other (specify) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) Physical abuse | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | | | |

[Int: Tick Yes/No in respect of each. If issues related to sexual harassment are mentioned ask Q.40. Otherwise skip to Q41]

Q 40 If issues of sexual harassment have been raised ask: I realise that it may be distressing, but could you elaborate as fully as possible on the nature of this sexual harassment.

Q.41 Who has been bullying you/is bullying you? Could you tell me who it is and whether or not they are male or female? [Int. Tick Yes/No in respect of each. If Yes please ensure that Male or Female is ticked as appropriate.]

		<i>YES</i>	<i>IF YES:</i>		<i>NO</i>
		<i>Yes</i>	<i>Male</i>	<i>Female</i>	<i>No</i>
(i)	One single colleague	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(ii)	Several colleagues	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(iii)	One single supervisor/manager/boss	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(iv)	Several supervisors/managers/bosses	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(v)	One single subordinate	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(vi)	Several subordinates	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(vii)	Clients/customers	<input type="checkbox"/> ₁ ⇨	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂

[Int: For a 'Yes' to clients/customers there must be consistent bullying by an individual or specific group]

Q.42 Have you been singled out as an individual for bullying or are you a member of a larger group which is being bullied in your work?

Individual ₁ Part of a larger group being bullied ₂

Q.43 Why would you say that you personally have experienced this bullying at work? Please describe as fully as possible.

Q.44 Have you done anything to try to stop or tackle this bullying?

Yes ₁ No ₂

Q.45 What have you done? _____

Q.46 Why not? _____

Q.47 How have you coped with the bullying? Did you:

- | | | |
|--|---------------------------------------|---------------------------------------|
| | <i>Yes</i> | <i>No</i> |
| (i) Discuss the problem with family | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) Discuss the problem with one or more friends | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) Discuss the problem with one or more colleagues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iv) Discuss the problem with a supervisor/manager | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (v) Refer the problem to the personnel department | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (vi) Refer the problem to a union or staff association | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (vii) Use a grievance procedure at work | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q.48 [For those who referred the bullying to a supervisor/manager; personnel department; union; staff association or used a grievance procedure i.e. "Yes" at (iv); (v); (vi) or (vii)] As a result of this intervention would you say that the bullying stopped, was reduced or the intervention had no effect on the bullying?

Bullying Stopped ₁ Reduced ₂ No effect ₃

Q.49 Does the company where the bullying takes/took place have a bullying policy?

Yes ₁ No..... ₂ ⇒ go to Q.55

Q.50 What form does the policy take? _____

Q.51 Was the policy implemented in your case?

Yes..... ₁ ⇒ go to Q.53 No..... ₂

Q.52 Why Not? _____ ⇒ go to Q.55

Q.53 Did the bullying stop, was the frequency of the bullying reduced, or did the implementation of the policy have no effect on the bullying?

Bullying Stopped..... ₁ ⇒ go to Q.55 Frequency Reduced ₂ ⇒ go to Q.55 No effect ₃

Q.54 Why do you think the bullying was unaffected by the policy? _____

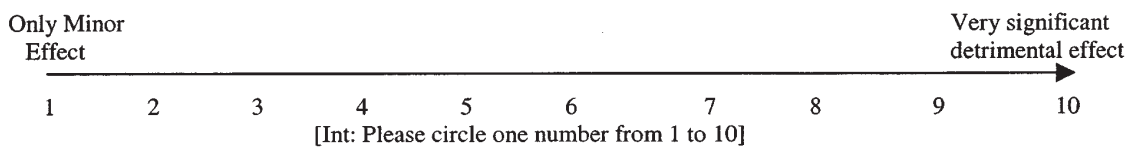
Q.55 What effect does/did the bullying have on your WORK LIFE? Please describe as fully as possible. If None write 'NONE'

Q.56 Would you say that this bullying has/had a negative effect on you LIFE OUTSIDE WORK, with your family, friends etc.

Yes..... ₁ No..... ₂ ⇒ go to Q.58

Q.57 What effect does/did it have? _____

Q.58 I would like you to think of the effect which this bullying has had on your life in general in terms of a scale from 1 to 10. A '1' signifies that the bullying has/had only a very minor effect on your life in general, while a '10' indicates that it has/had a very significant detrimental effect on your life. Where do you think you would place yourself on this scale of 1 to 10 in terms of the impact of the bullying at work on your life in general?



Q.59 As a result of this bullying have you ever:

- | | Yes | No |
|--|---------------------------------------|---------------------------------------|
| (i) Considered seeking a transfer within the company | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) Sought a transfer within the company | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) Considered quitting your job to look for another one ... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iv) Left a job to take up another one..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (v) Considered leaving work completely and withdrawing from the workforce altogether | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q.60 In general, do you feel that more could be done to prevent bullying in the workplace?

Yes..... ₁ No..... ₂ ⇒ go to Q.63

Q.61 What could be done? _____

Q.62 By whom? _____

Q.38 What form does/did the bullying take? [Int. Please record as fully as possible]

Q.39 So do you think it is reasonable to say that the bullying took the form of:

- | | | | | | |
|---------------------------------|---------------------------------------|---------------------------------------|------------------------------|---------------------------------------|---------------------------------------|
| | <i>Yes</i> | <i>No</i> | | <i>Yes</i> | <i>No</i> |
| (i) Exclusion | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | (iv) Sexual Harassment | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) Verbal abuse/insults | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | (v) Other (specify) | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) Physical abuse..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ | | | |

[Int: Tick Yes/No in respect of each. If issues related to sexual harassment are mentioned ask Q.40. Otherwise skip to Q41]

Q 40 If issues of sexual harassment have been raised ask: I realise that it may be distressing, but could you elaborate as fully as possible on the nature of this sexual harassment.

Q.41 Who has been bullying you/is bullying you? Could you tell me who it is and whether or not they are male or female? [Int. Tick Yes/No in respect of each. If Yes please ensure that Male or Female is ticked as appropriate.]

	<i>YES</i> <i>Yes</i>	<i>IF YES:</i>		<i>NO</i> <i>No</i>
		<i>Male</i>	<i>Female</i>	
(i) One single colleague	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(ii) Several colleagues	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(iii) One single supervisor/manager/boss	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(iv) Several supervisors/managers/bosses	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(v) One single subordinate	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(vi) Several subordinates.....	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂
(vii) Clients/customers	<input type="checkbox"/> ₁ ⇄	<input type="checkbox"/> ₁	<input type="checkbox"/> ₂	<input type="checkbox"/> ₂

[Int: For a 'Yes' to clients/customers there must be consistent bullying by an individual or specific group]

Q.42 Have you been singled out as an individual for bullying or are you a member of a larger group which is being bullied in your work?

Individual..... ₁ Part of a larger group being bullied ₂

Q.43 Why would you say that you personally have experienced this bullying at work? Please describe as fully as possible.

Q.44 Have you done anything to try to stop or tackle this bullying?

Yes..... ₁ No..... ₂

Q.45 What have you done? _____

Q.46 Why not? _____

Q.47 How have you coped with the bullying? Did you:

- | | | |
|--|---------------------------------------|---------------------------------------|
| | <i>Yes</i> | <i>No</i> |
| (i) Discuss the problem with family | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) Discuss the problem with one or more friends | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) Discuss the problem with one or more colleagues | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iv) Discuss the problem with a supervisor/manager | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (v) Refer the problem to the personnel department..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (vi) Refer the problem to a union or staff association | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (vii) Use a grievance procedure at work..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q.48 [For those who referred the bullying to a supervisor/manager; personnel department; union; staff association or used a grievance procedure i.e. "Yes" at (iv); (v); (vi) or (vii)] As a result of this intervention would you say that the bullying stopped, was reduced or the intervention had no effect on the bullying?

Bullying Stopped..... ₁ Reduced..... ₂ No effect ₃

Q.49 Does the company where the bullying takes/took place have a bullying policy?

Yes..... ₁ No..... ₂ ⇒ go to Q.55

Q.50 What form does the policy take? _____

Q.51 Was the policy implemented in your case?
 Yes..... ₁ ⇒ go to Q.53 No..... ₂

Q.52 Why Not? _____ ⇒ go to Q.55

Q.53 Did the bullying stop, was the frequency of the bullying reduced, or did the implementation of the policy have no effect on the bullying?
 Bullying Stopped..... ₁ ⇒ go to Q.55 Frequency Reduced ₂ ⇒ go to Q.55 No effect ₃

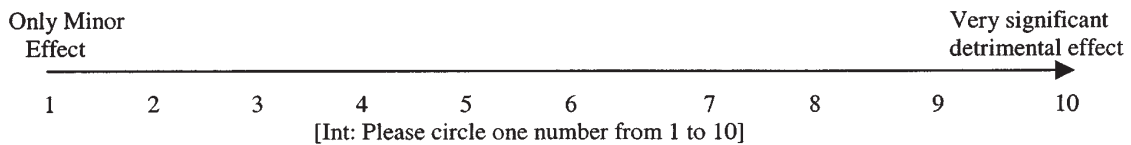
Q.54 Why do you think the bullying was unaffected by the policy? _____

Q.55 What effect does/did the bullying have on your WORK LIFE? Please describe as fully as possible. If None write 'NONE'

Q.56 Would you say that this bullying has/had a negative effect on you LIFE OUTSIDE WORK, with your family, friends etc.
 Yes..... ₁ No..... ₂ ⇒ go to Q.58

Q.57 What effect does/did it have? _____

Q.58 I would like you to think of the effect which this bullying has had on your life in general in terms of a scale from 1 to 10. A '1' signifies that the bullying has/had only a very minor effect on your life in general, while a '10' indicates that it has/had a very significant detrimental effect on your life. Where do you think you would place yourself on this scale of 1 to 10 in terms of the impact of the bullying at work on your life in general?



Q.59 As a result of this bullying have you ever:

- | | <i>Yes</i> | <i>No</i> |
|--|---------------------------------------|---------------------------------------|
| (i) Considered seeking a transfer within the company | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (ii) Sought a transfer within the company | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iii) Considered quitting your job to look for another one ... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (iv) Left a job to take up another one..... | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |
| (v) Considered leaving work completely and withdrawing from the workforce altogether | <input type="checkbox"/> ₁ | <input type="checkbox"/> ₂ |

Q.60 In general, do you feel that more could be done to prevent bullying in the workplace?

Yes..... ₁ No..... ₂ ⇒ go to Q.63

Q.61 What could be done? _____

Q.62 By whom? _____

Q.63 Are you aware of any groups or Agencies which offer support or advice to victims of bullying in the workplace?

Yes.....₁ No₂

Q.64 Which ones? (agencies or groups) _____

Q.65 Did you approach any of these groups or Agencies when you were being bullied?

Yes.....₁ No₂

Q.66 What was the outcome of your contact with these groups? Please describe as fully as possible.

Q.67 Why not? [Please record as fully as possible _____

Q.68 Have you yourself observed or witnessed any incident of bullying at work (in which you were not personally involved) at any time in the past 6 months.

Yes₁ No₂

SECTION C: BACKGROUND DETAILS

Q.69 Gender of respondent: Male.....₁ Female₂

Q.70 Could I ask your age at your last birthday: _____ years old

Q.71 Which of the following best describes your present marital status:

Married.....₁ Separated/Divorced₂ Widowed₃ Single.....₄

Q.72 Which of the following best describes the highest level of education completed:

- (i) None/Primary Certificate..... ₁
- (ii) Some secondary (no exam)..... ₂
- (iii) Junior/Inter certificate..... ₃
- (iv) Leaving Certificate..... ₄
- (v) Third level..... ₅
- (vi) Other (specify) _____ ₆

Q.73 How many adults aged 18 years or over, including yourself, live in your household?

_____ adults aged 18 years or over

Q.74 How many children aged less than 18 years of age live with you? _____ children

Q.75 How many dependent children aged less than 18 years of age live with you? _____ dependent children

Q.76 Finally, do you consider yourself to be part of any minority group in Ireland?

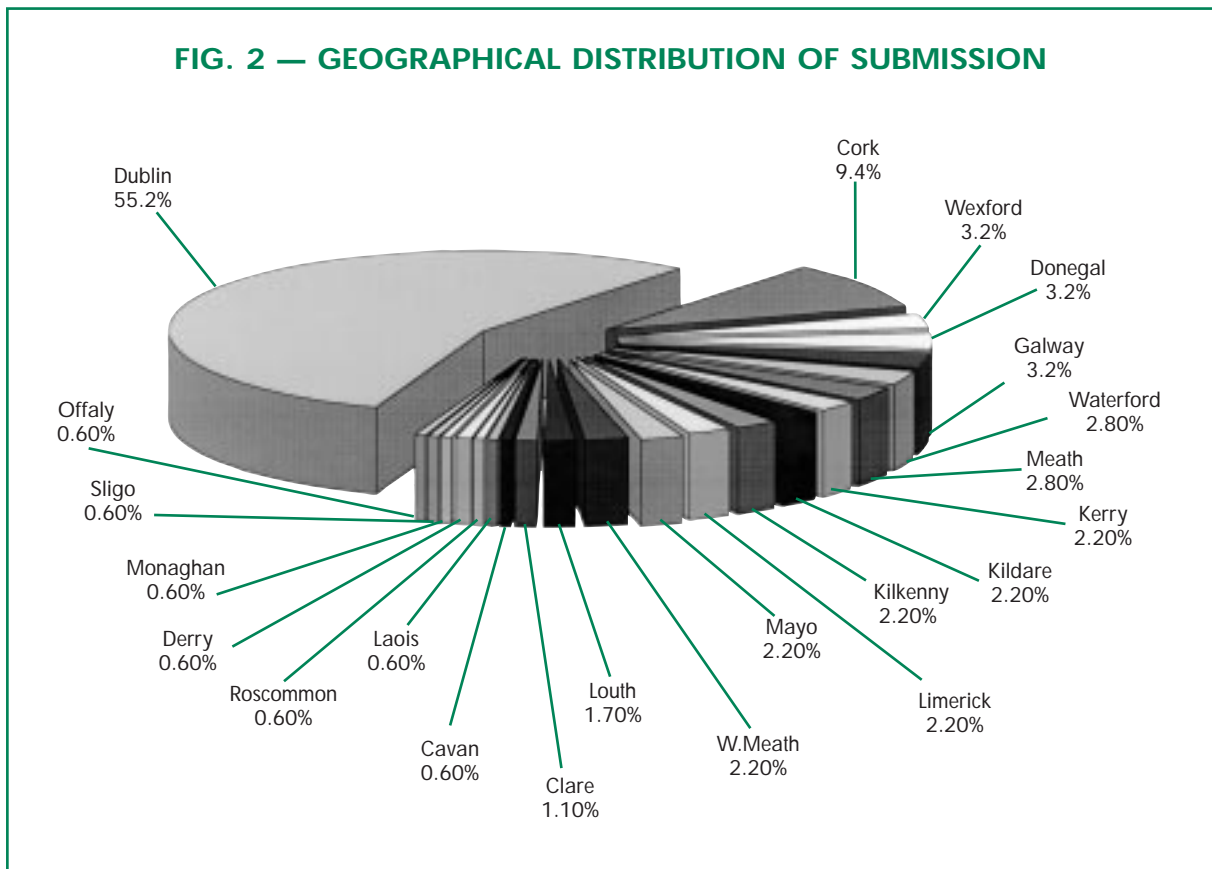
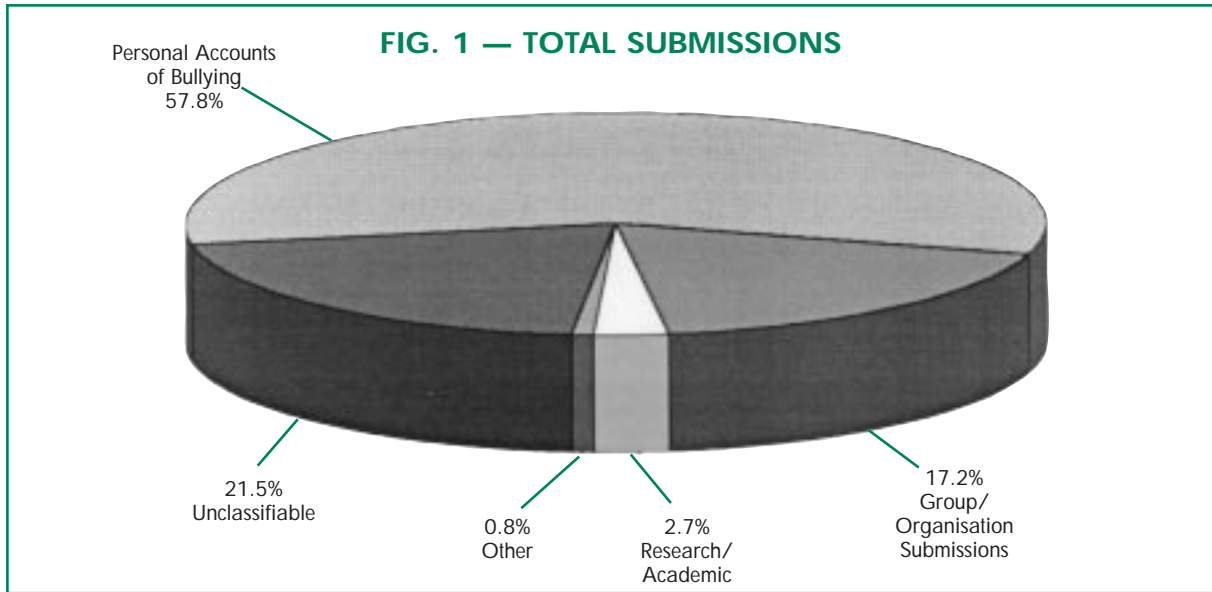
Yes.....₁ No.....₂⇒End of Interview

Q.77 Which one? _____

THANK YOU VERY MUCH FOR TAKING THE TIME TO COMPLETE THIS SURVEY. YOUR COOPERATION HAS BEEN OF GREAT ASSISTANCE TO US.

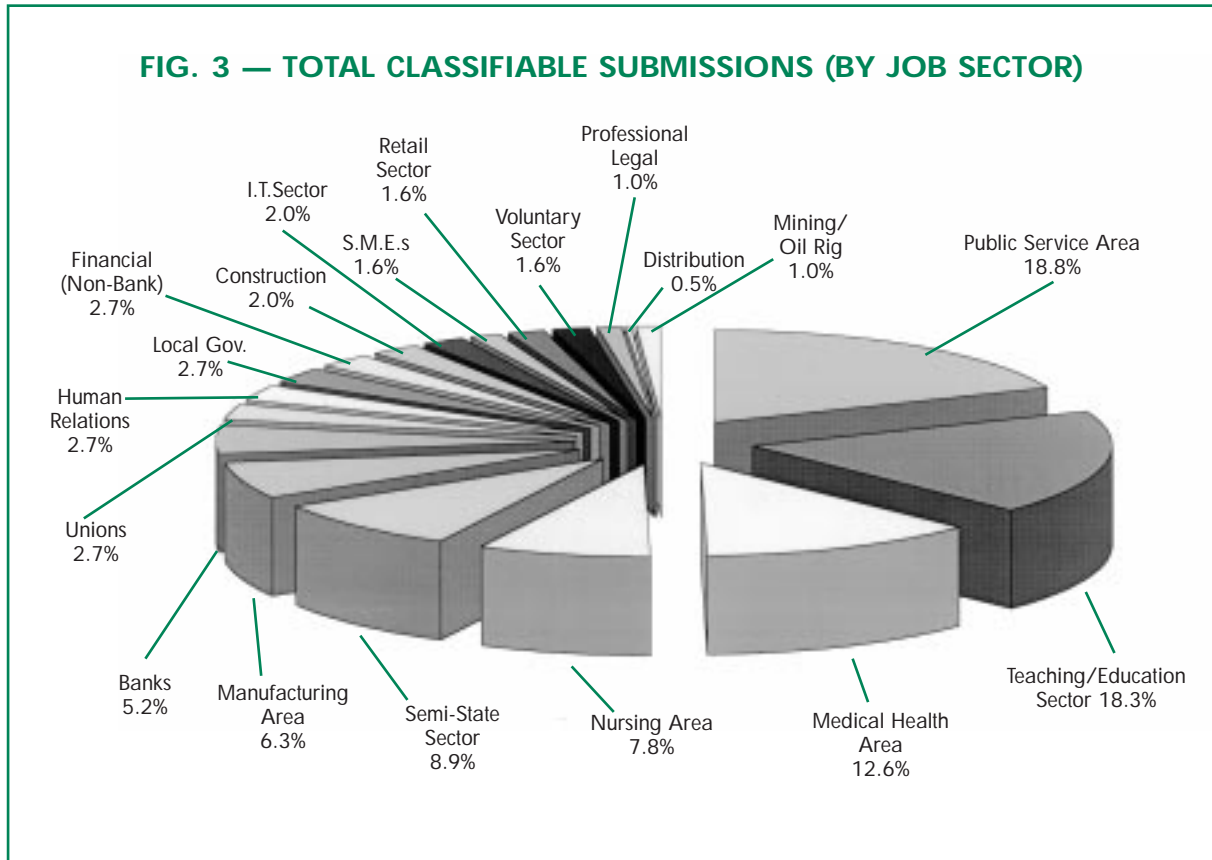
APPENDIX 2 – Submissions on Workplace Bullying

This section presents the analysis of 256 submissions received from individuals, groups and organisations. It includes statistics relating to the nature of the submissions, the employment sectors involved, the nature of the bullying behaviour, the impact on the targets and the suggestions arising from the submissions. Submissions came from a wide variety of sources and represented many different views. They have been categorised in terms of content as shown in Fig 1.



A thematic analysis was used in order to identify trends and patterns within the data. As a result 148 of the total number of submissions received (256) were categorised as ‘definitely bullied’. A separate study of these submissions was undertaken to provide the Task Force with some general indications about workplace bullying in Ireland.

In terms of the occupational groupings of this sample, bullying was reported to occur in a wide range of sectors, as seen in Fig 3 below.



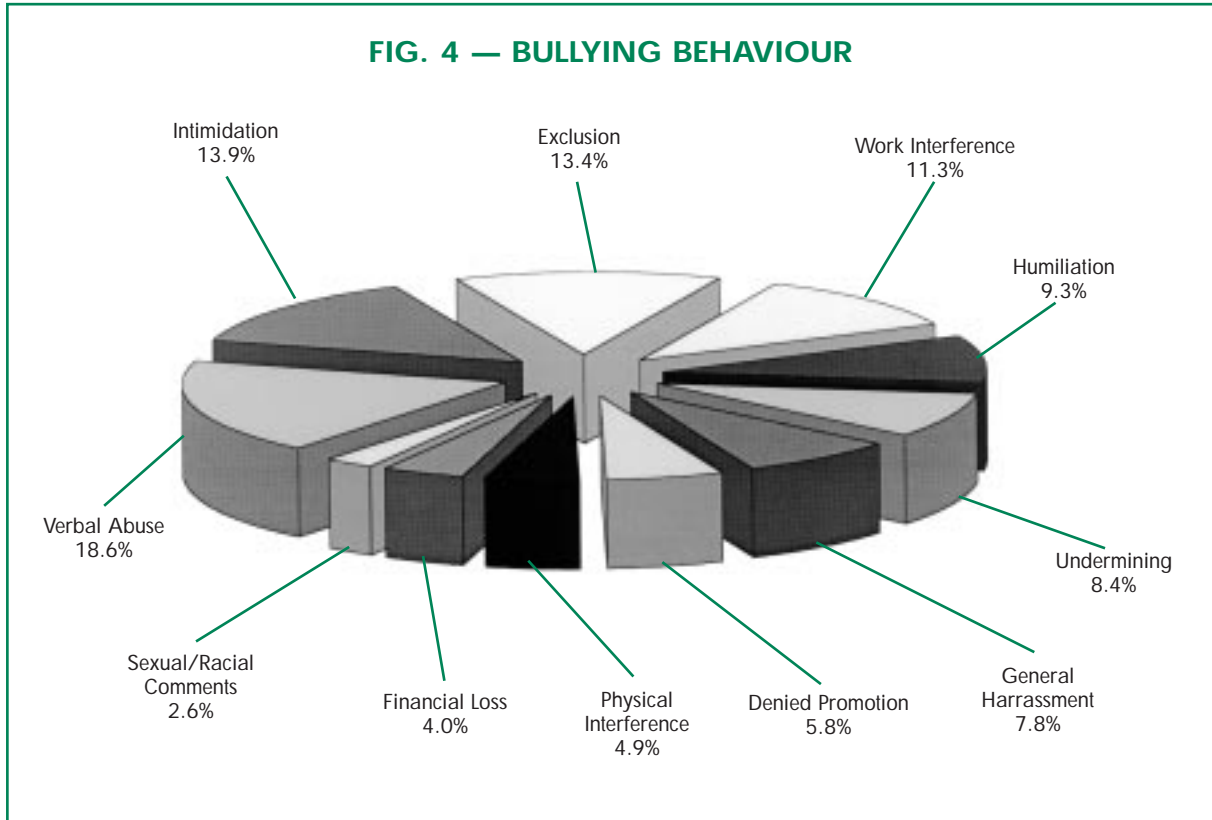
The findings showed that the spread of possible bullying behaviour can be very wide. Fig. 4 shows the form of bullying behaviour reported. The most frequently reported forms were verbal abuse, intimidation, exclusion, undermining and general harassment. Other behaviours reported were sabotage, vindictiveness, lack of positive acknowledgement of work completed and interference with personnel files. Accounts of physical violence were rare.

In order to assess the effects of bullying behaviour on targets, a three level severity scale was applied. Low impact was a negligible effect on work/health. Medium impact had some effect on work/health and severe impact had a severe effect on work/health. Severe effects on targets were defined as the need to take sick leave, consult a doctor, presenting medical/psychological symptoms or leaving the workplace.

Numbers in each category

Low Impact:	3
Medium Impact:	0
Severe Impact:	44

FIG. 4 — BULLYING BEHAVIOUR



50 individuals reported physical symptoms and 56 reported emotional symptoms. It is clear that bullying can have very serious affects on health. A range of physical and emotional symptoms were reported as follows:

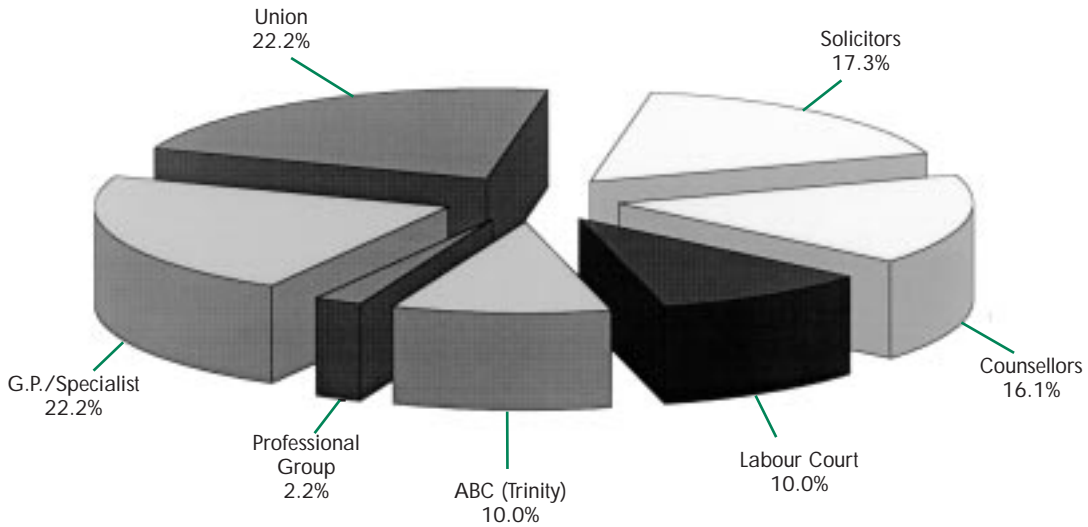
Physical: Sleeplessness, stomach problems, skin rashes, headaches, loss of energy, hypertension and loss of appetite

Emotional: Stress, anxiety, depression, loss of confidence/self-esteem, panic attacks, mental trauma, breakdown and feelings of suicide

Of those categorised 'definitely bullied', 59 had reported bullying behaviour and of those who reported bullying behaviour within the workplace, 44 said that the employer took no subsequent action. One individual reported a positive response from the employer. The analysis showed that 23 individuals took sick leave and 17 left their positions.

Fig. 5 shows the sources used by the targets of bullying when seeking support and redress. The most frequently consulted were union officials, general practitioners, solicitors and counsellors.

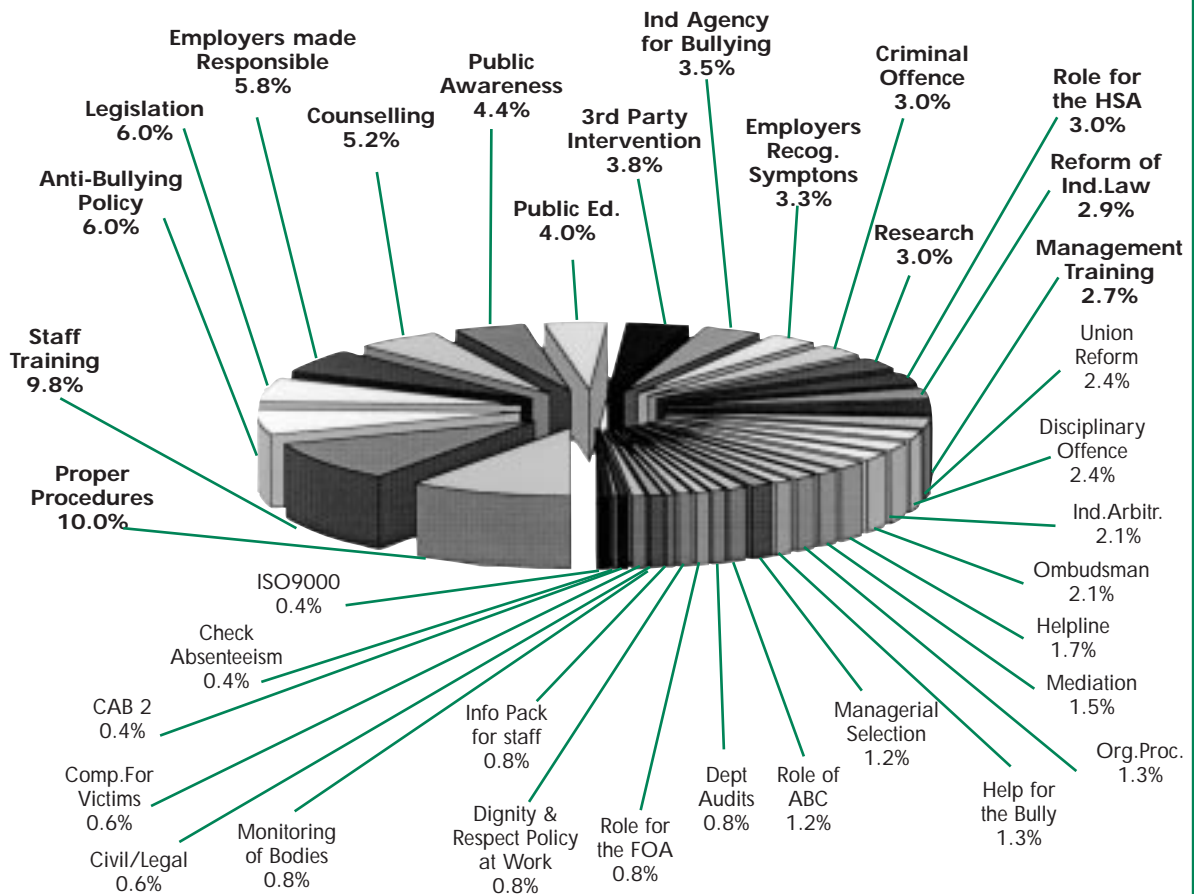
FIG. 5 — INVOLVED IN REDRESS PROCEDURE



Suggestions made in the Submissions

When inviting submissions the Task Force advised that suggestions could be included. As a result, many of the submissions included suggestions on how to address the issue of workplace bullying. Fig. 6 gives a detailed breakdown of these suggestions.

FIG. 6 — SUGGESTIONS



APPENDIX 3 — ADVERTISEMENT INVITING SUBMISSIONS



Task Force on the Prevention of Workplace Bullying

The Minister for Labour, Trade and Consumer Affairs, Mr. Tom Kitt T.D. has established a Task Force on the Prevention of Workplace Bullying.

The terms of reference for this Task Force are as follows:

- To identify the size of the problem and the employment sectors of highest risk
- To develop proposals for practical programmes and strategies to prevent bullying in the workplace
- To produce a co-ordinated response from State Agencies and report back to the Minister

The Task Force is now inviting submissions on the subject of workplace bullying to inform the proceedings of the Task Force.

Guidelines on the making of submissions should be obtained from the address below, prior to making a submission on or before **31 January 2000** to:

Ms. Catriona Delaney – Project Psychologist
Task Force on the Prevention of Workplace Bullying
Health and Safety Authority
10 Hogan Place
Dublin 2

Telephone: (01) 614 7000
Fax: (01) 614 7021
Email: bully_taskforce@hsa.ie

It should be noted that provisions of the Freedom of Information Act, 1997, may apply to submissions.

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